



Pontificia Universidad
Católica del Ecuador

Sede
Esmeraldas



PEDAGOGY OF NATIONAL
AND FOREIGN LANGUAGES

"English opens doors and gives opportunities"

3rd INTERNATIONAL ONLINE CONGRESS

OF THE DIDACTICS OF THE ENGLISH LANGUAGE

"EDUCATIONAL INNOVATION IN TIMES OF CRISIS"

BOOK OF PROCEEDINGS

THIRD INTERNATIONAL CONGRESS ON THE DIDACTICS OF THE ENGLISH LANGUAGE
Educational Innovation in Times of Crisis

TERCER CONGRESO INTERNACIONAL DE DIDÁCTICA DE LA LENGUA INGLESA
La Innovación Educativa en Tiempos de Crisis

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Editorial: PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR SEDE ESMERALDAS

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ESMERALDAS – ECUADOR

Fecha de publicación: 1/08/2022

PUBLICACIÓN ELECTRÓNICA ISBN:978-9942-8770-3-1



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Las conferencias y ponencias se expusieron en idioma inglés, por lo que se presentan en este idioma. Para beneficiar la comprensión, cada ponencia presenta un resumen en inglés y su traducción al español

Los artículos incluidos en esta publicación fueron sometidos a procedimientos de admisión y revisión por pares, llevados a cabo por el siguiente comité científico de expertos a nivel nacional e internacional.

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PREFACE

The Pedagogy of National and Foreign Languages Career has held the III International Congress with important speakers from national and foreign universities.

Language learning, in our field with a preference for English, is an important element of professional development in an increasingly global and interactive world.

Esmeraldas has the challenge of improving its educational quality and the teaching-learning processes of the English language. It needs good teachers who make language learning more attractive and motivating. The province, with an important tourist projection, needs bilingual professionals in all sectors to continue being an efficiently welcoming space.

It is a challenge for PUCESE to improve the skills of language teachers to create opportunities for students and professionals in the province.

The Pedagogy of National and Foreign Languages Career, before the Applied Linguistics degree, has graduated professionals who are in other parts of the world doing master's degrees and doctorates. It is making an important contribution to improving the teaching of English with the bachelor's degree, the master's degree, and the congresses like this one, which puts PUCESE and Esmeraldas in the world, especially important when teaching has undergone a substantial change due to the Covid19 pandemic.

We congratulate the efforts of the teachers of this career, the International Scientific Committee that has ensured the quality of the papers, and the participation of teachers from various universities in this congress. The thematic axes have addressed the importance of innovative methodologies and strategies, the use of technology and attention to diversity in the English class. This event has made a truly significant contribution to the development of the province of Esmeraldas.

Mgt. Aitor Urbina

Pro-rector

PRÓLOGO

La carrera de Pedagogía de los Idiomas Nacionales y Extranjeros ha celebrado el III Congreso Internacional con importantes ponentes de universidades nacionales y extranjeras.

El aprendizaje de idiomas, en nuestro ámbito con preferencia del inglés, es un elemento importante del desarrollo profesional en un mundo cada vez más global e interactivo.

Esmeraldas tiene el reto de mejorar su calidad educativa y los procesos de enseñanza-aprendizaje de la lengua inglesa. Necesita de buenos maestros que hagan más atractivo y motivador el aprendizaje de los idiomas. La provincia, con importante proyección turística precisa de profesionales bilingües en todos los sectores para seguir siendo un espacio eficientemente acogedor.

Es un reto de la PUCESE mejorar las capacidades de los maestros de idiomas para generar oportunidades a los estudiantes y profesionales de la provincia.

La carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, antes carrera de Lingüística Aplicada ha graduado profesionales que se encuentran en otras partes del mundo realizando maestrías y doctorados. Está apostando de forma importante a mejorar la enseñanza del inglés con la carrera de grado, con la maestría y con congresos como este que pone a la PUCESE y a Esmeraldas en el mundo, especialmente importante cuando la enseñanza ha sufrido un cambio sustancial por la pandemia de Covid19.

Felicitamos el esfuerzo de los docentes de esta carrera, del Comité Científico Internacional que ha velado por la calidad de las ponencias, y la participación de docentes de diversas universidades en este congreso. Los ejes temáticos han abordado la importancia de las metodologías y estrategias innovadoras, el uso de las tecnologías y la atención a la diversidad en la clase de inglés. Este evento ha tenido un aporte realmente significativo para el desarrollo de la provincia de Esmeraldas.

Mgt. Aitor Urbina

Pro-rector

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A Humanistic Framework for Promoting Diversity and Inclusion Best Practices in Education

Un Marco Humanista para Promover la Diversidad y las Mejores Prácticas de Inclusión en la Educación

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Abstract

The Center for Education Outcomes at Stanford University recently published its findings for U.S. K-12 public education institutions during the 2019-2020 school year. It expounded on the years of recovery projected for students in America to achieve grade level proficiency due to the disruptions caused by the COVID-19 pandemic as an extremely critical dilemma. Pointing to chronic absenteeism and low levels of student engagement, the report noted these factors were contributing to the high levels of learning loss. The havoc wreaked during this time of crisis has unleashed unprecedented global challenges of enormous magnitude impacting society and its institutions. How educational institutions will recover from these setbacks has yet to be determined. Conversely, these events are ushering in innovative opportunities worldwide for humanistic educators to promote diversity and inclusion frameworks for 21st century learners. Drawing from Rogers humanistic theories in education, the researcher illustrates how the tenets of humanistic education served as a foundation for developing programs that inspired case study examinations of student success. How this humanistic framework served as a pathway for promoting diversity and inclusion in education is explained.

Keywords: humanistic theory in education, diversity, inclusion, student success

Resumen

El Centro de Resultados Educativos de la Universidad de Stanford publicó recientemente sus hallazgos para las instituciones de educación pública K-12 de EE. UU. Durante el año escolar 2019-2020, expuso los años de recuperación proyectados para que los estudiantes en los Estados Unidos alcancen el nivel de grado debido a las interrupciones causadas por la pandemia COVID-19 como un dilema extremadamente crítico. Destacando el ausentismo crónico y los bajos niveles de participación de los estudiantes, el informe señaló que estos factores estaban contribuyendo a los altos niveles de pérdida de aprendizaje. Los estragos causados durante esta época de crisis han desatado desafíos globales sin

precedentes de enorme magnitud que impactan a la sociedad y sus instituciones. Aún no se ha determinado cómo se recuperarán las instituciones educativas de estos reveses. Por el contrario, estos eventos están generando oportunidades innovadoras en todo el mundo para que los educadores humanistas promuevan marcos de diversidad e inclusión para los estudiantes del siglo XXI. A partir de las teorías humanísticas en educación de Rogers, el investigador ilustra cómo los principios de la educación humanística sirvieron como base para desarrollar programas que inspiraron los exámenes de estudios de caso sobre el éxito de los estudiantes. Se explica cómo este marco humanista sirvió como camino para promover la diversidad y la inclusión en la educación.

Palabras clave: teoría humanista en la educación, diversidad, inclusión, éxito estudiantil.

Introduction

During the fall of 2020, the Center for Research on Education Outcomes (CREDO) at the Hoover Institution at Stanford University published its findings for nineteen state education agencies during the 2019-2020 school year. It expounded on the years of recovery projected for students in America to achieve grade level proficiency due to the adverse impact of the COVID-19 pandemic. The report pointed to chronic absenteeism and low levels of student engagement during remote learning instruction as contributing factors for the high levels of learning loss students experienced and one, they described as an extremely critical dilemma.

Education experts who presented their research during a U.S. Department of Education (2021) sponsored webinar were greatly alarmed by this downward spiral especially as it related to low-income students, students with disabilities and students of color who were performing below grade-level before the pandemic and were falling further below grade level due to disruptions in learning caused by the COVID crisis.

The disturbances caused by COVID are being felt around the world affecting every aspect of human life. Indicators for growing educational disparities are serving as both red flags and new opportunities to embrace and implement best practices for diversity and inclusion in education. At this point on our timeline, I believe a humanistic approach for student engagement can serve as a new pathway for teaching and learning. This paper will explain how this rationale served as a foundation for a college success case study. It will also bring forward how the humanistic approach challenged Latino college completion disparities.

Method

Figure 1 depicts the five tenets of a humanistic education framework used to guide the college success case conducted by this researcher between 2013-2016. Upon reading the Illinois 2011 Complete College America fact sheet, I was struck by the profound reality of persistent educational inequities and the interconnected outcomes with them. How was it possible that Illinois could be ranked as having have the fifth largest Latino growing population in the U.S., but only 7% of Latinos achieved degree attainment in comparison to 74% for White students? These educational disparities served as a catalyst for developing student support systems that would meet the needs of a focus group of Latino community college students determined to achieve their educational goals of degree attainment.

The philosophies, and best practices of Rogers (1995), a founder of humanistic education approaches and an American psychologist who asserted every being sought, “a natural flow of movement toward constructive fulfillment of its inherent possibilities” (p.117) inspired me from the onset of my career. I was intrigued by Rogers ideologies for human “actualizing tendencies” which he believed stemmed from perceptions about innate processes of life that propelled one to achieve complex and theories complete development in both life and learning. His applications of these principles defined the humanistic approach in psychology and explained how a person-centered approach, defined as one requiring basic trust between human beings and all organisms, was applicable for students as well (Rogers, 1989; Rogers & Russell, 2002). His student-centered approach became a model for classroom learning with its core objectives promoting students to take responsibility for learning that was self-directed, creative and curiosity driven.

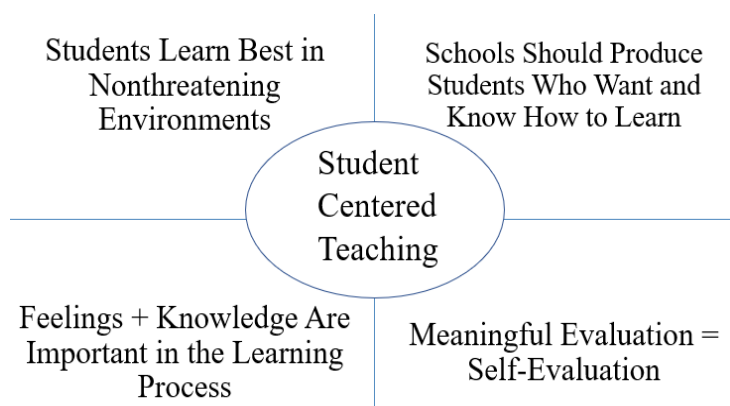


Figure 1.5 *Tenets of Humanistic Education Framework*

These five tenets of a humanistic education framework were adopted for the college success case study conducted as means for promoting diversity and inclusion best practices in education. They are described below:

1) **Student centered teaching** requires student learning to be self-directed. This means the student must actively participate in their learning experience by self-advocating for their learning interests. Throughout the case study, students were encouraged to express themselves to reclaim self-confidence in their self-discovery of their interests, aspirations, and self-actualization. Personalized learning plans to achieve their educational goals became a collaboration between a student and the mentors working with them throughout their college journey.

2) **Schools should produce students who want and know how to learn.** In our classrooms we always have a full spectrum of diverse learning abilities before us. Rogers (1951) explained that teachers cannot teach another person directly, but we can facilitate a student's learning. Returning to his premise of self-actualization, and the rationale that this process is innate and unique for every individual, as teachers we in essence become guides for those who are on a quest for knowledge. The intersectionality of our lives and time on each other's life's path is temporary. Therefore, we are both teachers and/or mentors as well as students in our interactions with others. My journey has taught me to listen with an open heart and mind and share information and insights I have gained that will support a student to move forward with confidence on their path. Every interaction teaches me to astutely assess and learn how I can provide resources and information that will contribute to a student's growth and positive development. Because educational technology has changed the context and content of learning in new ways and has required all of us to evolve and adapt to its usage, curriculum and instruction must be designed and delivered to engage all students in such a way that we promote demonstrations of proficiency that are evidenced by positive outcomes.

3) **The only form of meaningful evaluation is self-evaluation.** As we consider the forms of assessment extensively used to measure student achievement, can you comprehend the enormity of injustice when a test or an exam is used to determine an individual's full capabilities, access or restriction to opportunities and self-actualization? As a qualitative action researcher who incorporates those processes of planning, acting, observing, and reflecting in my work to actively engage with others in a culturally responsive manner, these same practices were applied with students participating in the case study to support them throughout their college journey, degree attainment and career placement experiences. The students I have worked with have learned that resiliency and perseverance are life

skills that each of us must hone every day. Through self-analysis and reflection, we worked together to find culturally responsive solutions for the challenges presented to us.

4) Feelings, as well as knowledge, are important in the learning process. This element of a humanistic framework emphasizes the significance of the Social/Emotional affects impacting our lives. As we begin to study how COVID-19 has touched families and learn about the suffering COVID fatigue has made upon society, humanistic educators are confronted with the task of uncovering how we can begin to help each other traverse the recovery process that is before us. Indeed, the trauma and drama of humanity has affected our minds, bodies, and souls. I am a humanistic educator who has learned to actively practice open-mindedness, gentleness, and forgiveness. The fear that COVID-19 has ushered in is at the forefront of all our lives each day. Combating fear with peace requires mindful practices of thoughts, words, and actions. These are priceless gifts we can give to each other...every day.

5) Students learn best in a nonthreatening environment. I would like to add teachers teach best in a nonthreatening environment too. The violence of words and actions has proven to be a menacing force that sadly has a strong hold on the minds and hearts of many on our planet earth. Inside and outside of homes we encounter pain and suffering of all sorts from various outlets. As a humanistic educator, I believe I am a socially responsible person who has the power to advance a positive rippling effect across the universe. I invite you to begin to embrace these tenets and practices as both students and teachers in our work together to advance diversity and inclusion in education.

In 2013, I accepted a community service leadership opportunity to assist a Latino nonprofit organization (LNPO) with the realignment of the organization's purpose and mission. I was familiar with the organization's efforts to serve its native Spanish speaking residents with bilingual resource information. I also recognized an opportunity to challenge college completion disparities within my community with a plan to realign the organization's operational mission with innovative programs that would address the social dilemma of Illinois' low Latino college completion rates.

As a community leader, I was called upon to bring forth the voices and experiences of individuals who had been marginalized by systems of inequalities to those who did not recognize the injustices their policies, practices and attitudes made upon Latinos in this community. I shared evidence of degree attainment disparities that underscored how the American dream of achieving access, equity, and success through higher education had excluded many Latino students due to social constructs often limiting and restricting college success outcomes.

Roble (2017) identified financial barriers for low-income students as a significant factor impeding their college completion rates. This information reinforced the organization's decision to realign its vision and mission by launching a college completion initiative designed to promote increased Latino representation within all sectors. The culturally responsive signature program, the Latino College Scholarship Fund (LCSF), provided financial resources, accessible networks of information on and off college campuses and mentors who guided scholarship student throughout their journey to reach their college completion goals.

To launch the scholarship program adoption of six best practices utilized by high impact organizations were promptly initiated:

1. Establishment of relationships with elected officials and local stakeholders.
2. Identification of partners, sponsors, and donors to secure contributions for the sustainability of the LCSF.
3. Recruitment of trustworthy, screened volunteers committed to advancing the LNPO's mission.
4. Relationship building across communities with leaders whose advocacy for advancing principles of diversity and inclusion were demonstrable.
5. Development of culturally responsive outreach programs to increase Latino engagement within their community.
6. Sharing leadership opportunities with emerging Latino leaders.

Crutchfield and McLeod Grant (2012) determined nonprofits who worked as catalytic agents of change were most effective when they employed these strategies and leveraged government agencies, business, the public and other nonprofits as forces for good. Establishment of partnerships with higher education administrators, relationships with influential student services personnel and agreements with community leaders to build a network of resources and information students could easily access both on and off their campuses proved to be essential elements of the college success outcomes (Figure 2) revealed by the case study.

Natural mentoring relationships (NMRs) were developed between members of the organization's team and scholarship students. Mentors became attuned to the difficulty's students encountered at school and home. For these reasons, individualized action plans were developed to promote students' development of self-awareness and the self-advocacy skills each required so they could successfully secure the support they needed inside and outside of their college systems. Zimmerman, Bingenheimer, and Behrendt (2005) described NMRs as a type of mentoring relationship

that occurred between youths and nonparental adults. They learned individuals who engaged in NMRs developed self-confidence in their capabilities to engage effectively with other nonparental adults. **Mentoring researchers** found outcomes for Latino adolescents who were supported by NMRs to demonstrate positive academic outcomes, greater expectancy of success and higher educational expectations (Sánchez, Esparza & Colón, 2008; reTovar, 2015).

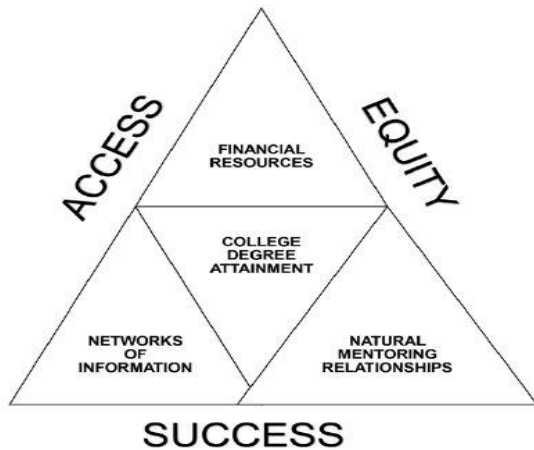


Figure 2. *College Success Model*

By studying the mentoring relationships that evolved between the scholarship students and the organization's mentors, unique insights were gained about each students' college experiences. Bonds of trust and respect were established between mentors and focus group students due to their frequent interactions at scholarship events and regular communication via phone calls, text messages and emails. Mentors worked effectively to connect students to financial resources, professionals working within various employment sectors and information that would assist them in achieving personal and educational goals. These systems proved to be highly effective as demonstrated by the college completion rates the study reported.

Results

Between 2013 to 2016, a focus group of eight Latino community college students participated in the case study. All were recipients of the Latino College Scholarship Fund program. Within said timeframe, 50% of the students earned college degrees and by 2018, another 37.5% completed college yielding a significant college completion rate of 87.5% per the study's findings (García Ansani, 2020). A college success model (Figure 2) emerged which revealed the following information:

Financial Resources: As was learned from the findings, all focus group students required financial assistance to achieve degree attainment. Although the LCSF award amounts students received varied, all students gained new knowledge about financial literacy (i.e., budget planning, student/parent loan options), the Free Application for Federal Student Aid (FAFSA) process and how to secure internal and external scholarships accessible through their colleges.

Networks of Information: The LCSF program hosted events where all students were provided opportunities to interact with professionals formally and informally from diverse employment sectors (i.e., education, science, health, government, business, etc.). Students also developed peer mentor networks amongst themselves through their participation at LNPO community engagement meetings. Valuable information was consistently delivered to students about internships, tutors, healthy living, social service programs, scholarship opportunities and employment postings. Keeping students connected to support systems on and off their campuses raised their awareness about accessible and equitable resources.

Natural Mentoring Relationships: The guidance each student received from LNPO mentors was reported to be of great value. For the focus group students, having a resource person in their life with answers for questions, uncertainties, and concerns they encountered while trying to effectively circumvent within their colleges was an asset that contributed to their overall self-development and perseverance. Mentors consistently demonstrated they were easily accessible while providing accurate and comprehensible information to students that strengthened their self-determination to make decisions with confidence. They understood the challenges students encountered due to having similar experiences. Because the NMRs were built upon trust and respect, there was no fear of judgment or repercussions between the individuals. Self-advocacy life skills were reinforced from actively learning to ask precise questions to secure the answers or assistance they needed from faculty or staff. In this study, NMRs were directly interconnected to student success outcomes.

Discussion

By envisioning how access, equity and student success strategies could serve as a pathway for humanizing higher education, culturally responsive solutions were developed that yielded significant college completion results. However, it was the utilization of a humanistic framework promoting best practices of diversity and inclusion in education that became the driving force for guiding the work of addressing Latino college completion disparities and the college success case study evolving from those initiatives.

At this point in history, a call to action is before us. COVID has indeed created a paradigm shift that has opened new pathways for changes within education unlike ever before in my lifetime. Truly a new challenge has presented itself that begs teachers to promote diversity and inclusion best practices in education for all during and especially after the COVID pandemic. The insights I have shared here are indicative of an approach that supported teachers/mentors and students through the implementation of the tenets of a humanistic framework.

Conclusion

Reports of students' educational disparities are indicative of system failure. Blaming, shaming, guilt, or condemning should never be a response. Rather, a new approach is required to support every learner's educational development and self-actualization. The humanistic framework for education put forth by Carl Rogers provides an opportunity to implement strategies that provide student success outcomes. Therefore, we must embrace a shield of courage to do what we are tasked to do when challenging the status quo.

It's a very paradoxical situation: we know how to enhance the best of education and the most creative learning, and yet our schools, by and large, are authoritarian, really impersonal in many ways, not empowering of children and not building of their self-confidence – in fact, often destroying their self-esteem. (Rogers & Russell, 2002, p. 304)

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EFL Class and Learner's Corpora: Friends with Benefits. Building Strategies from our Student's Production

Clase de inglés como lengua extranjera y cuerpo del alumno: amigos con beneficios.

Construyendo estrategias a partir de la producción de nuestros estudiantes

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Abstract

During the first wave of the COVID-19 lockdown in early 2020, lessons had to be adapted quickly. Schools and universities had to improvise an abrupt adaptation to e-learning platforms such as Moodle. Consequently, teacher-student interaction, along with lessons and assignments, became abruptly computer-mediated. The good part of this rapid virtualization is that most of our student's electronic text production is subject to be compiled into a learner's corpus and subsequently analyzed with a corpus-based methodology. Quantitative and qualitative data extracted from the corpus offers more comprehensive access to information that otherwise could be difficultly accessible to the teacher-researcher's curiosity. This presentation aims to introduce corpus linguistics and describe the multiple possibilities offered by learner's corpora in the English as a Foreign Language (EFL) classroom. The design and research of Spanish-speaking EFL learner's corpora is an up-and-coming field. Their benefits are multiple, not only for the language teacher but also provides valuable information to other institutions such as education boards and permits the development of tailored classroom materials.

We will illustrate our work with a case of the design, collection, and initial analysis of a pilot corpus of writing produced by EFL learners studying in a first-year university English program in Spain. The writings that comprise the initial phase of the corpus were collected during the lockdown and consist of all the writing assignments that three parallel groups of students (N=139) were required to complete throughout the semester. Finally, a description of the process of corpus design and text collection will be provided, along with a discussion of preliminary results (e.g., word frequencies, lexical and grammatical variety, error analysis, etc.).

Keywords: corpus-based methodology, learners' corpora, writing assignments

Resumen

Durante la primera oleada de la pandemia del COVID-19 a principios de 2020, las clases tuvieron que adaptarse rápidamente. Las escuelas y universidades tuvieron que improvisar una adaptación brusca a plataformas de aprendizaje electrónico como Moodle. En consecuencia, la interacción entre el profesor y el alumno, junto con las lecciones y las tareas en la plataforma, se convirtieron bruscamente en mediadores informáticos.

La parte buena de esta rápida virtualización es que la mayor parte de la producción de textos electrónicos de nuestros alumnos es susceptible de ser compilada en un corpus de aprendizaje y posteriormente analizada con una metodología basada en corpus. Los datos cuantitativos y cualitativos extraídos del corpus ofrecen un acceso más completo a la información que, de otro modo, podría ser difícilmente accesible a la curiosidad del profesor-investigador. Esta presentación pretende hacer una introducción a la lingüística de corpus y describir las múltiples posibilidades que ofrecen los corpus de alumnos en el aula de inglés como lengua extranjera (EFL). El diseño y la investigación de corpus de aprendices de inglés como lengua extranjera de habla hispana es un campo emergente. Sus beneficios son múltiples, no sólo para el profesorado de idiomas, sino que también proporciona información valiosa a otras instituciones, como los consejos de educación, y permite el desarrollo de materiales para el aula a medida.

Ilustraremos nuestro trabajo con un caso de diseño, recogida y análisis inicial de un corpus piloto de escritos producidos por alumnos de EFL que cursan un programa de inglés de primer año de universidad en España. Los escritos que componen la fase inicial del corpus se recogieron durante el cierre y consisten en todas las tareas de escritura que tres grupos paralelos de estudiantes (N=139) debían completar a lo largo del semestre. Por último, se describirá el proceso de diseño del corpus y de recogida de textos, junto con una discusión de los resultados preliminares (por ejemplo, frecuencias de palabras, variedad léxica y gramatical, análisis de errores, etc.).

Palabras clave: Metodología basada en corpus, corpus de alumnos, trabajos de redacción

Introduction

The lockdown imposed by the COVID-19 pandemic throughout most of 2020 and 2021 has forced teachers, schools, and universities to improvise an abrupt adaptation to e-learning platforms such as Moodle, which in the best case were used as a complement to face-to-face lessons. As a consequence, teacher-student interaction, along with lessons and assignments, became computer-mediated

overnight. Despite being an anxiety-fuelled (yet, primarily successful) experience for many teachers and students, this was an excellent opportunity to implement Data Driven Learning methodologies. These also allowed the collection of large amounts of learner's data (e.g., writings, recordings, etc.) that otherwise would be hard to collect.

Even if computers have been around in most traditional EFL classrooms since the turn of the century, offering a wide range of textual and multimedia, data driven applications and training in education are still anecdotal. However, there have been significant advances in material design. Most major publishers of EFL textbooks and classroom material have been revolutionized by the access to real data (e.g., the *Collins Cobuild* series), which offered multiple perspectives to language structure that were unavailable until then. Since the late 1980s, extensive collections of language texts in electronic form have been available to teachers and researchers in a foreign language. Thanks to the rich and rapid access to corpora information, we obtain unprecedented insights into how language works, and resulting data analysis can have flexible and creative applications (Granger, 2002; Sinclair, 2004).

This presentation aims to introduce corpus linguistics and describe the multiple possibilities offered by learner's corpora in the English as a Foreign Language (EFL) classroom. It comprises a theoretical introduction to corpus linguistics and how it can become friends with benefits with the language classroom, along with an introduction to its pedagogical advantages. To illustrate it, we propose two study cases: the design and analysis of an error annotated learner's corpus and applying a word profiler to analyze students' richness of vocabulary.

Corpus Linguistics

Corpus linguistics is a potent linguistic methodology founded on the use of corpora, small or large electronic collections of naturally occurring texts to empirically observe how language is used in context by real-world language users (McEnery, Xiao & Tono, 2006). It uses computer software tools combined to process large amounts of electronic texts (e.g., newspaper articles, professional reports, school exercises, etc.) that have been previously classified and annotated. As a now established discipline, corpus linguistics has contributed to discovering new introspections that are nowadays widely used (e.g., frequency of use, word distribution, collocations, phraseology, etc.). Still, without corpus linguistics, these observations would have been seldom observed. Corpora can be categorized in multiple axes depending on their texts' nature (written/spoken, annotated, mono/multilingual, comparable/parallel) (Tognini-Bonelli, 2001).

Corpus linguistics is helpful from a practical perspective. It also provides a more robust scientific framework for linguistics since it is open to objective verification of the results (Leech, 1992). Quantitative data are not only useful for field researchers. Still, they can also be a powerful tool for teachers interested in research as they can give light to the observation of the evolution (and gaps) in our students' learning. Since the 1990s, data-based studies became more and more frequent. Even if the standard linguistic methodology was based on intuition in the pre-corpus era, data-based linguistic research, e.g., Aijimer's (2002), became the standard as we can confirm or refute our introspective linguistic insights. In this particular case, as a matter of illustration, she could provide evidence that L2 writers overuse modal auxiliaries as corpus-based methodologies could contrast the native and non-native use of this type of verbs quantitatively. Linguistic evidence can now be obtained at the speed of a click from now widely available data.

Can we rely on our intuition? Our intuition frequently trusts our "gut feelings," and thus, detecting what is frequent or rare is often inaccurate. Corpus tools use statistics that allow us to describe what occurs in general or specific language empirically. The joint power of any personal computer and corpus permits to search for a vast amount of uses of a particular word or a sequence of words, and even the uses of a part of speech in a text, e.g., the use of '*commit* + *Noun*' generally are linked to nouns with negative sentiment (Ebeling, 2014). The computer can match the relevant text and display its immediate context to the user. It can also count the number of occurrences so that its relative frequency is comparable with the results obtained from other corpora. Depending on the concordancer's options (i.e., the tool used to explore the corpus), this data can then be arranged and presented in multiple ways (McEnery et al., 2006). So, if we are interested in, say, the uses of the word 'commit' in the text, we can simply ask our software to look for this word in the text.

Nonetheless, many research questions transcend simple quantitative corpus research and must be researched qualitatively. Obviously, corpora will not provide magic solutions in our study as introspection, curiosity, and experience are essential to ask better questions to our data and then obtain better insights to be applied in our classroom. We need manual reading and interpretation of corpus data to gain knowledge of some types of information (e.g., pragmatic or cultural) that would otherwise be disregarded (Timmis, 2015).

Among the many available online corpora and corpus tools, Mark Davies' (2008) prolific work on the design, compilation, and online sharing of multipurpose corpora must be put in the limelight. Collections such as the Corpus of Contemporary American English (COCA) or the Corpus of Web-

Based Global English (GLOWBE) are available in english-corpora.org for free. During the last decade, The SketchEngine (Kilgariff et al., 2014) has become one of the most widely used tools. It is a web-based corpus suite that offers dozens of corpora in more than 90 languages and provides easy-to-use tools for custom corpus creation. Laurence Anthony has developed other widely used collection of freeware corpus tools. One of his most celebrated tools, AntConc (Anthony, 2014), is still, to many, the standard corpus concordancer. Other tools include AntFileConverter, a freeware tool to convert pdf and docx files into plain text corpus files, or AntWordProfiler that profiles the vocabulary level and complexity of texts

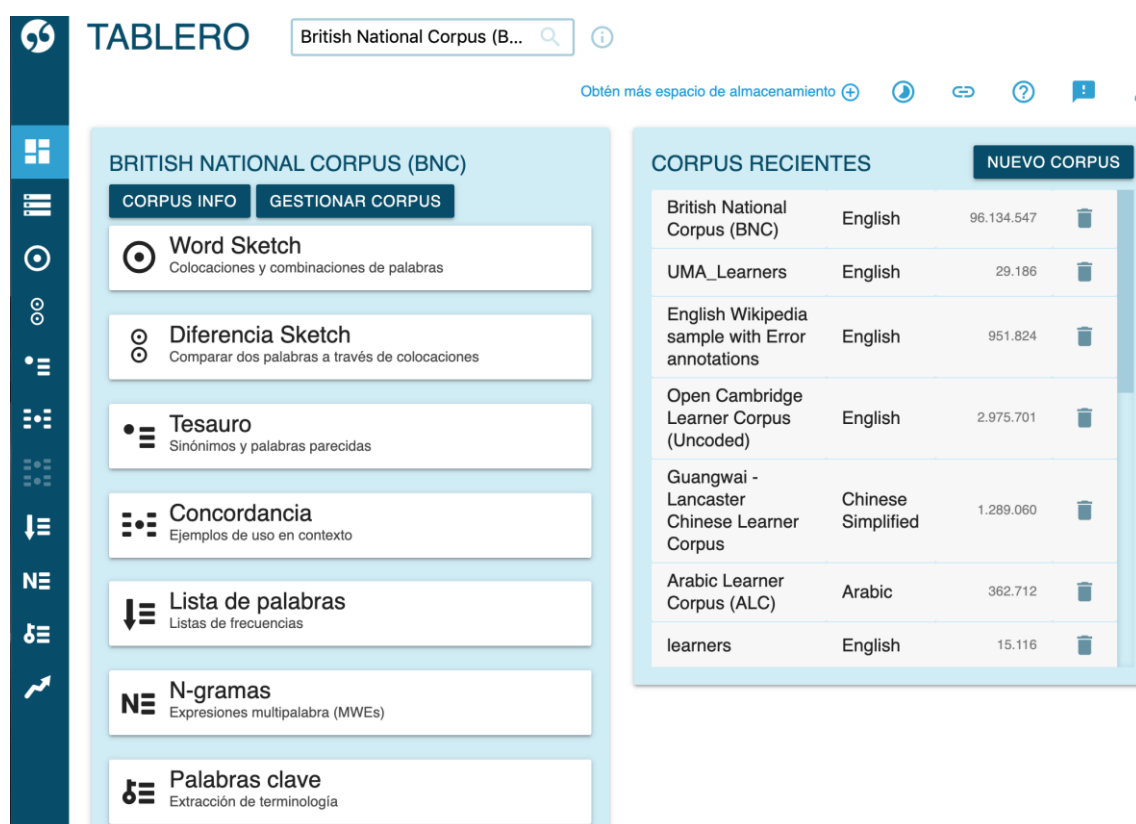


Figure 1 The SketchEngine's interface

Corpus Linguistics makes Friends with Foreign Language Teaching

The COVID-19 pandemic has abruptly helped to consolidate a new teaching paradigm where gadgets (laptops, mobile phones, tablets), eLearning platforms, and video-conference lessons contribute to a data-driven learning (DDL) of English (Yi & Yang, 2020; Shahzad et al., 2020). According to Friginal (2018), corpus applications in education provide an alternative approach to 'traditional' pedagogical models and combine the different innovations in educational computing and various online resources, promoting different perspectives on language learning.

Corpus linguistics (CL) methodologically offers learners real-world language and relevant information (e.g., frequency distributions and natural patterns vocabulary and grammar) and adapts easily to most theoretical frameworks of language learning and teaching. However, as and Friginal (2013) noted, even if nowadays many English teachers have received some CL training at the university level, corpora are seldomly used in the classroom. The author (2018, p. 7) notes reasons such as “lack of confidence, time constraints, questions of relevance, and difficulty in orienting their students (and their courses) regularly to corpus-based.” Despite what was stated above, corpora are no longer linguistic tools used by computer boffins. Many corpora and corpus analysis suites are now widely available, specifically online, and their interfaces are not only more amicable than a decade ago but also multiplatform, quick, and easy to use. They are natural allies to teachers of all levels and are being used more and more every day as classroom material resources and as a standard language lab tool.

New approaches to language teaching (e.g., communication-focused, idiomatic, etc.), contemporary classroom material such as textbooks or dictionaries (e.g., the Collins Cobuild series or the Cambridge English series) and syllabus and curricular developments use corpora as their primary source (or, at least, have been primarily influenced) by the now widely-availability of use of this type of resources. Thanks to this, the language taught in our classroom is now more than ever based not only on distinctive patterns of natural language use but also on addressing typical learner mistakes and errors. In fact, corpus provides information and examples to otherwise unanswered questions on the use of patterns in specific linguistic situations (e.g., “Should I use the word “g’day pal” when introduced to my American boss?”) and thus provides frequency figures and illustrates how different features cluster together in contextualized real text.

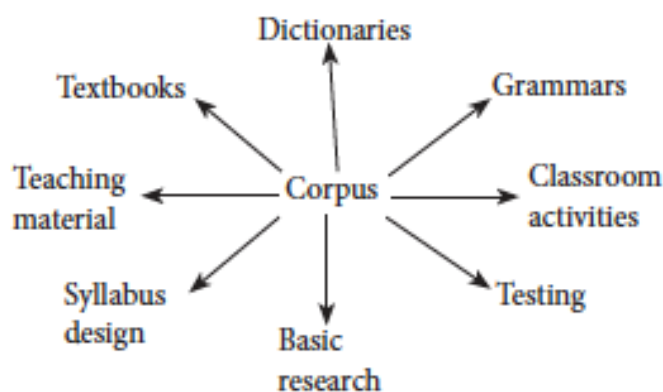


Figure 2 Uses of corpora of relevance for language teaching (Johansson, 2009 p.40)

Materials design and classroom methodology are possibly the two areas that have benefited most from this approach. Thanks to corpora, concerning material design, we have passed from having textbooks that contained mostly invented examples (McEnery & Wilson, 1996) with descriptions based apparently upon intuition or second-hand accounts to, thanks to the pioneering Cobuild project (Sinclair, 1989), a comprehensive catalog of textbooks that use explicitly empirical data and rely upon corpora for their exercises and grammar descriptions (Meunier & Reppen, 2015). In 2021, and especially in the English language, widely available corpora provide clarifying descriptions of all imaginable kinds of registers (e.g., informal conversations, academic writing, language for specific purposes, etc.) of all varieties of English (regional, gender-specific, etc.). As for methodology, Granger (2002) states that concordance-based exercises constitute a valuable addition to the battery of teaching techniques. According to the author, these activities “fit marvelously well in the new Observe – Hypothesize – Experiment paradigm which is gaining ground over the traditional Present – Practise – Produce paradigm” (p. 21).

Corpora are also collaborative tools and may help to observe a second professional opinion. According to Tono (2003), one of the strengths of corpus-based research on learner language is that we can share samples with other teachers so that findings can be carefully scrutinized and discussed. Findings are no longer opportunistic and collected in the heat of the moment. As a consequence, results can be reproducible and contrastable with other sources.

The final benefit is that corpora can be used as reference tools with excellent outcomes. It is commonplace that EFL teachers rely on native speech for consultations on authenticity. Maraunen (2004) points out that corpora can accurately displace native speakers from a central position as models and judges of language in use. With ease, corpora can become an always-ready substitute for native speakers. Especially in situations or locations where native speaker output is scant (e.g., in the remote northernmost cantons of Ecuador or in lockdown situations where interactions are minimal), corpora may provide access to realistic utterances produced by native speakers. Explorative work with corpora, whether systematic or leisurely erratic, may offer unlimited possibilities to explore not only the linguistic underpinnings behind any expression but also acquire “socially-established form/meaning pairings” (Bernardini, 2004, p. 17).

Types of classroom-oriented corpora

Three main types of corpora should be singled out when dealing with language teaching. These are the following:

- *Learner corpora*, LC, used for research on material produced by language learners.
- *Textbook corpora* compile multiple textbooks and often include a systematic annotation of exercises (see Norberg & Norlund, 2018).
- *Multilingual corpora* used for contrastive analysis and translation studies.

As for corpus typology, even if the exceptions are multiple, learner corpora tend to be *monolingual*; as they deal with general language, they are *non-specialist* corpora; and describe a specific point in time, i.e., *synchronic*.

The systematic study of learner's performance and the analysis of its linguistic needs have been traditionally considered secondary, as Mark (1998) denounced, to the curriculum's expectations. For many traditional pedagogical approaches, speakers' output was deemed homogeneous and generally abandoned in curricular developments. The compilation of texts produced by non-native speakers and language learners, referred to as learner's corpora can contribute to putting the student's linguistic needs into focus. If applied systematically, concise corpus-based studies can be used to observe a wide range of levels, characteristics, and specific students' demands.

Learner corpora can be exploited through two main methodological approaches:

- *Contrastive interlanguage analysis* (CIA): comparing the output (e.g., frequency) of a pattern between native speakers (NS) and non-native speakers (NNS) or between two NNS.
- *Computer-aided error analysis*: corpora are searched for specific errors and optionally annotate them and, e.g., count frequencies, etc. There are multiple possible error tagging systems, depending on the methodological design. For instance, errors can be tagged in terms of nature (syntactic, lexical, spelling, etc.) or source (interference, intralingual, etc.).

In order to build a learner's corpus, Granger (2002) considers that there are several critical notions in this definition that should be taken into account:

- *Authenticity*: the term 'authentic' therefore covers different degrees of genuine communication, e.g., authentic classroom activity or essay writing.
- They cover either *Foreign Language* or *Second Language* varieties.
- *Textual data*: languages sample must consist of continuous stretches of discourse, not isolated sentences or words.
- *Explicit design criteria*: random collections learner data do not qualify as an LC. They should be compiled according to strict design criteria, e.g., learning context, mother tongue, proficiency level, time limits, etc.

- *Purpose*: an LC is collected for a particular research purpose, even if these corpora can be reused or adapted for other research proposals.
- *Standardization and documentation*: an annotated LC should follow, as in this proposal, a standardized annotation in order to ensure comparability. LC should also be documented and provide full details for transparency and reproducibility purposes.

Corpus as a tool for students

The pedagogic value of corpora should influence teachers and be a helpful resource for students. In fact, according to Meunier (2002, p. 130), “the greatest methodological influence that corpus linguistics has had on teaching is probably in the use of classroom concordancing”. Corpus promotes a more inductive approach to learning, and it has been widely attested in the literature through the years. According to Bernardini (2004), there are several pedagogical approaches to bring corpora to the classroom:

- *Data Driven Learning (DDL)* switches the traditional teacher-centered classroom and, in line with modern pedagogical trends, incites learners to become researchers in the quest for an active unearthing of foreign language structure. Here, language learning shifts from deductive to inductive routines and modifies the teacher’s roles, who becomes a facilitator and provides research questions to be searched in the corpus, and the learner, who ‘learns how to learn’ by observing and giving meaning linguistic patterns.
- *Language learning in a schema-based perspective* is a process that involves the linking of real-world knowledge (schemata) to the L2 culture and then matching these with relevant pragmatic and linguistic schemata. For instance, to look for patterns used to provide theoretical support or evidence on an essay, “According to X, it has been claimed that Y”.
- *Learner and translation corpora for language learners and translation students*: LC can be used in class where students can be presented with concordances showing the typical errors, e.g., from the class’s corpus. This way, they can become aware of typical errors mostly if offered strategies to avoid them. Also, parallel corpora (e.g., linguee.com, see Figure 3) can provide future translators with solutions for complex phraseology or other translation problems previously solved by expert translators.
- *Language for Specific Purposes*: corpora have been used to develop materials and activities for use in the ELT classroom (Belcher, 2006). Professional realia (e.g., manuals, letters and emails, catalogs, etc.) can be used to design materials. As a result, they fill the frequent gap found by the lack of specific

and up-to-date ESP materials and offer insight into textuality, conventions at work, work culture, and social interaction.

▲ Había una vez y comieron perdices. ↳ alfredo.perseum.com Viaja con nosotros al país de las hadas, de los duendes y de las mil y una noches para ser muy felices y comer perdices... ↳ andrerieu.com ▲ Después de que Cenicienta y el Príncipe fueran felices y comieran perdices, llegó Cinderella Baby: una auténtica monada, un capricho en miniatura ↳ carobels.es ▲ Se trata de movimientos cíclicos, donde el matrimonio y el "comieron perdices" representan el retorno a un tiempo idílico. ↳ veronicaeguaras.com ▲ y vivieron felices comiendo perdices; quien más, quien menos ↳ mauricebignami.it	▲ Once upon a time and they lived happy ever after. ↳ alfredo.perseum.com Come away with us to the land of fairies, elves and a thousand-and-one nights, and live happily ever after? ↳ andrerieu.com ▲ And Cinderella and the Blue Prince were happy ever after? and then came the Cinderella Baby: really gorgeous, a caprice in miniature. ↳ carobels.com ▲ There are cyclical movements, where marriage and "they lived happily ever after" represent the return to an idyllic time. ↳ veronicaeguaras.com ▲ And they all lived happily ever after; some more, some less ↳ mauricebignami.it

Figure 3 Linguee's parallel corpus interface

In line with Meunier (2002), and obviously after careful classroom planning, we consider that classroom concordancing and DDL can lead to new perspectives in grammar teaching and become an unorthodox alternative to the hard-to-bite approaches to grammar teaching and propose a more enjoyable problem-solving approach. Corpus-based exercises of different nature can still be challenging in class, especially as learners need to leave behind the monodirectional classroom tradition and apply a more proactive and independent perspective.

Some educational corpus resources

Many learner corpora are widely available in the literature, and most of them have friendly interfaces and are ready to use. Others, instead, require the use of external concordancers such as Antonc. We propose a list of English based learner corpora based on Zen et al.'s (2019) compilation, as follows:

- JEFL (Japanese EFL Learner): a corpus of 700k words covering the production of Japanese-speaking English language learners
- ICLE (International Corpus of Learner English): includes 3.7M words from speakers of 11 nationalities. It contains mainly argumentative essays of university undergraduates with a higher intermediate/advanced level of English.
- Cambridge Learner Corpus: is a multi-billion-word collection of written and spoken English from students worldwide with a unique bank of exam candidate papers compiled by Cambridge University.
- LINDSEI (Louvain International Database of Spoken English Inter-language): a corpus of spoken English produced by advanced learners of English from several mother tongue backgrounds; and
- TTT (Teachers Telling Tales Corpus): a corpus of teachers' anecdotes (Timmis, 2015).

- f. MICUSP (*The Michigan Corpus of Upper-Level Student Papers*) is a proficient advanced-level native and non-native speaker student academic writing corpus. It includes a subcorpus of A-graded papers (Römer & O'Donnell, 2011).
- g. The NUCLE (*NUS Corpus of Learner English*) is a large, annotated corpus of learner texts that is freely available for research purposes (Dahlmeier, Ng & Wu, 2013).

Method

The UMA Learner's Corpus

The *UMA Learner's Corpus* (ULC) is an ongoing compilation expected to be expanded every year. It is built from the text submitted by the 1st year students (B2 European Common Framework of Reference) from four parallel groups of the degree in English Studies at the University of Málaga. Learners were asked to write a ~200-word report concerning a fictional budget to improve their faculty. Texts were uploaded to our course at Campus Virtual, our implementation of Moodle, where our online classes take place during the pandemic restrictions.

We used Laurence Anthony's suite to build our corpus. Texts are downloaded from Moodle as docx and odt documents and were converted to plain text format with AntFile Converter (Anthony, 2017). Redundancies found in different texts were cleaned with SarAnt (Anthony, 2016), and the results were XML-annotated and anonymized. Our corpus's current version currently consists of 139 documents, including 33,327 tokens (29,186 words) from 1,256 sentences. 33% of texts were corrected and annotated following Dahlmeier et al.'s (2013) set of error annotation schema (check document for more details on annotation). This error-tag schema was chosen to cover as many morphological, grammatical, and lexical errors as possible. The *UMA Learner's Corpus* (ULC) is available at The Sketch Engine by request for non-for-profit researchers.

To explore the possibilities offered by analyzing our student's data, we propose two illustrative study cases: *Computer-aided error analysis* and a *Vocabulary profiling*.

In the first case, our main target was to have a clear picture of our student's leading source of errors in order to introduce curricular changes. After its error annotation, we used The Sketch Engine to obtain a statistical description of the primary type of errors and provided some qualitative observations.

In the second case, our main target is to illustrate vocabulary profilers' possibilities, which may quantify the richness of our student's vocabulary and condense this information in simple statistics and very visual bar graphs. To explore the many possibilities offered by this corpus tool, we compared the stats of the general vocabulary size and profile of UMA and the Pontifical Catholic University of Ecuador in Esmeraldas' students by using AntWordProfiler (Anthony, 2014). In this case, we compared our corpus with the *Esmeraldas Learner's Corpus* (Ballesteros Chica & Fernández-Cruz, 2018), which contains texts produced by Ecuadorian university students of a similar level. This tool generates vocabulary statistics and frequency information about a corpus. It compares corpora against three vocabulary level lists based on Nation's research (Nation & Anthony, 2016).

Results and discussion

Case 1

The error annotation of our corpus is still in progress and at the moment of our keynote. Even if it is highly illustrative of our future work, it is not at all representative of our student community. Nevertheless, the potential of these preliminary results can be glimpsed. Currently, 33% of files were annotated. We plan to cover the whole corpus with multiple trained annotators.

Ongoing results (Figure 4) show that our student's errors involved mainly wrong collocations, idioms, and prepositions (33.8%). Mechanics were second, and 13.4% of observed errors consisted of punctuation, capitalization, spelling, and typos (13.4%). Other remarkable error types were the following: run-on sentences and comma splice (9.3%), articles or determiners (7.4%), transitions (6.5%), verb tenses (5.6%), and verb forms (3.7%).

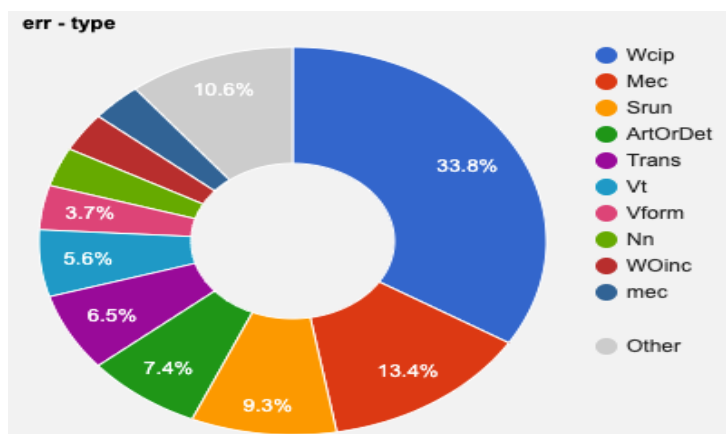


Figure 4 UMA Learner's Corpus statistic description of main student errors

Subsequently, qualitative observation of our student's production allowed us to observe that several students had lexical interference problems. This issue can be observed in the concordances show in examples 1, 2 and 3, as follows: 'installations' for 'facilities' (Spanish 'instalaciones'), 'bathrooms' for 'toilets' / 'restrooms' (Spanish 'baños'), and 'inversions

(1) The [Wcip] installations [/Wcip]

Most of the towers [Vt] has [/Vt] [Wcip] a bathroom [/Wcip] [WOadv] with good quality[/WOAdv].

(2) Most of the towers [Vt]has[/Vt] a bathroom [WOadv]with good quality[/WOAdv],

<s>Classrooms and [Wcip]bathrooms[/ Wcip]

(3) <s>In addition, adding a bike lane on both sides of the street would be a good [Wcip] inversion
[/Wcip]

<s>This report aims is the suggestion of the inversion of the money the faculty has in aspects
students think it is important.</s>

Additionally, we have observed that the pattern ‘*suggest to + verb’ (180 per million) has a very similar prevalence to the correct ‘suggest + -ing pattern (180.03 per million). If we compare these results with the results of native speakers in the British National Corpus, the relative frequency of ‘suggest + -ing’ pattern (4.25 per million) is much more significant than the “*suggest to + verb”, considered ungrammatical (0.56 per million).

(4) As a solution, I suggest to put whiteboards, which are clearer than the others.

(5) <s>Taking into account everything stated above, I suggest to move the cycle path to the other side of
the sidewalk, separating in that way pedestrian and cyclists.</s>

Thanks to a corpus-based observation, it was evidenced that there is a presence of frequent errors and linguistic interference that can be addressed through curricular action. Quantitative methods of evaluating writing, e.g., corpus and frequency-based tools, can be used to develop and validate writing exercises and also compare the performance of different groups of writers.

Case 2

In this second case, we used *AntWordProfiler* to measure the vocabulary profile of both corpora. As a result, the richness of vocabulary of our students can be quantified, and the tool will offer a simple chart with the percentage of token coverage. This tool classifies vocabulary in three levels of frequency, adding the rarest tokens to Level 3.

As it can be observed, global figures were presented in a bar graph (Figure 5) that compares the vocabulary profiles of learner corpora from two different universities (UMA and PUCESE) at similar levels. Total vocabulary coverage figures are very similar (84.8% for Spanish students and 84.5% for their Ecuadorian counterparts). This profiling tool is highly valuable to quantify the complexity of our students' writing performance and also set targets for lexical development.

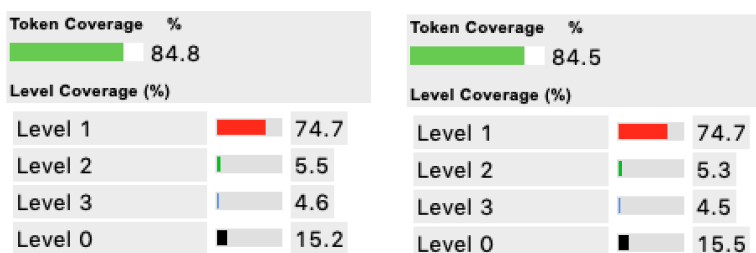


Figure 5 Vocabulary profile of the students of UMA (left) and PUCESE (right).

Further work may permit the student's critical self-evaluation on their essays by using the tool to compare their performance with a prototypical paper (Figure 5) in order to execute a self-diagnosis. To illustrate this, we proposed an article written by a particularly atypical student that had a rich vocabulary. This individual (Figure 6) uses a lower number of Level-2 words if compared with the general average.

Follow-up activities may include critically rewriting of first submissions and subsequent enrichment of their vocabulary through different techniques (e.g., synonyms, paraphrasing, etc.). By a recurrent observation of this word-profiling tool, in agreement with Friginal (2018, p. 240), learners will be able to obtain a more solid understanding of the importance of vocabulary enrichment. Word profilers such as AntWordProfiler offer easy-to-follow metrics that permit teachers to evaluate the performance of their students and may provide a valuable source of information for curricular development if data collection is consistent through the years.

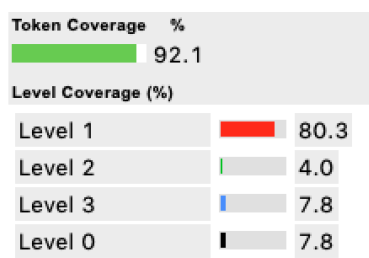


Figure 6 Vocabulary profile of an outstanding student

Conclusion

We live in a world of data. Despite the dull and dreary reality of online teaching, e-learning platforms also make it easier for us to look at our students' output from another perspective. Despite the dull and dreary reality of online teaching, e-learning platforms also make it easier for us to look at our students' output from another perspective. Corpora and the English as a Foreign Language class can join forces and undoubtedly become friends with benefits. In this paper, we expressed the dynamism that corpus linguistics, and specifically Data-Driven Learning, may offer to both teachers and students. Computers can aid the language-learning community in discovering facts about the language that transcend both the textbook and native speaker intuitions.

Data-literacy studies are becoming increasingly frequent in language pedagogy programs. Corpus-based approaches are possibly one of the most accessible tools and, as we have seen in this presentation, are not only versatile but also easy to implement. This flexibility is increased when used with creativity and applied not only as a dictionary-like reference tool but as a source of realistic input for the language class. Apart from the increasing number of corpora freely available online, the large availability of corpus-based pedagogical solutions (whether free or commercial) provides very effective alternatives to the language classroom.

Certain factors, however, require more outstanding computer savviness as they require more significant amounts of time and effort. This is the case of learner's corpus building, which involves systematicity and transformation of large linguistic samples and, obviously, would require time and coordination with other teacher-researchers to obtain valuable and useable results.

From the student's perspective, multiple benefits are to be found from working with corpora. From our experience, instant responses to linguistic inquiries are found to be very stimulant for many of them and certainly may serve as an extra motivational factor. Thanks to free tools like AntWordProfiler, students can now track their performance, and teachers can observe their student's curricular needs with greater levels of precision.

To conclude, data is also liberating. We do not depend on mass-produced classroom material. Thanks to corpora, teachers have a nearly unlimited source of information that may allow teachers to design classroom material that adapts to the particular needs of their different groups. It is now easier than ever to discover language facts that go beyond native speaker input, specifically in areas where they are not frequently found. This way, knowledge does not require input from one knowledgeable source and provides a polyhedral view of language that is observable from multiple perspectives.

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The Plastic World of ELT Textbooks: A Necessary Deconstruction

El Mundo de Plástico de los Libros de Texto de inglés: Una Deconstrucción Necesaria

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ELT publishers have yet to seriously engage with editionizing global coursebooks. From time to time a North American version of a very successful series is produced but while sales of the ‘one size fits all’ version remain healthy an attitude of ‘if ain’t broke, don’t fix it’ seems to prevail. (Gray 2002: 165)

Abstract

The globality of the English language is an undeniable fact. It is the language of desire of a great number of people from different parts of the world. Once we take and study the phenomenon from an English as a Lingua Franca (ELF) perspective, several political, ideological, and pedagogical implications are to be seriously considered in English Language Teaching (ELT), especially when it comes to decolonizing materials conceived in hegemonic centers of power. Often accused of trying to depict and reproduce a “plastic world” for potential standardized and universalized classrooms, ELT coursebooks have constantly been under scrutiny. It is my aim here to raise this awareness, and through practical examples, discuss and propose actions teachers can engage in when it comes to localizing their pedagogy and act upon the commonly imposed ELT materials they are to work with.

Keywords: English language teaching; ELT textbooks; English as a lingua franca; critical pedagogy.

Resumen

La globalidad de la lengua inglesa es un hecho innegable. Es la lengua de deseo de un gran número de personas de diferentes partes del mundo. Una vez que tomamos y estudiamos el fenómeno desde la perspectiva del inglés como *lingua franca* (ILF), varias implicaciones políticas, ideológicas y pedagógicas deben considerarse seriamente en la enseñanza de la lengua inglesa, especialmente cuando se trata de descolonizar materiales concebidos en centros de poder hegemónicos. A menudo acusados de intentar representar y reproducir un “mundo plástico” para aulas potencialmente

estandarizadas y universalizadas, los libros de texto de inglés han sido continuamente objeto de análisis. Es mi objetivo aquí concienciar al respecto, y a través de ejemplos prácticos, debatir y proponer acciones en las que el profesorado puede involucrarse con objeto de localizar su pedagogía y actuar sobre los normalmente impuestos materiales de enseñanza del inglés con los que ha de trabajar.

Palabras clave: Enseñanza de la lengua inglesa; libros de texto de inglés; inglés como *lingua franca*; pedagogía crítica.

Introduction

We all know that the current process of globalization, for better or worse, has brought to surface the complexity of the world we live in. Several aspects within this whole scenario of complexity and diversity call our attention: tidal migration flows (forced or voluntary), new, liquid, and superdiverse sociolinguistic environments, increasing translingual and transcultural populations, plurilingual and pluricultural classrooms, among others. Mobility is also a key factor to be considered in this process. As Blommaert (2010) highlights, mobility is a central theoretical issue in the sociolinguistics of resources, “as it describes the dislocation of language and language events from the fixed position in time and space attributed to them by a more traditional linguistics” (Blackledge and Creese 2017: 31). In other words, we are experiencing in practically all parts of the planet a sociolinguistics of mobility which focuses not language-in-place, but on language-in-motion (Blommaert 2010).

One important phenomenon that emerged from this process of globalization is the massive spread of English, especially in the function of a global *lingua franca*. According to the *Ethnologue*¹, the world has a little over 7,100 known living languages. Devising a framework he called the Global Language System, De Swaan (2001) classified these languages as hypercentral, supercentral, central, and peripheral. Whether we agree or not with his theorization according to this division, which is based on the notions of a periphery, semi-periphery and a core, 98% of all languages in the world occupy a peripheral position. De Swann (2001) then conceives 100 languages as central, 13 languages as supercentral (Arabic, Chinese, English, French, German, Hindi, Japanese, Malay, Portuguese, Russian, Spanish, Swahili, and Turkish), and one as hypercentral (English). So, this hypercentral language has

¹ *Ethnologue – Languages of the world*. Available at www.ethnologue.com. Access: 17 Dec 2020.

a huge number of non-native speakers and is to be learned by people who wish to function globally. It is in this context that the concept of English as Lingua Franca emerges and has developed along the years.

Departing from the scenario depicted above, this paper will take the concept of English as Lingua Franca (henceforth ELF) as central in order to discuss how important it is to consider its pedagogical and political implications to current ELT classroom practices. More specifically, I am going to concentrate on teaching materials, especially ELT coursebooks. My contention here is that, once we recognize what I call “the plastic world of textbooks”, a collection of bland and recurrent topics designed to potential standardized and universalized ELT classrooms, we can surely assess and activate these materials with decolonizing lenses. With that in mind, I venture into an attempt to raise such awareness, and through a couple of practical examples, I discuss and propose actions teachers can engage in when trying to make their pedagogy as local as possible. One clear way of reaching such a goal is acting upon the commonly imposed ELT materials that come to their hands, by questioning and critically evaluating its content in order to make it as meaningful as possible to the groups of students they are to work with.

From an insulated language to a global lingua franca

Historically, the trajectory of the English language as the contact idiom among different intranational and international communities is a fairly recent phenomenon². As Barber (1993: 234) states, “Shakespeare, for example, wrote for a speech-community of only a few millions, whose language was not much valued in Europe and unknown to the rest of the world.” By 1600, English was still “pretty-well confined to England and southern Scotland, not yet having penetrated very much into Ireland and even Wales, let alone into the world beyond” (Barber 1993: 234).

It was due to the British colonialist enterprise as of the 17th century, reaching the Americas in the west and Asia in the east, that the great potential of the English language as one of mankind’s most influential languages started to be considered. Before this, English was nothing but a language of minor importance and of limited reach (Phillipson 1992). Such a fact was admitted by Richard Mulcaster (1531–1611), the founder of British lexicography who, in an attempt to stimulate the use of the vernacular English in place of Latin in the country, wrote in

² Some sections of this paper with some adaptations have appeared before in Siqueira (2015).

1582: “Our English tung... is of small reach, it stretcheth no further than this Iland of ours, naie not there ouer all” (Mulcaster 1582: 256 cited in Wright 2004: 136).

But as time went by things began to change. At first, the remarkable spread of British colonial power in the centuries to come resulted in the so-called “empire where the sun never sets.” Then, the United States of America, one of the British former colonies, turned into one of the superpowers of the 20th century, especially in the political and technological domains. Most recently, with the advent of the phenomenon of globalization, English has traveled along with the territorial, military, cultural, and economic conquests of these different movements. Even under the constant attempt of freeing itself from its imperial veil, intimately connected with colonialist practices and discourses (Pennycook 1998, 2001), English was diffused, appropriated, and nativized by innumerable subjugated peoples on all continents, acquiring in several countries the status of official language, shifting from the position of an instrument of exploitation to that of resistance (Brutt-Griffler 2002). Within this discussion, Phillipson (1992: 1) would argue that “the British empire has given way to the empire of English”, transforming the Anglo-Saxon language into the ‘real black gold of the North Sea,’ solidly and carefully mined by a transnational industry whose production reaches a few billion pounds annually.

For Kumaravadivelu (2006a), the consolidation of the current phase of globalization, is characterized by space and time shrinking, and the dilution of borders, where a global culture, not infrequently, is equated with terms like Westernization, Americanization or McDonaldization (Ritzer 1998). Such scenario, certainly, strengthens and legitimizes the role of English as the language of international communication today, transforming it into a product of extremely high value, especially in peripheral countries where teaching and learning English have become a great business. As Pennycook (2001: 78) points out, with or without resistance, “English is in the world and the world is in English.”

As I advocate the ELF concept here, I shall bring some definitions of the term, along with some of its most common characteristics according to researchers in the recent consolidated field of studies. For Cogo (2015: 2), ELF refers to “any use of English among speakers of different first languages and linguacultural backgrounds.” Sifakis (2017:289), in his turn, sees ELF as “the discourse produced in interactions involving speakers of different first languages.” Such a perspective, for sure, fosters an environment where, instead of placing emphasis on homogenization, English should be taken, analyzed, studied, and taught from the point of view of deconstructions and pluralities. Among some of its intrinsic

characteristics, we can say that ELF is glocal, fluid, decentred, emergent, complex, hybrid, impure, deeply intercultural, critical, political, very open to translingual practices, multilingual interactions, multimodalities and, above, it is decolonial. It is also important to mention that ELF is not a new variety of English, but, basically, it is English operating in the condition of lingua franca.

Central to this movement to learn and acquire the current global lingua franca is what I would call the ELT industry. Far from being a single and innocent combination of letters and words, ELT is the propelling force of a very profitable, highly competitive international business, oriented towards the adoption of a model of “standard English” to be spread and taught to an avid audience of a few billions in practically every corner of the planet. Noticeably, the great influence of the industry has contributed to the emergence and sustainability of uncountable English courses and programs around the world, employing a great number of professionals in areas like teaching, research, teacher education, proficiency exams, creation and commercialization of instructional materials, among others, involving universities, schools, language institutes, technology companies, publishing houses and similar institutions.

Out of all different aspects involving ELT practices, my emphasis here, as stated, will be on instructional materials, e.g. coursebooks, since it is departing *from* them and working *with* them that a lot is done in language teaching and learning. As much as Pennycook (1998), who conceives ELT as a genuine product of colonialism, arguing that the matrices and orientations of this enterprise have lingered on with time, and through it, are renovated and re-invented, I see as crucial the importance of having language professionals and educators launch a critical eye on every class material they get in contact with. Thus, under an ELF perspective, I want to discuss and defend here the adoption of postures anchored in critical approaches which can foment the assessment, production and utilization of ELT materials that should move away uses and users of non-native and non-hegemonic varieties of English from the peripheral and invisible condition they commonly occupy in this whole process (Matsuda 2005).

Having outlined the debate, a few questions are worth asking: “If English is in the world, where is the world in ELT materials?”; “What world has been depicted in global ELT materials over the years?”; “When will local voices have a say in the content of English coursebooks?” These are just a few of the many challenges the ELT industry will have to face once it decides to really produce materials with the goal of reflecting on their pages (physical and virtual) the different uses and users of English as a global lingua franca. As Seidlhofer

(2011: 11) reminds us, “there is [still] a blatant mismatch between the purpose for which English is most learnt in the world, namely ELF use, and what is focused on in SLA, namely ESL/EFL.”

Locating and relocating ELT

Regardless of what has happened to the British Empire, the sun has never set for the English language. For its privileged condition of being today’s most diffused means of international communication, very often we come across initiatives which try to attribute English an aura of modernity and a supposedly neutral character. In other words, very commonly, attempts are made in order to free English from its imperial vests, consequently seeking to soften its position as a product of colonialism (Pennycook 1998). Needless to say ELT has flourished under similar assumptions. However, as Brutt-Griffler (2002: 184) argues, “driven by the political and economic imperatives of empire, language methodology was subservient to imperial purposes.” Kumaravadivelu (2006b: 12) discusses the question more deeply suggesting that “the history of English and ELT shows that its colonial coloration has four interrelated dimensions – scholastic, linguistic, cultural, economic.” In his words,

The *scholastic dimension* relates to the ways in which Western scholars furthered their own vested interests by disseminating Western knowledge and by denigrating local knowledge. The *linguistic dimension* pertains to the ways in which the knowledge and use of local language(s) were made irrelevant for learning and teaching English as an additional language. The *cultural dimension* integrates the teaching of English language with the teaching of Western culture with the view to developing in the L2 learners’ cultural empathy towards the target language community. [...] The *economic dimension* adds jobs and wealth to the economy of English-speaking countries through a worldwide ELT industry. (Kumaravadivelu 2006b: 12)

Within the same line of thought, Pennycook (1998: 19) assures that “there are deep and indissoluble links between the practices, theories, and contexts of ELT and the history of colonialism.” It does not matter if its ideological and pedagogical foundations were initially laid in the colonies before they were exported to the center of the Empire and then

disseminated all over the world. As Phillipson (1992: 109–110) notes, “proficiency in English was essential for functioning in colonial periphery-English societies, or at least for those who had dealings with the colonizers.” In India, for instance, “it was decreed that when Indians were recruited to posts under the government, preference would be given to those who had received an English education” (Phillipson 1992: 111). That is, potential local workers and collaborators would have to be fluent in the colonial language, since such ability had become “the gateway to all social and material benefits” (Misra 1982: 150 cited in Phillipson 1992: 111).

Based on this, it is possible to conclude that ELT, in fact, has echoed what Pennycook (1998) has called ‘cultural constructions of colonialism’. In his view, today more influenced by the peculiar forces of local practices of English (Pennycook 2010), we are to remember that “it [was] colonialism that produced the initial conditions for the global spread of English” (Pennycook 1998: 19). Consequently, “ELT not only rode on the back of colonialism to the distant corners of the Empire but was also in turn produced by that voyage” (Pennycook 1998: 19).

Although this crucial aspect of the ‘soul’ of ELT has not received enough attention from areas like TESOL and even Applied Linguistics, clear evidence has shown that the appropriation of English by different local communities, culminating with the emergence and legitimation of many and diverse Englishes, has indeed provided a fertile soil for a more realistic approach to ELT. Preferably, approaches like this are to derive from ‘indigenous epistemologies’ whose main characteristic is a deep struggle against a (neo)colonizing praxis of the conservative view of TESOL as a whole (Shin 2006).

This is exactly where ELF studies findings can open an important door and, among other possibilities, contribute to a relocation of ELT, considering the contemporary use of English worldwide and its political, ideological, and pedagogical implications. As Dewey (2012: 141) points out, “research in ELF has reached the point where established principles and sanctioned good practice in ELT require substantial reassessment,” showing that “effective communication in this lingua franca entails especially dynamic and adaptive use of language resources” (ibid: 141). Similar argument is posed by Jenkins, Cogo and Dewey (2011: 304) when they defend that “ELF empirical work and theoretical discussions have raised profound questions about current principles and practice in ELT.” For them the pedagogical implications of ELF should include key areas like knowledge base of language teachers, language syllabus, approaches and methods, language assessment, and, of course, teaching

materials.

Despite the fact that a lot has so far been produced and discussed in terms of the global presence of English, ELF included, unfortunately, “the daily practices of most of the millions of teachers of English worldwide seem to have largely remained untouched by [these] developments” (Seidlhofer 2011: 9). In reality, it is reasonable to say that “ELF research and theoretical debate have given rise to some profound questions with regard to current practice and thinking in ELT” (Dewey 2012: 142). But it is equally important to admit that there is still a long road to travel, especially in the so-called periphery countries. In other words, “because ELF research findings pose substantial challenges to current beliefs and practice, it is likely that further engagement with ELF in the language classroom will be contested and hence gradual” (Jenkins, Cogo and Dewey 2011: 305).

In times of economic globalization power has shifted from different hands, but English, now made into “the international currency of science and technology” (Graddol 1997: 9), is still the ‘great companion of the Empire.’ In the privileged position of today’s global lingua franca, the language has given birth to and gloriously feeds an editorial industry whose intellectual tradition continues being strongly connected with its hegemonic centers, loyally enforcing the traditions and views of the so-called *global North*.

Critical of such practices, Matsuda (2003) points out that, under the traditional EFL perspective, English is still solely taught as a language belonging and fully connected to inner circle countries (Kachru 1985), based almost exclusively on a standard variety of either American or British English. This is overtly done through ‘soulless’ textbooks, very similar to one another, full of characters and cultural topics from these places, and socially anesthetized and sanitized for commercial purposes (Gray 2002; Akbari 2008). This posture, though not explicitly, appears to conceive the language classroom as “a closed box, an educational context isolated from society” (Pennycook 2000: 89), crippling it of its crucial role of reflecting the world, since, as an unquestionably privileged sociopolitical space, it does not reflect the world only, *it is the world* (Siqueira 2012). In this sense, as Baynham (2006: 28) argues, “what happens in the classroom should end up making a difference outside the classroom.”

The examples which follow, taken from international ELT textbooks, while under the glossy label of global materials, corroborates the tendency to transform the English classroom into an idealized space, a “fantasy island” or, as some prefer, a “pedagogical Disneyland”, not mentioning several of the topics which very frequently prove to be completely irrelevant to

innumerous students' contexts and realities:

Example 1:

Excerpt from reading activity in Soars and Soars (1998: 59):

“Bill Gates is the richest private citizen in the world. There is nothing he can't afford. Every morning, when his alarm clock goes off, the software tycoon is \$ 20 million richer than when he went to bed.”

Example 2:

Excerpt from listening activity in Soars and Soars (2001: 38):

“Brad from Malibu: My house is fantastic. It's right next to the ocean. I have a lot of rich neighbors – some of them are famous actors. My house has ten rooms, and five are bed- rooms. [...] I also have a swimming pool, a private screening room for movies, and an exercise room. I live here alone.”

Example 3:

Excerpt from listening activity in Brewster, Davies and Rogers (2006: 33):

“I'm Li. I'm from Beijing. I came to the United States because I have family here, and they helped me get a visa. I've lived here since 1995, but I haven't become an American citizen yet.”

Example 4:

Excerpt from reading activity in Clandfield and Pickering (2010: 12):

“A portable phone is called different things. In the UK it is called a 'mobile phone' and in the US it is called a 'cell phone'. [...] In the UK, the number of mobile phones is 118 per 100 people. In the US it is about 85 per 100 people.”

As Holborow (1996: 172) suggests, “teaching English can no longer be taken as simply

teaching language.” Teaching English as a global lingua franca requires a daily visit to several fronts and frontiers, setting new priorities such as the adoption of appropriate pedagogical approaches to this new reality which are able to accommodate the local (Gray 2002), legitimizing the interactions among the more diverse *linguacultures*. The rupture with premises which still propagate the idea that the custody of the world language belongs to hegemonic English-speaking countries or that their cultures are the only ones worth being exposed to, is to be taken as a political and ideological priority in the agenda of critical ELT professionals.

Besides that, the varied and diverse contexts where English is taught and learned nowadays, for a long time already, have been clamoring for a revision of objectives and orientations in ELT programs and materials. What drives these calls for change is a proposal that these programs and its materials truly reflect learners’ specific needs, promote the insertion of local cultures to better serve local teachers and foster the development of students’ intercultural awareness (Baker 2009; 2012). Also, the possibility to rely on more practice-oriented ELT publications (Jenkins, Cogo and Dewey 2011) and on topics which are part of the ‘real world’ so as to finally contribute to the deconstruction of the so-called “plastic world of textbooks.”

The plastic world of ELT textbooks

Elaborating on recent ELF developments and the implications to the regular language classroom, Jenkins (2012: 487) asserts that, “despite the phenomenal increase in the use of ELF around the world, the prevailing orientation in English language teaching and testing, and ELT materials remains undoubtedly towards ENL.” As a consequence of such consolidated practice, in all senses, “the typical ‘global’ ELT coursebooks [...] provide classroom models for production based largely or entirely on ENL [...] that is assessed in the supposedly ‘international’ ELT examinations” (Ibid: 487).

As for materials specifically, Pennycook (2000: 98-99) reminds us that “all textbooks, all teaching materials carry cultural and ideological messages.” In uncountable language teaching and learning programs the textbook is a highly desired element under the argument that it is a guide and an important supporting material for both teachers and learners (Siqueira 2010). According to Richards (2002: 26), “much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks.” With advantages and disadvantages (they can at the same time be a help or a

hindrance), in many contexts, textbooks serve as the main source of linguistic and cultural input for learners and as the basis for a large and important portion of classroom practice.

For Dendrinos (1992: 152), such a material “does not aim simply at the transmission and acquisition of language structures with autonomous meanings deprived of their social character”. More than that, the textbook “will contain material whose purpose will be the linguistic acculturation of the learner and therefore their subjugation to social conventions and to the dominant ideology with which language is invested” (Ibid: 152).

Through the same critical lenses, Akbari (2008: 282), as mentioned, contends that “the majority of coursebooks used for English instruction have been anesthetized to make them politically and socially harmless for an international audience.” Richards (1998, 2002) admits such a practice, arguing in a softer tone that efforts are made by publishers in order to avoid contents which might transmit social prejudices and ethnocentrism, and privilege, on the other hand, preoccupations, needs, and universal human feelings. However, the guides conceived by the large publishing companies for the creation of foreign language (FL) textbooks, having as their main objective financial success and quality excellence, very frequently, have caused an almost complete loss of the “flavor” and the creativity of the original manuscript (Richards 1998, 2002). As a consequence, such a historically well-established practice has given birth to what has come to be known as the ‘plastic world’ of FL textbooks (Prodromou 1988; Siqueira 2010, 2015).

Prodromou (1988) was one of the first ELT researchers to call attention to the need for recognizing and confronting the plastic world of FL textbooks. Conceiving language teaching as a non-neutral process, making explicit its eminently ideological character, the Greek scholar postulates that in several instructional contexts, especially English as a foreign language (EFL), the classroom is simply dissociated from the real world that pulses outside:

I have arrived at this feeling after ten years of trying to ‘sell’ communicative methodology and Anglo-American ELT textbooks to non-native speaker teachers of English. [...] Globally designed textbooks have continued to be stubbornly Anglo-centric: appealing to a world market as they do, they cannot by definition draw on local varieties of English and have not gone very far in recognizing English as an international language either. What were they about? They were mostly about situations which were not only imaginary, [...] but vacuous, empty of life. [...] The classroom is a small world. A community linked with the big world outside. It is an extension of

that world. But we often behave as if our students on entering our little EFL world, change. [...] that, coming to learn English, they leave their three-dimensional humanity outside and enter the plastic world of EFL textbooks; textbooks where language is safe and innocent, and does not *say* or *do* anything. [...] Most textbooks project an Anglo-centric, male dominated, middle-class utopia of one kind or another. The life has been taken out of this EFL textbook world. (Prodromou 1988: 76-79)

Aligned with Prodromou's arguments, Pennycook (2000) reinforces the idea stating that many ESL textbooks still work with a 1970s Kellogg's® Cornflakes vision of the perfect family: "a blond, white, heterosexual family, with one daughter and one son (all of whom clearly visit the dentist regularly)" (Pennycook 2000: 100). A quick visit to ELT textbooks sold globally easily reveals that such a protocol remains practically intact³.

As I discussed in Siqueira (2010: 230-231), including or excluding certain contents in a teaching collection, be it for first or foreign language learning, is part of a rigorous screening process by editors. This happens because editors are to respond to the premise that as they are producing a textbook for a global audience, some areas are regarded as sensitive and therefore should not comprise the list of topics to be considered for the textbook series. Based on this, controversial and supposedly uncomfortable issues are to be solely undermined by the "perceived need to sanitize content" (Gray 2002: 166).

Following that track of thought, Gray (2002) and Akbari (2008) contend that most publishers all over the world advise textbook and complementary materials writers to observe and follow a set of guidelines summarized in the acronym PARSNIP. In other words, any topic related to **P**olitics, **A**lcohol, **R**eligion, **S**ex, **N**arcotics, "**I**sms" in general (racism, ethnocentrism, sexism, among others) and **P**ornography are to be banned, "including those which, potentially, could foster the development of critical awareness on the part of both teachers and students" (Siqueira 2010: 231).

³ It is important to mention that more recent ELT coursebooks already bring in families from other origins and ethnicities like Afro-descendants, Hispanics, Asians, immigrants, etc. However, the traditional family design still prevails, excluding family groups formed by single mothers or fathers, same sex parents, among others.

Thus, a significant portion of FL textbooks, including those for ELT, chooses to deal with neutral, apparently harmless topics, ignoring the fact that “there are many groups in any society which are driven to the margins exactly because their political, behavioural, or belief systems are in conflict with those of the mainstream groups and they are consequently denied certain rights or opportunities” (Akbari 2008: 281). Because of this, it is plausible to conclude that the plastic world of textbooks seems not to be concerned with such issues, moving on, therefore, with the firm objective of keeping the language classroom detached from the real world.

As we can infer, this is not exactly a recent practice. Once we delve into the history of language teaching methods, approaches and techniques, especially the most contemporary ones (from the Grammar Translation Method to the various versions of the Communicative Approach), we are easily confronted with the so-called “illusion of authoring”, since, as aforementioned, the textbook writer will never be able to avoid editorial scrutiny, commonly oriented by ideological and economic reasons (Souza 2011). As a result, we can say without any hesitation that linguistic education has been and continues being largely influenced by the textbook industry.

For many years, this tradition has remained untouched. However, the current global condition of English has been pressing for changes, showing that we need to become much more aware of the limitations of such a practice once we start seriously considering the wider context of English use in today’s world (Dewey 2006). Under the ELF perspective, which holds great potential to propose the design of syllabuses and materials relevant to specific contexts of learning, Jenkins (2012: 487) recognizes that “there are a few examples indeed of coursebooks that adopt a more ELF-oriented approach, or at least NNEs-oriented approach.” But, for her, more often than not, learners of English “are still encouraged to aim for the kind of English that British and North American English speakers use among themselves” (Ibid: 487).

It goes beyond the scope of this paper to discuss characteristics of different ELT methods and approaches. But when we analyze the contents of several textbook series, either structuralist or communicative, it is possible to notice that elements such as cultural references, for instance, have always resorted to the practice of mirroring the daily life of native speakers, spreading and incorporating their beliefs, different types of behavior, values, and ways of life. In other words, the NS is and has been for most global ELT series the

model to be followed. A small sample of this practice is presented and discussed in the next section.

A brief study with a few ELT textbooks

In a short exploratory study of three communicative English textbooks⁴ some years ago, I investigated some aspects that could point to changes in the editorial orientations related to their cultural references, especially because English is today's global lingua franca. From the categories defined, two are of great relevance to be mentioned here: (a) places in the world, and (b) English oral models used.

In Textbook 1 (*Passages Upper-intermediate*, 2008), 17 countries are mentioned in 77 instances, with the United States appearing in 23 (29.8%) of the examples, followed by Canada, in 9 examples (11.6%). In Textbook 2 (*Skyline Intermediate*, 2006), 26 countries are mentioned in 72 examples, with the United States leading the list in 24 examples (33.3%) and the United Kingdom (mostly England) in 14 (19.4%). In Textbook 3 (*World Pass Upper-intermediate*, 2006), 29 countries are cited in 67 examples, with the United States appearing 16 times (23.8%), followed by Australia in 5 (7.46%) instances.

Regarding the “oral model of English”⁵, in Textbook 1 (*Passages Upper-inter-*

mediate, 2008), I tallied 84 oral incursions such as dialogs, instructions, and listening segments, with 79 (94%) from inner circle countries, 5 (6%) from the expanding circle and none from outer circle countries. In Textbook 2 (*Skyline Intermediate*, 2006), 100 incursions were listed, with 89 (89%) being recognized as models from inner circle countries, especially American English, 10 (10%) from the expanding circle, and 1 (1%) from the outer circle. The third and last volume, Textbook 3, (*World Pass Upper-intermediate*, 2006) brought 31 oral samples, with the surprising fact (compared to the other volumes analyzed) that all examples are in American English, that is, one of the inner circle hegemonic models. Models from the other two circles do not appear in this volume of the series.

The political and pedagogical implications of the global spread of English have been

⁴ There were not ample criteria for choosing these coursebooks. They are all admittedly designed for international audiences, and it was our familiarity with them as long-time teachers that oriented our decision. It is relevant to mention that we analyzed only one volume of each series, selected randomly.

⁵ In deciding between outer and expanding circle models, I was guided by the origin of speaker mentioned in the scripts and by experience.

extensively discussed. As Seidlhofer (2011) points out, a significant number of interactions in English today take place among non-native speakers of the language, in a lingua franca context. However, “this special status of English has had virtually no effect (so far) on how language is formulated as a subject in syllabuses and teaching materials” (Seidlhofer 2011: 9). This situation, more than ever, has invited us to realize that many of the consolidated ELT practices need urgently to be revisited and reviewed, keeping in mind the new challenges teachers and learners from all cultures are to be confronted with.

As Baker (2012: 69) postulates, “the use of English as the global lingua franca highlights the need for an understanding of cultural contexts and communicative practices to successfully communicate across diverse cultures.” These contexts, ELF research has shown, “are usually characterized by a high degree of linguacultural diversity, routinely resulting in highly variable and creative use of linguistic resources” (Dewey 2012: 163). For the ELT industry, although fully aware of the complex flow of linguistic and cultural practices taking place nowadays through English (Baker 2009), due to its intrinsic conservative nature, it still seems to be resistant to the fact that “English as a global lingua franca forces us to go beyond notions of teaching a fixed language and cultural context as adequate for successful communication” (Baker 2012: 69).

As Dendrinos (1992) argues, the ideological perspective is inherent to all teaching practices, including textbook selection and use. According to Brutt-Griffler (2002), ELT methodology has greatly relied on the creativity and potential of local teachers. However, when it comes to textbook content, it seems that teachers all over the world, working in different educational contexts, have not yet felt capable of going beyond the mere appreciation of the utilitarian value of the materials they use. My expectation then is that ELF contexts and realities trigger some radical changes in such a status quo, firmly believing that ELF “is likely to continue to evolve of its own accord as long as English remains the principal global lingua franca, regardless of the wishes of those who find it distasteful” (Jenkins 2007: 252).

My brief study on a few ‘global’ textbooks, in a certain way, shows that, sooner or later, changes are to be demanded, mainly at the local levels, where English is indeed being understood as a language that belongs to those who use it, and therefore should reflect local realities. In this sense, it is important to highlight the contribution of ELF researchers who, according to Cogo (2012: 103-104), “have started encouraging learners, teachers, and ELT practitioners in general, to engage in the debate of what a language is and issues of ownership, and it is hoped that this engagement will continue to flourish.”

The world consumes English, it appropriates English, provides English with new colors, new flavors, new forms and perspectives to exactly see the world. However, this very same world continues being poorly represented in all sorts of ELT materials. To my surprise, it seems that the extent of the diffusion of English geographically, the enormous cultural diversity of the speakers who use it as a lingua franca, the infinitely varied domains in which the language is found, and the purposes it serves (Dewey 2006) remain a secondary issue to the ELT industry.

Among the multiple challenges we all have ahead of us, English teachers, learners, researchers, teacher educators, and other stakeholders, this is one we certainly need to be aware of from the very first moment we set our hearts and souls to investigate, teach, and learn this de-nationalized and de-territorialized language called English under an orientation that grants us with “an exciting opportunity to move beyond conventional approaches” (Dewey 2013: 348).

Concluding remarks

Although the debate is just at its beginning, and maybe will never reach a consensus, the fact is that the indisputable status of global lingua franca reached by English in these post-modern times tends to establish its end as a foreign language. According to Graddol (1997: 10), “native speakers may feel the language ‘belongs’ to them, but it will be those who speak English as a second or foreign language who will determine its world future.” So, in light of these reflections, we might be approximating the point of overcoming the perverse premise that those English varieties which differ from the dominant ones find themselves in an everlasting process of maturation, since, for many people, as Anchimbe (2009) criticizes, the new Englishes are nothing but *deviations* of the traditional varieties. On the contrary, these new varieties are not growing or advancing towards a higher or better status, they “no longer chase the foreign parents in the likes of British English and American English but dig extensively from the repertoire of their mixed societies to make themselves independent entities, through which speakers not only communicate but also construct identities.” (Anchimbe 2006: 183).

As for instructional materials, Seidlhofer (2011: 201) is precise in posing that “the only English represented in textbooks, grammars, and dictionaries generally is ENL, and no real alternatives are on offer.” The simple fact that so far there are no textbooks that enable teachers to exercise a ‘new way of thinking,’ however, should not be seen as an obstacle for the adoption an ELF-informed pedagogy in classrooms worldwide. As mentioned earlier, the

great potential ELF holds to provoke such changes should not be invalidated “by the current absence of teaching materials that would put it into practice” (Seidlhofer 2011: 201) exactly because “what is crucial is not *what* teaching materials are used but *how* they are used” (ibid: 201). And in an equally crucial collaborative work, “ELF researchers feel their responsibility is to make current research findings accessible in a way that enables teachers to reconsider their beliefs and practices and make informed decisions about the significance of ELF for their own individual teaching contexts” (Jenkins, Cogo and Dewey 2011: 306). Consequently, this can “liberate the millions upon millions of people currently teaching and learning English from inappropriate linguistic and cultural models” (Kirkpatrick 2006: 81).

Materials and resources are simply one of the many ELT components that need to be (re)assessed and discussed in a more critical and systematic way, so we can guarantee the necessary changes to language pedagogy in contemporary times. Regardless of the quality and the seals of authority that accompany materials, such resources are not untouchable. As we stated in Siqueira (2010: 249), “the textbook is not an enemy to be combated, but a companion to be critically evaluated in the light of the needs and characteristics of each specific context.” Only the teacher, especially that transformative intellectual, as conceived by Giroux (1997), will be able to carry out such a task which produces emancipatory effects, since “the poorer the teacher background, the more vulnerable he/she finds him/ herself in the obedience/dependence of the orientations expressed in (or subjacent to) the teaching material” (Almeida Filho 1994: 46).

I would like to conclude this paper sharing a few suggestions for action when it comes to dealing with ELT textbooks in current classrooms, especially if we consider action under an ELF perspective. For these elaborations to reflect our attitudes and turn into common practice, I suggest we (a) decolonize our mentality and thus our practices, (b) understand that language materials are never neutral, (c) keep in mind that instructional materials are not untouchable, (d) privilege materials our learners identify with and feel represented in, (e) include and discuss ‘real world’ topics that are relevant to our students’ lives, (f) work from a broader and non-stereotypical view of culture, (g) use materials which conceive the access to languages as ways of being in the world, (h) avoid being dominated by these materials, (i) act critically upon them all the time, (j) be careful not to fall into the trap of becoming a mere “reproducer” of content, and so forth. Naturally, the list can be amended and expanded according to different realities and needs.

All in all, we, ELF users, as much as native users, are equally privileged ‘shapers’ of

today's global and hypercentral language. Because of this we need to assume such a position and claim our representativeness in material productions, finally overcoming our "colonial hangover" (Rajagopalan 2011). We need to feel empowered in order to take care of the invisibilities, the absences, the exclusions which we regularly foster or ignore throughout our daily ELT practices. We should struggle to bring back our self-esteem, see ourselves as legitimate owners of the English language because, as Le Breton (2005: 21) advises us, "the geopolitics of English [today] is less and less geographic, less connected with the economic success of the United States and Britain." In other words, we are to envision horizons of change that can materialize in a more desired pluricentric or pluralistic pedagogy of English as a global lingua franca, a multicultural, multi-norm, multi-method approach in which linguistic diversity is acknowledged, embraced, and better understood. We need to adopt and wear this ELF attitude, give life to it all the time, especially in ELT classrooms which shall always reflect life, not a closed box detached from the actual and complex world outside.

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Our own cultures and local spaces as points of departure in ELT

Nuestras propias culturas y espacios locales como puntos de partida en la enseñanza del inglés

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Abstract

The aim of this paper is to provide a conceptual and practical framework that can help teachers of English to localise the ELT curriculum to their own learners, contexts, and cultural practices. In this paper, I first draw on the notions of social justice, decolonising the curriculum, and decentring ELT to describe examples of curriculum localisation set in secondary schools in Argentina. I offer guiding principles, criteria, and processes that may enable teachers and other educational stakeholders to develop and navigate a socially just curriculum that promotes intercultural citizenship through ELT.

Keywords: ELT curriculum, contexts, cultural practices, decolonializing, intercultural citizenship

Resumen

El objetivo de este artículo es proporcionar un marco conceptual y práctico que pueda ayudar a los profesores de inglés a localizar el plan de estudios de ELT para sus propios alumnos, contextos y prácticas culturales. En este artículo, primero me baso en las nociones de justicia social, descolonizando el currículo y descentrando el ELT para describir ejemplos de localización curricular establecidos en las escuelas secundarias de Argentina. En el presente texto incluyo principios rectores, criterios y procesos que pueden permitir a los maestros y otras partes interesadas de la educación desarrollar y navegar un plan de estudios socialmente justo que promueva la ciudadanía intercultural a través de ELT.

Palabras clave: currículo ELT, contextos, prácticas culturales, descolonización, ciudadanía intercultural.

Introduction

As discussed in the introductory chapter to a recent volume on diversity (Banegas, Beacon, & Pérez Berbain, 2021), the term *culture* is complex, fluid, and hard to define since it encompasses a plethora of human activities and ways of being which overlap across time and space. Hence, language educators may be encouraged to think about cultures, in its plural form, to do justice to the incommensurable cosmovisions that individual and communities construe as they perform their identities in situated spheres of human experience in the languages they use.

On a practical plane, narratives of those cultures are often utilised in language education to contextualise linguistic content (e.g., language functions, grammar, lexis, language skills development) in the form of reading passages, writing prompts, visuals, or audiovisual and multimodal sources of input. When certain conditions are met, those narratives are also employed to raise learners' critical intercultural awareness and citizenship. In rather crude terms, these two concepts refer to a pedagogy that seeks the conscious perception of, sensitivity to and concomitant action for the multifaceted cultural practices and ideologies encoded and enacted in learners' own and additional languages to challenge oppression, neo-colonialism, hegemony, and inequity as well as inequality (Byram, 2012; López-Jiménez & Sánchez-Torres, 2021; Porto, 2018; Yang, 2018). Notwithstanding, certain pedagogical practices continue to equate culture to monolithic notions that only represent privileged groups in countries where English is the dominant language such as the UK or the US. These reductive and pernicious representations of culture may not only obliterate the heterogeneous ϵ which it is enacted (Walsh, 2010). In other words, teaching and learning English seems to be only looking up North disregarding the South, the very same setting where teachers and learners are.

The aim of this paper is to provide a practice-oriented framework which can help teachers of English to localise the English language teaching (ELT) curriculum to their own learners, contexts, and cultural practices. In this communication, I first draw on the notions of social justice, decolonising the curriculum, and decentring ELT to describe examples of curriculum localisation set in secondary schools in Argentina. Secondly, I offer guiding principles, criteria, and processes that may enable teachers and other educational stakeholders to develop and navigate a socially just curriculum that promotes intercultural citizenship through ELT. Finally, I reflect on possible implications and future directions. Readers may note that the tone of this paper is rather conversational.

Conceptual framework

Migrating from an Anglo-centric to a localised curriculum ELT harnesses on contemporary notions of social justice and culturally relevant pedagogies in language education (Paris & Alim, 2017). The concept of social justice recognises inequality and the need to dismantle injustice. Social justice seeks to promote equality, equity, diversity, inclusion, and equal access (Okan, 2019). Bell (1997) defines social justice as:

a process and a goal. The goal of social justice education is full and equal participation of all groups in society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable, and all members are physically and psychologically safe and secure. (p. 3)

While this definition emphasises the need for a fair (re)distribution of resources, Goodwin and Proctor (2019) observe that contemporary notions of social justice also attempt to disrupt inequalities based on gender and sexuality, ethnicity, religion, cultural practices, languages, and non-conforming identities. In line with these new advances, Lamb et al. (2019) understand social justice as social inclusion to guarantee individuals' right to participate effectively in all areas of human experience. Against these notions and following the influential works of Dewey, education is a powerful agent/tool of social change. The authors mentioned above agree that teachers are in a privileged position to engage in socially just practices for the equal co-creation of knowledge and experience as they have a direct socio-political impact in the classroom.

Aligned with the conceptualisation synthesised above, Tikly and Barrett (2011) propose three principles to achieve social justice. Below, I summarise and orient them to the field of ELT:

- Inclusion: this principle stresses the necessity of ensuring the fair redistribution of resources. In the case of (language) education, this entails ensuring that all learners have access to good quality teaching and learning experiences.
- Relevance: this principle recognises diversity, agency, and identity. Hence, language learning should provide meaningful learning outcomes for all learners. In other words, the curriculum needs to find its orientation in learners' needs, wants, and lived experiences.
- Democracy: this principle refers to participation in decisions making. For example, learners can be invited to contribute to curriculum development and renewal by suggesting topics, activities, and sources of input.

According to Lockett and Shay (2020), when a curriculum is built upon pillars that include all, recognise diversity, and grant participation, teachers and learners will enact a socially just curriculum that will “dismantle power relationships, social hierarchies, and cultural hegemonies [and] reimagine more inclusive ways of participating in curriculum and pedagogic practice” (p. 52).

In the case of ELT, a socially just curriculum necessitates a decolonial turn. As Le Grange (2016) puts it, “decolonisation is a necessary response to first and second generation colonialism, neo-colonialism and the recent (re)ascendency of neoliberalism” (p 4). Hence, language teachers can start to localise the curriculum by navigating through four phases:

1. Rediscovery & recovery: Teachers bring to the classroom stories, etc. rooted in the community or region and raise learners’ awareness on the need to study and value the past and the present.
2. Dreaming: Teachers encourage learners to think about what it would be like if they had the chance to use English to describe different aspects of community life.
3. Commitment: Teachers plan projects and tasks that invite learners (and the educational community) to engage in purposeful action towards intercultural awareness and citizenship.
4. Action: Teachers systematically design and deliver lessons that bring learners’ cultures to the foreground.

Intercultural awareness and citizenship create a synergistic space in which both social justice and notions about decolonising the curriculum interact and lead to doable actions that can help teachers and learners reify the conceptual constructs discussed in this section. Below, I describe an initiative that attempts to illustrate the framework presented here.

“Chubut escribe en inglés”.

In 2018, the ELT Coordination in the Ministry of Education of Chubut (Argentina) launched an initiative called “Chubut escribe en inglés” to allow EFL teachers and secondary school learners to localise the curriculum through writing-oriented activities. In particular, the project aimed to (1) promote creative & collaborative writing, (2) explore authenticity of audience and purpose, and (3) localise the curriculum by placing learners and teachers as authors. It should be stressed that participation was voluntary, and EFL teachers were the point of contact between their learners and the ELT Coordination for ethical and organisational reasons. The texts submitted were then compiled into

a digital book (Figure 1). The book was then suggested as another resource that teachers could use with their own students. In addition, the ELT Coordination produced a companion teacher's handbook with activities (Figure 2). The handbook also included a rationale for using learner-authored texts, suggested answers to some of the activities, and a glossary. Both volumes were finally published in 2020.



Figure 1. Book cover



Figure 2. Teacher's Book cover

EFL teachers were provided with a brief rationale (Appendix 1) underpinning the initiative and guidance on how they could re-calibrate their daily practices should they wish to be part of it. The suggested strategies aimed at emphasising the benefits of process writing and integrated language skills and raising learners' language awareness by asking them to identify how language is used in different genres. In this regard, genre-based pedagogies (Hyland, 2003) played a crucial role in enabling teachers and learners to go beyond text and form and engage in noticing how forms could be used to make meaning within a given context of situation, and ultimately, culture. In addition, the strategies put forward encouraged teachers to orient their lessons to authenticity of purpose and audience to motivate learners to write for genuine readers. As mentioned above, the stories that learners wrote then have become reading material for other classes in Chubut. Therefore, through this initiative learners transitioned from being readers of texts fabricated with explicit ELT intentions to being writers of genuine and creative pieces which reflected their socioculturally situated identities.

The e-book consisted of 48 texts: poems, auto-biographies or personal accounts (Figure 3), descriptions, narrations, and comic strips on different topics. All the texts were contextualised in the learners' immediate context; therefore, they became a source of understanding learners' cultures and ways of being and doing mediated in English. As Figure 3 shows, the texts were linguistically simple; nevertheless, they were authentic pieces of writing because they reflected the learners' own ideas, interests, and concerns.

4 **I don't know what to study**

Alexandra Jaramillo
Escuela N° 779, Corcovado

I am a very indecisive person, so now, when I have to choose what to study, I decided to ask my family for advice.

My mum told me I should study something useful, with which I could get a job quickly.

My dad told me I should study what I like most.

My aunt Roxana told me I should choose the easiest course I find. In the same way, my sister Jacky told me I should study what I thought it would be easier. My cousin Ximena told me that I needed to study a course that isn't very demanding.

I am so confused that I still don't know what to study when I finish secondary school....

Figure 3. Sample text.

In the case of the text shown in Figure 3, the teacher's book suggested the following activities (Figure 4):

4 I don't know what to study

Aims:

- Activity 1: To answer questions
- Activity 2: To give advice

1 Answer the following questions

- Why did Alexandra decide to ask her parents for advice?
- What did her Dad advise her to study?
- Who told her she should study the easiest career?
- How did she feel?
- What would you do if you were in her place?

2 Let's give Alexandra some advice

(I think) you

- consult a psychologist
- take a vocational test
- ask your best friend
- ask your teacher.
- think it over.
- consider what you would like to do when you graduate.

And ... (I think) you shouldn't

- follow everybody's advice.
- take for granted what your cousin said
- take up a course just because it's easy.
- drive yourself crazy.

Extra!

In groups or pairs talk about what you'd like to do when you finish school. Discuss advantages and disadvantages of different jobs or professions.

Figure 4. Sample activities.

Figure 4 shows that through this initiative not only learners became active agents of curriculum localisation. The local ELT Coordination also experienced an active role as materials developers. Therefore, as a move to localise the curriculum, the initiative rested on the concerted efforts of several actors, who shaped the EFL curriculum by drawing on local experiences and ways of being and doing.

Conclusions and implications

As discussed above, “Chubut escribe en inglés” illustrates how the ELT curriculum can be decolonised by adopting an intercultural perspective and by enacting Tikly and Barrett's (2011) principles of social

justice. The intercultural perspective is achieved by focusing on learners' contexts and socially inscribed practices. The e-book contains stories which are, for example, about protecting the natural resources in the province. In addition, the learners make reference to their favourite music styles or local artists. Concerning social justice, inclusion was achieved by extending the call for contributions to all learners and teachers and by making the e-book and activities freely available. In turn, relevance was embedded by enabling learners to write about anything they considered meaningful to them. The initiative was topic-free and therefore the learners agentively participated in localising the curriculum by connecting the learning of English to their interests and experiences. Last, the principle of democracy was enacted through open participation.

Similar initiatives to “Chubut escribe en inglés” may also be possible at class or school level. While the aims and rationale may be similar, the scope of the endeavour may be different bearing in mind that it needs to be feasible.

I would like to underscore that planning the initiative is central. Planning entails finding common ground between the official curriculum and teachers' situated practices. It is at the intersection of both that localising the curriculum emerges as a powerful activity to carry out respecting the curriculum but translating it into the unique features of a classroom or community. Planning and the process that ensues need to be characterised by (1) involving the school (and the authorities), (2) communicating aims effectively, (3) engaging in reflective practice to analyse what changes need to be made to localise the curriculum to respond to the project, and (4) ensuring that the process as well as the outcomes are shared with the community.

By localising the curriculum, learners' and teachers' own cultures and spaces become constitutive elements of ELT. Therefore, it is important that examples of good practice such as a creative writing project is shared with the community and beyond to illustrate how small steps can help us all move towards an inclusive and context-responsive approach in ELT. I hope that this simple initiative inspires other educators in Latin America to create democratic spaces where English is practised to describe local learners' and teachers' lived histories and culturally diverse settings.

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Appendix 1

Suggestions for teachers

Creative writing for publication transforms writing tasks into a meaningful activity with authentic readers beyond the classroom. Publishing a book with students' voices, their identities and creativity provides autonomy through learning and taps into the links between reading comprehension and written production.

The proposal allows teachers to implement new approaches to enrich the content that learners navigate through different resources. We suggest incorporating the Chubut Escribe en Inglés initiative within the syllabus to share the written texts authored by learners. We put forward these following suggestions:

- Discuss with the learners the benefits and challenges of writing for publication. The learners can work in groups and share their ideas using a graphic organiser.
- Engage learners in reading comprehension activities that can act as a springboard for writing their own texts.
- Raise learner awareness about the narrative genre through short stories followed by reading comprehension and language awareness activities.

- Develop activities and lesson plans that allow students to deepen their understanding of the communicative dimension by focusing on describing people, places, feelings, or narrating events.
- Promote intercultural awareness through questions, games, and role-play.
- Analyse the linguistic complexity of texts.
- Implement creative writing lessons once a month in which learners can work on different genres such as haikus or comics on a specific topic.
- Adapt activities to promote creative writing drawing on these resource books: https://drive.google.com/open?id=1aqqXVdYO98e-f2uV7RWaxvxuyfVnI_Vs
- Provide learners with a short story and ask them to change the ending, some of the characters or the setting.
- Use images, videos or songs as springboards to write creatively.
- Encourage collaborative writing.
- Ask learners to write a text on a given topic. The text needs to include grammatical structures and vocabulary learnt during the academic year.
- Favour process writing, encouraging peer feedback.
- Ask learners to write a text drawing on the content discussed in the subject called Comprehensive Sexuality Education.
- Develop questions that enable learners to engage in meta-cognitive processes (their achievements, challenges, goals). These questions will promote self-assessment and autonomy development. For example, see www.knowledge.scot.nhs.uk/media/.../lf%20learning%20log.doc or <http://esolonline.tki.org.nz/ESOL-Online/Teacher-needs/Pedagogy/ESOL-teaching-strategies/Thinking-and-metacognition/Learning-logs-Reflection-journals>

Structure and Language Policy of the International Baccalaureate Program in Schools Accredited by the Ministry of Education in Ecuador

Estructura y Política Lingüística del Programa de Bachillerato Internacional en Colegios Acreditados por el Ministerio de Educación de Ecuador

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Abstract

The objective of the current research was to review important components in the International Baccalaureate Program in educational institutions accredited by the Ministry of Education of Ecuador and the International Baccalaureate Organization (OBI). As a specific topic, the current work was focused on the language policies established by regulatory entities, because this educational project has had a positive impact in the last ten years on public and religious senior high schools in Ecuador.

Keywords: Baccalaureate Program, Ministry of Education of Ecuador, language policies

Resumen

La presente investigación tuvo como objetivo revisar componentes importantes en el Programa de Bachillerato Internacional en instituciones educativas acreditadas por el Ministerio de Educación del Ecuador y la Organización del Bachillerato Internacional (OBI). Como tema específico, el presente trabajo se centró en las políticas lingüísticas establecidas por los entes reguladores, debido a que este proyecto educativo ha tenido un impacto positivo en los últimos diez años en las escuelas secundarias públicas y religiosas del Ecuador.

Palabras clave: Programa de Bachillerato, Ministerio de Educación de Ecuador, políticas lingüísticas

Introduction

This document refers in general to the Language Policies established by the International Baccalaureate Organization (OBI), relating to languages, language courses and the language of instruction whose information is relevant for those educational institutions in Ecuador which have been

accredited by the OBI and the Ministry of Education to offer this International Diploma Program. Even though, writing with definitions related to language policies, perspectives of different authors. Furthermore, it is presented a brief introduction to the international baccalaureate diploma program, legal regulations of Ecuador in relation to this program, curricular mesh, strengthening of the program in Ecuador (Constitución de la República del Ecuador, 2008). On the other hand, it is undertaking a review of the IB language policies together with an analysis of the response of certified Ecuadorian educational institutions. Finally, several conclusions related to the brief analysis presented in this document are proposed.

Several questions arise about IB language policies: ¿What are the impacts caused by the language policies applied in Ecuadorian schools that have the international baccalaureate program? Is it necessary to adopt state policies due to these international educational projects? Due to the importance of this educational program, what are the advantages and disadvantages of IB in public schools in Ecuador?

Language policy

Defining the term language policy is not easy, for the simple reason that many countries create their own laws for the purpose of prioritizing one language over a group of languages. Next, we share two definitions that will help us to have a more adequate vision about this interesting topic.

According to Duden's famous German dictionary, it defines Language Policy “A policy that has to do with the language (s) spoken in a country and the linguistic issues of a country. (Duden, 1995). It is a very accurate definition, but it still allows us to doubt about this term.

A second, broader and more complex proposal is presented by the Danish linguist Jarvad (Jarvad, 2001: 18):

In this report the term linguistic policy is used to refer both to the set of laws, regulations and norms that establish the conditions of a language, including its rights compared to other languages, and what is the correct language, as well as to the various forms initiatives that are undertaken to actively promote, consolidate and protect a language.

Jarvad (2001) offers a more general definition that allows experts to enter their vision not only in the relations of a main language with other languages, it also involves laws, regulations and internal regulation of a language for a correct use.

Furthermore, the scientific article developed by Bein (2005), Professor of the Faculty of Philosophy and Letters of the University of Buenos Aires, quotes: "A language policy can not only be read in the laws that are approved and regulated, but also in those that are reject". Very valuable conception about this treatment adjusted to laws and regulations that the nations place according to their linguistic interests.

The international baccalaureate diploma program

The International Baccalaureate is a pedagogical project that aims to prepare young high school graduates to live in the globalized and interconnected world of the 21st century, which means that students must face the challenge of developing their abilities and skills in the different study areas that are implemented in this proposal. The IB Diploma Program (PD) is an educational offer aimed at students who are studying for the Baccalaureate in Public and Fiscomisional Institutions accredited as World Schools with International Baccalaureate (IB).

It develops and promotes in its students, knowledge, abilities, and skills aimed at proactive, cooperative, supportive work, with significant, cultural, and continuous learning, promoting the formation of entrepreneurial beings with an investigative and innovative spirit, with ethical values, moral principles, social, cultural and environmental awareness. (IB Ecuador Policies, 2014).

Implementation of the International Baccalaureate in Public Educational Establishments of Ecuador

Legal Regulations

The coming paragraphs review the legal regulations established by the Constitution of the Republic of Ecuador, in Art. 26 and 344 of the 2008 Constitution, in which they express:

Art. 26, "Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State".

Art. 344, "The national education system comprises the institutions, programs, policies, resources and actors of the educational process, as well as actions at the initial, basic and high school education levels, and which is articulated with the higher education system. "

Finally, the Organic Law of Intercultural Education in Art. 38 of the Application Regulations in relation to internationally recognized High Schools, indicates: "Educational institutions that offer

international high school programs, approved by the Ministry of Education, may modify the charge schedule of the curricular networks with the conditions that they guarantee the fulfillment of the learning standards and maintain the appropriate subjects to the national context”. (IB Ecuador Policies, 2014)

Due to the fact, the cited regulations are a valuable reference to offer this document in an adequate and precise way to the reader. Authorities, teachers, students, and parents of the educational institutions that offer the international baccalaureate program are involved in this pedagogical process. In accordance with the regulations presented, the Ecuadorian State has considered the BI project one of its priorities through its implementation, attention, application, monitoring, and evaluation. According to the project to strengthen the International Baccalaureate, its statistical reports indicate that in the school periods from 2010 to 2016 there are 219 educational institutions certified for the IB program. The projection is 500 schools until 2017. It is a process that demands many demands for the educational community, which means that it is a challenge for the international baccalaureate schools of Ecuador to offer the world high school graduates with diplomas or certifications in different subjects.

Curriculum of the International Baccalaureate Program

The curriculum of the International Baccalaureate Program is made up of six main subjects which are:

1. Studies of Language and Literature, in mother tongue (Literature in Spanish).
2. Language Acquisition (English).
3. Individuals and Societies (History).
4. Experimental Sciences (choose between Biology, Physics and / or Chemistry).
5. Mathematics (Mathematical Studies).

6. Arts (you can take a subject from any of the other five groups in Ecuador's case of taking Business and Management).

BI students receive three additional components in order to complement the Diploma Program group of subjects, which is why they have the opportunity to reflect on the nature of knowledge, allowing them to develop a research project that is adjusted to community service activities.

- Theory of Knowledge, students reflect on the nature of knowledge and the way in which people know what everybody claim to know.

- Monograph, corresponds to an independent research work by the student which finishes in an essay of 4,000 words.

- Creativity, Activity and Service, students complete a project related to these three concepts.

All the elements listed are important in the development of this document, due to the significance and positive impacts caused by the application of the international baccalaureate pedagogical project in public schools in Ecuador. Diploma students have the valuable opportunity to study at the best universities in the world. The most important thing for Ecuadorian high school graduates, apply and be awarded scholarships in their undergraduate studies.

Strengthening of the International Baccalaureate Diploma Program in Ecuador

The Ecuadorian State has been working on the improvement and adaptation of the accredited Fiscal and Fiscal Educational Institutions BI as detailed below:

a.- Adaptation and implementation of learning spaces: spaces in which the acquisition of specialized bibliography about Subjects and Components of the Diploma Program is prioritized.

b.- Provision of a technological tool that facilitates the promotion of good teaching-learning practices, to strengthen values and skills of the teacher-student with the principles of academic honesty.

c.- Training through the execution of Official Workshops, directed to authorities, coordinators and IB teachers, in Subjects and Components, and Administrators and Coordinators of Public Educational Units accredited with IB.

d.- Carrying out simultaneous simulations of the external evaluation process of teachers and students at these schools, in order to raise the results of obtaining diplomas and / or certificates, to improve educational practice in accordance with teaching approaches - learning proposed by the Diploma Program, prior to the execution of exams in the 2017 Calls.

e.- Organization and execution of Study Circles with the teachers of Subjects and Components, to achieve the agreements of criteria regarding the application and execution of the contents of the curriculum established by the International Baccalaureate at the Zonal and District levels.

Student Promotion

Meanwhile, the International Baccalaureate currently has 6 promotions of graduate students in the 209 accredited Public Educational Institutions that are offering the Diploma Program from the 2010 -2011 school period to the 2015 - 2016 school period (IB Diploma Program, 2016).

Due to the fact, Ecuador began a transformation process in the public schools that are involved in the international baccalaureate project, the adaptations of the buildings in their physical structure, laboratories, equipment, and other supplies necessary for this program. To this is added the training of the educational community, a process that has been very enriching through visits to different provinces of the country and even to neighboring countries that have this type of pedagogical program.

Levels of Service Delivery Related to Languages in the IB

Working languages

Level 1 Languages in which all the services and materials necessary for the teaching and implementation of the four programs are offered. Also available in these languages are the public website, all promotional material, official IB documents and communications.

Level 2 Languages in which all the services and materials necessary for the teaching and implementation of one or two programs only are offered.

Access Languages

Level 3 Languages in which certain services and materials are offered for one or more programs and only for some subjects.

Level 4 Languages in which a limited number of services and materials are offered for one or more programs.

Level 5 Only bilingual glossaries of terms specific to the PYP and MYP are offered at this level. Schools and teachers whose working language is an IB access language (levels 3 to 5) will receive a limited provision of services and materials in that language. These schools will need to have a staff member who can work and communicate in one of the IB working languages, as no support is offered for school coordinators or directors in the access languages.

Materials produced by the Communications Department

Although, all outreach materials will be produced in Level 1 languages, some specific documents (addressed to universities, parents, or sponsoring organizations, for example) could be produced in a greater number of languages, after consultation with the regional offices and agreeing on a budget and following the quality guidelines established by the language services department.

Decision making to IB Language Policy Committee

The IB Language Policy Committee, made up of representatives of IB divisions, is responsible for maintaining said policy, monitoring its implementation, and considering recommendations for proposals relating to: The provision of services for instruction and evaluation of programs, or parts of programs, in additional languages. The approval of changes in the level of provision of services in the working and access languages of the BI. The provision of additional language assessments for language courses in the Middle Years Program and Diploma Program (e.g., MYP e-assessments and e-portfolios, DP examination questionnaires) The Language Policy Committee meets as necessary (at least twice a year) to review language policy issues and make recommendations to the IB leadership team. The Committee submits an annual report to the Education Promotion and Access Committee.

Requests and proposals for additional languages and language courses and for changes to the level of service provision in one language

Typically, the school division staff will be responsible for identifying the need or demand for changes in the level of service delivery in the IB working and access languages, additional languages, or additional language courses. Said need or demand will generally be identified through constant supervision of school programs carried out by services to schools. It may also be the result of a direct request from a school or group of schools that have contacted the program manager of the regional department of school services to request a specific language. The program manager of the regional department of school services, in consultation with the regional director and the director-in-chief of the school division, will determine whether there is sufficient need and demand to justify the drafting of a formal proposal addressed to the Committee on Education. IB language policy. If the school services staff believes there is such a need or demand, the chief director of the school division will send a formal written proposal to the Language Policy Committee. (Organization, 2014)

Conclusions

The structure of the International Baccalaureate Diploma Program is fundamental for this pedagogical project that has addressed numerous educational institutions around the world.

Considering that the essential components of the program such as: curriculum, legal regulations and strengthening of the program work in Ecuador under the same conditions as educational institutions in other nations. However, it is necessary to mention that this entire structure conforms to the state policies promulgated by the participating countries of this diploma program.

The language policy of the international baccalaureate provides efficient and effective inputs to members of the educational community and specifically to teachers and students, since the three groups of languages enunciated in the project with their different levels have the necessary guidelines to comply with the goals set at the beginning of the program. Working languages that are divided into three languages: Spanish, English and French. The International Baccalaureate Organization communicates with its interlocutors through the languages mentioned to speed up the established processes. Access language corresponds to the resources provided by the IBO through its virtual platform, to which authorities, teachers and students have access. English is used as the language of instruction in IB schools with the aim of providing a second language.

The official committee of the IBO is the regulatory organization called upon to make decisions in the different processes of admission, certification, adaptation, or evaluation to which the schools participating in this pedagogical project are subjected.

The international baccalaureate schools are benefited in different aspects by being immersed in the diploma program, it is worth mentioning that students from public educational institutions who study the PD1 and PD2 programs are subsidized by the Ecuadorian state, because all the corresponding costs to cover each one of the services, each student in the diploma program is covered, for which reason, parents and / or representatives and students must sign commitment and agreements that govern during the two years that correspond to the program. Talking about disadvantages in this educational project in Ecuador is complicated, because according to the local reality of different educational establishments around the country, it leads to place the participants in adopting a position of commitment, responsibility, empowerment, and attitude towards the challenges that it involves them directly and indirectly.

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Upgrading Programme for Rural English Teachers

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Abstract

To analyze the upgrading needs of English teachers of rural areas of Esmeraldas, qualitative research was carried out with a sample of 356 school administrative leaders of the different cantons of the province. The analytical-synthetic and hermeneutic methods were used to make an analysis of the real situation that rural teachers have and synthesize the most relevant information, which was interpreted afterwards for better comprehension. The technique used was a survey applied in the different rural institutions. The results revealed that the teachers were aware of the importance of English language teaching, but they had limited knowledge about English and methodologies to teach. To solve this problematic, an upgrading programme was designed taking into consideration the teachers' methodological and linguistic needs.

Keywords: upgrading programme, English teachers, methodological, linguistic, needs

Resumen

Para analizar las necesidades de perfeccionamiento de los profesores de inglés de las zonas rurales de Esmeraldas, se realizó una investigación cualitativa, con una muestra de 356 administrativos de escuelas de los diferentes cantones de la provincia. Los métodos analítico-sintético y hermenéutico se utilizaron para hacer un análisis de la situación real que tienen los docentes rurales y sintetizar la información más relevante, la cual fue posteriormente interpretada para una mejor comprensión. La técnica utilizada fue una encuesta aplicada en las diferentes instituciones rurales. Los resultados revelaron que los profesores eran conscientes de la importancia de la enseñanza del idioma inglés, pero tenían un conocimiento limitado sobre el inglés y las metodologías para enseñar. Para resolver esta problemática, se diseñó un programa de perfeccionamiento teniendo en cuenta las necesidades metodológicas y lingüísticas de los docentes.

Palabras clave: programa de perfeccionamiento, profesores de inglés, metodológico, lingüístico, necesidades

Introduction

Rural teachers have had to face very different contextual situations than those of urban teachers in Esmeraldas, Ecuador. The situation of poverty, illiteracy, lack of material resources, bad sanitation, among others, directly affect the rural contexts of education in this region of the country.

In English Language teaching, the situation becomes more difficult because many teachers from different subjects are assigned to teach the English subject, and in some rural schools, English is not taught at all. The teachers of English that teach in some other schools, do not usually have the level of English required to teach the subject, so most of the contents are taught in Spanish. Besides, these teachers have lack of methodologies and techniques to carry out the English language teaching-learning process adequately.

The referred limitations cause a drawback in rural students' motivation to study English and to be able to learn the language. Students' relatives, on the other hand, do not generally give their sons and daughters support to learn a new language. Instead, they usually give them other tasks to be done at home which in some cases are related to agriculture, mainly planting fruits, vegetables, and other small business to sustain the family.

The mentioned situation leads to the necessity to carry out innovative strategies to upgrade the teachers of English preparation to teach, and consequently the following problem of investigation arises: What upgrading programme could help rural English teachers to increase their didactic and linguistic preparation to teach?

The general objective followed by this investigation was: to design an upgrading programme based on the specific didactics of English and the linguistic features of this language. To achieve it, some specific objectives were stated: to analyze the theories that support rural education; to diagnose the rural English language teaching-learning process; and finally, to determine the contents, results of learning, activities, resources, that are necessary to organize a course.

Rural and Urban students

Urban teachers and students have many resources available for carrying out the English Language Teaching-Learning process. Before the pandemic and during the pandemic, most of the teachers have been able to teach using technological resources, and the majority of students have found

easy to connect and receive all the lessons. Unfortunately, many rural students have faced many limitations of internet connection, resources, and access to libraries, so these rural students have had very little exposure to the language, something that is a great limitation to learn.

According to Gomathi (2014), “it is necessary that the teachers who teach English in rural areas should be committed and have an honest approach to equip the skills of the students” (p.1). They really may be committed to do that, but for English Language Teaching and Learning resources and motivation are of paramount importance.

Rural education in Ecuador

In Ecuador many social institutions have demanded governmental support, but it is the education system in Ecuador that has been the most desperate (UKEssays. 2018). There has been much inequality and insufficient funds designed for social programs

At present, the pandemic has aggressively worsened the situation of rural education in Ecuador, including the English Language Teaching Learning process.

Antecedents

Puma (2017) made a diagnosis in the province of Santa Elena, in the educational institutions belonging to the GAD of the San José de Ancón parish. Through this diagnosis, the need for specialized teachers in the English language was revealed, so there are problems in the planning and execution of the teaching-learning process, which affects the fulfillment of the objectives to be achieved. As a result of this, students are unable to develop English language skills. As Puma (2017) reveals, learning a foreign language is achieved only with real practice, through effective communication in a context that allows the knowledge learned to be applied in the classroom.

Proceeding with the diagnosis at the Juan José Flores school of the Girón canton, in Cuenca, the following was identified: there is no time load assigned to the subject of English in basic education, which prevents meeting the proposed objectives in the development of skills basic languages such as Reading, Writing, Oral Expression (Speaking) and listening skills (Listening). As a result, students cannot fully develop English language skills due to the lack of opportunities for practice, this is due to the limited time in class hours and the number of students in each course.

On the other hand, as stated by Puma (2017), the economic and social situation in which they develop does not allow students to take English courses on their own, to which it is added that in the sector there are no centers that teach language English, being very poor and marginalized rural areas.

These studies emphasize the lack of training of the teachers in charge of the English subject, which means that his classes are based on memory and repetition methods. They do not have knowledge of techniques or procedures to activate students' knowledge and thus contribute to their learning.

Puma (2017) also reveals that in Ministerial Agreement No. 0041-14, the elimination of a time load of the English language from the second to seventh years of basic general education is manifested. This leaves the teaching of the subject and the assignment of the workload at the discretion of the authorities of each educational institution. This situation has caused a delay in the learning of English in children. Fortunately, for the period 2106-2017 the decision was taken to make new changes in the workload to allow the inclusion of the English subject. However, as Lema (2020) reflects in his research, the teaching-learning process of English in rural areas continues to present serious difficulties, despite being included in the workload.

To contribute to the improvement of the English learning situation in rural areas, Puma (2017), together with other Applied Linguistics students, executed an intervention project in the provinces of El Oro, Manabí, Santa Elena and Azuay during 2015, with a quasi-experimental approach. In this study, workshops were given to encourage the learning of English. Positive results were obtained in student motivation and performance.

Ortega and Auccahuallpa (2017) carried out a study in eight rural fiscal educational institutions of the canton Azogues in Ecuador, which aimed to determine the level of English proficiency of the students in the last year of the Unified General Baccalaureate (BGU), and to identify the linguistic competences in which the students had the greatest and least difficulties. To achieve these objectives, the researchers developed a quantitative exploratory study. The results indicated that the level of English proficiency of the participants was unsatisfactory, corroborating existing data on the low level of English proficiency in Ecuadorian students.

A study carried out by Calderón (2015) showed that the illiteracy rate in rural areas triples that of urban areas, the average number of years of study is less in two years, and internet access is only 2.41%, almost 7 percentage points below the urban area. All these aspects influence the situation of the teaching of the English language.

At the national level, measures have been taken to improve students' learning of the English language, because the proficiency level of this language is not satisfactory in the population. As Ortega and Auccahualpa (2017) point out, the international company specialized in the teaching of languages Education First carried out a third edition of the study entitled Index of the Level of English, which revealed that Ecuador was ranked 48th out of 60 countries with a score of 46.90 out of 100. This showed that Ecuador fell two places in relation to the results of the study carried out in 2012 (El Telégrafo, 2014). In 2015, another version of the aforementioned study was carried out; which had similar results (Education First, 2015).

In 2015, the INEVAL made a change in the national system for evaluating the proficiency in the English language of teachers who teach this subject, declaring by ministerial resolution as sufficient teacher the one who obtained the B2 level of English according to the CEFR, through international certification exams (National Institute of Educational Evaluation: 2015).

However, linguistic difficulties in the English language in rural areas are related to the low level of preparation of teachers who teach English in the secondary education system in the country. To improve in this aspect, different training courses have been carried out. 791 teachers benefited from the Go Teachers program; Some of the cohorts in this program studied at Kansas State University for a period of 7 months (El Telégrafo, 2014a).

In addition, around 2,500 teachers nationwide were trained to obtain their B2 certification that guarantees them to be independent users of the language (El Ciudadano, 2015). However, this only represents 12% of the English teachers the country needs (El Ciudadano, 2015).

Despite all the efforts made by training, the current level of proficiency in the English language of teachers is not good, coupled with the use in classes of a traditionalist teaching methodology, which implies teacher-centered learning and the lack of knowledge to develop interaction strategies with students with the use of the English language (Calle et al., 2012).

In 2019, in the last edition registered by INEVAL, Ecuador obtained the 81st position in the very low levels, with a classification of 46.57 (Education First, 2019). Abad, Argudo, Fajardo-Dack and Cabrera (2019), revealed in a study in Cuenca that of students who are trained as English teachers, 38% did not receive English classes in their primary education, some students had proficiency levels between the A1 and A2.

At the beginning of 2020 Ana Cano, Undersecretary of Professional Development of the Ministry of Education reveals that only 34% of English teachers are proficient in the language in public schools. For this reason, she considered upgrading programmes for English teachers very much necessary.

Really, for the Ecuadorian educational system, the teaching of the English language is a weak point. There are not enough teachers and those who do exist, in general, are not prepared to dictate this subject, which must be from the second year of basic general education (Diario La Hora: April 8, 2020). To obtain results consistent with the demand, it is necessary for English teachers to have a B2 level according to the CEFR (Ureña: 2014).

In the cantons of the province of Esmeraldas, Ecuador, the situation described is similar. Lema (2020) carried out a study in a rural parish of Rioverde, in which he demonstrated how the deficiencies of students in the Spanish language as L1, have a negative influence on the level of students in the English language, L2. In addition, this author reveals that most English teachers are not graduates in this language but are teachers of other subjects and do not have the required level of English. This implies that the level of language teaching is low, classes are generally taught in Spanish.

Saavedra (2020) also explored the situation of the teaching-learning process of the English language in rural areas and reveals that students are not motivated by the study of this language, which is influenced by the family in many cases and by most teachers who do not have the appropriate level in this language or are not English teachers.

Method

A qualitative investigation was carried out in the rural cantons of the province of Esmeraldas, in the year 2019. The cantons were: San Lorenzo, Atacames, Eloy Alfaro, Muisne, Quinindé, Río Verde y Esmeraldas. The authorities of the rural institutions were surveyed to find out information regarding English language teaching, mainly concerning the level of English obtained by the English teachers. The idea was just to make a diagnosis to design a didactic proposal to help the English-language teaching learning process from the starting point of teachers' upgrading.

The methods used were the following:

Analysis-Synthesis, Hermeneutics and Descriptive statistics.

An analysis was made about the real situation regarding linguistic and methodological level of English teaching in the rural schools of the Province of Esmeraldas. For contrasting the information,

a revision of updated articles concerning English teaching in rural schools in the world and in Ecuador was also carried out. Then, using the Hermeneutic method, all the information obtained was interpreted. Finally, the results obtained from the surveys were counted manually determining the frequency and the percentage.

The technique of documentary review was also used. Eleven (11) updated articles about English language teaching in rural settings and about the main linguistic and methodological needs that rural English teachers have were analyzed. The results obtained were taken to figures using the Microsoft Excel programme.

After the analysis of the results, the author proceeded to determine the main contents, objectives, activities, methods, and didactic materials for the design of an upgrading programme that could benefit the rural English teachers, either linguistically or methodologically.

Results

Regarding the diagnosis made concerning the degree of English that rural teachers of Esmeraldas Province have, the results revealed (Table 1) that most of them do not have any degree in English teaching.

Table 1

Degree in English Language Teaching

Cantons of Esmeraldas Province	F			%		
	Yes	No	TOTAL	Yes	No	TOTAL
San Lorenzo	3	32	35	0,84	8,99	9,83
Atacames	11	28	39	3,09	7,87	10,96
Eloy Alfaro	8	46	54	2,25	12,92	15,17
Muisne	10	32	42	2,81	8,99	11,80
Quinindé	14	88	102	3,93	24,72	28,65
Río Verde	2	29	31	0,56	8,15	8,71
Esmeraldas	11	42	53	3,09	11,80	14,89
TOTAL	59	297	356	16,57	83,43	100

Source: Survey applied

At the same time, most of the teachers who teach the English language in the different cantons do not know the level of English that they have. Only the 10,11 % is aware of having the A1 level, and the 9,83% the C1 level. There are few teachers who have A2, B1 and B2 (Table 2).

Table 2
English teachers' level of English

Level of English	F	%
A1	36	10,11
A2	22	6,18
B1	14	3,93
B2	11	3,09
C1	35	9,83
Do not know	238	66,85
Total	356	100

Source: Survey Applied

In relation to the learning needs that most of rural English teachers have, the results showed that they are related to vocabulary, the grammar of the English language, and pronunciation, with less than 50 % of teachers with development in the mentioned linguistic components (Figure 1). On the other hand, the results revealed teachers' learning needs concerning the Didactics of the English language, which hinder the teaching-learning process. They are mainly about theories of language teaching, and the use of updated methods and techniques to teach (Figure2).

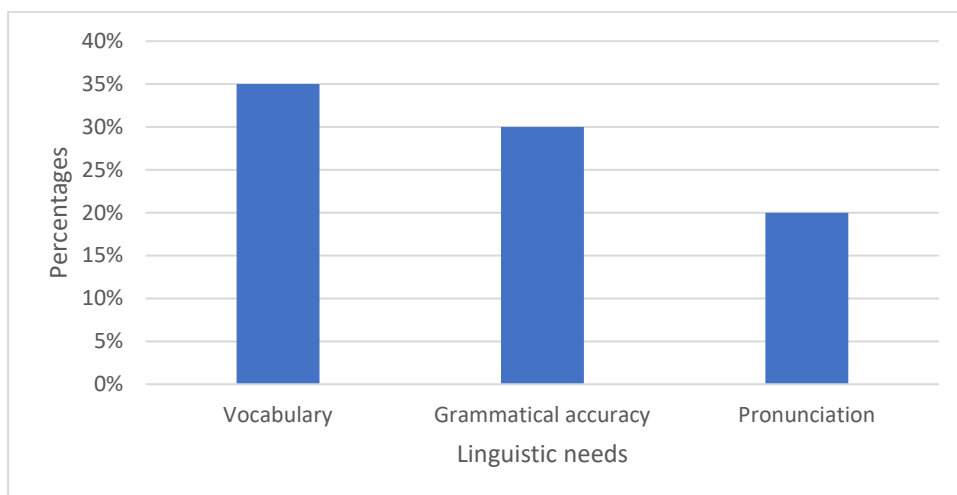


Figure 1. Rural English teachers' linguistic needs
Source: Diagnosis made

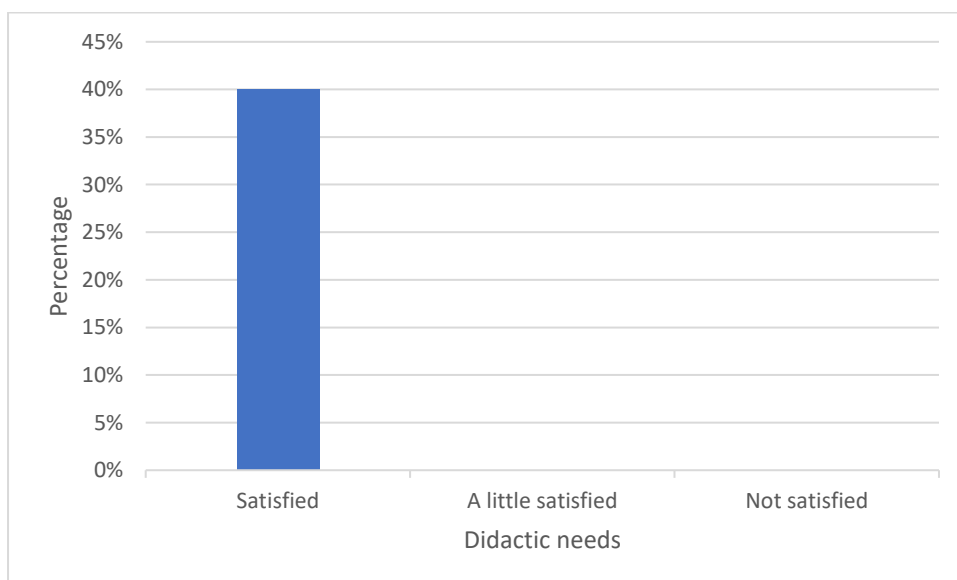


Figure 2. Rural English teachers' didactic needs
Source: Diagnosis made

After the diagnosis made, the author could design an upgrading course for rural English teachers, using target contents, learning results, methodologies, and didactic resources.

UPGRADING COURSE

Title: The Didactics of English for Rural Teachers

Main contents

Linguistic Needs

The vocabulary which will be practiced every class deals with general terms and very general topics which will be trained in the proper course on Didactics.

Theories

- The Socio-Cultural Approach to language teaching
- The Zone of Proximal Development
- Humanistic Pedagogy

Didactics

- Personal and impersonal components
- Didactic principles
- DIDACTIC STRATEGIES (Ludic)
- The use of Pair Work and Group Work
- Saavedra (2020) A HUMANISTIC- BASED DIDACTIC STRATEGY FOR ELT IN RURAL AREAS
- Gracia (2020) A STRATEGY TO DEVELOP STUDENTS' READING COMPREHENSION

Learning Results

- To understand basic linguistic, psychological, and pedagogical theories that support English Language Teaching.
- To understand basic English language terms related to the Didactics of this language.
- To understand some methodologies and techniques which are useful for English language teaching.
- To apply some of the methodologies and techniques learned in some teaching activities

Methods

English language teaching

- The Total Physical Response
- Communicative Language Teaching
- The Task-Based Approach

General Pedagogical methods

- Cooperative and Collaborative learning
- Learning by Doing

Techniques

- Brainstorming ideas
- Group work and Pair work
- Dialogues
- Songs
- Games

Evaluation

- Process-Based

(The students will design two activities to teach using methodologies and techniques learned, supported by learning theories)

Teaching organization forms

ENGLISH LANGUAGE COMPREHENSIVE PRACTICAL LESSON

WORKSHOPS

Length: 2 weeks (Intensive course) (Presential or Online)

Total of Hours: 40

Synchronous activities: 25 hours

Asynchronous activities: 15 hours

Platforms

Zoom and Moodle

Resources

-Computer

-Cards

-Color pencils

-Books

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Discussion

The objectives of this research were fulfilled because a diagnosis was made concerning the rural English teachers' linguistic and methodological needs to teach. A literature review also made this diagnosis possible. Based on this diagnosis, an upgrading programme based on the specific English language didactics and linguistic needs was designed, from the selection of appropriate contents, results of learning, activities, resources, that are necessary to organize a course.

This author agrees with what Gomathi (2014) stated about the commitment that English teachers must have to develop rural students' skills of the language but defend the idea that rural English teachers need some methodological and linguistic preparation to teach and develop the students' skills.

The results obtained in this research coincide with those of Puma (2017), Ortega and Auccahuallpa (2017) and Calderón (2015) in the fact that the socio-economic situation of rural communities, the same level of illiteracy that exists in the mother tongue is expressed in the foreign language. The government has made efforts to better the situation, but the delay in solutions really has caused a drawback of students' English-language learning.

Lema (2020) and Saavedra (2020) have investigated rural English language teaching in Río Verde and other cantons of the province. They have found out lack of theoretical and practical preparation of teachers to carry out an effective process, what totally coincides with the results presented now in this research.

Conclusions

Some theories concerning rural education and mainly English language teaching were analyzed to support this research and permit the author to design an upgrading programme.

A diagnosis was made about the rural English language teaching-learning process, which showed that most teachers have lack of knowledge about methodologies to teach English, in addition to a low level of English, which greatly hinders the referred process and the students' skills development in English as a foreign language.

An upgrading programme was designed considering the target contents, results of learning, methodologies, teaching organization form and resources that can enable rural teachers to teach the English language.

The linguistic needs that this course covers will be those related to general terms to teach. It is recommended to organize a course or module to improve the teachers' level of English according to the Common European Framework of Reference for Languages, an A1 or A2 level course.

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Analysis of the most common mistakes caused by the linguistic interference of the mother tongue (L1) on English as a foreign language (L2)

El análisis de los errores más comunes causados por la interferencia lingüística de la lengua materna (L1) en inglés como lengua extranjera (L2)

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Abstract

To analyze which are the most common mistakes made by English students as a foreign language, a bibliographical revision has been done. The analysis and synthesis were used as methods. The population was formed by 14 investigations done by different authors around the world. The variables analyzed in this research were the mistakes and the linguistic interference. The review was done on the different categories' authors presented about the mistakes. Some of the authors reviewed coincided with some problems found in this research. The results showed the most common mistakes that were categorized into the following taxonomy: phonological problems, grammatical, lexical/ semantic, and word order. This study revealed the influence that the mother tongue (L1) has over the foreign language (L2) because learners do not know the correct use of words and their functions in the sentences, and students rely on their native language structure to produce and communicate in the foreign language.

Keywords: mistakes; interference, foreign language; mother tongue, transfer.

Resumen

Para analizar cuáles son los errores más habituales que cometen los estudiantes de inglés como lengua extranjera, se ha realizado una revisión bibliográfica. El análisis y la síntesis se utilizaron como métodos. La población estuvo formada por 14 investigaciones realizadas por diferentes autores alrededor del mundo. Las variables analizadas en esta investigación fueron los errores y la interferencia lingüística. La revisión se realizó sobre las diferentes categorías presentadas por los autores sobre los errores. Algunos de los autores revisados coincidieron con algunos problemas encontrados en esta investigación. Los resultados mostraron que los errores más comunes se clasificaron en la siguiente taxonomía: problemas fonológicos, gramaticales, léxicos / semánticos y orden de las palabras. Este

estudio reveló la influencia que tiene la lengua materna (L1) sobre la lengua extranjera (L2) porque los educandos no conocen el uso correcto de las palabras, sus funciones en las oraciones, y los estudiantes confían en la estructura de su lengua materna para producir y comunicarse en el idioma extranjero.

Palabras clave: errores, interferencia, idioma extranjero, lengua materna, transferencia.

Introduction

English has become one of the most important languages in the world, people communicate between them using this language. In many countries, it is studied as a second or foreign language, but the learning process presents a lot of difficulties. The majority of learning difficulties are caused by the mother tongue because students use this language as they were using their native tongue with the same grammatical structures. Even if the difficulties learners have to face in the learning process are similar it does not matter which their native language is, nevertheless, to know which are these problems could help teachers and students in their teaching-learning process.

That is why this investigation as its main objective has to analyze the most common mistakes caused by interference of mother tongue (L1) on English as a foreign language (L2) and the specific were: to determine the mistakes made by students caused by interference of mother tongue (L1) on English as a foreign language (L2) and to identify the type of interference of mother tongue (L1) on English as a foreign language (L2). The results of this research could help teachers and students to understand how people's first language affects the production of English as a foreign language, also teachers could look for the correct strategies to avoid these problems.

This research is important because present a list of most common mistakes made by students, this knowledge let teachers try to fight against these problems when their students are not able to use the language to communicate, for that reason this investigation present as a problem to be solved: Which are the most common mistakes caused by the linguistic interference of the mother tongue (L1) on English as a foreign language (L2)?

How to deal with mistakes?

According to Thornbury (1999) language learners make mistakes, it happens regardless of the teacher's skill and perseverance, it seems to be an inevitable part of learning a language. On the other hand, Olasehinde (2002) argues that it is inevitable that learners make errors. He also suggested that errors are unavoidable and a necessary part of the learning process. However, not many people like

being corrected, the attitudes to error run deep and lie at the heart of teachers' intuitions about language learning. Since many teachers believe that correcting errors is a form of interference, especially in fluency activities.

Moreover, some teachers go further and argue that correction of any sort creates a judgmental and stressful classroom atmosphere and should be avoided altogether. These different attitudes find an echo in the shifts of thinking that have taken place amongst researchers and materials writers. Recent thinking sees errors as being evidence of developmental processes rather than the result of bad habit formation. Thornbury (1999).

Learners' mistakes offer the teacher a rich source of data with which to monitor learning. At the same time, learners need feedback on their production, this suggests should deal with at least some of the errors that arise. They have a wide range of feedback to do this, as available options, but there are some considerations teachers should have such as type of learners, type of errors, and the type of activity is planning to develop in the class.

Lightbown & Spada (1994) affirmed "Errors are a natural part of language learner" (p.114). The errors reveal the patterns of learners developing interlanguage systems showing where they have overgeneralized a second language rule or where they have inappropriately transferred a first language rule to the foreign language. When the mistakes are persistent, especially when they are shared by almost all students in a class, it is useful to bring the problem to the learners' attention. This does not mean learners should be expected to adopt the correct form or structure immediately or consistently. Moreover, excessive error correction can have a strong negative effect on motivation besides teachers have the responsibility to help learners do their best.

Transfer

Johnson (2002) mentioned that when students begin to operate in a foreign language, they must acquire a new means of understanding and representing their experiences. However, as they acquire a new language, most continue to rely on first language linguistic and cultural knowledge to interpret and participate in social interactions. Likewise, Wilkins in 1972 explained that transfer could be of two kinds: positive and negative. The transfer may prove to be justified because the structure of the two languages is similar, thus the transfer is positive. Thereby when the structures of the two languages are different that case is called negative transfer or interference. Lekova (2010) has mentioned two types of interference mistakes. In an attempt to adapt to a new mode of communication, foreign language learners seek support from the mother tongue to produce the foreign language. This results

in intralanguage mistake when the initial base has been the foreign language and interlanguage interference mistake when the base occurs to be the native language.

Lightbown & Spada (1994) stated that most of the mistakes which foreign language learners make are due to interference from their first language. They explained that there are many causes for errors in learner language. The transfer of patterns from the native language is one cause, but more significant is the overgeneralization of the target language rules. Learners from different language backgrounds make the same errors when learning a particular language.

Something that is clear is that a new language learning is not simply a process of putting this new language words into first language sentences. Some aspects of the foreign language which are different from the first will not necessarily be acquired later or with more difficulty than aspect which are similar. On the other hand, when errors are caused by the overextension of some partial similarity between the two languages, the errors may be especially hard to overcome, particularly if learners are frequently in contact with other students who make the same mistakes.

Mother tongue

Nordquist (as was cited by Lema, 2021) stated mother tongue is a traditional term that describes the first language system that human beings acquire naturally from birth. It is also known as a first language, dominant language, home language, and native tongue. This language is easily acquired since a person starts learning a language to communicate with people at home. Parents, brothers, sisters, and all of the members of the family help a child acquiring the structure of this first language called mother tongue.

Foreign language

Making reference to foreign language Moeller & Catalano (as was cited by Lema, 2021) mentioned that a language is considered foreign when it is learned in a community context where that language is not spoken. This is not the language a person learns from the family. A language is considered foreign when is learned in a place where is not the native tongue. The English language is taught as a foreign one in many places of the world in all levels of education.

Linguistic interference

Avery & Ehrlich (1996) stated “Every language has a different inventory of sounds, different rules for combining these sounds into words and different stress and intonation patterns.” (p. 15). The aforementioned authors explained the differences there are between languages, these are the causes of

linguistic interference in learning a new language. Even though the languages that are being compared have some similarities, linguistic interference can be observed.

Although both the L2 and L1 learners reconstruct the language they are learning, it is intuitive to expect that the manner in which they do so will differ. Children learning a foreign language are usually older than L1 learners; they are further along in their cognitive development, and they have experienced a language once before. These factors should combine to make the specific strategies of the creative construction process in L2 acquisition somewhat different from those of the creative construction process in L1 acquisition. Dulay and Burt as was cited in (Nunan,1999, p.39)

As Avery & Ehrlich (1996) mentioned the native language not only affects the ability to produce English sounds but also the ability to hear English sounds. Experienced teachers certainly know the frustration involved in having students continually repeat a mispronounced word in the same way, students may seem impervious to correction but, in fact, the problem often arises because the word is heard through the sound system of the native language. It is as if learners hear the second or foreign language through a filter, it is being the sound system of the native language.

Zone of Proximal Development

In the learning processes, mediators are required according to the theory of the Zone of Proximal Development by Vygotsky (1987). It mentions that the students go from what they can do on their own to what they must learn to do for potential development. It is known as the Zone of Proximal Development where the teachers design strategies and become in mediators. Likewise, Vygotsky established that culture defines the kind of memory scheme we build as well as the Zone of Proximal Development permits child develop skills and strategies through interaction with others. McLeod (as it was cited by Dominguez, 2021) Foreign language students according to Vygotsky learn from each other being in contact between them.

Antecedents

Purnama et al. (2019) did research in the language laboratory of the National University in Jayarta, Indonesia, with second-semester students who were studying spoken English as a subject with the purpose to know the difficulties of students when are learning basic spoken English. They used a descriptive method and analysis as a technique. The result showed the errors created by students and

the impact they have on the spoken language. In diphthong the percentage was 61,29 % due to in Indonesian there is no sound of a diphthong. Finally, they concluded that students have to study the phonological system in the target language.

Kanyakorn, Jiraporn & Rattaneekorn. (2017) with the purposes to examine the language errors in writings of English major students in a Thai university and to explore the sources of the errors did a research focused mainly on sentences. The results showed that errors in Thai EFL students' sentence construction may lead to miscommunication and the most frequent errors were punctuation, articles, subject-verb agreement, spelling, capitalization, and fragment.

Nuruzzaman, Islam & Shuchi (2018) investigated the writing errors of ninety Saudi non-English major undergraduate students of different proficiency levels from three faculties, who studied English as a foundation course at the English Language Center in the College of Languages & Translation at King Khalid University, Saudi Arabia. The findings revealed that the common errors the Saudi EFL students made in writing English paragraphs fall under four categories namely grammar, lexis, semantics, and mechanics. Then it compares the categories, types, and frequency of errors committed by these three groups of students. Among these categories, grammar has been observed as the most error-prone area where students commit errors the most.

Ridha (2012) did research to explore EFL learners' major difficulties by analyzing the nature and distribution of their writing errors and the relationship between students' L1 and their writing in English. Eighty English writing samples of EFL college students were studied and the errors were categorized into grammatical, lexical/ semantic, mechanics, and word order types of errors. The results showed that understanding linguistic differences between students' L1 and English may help the learners to reduce interference from their first language.

Klimova (2012) focused her investigation on the abstracts and lists the most common mistakes students usually make when they write it. To reach the goal 66 abstracts in English were collected from the part-time students of Management of Tourism of the University of Hradec. The results demonstrated that the most common mistakes were the number of words and linguistic-stylistic such as the use of articles, the word order, or formality vs. informality. Finally, the author mentioned, that most of the mistakes were caused by the interference since students wrote their abstract in their mother tongue first instead of writing in English.

Bhela. (1999) presented a case of study aimed to analyze the use of specific parts of language and to use the results to make judgments about the interference of L1 on L2. It was applied an interview and some pictures to four students to start writing. The purpose was to provide the linguistic knowledge to the students. The results revealed that between the most common mistakes were observed, prepositions, capital letters spelling and, punctuation this study clearly revealed that students have adopted their L1 structure to help them in their L2 texts, students rely on their native language structure to produce a response.

Irujo (1984) investigated the transfer of native language in learning English idioms in an American university, where 12 Venezuelan students who were advanced learners of English as a second language were applied fifteen equivalent and commonly used English and Spanish idioms in tests of recognition, comprehension, recall, and production. Statistical analysis of the results indicated that the subjects were able to generalize from the idiom's meaning in Spanish to its meaning in English, even when the form was slightly different, and they could correctly produce many more identical idioms. Both of these results indicated the use of positive transfer interference occurred on the two production tests, more for similar than totally different idioms. These results supported the notion that advanced second language learners whose first language is closely related to the second can use knowledge of idioms in their first language to comprehend and produce idioms in the second one. In addition, the subjects used target-language-related strategies such as mixing idioms and providing an incomplete idiom. It is suggested that language similarities may encourage interference and that idioms are not always considered nontransferable. The results of this study support the notion that advanced learners of a second language whose first language is closely related to the second can use their knowledge of idioms in their first language to comprehend and produce idioms in the second or foreign language.

Bone (2019) developed research with the objective of evaluating the influence of the mother tongue (Spanish) on the pronunciation of English in the three specific phonemes / θ // ʃ // s / in English as a foreign language in university students in Esmeraldas, Ecuador, a survey was applied to collect information on the knowledge of the students, and an evaluation of pronunciation with a list of words that involved the phonemes studied. The results of this study revealed although the students are in the last level of the career, they have pronunciation problems because of the influence of Spanish on the pronunciation of English.

Saadiyah (2009) did research in a secondary school in Malaysia where 72 written essays were examined with the purpose to find errors in students with similar background. The errors were identified and classified into various categorizations. The results of the study showed that six most common errors committed by the participants were singular/plural form, verb tense, word choice, preposition, subject-verb agreement, and word order. Information on common trouble-spots in language learning which can be used in the preparation of effective teaching materials.

In Esmeraldas, Ecuador Olivo (2016) investigated the influence of Spanish on the pronunciation of the English phonemes /t/ and /d/ in university students. With the purpose to find out the causes that affect the pronunciation, by comparing the way in which English and Spanish /t/ and /d/ phonemes are realized. An interview was applied to students which showed that the biggest problem students have when pronouncing those phonemes is when they are in the final position of a word, due to the influence of their mother tongue. Moreover, the author recommended to General English teachers to implement an explicit phonetic instruction technique to help students to improve these pronunciation problems.

Denizer (2017) conducted research to find whether mother tongue interferences in foreign-language learning, and if it affects the learners' performance in the four language skills, and to know in which skill(s) it has the biggest effect. It was randomly applied a survey to 20 English learners in Uludag University. The participants' mother tongue was Turkish, and they studied English as a foreign language. The results demonstrated the most challenging part was Grammar, while the most difficult and influenced skill was Speaking, participants had difficulties with determiners, English tenses, and articles. The results indicated the interference of mother tongue in all skills.

The aim of the research done by Al-Khasawneh in 2014 was to analyze a corpus of 26 English paragraphs written by participants from different academic majors who were studying at Ajloun National University in Jordan. The instruments used in the present study were the participants' written paragraphs. All the errors committed by the students were checked and grouped into different categorizations. The findings of the study revealed that the students of the university have committed several errors such as spelling, word order, and subject-verb agreement. The results also showed that the most frequent error committed by the students was the improper use of English articles. In light of the obtained results, several recommendations and pedagogical implications were suggested in order to help EFL teachers in their attempt to reduce the difficulties concerning writing English paragraphs among English learners.

Sawalmeh (2013) presented a study attempts to investigate the errors in a corpus of 32 essays written by 32 Arabic-speaking Saudi learners of English. All the participants in the study were male students who were graduated from Saudi secondary schools and joined the Preparatory Year Program at the University of Ha'il. The instrument used for this study was participants' written essays in the English language. All the errors in these essays were identified and classified into different categorizations.

The results show that the Arabic speakers in this study committed ten common errors. These errors were: verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalization, articles, sentence fragments, and prepositions. Based on these results, a group of recommendations for further research were suggested and some pedagogical implications which might assist ESL/EFL teachers with some helpful suggestions and teaching strategies that will reduce future problems regarding writing English essays among Arab learners.

Makse et al. (2013) worked on a theoretical paper which highlights the interference of mother-tongue on the English pronunciation of senior primary school pupils in Nigeria. The Nigeria Policy on Education stipulates that it is at this level students encounter English as a medium of learning for the first time. There are 521 local languages listed, each community has its own peculiar challenges in this aspect of foreign language learning. In this paper, however only four languages from the current figure were studied; these were Yoruba, Hausa, Igbo, and Tiv. The Attempt is made by studying some common errors of these set of foreign tongue learners from the languages stated, implications for pedagogy stressed and some steps of remedial drills suggested which can be used by teachers of English language at the target level in correcting and possible reduction of the effects of mother-tongue interference.

Method

This study was carried out in Esmeraldas, Ecuador with the purpose to know which the most common mistakes are made by learners of English as a foreign language. This research was quantitative because the data was guided by numerical parameters acquired in the tabulation. The population consisted of some researchers about the interference of the mother tongue on English as a foreign language and the sample was formed by fourteen articles about mistakes. The methods of this investigation were: analysis, synthesis, and hermeneutics. The first one was used to analyze the studies

done meanwhile the second was used to synthesize the theories that support this research and the last one was used to interpret the information collected in the theoretical framework.

The variables analyzed in this research were the mistakes and the linguistic interference. In this case, was necessary to apply the inductive-deductive method because the hypotheses for the analysis was presented and the respective conclusions were deduced according to the result presented. To obtain the data, a bibliographical revision was done, the instrument used was a data sheet, it contained five items to fulfillment the objectives, where the information of the articles was collected.

For a better interpretation of the data, a file was created in the Microsoft Excel computer program with a clear and orderly format, in which tabulations, graphic representations, and tables were made for later analysis. It is important to mention that the hypothesis of the current research was the following one: The mistakes students made in the English learning process are caused by the linguistic interference of the mother tongue Spanish (L1) on English as a foreign language (L2). Finally, the information obtained in the research was tabulated manually.

Results

Regarding the results obtained in this research, the following figures have been presented. To answer to the first specific objective, (figure1) the most common mistakes made by students caused by interference of the mother tongue (L1) on English as a foreign language (L2) according to the investigators are Understanding 100%, likewise Articles 85%, followed by Word order 71%. This shows the different mistakes students made while they are learning the English language.



Figure 1. The most common mistakes.
Source: Information obtained by the researcher.

Concerning the type of interference, (figure 2) which answers the second specific objective, shows the different problems presented when learners are producing the foreign language. Between the item with a high percentage are produce language based on the mother tongue 100% which shows in a clear way that all the investigators agree in the same. The other item that has a high percentage is miscommunication 85% which is a very high percentage. It is important to notice two important items, however, not all the investigator have mentioned them, problem in all skills 14,2% and problems when they are situated in the final position 28%

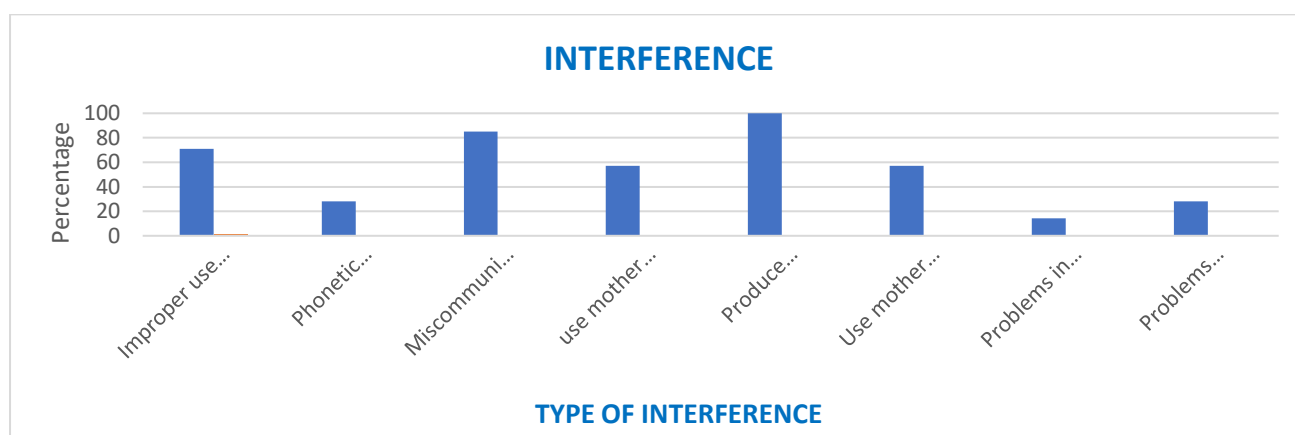


Figure 2. Type of interference
 Source: Information obtained by the researcher.

Discussion

The present study was designed with the objective to analyze the most common mistakes caused by the linguistic interference of the mother tongue Spanish (L1) on English as a foreign language (L2). From the analysis of fourteen essays written by different authors around the world, all of them focus on mistakes, some of them enlist the mistakes, and others made some recommendations to the teacher suggesting some exercises or strategies.

It is noticeable how Purnama et al. (2019), Bone (2019), and Olivo (2016) focus on sounds. Purnama et al. (2019) used a descriptive method and the analysis as a technique. The result showed the errors created by students and the impact they have on the spoken language. Olivo (2016) investigated the influence of Spanish on the pronunciation of the English phonemes /t/ and /d/ in university students. An interview was applied to students which showed that the biggest problem students have when pronouncing those phonemes is when they are located in the final position of a word, due to the influence of their mother tongue. Bone (2019) developed a research with the objective of evaluating the influence of the mother tongue (Spanish) on the pronunciation of English in the three

specific phonemes / θ / / ʃ / / s / in English as a foreign language in university students. It is evident that these 3 authors focus on parts of the phonological system.

Kanyakorn, Jiraporn & Rattaneekorn. (2017), Sawalmeh (2013) and Bhela. (1999) investigated the difficulties students of a foreign language have in the learning process and they coincide in the results where they stated that most of the difficulties were found in the use of prepositions, capital letters spelling, and punctuation.

Klimova (2012) Ridha. (2012), Saadiyah (2009), Nuruzzaman¹, Islam¹& Shuchi (2018), Al-Khasawneh (2014), and Sawalmeh (2013), these investigators coincided in the instrument they used to obtain the information because other researchers applied surveys, interviews, and other instruments. The authors obtained the information of some essays, paragraphs, and of the abstract students have to write. Therefore, the authors analyze their students' works and, in this way, it was able to list the mistakes.

Sawalmeh (2013) investigated the errors in a corpus of 32 essays written by learners of English. All the errors in these essays were identified and classified into different categorizations. Ridha (2012) did research to explore EFL learner's major difficulties by analyzing the nature and distribution of their writing errors and the relationship between students' L1 and their writing in English. Eighty English writing samples of EFL college students were studied and the errors were categorized.

Klimova (2012) did an investigation focused on the abstract and lists the most common mistakes students usually make when they write it. Saadiyah (2009) studied 72 written essays with the purpose to find errors in students with similar background. As results found that the mistakes students made were singular/plural form, verb tense, word choice, preposition, subject-verb agreement, and word order. Nuruzzaman, Islam & Shuchi (2018) investigated the writing errors of 90 Saudi non-English major undergraduate students, they grouped the mistakes into four categories namely grammar, lexis, semantics, and mechanics. Al-Khasawneh (2014) analyze a corpus of 26 English paragraphs written by participants from different academic majors, the results indicated the most frequent error committed by the students was the improper use of English articles.

Denizer (2017) whether mother tongue interferences in foreign-language learning, and if it affects the learners' performance in the four language skills, and also in which skill(s) it has the biggest effect. The results demonstrated the most challenging part was Grammar, while the most difficult and influenced skill was speaking, participants had difficulty with determiners, English tense, and articles.

Denizer results did not coincide with the other researchers because he stated that the interference of the mother tongue is in all skills of the English language.

Interesting research was done by Irujo in 1984. This study differs from the others reviewed research because idioms were used to find which were the mistakes made by students. She investigated the transfer of native language in learning English idioms in an American university. The results of this study supported the notion that advanced learners of a second language whose first language is closely related to the second can use their knowledge of idioms in their mother tongue to comprehend and produce idioms in the foreign language.

On the other hand, Makse et al. (2013), Al-Khasawneh (2014), and Sawalmeh (2013), coincided in some suggestions they did to teachers of English at the end of their researchers. Makse et al. (2013) worked on a theoretical paper which highlights the interference of mother-tongue on the English pronunciation of senior primary school. As a matter of fact, some steps of remedial drills were suggested which can be used by teachers of the English language at the target level in correcting and possible reduction of the effects of mother-tongue interference. Likewise, Sawalmeh (2013) presented some helpful suggestions and teaching strategies that will reduce future problems regarding writing English essays among Arab learners. In addition, Al-Khasawneh (2014), suggested several recommendations and pedagogical implications in order to help EFL teachers in their attempt to reduce the difficulties concerning writing English paragraphs among English learners.

Conclusions

The learning of the English language has always represented a process with several difficulties. Analyzing this problematic situation, it is able to say that the most common mistakes students of English as a foreign language make caused by interference of the mother tongue are understanding, articles, follow by word order.

Also, investigators categorized the mistakes in order to facilitate their study. That is the reason that this research could number them as sounds, articles, spelling, preposition, verb tense, punctuation, word order, and understanding.

In addition, it is important to mention the types of interferences caused in the production of the language. For instance, phonological problems when the sounds are located in the final position, use of mother tongue instead of the language that is being studied. Students rely on their mother tongue to produce the language that is being studied to communicate, improper use of articles. Finally, through

this research, it is clear how the interference of the mother tongue affects the production of the new language in all skills and miscommunication.

Teachers must be aware of the different mistakes and the interference of the mother tongue on English, the learning process could be better if teachers look forward for strategies that help to solve the problems.

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Implementing Gamification in Foreign Language Education: A Case of Pre-Service EFL Teachers in Ecuador

Implementando la Gamificación en la Educación de Idiomas Extranjeros: Un Caso de Profesores de ILE en Práctica en Ecuador

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Abstract

The purpose of this study was to analyze the use of gamification strategies to improve EFL writing skills in pre-service teachers from the English Major at Universidad Técnica Particular de Loja. The participants were 54 pre-service teachers who were registered in two English courses during an academic term of five months. A mixed-method research design was used to collect and analyze data in this study. Pre- and post-questionnaires were administered to all the participants; also, a writing rubric was designed to assess aspects related to their grammar and the organization of ideas. The study involved the use of games designed in the Educaplay platform. These games included crossword puzzles and unscrambled sentences. Thus, ludic activities were implemented to enhance the participants' writing skills. The findings evidenced that gamification was effective for improving the participants' grammatical knowledge, specifically in the use of conditionals. Furthermore, there was a significant improvement in the participants' ability to organize ideas. It is important to remark that most of the pre-service teachers perceived Educaplay games as motivating resources for improving writing skills; thus, gamification fostered active learning and increased their interest in enhancing other skills in the target language.

Keywords: gamification, EFL writing, grammar, organization of ideas

Resumen

El propósito de este estudio fue analizar el uso de estrategias de gamificación para mejorar las habilidades de redacción de EFL en profesores en formación de la carrera de inglés de la Universidad Técnica Particular de Loja. Los participantes fueron 54 profesores en formación que se registraron en dos cursos de inglés durante un período académico de cinco meses. Se utilizó un diseño de investigación de método mixto para recopilar y analizar datos en este estudio. Se administraron pre y

post-cuestionarios a todos los participantes; Asimismo, se diseñó una rúbrica de redacción para evaluar aspectos relacionados con su gramática y la organización de ideas. El estudio implicó el uso de juegos diseñados en la plataforma Educaplay. Estos juegos incluían crucigramas y descifrar oraciones. Así, se implementaron actividades lúdicas para mejorar las habilidades de escritura de los participantes. Los hallazgos evidenciaron que la gamificación fue efectiva para mejorar el conocimiento gramatical de los participantes, específicamente en el uso de condicionales. Además, hubo una mejora significativa en la capacidad de los participantes para organizar ideas. Es importante señalar que la mayoría de los profesores en formación percibieron los juegos Educaplay como recursos motivadores para mejorar las habilidades de escritura; por lo tanto, la gamificación fomentó el aprendizaje activo y aumentó su interés en mejorar otras habilidades en el idioma de destino.

Palabras clave: gamificación, escritura EFL, gramática, organización de ideas.

Introduction

Since English is the most spoken language in the world and is used as a lingua franca that connects people in our globalized world, teaching English as a foreign language is becoming increasingly important nowadays. As Kasinskaite-Buddeberg (2016) acknowledges, languages are a strong force in disseminating cultures and traditions and permitting the transmission of knowledge. Therefore, teaching English is a fundamental goal that most teachers should reach, especially in countries where English is not taught as a first or second language.

In the field of EFL teaching, the development of the four English language skills: speaking, listening, reading, and writing is fundamental for an effective learning of this language (Gonzalez et al., 2015). Nevertheless, EFL teachers find it quite challenging to choose the right method to teach the aforementioned skills so that they suit the learners' needs, their learning style, their interests and motivation (Shah, Hussain & Nasseef, 2013). In fact, teaching listening, speaking, reading, and writing plays a vital role in the EFL teaching-learning process and needs to be integrated for a successful communication in the target language (Akram & Malik, 2010). Thus, for effective EFL teaching, it is essential to give attention to each skill and make sure that students are developing their communicative competence (DeKeyser, 2007).

From the four language skills (reading, writing, listening, and speaking), Çelik and Aydin (2016) claim that writing, being a type of problem solving, a means for communication, and an implement for intellectual evolvment, is fundamental in EFL teaching and learning. The authors

emphasize that the ability to write English accurately is a pivotal aspect in terms of success at all levels of education and professional contexts. However, as Floranti and Adiantika (2019, p. 278) affirm, “writing is not an innate ability, but it is acquired through the years of learning and training”. Thus, this skill implicates a socio-cognitive process that involves the mastery of vocabulary, grammar, syntax, writing style, and writing system.

Certainly, teaching and learning writing at the university level has traditionally been a challenge (Alharbi, 2019). In fact, writing skill is multifaceted and difficult to teach (Bukhari, 2016). To this respect, as Nunan (1999) acknowledges, producing a coherent, fluent, and extended piece of writing is the most challenging activity to do in language learning, especially in a second or in a foreign language. Thus, EFL students encounter several difficulties when they are learning this skill. In this context, Alharbi (2019) asserts that when writing in English, learners deal with limited grammatical knowledge, lack of vocabulary to express their ideas, and difficulty to develop topics and establish coherence. Therefore, EFL teachers must use a combination of methods, strategies, activities, and resources to provide students with the necessary elements for learning the language.

Considering the importance of grammar in EFL writing, it plays a significant role in foreign language learning (Fithrianim, 2019). It is considered as an important element which is involved in oral and written discourse (Huang, 2005). Besides, grammar is perceived as a fundamental aspect of language instruction because avoiding grammar teaching can provoke inappropriate students' foreign language performance (Celce-Murcia, 1985). In this regard, Corder (1988) mentions that grammar can directly affect learners' capacity to produce grammatically acceptable utterances in the target language. For this reason, this linguistic element can furnish the basis of the four language skills.

Due to the importance of grammar instruction, different methods and approaches for teaching grammar have been proposed and discussed around the world for decades; however, in the Ecuadorian context, the majority of EFL instructors use deductive methods, which are more teacher-centered, so they give their lessons by introducing new structures to students, who are expected to complete different types of exercises or tasks (Obeidat & Alomari, 2020). For this reason, nowadays it is necessary for English teachers to employ innovative strategies for teaching grammar, so that more active and student-centered approaches can be used to achieve better academic results in EFL writing.

Writing requires arranging thoughts, structuring ideas into a systematic connection with related details, and using opinions in a cohesive and coherent way that all the ideas are interwoven and link

the main theme (Bukhari, 2016). Unfortunately, in second and foreign language contexts, writing has been viewed merely as a way of completing homework assignments, especially at the beginning and intermediate levels (Lally, 2000). To help move this skill toward its full potential, L2 educators must begin to accept writing as a process that deserves explicit attention in the curriculum and daily lesson planning (Byrd, 2011). This author also affirms that most of the L2 learners neglect the writing process and consider one draft enough as a final piece of writing; therefore, they face problems and fail when trying to create an effective piece of text.

Furthermore, EFL teachers need to emphasize on the correct organization of ideas and content. Dastjerdi and Samian (2011) assert that it is possible to achieve coherence and cohesion throughout the text by organizing the content of an essay in a correct way. Certainly, the coherence of an essay is related to its logical organization, this is, the information conveyed must belong to each section of the essay and must refer to its context (Ahmed, 2010). Therefore, instructors should consider that the organization of the composition depends on structure and content, they should teach learners how to create paragraphs that have an appropriate organization and length. As Bukhari (2016) suggests, teachers should keep the track of cohesion and coherence during the writing process; also, they should teach students how to use connectors or signal words that guide towards arguments.

Among the different resources that EFL teachers can use for teaching writing, Amiri (2000) suggests that Information and Communication Technologies (ICT) offer many possibilities in different educational contexts around the world. In fact, Abdurahmonov, Samandarov, Tolibjonov, and Turdiyev (2020) state that the use of ICT in language learning has become an optimal tool in achieving students' proficiency and fluency. When English lessons are performed through an effective technological support, students find them more attractive and they feel engaged during the language learning process, especially due to the pedagogic possibilities promoted by ICT tools (Cabrera, 2020). Besides, ICT tools have gotten prominence since they allow EFL students to improve language acquisition (Kayımbaşoğlu, Oktekin, & Hacı, 2016). For this reason, when technology is effectively implemented in EFL instruction, it has the potential to help students use the target language even beyond the classroom (Harismayanti, Putra, & Santosa, 2020).

Considering the benefits that the use of ICT has in the EFL classroom, EFL teachers should implement different approaches and strategies to motivate their students to learn the target language effectively. One of these innovative approaches is gamification, which is considered as a tool to enhance learner engagement and achievement (Yavuz, Ozdemir, & Celik, 2020). Additionally,

Harismayanti, Putra, and Santosa (2020) mention that this approach helps both instructors and students to change the way they teach and learn by activating three core drives such as meaning, mastery and autonomy. In this context, gamification has received significant attention due to its potential to stimulate students' minds (Harismayanti, Putra, & Santosa, 2020). For this reason, many researchers have been focusing their attention on conducting studies on the use of gamification as an innovative approach in EFL teaching at different levels of instruction.

In this context, Bal (2019) analyzed the influence of gamification on middle school students' writing skills. The study was designed as action research. The research group was composed of 12 seventh grade students. As data collection tools, student diaries, semi-structured interview forms, semi-structured observation forms, and digital texts were used. Data obtained was analyzed by content and descriptive analysis. Findings revealed that all participants were actively involved in the implementation process since gamification increased the students' interest towards the course, combined school and non-school life, facilitated classroom management, supported collaborative work, and developed creativity. As a result of this study, it is suggested that digital games can be used to positively affect the motivation of middle school students towards writing.

Yavuz, Ozdemir and Celik (2020) investigated the effect of the online gamification tool 'Edmodo' on EFL learners' writing anxiety levels. The participants included 47 students who took EFL writing instruction in Balikesir University. The researchers used an experimental design and collected data through a background questionnaire and the Second Language Writing Anxiety Scale, involving 22 items scored on a five-point Likert response scale. Data was analyzed with the Statistical Package for Social Sciences software. The results showed that the students who completed the activities and who were graded through Edmodo had significantly lower anxiety levels than the students who used traditional pen and paper.

Lam, Hew, and Chiu (2018) conducted a study to investigate the effectiveness of a blended learning approach for teaching EFL writing in Hong Kong institutions. The thesis, analysis, and synthesis key (TASK) procedural strategy was used for this purpose. Besides, they implemented online Edmodo discussions, online message labels, and writing models on student argumentative writing. The authors also examined if the application of digital games, increased student online contribution and writing performance. The participants were classified into an experimental (52 students) and control group (20 students). The students from the control group received a more teacher-centered instruction on the components of argumentation. After administering students' pre- and post-test written essays,

students' online Edmodo postings, and student and teacher interviews, it was found out that learners improved their writing skill through the use of the blended learning approach. In addition, students significantly increased their online interaction and participation when gamification was used to practice EFL writing.

Fu, Lin, Hwang, and Zhang (2019) carried out a study to evaluate the performance of a mind mapping-based contextual gaming approach. The participants were students from two English tourism classes from a university of science and technology in Taiwan. A quasi-experiment in which the participants were classified into a control and an experimental group was implemented. The experimental class learned through the proposed approach, and the other was exposed to the conventional contextual gaming approach. The main findings revealed that the students from the experimental group had better writing performance, especially in aspects related to fluency and elaboration. Additionally, it was found out that the majority of the participants considered that gamification was beneficial and interesting. In addition, the proposed learning approach helped learners to have positive thoughts and feelings, generate diverse ideas, create a sense of exoticism and express actions in an effective way.

Regarding the current study, the research questions that will be addressed are, how do students perceive the use of gamification strategies to improve EFL writing skills? and what is the impact of the use of gamification strategies to improve EFL writing skills?

Method

This study included 54 pre-service teachers who were registered in two English courses from the English Major at Universidad Técnica Particular de Loja. The participants' ages ranged between 18 and 22 years old. Their English proficiency level was A2 according to the Common European Framework of Reference for Languages (CEFR).

- A pre-questionnaire was administered to diagnose students' experience in using gamification strategies in previous courses of their major. It included 10 questions that were administered through Google Forms.
- Writing rubrics were used to assess aspects related to students' grammar and the organization of ideas.
- A post-questionnaire was applied to know about students' perceptions of the use of gamification strategies for enhancing EFL writing skills. This instrument consisted of 10 open-ended and closed-ended questions and was administered through Google Forms.

This study was conducted through a mixed-method design. According to Creswell (2002), this approach is forced on the combination of qualitative and quantitative methods to get a better understanding of the research problem.

At the beginning of the academic term, a pre-questionnaire was administered to diagnose students' previous experience in using gamification strategies. After analyzing the results of this instrument, gamification strategies were applied through different types of games such as crossword puzzles and unscramble sentences which were designed in the Educaplay platform. Thus, ludic activities were implemented to enhance the participants' writing skills for a period of two months in which students received continuous feedback based on the writing rubrics that were designed for this purpose.

At the end of the term, a post-questionnaire was applied to know about the students' perceptions of the use of gamification strategies to improve their EFL writing skills. It is important to mention that all the instruments were validated before they were administered.

Results and Discussion

The results of the pre-questionnaire showed that most of the students (58 %) had previously used gamification strategies in previous courses of the major. However, none of them had been exposed to Crossword puzzles and unscramble games for crossword and unscramble games for learning EFL writing. Besides, students claimed that they needed to reinforce their grammatical knowledge of the passive voice, the future tense, conditionals and present perfect. Regarding the writing aspect, the participants wanted to improve spelling, punctuation, word order and organization of ideas.

After the intervention using digital gamification strategies, the post-questionnaire results evidence students' perceptions of the use of games for enhancing their writing skills. (Table 1).

Table 1. Students' perceptions of the use of gamification strategies to enhance EFL writing

N°	Statements	Strongly agree. (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
1	The use of games was helpful for developing my English grammar knowledge.	72.30	18.70	6.70	2.30	0
2	The use of games was helpful for organizing ideas in a paragraph or essay.	67.13	28.42	2.15	2.30	0
3	My interest in learning English writing was increased through the use of games.	69.33	13.33	13.33	4.01	0
4	The use of games motivated my participation in the writing activities proposed in the course.	72.31	17.54	7.22	2.93	0
5	The games designed in Educaplay were attractive and engaging.	56.82	25.18	9.22	8.78	0
6	Access to digital games on Educaplay platform was easy.	58.32	22.45	13.33	5.9	0
7	Crossword puzzles and unscramble games were easy to use and offered immediate results.	63.21	25.3	7.2	4.29	0
8	The use of games facilitated my teacher's feedback.	56.82	23.1	15.98	4.1	0
9	Using games was helpful to develop my EFL writing skills.	69.53	15.38	12.99	2.1	0
10	I would like to continue using games in other English courses.	57.82	25.43	14.95	1.8	0

As it is shown in Table 1, most students perceived that the use of games was helpful for developing their English grammar knowledge. Thus, 72.30% of them strongly agreed and 18.70% agreed with this statement. Only 6.70% of them neither agreed or disagreed, and 2.30 % disagreed. In this respect, Hashim, Rafiq and Yunus (2019) affirm that gamified learning allows students obtain better results when they learn grammar because games provide a positive feeling towards learning it.

With respect to the use of games as a strategy for helping participants improve their skills to organize ideas in a paragraph or an essay, 67.13% of them mentioned that they strongly agreed with this aspect, 28.42% agreed with it, while 4.45 % were either neutral or in disagreement. As Sevik (2020) affirms, games are helpful for improving EFL learners' writing skills.

Regarding students' perceptions of the use of games and their interest in learning English writing, most of them (82.66 %) strongly agreed and agreed with this statement, 13.33 % neither agreed or disagreed, and 4.01 % disagreed. These findings are consistent with the research conducted by Lin, Hwang, Fu and Chen (2018), who emphasize that context-game based learning is a good approach to situating learners in a meaningful practicing environment, which could favor their learning interest.

The participants also expressed their insights about the use of games and their motivation to participate in the writing activities proposed in the course; thus, 72.30 % strongly agreed, 17.54 % agreed, 7.22% did not express agreement or disagreement, and only 2.94% disagreed. Certainly, educational games increase students' motivation and achievement; therefore, their learning experience becomes engaging (Rouse, 2013).

Concerning whether Educaplay games were attractive and engaging, most of the participants (82 %) strongly agreed and agreed with this statement, while 9.22 % neither agreed or disagreed, and 8.78 % disagreed. Regarding this aspect, Uiphanit, Bhattarakosol, Suanpong, Iamsupasit and Wongwan (2020) affirm that games provide enjoyment and engagement among students because they foster social skills and good relationships.

Regarding ease of access to digital games, 58.32% of the students strongly agreed, while 22.45% agreed with this aspect. Only a small percentage of participants indicated that it was not so easy to access the ludic activities that were designed during the course. Certainly, Wierus and Wierus (1994) as cited in Aslanabadi and Rasouli (2013) claim that the easy environment created by games can help students remember things in a better way.

With respect to the ease of use of crossword puzzles and unscramble games designed in Educaplay, 88.51% of the students strongly agreed and agreed with this aspect, while the rest of the participants either had a neutral position or disagreed with this fact. Indeed, scrambling up sentences or paragraphs can enhance students' coherence and cohesion in the target language (Fitriyah, 2020). In addition, crossword puzzles can increase students' engagement with EFL learning, even more than other passive tools (Amiri & Salehi, 2017).

Regarding students' perceptions about teachers' feedback, 56.82% of them mentioned that gamification facilitated this process. On the other hand, 15.98% of the participants had a neutral perspective in relation to this aspect. In this context, feedback combined with effective instruction can enhance students' comprehension and engagement in second language acquisition (Pattemore, Gilabert, & Serra, 2019). For this reason, adding effective feedback to gamified activities can enhance students' writing skills.

In relation to the usefulness of Educaplay games, 84.91% of learners indicated that they were really practical to develop their EFL writing skills, while 12.99% had a neutral point of view about this aspect. In this regard, Castillo (2020) suggests that using digital games in Educaplay can be helpful to motivate students for learning English.

Finally, it is important to mention that a significant number of students (83,25%) asserted that they would like to continue using games as a learning resource in future English courses of their major. In fact, integrating games in the language learning curriculum of educational institutions from different contexts is an effective strategy that can promote meaningful learning (Shahriarpour & Kafi, 2014).

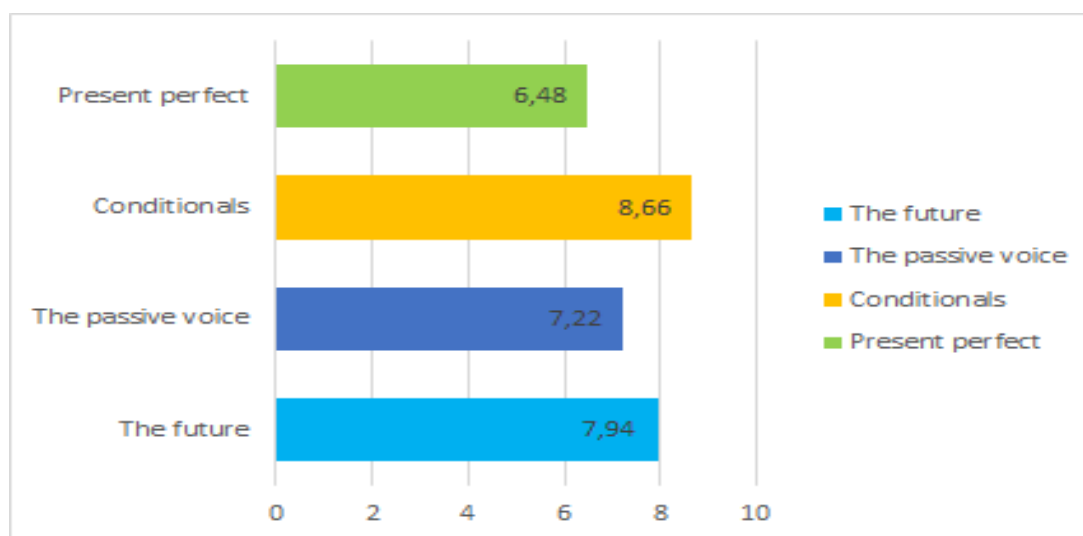


Figure 1. Students' media scores in grammar

After gamification strategies were applied, writing activities were assessed through rubrics. Regarding grammar, the future, the passive voice, conditionals, and the present perfect were evaluated during the intervention. Thus, the use of conditionals was the grammar aspect in which the mean score was higher. On the other hand, the use of Present Perfect structures and the Passive Voice were the aspects in which students faced more difficulties. With respect to English conditionals, Dolgova (2018) acknowledges that they represent a challenge for language learners because of their internal

complexity; moreover, grammar books lack accurate explanations of conditional meanings and usage contexts. Therefore, EFL instructors need to find ways to teach conditionals and help students use them appropriately.

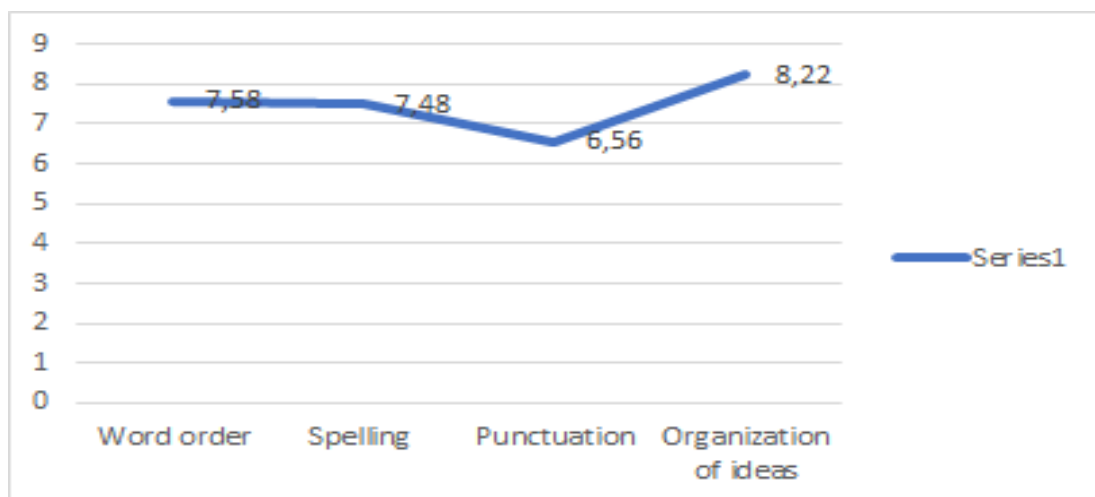


Figure 2. Students' media scores in writing aspects

Regarding students' media scores in relation to the students' ability to use writing aspects such as word order, spelling, punctuation, and organization of ideas in the different writing activities that they carried out through the intervention, the aspects in which learners demonstrated a better academic performance were the ones related with organization of ideas, followed by word order and spelling. This might be the result of the implementation of the crossword puzzles and unscramble games designed on Educaplay. Thus, we coincide with Colby and Colby (2008), who consider that the mere playing of games is not the only factor that will make a student write better. Instead, we believe that the learning process should always be supported by meaningful feedback so that the students can actively practice the writing skill and achieve the learning outcomes established in the syllabus.

Conclusions

The implementation of gamification strategies was perceived as helpful for enhancing EFL learners' writing skills, particularly regarding the improvement of grammar knowledge and the skills for organizing ideas in paragraphs and essays. Hence, the participants evidenced a better performance after using Educaplay games that included crossword puzzles and unscramble sentences.

Students consider that games based on their real needs can motivate them to participate in the writing activities proposed in the course. In fact, games were perceived as engaging educational tasks

that aroused the participants' interest for learning English writing, thus improving their language learning experience.

The use of gamification strategies allowed students' improvement in their grammar knowledge. The future, the passive voice, conditionals, and the present perfect were evaluated. After assessing learners' writing activities through rubrics, their improvement was especially evident in the use of conditionals in which their score was higher.

The implementation of Educaplay crossword puzzles and unscramble games is an effective strategy that enhances EFL students' writing skills. Students can improve writing aspects related to word order, spelling, punctuation, and particularly organization of ideas.

Feedback plays a fundamental role in teaching and learning EFL writing skills. For this reason, when games are combined with effective instruction, they can enhance students' linguistic performance and learners feel more engaged with the learning outcomes.

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The Impact of Metacognitive Strategies for Enhancing English as a Foreign Language A2 Level Students' Writing

El Impacto de Estrategias Metacognitivas para Desarrollar la Escritura de Estudiantes
del Nivel A2 de inglés como Lengua Extranjera

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Abstract

The use of metacognitive strategies has become an option to develop self-awareness of one's own learning process. This research investigated the impact of metacognitive strategies to enhance students' writing. The intervention was carried out with 24 students of the third level English credit course, at the University Institute of Languages (UIL) of the University of Cuenca in Cuenca, Ecuador. The intervention was on the use of metacognitive strategies applied to narrative and opinion essay writing. The research followed a convergent parallel mixed method design which integrated quantitative and qualitative data to analyze the impact of metacognitive strategies on students' writing performance. Quantitative data were collected through a quasi-experimental design. A pre-test and a post-test were administered to a convenience group to measure students' writing performance before and after the intervention. Qualitative data were collected by an open-ended survey questionnaire to know about the students' attitudes, reflections, and perceptions after the training. The data results showed that metacognitive and self-regulation strategies use had a positive impact on students' writing level, to the point that they reached level B1 of the Common European Framework Reference for Languages.

Keywords: Metacognitive strategies, self-regulation strategies, writing performance, narrative essay writing, opinion essay writing

Resumen

El uso de las estrategias metacognitivas, por parte de un estudiante, se ha convertido en una alternativa para desarrollar un proceso de aprendizaje consciente y reflexivo de la destreza de la escritura. Esta investigación determinó el impacto de las estrategias metacognitivas en el mejoramiento de la escritura en inglés de ensayos narrativos y de opinión. La intervención se desarrolló con 24 estudiantes de inglés

de tercer nivel de créditos, en el Instituto Universitario de Lenguas de la Universidad de Cuenca, en Cuenca, Ecuador. El método de investigación fue el mixto paralelo convergente a través del cual se integraron los datos cuantitativos y cualitativos para analizar del impacto de las estrategias metacognitivas en el mejoramiento del rendimiento de la escritura. Los datos cuantitativos fueron recolectados por medio de un diseño quasi-experimental, utilizando un pre-test y post-test para medir el rendimiento de los estudiantes en la escritura. Se utilizó una rúbrica para determinar las estrategias metacognitivas más usadas en el proceso de escritura antes y después de la intervención. Los datos cualitativos fueron recolectados a través de una encuesta semiestructurada para conocer las actitudes, reflexiones y percepciones de los estudiantes después de la intervención. Los resultados demostraron que el uso de las estrategias metacognitivas y de auto-regulación tuvo un impacto positivo en el nivel de escritura de los estudiantes, logrando alcanzar el Nivel B1 del Marco Común Europeo de Referencia para las Lenguas.

Palabras clave: Estrategias metacognitivas, estrategias de auto-regulación, rendimiento de escritura, escritura de ensayos narrativos, escritura de ensayos de opinión

Introduction

English has come to be the world's lingua franca in the last few years establishing its worldwide popularity due to increasing relationships among individuals. Thus, knowing how to communicate in English has meant a step forward to whoever is proficient in it since English is the language that creates opportunities in today's globalized world.

The higher education system in Ecuador has experienced important changes aimed at prioritizing students' equality and ensuring quality. English learning, in this context, has become an important part of students' successful academic achievement. To illustrate this matter, The British Council (2015) states that Secretaría de Educación Superior, Ciencia, Tecnología e Innovación (SENESCYT) supports English as a tool for educational success and stresses that English is a means of opening professional doors while the lack of proficiency is an obstacle to personal development.

Additionally, the growth in Ecuadorian students' desire to obtain scholarships to study in international and national postgraduate programs has led students to an increased interest in becoming proficient English speakers and writers.

For example, international English language evaluations like Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) have been the measurements of English levels most commonly accepted by universities around the world. Concerning the national assessment scores in these two international evaluations, the Ecuadorians who took these examinations in 2012 performed poorly on them (British Council, 2015). Similarly, Ecuadorians who took the academic and general training IELTS exams in 2014, performed poorly in writing (British Council, 2015). The previous statements demonstrate the importance of enhancing the English writing skills of Ecuadorian university students. Therefore, higher education English programs must consider that the achievement in writing constitutes an integral role in students' academic and professional success (Hammann, 2005).

Teachers and students in higher education in Ecuador must be engaged in reflective teaching and learning. Success in this regard does not only depend on the teachers' decisions and actions, but also on what the students themselves are prepared to do to improve their writing proficiency in English.

Nonetheless, according to Oxford (1990), students often lack awareness of the language learning process. Indeed, students, even mature ones, do not realize how much they learn when they complete a task or an activity. Often, they accomplish the task only for a passing grade. Moreover, students judge their progress and writing proficiency by the grades that they receive from the teacher rather than by what they are able to do during the process, namely, acquiring metacognitive strategies for independent learning such as paying attention, planning, organizing, self-monitoring and self-evaluating before, during, and after writing tasks (Oxford, 1990).

On the other hand, an analysis of the students' written work and the low grades A2 level students at the UIL obtained in some applied writing tasks in past semesters made the author of this research noticed that students did not meet the writing requirements set for the level. Frequently, the paragraphs were imprecise, incomprehensible, and poorly organized. Moreover, the notes taken for about one month in a reflective journal on the students' writing tasks confirmed that the majority faced a lot of problems regarding what has been identified by Oxford (2011) such as "paying attention,

setting goals, and planning before writing; self-monitoring: reviewing and checking during and after writing; self-reflecting and evaluating the writing work at any stage of the writing process” (p.16). According to Chamot (2004) and Oxford (2011), the above-mentioned problems can be ameliorated when students go through a metacognitive process of reflection on their learning, allowing them to become more productive and independent.

Therefore, this research study aims to evaluate if exposure to and practice metacognitive strategies can enhance A2 students’ writing performance. Additionally, it intends to establish the most common metacognitive strategies that students use before, during, and after the intervention and to determine the influence of metacognitive strategies based on the Strategic Self-Regulation (S2R) Model and Self-regulated Strategy Development (SRSD) on enhancing A2 students’ writing.

The Writing skills

Learning to write in the mother tongue or in a foreign language is an important aspect of students’ academic and professional success. In fact, it is an essential element of the four macro-skills that any language has.

Ramos (2012) stresses that developing writing skills has always been a challenging task both for teachers and students; this is even more when this skill has to be acquired in a second or foreign language.

Therefore, since the emergence of ESL writing as an individual area of education, different orientations have guided ESL teachers’ practices with the main objective of finding out what students require and what teachers should do to develop their students’ writing skills. Each of these pedagogies has supported writing instruction over time, but with a different focus. Hyland (2003) stresses that teachers should see these pedagogies as complementary curriculum options to understand the complexity of teaching writing and not as a separated approach to guide the writing instruction.

In line with this previous idea, Hasan and Akhand (2011) examined the effects of the product and process approaches to writing. The findings of their study suggested that the use of an eclectic approach, that is, the combination of the product and the process approach as a complement to each other helped students to write as well as develop their writing skills.

In the same manner, Alnufaie and Grenfell (2012) conducted a research study in which they explored process-oriented and product-oriented writing strategies. They concluded that teachers should not teach writing separately either as a process or a product activity.

Furthermore, Yasuda (2011) conducted a study which aimed to examine the development of genre awareness, linguistic knowledge, and writing competence in the participants. The study drew on the systemic functional linguistics genre approach and aimed to link genre to task by designing a genre-based syllabi and tasks such as emails. The results showed that students significantly improved their writing tasks in terms of task fulfillment and appropriacy, cohesion and organization, grammatical control, fluency, and language sophistication. Besides, the researcher indicated that the students boosted their genre awareness and were able to improve their knowledge of emails and their specific language choices.

In conclusion, it is believed that teachers should implement various approaches in EFL writing instruction to provide students with a continual exposure to different types of writing strategies (Hyland, 2003).

Nevertheless, the overview below sums up the characteristics of these approaches with special regard to the perspectives that were found significant for the present study.

The Product-oriented Approach

This approach sees writing as a product with a focus on grammar and correctness (Hyland, 2003). The writing product is created from the writers' linguistic knowledge of the second or foreign language. Thus, texts are written relying on the students' good control of syntax, vocabulary, and cohesive devices. According to Hyland (2003), teachers who orient their writing practices with this approach, see it as a way of reinforcing students' grammatical patterns and lexical knowledge. Indeed, students reproduce written texts through imitation of pre-made models provided by the teacher, which serve them as examples to compose their texts (Nunan, 1996).

The Process-oriented Approach

The process-oriented approach sees learners as independent writers, who must apply different cognitive processes such as planning, defining rhetorical problems, proposing, and evaluating solutions to produce written texts (Hyland, 2003).

Raimes (as cited in Hyland, 2003) underlines that teachers who base their writing instruction on this approach should give special emphasis to the steps that writing texts in this approach involve; that is, proposing pre-writing activities, brainstorming, outlining, drafting, revising, and giving extensive feedback.

Brown (2001) also states that writing is a process that implies a set of procedures. Therefore, it is essential for EFL students to learn to generate and organize ideas coherently; use discourse markers and rhetorical conventions to create a cohesively written text; revise, and edit the text for appropriate grammar, and then produce the final product.

Undoubtedly, this cognitive process must go hand in hand with a metacognitive process. According to Hyland (2003), teachers who base their practices on this process-oriented approach should encourage students to develop their metacognitive awareness of their writing process, which is the students' ability to reflect and self-evaluate the steps and strategies they follow when they write.

The Functional Approach

This approach focuses on the importance of relating the forms taught in the product approach to communicative functions the students need to perform through their texts. In fact, according to Hyland (2003) functions “are the means for achieving the ends (or purposes) of writing” (p. 6). In this respect, one of the objectives of this model is to teach learners particular organizational patterns to write narrative, descriptive, and expository texts as well as composed structural units with *introduction*, *body*, and *conclusion*.

Teachers who follow this approach in their writing instruction can help students learn to write organized paragraphs with topic and supporting sentences, as well as the right use of transition words to connect their ideas within and in between paragraphs (Hyland, 2003). What is important to notice is that structure and language forms are the main components of coherence. Coherent texts reflect the

degree of students' competence and understanding of the language since texts can be judged as more or less appropriate according to the schema expected for a specific genre.

The Genre Approach

Atkinson (2003) considers the Genre Approach as the most satisfying model for writing instruction since it perceives writing as a social and purposeful activity that is centered on the analysis of the contextual situation in which writing takes place. Hyland (2007) emphasizes that students should learn to produce meaningful texts not only by managing well the forms and functions of the language and the arrangement of certain elements in the text, but also with a purpose, a message for a specific audience, and within a particular context. Paltridge (as cited in Hyejeong, 2012) emphasizes the Genre approach allows students to become aware of the particular language features, and organization of the different written texts through manipulating and using them in order to fulfill the writing communicative aim, which is specific to each genre text. Moreover, teachers are able to make the writing learning outcomes explicit for students and provide them with detailed explanations on the ways a message can be told through writing. So, teachers can raise students' awareness on the different texts and thereby facilitate a more accessible and equitable means to become successful writers (Hyejeong, 2012).

Models for L2 Writing Instruction

Delmastro and Di Pierro (2009) suggest various models of the writing process which a teacher could pursue step by step to make students follow a metacognitive process. These models entail different phases such as pre-writing, writing, re-writing, evaluating, and editing. However, the most suitable for this work is the one from Flower and Hayes (as cited in Cassany, 2007) which incorporates four phases. These are: 1. Planning and its three sub-processes such as the generation of ideas, organization of ideas, and the formulation of objectives, 2. Writing, 3. Examining, and 4. Monitoring.

Models of Genre Pedagogy

Hyland (2007) and Hyejeong (2012) report that the Systemic Functional Linguistics (SFL) is one of the most significant pedagogical perspectives regarding the implementation of Genre Pedagogy

for writing instruction in the classroom. Genres according to this perspective are exemplified in narratives, recounts, arguments, and expositions and are analyzed through the identification of the organizational parts and the linguistic features that each one of them have. Teachers provide explicit explanations of the organization and distinctive linguistic features of the texts, and students are able to study the sample texts, recognize and become aware of such patterns (Hyland, 2007).

Thus, for the purpose of this study, this perspective provides firstly with a practical tool to be explicit about how the different genre texts, narrative and argumentative, are linguistically and cohesively structured; and secondly with a good understanding of how to raise the students' awareness of the organization of the different texts, and the resources used to create meaning in context.

Language Learning Strategies

The literature in the field of second and foreign language learning has shown that language learning strategies have turned out to be crucial to understand how foreign language learners can gain proficiency. Indeed, some scholars have found that language learning strategies are tools that provide learners the opportunity to enhance their learning in an easier, faster, and more effective way (Oxford, 2011; Chamot, 2004).

Oxford (1990) refers to second language (L2) learning strategies as specific behaviors or thought processes that students use to enhance their L2 learning. Moreover, language learning strategies, allow students to have an easy and active L2 or FL process that could support self-directed learning. Therefore, teachers could help their students become more effective and more efficient if they taught positive strategy awareness (Oxford, 2011).

According to Oxford (1990), language learning strategies are classified into cognitive strategies and metacognitive strategies. Cognitive strategies are defined as actions that involve direct manipulation of learning material (Oxford, 1990). On the other hand, metacognitive strategies encompass planning, monitoring, and evaluation strategies that help students to be alert to their own learning processes (Oxford, 2011).

Students' self-awareness studies have revealed that students are not always conscious when and which strategies they use to take control of their learning. These studies have been carried out with the purpose of demonstrating that training students under the principles of metacognitive learning strategies can improve such problems (Oxford, 1990). Additionally, the author stresses that even if it is not done consciously, learners do use metacognitive strategies to coordinate, arrange, plan, control, and evaluate their cognitive learning.

Recent research into the use of metacognitive strategy training in L2 or FL writing has set up an important basis with explicit implications for ESL or EFL writing instruction (Graham, 2006). Furthermore, researchers have aimed to provide teachers with a useful basis to help students use language learning strategies more effectively to become efficient writers (Cook, 2001). For instance, they have shown that L2 or FL writers use metacognitive knowledge when they write which contributes to their cognitive learning to become more successful writers. Moreover, some of these studies have determined a strong relationship between metacognitive knowledge and ESL learners' writing performance (Kasper, 1997; Delmastro and Di Pierro, 2009).

Metacognitive Strategy Models for Writing Instruction

Writing Strategy instruction can be especially useful to teach learners how to become familiar with and apply writing strategies such as planning, drafting, and revising; generally used by proficient writers (Graham and Harris, 2005).

Dörnyei (as cited in Ellis, 2008) stresses that research in language learning strategies must seek to find out how self-regulation helps students become active participants in creating their knowledge. In this regard, there are a large number of instructional self-regulation models that can be used for strategy training in foreign language acquisition. They provide teachers and researchers with a guide to train learners to use language strategies actively and constructively to manage their learning (Cohen, 2003).

Moreover, through the training of metacognitive strategies, writing instructors can help students to learn pre-writing strategies to order their thoughts. to write organized paragraphs, with the

main idea at the top and the supporting details below it, through the use of brainstorming charts like word webs or graphic organizers (Teaching Excellence in Adult Literacy [TEAL], 2012).

For this study, two models of metacognitive strategies instruction for writing were considered and embedded in the intervention.

Self-regulated Strategy Development (SRSD)

This model pioneered by Harris and Graham (1996) helps students to monitor, evaluate, and revise their writing, and reinforces self-regulation skills and independent learning. Self-regulation skills help students manage writing strategies, the writing process, and their attitudes. Additionally, students learn the strategies through mnemonics to increase their writing performance, for example “PLAN AND WRITE”, “POW + WWW What = 2, H = 2”, and the “POW-TREE” (TEAL, 2012, p. 39-41).

Instruction takes place in six stages:

1. Develop background knowledge. The teacher anticipates what kind of background knowledge the students might need to use the strategy successfully.
2. Describe it. The strategy needs to be described and discussed. Students and the teacher go over the purpose and the benefits of using the strategy.
3. Model it. The teacher shows how to use the strategy by modeling it.
4. Memorize it. The students memorize the steps of the strategy and the accompanying mnemonic.
5. Support it. The teacher scaffolds and supports students' mastery of the strategy.
6. Independent use: Students use the strategy with little or no support.

Strategic Self-Regulation (S2R) Model for Strategy Instruction

This model is a sequence of three phases that the students can follow when they develop a writing task. According to Oxford, (2011, p.25) these phases are as follows.

1. Task-phase 1. It is called “strategic forethought”. In this phase, the students have to pay attention to the demands of the task, set goals, plan how to address these goals, and activate existing knowledge.
2. Task-phase 2. It is called “strategic performance”. In this phase, students implement the plan they make in the first phase. While they write, they monitor or regulate how well their plan works. Students

pay attention to the requirements described in their plan and decide whether to continue or stop the activity or make changes to it.

3. Task-phase 3. It is called “strategic reflection and evaluation”. In this phase, the students make value judgments about their composition, the effectiveness of the strategy and carry out a self-evaluation process to check how far their goals have been achieved.

Method

This study was carried out with the students of the Third Level English Credit Course-D3 at the University Institute of Languages (UIL) at the University of Cuenca, in Cuenca, Ecuador during the academic semester, September 2016 – February 2017. A convenience sample was selected by using a naturally formed group (Creswell, 2014). The class was composed of a group of 24 adult students, 7 female and 17 males. Their ages ranged from 20 to 25 years old.

The research study was based on a convergent parallel mixed methods design. As suggested by Creswell (2014), the method integrated quantitative and qualitative data in order to better understand the impact of metacognitive strategies on students’ writing performance. Quantitative data was collected through a quasi-experimental design. A pre-test and a post-test were administered to the participants to measure their level of writing proficiency before and after the intervention to study the effect of the independent variable (metacognitive strategies training) on the dependent variable (students’ writing improvement). The same instrument was used for both tests. The tests were piloted with a similar class and revised by four colleagues for reliability and validity purposes. It is important to explain that the pre-test and post-test instruments measured the texts (narrative and opinion essays) described in the syllabus for Credits Level 3 courses at the UIL. In addition, the *Cambridge Writing Assessment Scale* (Cambridge English Language Assessment, 2016) was also used for the assessment of the students’ essays. This scale allowed the researcher to compare the scores obtained by the students in the pre-test and the post-test with the CEFR levels and determine the students’ writing proficiency level before and after the intervention. Additionally, the Self-Assessment of Writing Strategies Checklist suggested by Delmastro and Di Pierro (2009) was given to the students immediately after they finished the pre-test and the post-test. It helped to establish the most common metacognitive strategies that the students used in the process of writing, that is, before, during, and after writing the texts as well as before and after the intervention.

After the pre-test, an intervention was carried out. It had the purpose to instruct students on the use of metacognitive strategies to develop their writing skills. The metacognitive strategies were based on two models for metacognitive strategy writing instruction: the S2R Model and Self-regulated Strategy Development (SRSD). The intervention was embedded in 36 hours of regular classes (60 minutes each). A booklet with a variety of writing tasks adapted from various English learning books was designed by the researcher, considering the writing approaches described above. The tasks had the purpose of both teaching students the use of metacognitive strategies and giving them requirements of narrative and opinion essays. Finally, all of the tasks were revised by the course instructor and had the corresponding approval for their application. Metacognitive Strategy Worksheets and Self-evaluation Writing Narrative and Opinion Checklists were used for each phase of both combined models so that students could reflect on their metacognitive knowledge and self-regulation strategies as well as the requirements for each genre essay.

To triangulate the data, an open-ended survey questionnaire was applied to identify the students' attitudes and perceptions regarding the extent of the influence of the metacognitive strategies, based on the aforementioned models for writing instruction, on their writing performance. The survey was also used to establish the metacognitive and self-regulation strategies that had greater influence on the students' levels of writing improvement. The survey was adapted from Escorcía (2011), Oxford (2011) and Graham and Perin (2007), was elaborated based on the Likert scale and included open reasoning questions.

Results

The main objective of this research was to establish the impact of metacognitive strategies on the improvement of EFL A2 level students' writing. The quantitative data obtained from the metacognitive writing strategies checklist, pre-test, and post-test was tested with a statistical descriptive and inferential analysis through parametric and non-parametric tests, the matched t-test and the Wilcoxon signed-rank test. The qualitative data taken from the students' open-ended survey questionnaire was verified through a descriptive analysis as well as with the Chi-squared test, a test of character independence contrast. The data triangulation was carried out through the triangulation within methods. The data interpretation and analysis established a relationship between the independent variable, the metacognitive strategies training, the dependent variable, and the improvement of the students' writing.

The findings obtained from the quantitative and qualitative data analysis regarding the research objectives are presented as follows.

Analyzing the most common metacognitive strategies used by the students and the impact of the intervention before, during, and after the writing process.

A descriptive statistical analysis of the frequency and of the main measures of central tendency of the metacognitive writing strategies checklist was made. This aimed to determine the students' most common used metacognitive strategies in each phase of writing: before, during, and after; each in two different times, pre - test and post – test. The analysis was verified by the changes found in the use of metacognitive strategies in each phase of the writing process on the pre-test and the post-test to determine the impact of the intervention.

Table 1 Metacognitive strategies used in the before-writing phase

Metacognitive strategies	PRE-TEST		POST-TEST		% of Variation
	<i>Absolute frequency</i>	<i>Relative frequency</i>	<i>Absolute frequency</i>	<i>Relative frequency</i>	
I made a list of ideas on the topic	12	50.00%	24	100%	100%
I discussed possible topics with a partner or a friend	17	70.83%	9	38%	-47%
I made an outline or a semantic map	3	12.50%	9	38%	200%
I used a concept map or a mind map to organize my ideas	3	12.50%	15	63%	400%
I made a vocabulary list or a vocabulary web	4	16.67%	5	21%	25%
I thought about the purpose of the text and the audience	3	12.50%	20	83%	567%

Table 1 displays the results of the analysis of the most common metacognitive strategies used by the students in the before-writing phase. It suggests that 71% of the students used the strategy “I discussed possible topics with a partner or a friend” in the pre-test. On the other hand, in the post-test, the most common strategies are “I made a list of ideas on the topic” used by a 100% of the students and “I thought about the purpose of the text and the audience” used by an 83% of the students. Table 1 also shows that after the intervention, the percentage of students who used metacognitive strategies in the before-writing phase improved from a rank of 25% to 400%. Only one strategy lowered to 47%, even though, it was the most common in the pre-test, after the intervention. In the post-test, this result turned out to be positive since the students became self-confident and talking to a partner was not necessary. As a result, the intervention increased the frequency that the students used metacognitive strategies before writing the essays.

Table 2 Metacognitive strategies used in the while-writing phase

Metacognitive strategies	PRE – TEST		POST – TEST		% of Variation
	Absolute frequency	Relative frequency	Absolute frequency	Relative frequency	
I avoided words or structures I didn't know well	13	54%	12	50%	-8%
I used drawings or pictures in my writing	0	0%	0	0%	0%
I translated words or sentences from my native language	16	67%	12	50%	-25%
I used a dictionary and/or a grammar book	14	58%	22	92%	57%
I asked for help from my teacher and/or friends	19	79%	19	79%	0%
I wrote a first draft without paying attention to mistakes	7	29%	8	33%	14%
I made frequent revisions to correct mistakes	2	8%	17	71%	750%

Table 2 shows that in the pre-test, during the development of the tests, 79% of students picked “I asked for help to teachers or friends”. On the other hand, in the post-test, the strategy most selected was “I used a dictionary or a grammar text”, by 92% of students. After the intervention, the percentage of students who applied metacognitive strategies while writing their essays increased from 14% “to 750%. With the intervention, students increased their use of metacognitive strategies as a means of improving on language skills required for writing. From the total number of students who translated words or sentences in the pre-test, a 25% less selected this strategy in the post-test. Similarly, there was an 8% in the number of students who marked, “I avoided complicated words or structures I did not know well”, as their choice. In fact, students were taught to become strategic thinkers, to focus on the ways they processed information and to monitor their comprehension of the texts.

Table 3 Metacognitive strategies used in the after-writing phase

Strategies	PRE - TEST		POST TEST		% of Variation
	Absolute frequency	Relative frequency	Absolute frequency	Relative frequency	
I reread my piece to see if it made sense	5	21%	24	100%	380%
I added, reorganized, or deleted information	3	13%	20	83%	567%
I edited for spelling, punctuation, and capitalization	15	63%	15	63%	0%
I edited my piece focusing on grammar mistakes	13	54%	17	71%	31%
I edited my piece focusing on meaning and ideas	0	0%	17	71%	
I checked my text to see if it met my purpose	0	0%	22	92%	
I checked my text to see if I included an introduction, the main body, and a conclusion.	3	13%	20	83%	567%

Table 3 shows that in the pre-test, in the after-writing phase, 63% of the students paid attention to editing the spelling, punctuation, and capitalization of their writing. In contrast, in the post-test, it became the least frequent strategy. After the intervention, the percentage of students who applied metacognitive strategies increased in a range up to 567%. The strategies whose frequency of use increased more were those that were less likely to be used in the pre-test, such as “I checked my text to see if it met my purpose and I checked my text to see if I included an introduction, the main body, and a conclusion”, going from 0% to 92% and 83% respectively. These results confirmed the

effectiveness of an explicit training on metacognitive strategies use throughout the writing process since students became aware of self-evaluating their own comprehension of writing a text.

Determining the impact of the intervention on using metacognitive strategies for the improvement in A2 students' writing level.

The results of the global pre-test and post-test scores obtained by the students determined the impact of the intervention in the narrative and opinion essays. The components that were considered for scoring the essays were content, communicative achievement, organization, and language according to the Cambridge Writing Assessment Scale.

Table 4 Descriptive Statistics Pre-test and Post-test Narrative/Opinion Essays Total Scores

Total_Score_Pre-test			Total_Score_Post-test		
N	Valids	24	N	Valids	24
	Lost	0		Lost	0
Mean		5	Mean		19
Median		4	Median		19
Standard Deviation		1.9	Standard Deviation		3.1
Rank		6	Rank		10
Minimum		3	Minimum		14
Maximum		9	Maximum		24
Note: N=sample					

Table 4 exhibits the pre-test and the post-test narrative/opinion essays total scores. At least 50% of the students obtained 4 out of 40 points in the pre-test. With the intervention, the average number of students increased their scores to 19 points out of 40. Total scores in the pre - test ranged between three and nine, whereas in the post - test, this range increased from 14 to 24 points.

Table 5 Post-test Student's Total Score Rank Frequencies Scale

	Frequency	Percentage	Accumulated Percentage
Level A	5	20.8	20.8
Level B1	16	66.7	87.5
Level B2	3	12.5	100.0
Total	24	100.0	

Table 5 was generated based on the Cambridge Converting Table for Writing Assessment and the frequencies of the post-test students' scores to compare the students' total writing scores results in scales and determine if the participants advanced from level A2 to B1. The results showed that in

general, the 79.2% of students increased their writing levels. The 66.7% of students reached the B1 level while 12.5% reached the B2 level.

Determining the influence of the metacognitive strategies based on the models for writing instruction, Strategic Self-Regulation (S2R) and the Self-Regulated Strategy Development (SRSD)

The open-ended questionnaire had the purpose to evaluate the students' perceptions, reflections, and attitudes regarding the impact of the metacognitive instruction on their writing performance.

Most of the students affirmed that they often managed and applied the metacognitive knowledge strategies before receiving the intervention. However, students mentioned that after receiving the training of strategies, they always handled and applied the metacognitive knowledge strategies to write the texts. Additionally, students said that the intervention helped them manage and apply self-regulation strategies.

Moreover, the participants indicated that they improved their level of writing in English because they could utilize pre-writing strategies such as brainstorming, clustering, and outlining. Students felt that metacognitive strategies helped them think of how to develop a plan, organize their thoughts, and map out their ideas prior to writing the essays. They reported that they gained confidence to write an essay effectively so they could face the difficulties they encountered in the process.

The students also considered that they could pay attention to the checklists and improved their awareness of monitoring and self-assessing their essays. They could notice the particular language features, and organization of the essays while they were writing. So, they could identify errors of textual coherence and then make appropriate corrections. Additionally, students mentioned that they could cross-check the essay organization and adjust their essays as necessary. Some of the comments made by the students while they were checking their work demonstrated this, "it is important to remember the structure of the essay and check if the ideas are connected, then I re-read my essay in order to correct my mistakes"; "I am writing my ideas sequentially, but I am not using a variety of connectors, I should solve my mistakes."

In the same manner, the students stated that their metacognitive knowledge allowed them to consider the requirements of the writing tasks and then create a plan to meet these requirements. For example, one student wrote ‘the objective of this task is to write a story. I need to read the instructions to make a plan to write’. Thus, the participants indicated that the acquired strategy knowledge let them transform their plans into written texts, evaluate the essays and revise them.

Finally, students agreed that writing narrative and opinion essays was easier after the intervention because they developed a greater understanding of the ways their message could be expressed through writing.

Evaluating the metacognitive strategies that helped for the enhancement of A2 level students’ writing.

In order to determine which metacognitive strategies helped learners improve their writing level, it was necessary a statistical analysis of the data of question two of the survey, by applying a chi - square test. This test of independence of characters determined that there was dependence between the improvement of students’ writing to a B1 or B2 level and the metacognitive strategies: “I take into account the objectives of the writing task” and “I am motivated to develop the writing task”.

Discussion

The present study results indicated that after the intervention, the combination of explicit metacognitive instruction and the use of an eclectic approach for writing created a link between personalized writing and foreign language learning.

According to Miceli and Murray (2005), a procedure that incorporates product, process, function, and genre writing approaches can affect learners' development of metacognitive strategies in writing. These agree with the results of this study since the participants were through continuous thinking and reflecting processes. Indeed, the use of metacognitive strategy tools such as self-evaluation writing checklists and metacognitive strategy worksheets provided the students with the opportunity to reflect on the interaction of product, process, function, and genre approaches. Therefore, making students familiar with different types of written genres, formats, styles, tones, sentence

structures, vocabulary can support students with new ideas, frames, and words for their writing (TEAL, 2012).

The collection of information through a metacognitive writing strategies checklist administered to students on the use of metacognitive strategies in the writing process in the pre - test and post - test determined that the intervention between the pre - test and the post - test had an impact on learners' use of strategies before, during, and after the writing of the essays. The data results confirmed that the number of strategies used by the students increased before, during and after the writing of the essays. Thus, this finding supports that the explicit metacognitive strategy training had effectiveness on students' writing performance. Moreover, learners usually internalize strategies and draw them for support when these are explicitly taught and reinforced in class (Lv and Chen, 2010).

By means of the pre - test and the post - test, this study obtained numerical data concerning the students' scores in the writing of narrative and opinion essays. The impact of the intervention with the metacognitive and self - regulation strategies illustrated that there were significant differences between the pre - test and the post – test writing scores.

The resulting data from the open-question questionnaire administered to the students showed they felt an improvement in the frequency in using metacognitive and self-regulation strategies. Students said that they felt engaged with their learning experience; therefore, they developed and increased their level of confidence. They concluded that the role of metacognitive reflections made them experience success and develop self-efficacy, as Knospe (2017) declared.

The test of independence of characters helped to determine that the intervention increased the number of strategies used and frequency of students' use of metacognitive strategies, causing a significant increment in the students' total writing scores of narrative and opinion essays. Ellis (2008) stated that previous studies illustrated difficulties in establishing whether there was a relationship between language learning strategies and language proficiency. Notwithstanding, the results of this study showed clearly that there was a strong relationship between both metacognitive and self-regulation strategies and students' writing proficiency at their level. The change (pre-test and post-test) in the students' scores was due to their metacognitive awareness of text requirements such as particular language, features, and organization which according to Hyejeong (2012) is an effective way to fulfill the writing communicative aims specific to each genre text.

Conclusions

Teaching metacognitive strategies to students raised learners' awareness in their written performance. The results of this study demonstrated that students significantly changed the number and the frequency of strategies used after the intervention in the three phases: before, while, and after writing essays. Additionally, the most frequently used metacognitive strategies were the planning and organization strategies, which were utilized prior to writing.

Explicit instruction on the use of metacognitive writing strategies was student-centered. Learning took place through reflection and development of metacognitive writing and self-regulation strategies. The instructor supported students' EFL writing through the use of scaffolding resources such as models, worksheets, and checklists which allowed students to generate positive or negative individual self-statements, which then became stepping-stones for the awareness of metacognitive strategies.

The interaction between metacognitive strategy instruction and an eclectic approach to EFL writing as one-folded instruction allowed students learn to apply the main aspects of each approach to their essay writing. Moreover, the phases of the metacognitive strategy instruction were crucial because the participants could achieve awareness of the writing process as well as the structural and mechanical requirements of narrative and opinion essays. The metacognitive strategies, *I take into account the objectives of the writing task* and *I am motivated to develop the writing task*, provoked a significant increase in their writing proficiency to level B1 or B2 according to the Cambridge Scale.

Metacognitive strategies increased students' confidence levels and motivation to write narrative and opinion essays at their level of English proficiency. According to students' perceptions and reflections regarding their experiences with metacognitive strategies, the most frequently used strategies were *plan the writing task and make an outline* and *pay attention to the demands of the task*.

In summary, the use of metacognitive strategies depended on the students actively application and continuing development of strategic thinking to best approach a writing assignment.

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Teaching Semantics and Syntax with Corpora: A Ready-to-Wear Method

Enseñanza de la semántica y la sintaxis con corpus: un método listo para usar

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Abstract

This paper proposes the use of linguistic corpora to facilitate the joint learning of syntax and semantics. We offer a corpus-based methodology that facilitates learning the syntax and semantics of selected structures in a foreign or second language. To this end, we will study the collocational patterns of a series of lexico-grammatical categories that constitute phrases and, in turn, carry out specific syntactic functions. In this way, existing syntactic dependencies in a structure will be detected and observed so that they can be taught in class. Furthermore, special attention will be paid to multiword expressions to analyze different lexico-syntactic correlations. Finally, we will assess how corpus-based learning can lead to the acquisition of a broader reasoning capacity in the field of pragmatics.

Keywords: linguistic corpora, learning, syntax, semantics, corpus-based learning

Resumen

Este trabajo propone el uso de corpus lingüísticos para facilitar el aprendizaje conjunto de la sintaxis y la semántica. Ofrecemos una metodología basada en corpus que facilita el aprendizaje de la sintaxis y la semántica de estructuras seleccionadas en una lengua extranjera o segunda lengua. Para ello, estudiaremos los patrones de colocación de una serie de categorías léxico-gramaticales que constituyen frases y, a su vez, desempeñan funciones sintácticas específicas. De este modo, se detectarán y observarán las dependencias sintácticas existentes en una estructura para poder enseñarlas en clase. Además, se prestará especial atención a las expresiones multipalabra para analizar las diferentes

correlaciones léxico-sintácticas. Por último, evaluaremos cómo el aprendizaje basado en corpus puede conducir a la adquisición de una capacidad de razonamiento más amplia en el ámbito de la pragmática.

Palabras clave: corpus lingüísticos, aprendizaje, sintaxis, semántica, aprendizaje basado en corpus

Introduction

Corpus linguistics can be defined as the discipline that analyses and describes language use through the study of large collections of texts, known as ‘corpora’, which provide samples of real use of language, both written and spoken. As Friginal (2018, p. 11) points out, these corpora can be treated as synonyms of *researcher datasets*:

These electronic texts are equivalent to researcher datasets (i.e., researchers’ bodies of data). However, in linguistics, a corpus is even more narrowly defined. Besides being a collection of information, it is also viewed as systematically collected, naturally occurring categories of texts. [...]. With the advent of personal computers and the digitization of much of our everyday spoken and written language, CL has become a much more widely practiced, accessible approach to examining languages and their use.

Therefore, this area helps us observe and study the abstract structure that underlies the natural functioning of language. The different combinations of words belong to different grammatical categories and build specific phrases characterized by representing distinct syntactic functions. This gestalt can be considered the most relevant mechanism to communicate meaning. For that reason, syntax and semantics should be taught as two fields that are entirely dependent on each other.

According to McCarthy and O’Keeffe (2010, pp.7-8), corpus linguistics can be applied to many fields and can be considered a *means* for reaching final results in all of them:

CL is being used in the pursuit of broader research questions: that is, in areas such as language teaching and learning, discourse analysis, literary stylistics, forensic linguistics, pragmatics, speech technology, sociolinguistics and health communication, among others. As this volume testifies, CL has had much to offer other areas by providing a better *means* of doing things. In this sense, CL is a means to an end rather than an end in itself. That is, CL leads to insights beyond the realms of lexis or grammar by applying its techniques to other questions, some more easily answered by computational analysis than others. In areas as diverse as second language acquisition and media studies, CL can be applied as a research tool.

In this research, we present the use of linguistic corpora to teach syntax and semantics jointly. To observe the different correlations – and the subsequent dependencies – between words and phrases

and how they can be studied from a data-driven learning perspective, we will first discuss the concepts of corpus linguistics, corpus-based learning and teaching, and collocations. To illustrate our proposal, we will use Sketch Engine, a widely known corpus software tool with many functionalities that can provide essential information for studying English.

Corpus-Based Linguistic Studies

Historical overview

Corpus linguistics emerged as a way of dealing with observable data. Contemporary corpus-based linguistics emerged in the 1960s after intense lexicographical work. From these early developments, epistemological work led to theoretical developments based on the findings provided by the quantitative and qualitative findings provided by computer-processed texts. These claims permitted the observation and description of ordinary speakers which helped the transit from a prescriptivist to a descriptivist paradigm, as Tognini (2010 p. 15) illustrates:

While Dr Johnson, the reference point for English lexicography, used for his examples sentences quoted from great scholars like Hume, Johnson's focus was on *the meaning of the words in use*, and not on the ideas expressed in the sentences. Well known writers were cited because they were authority figures in a prescriptive tradition. But as well as gathering the words of the great and famous, another tradition of scholarship that grew with modern linguistics was that of the *field linguists*, who spread all over the world reaching ever more remote communities and building up records of the languages – usually spoken – that they found. Their informants were in the main quite ordinary people, their conversations also ordinary.

Early corpora aimed to compile large collections of texts representing grammar and vocabulary in authentic contexts of language in use. Father Busa's *Index Thomisticus* is considered the first known computational work focused on texts. It was commenced before 1950 and finally completed in 1978. The first electronic corpus, the *Brown Corpus*, was compiled by Nelson Francis and Henry Kučera in the 1960s at Brown University. The first corpus of spoken data was collected in 1963-1965 at the University of Edinburgh. As Tognini (2010, p. 16) asserts, "it contained 166,000 words of informal conversations in English, recorded and transcribed". Corpora became larger and specialized as microcomputing and larger storage capacities developed:

Computers were still calculating machines with small memories, and programming languages were not devised with the manipulation of character strings in mind. Nevertheless, this is the time when corpora in excess of one million words were assembled, and annotated corpora were first considered, and also a spoken corpus in a detailed phonological transcription, the spoken section of the Survey of English Usage (see London-Lund website). All of these advances came from Sweden, and Scandinavian scholars such as Sture Allén, Knut Hofland, Stif Johansson and Jan Svartvik set the shape of mainstream corpus linguistics for a generation; they

were not alone, however, and important corpus work was in progress with French, Hebrew and Frisian, among other projects. (Tognini, 2010, p. 16).

Between the 1960s and 1970s, many linguists defended that empirical research methods were not the correct approach for describing language since language was thought of as a ‘mental construct’ (Friginal, 2018, p. 20). They claimed that linguistic research could rely solely on speakers’ intuition or introspection: “what Biber (1988) referred to as intuition-based methods” (Friginal: 2018, p.20). In the 1990s, the linguistic situation changed as cheaper data storage capacities allowed larger corpora: “by about 1990 linguistics had changed from a subject that was constrained by a scarcity of data to one that was confused by more data than the methodologies could cope with” (Tognini, 2010, p. 16). This fact was highly motivated by the invention of scanners and the development of OCR technologies, which allowed linguists to access more quickly to the texts.

In the 21st century, the rise of the social web and the popularization of user-generated data from e.g., web pages, blogs, social networks or Internet reviews, has enriched corpus linguistics enormously. While at the turn of the century, corpus building was a time consuming task that involved large teams, nowadays it is now possible to easily access and analyze any aspect of language from massive amounts of electronic text.

Types of corpora

Depending on the criteria used for text selection and compilation, different kinds of corpora can be distinguished. According to the classification provided by Friginal (2018, pp. 15-19), we can find: general or reference corpora vs. specialized corpora, written vs. spoken corpora, annotated corpora, comparable vs. parallel corpora, and other types such as monitor, balanced and opportunistic corpora.

General or reference corpora illustrate the language use of large groups of people, covering a significant number of registers and allowing us to compare them. Specialized corpora are focused on specific contexts and domains. Therefore, they allow us to study language taking into account more particular variables. Written corpora are those which are formed by written texts, and spoken corpora are the ones that are composed by speech events. There exist more written corpora due to the fact that they are compiled more easily than spoken corpora. Annotated corpora are essential in terms of the information they provide: “Corpus markup and multimodal annotations of variables such as prosody, body movements or facial expressions can certainly add multiple levels of relevant information in

qualitatively analyzing corpus-based data” (Friginal, 2018, p. 18). Comparable corpora are composed of texts in two or more languages. They have been compiled by means of “the same sampling method and with clear consideration of balance and proportion in number of texts, words, and registers and domains presented” (Friginal, 2018, p. 18). Parallel corpora are formed by texts that show first-language source texts and their translations to the second language. Finally, monitor corpora are compiled by texts that are going to grow in size, whereas balanced corpora try to illustrate a particular register in a specific period of time, and opportunistic corpora “simply comprise specific data that were possible to gather for a particular task” (Friginal, 2018, p. 19).

Corpus-based learning and teaching: Data-driven Learning (DDL)

Language corpora became more relevant in language teaching during the 1990s. Language teaching research started using corpus concordancers as a tool for classroom research. Above all, they have been considered a handy tool for teaching vocabulary and grammar since they illustrate the language in authentic contexts and may offer a way to observe multiple factors, from how production changes over time to turn-taking roles or multimodality:

The greatest attention has been paid to the use of concordancers – software programs whose primary purpose is to display words or simple grammatical items with their surrounding context. Writers emphasize the usefulness of concordancing for vocabulary and grammar development because it facilitates the use of authentic language, makes students more active and independent analyzers of language, and provides empirical evidence about language use [...]. (Conrad, 1999, p. 2)

As Conrad (1999, p. 2) points out, corpora have become an essential tool for the design of textbooks and other classroom material, since they offer easy-to-access collections of texts extracted from spoken and written corpora. Among its advantages, corpus frequency is a key factor in data-driven language learning. Frequency lists can detail and describe syntactic patterns that are common in a specific language for expressing a particular meaning. Thanks to this, we can quantify the prevalent language patterns to not only rely on intuitions but also on statistical information.

From a grammatical perspective, foreign language teaching innovation refers to the functional interpretations of language use and a more complex view on grammar and syntax. All the discourse elements now rely on quantitative analysis. This is especially relevant in terms of studying real language operating in real contexts:

Even less well-known is that corpus-based studies can address the interactions of many aspects of a grammatical feature: e.g. the frequency, syntactic forms of the feature, typical lexical items realizing the feature, and differences in use across language varieties can all be analyzed together – and can all be tied to the communicative fulfilled by the feature. (Conrad, 1999, pp. 2-3)

One of the first innovations in teaching proposed by corpus linguistics is ‘data-driven learning’. It also emerged in the 1990s, along with the diverse array of multidisciplinary theories and methodologies in pedagogy that placed teaching-researching in the limelight and provided with a new way of understanding and teaching grammar:

Johns (1991a) writes that the “...language-learner is also, essentially, a research worker whose learning needs to be driven by access to linguistic data – hence the term ‘data-driven learning’ (DDL) to describe the approach (p.2). Data-driven learning studies vast databases of English text (corpora) with software programs called concordancers, which isolate common patterns in authentic language samples. It is essentially a new form of grammatical consciousness-raising (Rutherford, 1987) that attempts to move our learners to move along the pedagogic continuum from product to process [...]” (Hadley, 2002, p. 106)

Data-driven learning is characterized by being a process that contemplates grammar as a flexible and diverse system of linguistic rules. According to Hadley (2002, p. 107), this new perspective of the grammatical system is ‘organic’ and not something mechanical. This approach defends that the learning process “should consist largely of consciousness-raising activities rather than the teaching of rules”. Johns (1990) characterizes DDL as “the attempt to cut out the middleman as far as possible and to give the learner direct access to the data, the underlying assumption being that effective language learning is a form of linguistic research”. The consciousness-raising activities previously mentioned are more related to research than the act of systematically teaching grammatical rules. The research character of DDL has been the key reason for the perception of this approach as something challenging: this method makes learners think about and explore language by studying how it changes over time and how sentences are formed in order to express meaning – regarding syntactic, semantic, pragmatic and logical aspects that contribute to the coherence, cohesion, meaning and the real function of the language in general. Boulton (2016, p. 3) argues:

It might appeal to those who are keen to return language to a central place in their language class, and rather than expecting teachers to make the conceptual leap towards corpus linguistics, it may help to bring DDL closer to them by highlighting how DDL exploits any number of key concepts in existing approaches – including but not limited to: authenticity, autonomy, cognitive depth, consciousness-raising, constructivism, context, critical

thinking, discovery learning, heuristics, ICT, individualisation, induction, learner-centeredness, learning-to-learn, lifelong learning, (meta-)cognition, motivation, noticing, sensitisation and transferability.

The Concept of Collocation

The development of the concept of ‘collocation’ is possibly one of the most important contributions of corpus linguistics to the study of language. However, it has been considered one of the most problematic notions in the field. Firth (1957, quoted in Evert 2007, p. 2) introduced this term in order to designate the word combinations that frequently occurred in a language, defending that the semantic and pragmatic implications of a word depend directly on its commonest collocates: “You shall know a word by the company it keeps”. According to Evert (2007, p. 2):

Firth was clearly aware of the limitations of this approach. He understood collocations as a convenient first approximation to meaning at a purely lexical level that can easily be operationalised (cf. Firth 1957, 181). Collocations in this Firthian sense can also be interpreted as empirical statements about the predictability of word combinations: they quantify the “mutual expectancy” (Firth 1957, 181) between words and the statistical influence a word exerts on its neighbourhood.

This imprecise definition was clarified by a group of British linguists – widely known as the Neo-Firthian School – after Firth’s death. When the Neo-Firthian School emerged, the term ‘collocation’ was also applied in the area of phraseology “for semi-compositional and lexically determined word combinations” (Evert, 2007, p. 2). This application was later supported and strenuously improved by Hausmann (1989) and has been generally accepted in recent years. In line with Evert (2007, p. 3), a third definition for collocation has been proposed in the scope of computational linguistics, where it is frequently used as a “generic” term for all those lexicalised word combinations, which are characterised by possessing particular semantic or syntactic features and “may therefore require special treatment in a machine-readable dictionary or natural language-processing system”. It is thought that this use emerged with Choueka in 1988 and can be observed in books where collocation is defined in terms of “non-compositionality, non-modifiability and non-substitutability” (Manning and Schütze 1999, quoted in Evert, 2007, p. 3). In this case, it has been recently replaced by ‘multiword expression’, which seems to present less ambiguity. In this controversial atmosphere, Bartsch (2004, quoted in Evert, 2007, p. 3) provides an excellent definition for that term: “lexically and/or pragmatically constrained recurrent co-occurrences of at least two lexical items which are in direct syntactic relation with each other”.

Brezina, McEnery & Wattam (2015, p. 140) distinguish between three criteria in order to identify collocations: “distance”, “frequency” and “exclusivity”. The first term indicates the existent length around a node word, which is the one the user is interested in, where they search for collocates. The frequency of use is considered a relevant method in order to determine the incidence of a word association. Gries (2013, in Brezina, McEnery & Wattam, 2015, p. 140) enumerated three more criteria, which must be contemplated: “directionality, dispersion and type-token distribution among collocates”.

Collocations deserve a place in language teaching beyond making learners aware of the phenomenon. Although rote learning has been discredited along with behaviorist pedagogy, it is still important to consider that at least some collocations can be taught and learned explicitly. Nesselhauf (2003) considers that three criteria should be taken into account for the study of collocations. Obviously, at the time of designing classroom material, the selection of candidates from the endless array of collocations must be made concisely. In particular, collocations to be taught should be both acceptable and frequent in a neutral register and any specific target register. Secondly, collocations should be taught with reference to L1 in order to avoid interference. Finally, the teaching program on collocations must observe more sophisticated variations and interactions, e.g., collocations (Stefanowitsch & Gries, 2003), form-meaning pairs, and the different interactions between lexemes and grammatical constructions.

Method

Our methodology is based on the use of Sketch Engine (Kilgariff et al., 2014), a corpus suite for quick and depth corpus observation, which offers a wide variety of possibilities to teach and learn a language. It includes a vast range of corpora in more than 90 languages and enables us to upload and analyze our own corpus. We used EnTenTen18 (Jakubicek et al., 2013), a readily available large English corpus including 25 billion tokens.

We propose three different study cases where we will apply data-driven learning techniques. The first case will focus on teaching and learning all possible verb-preposition combinations of a particular verb. The second case will deal with the syntactic position of different grammatical categories. Finally, the third case will illustrate the teaching of synonyms and words similar in syntax or semantics. Collocations are transversal to all the three cases, since correlations between words are the key in order to express the meaning and the underlying function of language.

Results and Discussion

Case 1

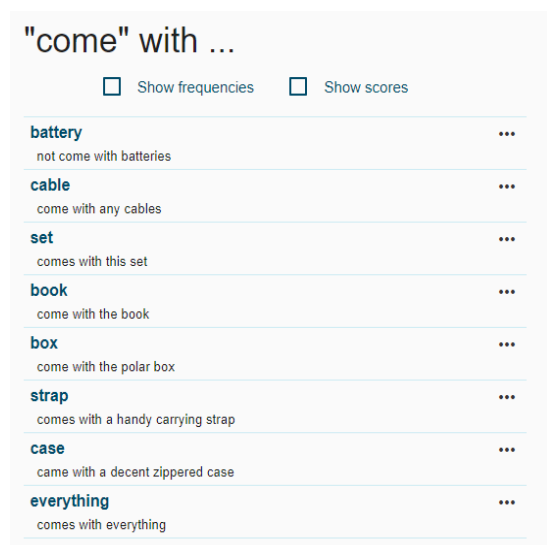
We will observe how students can learn all the possible combinations between verbs and prepositions, which sometimes are problematic in the learning process. Students must select a frequent verb with multiple prepositional combinations, i.e., ‘come’. To do this, the Sketch Engine’s *Word Sketch* utility will be used, selecting ‘verb’ in the *part of speech* dialog box.

Figure 1. *Word Sketch* advanced search utility.

come as verb 2,284x ...					
modifiers of "come"	objects of "come"	subjects of "come"	prepositional phrases	particles after "come"	particles after "come" with object
back come back	close n't even come close	sound sound coming from	"come" with ...	out came out	out came out
apart came apart	home came home from	product This product came	"come" to ...	off come off	off come off
close n't even come close to	dream was a dream come true	handle handle comes	"come" from ...	across come across	up coming up next
first when it first came out	way have come a long way	item this item came	"come" in ...	up come up with	
quickly came quickly and	day came the other day	movie movie came	"come" on ...	on come on	
loose come loose from		album this album came out	"come" across ...	through comes through	
together come together		set set comes with	"come" into ...	along came along	
away I came away from		season season comes out	"come" of ...	down it comes down to	
home came home to find		book book came	"come" at ...	over came over to	
			"come" through ...		
			"come" as ...		
			"come" for ...		

Figure 2. *Word Sketch* of the verb ‘come’.

As can be seen in Figure 2, a number of sections can be observed, in which we can study the collocations of this verb – the words and, therefore, the specific syntactic functions that are found close to ‘come’. In the ‘prepositional phrase’ section, several combinations can be read, e.g., ‘come with’, ‘come to’, ‘come from’, ‘come in’, etc. If pressed on any of them, useful examples will be found. This may illustrate realistic language functions in terms of syntax; and how they are used for expressing different meanings, in terms of semantics.



"come" with ...	
☐ Show frequencies	☐ Show scores
battery	...
not come with batteries	
cable	...
come with any cables	
set	...
comes with this set	
book	...
come with the book	
box	...
come with the polar box	
strap	...
comes with a handy carrying strap	
case	...
came with a decent zippered case	
everything	...
comes with everything	

Figure 3. *Frequent collocates of the verb-preposition combination ‘come with’.*

The same can be observed now with the verb ‘go’. We find examples, such as ‘go to’, ‘go with’ or ‘go into’. It is important to mention that they are ordered by their frequency of use, so students will learn how the most frequent combinations are used and what their principal meanings can express. Furthermore, something interesting that students can learn is that all of these combinations are going to be followed by a noun phrase: ‘not come with batteries’, ‘comes with this set’, ‘go to school’, ‘go to the library’. This way, the instructor may help students simply reproduce those expressions mechanically and think about why they are composed by these grammatical categories and their possible correlations.

go as verb 3,497 × ...

modifiers of "go"	objects of "go"	subjects of "go"	"go" and/or ...	prepositional phrases	particles after "go"
back ... go back	figure ... Go figure	time ... as time goes	buy ... to go and buy	"go" to	on ... go on
ahead ... go ahead and	home ... go home	thing ... things going on in	get ... go and get	"go" with	along ... to go along with
straight ... go straight to	camping ... when I go camping	something ... something goes wrong	go ... bunny , keeps going , and going . I	"go" into	through ... go through
then ... then go	nut ... go nuts	everything ... everything went		"go" for	out ... go out
just ... just go	magic ... magic is definitely gone	i ... i went		"go" through	off ... goes off
away ... go away	w ... to go w	movie ... movies go		"go" on	down ... go down
down ... went down	way ... goes way	author ... author went		"go" in	around ... go around
nowhere ... goes nowhere	girl ... Girls gone	story ... the story went		"go" from	over ... to go over
now ... now going	day ... days gone by	list ... the list goes on		"go" over	up ... go up
downhill ...	year ...	screen ...		"go" of	
				"go" beyond	
				"go" by	

Figure 4. *Word Sketch of the verb 'go'.*

"go" to ...

☐ Show frequencies ☐ Show scores

store ...
went back to the store
school ...
go to school
bed ...
going to bed
website ...
go to their website
library ...
go to the library
Amazon ...
went to Amazon to
site ...
go to the customer service site
root ...
went back to their roots

CLOSE

Figure 5. *Frequent collocates of the verb-preposition combination 'go to'.*

Case 2

In this example, we will see how the functionality 'Word Sketch Difference' can be beneficial for a data-driven teaching and learning of semantic differences in English near-synonyms. To do this, we used the 'Word Sketch Difference' utility and input both near synonyms: 'begin' and 'start'.

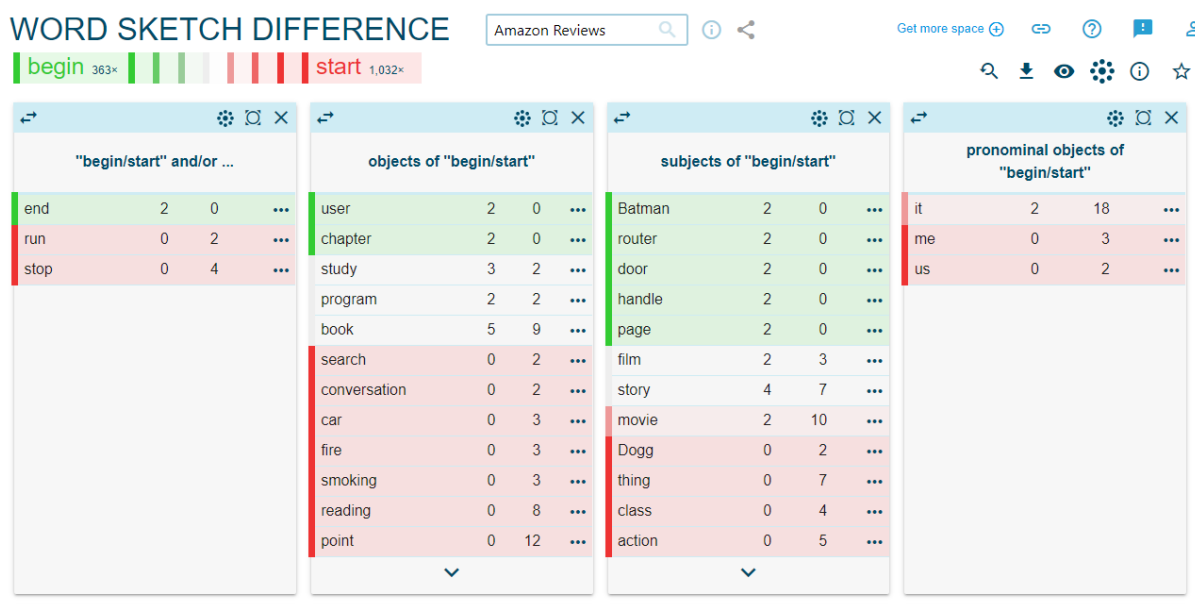


Figure 6. *Word Sketch difference between 'begin' and 'start'.*

The interface provides different colors in order to illustrate more graphically their relevant collocations. Words in green match the first search term, while words in red match the second. Different syntactic uses are shown in separate charts. For example, there is also a chart of the search term as an object. If the three dots on the right of the item of the list (e.g., 'user') are clicked, three options will appear. If the first option is selected, examples of the verb 'begin' with the word 'user' will be displayed along with their clausal location. This type of data-driven visualization proves to be very useful at the time of teaching syntactic functions, as students will discover how words can be located in different sentence slots depending on their syntactic function.

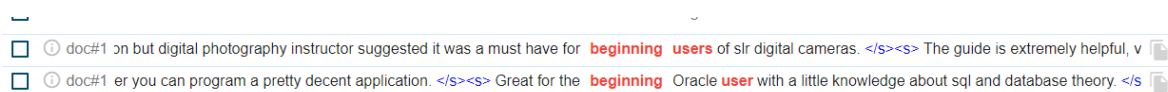


Figure 7. *Concordance lines sample for 'begin' followed by 'users'.*

For instance, in the case of 'user', it takes the object role and will follow the main verb. However, if the same word takes the role of subject, it will precede the verb: e.g. 'The *user* *began* to ask me for that'.

Near synonymous adjectives can also be studied in class using this facility. For instance, we may analyze the adjectives 'big' and 'large', which are pretty similar in meaning but with different usage patterns, something that may cause difficulty even for advanced learners. We may focus on how

different modifiers are used with each of these two adjectives. When observing the modifiers section, the example of the modifier ‘extremely’ can be selected in order to explain how it is used and located. Here, students can experience that ‘extremely’ is an adverb. Adverbs are generally the only grammatical category that can modify the quality of adjectives and always precede them, e.g. ‘They were extremely big’.

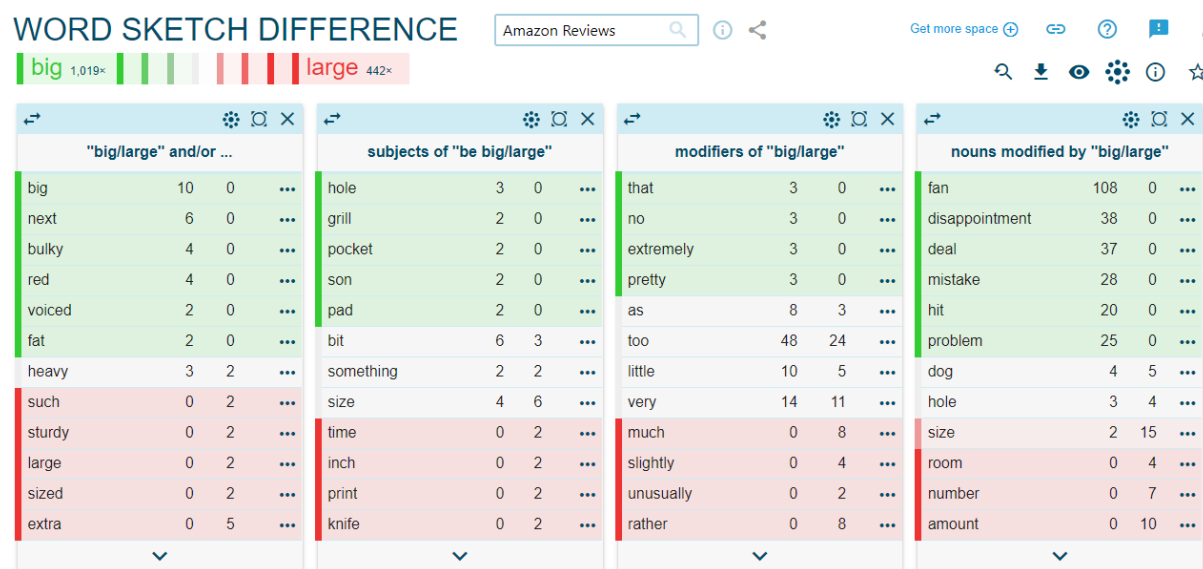


Figure 8. *Word Sketch difference of 'big' and 'large'.*



Figure 9. *Concordance lines sample for 'big' preceded by 'extremely'.*

Case 3

In this third case, the Thesaurus will be used to teach and learn synonyms and similar words. We searched for the word ‘good’ and, as can be observed in Figure 10, the software tool returns a list of words mainly containing synonyms, antonyms, or words syntactically related to the adjective, as they appear in its collocational span. Suppose the options menu for each word item is clicked. In that case, a list of concordances for this specific combination is offered, so students can see how this adjective appears in context followed or preceded by one of these elements.

good as adjective 9,052× ...

	Word	Frequency ?
1	great	5,773 ...
2	bad	2,498 ...
3	other	2,820 ...
4	more	2,267 ...
5	new	1,777 ...
6	nice	1,005 ...
7	excellent	1,032 ...
8	many	1,862 ...
9	different	944 ...
10	wonderful	735 ...

Rows per page: 10 ▼ 1–10 of 105

Figure 10. *Thesaurus view of the adjective 'good'.*

Figure 11 shows the thesaurus information offered for lemma 'cold'. Here, we can find both other adjectives that are related in meaning, together with antonyms ("hot") and typical premodifiers of the adjective "cold" ("extreme"). Using this facility, thus, students can see examples of several lexico-grammatical constructions related to these two adjectives: they can learn, for example, the different degrees in which an adjective can modify a noun: e.g. in the list of 'good', the word 'great' appears in the first place - it is also an adjective, and it is more positive than 'good', so that affects to the noun which it modifies.

In the case of 'cold', students can also learn antonyms: in the fourth position, the word 'hot' appears. These words are going to function syntactically in a similar way, although they convey opposite meanings. This exercise is a simple application of the classic semantic claim (e.g., Palmer, 1976) in which antonyms are frequently complementary as both items share most characteristics (e.g., adjectival gradability in terms of properties, in this case, *temperature*).

cold as adjective 115x ...

	Word	Frequency ?
1	lazy	40 ...
2	warm	116 ...
3	fresh	112 ...
4	hot	301 ...
5	quiet	82 ...
6	bright	116 ...
7	extreme	60 ...
8	tight	129 ...
9	fragile	29 ...
10	accurate	158 ...

Rows per page: 10 ▼ 1–10 of 306

Figure 11. *Thesaurus view of the adjective 'cold'.*

Conclusions

Data-driven learning can help students to do their own research and enrich language learning from a non-traditional perspective. By using these tools, students are able to explore the language they are learning. We presented three different practical cases that offer a panoramic view to a new way of acquiring phrases and syntactic constructions.

Here, unidirectional teaching and memorization are left behind. In exchange, we propose an active observation of the textual information found in readily available corpora as well as the search for frequent and coherent collocations or constructions for very specific contexts. As a result, data-driven learning will provide students with realistic and contextualized language: a real-life situated syntactic, semantic, lexicographic and pragmatic information.

Data-based approaches are useful to both researchers and curriculum designers. As many teachers prefer designing their own material, corpora are an ideal data source. We propose a mix of corpora-based materials, adaptable to all levels (e.g., readings, grammar, etc.), and autonomous corpus-based learning as a key for successful language learning. Even if the implementation of a corpus-based curriculum can be stressful for non-experienced facilitators, it can be easily overcome

with training, as corpus interfaces are getting more and more friendly. Thanks to this, a multidisciplinary approach is more accessible than ever and, with some technical training, for the learners/researchers to make the most of both the linguistic theoretical underpinnings.

Overall, upon recognizing the challenges and limitations of this approach, different technology-based experiences are a great asset to the English classroom. Corpus methodologies adapt to most learning needs and contexts. In a world increasingly influenced by big data, it offers a window to learning from quantitative and qualitative information. A pedagogical perspective to this information can open a window to our students, which helps to learn a language and facilitates communication allowing to exchange views of the world, emotions, and ideas.

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The Use of *BookTube* in the Literature Class as a Motivational Source for Students

El uso de *BookTube* en la clase de Literatura como fuente motivacional para los estudiantes

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Abstract

The globalized and highly technological society we live in has caused educational demands to change over the last decades. This has resulted in the implementation of teaching methods like CLIL (Content and Language Integrated Learning), where the focus is put on the development of skills rather than on the memorization of concepts. Furthermore, due to their highly positive impact on the learning process, factors such as motivation and engagement, as well as ludic and entertaining pedagogical activities, have taken on an essential role within the current educational scene. In the present study, conducted during the academic year 2019/20, third-year university students were tasked with a CLIL activity, which consisted of recording a *BookTube* video in which they had to review a literary work. The participants were North American Literature students from the Degree in English Studies at the University of Málaga. The students' reception of the project, both regarding its usefulness as a language and content learning tool and its potential in boosting motivation, was subsequently analyzed and measured through a questionnaire, which was elaborated ad hoc and properly validated. Overall, the results were highly positive and reveal great acceptance on the part of the students, who deemed the activity as motivational, fun and profitable for their learning process.

Keywords: CLIL, Booktube, Higher Education, motivation, ICT

Resumen

La sociedad globalizada y tecnológica en la que vivimos ha provocado que las demandas educativas hayan cambiado en las últimas décadas. Esto ha resultado en la implementación de metodologías educativas como AICLE (Aprendizaje Integrado de Contenido y Lengua Extranjera) que se centran en el desarrollo de competencias en lugar de en la memorización de conceptos. Del mismo modo, debido

al impacto altamente positivo que causan en el proceso de aprendizaje, factores como la motivación, así como el uso de actividades lúdicas y entretenidas, han adquirido un papel esencial en el ámbito educativo actual. En el presente estudio, llevado a cabo durante el año académico 2019/20, a un grupo de alumnos universitarios de tercer curso se les asignó una actividad AICLE, que consistía en grabar un vídeo *BookTube* en el que debían hacer una reseña de una obra literaria. Los participantes fueron alumnos de Literatura Norteamericana del Grado en Estudios Ingleses de la Universidad de Málaga. La recepción del proyecto por parte de los estudiantes, tanto en lo que concierne a su utilidad como herramienta de aprendizaje de lengua y contenido como a su valor como estrategia motivadora, fue analizada y medida a través de un cuestionario elaborado ad hoc y debidamente validado. En general, los resultados fueron altamente positivos y revelaron una gran aceptación por parte de los estudiantes, que consideraron esta actividad motivadora, divertida y beneficiosa para su proceso de aprendizaje.

Palabras clave: AICLE, Booktube, Educación Superior, motivación, TIC

Introduction

Globalization and technological advancements have caused educational demands to change. Thus, the necessity for a shift in educational methodologies has made itself evident over the last few decades. In the light of this, the European Higher Education Area (EHEA) was created in 1999 with the main purpose of improving the quality of higher education in European countries (Berné et al., 2011). The EHEA seeks to foster the students' development of competences such as team-working skills, critical thinking, autonomy, and digital skills, as it intends to bring higher education closer to the reality the students will have to face at their workplace once their education is completed (Trujillo & De Justo Moscardó, 2018). Furthermore, to obtain their graduate degree, students need to achieve a B1 level of competence (according to the European Framework of Languages) in at least one foreign language (European Ministers of Higher Education, 1999). This is directly related to the growing importance of mastering a foreign language in our globalized society.

In short, the EHEA proposes a methodological approach in which the focus is put on the fostering and development of the aforementioned skills, rather than on the mere transference of knowledge or, in the case of language teaching, in knowing about the language rather than in learning how to actually use it (Marsh & Langé, 2000).

In addition, when choosing a new methodology to implement, there is a further factor that needs to be taken into account: motivation. According to Zichermann and Cunningham (2011), one of the

main obstacles that universities and teachers face nowadays is the students' lack of motivation and interest. In educational psychology, motivation is considered to be one of the key factors in the learning process, for it constitutes an essential element for the development of the above-noted competences. In this way, the absence of motivation frequently causes the students' level of performance and attention to drop, which results in a negative impact on the overall quality of the learning process (Jaemu et al., 2008). To put it differently, the lack of motivation and engagement is directly proportional to the success of the educational experience.

The methodological approach known as CLIL (Content and Language Integrated Language) combines all of these features and has thus been promoted by the EHEA. Coyle et al. (2010) define CLIL as a “dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language” (p. 1). According to Coyle (2002), with CLIL, students acquire the language in its cultural and situational context. Therefore, unlike traditional methodologies, when it comes to language-teaching, CLIL puts the focus on the development of the communicative competence rather than in learning grammatical structures and vocabulary.

CLIL emphasizes the development of the so-called High Order Thinking Skills (i.e. those which require complex cognitive processing, such as critical thinking or problem-solving). This makes CLIL more demanding than traditional methodologies, but also more interesting, useful and motivating for students (Pinner, 2013).

Furthermore, CLIL is concerned with the use of ludic and entertaining pedagogical activities, which definitely have a significant impact on the students' engagement and motivation, for when the learning process is enjoyable and fun, the students' receptiveness to the information received is virtually guaranteed (Fernández-Antolín et al., 2020). As Thompson (2017) states, emotional interactions between student and content are a key factor to significant learning, since when our brain receives a new piece of information in an emotional context, it goes directly into the long-term memory.

BookTube videos (and similar tools) are a booming strategy in both literature and second-language teaching, as they have proven to be very useful in order to develop both critical thinking and L2 written and spoken skills (Soto Cano, 2018). Villarruel Alvarado (2019) presents it as being particularly effective in higher education thanks to its value with regard to the fostering of reading skills, verbal expression and synthesis. A good example of this can be seen in Brígido-Corachán's

study (2019), in which she analyzes the improvement rate of critical thinking skills in L2 after implementing an online social reading space similar to *BookTube* and reports highly positive results.

Moreover, the present project entails the use of ICT (Information and Communications Technology) tools, which require that the students learn how to process, analyze and use an enormous amount of information, as well as to make decisions and develop new skills related to technologies (Organisation for Economic Co-operation and Development, 2001). The lives of new generations are deeply influenced by the use of technologies (Sanmugan et al., 2016), something that has a strong impact on how they live and learn. Therefore, the use of ICTs in the classroom matches and fulfills the educational demands of the current society and helps boost the students' motivation, who find what they are learning to be useful for their daily life.

The activity presented in this study can be framed within the CLIL approach not only due to the integration of content and language, but also due to its focus on skill-development and its compromise with increasing students' motivation.

The objectives in this study were to analyze the reception of said task on the part of the students involved in the project (3rd-year North American Literature students) and to describe the degree of motivation and learning that the students experience with the engagement in the project and the consecution of its objectives.

Method

During the academic year 2019/2020 within the Degree in English Studies at the University of Málaga, third-year students enrolled in the subject North American Literature II were assigned a *Booktube* project which could not last longer than ten minutes. In this *Booktube* video, they were tasked with the analysis of a literary piece of their own choice (being the only requirement that this piece should belong to North American 20th-century literature). The video consisted of an online review about a book chosen by them. They elaborated the projects individually.

The participants in this study are third-year students of the Degree in English Studies at the University of Málaga. The total sample is of 41 surveyed students. Among them, 12 (29%) are male and 29 (71%) are female. The students' ages range from 18 to 56 years old, being 21 years old the average.

The instrument, an online questionnaire, was specifically designed for this study. This questionnaire was uploaded into the university's Moodle platform for this specific purpose. It is composed by 34 items. The first part (*About you*) deals with personal questions and consists of 3 items, the second part (*In your role as a student*) deals with the reception of the project by the participants in their role as students and consists of 21 items, and the third part (*In your role as a potential teacher*) deals with the reception of the project by the participants in their role as future or potential teachers and consists of 10 items.

During the elaboration of said questionnaire the next aspects were taken into account: the profile of participants who answer the questionnaire (gender and age); the timing, specifying the moment in which the questionnaire was assigned; the content, which justifies some of the questions that the questionnaire contains and its answers; and lastly, the tools that were used in its analysis (Lacave et al., 2015).

This questionnaire was validated by expert opinions formed by a group of teachers of the Degree in English studies, all of them working on ICT projects and the CLIL methodological approach.

The measurement of the questionnaire's items was done on a Likert scale that summarizes the students' perceptions through different statements: 1) True, 2) False; 1) Strongly Agree, 2) Agree, 3) Neutral, 4) Disagree, 5) Strongly Disagree.

Results

As we can see in Figure 1, almost the totality of the surveyed students (98%) think that new methodologies are very effective in the learning process. Only 2% deemed them as non-effective.

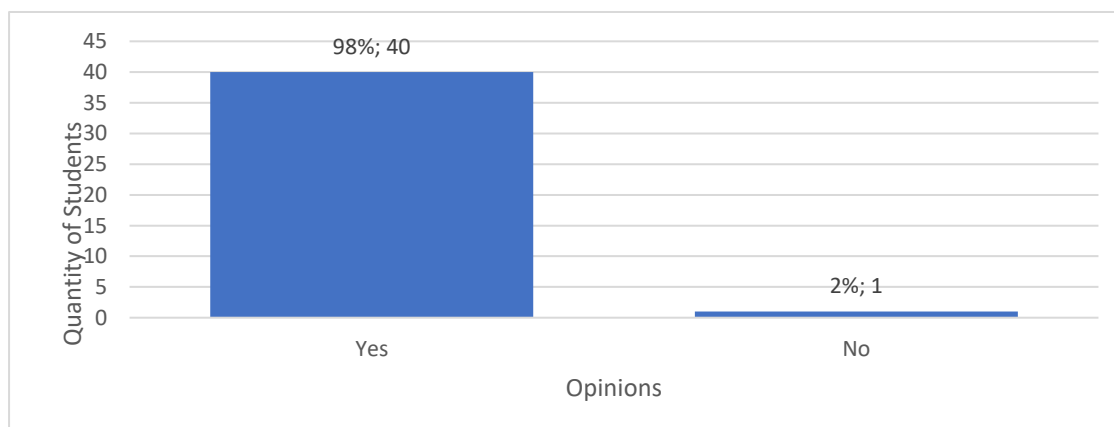


Figure 1. Effectiveness of new methodologies in the learning process.

Source: Survey applied. Author's own elaboration

Figure 2 shows that most of the surveyed students (98%) claimed to like new and innovative ways of learning, whereas only 2% stated not to.

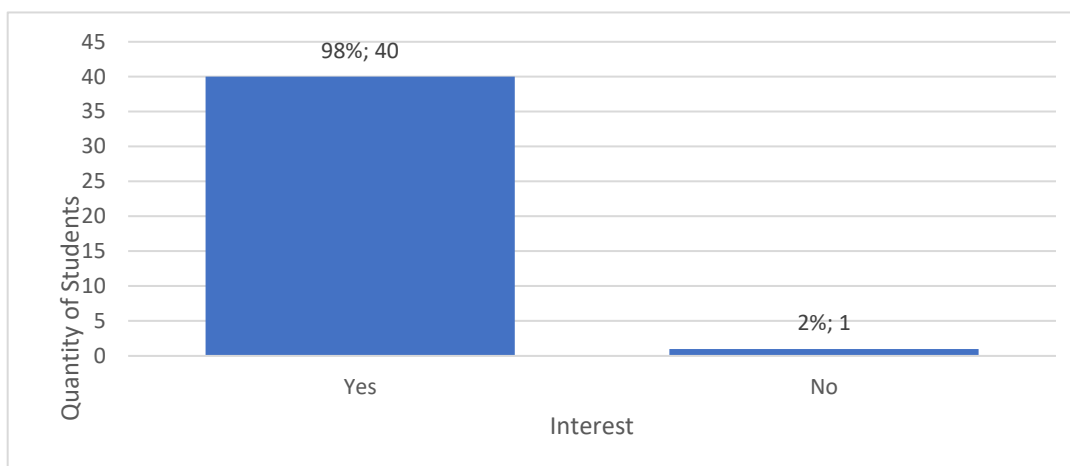


Figure 2. Interest in innovative ways of learning

Source: Survey applied. Author's own elaboration

Figure 3 allows us to see that the participants in this study are overall satisfied with this activity's methodological approach (95%). Only 5% affirmed the opposite.

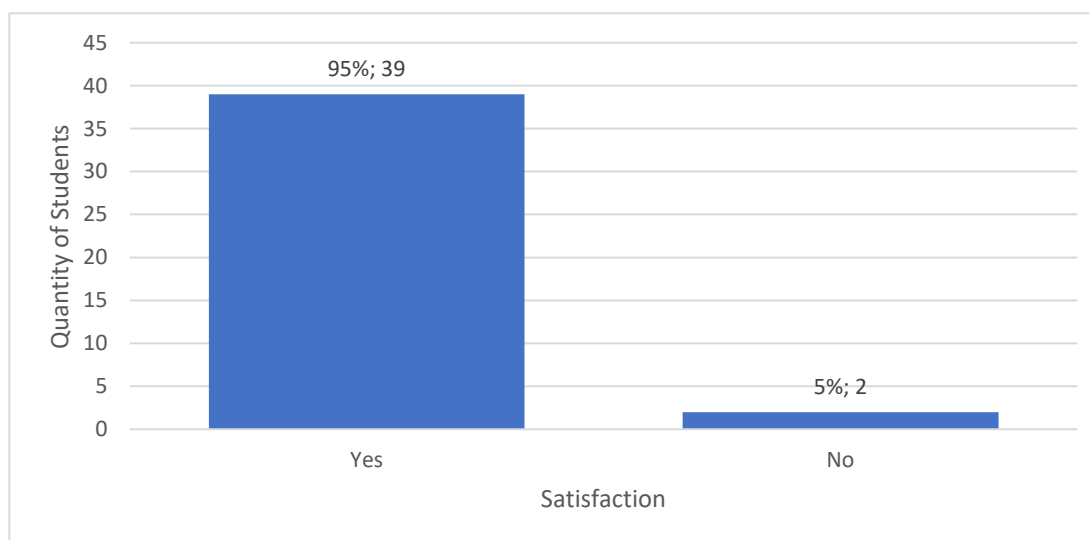


Figure 3. Satisfaction with the activity's methodological approach

Source: Survey applied. Author's own elaboration

As can be observed in Figure 4, most of the surveyed students think that the activity was entertaining and fun (98%), and only a very small percentage of the participants thinks it was not (2%).

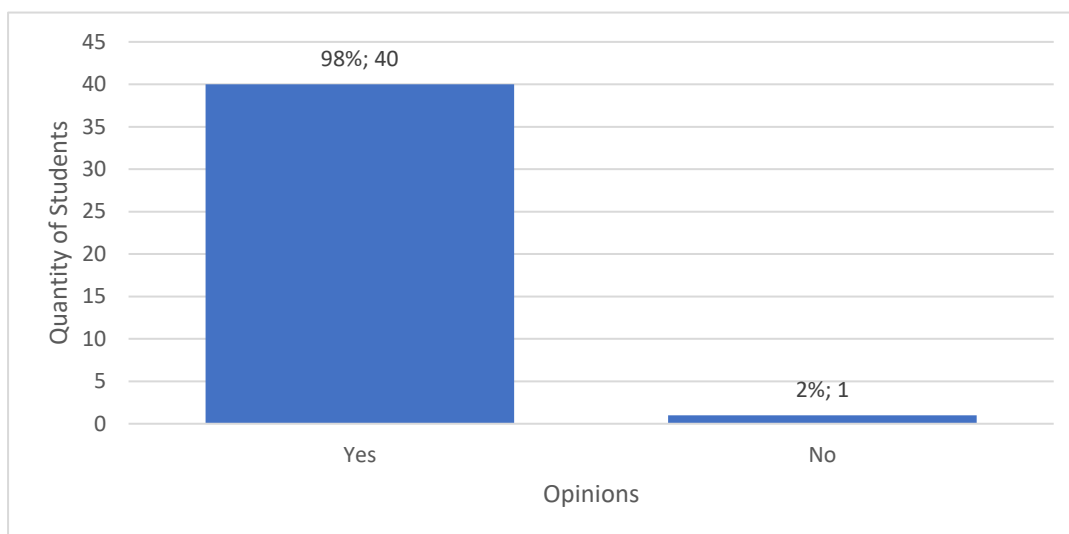


Figure 4. Activity's potential for entertainment

Source: Survey applied. Author's own elaboration

Equally, most of the students think that this activity significantly contributed to their learning process (93%), while only 7% of the surveyed participants thinks the contrary (Fig. 5).

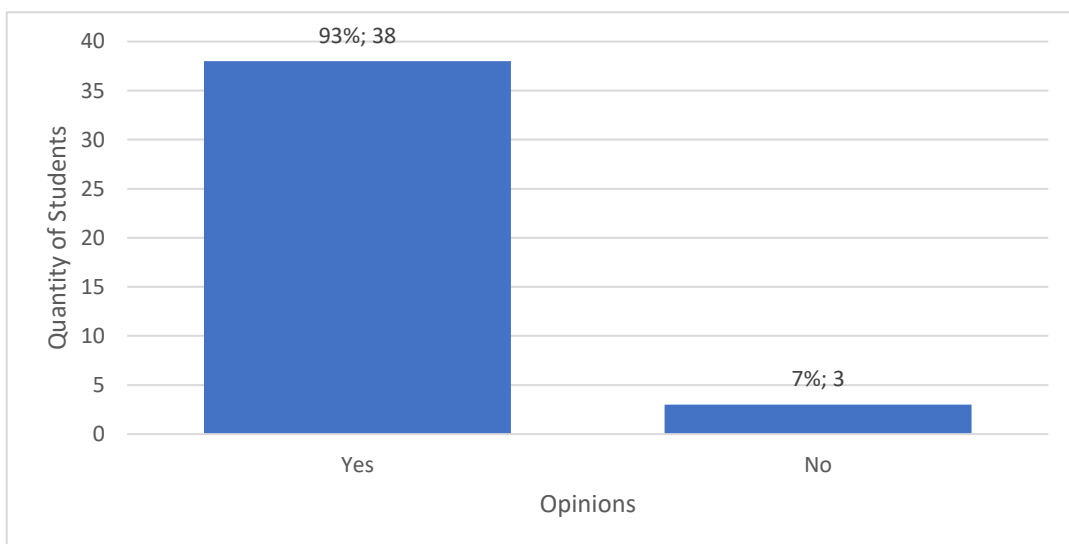


Figure 5. Contribution of the activity to the learning process

Source: Survey applied. Author's own elaboration

Likewise, most of the students also think that this activity clearly added motivation to the course (93%), whereas a small percentage (7%) thinks it did not (Fig. 6).

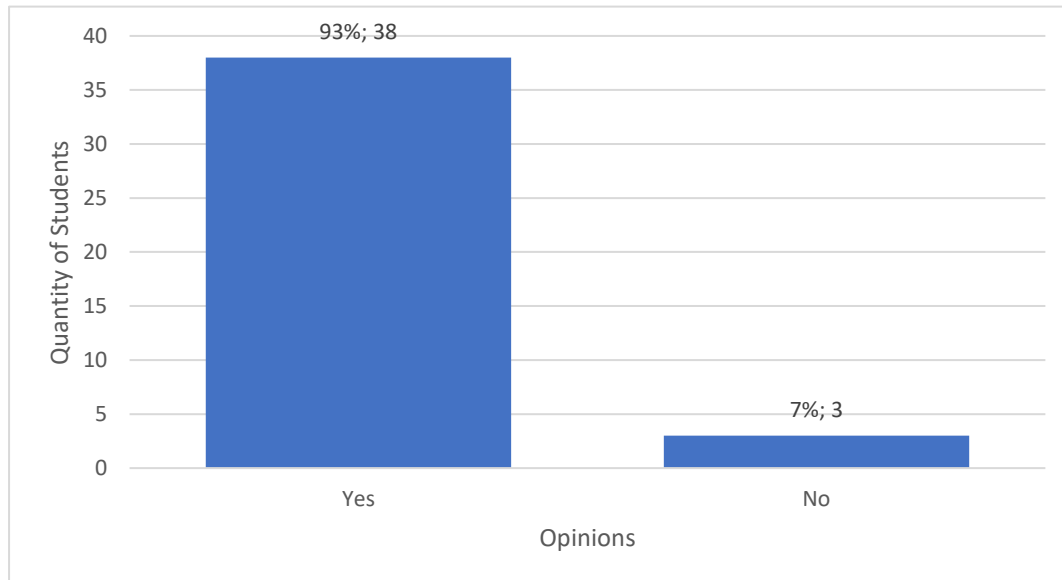


Figure 6. Activity's contribution to students' motivation

Source: Survey applied. Author's own elaboration

Seemingly, an elevated percentage of the surveyed students thinks that this type of activity helps internalize the course's contents in a more significant way than traditional methods (93%). Only 7% thinks otherwise (Fig. 7).

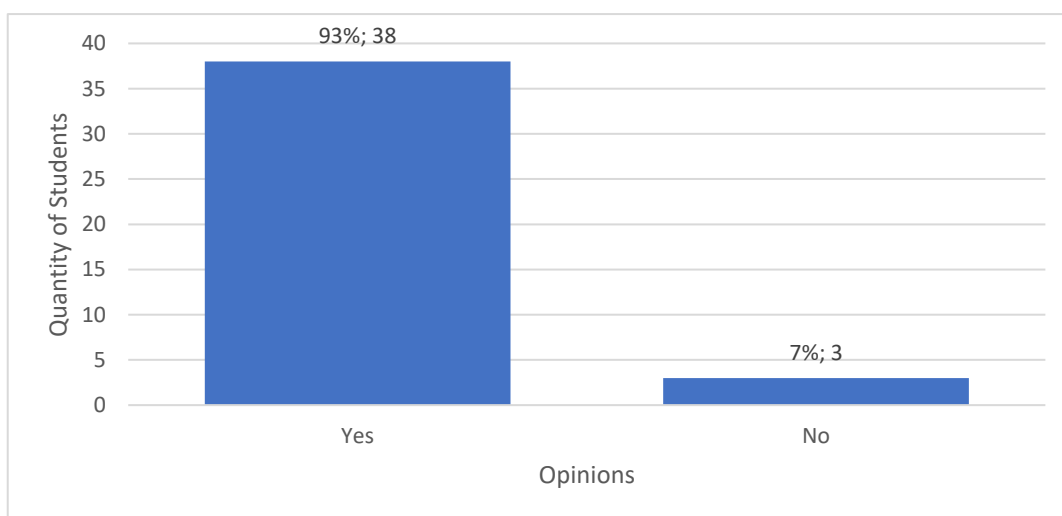


Figure 7. Activity's potential to help internalize the course's content in a significant way

Source: Survey applied. Author's own elaboration

In Figure 8 we can observe that most of the participants in this study think that this project has improved their research skills (93%), while only 7% of them has a different opinion.

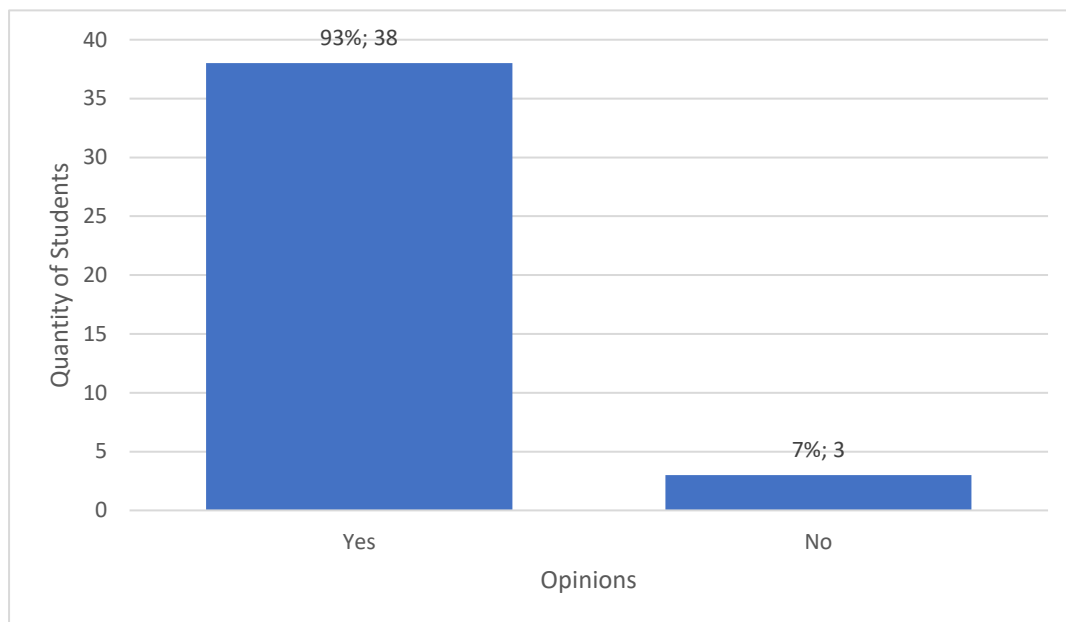


Figure 8. Project's potential to improve the students' research skills

Source: Survey applied. Author's own elaboration

As can be observed (Fig. 9), most of the students affirm that they would certainly like to repeat this project's experience in further years (93%).

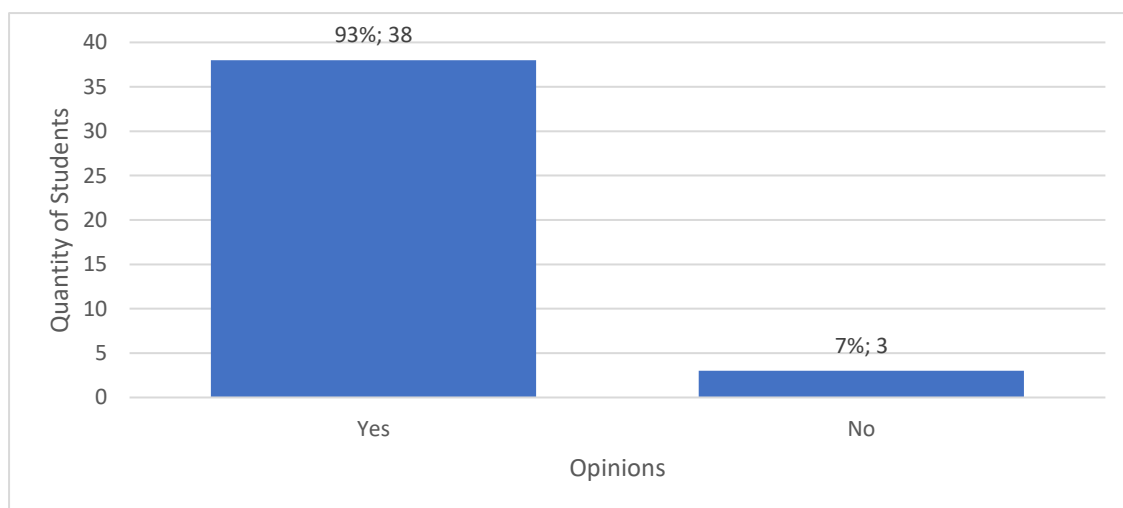


Figure 9. Willingness to repeat the project

Source: Survey applied. Author's own elaboration

In their role as potential or future teachers, most of the surveyed students think that teaching by using new methodologies is rewarding and beneficial for the teacher (93%), whereas only 7% thinks otherwise (Fig. 10).

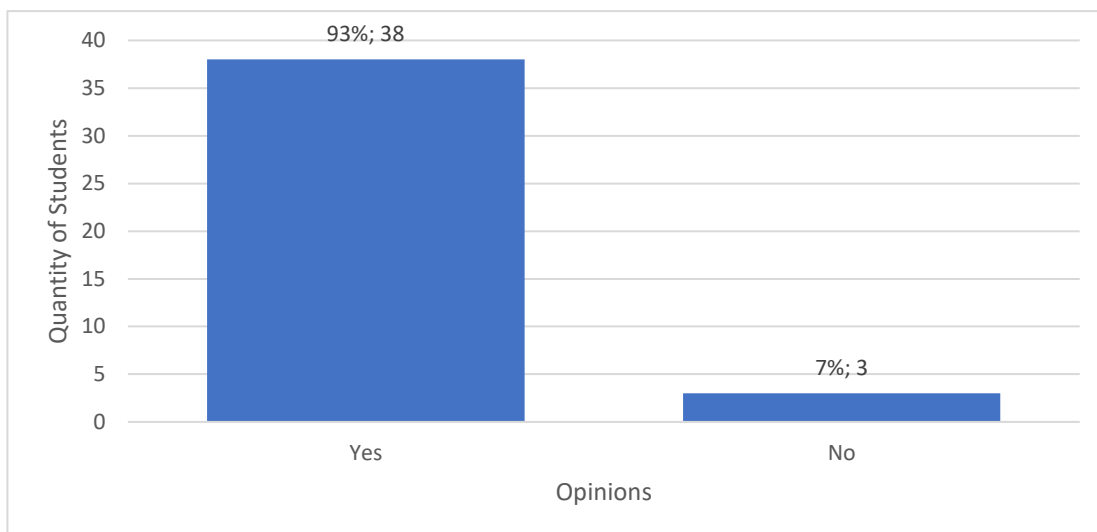


Figure 10. New methodologies as rewarding for the teacher

Source: Survey applied. Author's own elaboration

Figure 11 clearly shows that the surveyed students are strongly willing to implement new methodologies in their classes in their role as future teachers (100%).

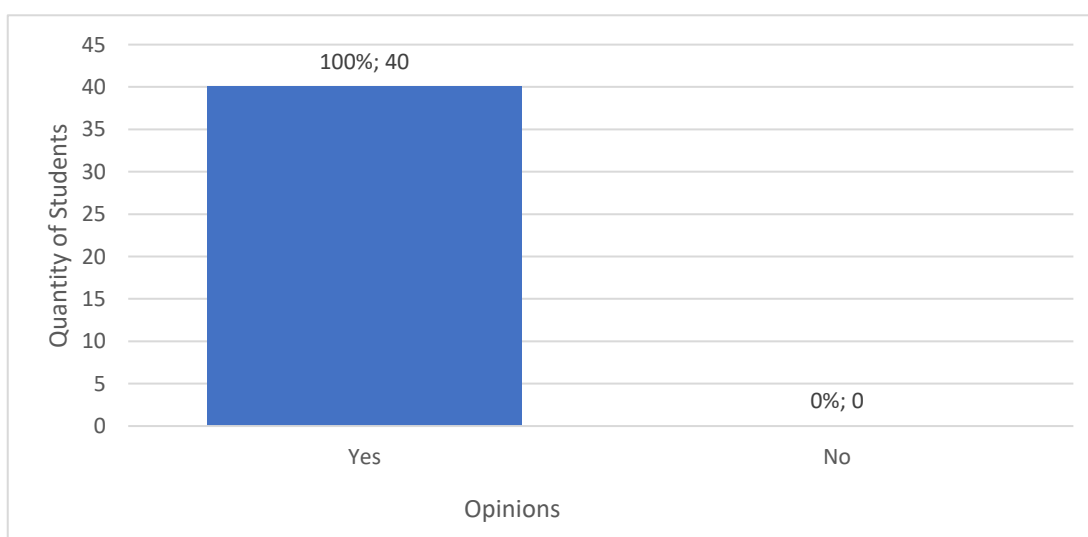


Figure 11. Willingness to implement new methodologies

Source: Survey applied. Author's own elaboration

Discussion

In this study, the students' reception to a specific CLIL activity has been measured. The results are encouraging and show a positive attitude towards the project in particular and towards new methodologies in general on the part of the learners.

The results obtained match those from other studies. For instance, Fernández-Antolín et al. (2020) state that CLIL activities have a positive impact on the students' motivation and receptiveness. The same can be said about the study conducted by Pinner (2013), who stands for CLIL as a means for increasing the students' engagement and motivation. This is rather relevant, as Zichermann and Cunningham (2011) deem the lack of motivation as one of the main obstacles that current education has to face. The present study clearly indicates that the students' who participated did not only enjoy the proposed activity but would also like to repeat it in further years and would be willing to implement it in their classes as future teachers.

The benefits of *BookTube* as a pedagogical tool have also been ratified. Studies like Soto Cano's (2018) or Villarruel Alvarado's (2019) present it as beneficial and effective in the learning process. The students who participated in this survey seem to agree that the *BookTube* project has indeed had a positive impact on both their knowledge of the content and their development of skills.

Furthermore, the proposed activity seems to comply with the objectives of the European Higher Education area (EHEA), in the sense that it appears to foster skill-development (e.g. research skills) and increase motivation, which results in making the learning process more effective and significant.

The study does have some limitations. The most relevant one is probably the number of surveyed students, which could have been larger if the activity had been implemented in more than one class. This way, the results would have been more accurate. Moreover, in order to obtain a more complete account of the reception of the activity, one that involves the two parts of the teaching-learning experience and not just one, teachers could have been surveyed as well.

Conclusions

New methodologies are totally justified in the 21st century. In a world mostly dominated by digital natives, ICTs are, in general, very effective tools that need to be taken into consideration, as they have proven to be both highly effective and motivating for the students. *BookTubes*, in particular,

are very interesting and useful elements in the learning process: “Su éxito en los jóvenes electores, confirmado por los miles de reproducciones en los canales más destacados, demuestran que son una nueva forma de promover la lectura” (Collado Rovira, 2017, p. 65). They emerge as potentially powerful tools for fostering both the development of critical thinking and the improvement of L2 communicative skills (Soto Cano, 2018; Brígido-Corachán, 2019).

This study suggests that students are highly receptive to this type of methodologies and that they prefer them to old-fashioned ones. Likewise, it shows that students are willing to implement this type of methodologies in their future role as teachers and how they themselves consider that this project has had a positive impact both on their motivation and on their research skills. As has already been mentioned, this is directly related to the development of other abilities like autonomy and critical thinking, which are essential elements in order to face the globalized and technological society we live in. This is a very important step to begin changing the parameters of old-fashioned methodologies into more innovative ones, led by the new generation of teachers to come so that they can teach and guide students into the new challenges of this new globalized society (Romero Ariza & Pérez Ferra, 2009).

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Tweeting to learn: A qualitative analysis on the use of Twitter as a teaching resource

Tuiteando para aprender: Análisis cualitativo sobre el uso de Twitter
como recurso educativo

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Abstract

Social media networking services such as Twitter have become a valuable resource in terms of immediacy, dynamism, diversity, and simplicity, as users can have instantaneous access to content providing information about whatever is happening anywhere in the world. The present work, therefore, aims to provide a qualitative study on the use of Twitter's hashtags as an English teaching resource. This was done through the analysis of five different hashtags that referred to distinct cultural and social festivities related to the United Kingdom and the United States (i.e., #EdHogmanay, #GuyFawkes, #MartinLutherKingDay, #Halloween, and #NottingHillCarnival). The tweets were extracted using Twitter's API platform, which allows the download of raw data. These were later reviewed according to their potential educational relevance. The main objective was to identify the possible advantages of teaching cultural aspects of English-speaking countries, as well as the English language itself, through the use of Twitter. The findings suggested that Twitter's hashtags can enhance the experience of learning English through emotional and cultural engagement: learners become familiarised with English speakers and, consequently, more committed to the task. In addition, they are able to observe how idioms and figurative language (e.g., sarcasm) are actually used by real speakers.

Keywords: English language teaching, social media, emotional engagement, culture.

Resumen

Las redes sociales como Twitter se han convertido en un recurso muy valioso debido a su inmediatez, dinamismo, diversidad, y simpleza, ya que los usuarios pueden tener acceso instantáneo a contenidos que les proporcionan información sobre la actualidad en el mundo. El presente trabajo, por lo tanto,

ofrece un estudio cualitativo sobre el uso de hashtags en Twitter como recurso educativo para la enseñanza del inglés. Esta tarea se llevó a cabo mediante el análisis de cinco hashtags referentes a festividades culturales y sociales relacionadas con Reino Unido y Estados Unidos (i.e., #EdHogmanay, #GuyFawkes, #MartinLutherKingDay, #Halloween, y #NottingHillCarnival). Los tweets fueron extraídos como datos sin procesar usando la plataforma API de Twitter, y fueron posteriormente revisados según su potencial relevancia educativa. El objetivo principal era identificar las posibles ventajas de enseñar aspectos culturales de países de habla inglesa mediante Twitter. Los resultados sugieren que los hashtags pueden enriquecer la experiencia educativa en cuanto al aprendizaje del inglés a través del compromiso emocional y cultural: el estudiantado se familiariza con los hablantes del inglés y, en consecuencia, se compromete con la actividad. Además, tiene la oportunidad de observar cómo los modismos y el lenguaje figurativo (e.g., el sarcasmo) son usados por hablantes nativos.

Palabras clave: redes sociales, Twitter, enseñanza del inglés, compromiso emocional, cultura.

Introduction

English language teaching (ELT henceforth) has evolved into a complex and dynamic process nowadays. Not only has English become more widespread in the world, even leading to new varieties of English (i.e., Inner Circle, Outer Circle, and Expanding Circle) (Kachru, 1992), but English teaching methods have also changed due to the influence of technology. Learning English does not depend on the use of a textbook anymore, as the rise of the Internet has changed this outlook. Its advantages are broad, and its applications are multiple: users can have immediate access to activities, exercises, and lessons, for instance. In this sense, social media has played an interesting role in this process, evolving into a valuable teaching resource that allows learners to connect with other peers in a dynamic way. More specifically, Twitter has become a valuable asset for teachers because of its simplicity, immediacy, and diversity, as tweets can cover any topic. Furthermore, hashtags facilitate the search for specific concepts, as they reunite these messages under one simple phrase or word.

The absence of cultural aspects has often marked the process of teaching English in the classroom: areas such as literature or history have largely been ignored, and teachers tend to treat them as supplementary information. The problem is that language and culture cannot be separated, as both depend on each other in such a way that they would lose significance without their counterpart (Brown, 2007). In other words, as reported by Kuang (2007), “language is the carrier of culture and culture is

the content of language” (p. 75). Teaching culture thus becomes essential for learners’ personal and emotional engagement with the process.

Therefore, the present work aims to provide a qualitative analysis on the potential use of Twitter’s hashtags as an English teaching resource for cultural aspects. In order to do so, five different hashtags that referred to distinct festivities related to the United Kingdom and the United States were assessed: #EdHogmanay, #GuyFawkes, #MartinLutherKingDay, #Halloween, and #NottingHillCarnival. The main objective was to identify the possible advantages of teaching cultural aspects of English-speaking countries, and the English language itself, through the use of Twitter.

English language teaching

As reported by Renandya and Widodo (2016), ELT has changed dramatically in the last few years due to very diverse aspects, among which they highlight four, namely: (i) the spread of English around the world, (ii) the change of perspective as to what are considered to be the best teaching methods, (iii) the growing importance of using digital resources in the classroom, and (iv) the increasing number of countries where English is nowadays taught at young levels. In other words, while the English language remains essential for communication, ELT has evolved to positively transform its effectiveness through technological advances that motivate the learners and thus influence their proficiency. In fact, motivation is a dynamically complex property that often determines the language learning process. Nevertheless, motivation is not equal to everyone – Gardner (1985) distinguishes between “integrative” and “instrumental” orientations: whereas the former considers that some people feel inspired by their wish to integrate themselves within the community of the language they are learning, the latter posits that for others “a wish to capitalise on the usefulness of knowing a language within the learner’s own culture was more effective” (McDonough, 2007, p. 369). But this is not the only existing dichotomy as to types of motivation: Deci and Ryan (1985) suggest the existence of extrinsic and intrinsic motivation, while Heckhausen (1991) differentiate between endeavouring success and attempting to avoid failure. Dörnyei (2001) goes beyond trying to categorise motivation and argues that it changes in three phases: choice (actively choosing to learn a language), execution (starting the task and putting effort into it), and retrospection (evaluating the experience’s outcome).

A second key concept within ELT is that of authenticity, which McKay (2013) defines as content-based and interaction-based. The former relies on the use of language learning texts that a community of users engage with because they find a meaningful purpose in doing so, while the latter attempts to prepare learners for interactions beyond those prepared for the classroom (e.g., real

experiences with native speakers). Authenticity often requires the use of authentic materials that reflect situations that do take place in real life and which expose learners to the real language, thus providing a link between what they learn in the classroom and what they will need for their future interactions with other speakers (Brandl, 2008). Among these authentic materials, Jiuhan, Tindall and Nisbett (2011) highlight the use of technological ones, such as videos, images, and even audio recordings.

Advances in technology have, therefore, influenced contemporary ELT teaching methods, leading to approaches such as that of digital literacies, which involves the use of digital media in the classroom. As expressed by Hafner (2019), it aims to expand “the focus of ELT beyond traditional conceptions of reading, writing and communicating, to engage with new communication practices, like multimodal forms of representation in digital contexts” (p. 2). More specifically, the digital literacies approach focuses on the possibilities of informal contexts as potential resources for English teachers and learners. In this sense, it pays attention to new needs of English language learners, as well as new contexts for ELT.

Research on digital literacies, according to Hafner (2019), is based on New Literacy Studies theories (NLS). NLS represents the opposite to traditional notions of literacy, which considered that reading and writing skills must be taught and learned decontextualised. NLS, on the other hand, posits that literacy is always situated in a sociocultural context, and directly relies on it. Moreover, NLS scholars consider that literacy is multiple: there does not exist one exclusive literacy that can be applied to all circumstances. Instead, different literacies exist according to different situations. Digitally-mediated communication environments have especially influenced the creation of new contexts that allow learners to interact with each other, and ELT research has specifically focused on: (i) the creation of fan fictions; (ii) social media; (iii) YouTube commenting; and (iv) online gaming (Hafner, 2019).

Among the existing theoretical frameworks, it is worth noting connectivism (Siemens, 2005), which posits the idea that the Internet can shape learning experiences through the use of diverse educational contents according to the learner’s needs. Thus, it is the learner who creates and modifies the contents being learned. This leads, simultaneously, to more efficiency in terms of communication, collaboration, and autonomy. In doing so, the learner becomes a proactive participant in the classroom.

Engagement

Student engagement is defined as “the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities” (Kuh, 2009, p. 683). Engagement often determines effective academic

experiences: the more engaged students are with their courses, the more successful the learning process will be. Some of the factors that influence academic engagement are the learners' socioeconomic situation, their academic preparation, their ethnic background, and generational experience (Pascarella & Terenzini, 2005). In addition, Krause and Coates (2008) identify seven categories of engagement: transition, academic, peer, student-staff, intellectual, online, and beyond-class.

Students who do engage with the process of learning a new language are able to understand information faster and to enjoy the process more than those who simply receive what is taught in a passive way (Park, 2003). Nonetheless, teachers generally stick to the most traditional methods, which focus on one-way interactions that leave the students in an indifferent position that does not force them to get involved in the classroom activities (Purnawati, 2017). In spite of this, efforts to solve this have been made: for instance, Harmer (2007) put forward ESA ("Engage", "Study", and "Activate"), a teaching method that aims to improve students' interest in the learning contents.

Due to their dynamic nature, social media tools have the potential to enhance positive and productive relations between instructors and students, as information can be shared very easily and collaboration between peers is promoted. In this sense, they play an influential role in the process of emotional engagement: students associate tools that they use in their daily lives with their academic lives, and consequently remove barriers between them (Rutherford, 2010).

Social media

Social media networks have become an essential aspect of our lives as members of communities, since they allow us to quickly share what we are doing in real time using multimodal resources (e.g., texts, images, videos, and audios). But their use is not exclusive to our personal lives – they have also reached the academic side. They allow information and formation to be mixed with entertainment, thus motivating the youth to take a closer (and more positive) approach to their education (Alonso & Muñoz de Luna, 2010; Espuny, González, Lleixà, & Gisbert, 2011). Social media impulses self-learning as well as teamwork, positive feedback between teachers and learners, access to more educational resources, direct contact with other peers, and it breaks the space-time barrier (Gómez Aguilar, Campos Roses, & Farias Batlle, 2012; Imbernón, Silva, & Guzmán, 2011; Meso, Pérez, & Mendiguren, 2011). To top it all, as a consequence of the Covid-19 pandemic (Ministerio de Sanidad, 2020), online resources and social media networks have become essential, as education has almost completely lost its face-to-face characteristics and classrooms have been transported to the Internet.

But social media also has its own limitations and challenges. Both teachers and learners must have access to the necessary technological resources, as well as to an adequate infrastructure. Sadly, this is sometimes not the case, especially due to economic limitations. Furthermore, there is a generation gap between those considered to be *digital natives* and *digital immigrants* (also known as *tecnophobes*). While the former, for the most part, are experts in terms of managing their own social media accounts and using the Internet, the latter tend to lack digital training. As a result, teachers generally stick to verbal language and textbooks, and refuse to adapt to these new circumstances. However, as Gómez et al. (2012) put forward, teachers must know, identify, create, and use didactic intervention strategies in the context of the information and communications technology (ICT). They must proactively engage with educational platforms beyond the classroom and integrate social media networking sites into their process of teaching so as to change the traditional “chalk-and-talk” perspective and adapt it to present-day education (Ucar & Goksel, 2020).

One of the most prominent social media networks is Twitter, a microblogging service characterised by the fact that it allows its users to post messages within 280 characters. These messages are known as tweets and they represent a medium for users to spread their ideas on certain topics, which can be propagated through the use of tools such as retweeting so as to indicate that more people agree with such a message (Steckenbiller, 2016). Another factor that characterises Twitter is the presence of hashtags, which generally function as a way to summarise the topic of a tweet or to indicate a certain attitude (e.g., ironic or sarcastic). Hashtags constitute what is known as “inline metadata”: “data about data that is actually integrated into the linguistic structure of tweets” (Zappavigna, 2011, p. 790).

Although Twitter was merely designed for its users’ leisure and entertainment, it has also become a valuable teaching resource. From an educational perspective, its advantages are multiple: (i) it can be accessed easily; (ii) it is dynamic, thus preventing the learner from becoming bored; (ii) it motivates teacher-learner and learner-learner interaction and collaboration; (iii) it allows the use of multimodal resources, thus facilitating the spread of educational information that may catch the learner’s attention; (iv) it makes the learner feel more engaged and sympathetic to what is being taught; and (v) it helps introverted learners to improve their participation in the classroom (Garrigos-Simón, Oltra Gutiérrez, Narangajavana, & Estellés Miguel, 2016). Furthermore, Ally (2012), and Junco, Elvasky, and Heiberger (2012) confirm its effectiveness in improving students’ engagement with the course, while Ferriter (2011) suggest that Twitter can be a very helpful resource in terms of teaching new vocabulary both intentionally and incidentally. García-Suárez, Trigueros-Cervantes, and Rivera-García (2015)

also include the use of hashtags as an asset: the information can be easily organised through their use, thus making it easier for learners to find the specific content they want.

Method

The aim of this paper is to provide a qualitative study on the use of Twitter's hashtags as an English teaching resource. This was done through the analysis of five different hashtags that referred to distinct cultural and social festivities related to the United Kingdom and the United States (i.e., #EdHogmanay, #GuyFawkes, #MartinLutherKingDay, #Halloween, and #NottingHillCarnival). The tweets were extracted using Twitter's API⁶ platform to download raw data. Twitter's API allows you to search for any term you would like to explore in Twitter Search, for instance, keywords or hashtags. In addition, there are other useful parameters that allow the user to select the language of the tweets downloaded, to choose specific days, and to search only for top tweets or from specific Twitter users. Table 1 shows the parameters used to extract the data related to the events under study.

HASHTAGS	DATE	LANGUAGE
#EdHogmanay	31 December	English
#GuyFawkes	5 November	English
#Halloween	31 October	English
#MartinLutherKingDay	Third Monday in January 18 January 2021 (last event)	English
#NottingHillCarnival	25-26 August (last event)	English

Once the tweets were downloaded, we analysed them in order to identify the possible advantages of teaching cultural aspects of English-speaking countries, as well as the English language itself. This overview is essential to assess the viability of the task our students need to complete. Finally, we have designed an activity which consists in following one of the events through their hashtags and summarise them in a tweet or thread.

Results

Activity design

⁶ <https://developer.twitter.com/en/docs/tweets/filter-realtime/api-reference/powertrack-stream>



Figure 7. Tweet examples of Hogmanay

The idea of this activity is to introduce the use of Twitter in the classroom to teach cultural aspects of English-speaking countries as well as the English language itself. We can find cultural information in any English textbook at any level. It usually appears in readings, as new vocabulary, or even as the topic of the unit. Nevertheless, this information usually comes short and since it is essential for the learner's personal and emotional engagement with the process (Brown, 2007; Kuang, 2007), we propose to broaden students' knowledge by creating an activity related to those events. To assess the viability of the task and the potential educational relevance, we first analysed five British and American events: Hogmanay, Guy Fawkes night, Martin Luther King Day, Halloween, and the Notting Hill Carnival.

Hogmanay. This event takes place in Scotland every New Year's Eve and it usually lasts until the 1-2 of January which is a Scottish bank holiday. Celebrations vary across Scotland and they include fireworks, torchlight processions, fireball swinging, and the practice of first-footing, which consists in being the first person to cross the entrance of a friend or neighbour's home, and to offer them a gift to bring luck to the householder.

Figure 1 shows two tweet examples. In the first one, a user shares a video from the official account of Edinburgh's Hogmanay torchlight procession in which she was taking part. In the second tweet from BBC Scotland News, we can see how this torchlight procession forms two human figures shaking hands. By using the hashtag #EdHogmanay, students can interact with this event, see how people are celebrating New Year's Eve in Edinburgh, and engage with a maybe unknown cultural tradition while learning and practising English.

Guy Fawkes night. It commemorates the failed Gunpowder plot of 1605 in which a group of English Catholics, including Guy Fawkes, tried to assassinate the Protestant King James I by placing explosives beneath the House of Lords. People lit bonfires around London to celebrate the failure of

the plot, and it transformed into a tradition that takes place every year on 5 November in the United Kingdom.

Figure 2 shows two tweet examples we found using the hashtag #GuyFawkes. The first one is a video shared by the UK Parliament Education that explores the history of the Gunpowder plot. The second tweet shares Guy Fawkes' signature before and after his punishment for plotting against the King. We believe that by using the hashtag #GuyFawkes, students can broaden their knowledge about the Gunpowder plot of 1605 while learning curiosities about it such as the signature difference before and after the punishment of Guy Fawkes, or how people celebrate around the United Kingdom with fireworks and bonfires.



Figure 8. Tweet examples of Guy Fawkes

Martin Luther King Jr. Day. Martin Luther King Jr. was the leader of the Civil Rights Movement from 1955 until his assassination in 1968, and this event, which takes place on the third Monday of January, celebrates his birthday in the United States. Traditionally, marches are organised around the country to commemorate the life of the activist.

Figure 3 shows two tweet examples of #MartinLutherKingDay. In the first one, a user shares a YouTube video of his ten most powerful quotes to honour his legacy. The second tweet is from a user called TheSchoolRun Parent who shares an article aimed at parents to teach their children who was Martin Luther King Jr. By using the hashtag #MartinLutherKingDay, students can engage with this event, find out what Martin Luther King Jr. said in his speeches, and see how people celebrate this in the streets.

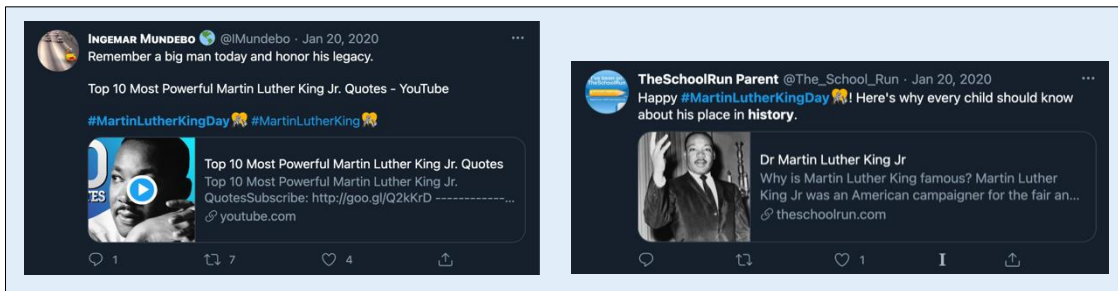


Figure 10. Tweet examples of Martin Luther King Day

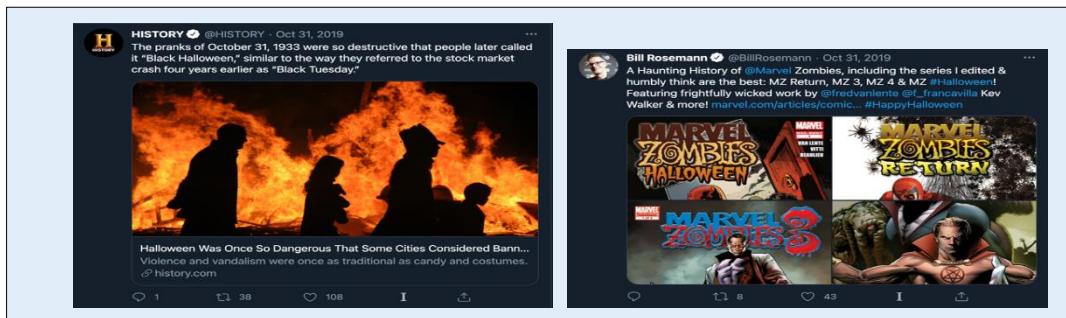


Figure 9. Tweet examples of Halloween

Halloween. The beginnings of Halloween trace back to an ancient, pre-Christian Celtic festival of the dead that took place on 31 October. This event is now traditionally celebrated around the world with activities that include trick-or-treating, attending costume parties, and carving pumpkins. However, students may not know its origins or some curiosities that are worth searching on Twitter. Figure 4 shows two tweet examples. In the first one, HISTORY’s account shares an article explaining how the pranks of October 31 in 1933 were so destructive that people later called it “Black Halloween”. In the second tweet, a user shares special Halloween comic editions from Marvel. We believe that, even though our students know (and probably celebrate) Halloween, they can still find new information about this festivity.

Notting Hill Carnival. This event takes place on the streets of the Notting Hill area of Kensington in London over two days in August. It is one of the world’s largest street festivals and a significant event for Caribbean and Black cultures. Parades, music, and food are the stars of this event that attracts around two and a half million people annually.

Figure 5 shows two tweet examples of #NottingHillCarnival. In the first one a user shares a video from the singer Craig David who attended the carnival and who expresses how this event fed his soul. In the second tweet, a user shares pictures of some of the food that can be found in the carnival. By using this hashtag, students can participate in this event through Twitter, and get to know Caribbean and Black culture in the United Kingdom through music and food.

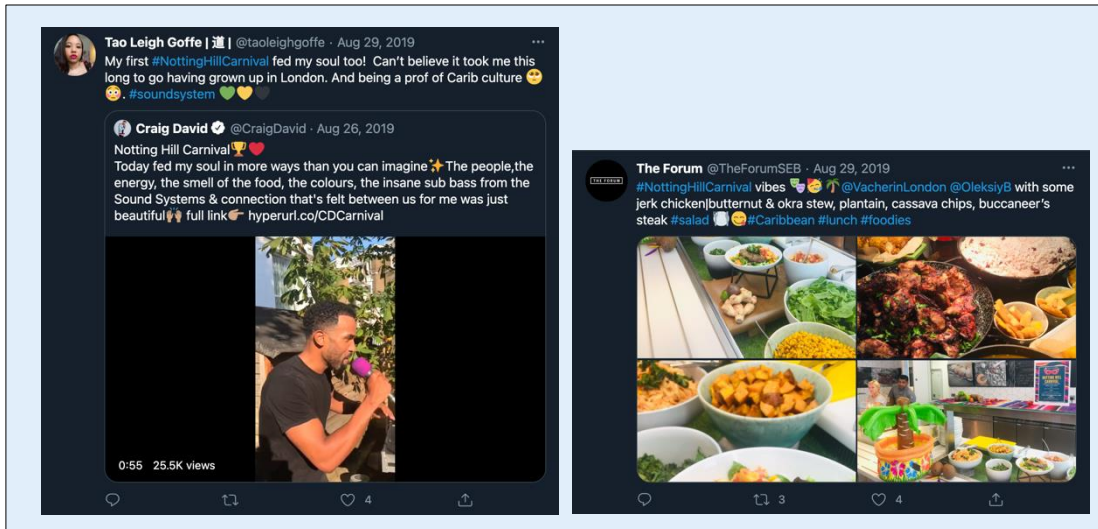


Figure 11. Tweet examples of Notting Hill Carnival

Task instructions for students

Ideally, we would give the subsequent information on a tweet (or a thread) from the school or class account on Twitter. The task would look as presented below:

First, follow the event of Hogmanay in Edinburgh using the hashtag #EdHogmanay. Then, summarise and highlight the most interesting aspects or unknown information on a tweet using the hashtag #EdHogmanay followed by the name of the school. Finally, try to answer the questions below:

- *Is there any information you did not know?*
- *If you were in Scotland, how would you celebrate Hogmanay?*

Instructions. There are two options to find tweets:

1. *Basic search. Type the hashtag into the search box. Your results will show a combination of tweets, photos, accounts, and more. Here is how to do it:*
<https://help.twitter.com/en/using-twitter/twitter-search>

2. *Advanced search.* It allows you to tailor search results to specific date ranges, people, language, and more. This makes it easier to find tweets. Try adding other words into the fields (i.e., fireworks, torchlight, first-footing, or history). You can also set the specific date ranges in which Hogmanay takes place. Here is how to do it: <https://help.twitter.com/en/using-twitter/twitter-advanced-search>

Discussion

The use of Twitter in the classroom can be informative. For instance, it can be used as a bulletin board to communicate information of interest to both students and parents; as a class diary which summarises what was seen in class; or as a discussion forum in which students can raise their doubts to the group that can be resolved by one of the students and/or the teacher. At the same time, the use of Twitter in the classroom can be formative. For example, the teacher can encourage students to search for information related to the topic that is being discussed in class; propose a language exchange activity with students from another country; debate about a trending topic; or create an account of a historical figure and tweet as if it was him or her. Twitter allows teachers to propose an infinite number of activities and the outcome will depend on the creativity they put into designing them.

Twitter can be introduced in class from an early age to university levels, but before starting, it is essential to take into account the classroom's level. Depending on the level, teachers will work with classroom accounts or personal accounts, and they will supervise the contributions of the students. If necessary, they will inform the parents and ask for their authorisation and will take special care with the configuration of the privacy settings.

For this study, we wanted to design an activity for a first year of non-compulsory secondary education (or high school) students in Spain who have an intermediate English level, and who are 16 years old or older. It consists in following an event through its hashtag to then summarise and highlight the most interesting aspects or unknown information on a tweet or thread using a specific hashtag designed by the teacher for this activity.

According to the National Statistics Institute survey on "Equipment and Use of Information and Communication Technologies in Households" in Spain⁷, two-thirds of Spanish children between 10 and 15 years old have a mobile phone, 91.5% have access to a laptop, and 94.5% have access to the

⁷https://www.ine.es/dyngs/INEbase/en/operacion.htm?c=Estadistica_C&cid=1254736176741&menu=resultados&idp=1254735976608#!tabs-1254736194579

Internet. Thus, for this activity, it is highly probable that students will have their own device. However, teachers need to have some devices available for the students who may need them. Twitter⁸ published a report in collaboration with Kantar Media on the characteristics of Twitter users in Spain. According to this study, one in three active Twitter users is between 25 and 34 years old, has a university degree and an income level above the average. The students for whom this activity is designed may have a Twitter account but not be active users. Thus, it is important that teachers train students in the use of Twitter beyond social or recreational purposes. In addition, as we mentioned above, it is highly recommended to contact the parents before using Twitter in the classroom as well as to supervising the configuration of privacy settings.

Limitations and challenges

BlinkLearning⁹ has conducted a study which seeks to continue identifying trends and the evolution of students' technological habits, as well as teachers' needs. According to the teachers who participated in this survey in Spain, the relationship between the use of technology in the classroom and increasing student motivation is high (55%) or very high (12%). However, teachers also find challenges with the introduction of technology in the classroom. Teacher training (handling of electronic devices, use of applications, time and resources to be trained, etc.) (49%); lack of sufficient devices for all students and/or teachers (45%); connectivity issues (44%); or means to control those students use their devices to follow the class and not for other purposes (44%) are considered to be the biggest challenges.

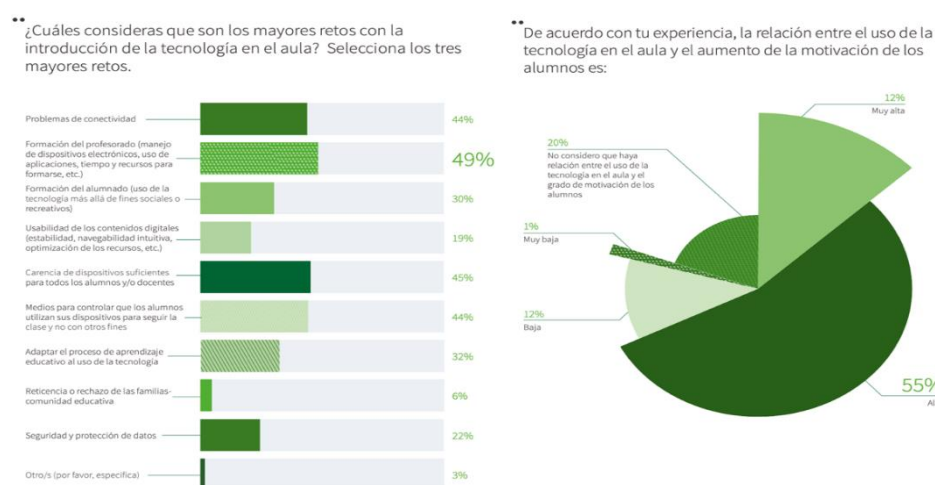


Figure 12. Use of technology in the classroom (BlinkLearning)

⁸ https://elpais.com/tecnologia/2018/11/07/actualidad/1541589590_424924.html

⁹ <https://www.realinflucers.es/2020/05/14/v-estudio-sobre-el-uso-de-las-tic-en-la-educacion/>

Conclusions

The findings suggested that Twitter's hashtags can enhance the experience of learning English through emotional and cultural engagement: learners become familiarised with English speakers and, consequently, more committed to the task. In addition, they can observe how idioms and figurative language (e.g., sarcasm) are used by real speakers.

Twitter has multiple advantages as a teaching resource: it is accessible, multi-modal, dynamic, it favours interactions between teachers and learners, and it facilitates engagement even with introverted students. It allows us to propose an infinite number of activities, and their success will depend on the creativity we put into designing them and the level of students' engagement.

Nevertheless, the use of Twitter in the classroom also presents some limitations and challenges. For instance, it can entail a lot of distractions: students, for instance, might feel attracted to check other hashtags that are unrelated to the main activity. Furthermore, both teachers and learners must have access to the required technological resources to be able to carry out the desired task, but sometimes this is not possible due to economic restrictions. The generation gap between *digital natives* and *digital immigrants* poses another challenge: while the former do, for the most part, understand how the Internet works, the latter tend to find themselves lost while trying to make use of it. In this sense, digital training is necessary for teachers, which requires money, time, and patience.

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The Contribution of Motivation to the English Language Teaching- Learning Process of Children with Learning Difficulties

La contribución de la motivación al proceso de enseñanza-aprendizaje del idioma
inglés de niños con dificultades de aprendizaje

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Abstract

This paper was based on an action-research carried out in the school of Esmeraldas, “Margarita Cortes”, where students need to interact to learn the language, but not all teachers are aware of the fact that the lack of motivation is a factor that greatly affects the learning of children, especially those who have learning problems, which sought through motivation to demonstrate that a student can learn better when motivated, which also wants to show that motivation is a key element that should be applied in all academic, professional and social areas, since it helps to improve teaching and learning in class by creating opportunities for students. Not only in those who have a low academic performance. The methods used in this research were analytical-synthetic and hermeneutic, with the application of a questionnaire using a survey technique. The results showed that teachers do not usually motivate students neither by playful means nor by physical or verbal means. For this reason, the performance of the students remains the same, there is no inclusion in the classroom, there are no curricular adaptations, therefore it is an improvised teaching in the most common way.

Keywords: motivation, inclusion, curricular adaptations, learning

Resumen

Este trabajo se basó en una investigación-acción llevada a cabo en el colegio de Esmeraldas “Margarita Cortés”, donde los estudiantes que aprenden inglés necesitan interactuar para aprender el idioma, pero no todos los profesores son conscientes de que la falta de motivación es un factor que incide mucho en el aprendizaje de los niños sobre todo en los que tienen problemas de aprendizaje la cual busco por medio de la motivación demostrar que un estudiante puede aprender mejor cuando está motivado lo cual también quiere demostrar que la motivación es un elemento clave que debe ser aplicado en todos los ámbitos académicos, profesionales y sociales ya que ayudan a mejorar la enseñanza y el aprendizaje

en clase creando oportunidades para los alumnos. no solo en aquellos que tienen un alto rendimiento académico. Los métodos que se utilizaron en esta investigación fueron el analítico - sintético y el hermenéutico, con la aplicación de un cuestionario aplicando una técnica de encuesta. Los resultados mostraron que los profesores no suelen motivar a los estudiantes ni por medios lúdicos, ni por medios físicos o verbales, por esta razón el rendimiento de los estudiantes se mantiene siendo igual, no hay inclusión en el aula de clases no hay adaptaciones curriculares por lo tanto es una enseñanza improvisada de la manera más común.

Palabras clave: motivación, inclusión, adaptaciones curriculares, aprendizaje

Introduction

Motivation plays a fundamental role in each process, not only in life, but also in education, from the identification of the degree of motivation that students have, we can draw conclusions and open paths to solutions for each case, in this research the factors that influence the teaching-learning process of students with learning difficulties regarding motivation are presented.

According to Gardner (1985), motivation is the combination of attempt plus desire to obtain the aim of learning the language. There are many strategies that can help the teaching learning processes. Motivation influence children's behavior. Therefore, motivation is very important children must be motivated as much as is possible all children can learn in different ways even if they learn slowly, in other words motivation is essential to teach children who are not motivated. A long time ago, banking education led us to believe that if we were not good at math, we would not be average students. Therefore, this research proposes to motivate intrinsically and even extrinsically children with learning difficulties whose lack of motivation in children with learning difficulties is manifested by poor participation in class, apathy towards English language learning, lack of interest, a feeling of exclusion in the English class.

Motivation

Motivation is a very important and fundamental process. What we can define as an impulse or a need, motivation is a condition in each of us that wants to achieve something, either in oneself or in the environment. When we harness that energy, motivation gives the person the impulse and direction necessary to interact with the environment in an active, open and problem-solving way.

The essence of motivation is a tenacious and persistent behavior directed at set goals. When we are motivated, we move and act. It is also influenced by the satisfaction of needs that are essential

for life or for well-being and growth. Since many of these activities serve the body to maintain its life and provide satisfaction in achieving it.

Motivation in Education

Motivation is of fundamental interest in education due to the crucial role it plays in each of the students learning. the specific type of motivation that is studied in the environment educational differs qualitatively from the more general forms of motivation studied in other fields.

In education, motivation can have various effects on how students learn, behave, and relate to subjects. According to each aspect found, it can direct the behavior towards particular goals, also lead to greater effort and energy, Increase cognitive processing, among other aspects. Because all students are not always internally motivated, they sometimes need a little

Motivation, which is found in the environmental conditions directed by the teacher and there lies great importance. Most authorities recognize that the distinctive needs of students should be considered with respect to the guidance information for teachers and their respective lines of work, added to the experience and ability to solve problems that may occur in the educational process.

Students with learning difficulties

Through time and years, countries around the world have made continuous efforts towards inclusion, allowing students with learning difficulties to learn in normal schools. And it is that inclusion is extremely important, since it benefits students in their social and intellectual development. Of course, there are certain challenges for teachers in training. Each student is different, has specific needs and there is also a wide range of learning difficulties that can make the situation much more complex. It is the teacher's responsibility to know about the individual problems of each student and the applicable teaching strategies to understand their needs. Give your students the intellectual and emotional tools you need to overcome challenges. In the long term, facing and overcoming a challenge such as a learning disability can help your student become stronger and more resilient.

Students who are not learning or responding to instruction adequately and at the same level as their peers need additional, personalized intervention to provide them the opportunity to catch up. These students can also benefit from extra supports and additional adjustments in the classroom, allowing them to better participate in their studies and demonstrate their knowledge and understanding as their skills continue to develop.

Antecedents

Ordorica, D (2010) did an investigation entitled “motivation of university students to study English as a foreign language” and his work analyzes the motivation of university students from the Autonomous University of Baja California, Mexico towards the study of English as a Foreign language. It is not intended to claim that there is a lack of motivation, since that point of view would give a negative bias to the research work, but to know to what extent the student feels motivated and understands the importance of the study of languages foreigners, specifically the English language in their professional development, as well as in their Comprehensive development Aspects such as the student's personality (psychological), intellectual, self-learning, existential competence (knowing how to be) and intercultural awareness, the environment in which it is located (the geographical situation, the classroom) and others, are studied with objectivity to determine the degree to which they determine the student's motivation to study English.

Gardner, R (2007) in his paper posits four stages of language acquisition, identified as elemental, consolidation, conscious expression, and automaticity and thought, and considers the role of motivation in this process. It distinguishes between two types of motivation, language learning motivation and classroom motivation, indicating how these relate to two distinct contexts, the cultural and the educational through their influence on integrativeness and attitudes toward the learning situation. It discusses how the two types of motivation are differentially involved in the four stages, and empirical support for this perspective is presented in the form of path analyses of two samples of students from Catalonia

Gardner, R. C., & Lambert, W. E. (1972) in their case study of Non-English Major College Students' Motivation in English Language Learning considered motivation as a key feature in the success of language learning and has great effect on the efficiency and productivity of English language teaching. And a lot of considerable researches and investigations have been done on Chinese college students' motivation to learn English. Most researches like to value instrumental aspects as the major type for college students' learning English in Chinese context while integrative motivation is often neglected. In this study, 300 college students are employed to further explore students' instrumental motivation and integrative motivation and the data analysis of the study somehow shows difference from others, supporting that college students do have expectation and strong integrative motivation toward English language learning and recommendations are offered to the teachers to develop college students' integrative motivation in English language teaching, suggesting focusing on cultural education in particular.

Wu, X (2003) In his research “Motivation and second language acquisition” did a quasi-experimental study examined the influence of classroom learning environment on L2 intrinsic motivation of young foreign language learners in a predominantly monolingual context. Classroom observation was conducted to obtain data on the instructional practice and learning process in both the experimental group and the control group. An interview measure of intrinsic motivation, perceived competence and perceived autonomy was administered after the experiment. The results showed that a predictable learning environment, moderately challenging tasks, necessary instructional support, and evaluation that emphasized self-improvement and attributed success or failure to controllable variables were effective ways to enhance young learners’ self-perceptions of L2 competence, while freedom in choosing the content, methods and performance outcomes of learning, as well as integrative strategy training led to a promotion of perceived autonomy, both of which were proved to be the antecedents of L2 intrinsic motivation.

Method

This research was carried out in the secondary school “Margarita Cortes”; with students of 9 and 11 years, during January and February 2021, it was possible to check if the students learned better when motivated by the teacher. This research was conducted in a qualitative and quantitative experimental type, it will be a pre-experiment of the type press-test post-test. The population formed by 12 English teachers 40 students of Margarita Cortes School the population formed by twelve English teachers and the sample matched the population.

The variables: the dependent variable was the intrinsic and extrinsic motivation of individual children, and the independent variable was the disposition of children with learning problems in a regular English classroom.

The research methods were analytical and synthetic. The instrument was a multiple-choice survey; the survey had to be applied virtually.

The data were processed automatically and were interpreted and explained through statistical graphs that were elaborated in Microsoft Excel. The results obtained allowed the author to analyze how motivation affects children with learning disabilities.

Results

The results have shown (Figure 1) that most of the teachers never motivate their students, even more the students that have learning disabilities for English language teaching process.

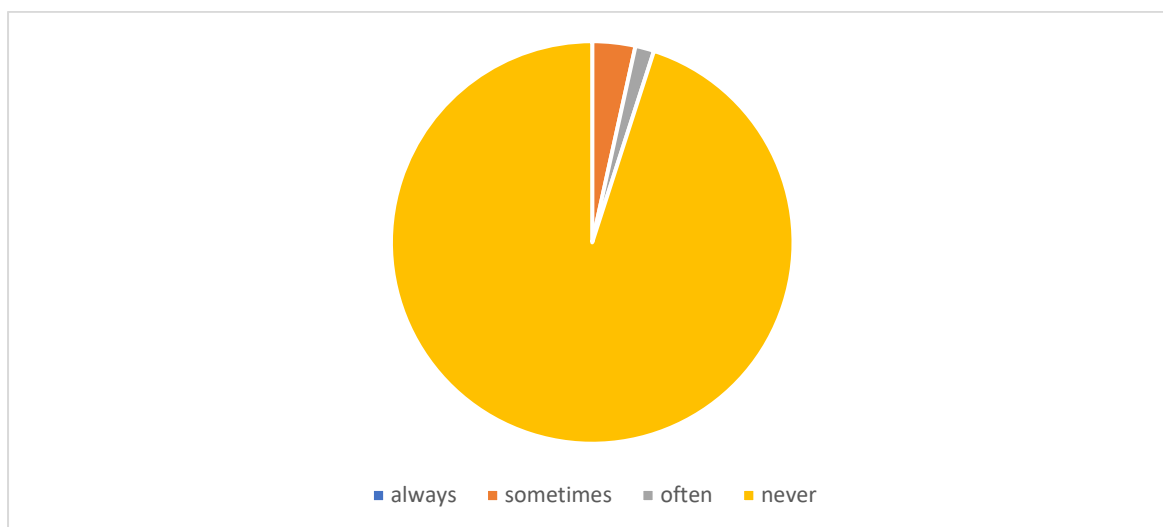


Figure 1 How often teachers motivate students

Source: survey

Regarding activities carried out to create a good environment (Figure 2), the results revealed that they mostly use dialogues

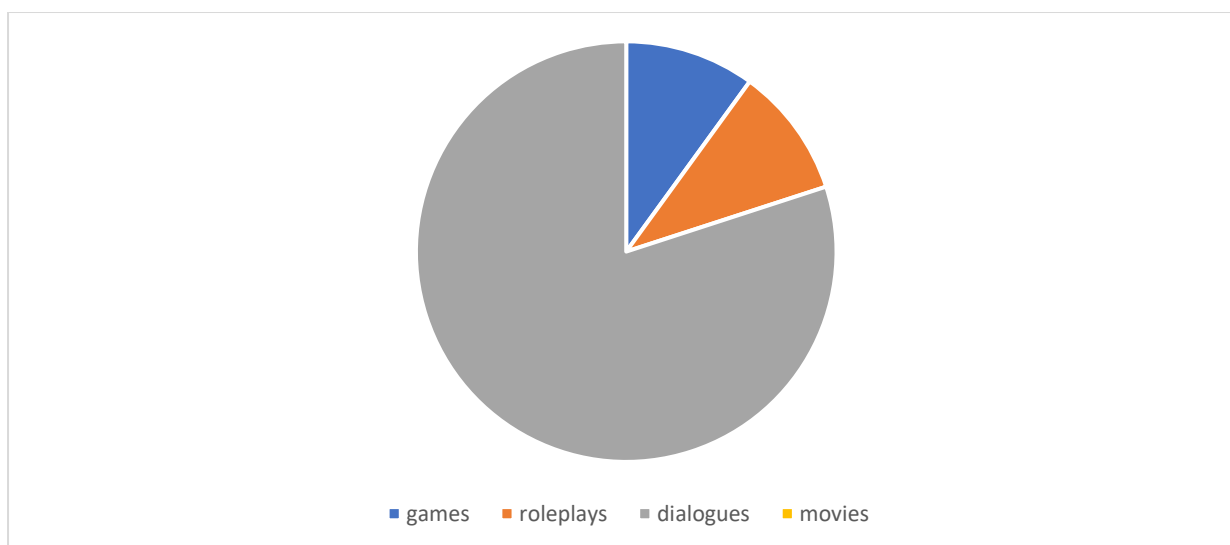


Figure 2 Activities used to create a good environment

Source: survey

In relation with the kinesthetic skill, the activities that the teacher develops in the classroom to motivate the students (Figure 3) are mainly crafts.

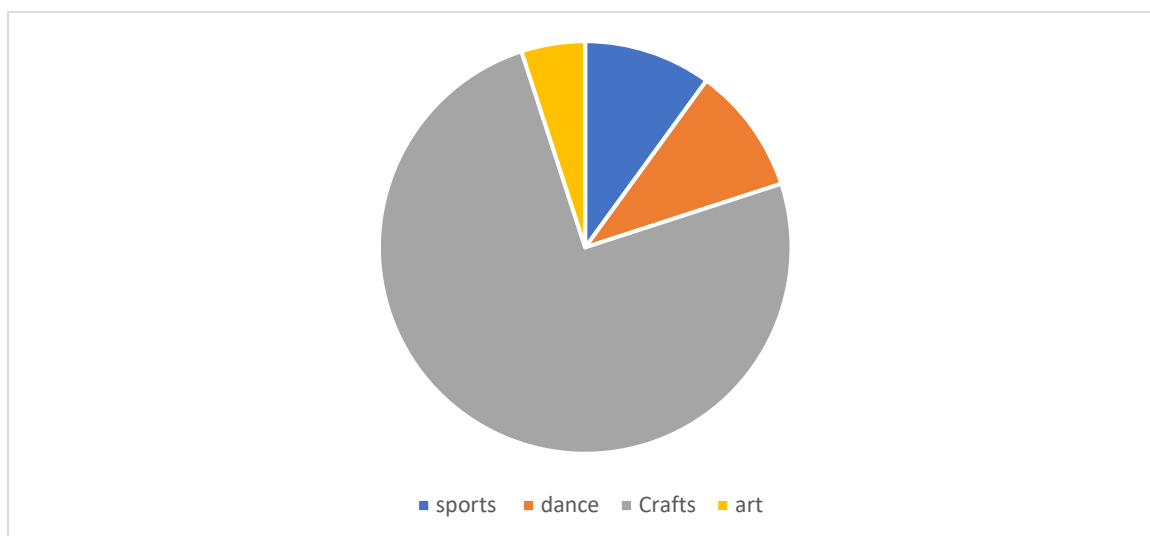


Figure 3. Activities according to the kinesthetic skill

Source: survey

ANNEX 1

Communicative Language Teaching Strategy

What is happening in the picture?

Objectives:

1. To choose the appropriate form of writing for a particular task
2. To describe people or settings related with everyday activities

Tasks

Task 1: Pre-Task

The teacher will show the students the structure of the present continuous and ask them to make sentences with it. After a dialogue with the students, the teacher will divide the class into groups of three or four. He will give each group the same picture or put it on an overhead projector.

Then the teacher will explain to the students what they are going to do, in this case they will look a photo, analyze it and then describe what are the people doing in the photo.

Task 2: While task or Task-Cycle

The teacher will instruct the groups to use a specific verb tense to make as many sentences as possible in the time allowed (with the present continuous structure). These sentences must be grammatically correct and accurately describe what is happening in the picture.

Task 3: Task Focus – Post Task

The teacher has to set the time. Then each team will read aloud their sentences and write them on the board, team with the most correct answers at the end of the time limit wins. After that the teacher will give the students some corrections about the topic and a feedback to learn better.

The Role of The Teacher: Facilitator of the communication process, act as an independent participant, researcher, needs analyst and advisor.

Student Role: Must be participatory, cooperative in the teaching process.

ACTIVITIES: Simulation games (ROLE PLAYING), interviews, surveys, work in pairs.

ANNEX 2

Communicative Language Teaching Strategy using the Learning by Doing Method

Communicative strategy to teach grammar

It means designing grammar lessons to include a communicative task or activity. A communicative grammar lesson might start in very much the same way as a traditional approach with presentation of a grammar item and examples, followed by controlled exercises to practice the grammar item.

Each instructor looks for the best teaching strategy to force their students to learn the grammar structures in a clear and precise way. Through their search, they can implement several strategies; nevertheless, some of them are not effective enough to make students learn this skill.

The objective is to teach to the students how to communicate between them using the present continuous tense as natural as possible.

Objectives:

- To react toward instructions for setting a task
- To identify specific details
- To label and select appropriate letters to form words

Methodological orientations

The teacher reveals the topic that he/she is going to teach to improve listening and writing to introduce them to a new vocabulary, the teacher in this case he will show the structure of the past simple. The students will work in group.

The teacher won't help the students. The students will have to work and do everything by themselves.

Tasks

Task 1: Pre-Task

The teacher will show the students the structure of the past simple and ask them to talk about some experiences of their life in past simple. After a dialogue with the students, the teacher will divide the class into groups of four. Then the teacher will explain to the students what are they going to do. One player begins by spelling a word in past simple: The rest of the group and the teacher write each word down on a sheet of paper.

Task 2: While task or Task-Cycle

The teacher will instruct the groups to use a specific verb tense to tell as many verbs in past as possible in the time allowed. These sentences must be grammatically correct. The next player must spell a word in the same category but beginning with the last letter of the first word spelled.

Task 3: Task Focus – Post Task

Any player beginning with the wrong letter, misspelling the word, or giving a word outside the category is dropped out from the game. The game may continue until there is a single winner. A student will be sent to the board to write words down and check correct spelling of words. After the activity the teacher will give feedback to the students if there any mistake.

Teacher's role

The teachers were to present real-life problems to the children and then guide the students to solve the problem by providing them with a hands-on activity to learn the solution.

Student's role

Students must interact with their environment to adapt and learn.

Discussion

There are many theories that support that motivation is a key of a successful education. According to Lambert y Gardner (1972) intrinsic motivation occurs when the subject learns through the action itself and not as a response to external stimuli, such as punishment, rewards, fear, not only when teacher provides information to the class. In other words, intrinsic motivation is associated with the development of all types of skills that permits the students to reach the objectives.

According to Gardner and Lambert (1972) the objectives that motivate us to learn a second language could be divided into two: Integrative orientation: positive predisposition towards the group of this foreign language and the desire to interact with them.

Ordorica, (2010) refers to the existence of personality factors that facilitate or impede the learning and acquisition of a foreign language or a second language, and that they have a close relationship between the language learning and affective factors, among which motivation is recognized as determining in the success or failure of students so for those reasons many students are not motivated to try to be better.

Barrios, (1997) mentions the importance of affective factors that can be determining factors in the lack motivation of students towards learning a foreign language. What means that exist factors that influence in the lack of motivation also is important to mention that most of the student are not interested in to learn English because English has intrinsic and extrinsic factor that affect students, also teachers have an because English has intrinsic and extrinsic factor that affect students, also to the teachers have an important role in lack of motivation because if teachers are not motivated, they cannot motivated to their students

According to Wu, (2003). If learners wish to be, motivated they should enjoy learning the L2. Intrinsically motivated learners are more likely to continue their studies than extrinsically motivated learners and simply participate in an activity for the pleasure of learning the L2. Correspondingly, interactively motivated students enjoy learning the L2 and the culture of that community. There should be some sort of enjoyment while learning in order to be motivated to continue studying the L2 (Wu, 2003). Therefore, the learning process is to relate with the incentive the learning must be funny and to catch audience attention in this case to engage student's attention

Conclusions

The types of activities that the English teachers at the referred school use to motivate the students are dialogues, crafts and they do not do it always, they do it rarely according to the workbook activity, which is their major working tool. They can improve them with playfulness, motivational and interactive activities designed for all students in an equitable manner.

As educators, we get seen a lot about this downside of extrinsic need. Studies have indicated that extrinsic motivation creates just short-term results, at best. One survey out of Princeton University goes up to now as to tell, "outside incentives are vulnerable reinforces in this short run, and bad reinforces in the end. "

Once you have well-defined concepts that you would want to determine, the subject items should evoke answers that are associated with the idea. For instance, you may need to determine the customers' need to participate in specific program activities. You could first make a list of questionnaire items that determine attitudes and beliefs, it is not enough to complain this need of involvement or instability in right; when all groups of student's population are given equal chance and encouraged to have actions outside the classroom, this means the actual opportunity to encourage and succeed. Empowering incoming Panthers, respecting those interests and hobbies of all, and struggling for reduced difference is not an option, but the moral obligation with enduring positive impacts.

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The Contribution of ICTs to the English language Teaching-Learning Process of Students with Visual Impairments

La Contribución de las TICs al Proceso de Enseñanza Aprendizaje del Idioma
inglés en Estudiantes con Discapacidades Visuales

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Abstract

To analyze the contribution that ICTs (Communication and Information Technologies) have to the teaching-learning process of students with visual disabilities in the English language in Esmeraldas, an investigation was carried out with a mixed approach and a descriptive scope in the integration center " 'Luis Braille' "with the 3rd EGB students. The methods used were analytical-synthetic, deductive, inductive, hermeneutical and descriptive statistics, with survey techniques and the documentary review of 4 to 6 scientific articles published in relation to the topic. The results obtained revealed that the most useful tools for people with visual disabilities were the HetaH Transcriber, KNFB Reader, interactive games, audio books and the Braille System on computers. The benefits reported in reading and speaking with the use of the tools are the total understanding of the texts that are authentically presented, which allows the student to read a dialogue, grammatical structures and develop the skills necessary to reproduce the words in a fluid and concise manner. The different impediments to the implementation of ICTs to the educational system for blind students have also been clarified, among them: low affordability of the implements due to the high monetary cost, lack of training of the English language teacher in the Braille system and little knowledge by teachers in teaching strategies on the use of these tools. It is concluded that the technological tools contribute positively to the teaching-learning process in the English language to students with visual disabilities, but that competent training is still required for the proper use of these.

Keywords: information technology, tics, teaching English, visual impairment, reading comprehension.

Resumen

Para analizar el aporte que tienen las TICs (Tecnologías de Información y Comunicaciones) en el proceso de enseñanza aprendizaje de los estudiantes con discapacidad visual en el idioma inglés en Esmeraldas, se realizó una investigación con enfoque mixto y alcance descriptivo en el centro de integración "Luis Braille" con los alumnos de 3º EGB. Los métodos utilizados fueron estadístico analítico-sintético, deductivo, inductivo, hermenéutico y descriptivo, con técnicas de encuesta y la revisión documental de 4 a 6 artículos científicos publicados con relación al tema. Los resultados obtenidos revelaron que las herramientas más útiles para las personas con discapacidad visual fueron el Transcriptor HetaH, el Lector KNFB, los juegos interactivos, los audiolibros y el Sistema Braille en las computadoras. Los beneficios reportados en lectura y expresión oral con el uso de las herramientas son la comprensión total de los textos que se presentan de forma auténtica, lo que permite al estudiante leer un diálogo, estructuras gramaticales y desarrollar las habilidades necesarias para reproducir las palabras de forma fluida y concisa. conducta. También se han esclarecido los diferentes impedimentos para la implementación de las TICs al sistema educativo para estudiantes ciegos, entre ellos: la baja asequibilidad de los implementos por el alto costo monetario, la falta de capacitación del profesor de idioma inglés en el sistema braille y el escaso conocimiento por parte de los docentes en estrategias didácticas sobre el uso de estas herramientas. Se concluye que las herramientas tecnológicas contribuyen positivamente en el proceso de enseñanza-aprendizaje del idioma inglés a los estudiantes con discapacidad visual, pero aún se requiere una formación competente para el uso adecuado de estas.

Palabras clave: informática, tics, enseñanza del inglés, discapacidad visual, comprensión lectora.

Introduction

The English language is one of the universal languages that every person must learn to prosper in the international labor field, but not all people are the same, some have an extraordinary facility to learn the words and structures of the language, others have difficulties to learn at the same pace as the former and even advance, but there are people who are directly prevented from learning due to both physical and intellectual limitations, either due to lack of mobility or a logical understanding of things. Humanity has constantly innovated throughout history in terms of measures and tools that make learning possible for this type of people in a better way, and what better tool than Information Technology (ICT) for this? That is why this work will be specifically addressing those people who suffer from visual impairment and the contribution that these tools have in their learning. The principal

question emerges: How do ICT contribute to the development of teaching-learning of the English language?

The main objective was to analyze the contribution of Information Technologies (ICT) to the teaching-learning process of young students with partial or total visual impairment. The specific objectives to accomplish the general one were to determine the most appropriate ICT tools for the teaching-learning of people with visual disabilities; to identify the benefits that the implementation of ICT in the English language provides for Reading and Speaking skills, and to analyze the different difficulties that may arise when using ICT to learn English.

Scientific-Theoretical Foundation

Obtaining second languages by blind children is a subject very little addressed, perhaps because it is considered that they follow a learning process equal to that of their peers who can see. Linguistic knowledge is transmitted from one language to another and therefore, if the student has a decent command of her mother tongue, she will learn a second without complications (Cummins 1984). Several researchers assume that blind people have a greater facility in learning a foreign language than those with this ability, due to their high sensory sensitivity and memory training (Morrisey: 1931; Snyder & Kesselman: 1972; Nikolic: 1987). However, these students who lack vision face two enormous difficulties, regardless of their linguistic ability: the first is the broad visual content of the teaching material; the second is the effect of the complexity of the Braille system, causing delays in reading and writing skills.

These drawbacks do not influence the students of specific educational centers, since their teachers are specially trained in foreign languages and also in teaching methods for the blind and, therefore, the teaching methodologies are assimilated in an adequate way.

Currently there is a tendency to enroll special education students in integration centers, since it is assumed that this school system provides both a better academic level and greater possibilities for social interaction.

The blind student in a state of school inclusion must adapt to a strangely adjusted visual teaching material in order to enjoy himself in a tactile way. Language books usually have a purely graphic design and, consequently, the teaching-learning process is specifically difficult when there is a blind student in the classroom. In addition to this, foreign language teachers do not have support staff, so including them in the class is considered excessive additional work. Students with visual impairments,

like their gifted peers, can learn a language naturally and therefore should be able to do task-based activities where communicative functions are given higher priority than linguistic code.

Antecedents

Cardenas and Inga (2020) proposed a Methodological strategy using emerging technologies so that the students with visual impairment could develop meaningful learning in class. The methodology permits students' active participation and learning autonomy.

Basarán (2012) carried out research in Turkey in which he analyzed techniques and materials that English as a Foreign Language Teachers use in schools. On the other hand, Vieira (2019) made a reflection on the importance of including Visually Impaired students to the English class, for which it is very important to adjust the teaching activities.

In Atacames, Esmeraldas, Intriago (2020) did research based on a case study teaching a visually impaired student and including her to the English class, for which the teacher had to make some curricular adaptations, with specific strategies that could benefit this student's learning.

Method

This research was descriptive and aims to find out how ICTs help students with visual disabilities to learn English. The population that was considered at the time of conducting this research were teachers who teach English in the city of Esmeraldas.

In this research report, the dependent variable is the English language as a foreign language and the independent variable has been the ICTs tools, since it is English that depends on these tools to reach students with visual disabilities in Ecuador.

The research methods were analytic-synthetic, hermeneutics, deductive-inductive. The techniques were the documentary review of 10 scientific articles related to ICTs, English and disability and the survey with the formulation of an online questionnaire.

The data were analyzed finding out the frequency of answers and the percentages. The results were later taken to figures using the Microsoft excel programme.

Results

According to the most appropriate ICT tools question, (figure 1), most of the teachers considered that JAWS is the most appropriate tool with a 50 % above all other options.

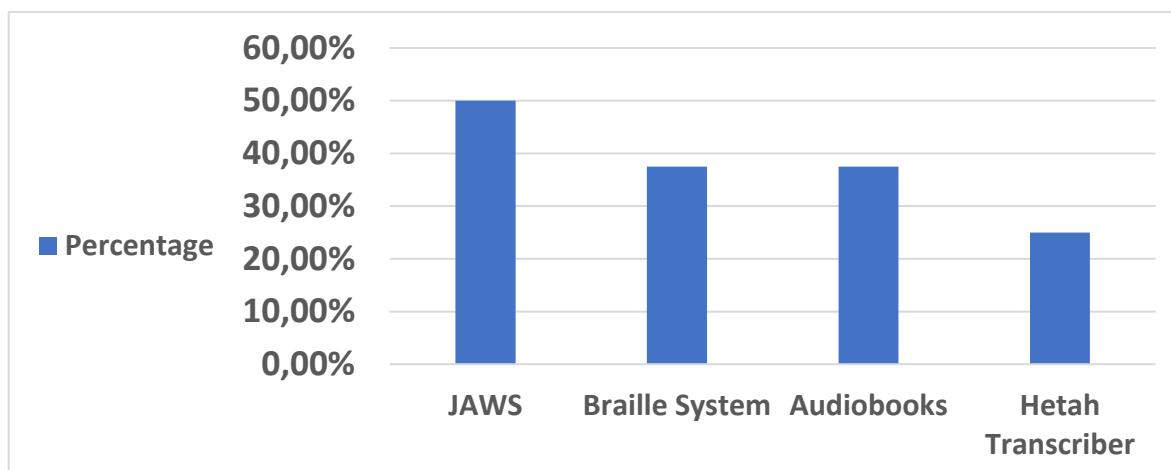


Figure 1. The best technological tools to teach English to students with visual impairments
 Source: Survey

According to the ICTs presence in the education system (figure 2), most of the teachers answered a little as the most chosen option was with a 45 % above all other options.

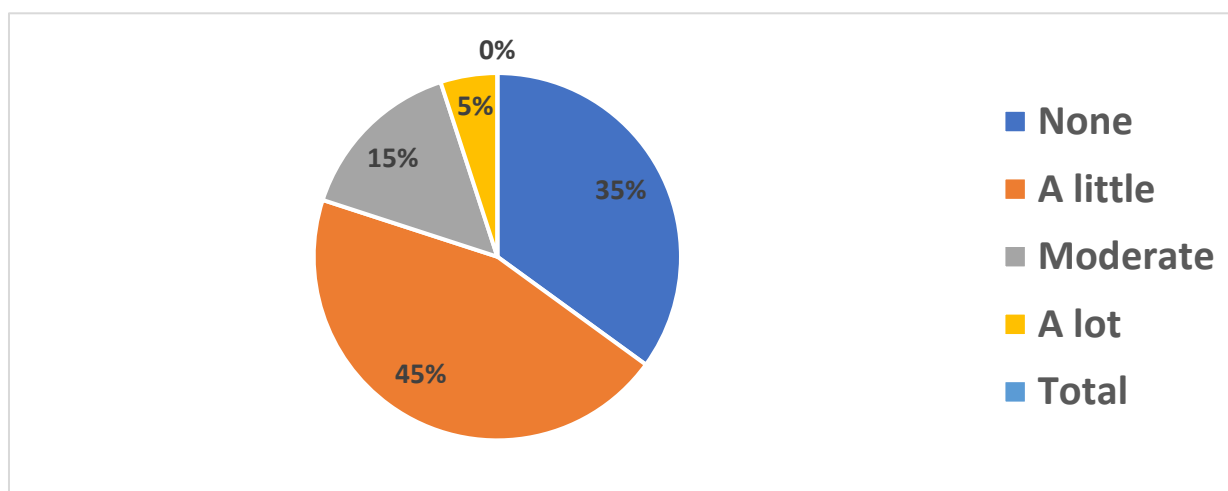


Figure 2. The presence of ICT in the education system in the city of Esmeraldas.
 Source: Survey

In relation to the biggest disadvantage of ICTs, (figure 3), most of the teachers answered lack of training as the most chosen option with a 40 % above all other options.

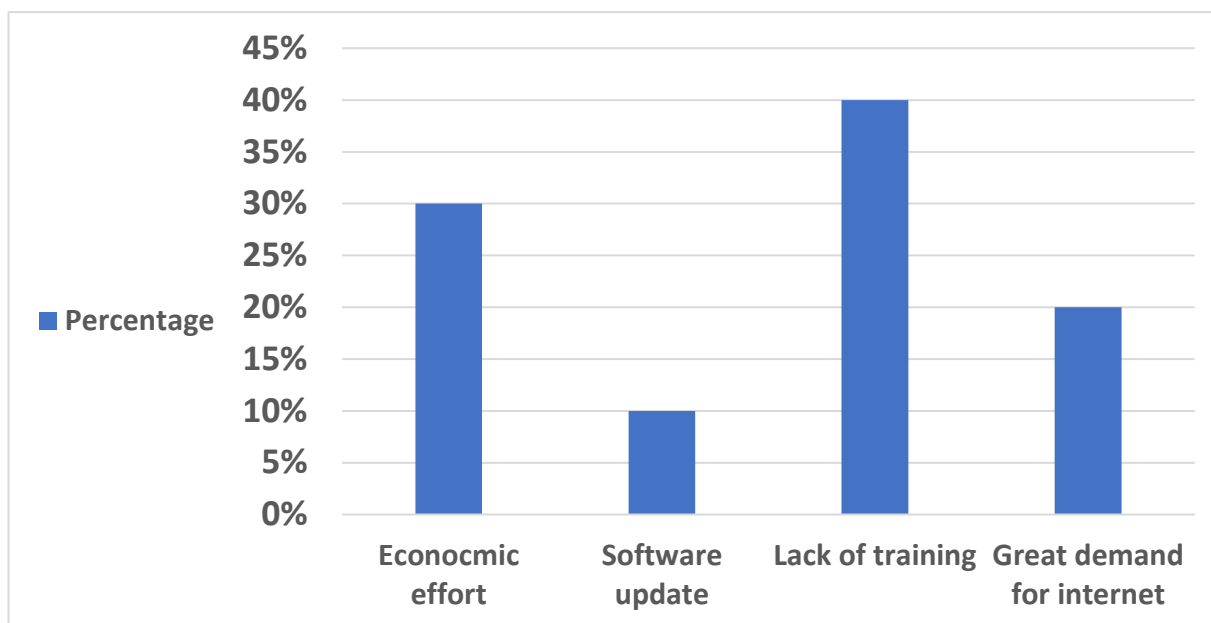


Figure 3. The disadvantages of using ICTs.

Source: Survey

Discussion

As seen in previous research, ICTs represent an exponential improvement in writing and reading skills, increasing fingerprint comprehension and ability. This coincides with the criteria of several authors already mentioned such as Cummins (1984), Morrissey and Rivers in their respective investigations.

Cardenas and Inga (2020) in their proposed methodological strategy using emerging technologies, described how visually impaired students could improve their learning of the English language, becoming more autonomous and active in class.

Basarán (2012), Vieira (2019) and Intriago (2020) coincided in the necessity to include visually impaired students to the English class, using different strategies and activities, making curricular adaptations based on the students' learning needs.

Technologies are tools that may contribute to visually impaired students' foreign language learning; but it happens that English teachers, as well as the students, need to be trained to use these technological devices.

Conclusions

Visually impaired students can learn like other students if some adjustments are made in the center and in the classrooms to favor their accommodation. They may encounter learning difficulties, but good students who really participate can still teach them. When it comes to English, the Braille system is very important because it will be the system they will use to learn.

It is concluded that the technological tools contribute positively to the teaching-learning process in the English language to students with visual disabilities, but competent training is still required for the proper use of these devices.

It was concluded that teachers in the city of Esmeraldas lack the tools and training necessary to implement ICTs in the classroom to teach the English language to a student with visual impairments.

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Didactic Strategies to Awaken Motivation for the English language in Infants of Basic Education

Estrategias Didácticas para Despertar la Motivación por el idioma inglés en Infantes de Educación Básica

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Abstract

In order to analyze the influence of didactic strategies on motivation for interest in the English language in infants of basic elementary, an investigation was carried out with a mixed approach and exploratory scope with 36 teachers from various institutions that teach the English subject. at the level mentioned above. The research methods used were analytical-synthetic, deductive, hermeneutical, and descriptive statistics, likewise, the survey technique was applied. The results showed that the most appropriate didactic strategies for the teaching and learning of the English language in basic elementary are the use of songs with rhyme and the use of ICT (Information and Communication Technologies); while those that arouse the greatest interest in the English language are use of TAC (Technologies for Learning and Knowledge) and the reading of pictograms. In the case of the advantages of the use of innovative strategies, it is evident that the application of these strategies enhances the infant's linguistic skills and also has fun learning the English language. It is concluded that the use of rhyming songs and ICT are the ideal strategies for teaching English learning, also that both TAC and the reading of pictograms are the strategies that most manage to awaken motivation for English in infants, Finally, using innovative strategies in this educational process allows infants to acquire language skills and have fun while learning.

Keywords: Teaching strategies, infants, basic elementary, teaching English.

Resumen

Con el objetivo de analizar la influencia de las estrategias didácticas en la motivación por el interés por el idioma inglés en infantes de la básica elemental, se realizó una investigación con un enfoque mixto y alcance exploratorio con 36 docentes de diversas instituciones que imparten la asignatura

Idioma inglés en el nivel anteriormente mencionado. Los métodos de investigación empleados fueron el analítico-sintético, deductivo, hermenéutico y la estadística descriptiva, asimismo, se aplicó la técnica de la encuesta. Los resultados manifestaron que las estrategias didácticas más apropiadas para la enseñanza y aprendizaje del idioma inglés en la básica elemental son: el uso de canciones con rima y el uso de las TIC (Tecnologías de la Información y la Comunicación); mientras que las que despiertan en mayor magnitud el interés por el idioma inglés son: uso de las TAC (Tecnologías para el Aprendizaje y el Conocimiento) y la lectura de pictogramas. En el caso de las ventajas del uso de estrategias innovadoras, se evidencia que ante la aplicación de dichas estrategias se potencian las habilidades lingüísticas del infante y además se divierte aprendiendo el idioma inglés. Se concluye que el uso de las canciones con rima y las TIC son las estrategias idóneas para la enseñanza aprendizaje del inglés, también que tanto las TAC como la lectura de pictogramas son las estrategias que más logran despertar la motivación por el inglés en los infantes, finalmente que usar estrategias innovadoras en este proceso educativo permite que los infantes adquieran destrezas lingüísticas y se diviertan mientras aprenden.

Palabras clave: Estrategias didácticas, infantes, básica elemental, enseñanza del inglés.

Introduction

Didactic strategies are instruments used by teachers to achieve meaningful learning, enhance skills and develop skills in children. “These strategies can facilitate the internalization, storage, retrieval or use of the new language. Strategies are necessary tools for the development of communication skills” (Oxford, 1990, p. 18). From this, it can be mentioned that didactic strategies are a very important resource when teaching a new language and promoting motivation for it, however, the influence of their use is unknown. Therefore, the object of study of this research is the analysis of the influence that the use of didactic strategies has on motivation for the English language in infants of basic elementary, whose information was acquired through teachers who teach the subject English at said basic level.

To carry out a correct teaching-learning process of the English language in infants, it is necessary for the teacher to apply good didactic strategies, since this will allow infants to increase their ability to learn a new language and enhance their linguistic skills. Thus, due to the importance of carrying out an excellent teaching-learning process of the English language at an early age, teachers

apply various didactic strategies that allow children to be motivated by the language; However, they are unaware of the influence of these didactic strategies on motivation for English in elementary school infants. Therefore, what was previously stated supported the need to develop this research with which it was intended to analyze: How does the use of didactic strategies influence motivation for the English language in infants of basic elementary?

To answer this question, the general objective was established: To analyze how the use of didactic strategies influences the motivation for learning the English language in infants of basic elementary. In order to fulfill the general objective, the following specific objectives were proposed: Determine which didactic strategies motivate the learning of the English language in the greatest magnitude in infants, identify the most appropriate methodologies for the teaching-learning process of the English language and establish what advantages it has the use of innovative teaching strategies in the teaching-learning process of English in infants.

Motivation

Motivation is the interest that the student has in their own learning or in the activities that lead to it and that can be acquired, maintained or increased depending on intrinsic and extrinsic elements. Gardner (2007) points out that motivation tends to be subsumed in attitudes within the classroom context and that these attitudes directed together towards a learning situation contribute to the motivation to learn the language. For Méndez (2013), intrinsic motivation does not arise with the purpose of achieving results but arises from the pleasure that occurs when performing a task. A student is intrinsically motivated, he develops a task or activity without any effort or waiting for compensation, since he does it only out of complacency. Extrinsic motivation for its part, is what is generated through incentives., this being the main driver behavior; Furthermore, this motivation is closely linked to learning emotional responses; therefore, a student with extrinsic motivation moves based on incentives to achieve learning.

Didactic Strategies

According to Galán and Rodríguez (2017) "Didactic strategies are of vital importance for learning, since through them the quality of the teaching process is improved, helping the infant to enhance their abilities as well as their capacities".

One of the strategies is to teach by playing, this strategy which allows the infant to master the contents and have fun learning. Performing dynamics helps to capture the infant's attention, making them more active in class and developing their language skills. Also, collaborative work where each

of the infants has their space to participate helps the mime socialize the theme and master the content more easily.

The children of the modern era are very familiar with technology, therefore the use of TICs is an excellent strategy as they are technologies focused on a more educational and educational purpose, so that they can contribute to streamlining the teaching process- English learning. On the other hand, the reading of pictograms allows the infant to learn and expand his vocabulary through the understanding of images. In the same way, the use of songs with rhymes helps the infant to easily repeat and memorize new words, since they have a simple vocabulary. In recreational hours or as part of English language instruction, the teacher may show cartoons in English to infants; this way it will be easier and more fun for you to learn.

Through reading stories, children can also learn a new language since they have striking drawings and colors. With the teacher's help the child can read short stories. In the case of children who cannot read, stories with illustrations should be used. Another strategy is the use of ICT, they contribute to the stimulation and development of the listening, writing, reading, and oral skills of the English language, through the different resources and applications it has.

Antecedents

Rangel (2014) developed an investigation in Colombia entitled: "Pedagogical strategies for learning English with the use of the Rosseta Stone tool". They developed reflective qualitative research where they presented the results of the students' interactivity processes with the Rosseta Stone website. Which resulted in the formulation of several pedagogical strategies that allow taking advantage of cyber space inside and outside the classroom, it was also concluded that the use of the web in question enhances the English language.

Consequently, Castellano, Ninapaytan and Segura (2016) carried out the following research: "Motivation and its relationship with learning the English language in third grade high school students of the Educational Institution 1283 Okinawa, Ate-Vitarte, 2014", which was developed in Peru. The relationship between motivation and English language learning was investigated. From which it was concluded that there is a significant relationship between motivation and third grade learning.

Another investigation that could be found was "Motivation in the students of the Fiscal Education Unit Margarita Cortés to learn English, in Esmeraldas during the academic period 2018 - 2019". The same one that had the objective of analyzing the type of motivation that students receive

in class and the methodologies applied to achieve optimal learning of English. It was manifested as a result that teachers use the necessary means to teach English and use resources that contribute to the motivation of students, but unfortunately it is not stimulated at home (Delgado, 2019).

The research “Advantages in incorporating learning strategies in language teaching. Qualitative study” was presented by Blanco, Pino and Rodríguez (2010), which focuses on the qualitative study of the advantages and difficulties that arise in the use of learning strategies for mastering a new language. The results revealed that the teachers use metacognitive strategies to motivate the student in the classroom and facilitate their learning autonomy.

Likewise, Leguizamón (2019) carried out an investigation called “Motivation in learning the English language”, which proposes the application of didactic strategies focused on multiple intelligences to promote motivation in learning English. This research showed in its results that the application of the strategies influences the motivation of the students in the learning of the topics, causing them to be attentive and active in classes.

Finally, we have the investigation topic entitled “Didactic strategies to develop interest in and learning a second foreign language” presented by Gonzáles, Rentería and Uranga (2016), which was managed in Mexico. In this investigation, learning environments were created to promote interest and learning for a second foreign language. It was concluded that the use of didactic strategies in relation to previous knowledge, dynamic activities, and experiences, facilitate the appropriation of a second language in a healthy environment.

Method

This investigation was carried out with various institutions located in cantons of the Esmeraldas province. These institutions provide educational offerings at the basic and high school level. The teaching of the English language is developed at each of its levels.

The investigation was carried out with a mixed approach and a descriptive scope since its problem was intended to delineate the influence of didactic strategies on motivation for English in infants of basic elementary. According to Sampieri and others (2003) mention that quantitative research uses data collection as well as data analysis to answer questions expressed and test a previously determined hypothesis; They also point out that it focuses on numerical measurement, counting, and statistics. Therefore, this investigation process made it possible to identify the strategies that arouse the greatest magnitude in motivation for the English language, in the same way it

contributed to the analysis of the data collected from the teachers participating in the investigation. On the other hand, according to Blasco and Pérez (2007): “Qualitative research studies reality in its natural context and how it happens, taking out and interpreting phenomena (...)” (p. 25). Therefore, this investigation has such an approach because the variable motivation of infants for English was analyzed before the use of didactic strategies.

The population and sample involved in this research is made up of 36 basic elementary teachers who teach the English subject at this basic level. The investigation had two variables. The dependent variable was motivation for the English language; therefore, the independent variable was didactic strategies.

The hypothesis: The didactic strategies proposed will allow elementary school children to awaken their motivation for the English language.

The methods used in the investigation were: Analytical and synthetic since an analysis and synthesis of the information collected was carried out in search of the essence of the ideas (Rodríguez, 2012). Deductive due to the fact that the results collected were studied through inferences and logical reasoning. Also, the descriptive statistics since the data obtained from the applied survey was collected and described. Finally, the hermeneutic helped to interpret the results (Pérez, 2000).

The technique that was used was the survey. A survey was applied to the teachers in order to measure their criteria and acquire information on the most appropriate didactic strategies for teaching the English language in infants, which ones motivate them the most, and the advantages of using them. The survey had 3 closed multiple-choice questions. The data collected were processed and plotted using the Microsoft Excel program.

Results

As for the most appropriate didactic strategies for the teaching-learning process of the English language in elementary school infants, it can be seen (figure. 1) that 41.67% of teachers consider that the ideal strategy for this process they are the use of songs with rhyme and 27, 78% indicate the use of ICT.

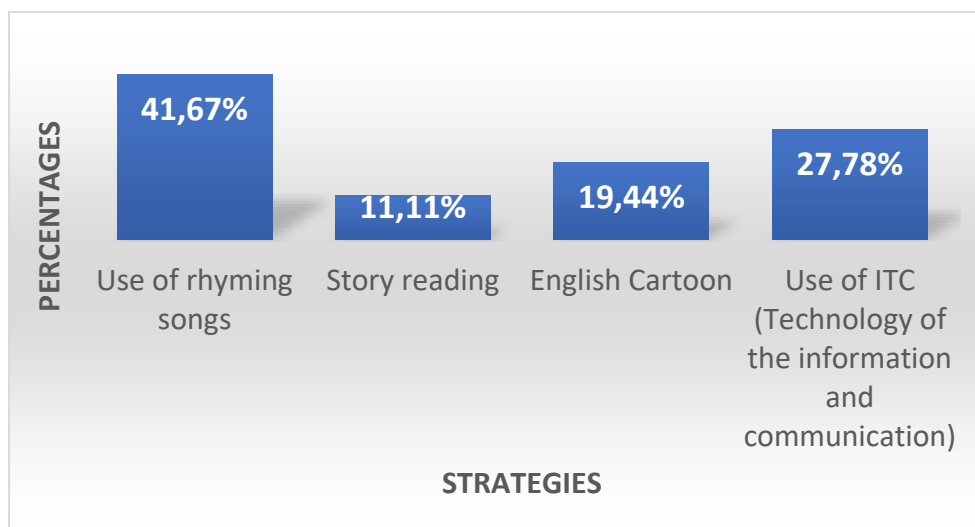


Figure 1. Most appropriate strategies for the teaching-learning process of the English

Source: Survey applied to teachers

Regarding the didactic strategies that arouse the motivation for the English language to a greater extent in elementary school infants, (figure 2) it was revealed that 41.67 of the teachers indicated the use of technologies for learning and learning. knowledge, while 27.78% selected that the reading of pictograms awakens the motivation of infants to a greater degree.

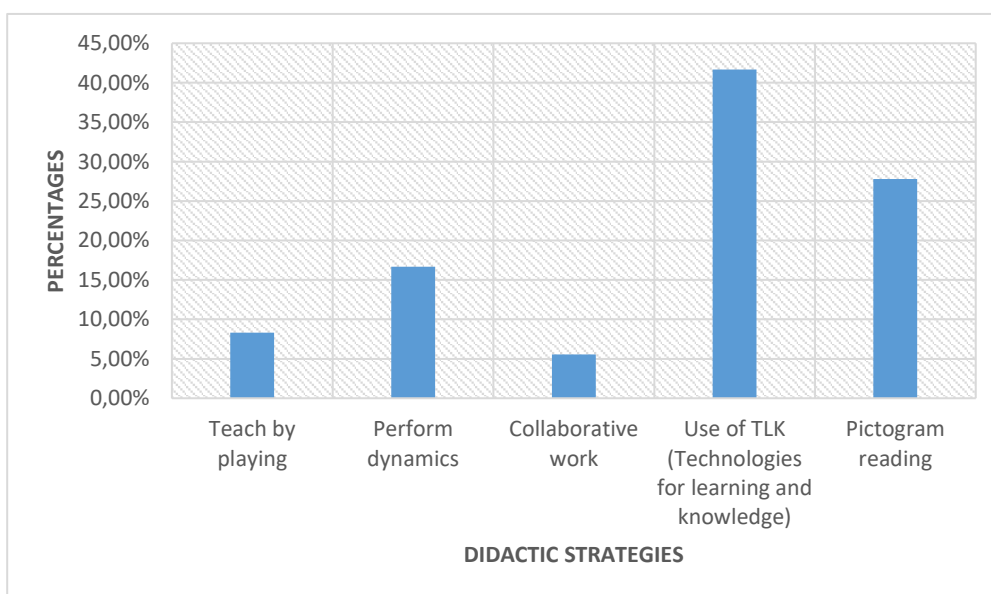


Figure 2. Didactic strategies to awaken motivation for the English language.

Source: Survey applied to teachers

Regarding the advantages that the use of innovative didactic strategies can have to awaken motivation for the English language in infants of elementary school, (figure 3) 44.44% of teachers

think that the main advantage is acquisition language skills, while 33.33% of teachers consider that it is that they have fun learning.

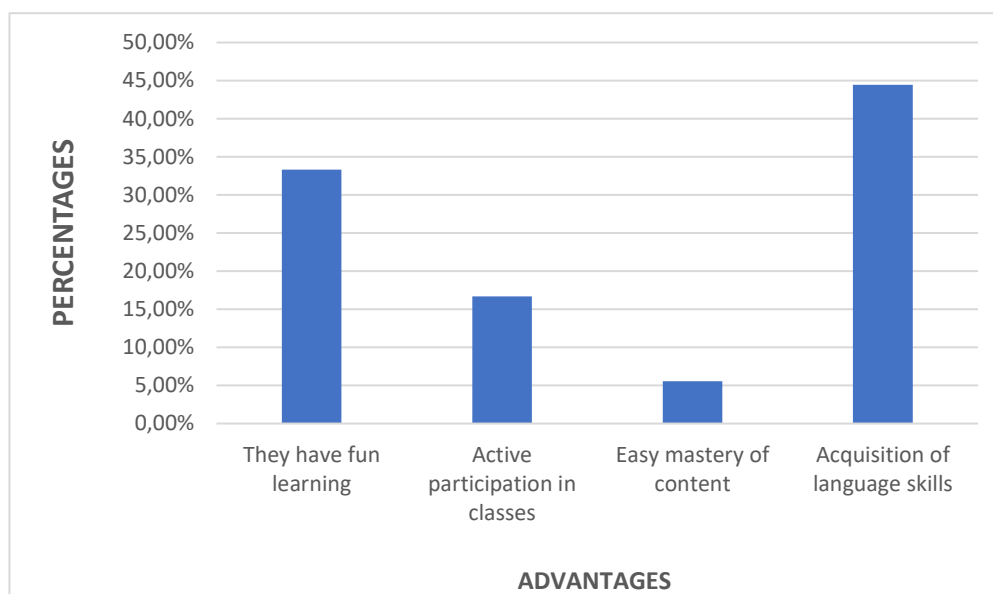


Figure 3. Advantages of using innovative teaching strategies to awaken motivation
 Source: Survey applied to teachers

Discussion

The present investigation showed in its results (figure. 1) that the use of songs with rhymes as well as the use of ICT are the most appropriate strategies for the teaching-learning process of English. This result is related to the results obtained by Regil (2014) where it indicates that the use of web tools as well as cyberspaces contribute significantly to the improvement of students' English learning in an autonomous and interactive way. Accordingly, it was considered that using the use of technological tools is a more feasible strategy to develop the teaching-learning process of English compared to the use of songs with rhyme.

Also, the results (figure 2) support that the didactic strategies that arouse the motivation for the English language to a greater extent are the use of TACs (Technologies for learning and knowledge) and the reading of pictograms. According to the results of Leguizamón (2018), it can be inferred that using activities that reaffirm knowledge based on multiple intelligences, contribute favorably to student learning and therefore to their motivation during it. From this it can be pointed out that the use of CT scans, the reading of pictograms or other similar strategies focused on multiple intelligences will generate a significant effect on the motivation of infants.

On the other hand, in the results (figure. 3) it can be seen that the teachers stated that the advantages of using innovative teaching strategies to awaken motivation for the English language in infants of basic elementary are mainly the acquisition of skills linguistic and having fun learning; However, the authors Blanco, Pino and Rodríguez (2010) point out in their investigation that teachers unanimously consider that the advantage of using these strategies is that they facilitate the learning process of those students with a lower level of English.

Conclusions

It is concluded that the didactic strategies used by various teachers who teach the English subject in the basic elementary, are the use of songs with rhyme as well as the use of ICT (Information and Communication Technologies), because they consider that they are the more effective strategies for this educational process. The previously stated didactic strategies improve teaching and facilitate the learning of a foreign language.

In addition, to develop motivation for the English language in infants of basic elementary, the use of TAC (Technologies for Learning and Knowledge) and the reading of pictograms turn out to be the ideal didactic strategies for this, since they awaken to a greater extent the motivation of infants compared to other teaching strategies.

Finally, the use of innovative didactic strategies for the teaching-learning process of the English language in infants of basic elementary are highly relevant in modern education, since the use of those strategies brings with it some advantages, such as the acquisition of language skills. and that infants have fun learning.

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Didactic Strategies to Motivate the Learning of English as a Foreign Language in Elementary School Students of the "Sagrado Corazón" School, Esmeraldas

Estrategias Didácticas para Motivar el Aprendizaje del inglés como Lengua Extranjera en Estudiantes de Nivel Elemental en el Colegio "Sagrado Corazón", Esmeraldas

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Abstract

In order to find the problem by which students are unmotivated by wanting to learn the English language, qualitative-quantitative research was conducted at the Pontificia Universidad Católica del Ecuador Sede Esmeraldas, with the methods of analysis, synthesis and hermeneutics, and surveys. This research was carried out from June 2019 to February 2020. In this investigation, surveys were conducted on 3 teachers and 33 students of the Sagrado Corazón School in which information was sought on the methods used by the teachers and whether these methods it called attention to the students. The results were very clear and explicit, the students had a medium motivation because many times the classes are monotonous. On the other hand, thanks to the surveys it was discovered that the majority of methods used by teachers in the English class are the Songs and the Videos and that the students constantly participate in classes, but that small part is missing where the students love the class, they get these methods that apply teachers and want to learn more and more every day.

Keywords: motivation, students, didactics strategies, learning

Resumen

Con el fin de poder encontrar la problemática por la cual los estudiantes se desmotivan por querer aprender el idioma inglés, una investigación cualitativa-cuantitativa se realizó en la Pontificia Universidad Católica del Ecuador Sede Esmeraldas, con los métodos de análisis, síntesis y hermenéutica, y las encuestas. Esta investigación se llevó a cabo desde junio de 2019 hasta febrero de 2020. En dicha investigación se realizaron encuestas a 3 maestras y 33 estudiantes de la Unidad Educativa Sagrado Corazón en las cuales se buscaba información sobre los métodos que utilizaban las maestras y si dichos métodos les llamaban la atención a los estudiantes.

Los resultados fueron muy claros y explícitos, los estudiantes tenían una motivación media debido a que muchas veces las clases son monótonas. Por otro lado, gracias a las encuestas se descubrió que la mayoría de los métodos que utilizan los maestros en la clase de inglés son las Canciones y los Videos y que los estudiantes participan constantemente en clases, pero falta esa pequeña parte donde los estudiantes les encante la clase, les lleguen dichos métodos que aplican las maestras y tengan ganas de **aprender más y más cada día.**

Palabras clave: motivación, estudiantes, estrategias didácticas, aprendizaje

Introduction

When we speak of language, we refer to communication, it is the first means of communication that a human being uses. We need and apply it to exchange our own ideas, thoughts, needs and feelings with others. There are several factors that make English a necessary and basic language to communicate in the 21st century. First, it is the most widely known language in the world. Two people from different countries normally use English as a preferred language to communicate. All people need to know a level of English to connect internationally and to communicate with people around the world and not just English speakers. (English, 2017)

Motivation is a person's desire to do something. In classrooms, it is much easier to teach motivated students. Generally, a student with a high level of motivation is the one who participates constantly and can acquire knowledge that is directed towards him or her quickly.

In terms of teaching English as a foreign language, the younger the student, the fewer reasons or needs they will have to learn a second language. They may not understand what a “language” means or why they must acquire English. This is where the teacher who instructs at that level must keep his students motivated and foster his students' interest in the new language.

On the other hand, there is an internal motivation in the students that needs to be reinforced in order to learn a second language. Today, students have a great curiosity to want to explore the outside and to want to experiment. This is where you can find that element that can make learning English interesting an activity: children with a natural motivation (of themselves) to learn new things. The student who feels good in the classroom with the teacher they have, will perform better in the classroom.

Concluding with the topic, we can say that motivation will be the key to success, because, if the student is more motivated, it will be much easier to obtain knowledge in a second language. (Times, 2016)

The importance of the teaching-learning process is an individual activity that each individual has. This is developed in the social and cultural, learning not only consists of memorizing information but it is also necessary to know other operations such as understanding, applying, analyzing, synthesizing, and evaluating.

When we talk about the importance of learning for human beings, we must point out that a very important factor in learning is motivation, since without this factor the needs of wanting and learning would not be satisfied, so it turns out that human beings have the right desire to learn although motivation is limited by personality and willpower. (importanciade.info, 2017)

Lately the great influence that English has in all fields of research and in all professions has been observed. A large group of students shows demotivation to learn English.

At the Sagrado Corazón School there is lack of motivation in students to learn English, they do not participate in classes, they get bored, they do not feel comfortable at that time, they get fatigued, and they only worry about passing with a high grade and not wanting to learn. Due to this, there is no strategy to fix and solve this problem, so we must find out: How to motivate the elementary students of the Sagrado Corazón school to learn English as a foreign language?

This research will contribute to the teaching of English in the Sagrado Corazón School and in the city of Esmeraldas about education. Also with this research, students will be the most favored because thanks to these strategies they will learn and have a better level of English when entering school.

The main objective of this research was to analyze the didactic strategies used by teachers of English to motivate elementary students at "Sagrado Corazón School" to learn this language. To achieve it, some specific objectives were followed: to identify the problems for which students are unmotivated to learn the language, to determine what learning strategies are used by referred students in English class, and to distinguish the strategies that teachers must teach in the English language.

Learning

Mei (2008) speaks that lately English has been a popular language spoken around the world, even in many educational institutions the English language is already in the curricula. When speaking of English as a foreign language, it is said that it is not the language that we are born in and grow up but a new language used and learned.

Ministerio de Educación de Colombia (2006) states that English is learned from schools and classrooms, although the level of English is not very high in educational institutions, a student can reach a high level of English and that already It depends on each student, it depends on their motivation.

According to Cronquist and Fiszbein (2017), learning English has become an important issue throughout Latin America due to its greater influence than there is in the entire world, many Latin American countries have made considerable financial expenses so that learning English is adding it through courses and educational institutions.

The command of English is becoming more necessary for all types of business, companies and international communications; in that sense, it is linked to prospects for economic competitiveness and growth in the global economy. On the other hand, Ortega and Auccahuallpa (2017) said that the teaching-learning of English has taken a big turn in the Ecuadorian educational system in the last two decades and several measures have been implemented.

In this sense, international and standardized exams have become the means that certify the sufficiency of this foreign language for students and teachers of different educational levels.

Motivation

Cascales (2014) speaks in his project that in order to reach a goal that we set ourselves, we must have enough energy, a clear objective and the capacity and disposition to be able to have or fulfill that project that we have given.

Abraham Maslow suggested a hierarchical theory of motivation; based on the idea that, until the moment they are satisfied, some reasons are more pressing than others. Emotions are responsible for improving or worsening our ability to think, plan and make decisions and even to undertake the training necessary to achieve a goal that we have had in mind and to solve problems. In this same sense, they establish those of our capacities that already come with us and determine the achievements that we can achieve in our lives.

To the extent that we are motivated by enthusiasm and taste in what we do or even by an optimal degree of anxiety, they become excellent stimulus for achievement (Goleman 1996: 97).

Characteristics of motivation

Motivation is goal-oriented: which means that motivation has goals, to be able to reach something that we want to have, do or achieve.

Motivation is a continuous process: motivation is followed, it is a matter of perseverance and continuing in what is done, without getting tired.

Motivation can be positive or negative: there are many things that motivate us to do good things and there are many things that motivate us to do bad things and for that reason it can be positive or negative.

Motivation can be considered in its entirety, not in piecemeal food.

Motivation can be monetary or non-monetary.

Motivation is a psychological phenomenon that turns skills into performance. (PsicoPortal, 2015)

Relationship between learning and motivation

Rodriguez (2006) says that one of the most relevant aspects for learning to take place is motivation and there is no doubt that when it does not exist, students hardly learn. There is not always an absence of motivation; Sometimes what occurs is an inconsistency between the teacher's motives and those of the student, or the fact that the latter are not motivated because they are not learning becomes a vicious circle.

When addressing motivation and its affinity with learning, specifically what is related to giving it a two-way representation, it is necessary to analyze the aspects that directly affect this relationship. Motivation is the engine of learning; It is that spark that allows it to be ignited and encourages the development of the process.

Antecedents

Today not everyone can be a teacher because this job is full of challenges. These challenges are related to the technological, educational, and cultural fields. For this reason, studies were investigated that are consistent with the topic that was researched, in addition they take up elements

that are considered effective in the teaching-learning-evaluation process that were clearly implemented and in turn evidenced within the classroom.

Quintero (2008) investigated on the teaching style with the didactics of English as a foreign language, Master's thesis in Teaching at La Salle University in the Faculty of Education. In this thesis, the researchers rely on Brown, Douglas. 1994. Principles of language learning and teaching retaking; "The field of psychology has shown great interest in the study of interpersonal relationships, group work, and the use of numerous activities that help to cope with the stress that is generated every day in the classroom.

Personality factors and cultural variables contribute in some way to the success of teaching and learning a language". In addition, the researchers in their findings related to the didactics of English have been able to show that "within the classroom and for the development of topics and skills, the teacher uses photocopies, guides, and exercises designed by himself as support material. Some of these activities are supported by others presented in the guidebooks and can serve as a model to design the new activities". Finally, these researchers have concluded that it is of the utmost importance to highlight that, in describing the teaching of English, teachers use the language as the main tool for their own learning.

Salcedo (2008) investigated on the Teaching of the Second Language: project of the English area for tenth and eleventh grades of the Colegio Liceo Moderno Santa Emilia, undergraduate thesis of the Bachelor's Degree in Spanish, English and French from La Salle University. This thesis highlights the importance of the school as a training institution, which must be aware of all social processes to update its own, get involved and be able to provide its students with an orientation aimed at acquiring knowledge, but above all to enhance skills and abilities that allow them to actively develop in society. In addition, they take as a reference the Common European Framework and the Curricular Guidelines for the area of Foreign Languages in Basic and Secondary Education given by the Ministry of Education, these are essential to understand the teaching-learning of English since it has been established as a universal language that allows expanding economic and cultural processes belonging to a latent globalization.

Cardona (2007) researched on Music as a didactic tool for the teaching-learning of vocabulary in English as a Foreign Language undergraduate work of the bachelor's degree program in Spanish, English and French at La Salle University in the Faculty of Education, through this work the researchers affirm that the project was born from the practices that they carried out at the Francisco de

Paula Santander School. He stated that the students enjoy the class more singing and listening to songs in English, a methodology that has been very useful for practicing teachers and children, considering that the face-to-face time of study of this language on their part is very little; music allows greater assimilation of the vocabulary and grammatical structures studied, in addition to having more motivation, they learn in an enjoyable way singing and moving their body thanks to the benefits of rhythm and harmony offered by the art of music. This didactic tool supports the teacher when carrying out activities within the classroom, in addition it would be evident that the teaching-learning of a language would be totally dynamic and interactive, achieving the obtaining of a communicative competence in a Foreign Language successfully. Another aspect that researchers take into account is the importance of motivation in students in the classroom.

Reinaldo (2014) conducted a quantitative investigation called "Activities to motivate student learning in English classes" which talks about many strategies that exist for the student to be motivated and have a better learning of the English language. This research was carried out at the Latin American School of Medicine located in Havana, Cuba. He proposed some strategies:

The first strategy was a book called Vision I: Most believed that the current textbook for English I and II subjects, Vision I, is unattractive for study and that its contents are not of interest, nor does it motivate them in their learning. 13.3% considered it boring and 42.9% thought the book was uninteresting.

The second strategy was jokes as a strategy for learning English: 43.9% mentioned jokes as a preferred activity and in combination with the other two recreational activities to use in class.

The third strategy was songs and games: 51% selected the songs in different combinations and 74.5% highlighted games as a motivating activity. This research concluded that most of the students recognized the importance of learning English for future professionals and showed a preference for playful activities, such as jokes, games and songs, highlighting the games among the playful.

Gómez (2003) carried out research at the Universidad Simón Bolívar Sede del Litoral. This talks about television as a strategy for learning the English language, saying that this method is very interesting because today we live in a world full of technology and that television is one of the inventions that has reached this century. In this research it is said that, by means of educational programs in English, which have subtitles and broadcast on television, a full learning of English can be achieved. This author concluded that television in English, with English subtitles, is a complementary and dynamic tool that an imaginative teacher can use in the classroom with a variety

of pre-activities, activities during class and final activities that include production and oral and written comprehension at all levels of English teaching. As a practical teaching tool, English-language television, with English subtitles, (captioned TV.) is still a technological first for high school and college teachers who are learning to incorporate technology into their classrooms.

Method

This research was carried out at the Sagrado Corazón School in Esmeraldas, 2019. To carry out this research, students of the 10th year of middle school were observed and various analyzes were carried out to observe their learning process in the English classroom.

The research that was carried out was qualitative-quantitative. The variables studied were: Dependent variable: Motivation, Independent variable: Strategies.

The number of students used to carry out the research was 33 students and 3 teachers from the Sagrado Corazón School, in Esmeraldas.

Three methods were used in this research:

Analysis and synthesis: this method helped in the research because through the analysis it was possible to observe the number of students who had interests in the English class and how many students had little interest in the class.

Hermeneutics: thanks to the hermeneutical method, it was possible to analyze the different texts where motivation theories were discussed. This was very helpful to be able to apply this information from the texts in the classroom where the research was being carried out.

Descriptive statistics: it was helpful because a quantitative investigation was carried out. Frequencies and percentages were determined.

A Survey was conducted with the students at middle school and three teachers. Thanks to this survey, it was possible to observe the shortcomings or errors that exist in English classes and thus be able to contribute or help with a solution so that these errors or shortcomings are eliminated in English classes and there is a positive environment where all students are motivated in English class and learn in the best way to have a quality education where everyone has a knowledge of English.

The instrument used in the survey was a four-question questionnaire, which was applied to teachers and students. They had to respond with adverbs of frequency such as: always, usually, sometimes, and never.

The data processing was done using Microsoft Excel to be able to make bar graphs of the results that teachers and students responded to in the survey.

Results

Figure one shows the result of the first question in which the teachers had to answer the frequency with which the students participate, obtaining 66% in the option *usually*.

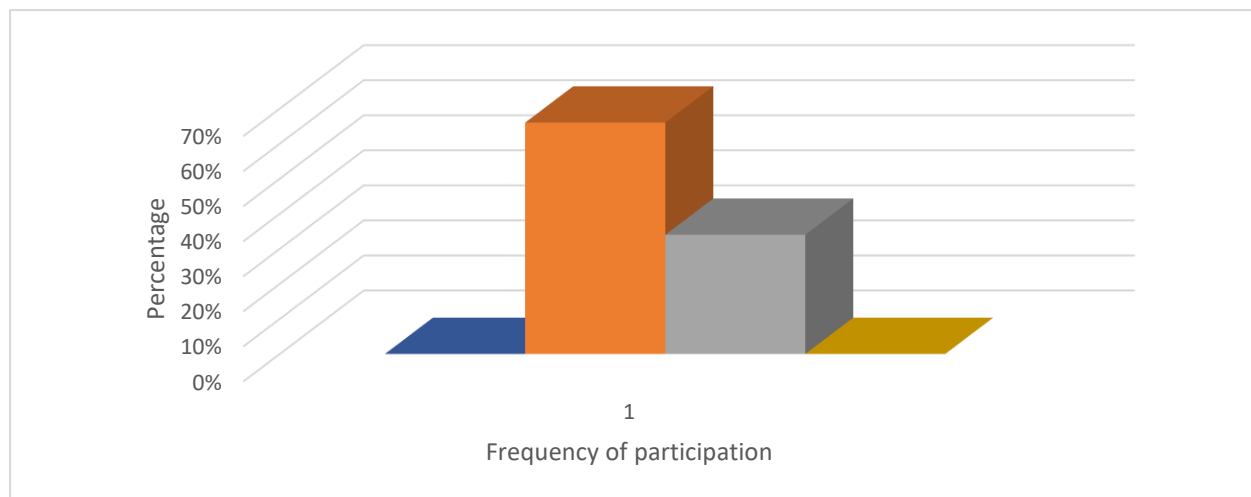


Figure 1. Frequency of Participation

Source: survey applied to teachers

In relation to the students' interest in class (Figure 2), the results revealed that most of the students (66%) were sometimes motivated to the English class.

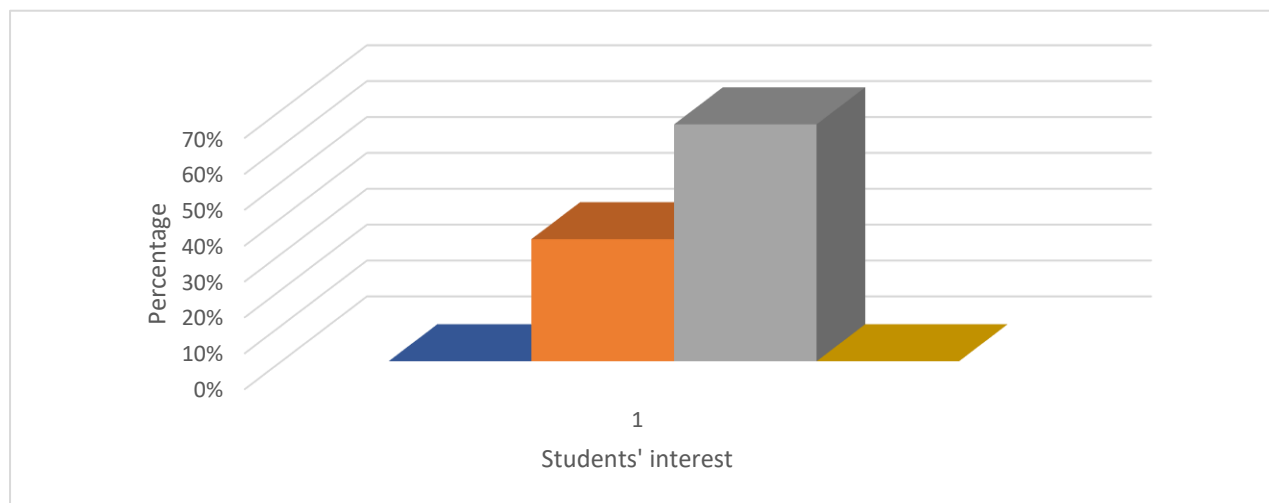


Figure 2. Interest in class

Source: survey applied to teachers

In question number three, it was asked if the teachers perform dynamics to keep the students focused. There was a result **almost** and **always** with 34% (figure 3).

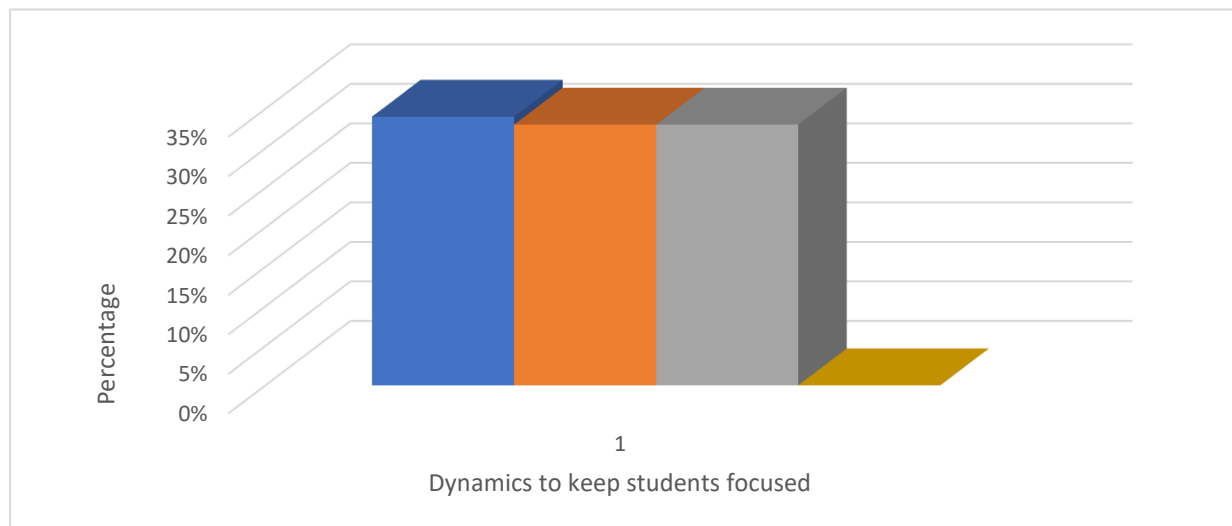


Figure 3. Dynamics to keep students focused

Source: survey applied to teachers

Figure 4 presents the results obtained regarding the methods teachers use in class. The options Chosen at a greater percentage were Videos and Songs.

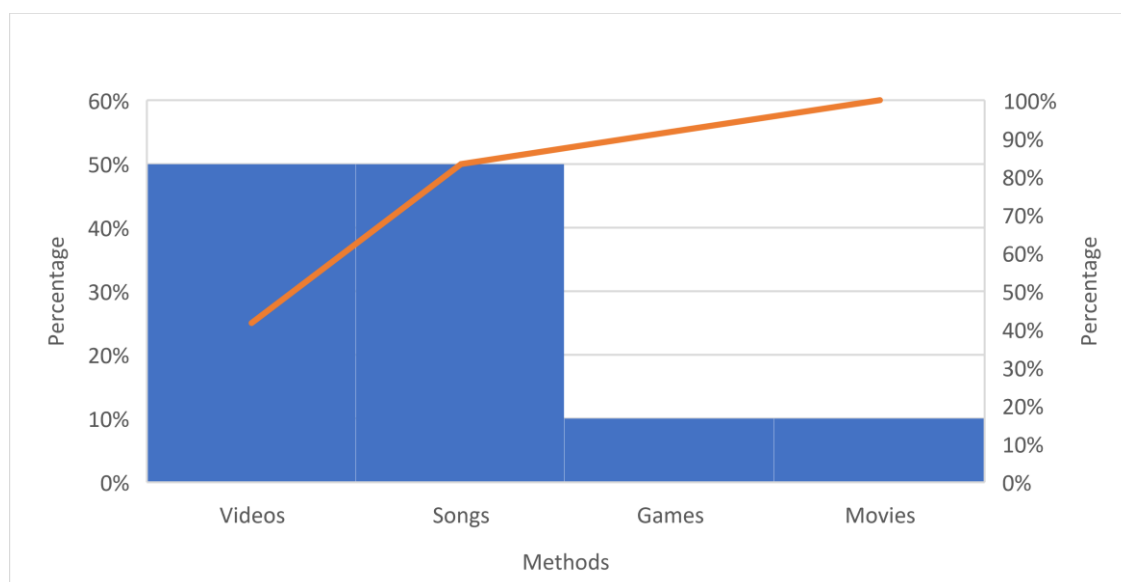


Figure 4. Methods used to work in class

Source: survey applied to teachers

Regarding the students' frequency of participation, the results revealed a 45% with the category *usually*.

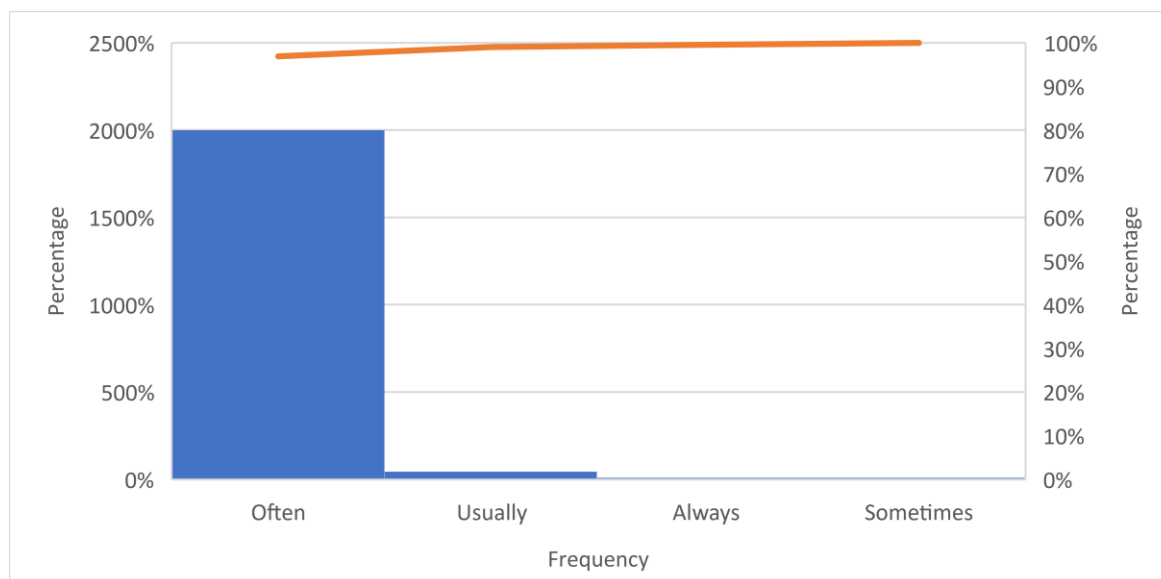


Figure 5. Frequency of Participation

Source: Students' survey

In question two, which wanted to know how interested the students have in the class and the majority answered Usually obtaining 51%.

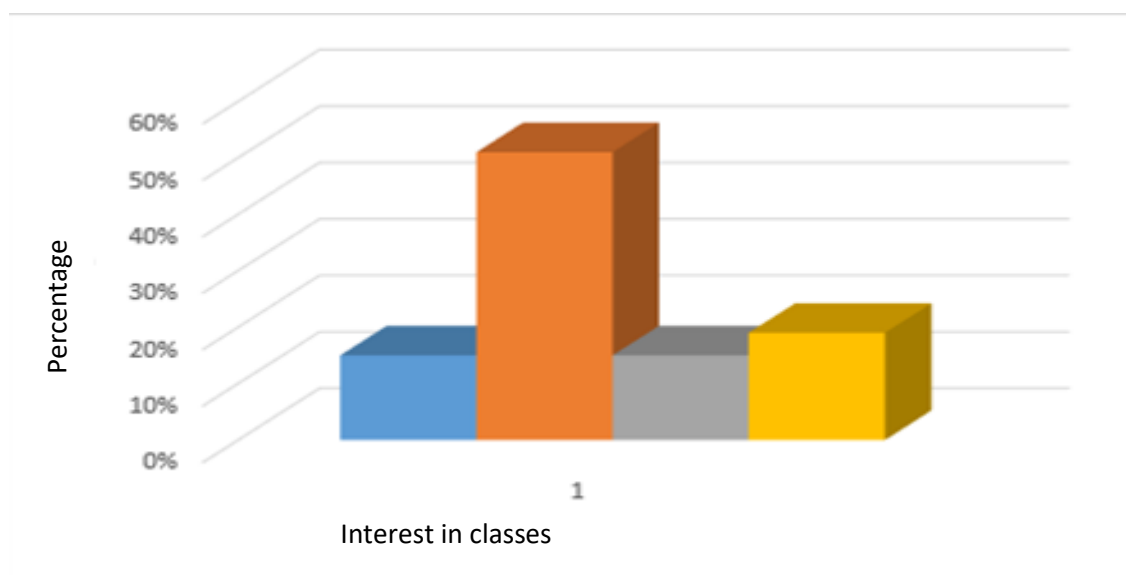


Figure 6. Interest in class

Source: Students' survey

In question number three we tried to find out if dynamics are carried out in the classroom to keep the students focused and 45% answered Usually.

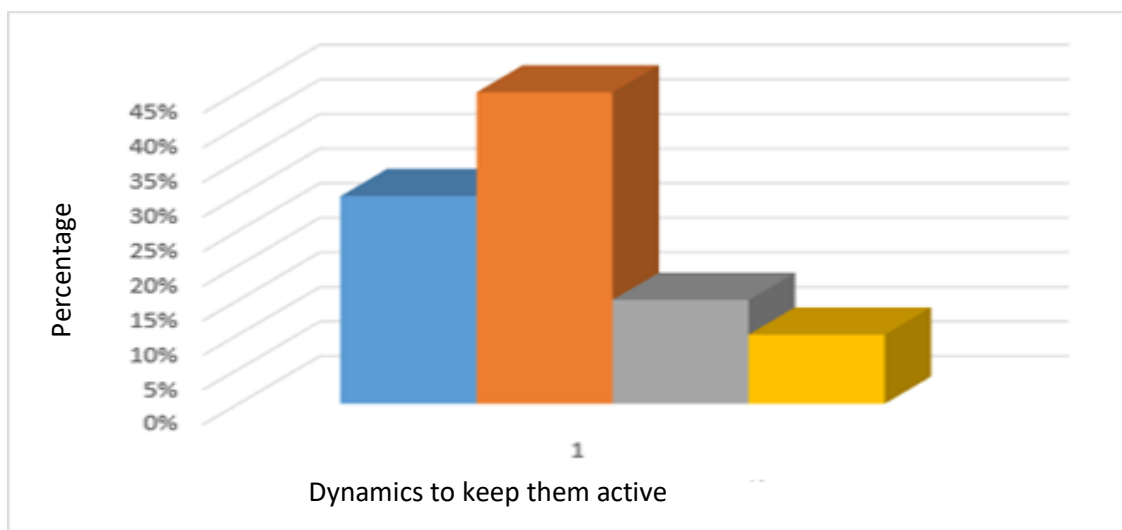


Figure 7. Dynamics to keep students focused

Source: Students' survey

In question number four, it was asked what methods the teacher uses to work in classes and there was an equal result between videos (49%) and songs (51%).

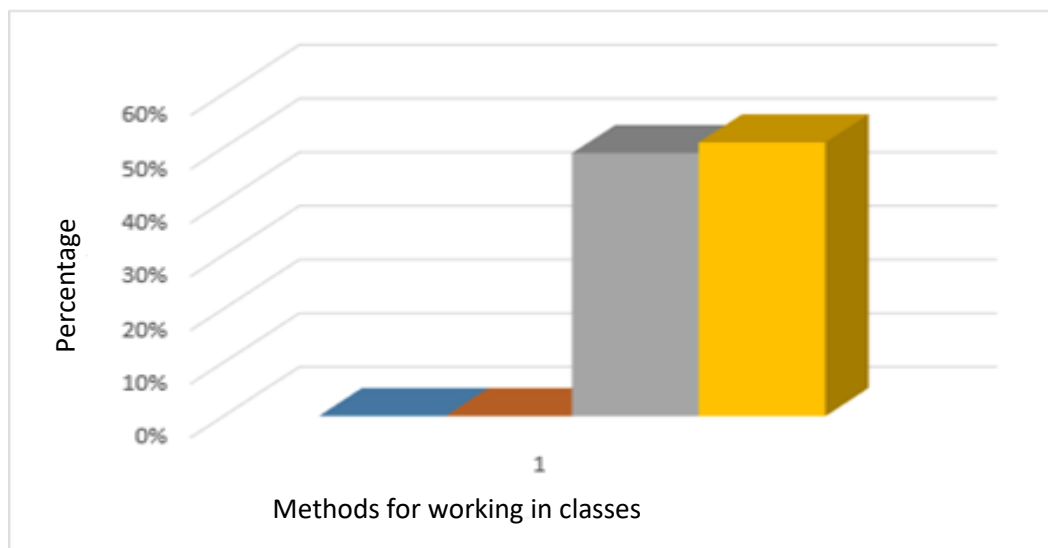


Figure 8. Methods to work in class

Source: Students' survey

Discussion

Many investigations have similar results to those of this investigation, for example: Quintero (2008) who said that for students not to become discouraged or stressed, activities and dynamics must be done so that students are activated.

Cardona (2007) is one of the results with more similarity because in this one it stands out that music is one of the best didactic strategies for students to learn; music is the best way for children and teenagers to be motivated in English.

Gómez (2003) is one of the most up to date because it shows that thanks to television, people can be motivated to learn English, subtitles are used when watching series or movies and thus the students are reached because thanks to these strategies, they learn the language through what they like best.

Conclusions

English has become a totally global language. All people today have to learn English because it has been the popular language that anyone can access in order to communicate with someone who resides in a non-English speaking country.

For this reason, all students from a young age must learn and know about this language that is very popular, so that they can function in the best way in any field of work in which they are going to work in the future.

All students must be motivated in English class for good learning and that is why teaching-learning strategies to motivate English are very important in a classroom; Let's apply these strategies in the best way possible so that students learn quality English and thus have young people with a bright and bilingual future.

With this investigation it was detected that in the Sagrado Corazón School the method used for students to learn English is the textbook, a little music and videos. It was also discovered that teachers have shortcomings in teaching, it is a banking education and teachers do not reach one hundred percent of the students and that is why there is a lack of motivation in wanting to learn the language.

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Ludic-Didactic Strategies to Improve the Process of Inclusion of Children with Disruptive Behaviors to the English Class

Estrategias Didáctico-Lúdicas para Mejorar el Proceso de Inclusión de Niños con Conductas Disruptivas a la Clase de Inglés

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Abstract

To analyze the contribution of didactic-playful strategies in children who present disruptive behaviors associated with learning difficulties that affect their school performance, specifically in the area of English, a mixed investigation was carried in the English-Language Teaching-learning process with the seven teachers of the San Daniel Comboni Technical Sports Commission in the morning, Esmeraldas. The techniques used were the documentary review and a survey. The results showed that teachers were aware of disruptive behaviors and have had contact with this kind of children who engage in aggressive or challenging behaviors in the classroom. It was found out that 70% of teachers investigate the causes of their behavior to help them. Besides, the didactic-ludic strategies used for the inclusion of children with disruptive behaviors where integration games that allow better socialization among peers and group play work , which avoid monotony and allow everyone to participate as a team. It was concluded that teachers can provide these students with more pleasant spaces, playful didactic strategies such as integration games, plays, activities with parents and group activities to better their cognitive development and allow a behavioral change of the individual which provides a better school environment.

Keywords: Strategies, Games, Behavior, Disruptive, Inclusion, English class

Resumen

Para analizar el aporte de las estrategias didáctico-lúdicas en niños que presentan conductas disruptivas asociadas a dificultades de aprendizaje que afectan su rendimiento escolar, específicamente en el área de inglés, se realizó una investigación mixta en el proceso de Enseñanza-aprendizaje del idioma inglés con los siete docentes. de la Comisión Técnica Deportiva San Daniel Comboni en la mañana,

Esmeraldas. Las técnicas utilizadas fueron la revisión documental y una encuesta. Los resultados mostraron que los docentes son conscientes de las conductas disruptivas y han tenido contacto con este tipo de niños que presentan conductas agresivas o desafiantes en el aula. Se encontró que el 70% de los docentes investigan las causas de su comportamiento para poder ayudarlos. Además, se trabajaron las estrategias didáctico-lúdicas utilizadas para la inclusión de niños con conductas disruptivas donde se trabajaron juegos de integración que permiten una mejor socialización entre pares y juegos grupales, que evitan la monotonía y permiten la participación de todos en equipo. Se concluyó que los docentes pueden brindar a estos estudiantes espacios más agradables, estrategias didácticas lúdicas como juegos de integración, juegos, actividades con los padres y actividades grupales para mejorar su desarrollo cognitivo y permitir un cambio conductual del individuo que proporcione un mejor clima escolar.

Palabras clave: Estrategias, Juegos, Comportamiento, Disruptivo, Inclusión, Clase de inglés

Introduction

Children's attitudes significantly influence learning and the way in which information reaches them depends on this attitude; When there are children with disruptive behaviors in the classroom, there can be no meaningful learning. These attitudes appear precisely in those children who seek to attract attention with annoying behavior in the classroom; based on sounds, words, gestures, or taunts that distort the teaching message and disperse the attention of the class. However, these behaviors can be presented passively as falling asleep in class, being distracted, missing class, or showing disinterest in the topics presented by the teacher. Sometimes, these students want to impose a type of authority both in the classroom and at home and these behaviors are not usually constant but are presented by children at certain times and places or simply in different subjects.

Disruptive behaviors hinder the teaching-learning process, alter interpersonal relationships with classmates and teachers inside and outside the classroom; In the case of children with disruptive behaviors that are neither aggressive nor obvious, their parsimoniousness can be confused by overlooking their disobedience, being part of a disruptive behavior, as Santos (2015) affirms, can be given as a statement of behavior other than the rules.

Within child development there are different agents, who participate in the context of the child and contribute significantly. The main ones are: The family with its different conformations, as the child's first educational foundation. The school as a broader social pillar of the child, where he interacts creating new social skills and making his first friends. It goes without saying that outside of a pandemic, this is where they spend most of their time.

Even though these social relationships occur naturally, children in violent contexts, uprooted by affection and economic scarcity within the home grow up with deficiencies in self-esteem that do not allow them to adequately fit into the educational context; different from the child who is given affection from childhood and all their basic needs are covered by economic stability, aspects that provide greater security when facing the educational context. With these social and pragmatic differences in life, the child who comes from a complex family context presents disruptive behaviors such as: Being disobedient, challenging teachers, starting arguments or fights, annoying or attacking other students, wanting to appear, interrupting class or aggressiveness. These characteristics in children are precisely the effect of abuse and domestic violence; situations that emotionally repress the child.

Bearing in mind that these situations must be addressed by teachers, fostering spaces that as far as possible take children away from their difficult contexts; The possibility of didactic-playful strategies appears, in which the child finds a learning mechanism different from the traditional one that can overload him emotionally; since by not understanding or being interested in learning, a school setback begins that will surely be the reason for new fights at home. Whereas, when encountering playful methods, very close to their stage of development (considering that the game is the oldest means of learning), they will not only learn, but will find a refuge from their problems and a reason to change their behaviors. Pedagogically, ludic strategies are an excellent learning resource, since all the learning that the child is acquiring, is given by its ludic nature, understanding this concept according to Jiménez, D. & Alvarado (2004, p. 15) *“as a qualifier which refers to a human quality: the symbolic capacity for learning.”* Man learned and developed great skills through play. In summary, the lack of playfulness in the classroom is responsible for the absence of Meaningful Learning and the responsibility for such learning is the teacher, in charge of proposing strategies based on the educational contexts and needs of the students; even more so when the subject is a second language.

A question emerges: What is the contribution of didactic-ludic strategies to the process of inclusion of children with disruptive behaviors in the English class?

The purpose of this research was to analyze the contribution of didactic-ludic strategies to the process of inclusion of children with disruptive behaviors in the English class, first identifying the students with this type of behavior and their socio-family contexts. In addition, to find out if teachers in the English area have ever applied playful didactic strategies and what advantages they have found that have contributed to the teaching-learning process.

Scientific Theoretical foundation

Disruptive attitudes within the classroom are common in childhood, but sometimes due to its frequency and insistence it becomes a serious problem. In order to understand the behaviors of these children and frame the conceptual path of this work, it is important to take into account some concepts presented below.

Human behavior

Human behavior is identified as a response to a stimulus from the environment. This definition is enshrined in the dictionary of the real academy. The evolution of human behavior has taken years of rigorous changes, it depends on the environment where it is found and its adaptation to it; which means that sensory stimuli are interpreted in different ways by each nervous system, making each human being a special and unique component of humanity. However, the behavioral characteristics are not always positive. We currently have the trend of mental disorders, which atrophy the lives of people who suffer from it and those with whom it is related; sadly, this human characteristic manifests itself from childhood.

In the origins of human behavior studied by Watson, the personality that is determined by the environment, takes the stimulus-response. That is, before the attitude (Response) there is an action (Stimulus) that produces it by dissociating the body from the mind and giving more relevance to the objective behavior. *“There are no instincts in man, emotions are only conditioned reflexes and there are only three innate emotions: love, anger and fear ”* (Watson, 1980). Humans are inclined to demonstrate their different types of behaviors including:

Innate behavior

It is the first behavior that the human being performs at the beginning of life. Being specific to the human, it manifests itself naturally, it can be inherited or specific to the personality of each being. These attitudes can be observed after birth and even in the fetal stage.

Learning behavior

This does not occur naturally; it is found throughout life by human behavioral references that were known through observation. That is, copying the behaviors of other people, behavior very typical of children.

Observable behavior

This behavior can be easily perceived since it has an extrinsic character, which implies a direct correlation with the environment and its link to it.

Voluntary behavior

This has to do with the absence or presence of will and is carried out in a conscious way according to the will of the individual

Involuntary behavior

It is done involuntarily according to a social or biological reflex such as breathing, it is an involuntary behavior present in the human being from birth.

Latent behavior

It is involuntary and is covert since they are not determined with the naked eye. Specifically, it talks about imagination, thought, memories and even illusions. Although they can be spotted by third parties when the generator of these characteristics exposes them to its neighbors.

Adaptive behavior

As its name says, it is a behavior that generates difficulty in relating to the environment in which it is found, spaces, environments, and people. In the case of this research, children in conflictive contexts and lacking affection present this maladaptive behavior in the educational environment, becoming disruptive agents in the classes.

Passive behavior

This behavior deals with the relationship of the environment or with our neighbor and is characterized by minimizing what is desired or what is needed to benefit others, avoids conflicts, and has the need to be loved by others.

Aggressive behavior

This is dominant and acquires its own well-being above others, satisfies its own needs and expresses itself with violence. This behavior can be a response stimulus to some action, and is taken as a defense in each situation, depending on the case.

Assertive behaviors

Assertive behavior has balance, this is seen many times when giving opinions that are respected, it has part of the aggressive and passive behavior, it reaches a state of negotiation between agreeing, respecting opinions, and defending the point of view.

Conditioned and unconditioned behavior

The conditioned is the result of a stimulus or absence thereof, it is not natural from this that learning can arise. And the unconditioned is innate and naturally depends on the issuer, since it is in him if the answer is accepted or rejected.

Disruptive behavior

It produces an intervention or breaking of the established rules and is often associated with an aggressive or uncontrolled behavior of the person. They are exposed by expressions that children or adolescents take inappropriately and have, therefore, in the academic life of the person presenting them, a considerable difficulty in learning and socialization. It affects both the disturbing child and the people who are part of their social, family, and educational environment. However, this behavior can be identified by a problem or a contrary behavior.

Reducing anxiety. The use of games in English Language Teaching

Von Wörde (2003) referring to Krashen (1985a, 1985b) agrees that anxiety is an inhibitor for students' learning. So, when the students are anxious, they find tasks more difficult, thus, they cannot learn. A common disruptive behaviour may be caused by foreign language learning anxiety. Therefore, designing activities that can diminish anxiety may favor learning.

Reducing stress in class, as stated by Horwitz (2017,) is fundamental. Therefore, teachers may find opportunities for using relaxing activities in class. Yang et al. (2018) deal with the Benefit of digital games to reduce stress and permit students to be engaged in the English class. Through games students feel more confident when talking to others.

Antecedents

There is a great variety of recreational activities and each one has specific purposes that have been used as a technique aimed at children for their benefit. By creating a safe and comfortable environment for them, spaces are fostered in which they release repressed feelings, fears, anger or that which prevents them from working with their problems. Some situations that seem normal without importance for adults, have great relevance in children, can have a great impact on their development

if they cannot be understood successfully, but through the strategy of the game these behaviors can be modified.

An investigation carried out by Álvarez, and Castro in Spain demonstrates disruptive behaviors from the teaching point of view within the classroom. The purpose of this is to evaluate the teachers' appreciation of disruptive behaviors, this was a method with 25 items on the Likert scale, a bibliographic review was also carried out and each one of these was accompanied by professional experts in the field: that at the time of proceeding with the proposal, the item “*teaching improvement proposals*” (Álvarez Hernández, Castro Pañeda and González-González de Mesa, October 2016).

Ariani, G. (2010) emphasizes the importance of games for teaching English, since it provides more student-teacher relations, so it fosters communication, creativity and collaboration. Other authors (Ellis and Ibrahim, 2015) affirm that children learn best when participating in interesting and enjoyable activities.

Clavijo (2019) supports the idea that with the use of Ludic activities in the English Language class, the students may improve their communicative competence. When there is reduction of anxiety in class, the students are more motivated to participate.

Method

This research was carried out applying the mixed methodology, understood according to Sampieri, R. Fernández, C. & Baptista, P. (2006) as how the process that collects, analyzes and links quantitative and qualitative data in the same study or a series of investigations to respond to a problem statement (p. 798).

In addition, a documentary review was carried out, considering the qualitative approach that analyzes texts, words and other research that clarified the conceptualizations necessary to understand the behaviors of the being and to know how to improve the inclusion process that children with disruptive behaviors need through of didactic-playful strategies for the teaching-learning process.

Because the Mixed approach requires a deepening of the qualitative and quantitative reasons; It is important to clarify that, in the present research work, we wanted to qualify the quantitative data that was collected in the interviews. That is, to take as a reference the teaching experiences without neglecting the knowledge factor regarding the didactic and playful strategies of each interviewed teacher. Then, the number of teachers in the school and the knowledge they have about the didactic

play strategy was framed to correspond with open questions that allowed to know the pedagogical experience of the teachers.

The selected population was formed by the seven teachers of the San Daniel Comboni Technical Sports Commission in the morning. The results obtained at the time of the investigation were considered through the data collected through a questionnaire. The data obtained through this technique respond to the playful didactic strategies implemented by the teachers of this institution for the inclusion of disruptive children in the English class.

Results

Teachers are aware of disruptive behaviors and have had contact with these kinds of children who engage in aggressive or challenging behaviors in the classroom. In the way they deal with these attitudes in their class, it can be observed that 70% of teachers investigate the causes of their behavior to help them (figure 1). On the other hand, 30% of teachers integrate the family in the teaching-learning process. As he says (Watson, 1980) " *there are only three innate emotions; love, anger and fear.*" (P.540). These innate emotions can be affected by situations that lead the individual to participate in disruptive behaviors.

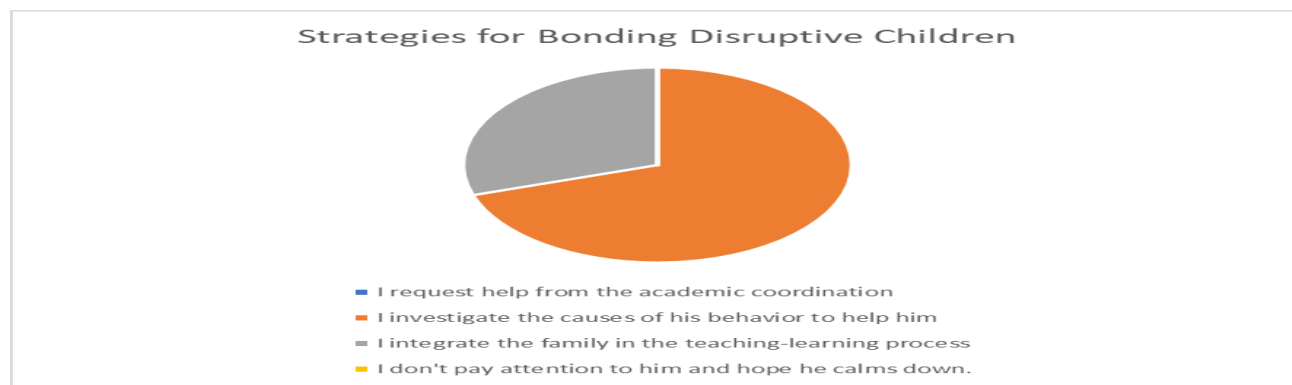


Figure 1 Strategies used by teachers to include students with disruptive behaviors
Source: Survey

It is also evidenced (figure 2) the didactic-ludic strategies used for the inclusion of children with disruptive behaviors, where 58% perform integration games that allow better socialization among peers and that 40% of teachers perform group play work, which avoid monotony and allow everyone to participate as a team. Despite this, the plays were not used by all teachers as only 20% use them as a way to reduce these behaviors in the classroom. Likewise, the activities with the parents are worked only by 40% .

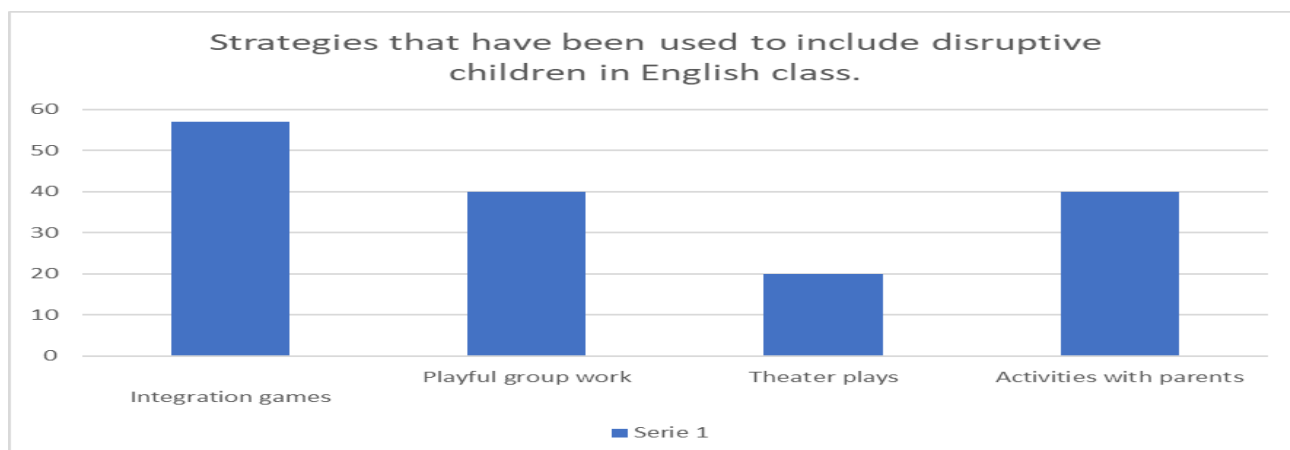


Figure 2 Strategies that have been used to include disruptive children in English class

Source: Survey

The teaching-learning process is different for each child, since not all learn at the same rate. But when having children with disruptive behaviors, the teaching work becomes more arduous and of greater responsibility, since it is in their hands to help each of their students equally. Therefore, it is important to highlight that the didactic-ludic strategies were beneficial for the teachers to achieve the connection of all the children in the different activities in the English class. This is shown in (figure 3) where it is evidenced that 72% stated that before the application of these strategies, the teaching-learning process improved; while the other 27% agree that it improves the child's academic performance and correlations.

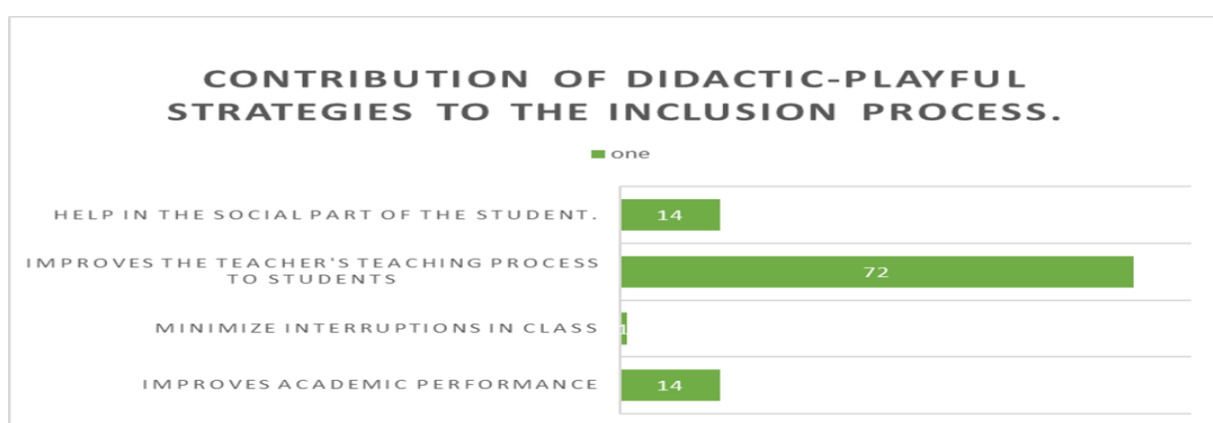


Figure 3. How ludic didactic strategies contribute to the process of inclusion

Source: Documentary review

Discussion

The playful didactic strategies that teachers carry out for the inclusion of children with disruptive behaviors, stories such as integration games, group play work, plays and the involvement

of parents in the process are essential tools for teachers; since they help to improve the development of classes and, in turn, the interest of disruptive students, allow their disruptive behavior to be mitigated or eradicated. Precisely Ruiz (2017) highlights the technique of the game as an essential factor for the integral development of the student, the game encourages values, strengthens communication between peers (...) (p.24). This is what is often needed in children with disruptive behaviors, through integration games.

Through recreational activities, values are promoted and there is a better development of learning. Torres (2007) *points out that through play a significant learning can be taken that each of the students have different interests, tastes or inclinations and that these aspects should be considered when teaching.* (p.34). That is why the teacher must know the different interests of their students, in order to give importance to their tastes and preferences, turning them into tools for the classes.

A methodological proposal made by Muñoz (2017) showed that recreational activities, individual, couple or group improved attention and concentration, at the same time that they have fun, stimulate and reduce motor restlessness, characteristic of some children with disruptive behaviors.

The ludic one as it was said previously, improves the attention and concentration of the child; what generates a better academic performance, as shown by (Espinosa, 2016) In the playful-didactic strategy, they were given more time to finish the board game activities, this improved the students with disruptive behaviors to feel confident and Already interested in the activity, they had a pleasant bond with the teacher, allowing students with disruptive behaviors to change those behaviors that they imposed in the classroom.

Conclusions

According to the results found, it is concluded that within the classroom there will always be children with disruptive behaviors, since each child has a different socio-family history. But we can provide them with more pleasant spaces, playful didactic strategies such as integration games, plays, activities with parents and group activities add to the better cognitive development and allow a behavioral change of the individual which provides a better school environment. However, it is necessary for the teacher to learn to distinguish these attitudes and, knowing in depth the root of their difficult and annoying behavior, have class methodologies that include didactic playful strategies that achieve their goals as a teacher and in turn, help meet the objectives of students during school life.

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Factors that Influence the Low Academic Performance of the English Subject in First-Year Science Students at the Unidad Educativa Salesiana “María Auxiliadora”, Esmeraldas

Factores que Inciden en el Bajo Rendimiento Académico de la Materia Inglés en Estudiantes de Primero de Ciencias de la Unidad Educativa Salesiana “María Auxiliadora”, Esmeraldas

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Abstract

To analyze the factors that influence the low academic performance of the English subject in the first-year students of Sciences in the Unidad Educativa Salesiana "María Auxiliadora", qualitative research was carried out in the first and second semesters of 2019. The research methods used were analysis, synthesis, hermeneutics, and descriptive statistics, with the technique of interview and observation, which was applied to an English teacher and one hundred and ninety-seven students from the referred school. The results revealed that there are factors that affect the learning of the English language. Among them the number of students and lack of motivation and little interest also affect the same as in the previous figure, it is also noted that the late arrivals or tardies and absences on the part of the students generate distractions when fulfilling the assigned tasks or with the class explanation.

Keywords: factors, learning, academic performance, learning problems.

Resumen

Para analizar los factores que inciden en el bajo rendimiento académico de la asignatura de inglés en los estudiantes de primer año de Ciencias en la Unidad Educativa Salesiana “María Auxiliadora”, se realizó una investigación cualitativa en el primer y segundo semestre del 2019. Los métodos de investigación se utilizaron análisis, síntesis, hermenéutica y estadística descriptiva, con la técnica de la entrevista y la observación, la cual se aplicó a una profesora de inglés y ciento noventa y siete alumnos de la referida escuela. Los resultados revelaron que existen factores que inciden en el aprendizaje del idioma inglés. Entre ellos también incide la cantidad de estudiantes y la falta de

motivación y poco interés al igual que en la figura anterior, también se observa que las llegadas tarde o tardanzas y ausencias por parte de los estudiantes generan distracciones al momento de cumplir con las tareas asignadas o con la explicación de la clase.

Palabras clave: factores, aprendizaje, rendimiento académico, problemas de aprendizaje.

Introduction

Literature describes that generally some factors that influence students' learning are lack of concentration, the lack of teaching materials, little interest, lack of motivation, low self-esteem, shyness, absence, arriving to class late, the economy, etc.

In the Unidad Educativa Salesiana "María Auxiliadora" most of the students of the First of Sciences have a lack of learning in the subject of English, some are absent or often arrive late to class, others have lack of concentration, little interest, due to their interactivity, among other factors that tend to influence in their low performance. For this reason, it is necessary to create methodologies or strategies by means of which students are encouraged in their learning and have a better academic result.

But not all specific factors that influence the students' low performance have been investigated, so the following question arises:

What are the factors that affect the academic performance of the English subject in the students of First Science in the Unidad Educativa Salesiana "María Auxiliadora"?

The general objective of this investigation was to analyze what are the factors that influence the low academic performance of the English subject in first year of science students in the Unidad Educativa Salesiana "María Auxiliadora", 2019. To achieve this general objective, this research proposed three specific objectives: to identify the factors that affect the learning of the English language, to determine the academic performance in the English subject in the referred students, to compare the incidence of learning problems in the low academic performance of each student in the English subject.

Learning

Many authors provide contributions on teaching-learning, such as Piaget (1970) who proposes that intelligence is a process of adaptation to new situations, which goes from the simple to the

complex; and like Vygotsky (1978) who argued that learning is of a social nature, it is proper to the subject, since it conditions and determines its development.

Learning is the process by which we acquire new knowledge, experiences, and skills; when we talk about learning English as a foreign language, we mean acquiring new vocabulary, grammar, phonology, etc. Therefore, in learning the English language, it is necessary to develop practice especially, since the students not only will have a good knowledge of vocabulary and / or grammar, but also a good vocabulary and good communication when expressing themselves.

Academic performance

Academic performance can be defined as the indicator of the level of learning achieved by the student, since it represents a level of effectiveness in obtaining the curricular objectives that teachers must implement in their proper subjects.

Learning methods are important in the teaching-learning process, which constitutes the academic performance of each student, since evaluations given by the teacher must be carried out, who is the guide to obtain a good academic level.

There are different factors that are associated with academic performance, most of these being internal and external to the individual (social, cognitive, emotional, etc.).

High Academic Performance

High academic performance requires a high degree of adherence to the specific purposes of the educational institution or to the acquisition of knowledge that the student has in each subject, Rodríguez Ochoa (2015) refers to the fact that high academic performance is a measure of the student capabilities, which expresses what they are learning throughout the training process, in school a boy or a girl with high performance is a student who obtains high marks.

Low Academic Performance

Low academic performance is a big problem, not only for students, but also for teachers, parents, and mothers. Rodríguez Ochoa (2015) points out that:

Poor school performance is when the boy and girl perform unsatisfactorily, 18 whose grades are generally lower than the average and are at the bottom of the classification, as well as their lack of commitment to their school activities. Traditionally, low school performance is interpreted as low school performance as the difficulty that some students show in acquiring knowledge, skills and attitudes (p. 17).

Despite this, several factors develop that affect students' teaching-learning problems, especially when learning English, therefore it is necessary for the teacher to implement better methodologies and work environments.

Factors that Influence Poor Academic Performance in Teaching English

Internal factors

Motivation

For some authors, the most important factor in learning English is motivation. It is in this where the person and / or student is interested and works to achieve their goal of learning this foreign language.

Class Attendance

It refers to the presence of the student in the lessons and activities in the English class time. Pérez Ramón (2000) refers that motivation is associated with attending classes, and that absence from lessons is related to repetition problems and school dropouts. The more attendance, the better the rating; this being one of the most significant variables that influences the student's academic performance. (p. 30)

Anxiety

Anxiety is a factor that greatly influences the learning of English as a foreign language, since anxiety is a subjective feeling of tension, apprehension, nervousness and worry associated with the stimulation of the autonomic nervous system. When anxiety is limited to a foreign language learning situation, in addition to being considered a specific anxious reaction, it is called “Foreign Language Anxiety” (Horwitz, Horwitz, & Cope, 1986). This term, proposed in 1986 by Horwitz et al., assumes that foreign language anxiety (FLA for its initials in English) is related to anxiety regarding performance in the assessment and three dimensions of it: 1. Apprehension to the communication; 2. Test taking anxiety; and 3. The fear of negative evaluation.

Personality and Emotions

Students in the English class with certain traits of their personality and way of being so particular are affected or favored when learning the language, as is the case of students with high academic performance who behaved in class with meticulousness, maturity, responsibility and self-

confidence. However, students with low academic performance are characterized by their lack of self-confidence, shyness, nervousness, and little desire to participate.

External factors

Familiar surroundings

It is the set of interactions typical of family life, which affect the development of the individual, also manifesting itself in the academic life of the child. The influence of the father and mother, or the adult responsible for the student, significantly influences academic life. A conducive family environment, marked by commitment, influences an adequate academic performance, as well as a democratic family coexistence between parents and children.

Socio-Demographic Conditions

Socio-demographic characteristics not only refer to socio-economic conditions, but also to variables that surround an individual in society. Among these are the educational levels reached by the parents and the type of institution (public or private) where they studied.

According to Muñoz (2008) there is relationship between social class and the results in language learning have been studied regarding both the native language and non-native languages. The author explains that, in general, students with higher and more affluent social backgrounds tend to perform better in learning English as a foreign language than those with lower cultural and / or social status.

Age of Beginning of Studies

The age at which people begin to study English as a foreign language or as a second language seems to be an important factor in the development of skills in pronunciation, listening, writing, etc. Although it is true that an adult can learn a language using methods, strategies and motivation, it is also true that children show a certain ease in learning all kinds of skills and content. For this reason, it is important to establish if there is any relationship between low levels of performance in English and the age of beginning of language studies.

College of Precedence

In this research it is important to consider the school of origin of the students involved. In Esmeraldas, there are important differences between public and private schools, both in the use of teaching methodologies and in the preparation of English teachers. The school of origin also gives an

idea of the exposure that the student has had to the language, both inside the classroom and outside of it in the school environment.

Antecedents

Valero Molina and Jiménez-Fernández (2015) at the University of Granada, Spain proposed that a possible existence of specific difficulties in learning a second language, specialist teachers always answer affirmatively. They also report that, throughout their careers, they have observed children with differences within the four skills of communicative competence (listening, speaking, reading and writing), that is, there are some children who find greater problems when exercising than perform is focused on listening while others when it comes to verbal expression. The same happens with reading and writing.

Farooq, Chaudhry, Shafiq, and Berhanu (2011) point out that the key aspect for educators is to educate their students effectively so that they can show quality performance in their academies. To achieve this objective, educators need to better understand the factors that can contribute to student academic success.

Murillo López (2013) in Honduras, proposes that the results obtained according to this study are conclusive, the Academic Performance of the students is the palpable manifestation of the Methodology used, the Evaluation System used and Teacher Training.

In the study carried out by Ruiz and Dora (2017) at the Universidad Politécnica Salesiana in Cuenca, Ecuador, indicates that the main causes that affect academic performance related to school factors are: difficulties related to the integration of the child, a bad start in the educational process, the personality of the teacher, the stability of the teaching staff, the rigidity of the teaching system, previous knowledge, study habits.

In the study by Tapia (2018) in Ecuador, he points out that it is not enough for a student to have talent in the logical-mathematical, linguistic or foreign language areas, but that society demands a new way of thinking, a training based on the set of curriculum subjects both those that are promoted in the left and right cerebral hemispheres to train people who know how to cope in various situations, among different groups, who are autonomous and talented in what they are passionate about.

Method

The research that was carried out was qualitative. It was carried out with the students of the First of Sciences of the Unidad Educativa Salesiana "María Auxiliadora" in Esmeraldas, 2019.

The study population was made up of an English teacher and one hundred and ninety-seven first-year science students from the Unidad Educativa Salesiana "María Auxiliadora". The sample was intentionally selected. It focused on two courses - first A and B of science, each with 40 students, since both have factors that influence the low academic performance of the English subject.

The independent variable of this research is the factors that influence students to learn English. Its dependent variable is the low performance of the English subject, since the influence of these various factors affect the development of the students.

On the other hand, the methods of this research were analysis and synthesis, since they were used to analyze the bibliography and synthesize the most important theories about the curricular arrangements that can support this research. They were also applied to analyze the results and synthesize the most relevant information in the same way. Another method was hermeneutics, it was used to interpret the most relevant information analyzed in the theoretical framework. In addition, it helped to interpret the results obtained with the application of the techniques, and finally the descriptive method that was implemented to interpret various situations or processes to formulate precise hypotheses, where the collected data are analyzed to describe in this way, what are the variables you relate to each other from this research.

According to the techniques proposed to be a qualitative investigation, the observation technique was applied, since it was used in the English class for first-year science students at the Unidad Educativa Salesiana "María Auxiliadora". The interview was also applied to the English teacher in charge of teaching the selected students.

The instruments used in this research to collect data were designed according to the different techniques applied. Among these, an observation form was used, which included several items to determine if English teachers design teaching-learning strategies or methods where students develop their own knowledge, and for the interview, a questionnaire containing five open questions was used.

The data obtained from the application of the different techniques was tabulated manually and the figures were designed using the Microsoft Excel program.

Results

In relation to figure 1, the factors that most affect the low academic performance of students is the high number of them in the classroom, as well as the lack of motivation and the little interest given to the subject of English. Simultaneously, interactivity in classes is established, which causes distractions that prevent the activities applied by the teacher from being carried out, causing them to have low grades.

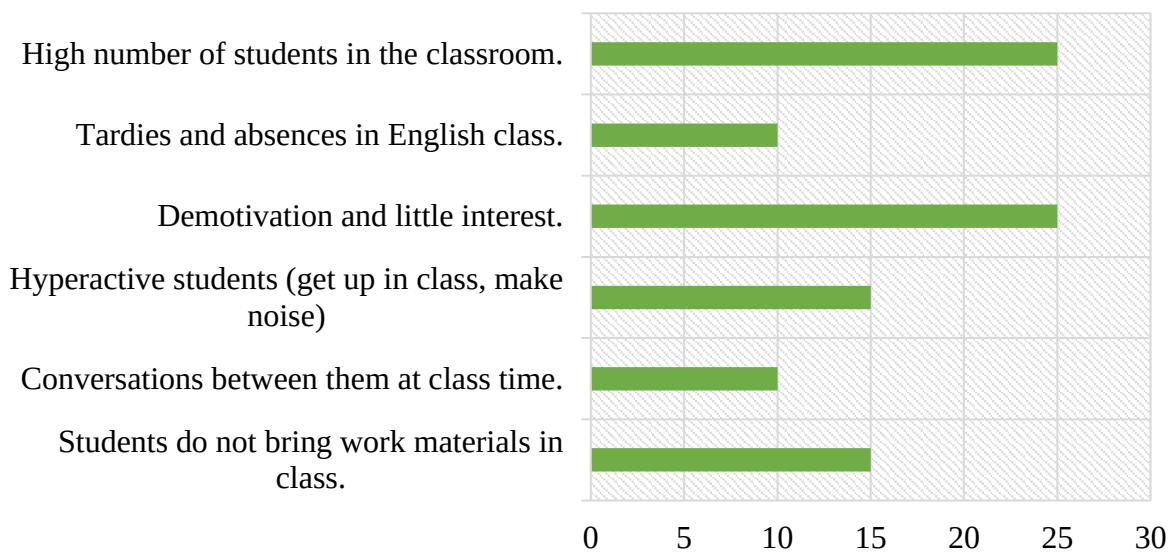


Figure 1: Factors that influence low academic performance in first "A" science students
 Source: techniques applied

In relation to figure 2, there are several factors that have more incidences in the low academic performance of the English subject. Among them we can see that the number of students and lack of motivation and little interest also affect the same as in the previous figure, it is also denoted that the late arrivals or tardies and absences on the part of the students generate distractions when fulfilling the assigned tasks or with the class explanation

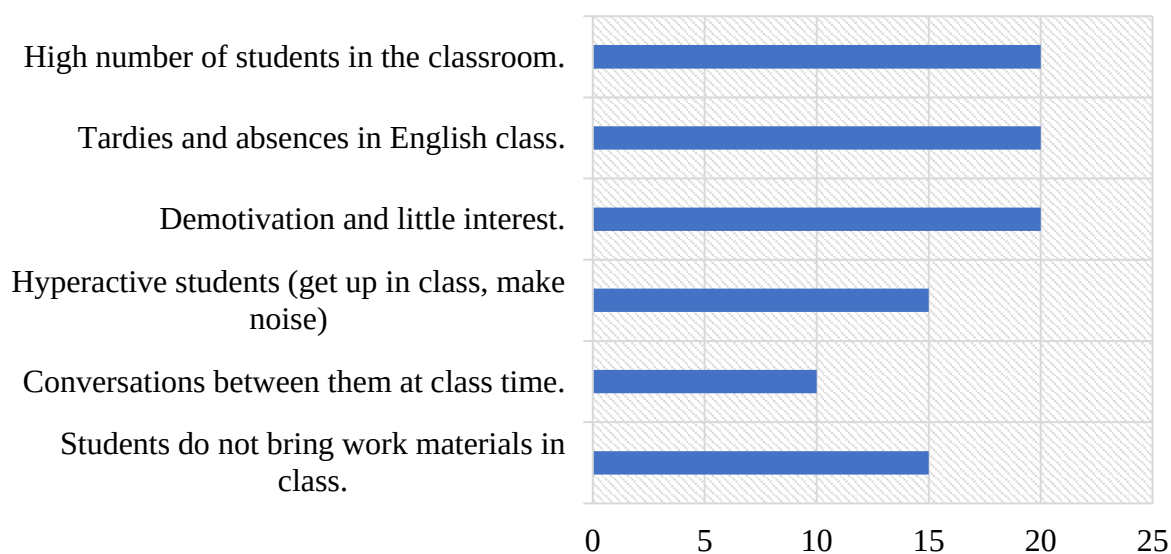


Figure 2: Factors that influence low academic performance in first "B" science students
Source: techniques applied

Discussion

The results obtained in this research coincided with Valero Molina and Jiménez-Fernández (2015), Dr. Shahid Farooq (2011) in the fact that there is a possible existence of specific difficulties in learning a second language. They affect the development of the students' main skills of the language, so this impedes the correct performance with the foreign language. It demands the disposition of teachers to explore the main factors that hinder students' performance and to eliminate them providing new strategies and activities.

Precisely, as Murillo López (2013) stated, all the difficulties are the results of the Methodology used, the Evaluation System used and Teacher Training. This is true because the lack of methodological preparation may cause boredom in class and poor academic development. This is related with an appropriate teachers' training about testing techniques, because they are not always correct to assess the students' performance with the foreign language.

The present results do not coincide totally with Ruiz Jaramillo (2017) at the Universidad Politécnica Salesiana in Cuenca, Ecuador, which were mainly difficulties related to the integration of the child, a bad start in the educational process, the personality of the teacher, the stability of the teaching staff, the rigidity of the teaching system, previous knowledge, study habits. In this research the factors were mainly directed to the high number of students in class, the low motivation of the

students, which may be caused by methodological lacks from the teachers, and late arrivals and absences which may be bad habits the students have.

Conclusions

There are different factors that affect the learning of English as a foreign language, which affect or have a great impact on the teaching-learning process of students, since they can have great repercussions on the academic performance of students. Among them: the number of students in class, the lack of motivation and little interest, late arrivals or tardies and absences on the part of the students, which generate distractions when fulfilling the assigned tasks or with the class explanation.

The teacher's teaching strategies have a great influence on how students perform academically in the English subject, since they benefit the students' motivation and interest for learning the language and obtaining good grades to improve or maintain their academic performance.

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How to Motivate the Learning of the English Language in the Students of the “Sagrado Corazón” School in Esmeraldas

Cómo Motivar el Aprendizaje del Idioma inglés en los Estudiantes del Colegio
“Sagrado Corazón” de Esmeraldas

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Abstract

In order to motivate the learning of the English language of third year high school students of the “Sagrado Corazón” school in the city of Esmeraldas through didactic methods, quantitative research was carried out with a population of 185 students and a sample of 25 students. The research methods used were the synthetic, deductive-inductive analytical method and the descriptive analytical method, with the survey technique, by means of which the interest in the language and the level that the students have in it will be evaluated. The results obtained through the survey revealed that a large percentage of students do not really feel motivated in learning the English language, because it is not taught with teaching methods to their liking, causing demotivation in the students. It was also shown that they would like to learn through games, songs, videos and the use of different digital tools in the classroom, with interactive classes. It is concluded that, to increase the motivation of students for the English language, it is necessary to implement playful activities, thus achieving the objective of this research.

Key words: Motivation, students, learning, English language, recreational activities, digital tools.

Resumen

Con el propósito de motivar el aprendizaje por el idioma inglés de estudiantes de tercero de bachillerato del colegio “Sagrado Corazón” en la ciudad de Esmeraldas mediante métodos didáctico, se realizó una investigación de tipo cuantitativa con una población de 183 estudiantes y una muestra de 25 estudiantes. Los métodos de investigación que se utilizaron fueron el método analítico sintético, deductivo-inductivo y el analítico descriptivo, con la técnica de la encuesta, por medio de la cual se evaluará el interés por el idioma y el nivel que tienen los alumnos en este. Los resultados obtenidos mediante la encuesta revelaron que, un gran porcentaje de estudiantes realmente no se sienten

motivados en el aprendizaje del idioma inglés, debido a que, este no se imparte con métodos de enseñanza de su agrado causando la desmotivación en los alumnos. También se demostró que les gustaría aprender mediante juegos, canciones, videos y el uso de diferentes herramientas digitales en el aula, con clases interactivas. Se concluye que, para aumentar la motivación de los estudiantes por el idioma inglés, es necesario implementar actividades lúdicas, logrando de esta manera el objetivo de esta investigación.

Palabras clave: Motivación, estudiantes, aprendizaje, idioma inglés, actividades lúdicas, herramientas digitales.

Introduction

English is the most important language in the world, not only because of the number of speakers, but because it is the most widely used in business, finance, politics, and the workplace. Motivating interest in students to learn a new language has become one of the most important factors today. In general, the student who is attracted to learning a new language always tries much harder, until he can achieve his goal.

There are several main factors that allow the student to be motivated to learn the English language, such as: The relationship between students within the classroom, because having a good relationship between classmates this will allow a better capture of knowledge taught by the teacher in the classroom, the perception of progress and the expectations they have, the work material used by the teacher, the good relationship between teacher and student for a better work environment, the methods that the teacher will use At the time of imparting the knowledge, see the relationship of what is being learned with the real world, that is, make the student see the benefits that learning a new language will give them and what benefits they will obtain from it in their working, economic life , social and even cultural. (Álvarez, 2016)

In the process of learning a new foreign language, many factors arise that demotivate the learning process in students and, in general, most students go through them, among the most notorious factors are: Lack of an adequate level of knowledge In English teachers, the emphasis that students have on memorization and not on practice, classes with large groups of students, which prevents a correct transmission of knowledge, the little importance that is still given to the foreign language in institutions of basic education, baccalaureate and even higher education (university), finally, methodological techniques (traditional teaching), that is, the teacher focuses on teaching in the same way that was taught in past generations and does not renew and innovate his methods of teaching.

Starting from this problem, the following question arises: What activities are feasible to motivate third year high school students at the Sagrado Corazón de Esmeraldas School to learn a foreign language?

Throughout the teaching of the foreign language, many problematic factors have arisen with respect to learning within the classroom, what is intended with this research is to create bases in the language, through the application of didactic guides, because, in this way, students will have a more interesting and meaningful learning.

The purpose of this research is to analyze the motivation of third year high school students at the “Sagrado Corazón” school for the English language. To achieve this objective, the specific ones are to determine what is the level of motivation for the English language in the students mentioned above, to identify what are the reasons why some students are unmotivated by learning the foreign language, to determine the methods by which students would be motivated to learn the language.

Scientific Theoretical Foundations

Aguirre, J and Vásquez, D (2010) conclude that there are teachers who sometimes carry out didactic activities in order to motivate the class in the teaching-learning process of the English language, but other teachers know these strategies and methods but do not know them. They apply, resulting in monotonous classes, in which the student loses interest in learning the language.

Therefore, Chura, Y (2017) concludes that the English teacher must be able to correctly administer the motivation in the students, that is to say that such motivation as in the students must be activated in the teacher, optimizing the necessary conditions for the teaching / learning process of foreign languages is adequate.

In Vygotsky's theory (1978), about the sociocultural educational implications, the problems in the learning process that students have through psychology are examined, starting from the reality that is seen in educational institutions. This research had positive results, since knowing what the origin of the problem with the students was, proposed the reorganization of an entire social system, bringing potential consequences in the development of new ways of thinking.

Vygotsky (1978) defines the zone of proximal development as the contrast between execution with assistance and execution without assistance. It also affirms that the development zone is the

distance that exists between the level of real development, which consists of the independent resolution of problems and the level of potential development, which lies in solving problems under the guidance of a greater or from colleagues with more experience.

On the other hand, Larrenua, R (2014) states that motivation consists in awakening curiosity in the student, that he / she performs actions autonomously that allow him / her to acquire new knowledge about the language, without him / her feeling obliged and being able to enjoy the process Learning.

Antecedents

Aguirre Bastidas and Vásquez Cambell (2016), in the motivation used in the interlearning of the English language in students of the eighth years of basic education of the Ibarra National School, its purpose is to contribute with motivational strategies aimed at teachers or teachers to improve inter-learning, where the applied methodology was field, documentary and descriptive research, finally if it fulfilled its mission of motivating students in the learning process.

According to Álvarez (2016), in the Councils to motivate students in Spanish as a Foreign Language class. He argues that despite being difficult to seek motivation in students, this is essential in the learning process, in this way there is a greater use of the knowledge imparted to students.

On the other hand, Larrenua Vergara (2014), in Motivation in the teaching / learning process of foreign languages. It seeks to demonstrate the role that motivation plays during the process of learning a foreign language by analyzing the motivating profile of each student and based on this, give personalized learning.

Chaves Salas (2001), educational implications of Vygotsky's sociocultural theory. This research has the purpose of studying and reflecting on the impediments in education, based on the teaching / learning process. In order for teachers to carry out new practices in teaching students, with the aim that they have their own character and criteria, since by training people who know how to reason, it would help in the construction and development of a more democratic society and in which everyone has good ideals.

Moll (1990), Vygotsky's zone of proximal development: a reconsideration of its implications for teaching, this article refers to the distance that exists between the psychological development of the subject and the potential development. In order for the teacher to efficiently formalize learning in students through communication.

And the work done by Chura (2017), in Motivation and inter-learning of the English language in third grade students of the emblematic educational institution Tawantinsuyo” in the District of Desaguadero, province of Chucuito, July 2016. The objective was to know the relationship between motivation and inter-learning of the English language, through the methodological application of the substantive type of study, the descriptive method and the correlational method, ending with the preparation of surveys. The results achieved showed that there is a significant relationship between motivation and inter-learning of the English language.

Method

The present investigation will be carried out in the Fiscomisional Educational Unit "Sagrado Corazón" located at Av. Olmedo y Espejo, Esmeraldas - Ecuador. This institution has around 1500 students, from which the students who are in the third year of the unified general baccalaureate (BGU) were selected, for an approximate total of 250 students.

This research is quantitative, that is, it is based on the collection of data from a certain group of people in a numerical way, in the statistical field. As mentioned above, we will work with 250 students in the third year of high school, of which a test of 25 students will be taken.

To achieve motivation for learning the English language in students, it was shown that songs, play activities, dramas and videos are very effective, because the classes do not become monotonous, allowing students to feel motivated and excited about learning the foreign language.

Dependent variable: English language

Independent variable: Motivation

For this research, the methods used were the synthetic analytical method, which studies the facts, starting from the decomposition of the object of study in each of its parts to study them individually and then in an integral way. Deductive-inductive, it is a procedure in which, starting with the data, one ends up reaching the theory. Therefore, one ascends from the particular to the general. And finally descriptive analytical method, describes the behavior or state of several variables.

In the investigation the following techniques will be put into practice.

Survey: A small survey was conducted with the third-year high school students, which will consist of five questions.

Instrument: The survey will be done through a small questionnaire, which will consist of closed and open questions.

Once all the data from the participants is obtained, we will enter the Microsoft Excel program to add survey and it is here where the data obtained in the surveys will be manually transcribed, represented in statistical tables.

Results

The survey results revealed the following:

According to the level of motivation of the students (Figure N°1), it was shown that 48% of the respondents have a medium level of motivation in learning the English language while 26% of them have a very high level of motivation and 7% of these are unmotivated in this process.

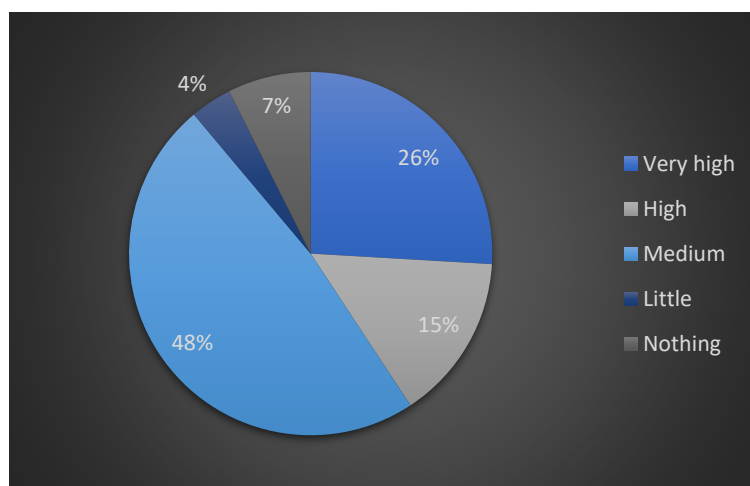


Figure N°1:Level of motivation in learning the English language.
Source: Survey applied to students.

The students were asked what the causes of their demotivation were in learning the language (Figure N°2), 15% of them selected that they feel demotivated by "Traditional teaching methods", while 8% feel demotivated by boring classes.

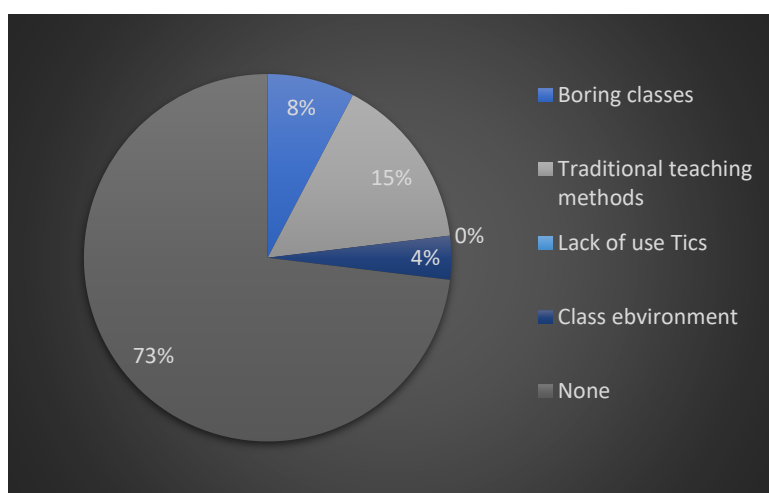


Figure N°2: Causes of demotivation in the English language learning process.

Source: Survey applied to students.

Regarding whether the teaching equipment and resources used by the institution are adequate for a good learning experience (Figure N°3), 56% of the respondents answered "Maybe" and 36% assured that the institution does provide the necessary teaching equipment and resources for carry out this learning process.

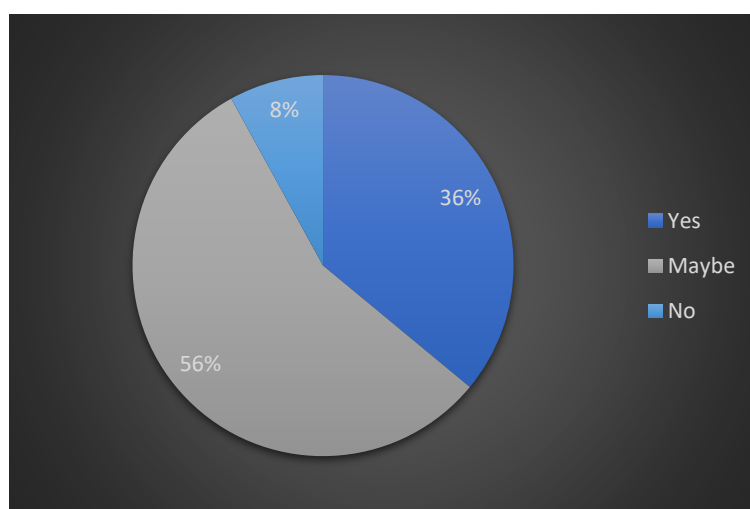


Figure N°3: Equipment and teaching resources provided by the institution.

Source: Survey applied to students.

Finally, the students were asked what would be the methods by which they would like to learn the English language (Figure N ° 4), 29% of the students indicated that they would like to learn the English language through the method of songs and 21 % determined that they would like to learn the foreign language through games.

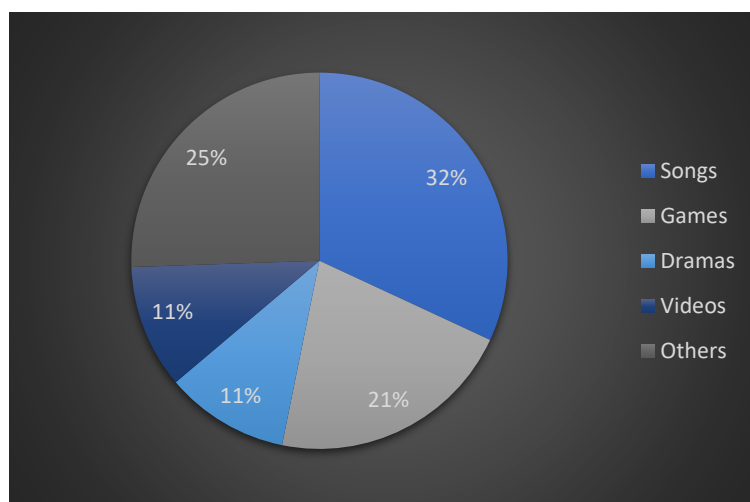


Figure N°4: Methods by which they would like to learn the English language

Source: Survey applied to students.

Discussion

Based on the results obtained in the research, it was shown that the third-year high school students of the Sagrado Corazón School in the city of Esmeraldas consider that they mostly have an average level in the language, these at the same time feel demotivated by several factors, which intervene in the teaching-learning process of the foreign language. The traditional teaching methods employed by the teacher are the main cause of demotivation in these students, coinciding with the research carried out by Aguirre and Vásquez (2010), who say that there are teachers who know the feasible methods and strategies to motivate the student and capture their attention, but they simply do not apply them, resulting in monotonous classes, in which the student loses interest in learning the language.

In relation to the previous factor, it was also concluded that students feel unmotivated by “boring classes” because the teacher does not innovate their knowledge and always maintains the same rhythm and teaching method in the classroom (zone comfort), something that does not coincide with the work carried out by Chaves Salas (2001), which determines that teachers carry out new practices in teaching students, with the aim that they have their own character and criteria, since by training

people who know how to reason, it would help in the construction and development of a society with more democracy and in which everyone has good ideals.

Conclusions

Most of the students feel unmotivated to learn the English language, mainly caused by the traditional methodologies teachers use in classes. There is lack of innovation, which causes boredom and learning difficulties.

The students would like to learn English by means of songs and games, through which there will be more activation and engagement.

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Influences of Virtual Teaching on Learning English by University Students in Esmeraldas, 2020

Influencias de la Enseñanza Virtual en el Aprendizaje del inglés por Estudiantes Universitarios en Esmeraldas, 2020

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Abstract

To analyze the influence of virtual teaching on English learning by university students in the PUCE Esmeraldas, a quantitative investigation was carried out in the third semester of 2020. The methods of investigation used were analysis, synthesis, hermeneutics and descriptive statistics, with the technique of survey, which was applied to 13 students of the Pedagogy of National and Foreign Languages career at the referred university. The results revealed that the students were highly activated for learning because they participated actively in class. Regarding the students' pace of learning, the results showed that they were rapid in this process, being able to develop the four main skills of the language: listening, speaking, reading and writing. It was assumed that the Task Based Approach, Cooperative and Collaborative Learning and Communicative Language Teaching Strategies can be effective methods to teach communication skills in English in virtual teaching. In this sense, the researcher researched designed three strategies with the main stages: pre-task, while task and post task.

Keywords: influence, virtual teaching, students, communicative skills, language and strategies.

Resumen

Para analizar la influencia de la enseñanza virtual en el aprendizaje del inglés por estudiantes universitarios de la PUCE Esmeraldas, se realizó una investigación cuantitativa en el tercer semestre de 2020. Los métodos de investigación utilizados fueron análisis, síntesis, hermenéutica y estadística descriptiva, con la técnica de encuesta, la cual se aplicó a 13 estudiantes de la carrera de Pedagogía de las Lenguas Nacionales y Extranjeras de la referida universidad. Los resultados revelaron que los estudiantes estaban altamente motivados para aprender porque participaban activamente en clase. En cuanto al ritmo de aprendizaje de los estudiantes, los resultados mostraron que fueron rápidos en este

proceso, pudiendo desarrollar las cuatro principales habilidades del idioma: escuchar, hablar, leer y escribir. Por lo tanto, asumiendo que el Enfoque basado en tareas (TBA), el Aprendizaje Cooperativo y Colaborativo, y la Enseñanza del Lenguaje Comunicativo, pueden ser método efectivo para enseñar habilidades comunicativas en inglés en la enseñanza virtual. En ese sentido la investigadora investigó y diseñó tres estrategias con las etapas principales: pre-tarea, ciclo de tareas y tarea posterior.

Palabras clave: influencia, enseñanza virtual, estudiantes, habilidades comunicativas, idioma y estrategias.

Introduction

It is essential to highlight the influences of virtual teaching in learning English by university students in Esmeraldas, 2020. Currently, there is a great development of methodologies, techniques and useful tools to create effective strategies to teach a language. That is why various pedagogues have taken advantage of technological advances for the teaching of the English language in the world. However, despite social adversities, many teachers are forced to generate new teaching strategies with a flexible training modality, so that the student not only access information, but also transmit and produce their knowledge based on technology. However, Hernández (2014) points out that “TIC today makes it possible to create new learning environments, providing teachers with the opportunity to transform the educational process and improve the quality of education.” (p.19). Thus, providing a more flexible and innovative teaching.

At present, a new model of e-learning or teaching method has been implemented in teaching and learning online given through technology and internet. Powered through a health emergency that affects most of the population in different ways; and whether in health, the economy and education. That is why this type of teaching has been carried out, so that students do not stop learning and use various tools to force their knowledge. Likewise, as previously stated, teachers are obliged to generate new teaching-learning methodologies using especially technology, contributing in the same way to useful communication skills for language learning.

This is modern learning, focused mainly on distance interaction and the flexibility of virtual teaching. All these aspects develop strong influences on English language learning in students, based on this the following question arises:

How does virtual teaching influence the learning of English by university students in Esmeraldas, 2020?

Nowadays virtual education has become a great social, economic and educational challenge, is why, to acquire and learn English using this type of education serves in particular to promote interactivity, motivation, efficiency and development of the knowledge in a flexible environment given by teachers, since they are the ones who develop strategies for students to have a good education, thanks to this massive multimedia applications were developed, and easy access to the internet, which have been of greater importance in Teaching English.

Higher education is reflected in the teaching and research functions, giving so an organization more complex and useful for the dissemination of knowledge; therefore, one of the strategies of this educational level is to manage knowledge and communicate it through technology, thus generating innovative teaching taking into account the needs and difficulties of the students. Based on this, this research is supported in order to obtain answers about this type of teaching, which has had a great impact on the learning of university students.

The general objective of this investigation was to analyze the influence of virtual teaching on English learning by university students in Esmeraldas. To achieve this general objective, this research proposed three specific objectives: to determine the level of activation in the English Language learning process in through virtual teaching by university students, to identify the pace of learning of university students that receive classes with virtual teaching, to specify the skills where the students have mostly developed through virtual teaching.

Virtual teaching

Teaching is given to transmit information of any kind, either between one person or another, as long as it is intended to benefit the recipient. Previously, teaching was represented by the philosophers of ancient Greece. But over time, various teaching modes or methods have been developed and implemented, useful for human being learning.

This teaching-learning process has traditionally been developed in the classroom, where there is more direct contact between teacher and student. However, currently the virtual teaching modality has been implemented, which is developed indirectly, where its main objective and purpose is to transmit information virtually through the Internet, based on platforms that make communication more flexible and regardless of the distance between sender and receiver. Learning

Many authors provide contributions on the teaching-learning process. Such as Jean Piaget who proposes that intelligence is a process of adaptation of new situations, which goes from the simple to

the complex; and like Vygotsky who maintained that learning is social in nature, that is, it is proper to the subject, since it conditions and determines its development.

For this reason, we can define learning as the process of acquiring new knowledge, experiences, abilities, capacities and skills. Similarly, in learning English, discipline, perseverance and practice must be taken into account as they are necessary to develop the skills that human beings have to acquire the language.

C-learning

Classroom learning is given to directly instruct the student, to train him as a person and a professional. Puteh (2015) notes that “The student's concentration during the learning process increase if the learning environment is conducive and comfortable.” (p.2), that is why concentration and behavior are the main factors included in this modality of teaching, which contribute significantly to the integral and autonomous development of the student.

E-learning

E-learning or online learning occurs indirectly and is carried out through various platforms that facilitate distance learning, generating digital interaction between teacher-students, teacher-teachers and even student-students. This modality is very similar to the previous one, since both present academic planning, what differentiates them is that it is more flexible and expensive, since there are several factors, such as teacher training, the preparation of materials that are used through interactive methods and the connectivity to learning platforms.

However, according to Cabero (2006):

If the role of the teacher is important, so is the role played by the student, since, if he does not modify the traditional communication of the passive receiver in training and secondary communication into an active receiver and aware of it, the educational action will fail. At the same time, it is important that the student is self-motivated for study. (p.7)

All authors of the teaching-learning process are important, since they are the ones who promote teaching and learning and develop professionally in society.

Communication skills in virtual teaching

The ability to develop an interpersonal relationship, allows to benefit, putting skills into practice, as an incentive to transmit information and specific work processes, which are those provided by the teacher so that their students develop their communication skills.

Our ability to communicate is one of the most common skills components that are essential in the midst of college students. With the passage of time and the experience gained at the university, students delve into experiences both outside and inside the classroom, where they submit to explore their communication skills, either in group work or presentations in class.

Reading skills

This ability is based on the interaction that human beings have with written texts and the development of their imagination since we are children. Basically, reading is the portal to find the path of wisdom, since through it we fill ourselves with new knowledge and reach a relevant linguistic capacity, but mentalizing ourselves as the habit of reading or being virtuous in this, is the important point. Today, both students and teachers and adults have an abysmal focus on interest in reading, because it is a fact that when we are not dominated by electronic tools or other forms of entertainment of the new century, reading was one of the main hobbies between people of all ages. The misfortune is that people have discarded this habit and, along with it, the skills that make a good read.

Writing skills

A person with a writing ability always stands out for her ability to externalize her thoughts and feelings. The writing procedure is carried out in educational institutions. The determination to write is not to create immeasurable sentences or paragraphs, at this stage, the main thing is to try to fix an approach and make it circulate. Then we write our first draft, where we compile our reasoning at random. It is here where our thoughts become paragraphs formed by sentences. As a third step, there is the review, with the intention of taking a look again at what we have captured and perfected if we think that I require it. The review is made up of three functions: rereading the draft, sharing the draft with others, and reviewing it based on comments. Editing is the next big step, as clutter is uncapped here and the artwork shines. We tend almost in the end to try to make the text as easy as possible, correcting punctuation marks, grammatical errors and so on. As a final point, there is the publication of our work.

Listening skills

Listening is a requirement in language, it is not just about listening, we must strive to concentrate, paying attention not only to what it says, but also to the expressions and tones used by the transmitter; that is, we must be aware of both verbal and non-verbal messages. First, the recipient demonstrates that he has the skill to discern words, context, and their meaning. After the listener links the concept and shares their opinions with the speaker.

Academically, the skill of knowing how to listen, play an essential role in the teaching-learning stage. We know that listening is vital for communication and education, together with the teacher, they need to know how to express and understand each other in order to achieve a proper learning and relationship.

Speaking skills

Speaking is as important as any other communication skill, as they complement each other. When you have written ideas and listened thoughts, the only thing that remains is to be able to declare verbally. Has some areas where we can develop it, be it in an academic, work, or friendly way. With each of them, the ability to speak implied the same requirement

Proper pronunciation is essential, otherwise, it will be more difficult for the listener to get the message and organize the ideas, or to report a failure on the part of the speaker. Therein lies the importance of good verbal articulation.

Influences of virtual learning – teaching

The teaching-learning process reflects the relationship between teacher and student, in which activities are carried out that promote the integral, autonomous and collective development of each student; giving opportunity to their skills, which are useful for their personal and professional training.

The communication process is essential for the development of each human being, since he constantly tries to communicate through his senses (reading, writing, listening and speaking), allowing a more effective relationship between individuals.

This teaching process is constantly changing, since technologies have been developed that facilitate interaction between human beings, among them is the virtual teaching - learning modality, where the teacher teaches and the student learns through the internet.

This type of modality occurs due to several factors, either due to distance or due to a social emergency. It focuses a lot on the flexibility that teachers must have with their students and the responsibility that they play to develop their learning. However, this model has given a great turn to education, since many teachers are not prepared for this mode of teaching, which is why they receive trainings where they can use the various platforms.

Alves (2017) points out that “virtual learning environments have been associated with formal learning and with relationships between teachers, students and school. There is an increasing interest

in the virtual learning environments supported by the internet, namely among education institutions, students and teachers.” (p.2). That is why, the teaching of English, many professionals or teachers are benefited, thanks to the various platforms, applications and multimedia elements that greatly facilitate the teaching-learning of each student.

Antecedents

Tan, B. (2015). National Penghu University, Taiwan, points out that there are websites or platforms based on e-learning English, in the same way the difference in using of Internet to learn a language and the traditional method that is in the classroom.

Molchanova, I. (2014). Peoples' Friendship University of Russia, Moscow, Russia. Points out that there are several aspects that influence virtual teaching of English, including communication skills and student motivation, in the same way that reveals e-learning platforms and their effectiveness and motivating influence on their implementation of the educational process.

Mubaslat, M. (2012). English Language School Jordan, USA. Points out that traditional learning has changed as technology advances, and how its use influences effective learning, where they learn through technology-based pedagogy.

Cai, H. (2012). School of Business, East China University of Science and Technology, Shanghai, People's Republic of China. Points out that as technology advances, it provides a series of useful materials for the teaching-learning process of English, which gives teachers the opportunity to change their pedagogical strategies to improve the effectiveness of teaching and learning. Also comments that e-learning offers several advantages that serve to master English as a second language.

Quezada, A., Zúñiga, A., Toro, V., Camacho, G., Pinza, E., Benítez, C. & Morocho, E. (2017). Iberian Conference on Information Systems and Technologies, Quito, Ecuador. They point out that there are various factors that influence teaching in the teaching learning process of English, in the same way, it focuses on how English teaching has developed in educational institutions in Ecuador, many of these according to the article have not been Very beneficial for language acquisition, despite the fact that teachers use strategies that are not useful for students to achieve understanding and a good level of English.

Peñafiel, M., Vintimilla, L. Mora, L. Montesdeoca, P. (2015). International Conference on Information Technology Based Higher Education and Training, Quito, Ecuador. This study is based

on analyzing the point of view of teachers according to the use of virtual platforms in university students, which are useful in the English language teaching-learning process.

Method

This research was carried out on a certain group of students of the Pedagogy of National and Foreign Languages Career from the PUCESE. The type of this investigation was carried out the descriptive and quantitative methods.

The study population was made up of 21 students of the Pedagogy National and Foreign Languages Career. On the other hand, the sample will be intentionally selected, with the 12 first-level students of the career.

The hypothesis was focused in virtual teaching influences positively in English language learning. Additionally, this research was based in two variables which are “virtual teaching” as the independent variable and “English language learning” as the dependent one. The independent variable was determined with the application and analysis of a survey regarding some students’ thoughts.

On the other hand, the methods of this research used were analysis and synthesis, where they were used to analyze the bibliography and synthesize the most important theories about the curricular arrangements that can support this research. They were also applied to analyze the results and synthesize the most important information. In the hermeneutics, it was developed to interpret the most important information analyzed in the theoretical framework. In addition, they interpreted the results obtained with the application of the techniques. And in the descriptive statistics: It was applied to process the data obtained with the application of the techniques.

The technique of this investigation was a survey and was applied to the group of students. The instrument was a multiple-choice questionnaire which contained four questions with closed questions in relation to the evaluation indicators.

The data were obtained from the application of the different techniques were tabulated manually and the figures were designed using the Microsoft Excel program.

Results

In relation to the level of activation in the English language learning process (Figure 1), only 58% of the students have much active participation in virtual English classes. While 25% affirm that

their participation in virtual classes is very much, on the other hand only 17% do not have much participation in this learning process.

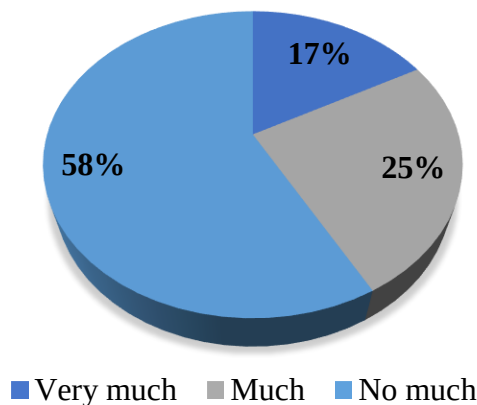


Figure 2: The level of activation in the English language learning process

Source: Survey applied to students of the second level of the career

In relation to the learning pace of university students (Figure 2), only 17% of students feel that they learn very much in virtual modality. While 33% affirm that their learning pace is much in this teaching-learning process, but 50% do not much feel that their learning pace advances with this type of modality.

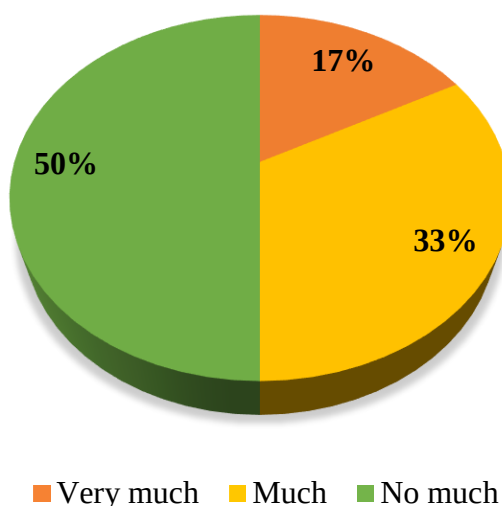


Figure 3: The learning pace of university students

Source: Survey applied to students of the second level of the career

In relation to the development of communication skills of university students (Figure 3), only 17% have developed them very much in virtual teaching. While 58% say that their communication skills have developed much, but 25% have not had much progress to develop them in the middle of virtual lessons.

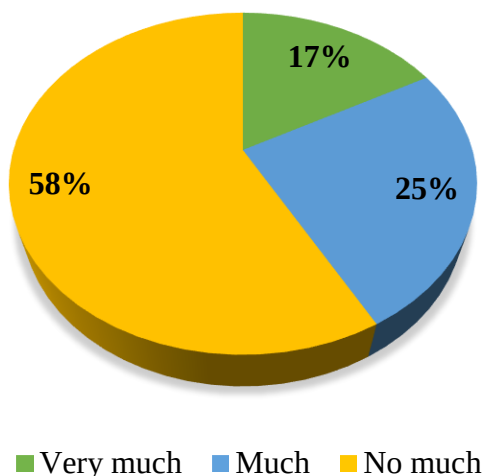


Figure 4: The development of communication skills of university students

Source: Survey applied to students of the second level of the career

In relation to the communication skills most developed by university students (Figure 4), 35% and 30% affirm that their oral skills (listening and speaking) have been mainly developed. On the other hand, according to 26% and 9% indicate that their writing skills (reading and writing) have not been developed in the best way, through virtual teaching.

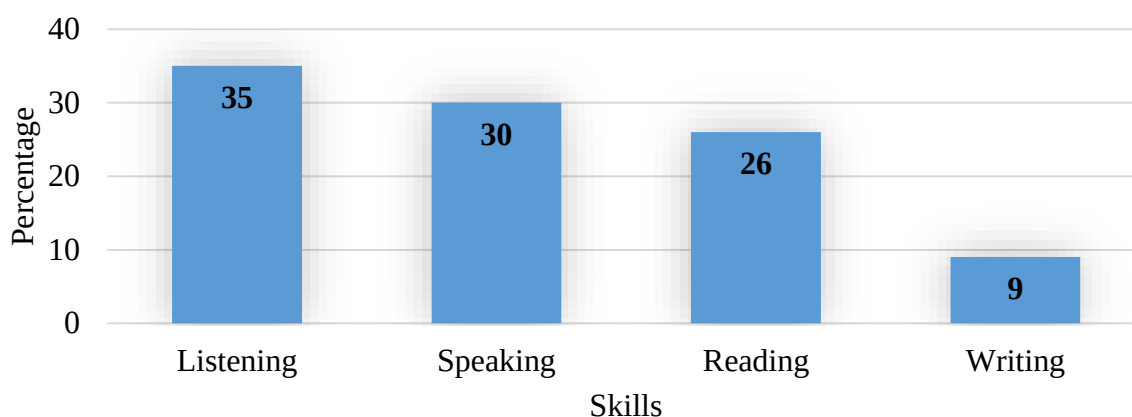


Figure 4. The communication skills most developed by university students

Source: Survey applied to students of the second level of the career.

Discussion

Students' learning levels depend a lot on their determination, discipline and participation in what they want to learn. For this reason, through the contribution of various authors in relation to the teaching-learning process, Piaget (1981) assures that intelligence occurs through a process of adaptation to new situations, while Vygotsky (1979) argued that learning is social in nature, that is, proper to the subject, since it conditions and determines its development. In this sense, we can affirm that 58% of university students actively participate in their virtual English classes to actively learn the language, adapting to new situations and naturally relating to virtuality.

On the other hand, it is important to note that learning another language requires discipline, practice, and perseverance. However, many students prefer direct contact (face-to-face modality) to develop their learning in the language, since 50% of the university students surveyed stated that their learning pace has not advanced in the virtual modality. The student's concentration during the learning process increases if the learning environment is conducive and comfortable, contributing to their integral and autonomous development in a physical environment.

Even though the majority of university students do not prefer the virtual modality to learn English, 58% affirms that their communication skills, especially oral ones, have developed considerably, since they have been motivated and incentivized by teachers, as mentioned by Cabero (2006), who refers to the fact that the student is a passive receiver in training and communication, who needs motivation to learn. Therefore, it is necessary for teachers to generate virtual strategies that motivate students to learn the English language.

Conclusions

The level of English activation in university students through virtual teaching depends on the strategies that the teacher uses to offer English classes, since most of them actively participate in class, which facilitates and helps in their process of teaching and learning when wanting to acquire English as a second language.

As mentioned above, the teaching strategies used by the teacher in this type of modality greatly influences the learning process, since it is here where university students are motivated, and their learning pace advances as well as their level of English.

Communication skills in this type of modality have a significant influence, since students have the obligation to participate constantly. In that sense, oral skills are the ones that precede the most, since they are the most used at the time of putting the English language into practice.

PROPOSAL

COMUNICATIVE LANGUAGE TEACHING STRATEGIES:

TASK BASED APPROACH

It is important to emphasize that higher education is reflected in the teaching and research functions, thus giving a more complex and useful organization for the dissemination of knowledge; therefore, one of the strategies of this educational level is to manage knowledge and communicate it through technology, thus generating innovative teaching taking into account the needs and difficulties of students.

That is why this strategy is focused on the Task-based Approach for students to develop their oral skills through technology. For this reason, this strategy is divided into three parts: Pre-Task, While-Task and Post Task.

PRE-TASK

Objective: To activate the oral skills of students

Teacher

Stimulating oral skills, using technology is an innovative way of how teachers generate new strategies. That is why ICT in language teaching offers the opportunity to use the foreign language in a meaningful way in authentic contexts, provides quick and easy access to the use of real and updated materials in the language studied, and presents opportunities learning motivators such as chat rooms or virtual environments (Vélez, Vidal and Yamá, 2010).

In this part, it is essential that the professor presents technological tools that stimulate the oral skills of university students before introducing the topic to be discussed.

The teacher uses the technological tools and activities to activate the vocabulary of the students. Finally, it presents the instructions for the activity to be treated.

Examples of activities that can stimulate and activate students' oral skills:

- Music videos
- Online game
- Movie scenes
- Debates
- Conversations

The teacher plays the role of director, guide and facilitator of the activity

Students can work individually, in pairs or in groups.

Students

In this part, students are participatory, since technological tools stimulate their oral skills. In the same way, they enter into context when the teacher presents their instructions and can develop the activity without problems.

WHILE TASK

After stimulating the oral skills of the students; in this part the teacher will explain the activities that they will develop.

Teacher

In this part, the teacher will implement the designed strategies, where students use technology as a key tool to develop students' oral skills. He is also willing to solve the doubts of the students while they develop the activities.

Students

The role of the students is to carry out the activities given by the teacher. In the same way, they will participate to develop their oral skills.

POST TASK

Finally, technology is currently an essential part for entertaining that is why students will communicate through it to generate a better relationship in the classroom

TASK: EXAMPLES

1. Pre-Task

In this part of the lesson, the teacher will present a video of a scene from a movie called "Alice in Wonderland", where they use the present simple, with the aim that students are entertained and enter into context with the subject to be discussed.

2. While-Task

In this part of the lesson, students will watch two videos that explain and exemplify the adverbs of frequency in simple present. The first video is exemplified with personal activities and the second video is the explanation with examples of how and when to use them; in this way, students will relate the concepts and examples to their environment.

3. Post-Task

In this part of the lesson, the teacher will clarify the doubts that the students have about the videos previously presented on the subject, in a communicative and participatory way. Afterwards, some exercises and activities will be given that will allow students to practice the lesson learned.

Finally, the teacher is going to give feedback about the topic and to correct some pronunciation and spelling errors.

COMMUNICATIVE LANGUAGE TEACHING STRATEGY TO TEACH THE FOUR COMMUNICATIVE SKILLS (LISTENING, SPEAKING, READING AND WRITING)

It is important to emphasize that higher education is reflected in the teaching and research functions, thus giving a more complex and useful organization for the dissemination of knowledge; therefore, one of the strategies of this educational level is to manage knowledge and communicate it through technology, thus generating innovative teaching taking into account the needs and difficulties of students.

That is why this strategy is focused on the Task-based Approach for students to develop their oral skills through technology. For this reason, this strategy is divided into three parts: Pre-Task, While-Task and Post Task.

PRE-TASK

Teacher

Stimulating the four communicative skills, using technology is an innovative way of how teachers generate new strategies. That is why ICT in language teaching offers the opportunity to use the foreign language in a meaningful way in authentic contexts, provides quick and easy access to the use of real and updated materials in the language studied, and presents opportunities learning motivators such as chat rooms or virtual environments (Vélez, Vidal and Yamá, 2010).

In this part, it is essential that the professor presents technological tools that stimulate the four communicative skills of university students before introducing the topic to be discussed.

The teacher uses the technological tools and activities to activate the vocabulary of the students. Finally, it presents the instructions for the activity to be treated.

Examples of activities that can stimulate and activate students' the four communicative skills:

- Music videos
- Online game
- Movie scenes
- Debates
- Conversations
- Reading comprehension
- Activities focused on grammar

The teacher plays the role of director, guide and facilitator of the activity

Students can work individually, in pairs or in groups.

Students

In this part, students are participatory, since technological tools stimulate their communicative skills. In the same way, they enter into context when the teacher presents their instructions and can develop the activity without problems.

WHILE TASK

After stimulating the oral skills of the students; in this part the teacher will explain the activities that they will develop.

Teacher

In this part, the teacher will implement the designed strategies, where students use technology as a key tool to develop students' the four communicative skills. The teacher is also willing to solve the doubts of the students while they develop the activities.

Students

The role of the students is to carry out the activities given by the teacher. In the same way, they will participate to develop their communicative skills.

POST TASK

Finally, technology is currently an essential part for entertaining that is why students will communicate through it to generate a better relationship in the classroom.

TASK: EXAMPLES ABOUT ORAL SKILLS

Objective: To activate the oral skills of students.

1. Pre-Task

In this part of the lesson, the teacher will present a video of a scene from a movie called "Alice in Wonderland", where they use the present simple, with the aim that students are entertained and enter into context with the subject to be discussed.

<https://www.youtube.com/watch?v=W1St7sRFEEE>

2. While-Task

In this part of the lesson, students will watch two videos that explain and exemplify the adverbs of frequency in simple present. The first video is exemplified with personal activities and the second video is the explanation with examples of how and when to use them; in this way, students will relate the concepts and examples to their environment.

<https://www.youtube.com/watch?v=v9odRPdMGv8>

<https://www.youtube.com/watch?v=VGpXUSV6SWo>

3. Post-Task

In this part of the lesson, the teacher will clarify the doubts that the students have about the videos previously presented on the subject, in a communicative and participatory way. Afterwards, some exercises and activities will be given that will allow students to practice the lesson learned.

Finally, the teacher is going to give feedback about the topic and to correct some pronunciation and spelling errors.

TASK: EXAMPLES ABOUT WRITING SKILLS

Objective: To activate the writing skills of students.

Task 1: Pre-Task

In this part of the lesson, the teacher will present a short video called "Comprehension", where present an interactive story, with the aim that students are entertained and practice the language.

<https://www.youtube.com/watch?v=Uc2EESjOVGo&t=99s>

Task 2: While-Task

In this part of the lesson, the teacher divides the class into pairs and give each group a short story, then the students write some sentences using the present simple

Have each group read their sentences.

Task 3: Post-Task

In this part of the lesson, students will interpret the reading with real life situations.

And finally, the teacher clarifies the doubts that the students have on the subject and will correct the pronunciation and spelling errors

COOPERATIVE AND COLLABORATIVE LEARNING STRATEGY

It is important to highlight one of the strategies of this educational level is to manage knowledge and communicate it through technology, thus generating innovative teaching considering the needs and difficulties of the students. But especially the interaction in the classroom.

For this reason, strategy focuses on the collaboration and cooperative of students so that they can develop their skills and knowledge in an interactive way through technology. For this reason, this strategy is divided into three parts: Pre-Task, While-Task, and Post-Task.

PRE-TASK

Objective: To introduce the topic in a participatory and entertaining way.

Teacher

In this part, it is essential that the teacher creates an environment of trust by introducing the topic in a participatory way, where the students will carry out the previous activities for the class activities.

The topic to be treated in the lesson of present simple using daily routines, here the students will develop their communication skills in a collaborative and cooperative way:

It is worth mentioning that in this lesson the teacher uses technological tools to introduce and develop the class:

- Flashcards of daily routines
- Reading comprehension
- Slides
- Pencil
- Notebook
- Markers

The teacher plays the role of director, guide and facilitator of the activity

Students participate in the class and work in groups.

Students

In this part, students are participatory, since technological tools stimulate their communicative skills. In the same way, they enter into context when the teacher presents their instructions and can develop the activity without problems.

WHILE TASK

Objective: To manipulate the topic in a collaborative, cooperative, participatory and inclusive way.

Teacher

In this part, the teacher will implement the designed strategies, which focus on activities, where students learn in a collaborative, cooperative, participatory and inclusive way in the classroom. The teacher is also willing to solve the doubts of the students while they develop the activities.

Students

The role of the students are to carry out the activities given by the teacher. In the same way, they will participate to develop their communicative skills.

POST TASK

Objective: To produce the language through the student's learning level through a review activity.

Teacher

In this part, the teacher will give instructions on the review activity, to assess the level of cooperative and collaborative learning of the students

Students

Finally, the students will present in front of the class what they have learned about the subject, based on their personal situation.

TASK: EXAMPLES

1. Pre – task

Before starting the class, it is necessary for the teacher to create an atmosphere of trust, where the teacher asks their students how they have felt and what they did before arriving at school.

Then the teacher presents a song based on daily routines, where students will be motivated and entertained learning the subject.

Then the teacher presents the flashcards with the vocabulary of the lesson and asks to listen and repeat the activities of the daily routines.

2. While – task

In this part of the lesson, once the vocabulary has been presented, the teacher presents their students with a small activity based on reading comprehension, where the students will work in different groups at Zoom rooms and discuss the reading in order to answer the questions. Likewise, the teacher will be pending in case any student has any questions. Later, all students talk about the video and the reading comprehension answers.

After developing the group activity, the teacher presents a YouTube video with a short story based on the daily routines.

3. Post – task

First, the teacher gives the instructions about the presentations that the teacher wants students to develop about the presentations you want students to develop about the video. Here they will present their ideas and use the reading as an example and use their personal information.

Feedback and corrections

In this part of the lesson, the teacher will clarify the doubts that the students have about the videos previously presented or the topic on the subject, in a communicative and participatory way.

Finally, the teacher is going to give feedback about the topic and to correct some pronunciation and spelling errors.

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The Influence of Socio-Cultural Conditions on the Learning of the English Language in the Tachina Parish, Esmeraldas

La Influencia de las Condiciones Socioculturales en el Aprendizaje del Idioma Inglés
en la Parroquia Tachina de Esmeraldas

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Abstract

To analyze the influence of sociocultural conditions on English language learning in the institutions of the Tachina parish, an investigation was carried out under a mixed methodological approach and a descriptive scope. The analytical-synthetic, hypothetical-deductive, hermeneutical, and descriptive statistics research methods were used, as well as the techniques of surveys and documentary review of the educational actors of the institutions of the aforementioned parish. The results revealed that in the institutions of the Tachina parish there are factors that hinder the learning process of the students, such as: bad economic situation, lack of physical or digital resources and the teacher's methodology. It was also identified that the linguistic interference of the L2 is the one that has the greatest influence. Among the resources that they indicated they do not have access to are the internet, English platforms, and appropriate textbooks for learning this foreign language. The conclusions obtained confirmed that English language learning, and learning in general, is affected by the low socio-cultural conditions identified in the Tachina parish and that it is very difficult to change the rural educational reality if their living conditions are not considered.

Keywords: sociocultural conditions, learning, the English language, education.

Resumen

Para analizar la influencia de las condiciones socioculturales en el aprendizaje del idioma inglés en las instituciones de la parroquia Tachina, se realizó una investigación bajo un enfoque metodológico mixto y un alcance descriptivo. Se utilizaron los métodos investigativos analítico-sintético, hipotético-

deductivo, hermenéutico y la estadística descriptiva, y las técnicas de las encuestas y revisión documental a los actores educativos de las instituciones de la parroquia ya mencionada. Los resultados revelaron que en las instituciones de la parroquia Tachina hay factores que dificultan el proceso de aprendizaje de los estudiantes como: mala situación económica, falta de recursos físicos o digitales y la metodología del docente. También se identificó que la interferencia lingüística de la L2 es la que influye con más intensidad. Entre los recursos que señalaron no tienen acceso se posiciona el internet, plataformas de inglés y libros de textos adecuados para el aprendizaje de este idioma extranjero. Las conclusiones obtenidas confirmaron que el aprendizaje del idioma inglés, y el aprendizaje en general, es afectado por las bajas condiciones socioculturales identificadas en la parroquia Tachina y que es muy difícil cambiar la realidad educativa rural si no se toma en cuenta sus condiciones de vida.

Palabras clave condiciones socioculturales, aprendizaje, el idioma inglés, educación.

Introduction

English is the third most spoken language in the world after Mandarin and Spanish, however, its dominance in politics, economic, science and culture offers many more benefits than other languages. Due to the global impact of this foreign language, most educational institutions integrate it into their study plan. The English language is crucial for those who need to improve their quality of life, for personal and social development, that is why learning this language should be of vital importance in the Ecuadorian educational system. However, to have a correct learning of a foreign language, the educational reality of the students must be considered, which is influenced by sociocultural factors such as: family environment, economic situation, physical or digital resources, theoretical-methodological plan, teaching curriculum, among others.

In case of not having the necessary resources and a favorable environment, it is very difficult for minors to benefit from the opportunities offered by the educational system. Not only material resources, but also factors such as educational strategies, activities, time available to parents and habits are strong influences on the educational achievements of students (Espitia Carrascal & Montes Rotela, 2009).

In the Province of Esmeraldas, Tachina is considered one of the urban expansion parishes within the Esmeraldas canton, due to the presence of the General Rivadeneira Airport and the new road infrastructure that drives the development of the parish. Even though Tachina is not from the rural area, its location is far from the city and therefore it is assumed that the authorities' attention to the educational reality is poor. Particularly in Tachina, the educational infrastructure in the cantonal

head is in medium condition, and in the neighborhoods in poor and regular conditions (Garzón Guerra, 2014).

Given the problems presented following question arises: How do the sociocultural conditions in the learning of the English language in the institutions of the parish Tachina? There are many hypotheses but very little research concentration in Tachina is why we designed this research to know how to influence the sociocultural conditions in learning English in Tachina and to provide one perspective to readers and researchers.

To make this research effective as a general objective, it was proposed to analyze the influence of sociocultural conditions on the learning of the English language in the institutions of the Tachina parish. And as specific objectives: Identify the factors influencing the teaching-learning English in Tachina parish, determining the incidence of each factor sociocultural in determining individual them, social and institutional, and calculate resources that educational actors in the parish Tachina access.

The English language today

The personal and above all professional demands, at present, impose the command of a second language such as English to be part of this social transformation known as globalization. This means that the English language is expanding in all areas of life: in the economy, relationships, culture, education, politics, working life and technological development. The fact that English teaching is important in education means that the socio-economic development of our country depends on it. Mastering a second language allows educational, labor and social success (Spain Chavarría, 2010). Mastering the English language enables us to develop the communication and professional skills necessary for this digitized and globalized world.

Educational quality

School has a particular meaning, it is not only where children spend more time during childhood, and it is also the environment in charge of intellectual development but above all personal. Children manage to discover their qualities, beliefs, positive attitudes, virtues, so it is very important to properly train at school so that in the future they can be contributors to society. That is why the intellectual and social development of students is largely influenced by the quality of the school they attend. A school is good if it has an environment in which firm leadership and initiative predominate, as well as having quality and committed teachers. Education must always be guaranteed by the public

powers. Educational quality is nothing more than teaching young people in the best way possible (Cano García, 1998).

Educational gap

Educational gap is defined as the inability of the educational system to ensure that individuals with lower socioeconomic conditions effectively incorporate the knowledge and skills they need to participate in society (Celis, Jiménez, & Jaramillo, 2012). This gap is getting bigger and is determined by characteristic of their sociocultural environment and the isolation of the urban area, ethnicity, social class and little attention from government agencies.

When there are differences in the quality of education, those who receive lower quality education are limited in their performance in society, since their performance in the labor market is lower. The educational gap is equivalent to a gap in the quality of life of education (Sarmiento, Becerra, & Gonzales, 2000). The more educational levels, there is more knowledge and skills that provide more job, social and well-being opportunities, since it is the educational system that is responsible for preparing generations to meet the changing needs of society.

Factors related to performance

The historical-cultural approach makes a great contribution to the educational community. This approach conceives the human being as a social being who builds his knowledge from particular social experiences. Also, Vygotsky in its principles states that the learning is a social activity and not just a process of individual realization (Patiño Garzón, 2007). Vygotsky, in his sociocultural theory, argued that children develop learning and cognitive processes through interaction with the social environment, which means that learning cannot be separated from the influence of the sociocultural environment or context. For Vygotsky (1968), sociocultural learning occurs through language, and language is the mediator between individual and social processes, that is, native language can be considered as the most influential sociocultural factor in the learning of a foreign language.

The aspects that affect school learning can be classified into: (a) individual characteristics; (b) family social and economic conditions; (c) the elements of the school or educational establishment; and (d) administration of school systems (Vegas & Petrow, 2007).

Antecedents

An investigation carried out by Ferreiro, Ríos and Álvarez on Influence of the family environment on academic performance in Galicia (Spain) , concluded that students whose parents

have university studies and higher professional levels present significantly better results and in most of the subjects (Ferreiro Seoane, Ríos Carro, & Álvarez Rojo, 2015) .

An investigation on the Structural Model of Influential Extrinsic Factors in Flipped Learning, carried out in Spain by Santiago, López, Fuentes and Pozo to university students in 2020; concluded that students who have an ideal family context, values, motivation, and self-esteem achieve optimal learning results, on the contrary, those who do not have time for work do not achieve the same results (Santiago Mengua, López Belmonte, Fuentes Cabrera, & Pozo Sánchez, 2020).

In a study carried out in Costa Rica on the effect of the affective filter on the learning of a second language by Pizarro and Josephy (2010), basic factors that influence the acquisition of a second language are described and analyzed; among them, the level of anxiety, motivation, the attitude of the participants, as well as the interaction between the teacher and the student.

An investigation carried out by López, Quesada and Salas on Social factors in learning a second language: The case of the Pacific headquarters of the University of Costa Rica, where it was shown that factors such as motivation and the cultural and economic context are elementals for the acquisition of a foreign language (López Moreno, Quesada Chaves, & Salas Alvarado , 2017).

A study carried out in Bogotá- Colombia in 2011 by Maturana Liliana on The Teaching of English in Times of the National Plan for Bilingualism in Some Public Institutions: Linguistic and Pedagogical Factors¹, showed that pedagogical and didactic factors are important and influential in the learning process-teaching of English, so it is necessary to develop teacher professional development programs (Maturana Patarroyo, 2011).

A study entitled Analysis of some leisure-cultural factors in the teaching of a foreign language, carried out in Chile by Tejeda Cerda and Niebles Gutiérrez in 2016, showed that the development of the sociolinguistic skills of a foreign language are related to contexts or systems in which discriminatory elements that mark inequalities stand out (Tejeda Cerda & Niebles Gutiérrez, 2016).

A study on English as a Foreign Language in the Ecuadorian University Context carried out by Intriago, Villafuerte, Bello and Cevallos in 2019, resolves that although the review of the literature indicates important advances in the teaching-learning process of English, the reality that is observed in the educational system is worrying (Intriago, Villafuerte, Bello, & Cevallos, 2019).

In an investigation carried out in the city of Quito in 2018, Méndez Noguera concluded that social factors such as: lack of family support, level of immersion in English; Similarly, educational factors such as: the excessive number of students and the teacher's profile negatively influenced the significant learning of the English language (Méndez Noguera, 2018).

Method

The present investigation was carried out in the institutions of the Tachina parish, in the city of Esmeraldas. The research was designed under a mixed methodological approach with a descriptive scope, since this is the one that best fits the needs of the research. According to Sampieri (2014): "The descriptive scope only aims to measure or collect information independently or jointly on the concepts or variables to which they refer" (p. 96).

The research was of a non-experimental nature since "these are studies in which we do not intentionally vary the independent variables to see their effect on other variables." In other words, a situation is not manipulated or generated. And it was applied with a cross-sectional design, since this design has the purpose of "describing variables and analyzing their incidence and interrelation at a given moment". (Hernández Sampieri, Fernandez Collado, & Baptista Lucio, 2014, p. 80)

In this research, a group of 25 people was taken into account as a population, including administrative personnel and teachers of the institutions of the Tachina parish. And the sampling was non- probabilistic because it allowed taking into account the people of the community who develop in the educational field, such as teachers and managers, that is, convenience sampling was applied.

It is considered as a hypothesis that the sociocultural conditions considerably influence the learning of the English language in the institutions of the Tachina parish.

In this research project there are two variables that appear implicitly in the title; the dependent variable corresponding to English language learning and the independent variable corresponding to sociocultural factors.

"The research method is the set of tasks, procedures and techniques that must be used, in a coordinated manner, to be able to fully develop the research process" (Calduch Cervera, 2012, p. 112). To solve the hypothesis raised in the previous paragraph, a hypothetical-deductive method was developed, which according to Abreu (2014), allows to identify the characteristics of a particular reality through a derivation of the results or statements obtained (p. 200). In addition, the analytical-

synthetic method that is based on reflective analysis, the hermeneutical method, that is, interpretation, were used. And the descriptive statistics which is “write the distribution of the scores or frequencies of each variable” (Hernández Sampieri, Fernandez Collado, & Baptista Lucio, 2014, p. 282).

Research techniques used were the survey and document review. The survey because “it allows obtaining and preparing data quickly and efficiently” (Casas Anguita, Repullo Labrado, & Donado Campos, 2003, page 527) and the documentary review because it allows storing the selected information in different readings. This to know perspectives of educational actors about their reality regarding the English language in relation to their environment and therefore analyze, understand, and answer our questions raised in the research. In addition to being able to contrast the results of this research with the criteria presented in the bibliographic review.

Digital instruments such as Google Forms were used to carry out the survey and WhatsApp to distribute the link to the selected sample.

The data were processed with the statistical-descriptive technique. The methods of Descriptive Statistics or Exploratory Data Analysis help to present your data by making its structure stand out, allowing to detect outstanding characteristics such as unexpected characteristics (Orellana, 2001). Statistical graphics will be developed with the Microsoft Excel tool.

Results

In relation to the performance of the students of the Tachina parish in learning the English language (Figure 1), 44.4% of the students are bad at speaking, 77.8% bad at reading, 44.4% bad at the listening and 77.8% bad in writing. This shows that the level of the students of the Tachina parish in the English language is bad.

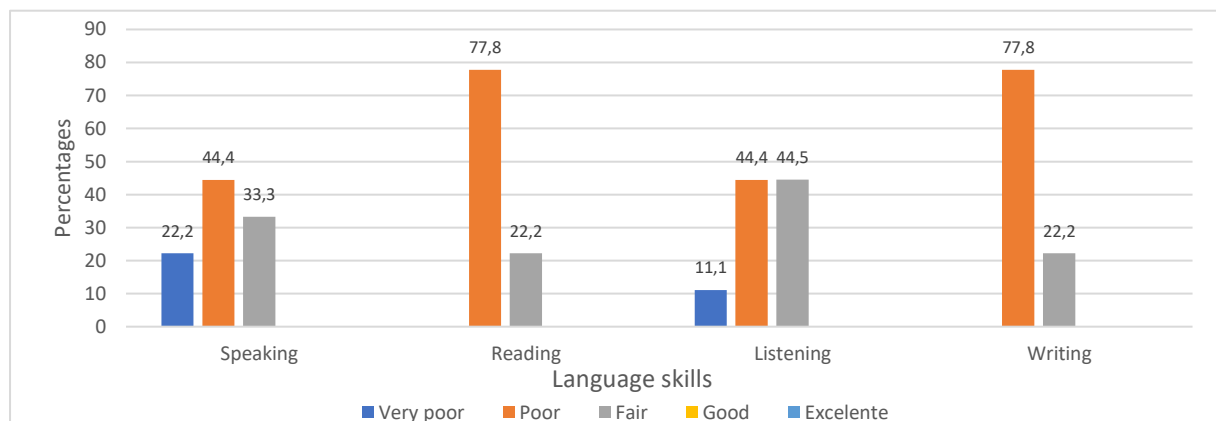


Figure 13. Level of Tachina Parish students in English language skills.

Source: survey applied

Regarding the factors present in the environment Tachina parish (Figure 2), 56% of the sample agreed and 22% totally agree with that they influence considerably in learning the English language program for their students.

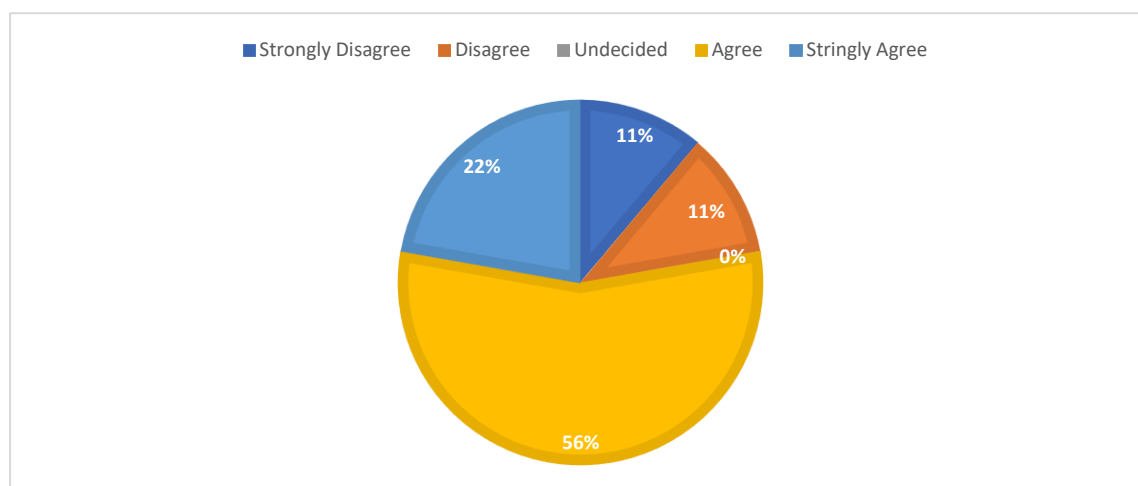


Figure 14. Incidence of factors in learning the English language

Source: survey applied

According to the data obtained (Figure 3), 45% of the respondents indicated that the factors that affect the learning of the English language in the Tachina parish are: difficult economic situation, lack of physical or digital resources and the teacher's methodological strategies.

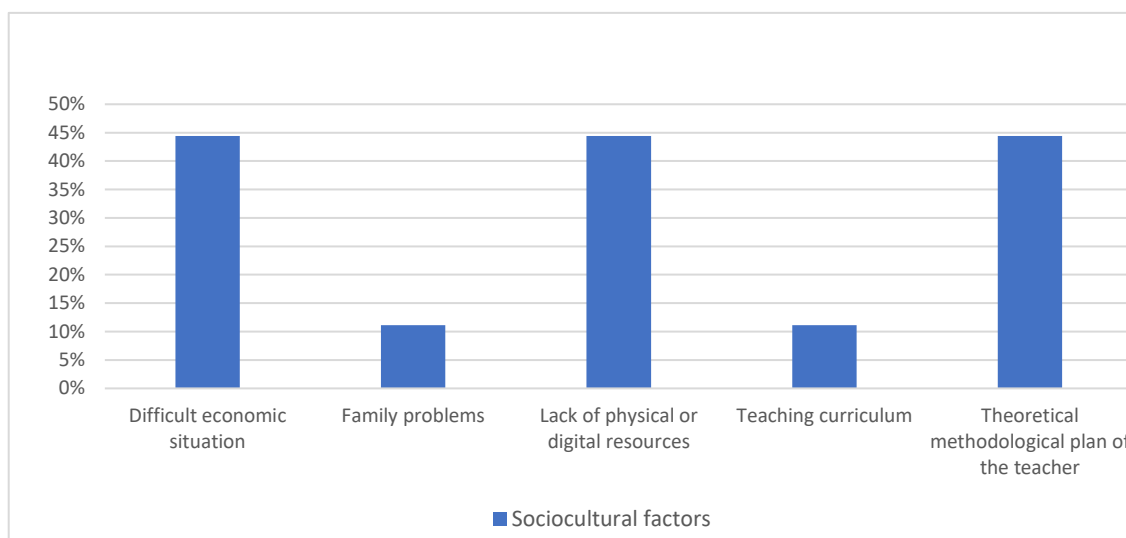


Figure 15. Sociocultural factors that influence the learning of English in the Tachina parish.
Source: survey applied

Regarding the economic reality of the families of the Tachina (Figure 4), 56% of those surveyed assured that it was bad and 22% that it was very bad. This indicates that the families of the Tachina parish have a bad economy which hinders the process of learning.

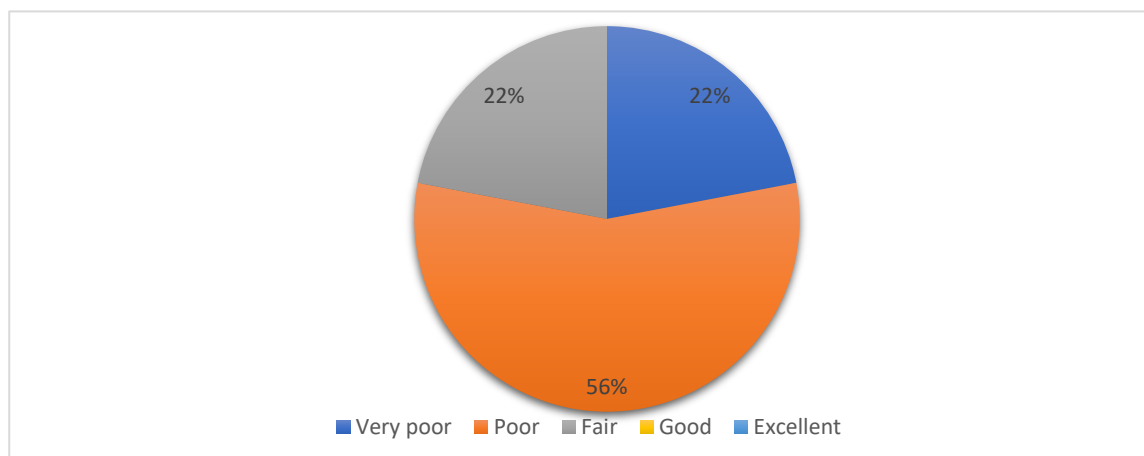


Figure 4. Economic reality of the families

Source: survey applied

Concerning family affective relationships (Figure 5), 67% of those surveyed answered that they were good and 33% that they were bad, so it is assumed that family problems are not a factor that affects the learning of the English language in students of the Tachina parish.

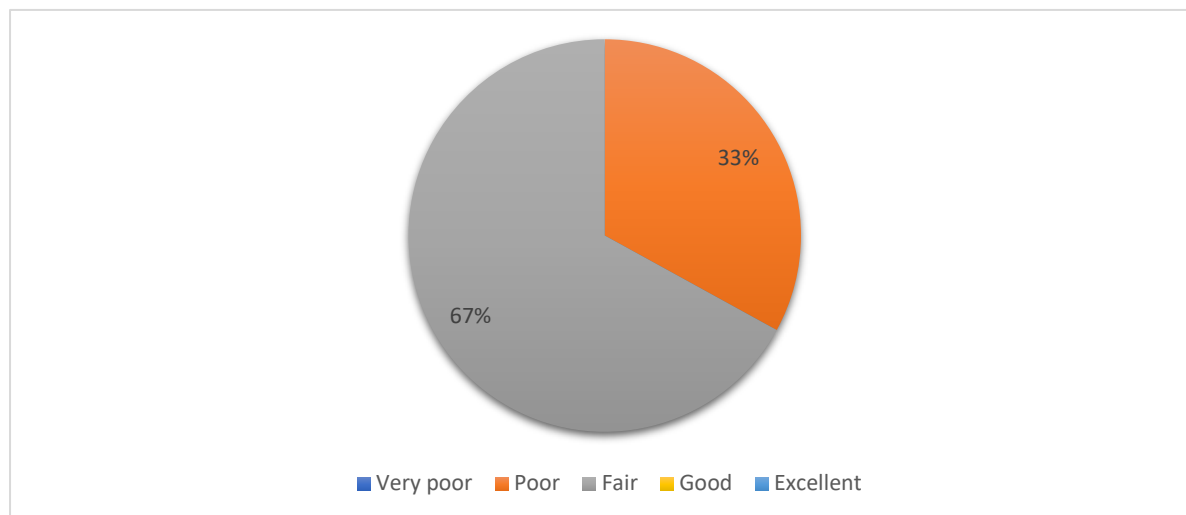


Figure 16. Affective family relationships

Source: survey applied

Regarding the accessibility that the students of the Tachina parish have to the physical and digital resources necessary for learning the foreign language (Figure 6), 89% of the sample indicated that the students did not have access. So, it is recognized that this factor hinders the process of learning English.

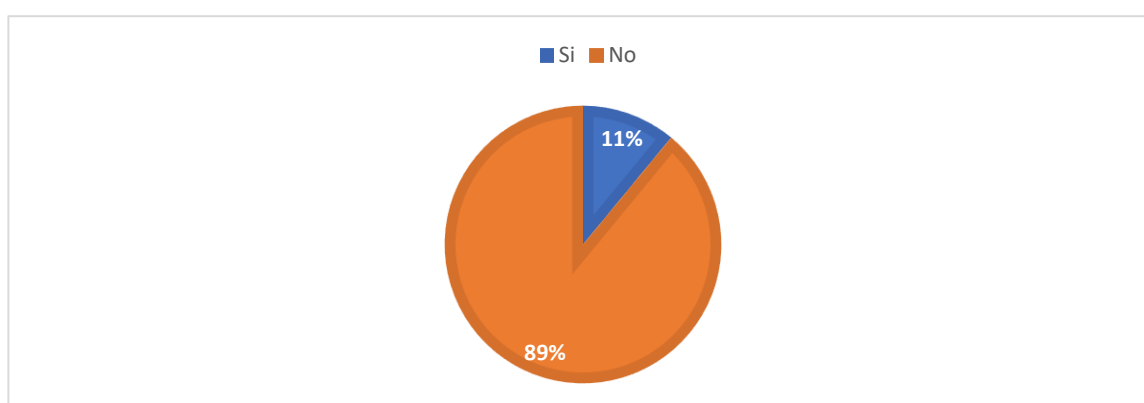


Figure 6. Accessibility to physical and digital resources

Source: survey applied

Among the resources that respondents said they do not have access (Figure 7) are: English platforms with 37%, internet with 32%, adequate textbooks with 16%.

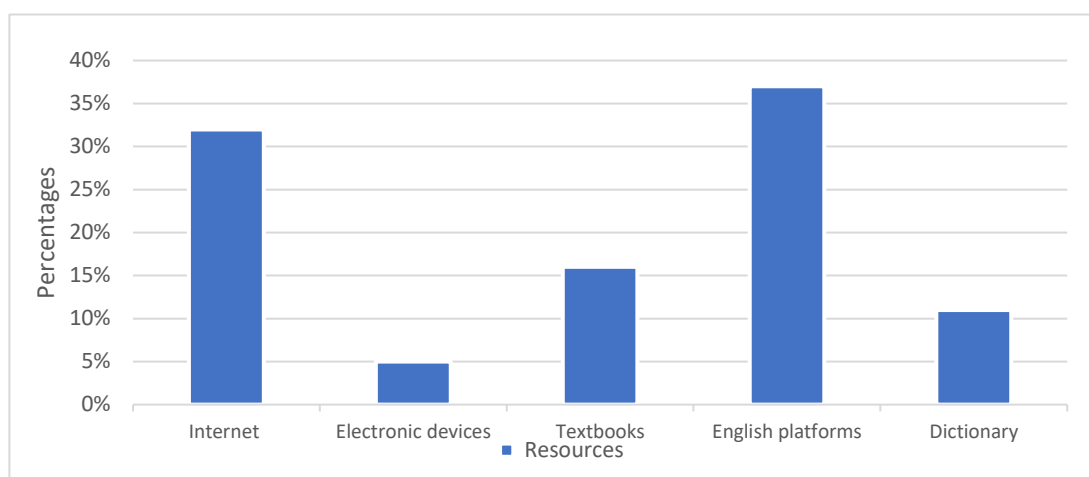


Figure 17. Resources for which students do not access

Source: survey applied

In relation to the influence of L1 on English Language Learning, 56% of those surveyed stated that L1 has a great influence on learning the English language and 22 % said that it has little influence (Figure 8). L1 or mother tongue is currently considered as the most influential factor in learning any language because it is with L1 that the student is in constant interaction, this phenomenon is known as L1 linguistic interference.

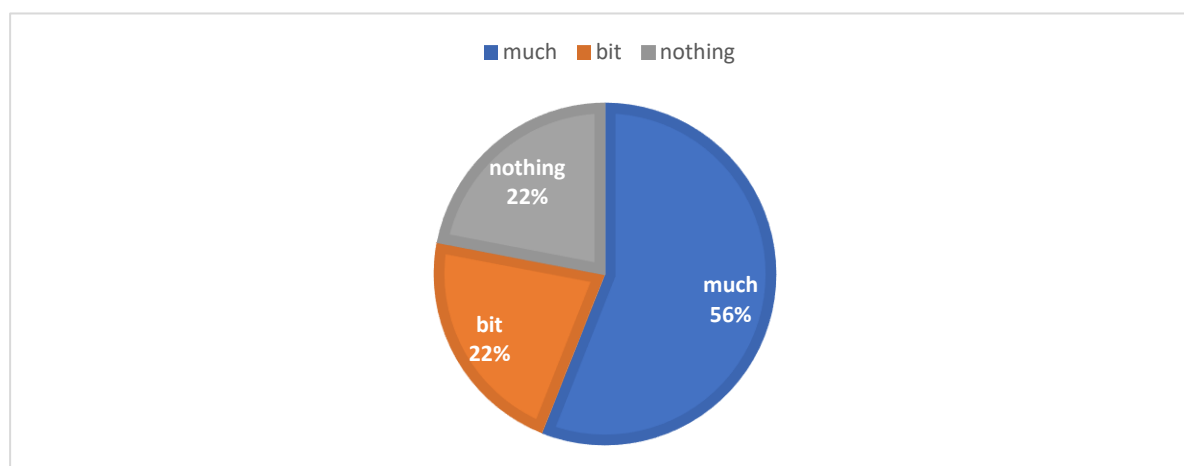


Figure 18. influence of L1 on English language learnings

Source: survey applied

Discussion

From the results obtained in this research, it can be said that the students' performance in the Tachina parish are bad but that is because there are some sociocultural factors that influence negatively

the English learning process, which coincides with the hypothesis raised. The factors that were identified were difficult economic situation, lack of physical or digital resources and methodological plan of teachers, factors those different investigations also indicate as important in learning.

About the difficult economic situation, many people showed that families of Tachina parish have bad economic situation and that produce disadvantages in the English language process in relation to the students in the urban zone, because their preoccupations are not with the study and exist different distractions, also the opportunities are less compared to the students with the best socioeconomic condition. This situation coincided with Tejeda Cerda & Niebles Gutiérrez (2016) and with the results obtained by López, Quesada and Salas (2017).

Also, the lack of physical and digital resources like internet, English platforms and books is a very important problem to be solved soon because to achieve the goals you want in learning it is necessary to have the appropriate resources, especially to be able to access the internet as it is an indispensable tool today. The L1 or mother language, was also recognized as a factor that hinders the learning process of English, but unlike the other factors this influences with more intensity since the student is in constant interaction with this linguistic interference.

Regarding the methodology used by the English teachers in Tachina, the limitations due to the pandemic did not allow us to know exactly which ones are used in the classes. Family affective relationships were also investigated since research showed that it is a determining factor in the performance of students, however the majority pointed out that family relationships are good, so that learning the English language is not considered a negative factor in the students of Tachina parish.

Conclusions

During the process of learning the English language and any foreign language, there are factors of the context in which they live that can benefit or delay the process, that is, failures in the development of educational skills are a consequence of the presence of limiting factors.

In the case of Tachina parish, students are not good at all four English language skills, mainly due to factors such as economic situation, teacher methodology, accessibility of resources and linguistic interference.

A bad economic situation produces concern and deconcentrating in the student, in addition to the fact that the student's personal goals are oriented to satisfy their primary needs, and not focused on study. The teacher's methodology directly affects the student when they are not oriented to the needs

of the classroom and the environment. Also, the lack of educational resources is very disadvantageous for the student, since the study material is the means of transmission of knowledge.

In addition, the resources that students do not have access to are: English platforms, appropriate textbooks and the Internet. Resources that are very necessary to study. And this problem is only evidence of the enormous educational gap that exists in the country and that puts the student at a disadvantage under these negative contextual influences.

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The Importance of the Implementation of Technological Tools and the Duolingo Application as a Practical Method for Teaching the English Language at the “Sagrado Corazón” School in the City of Esmeraldas

La Importancia de la Implementación de Herramientas Tecnológicas y la Aplicación Duolingo como Método Práctico para la Enseñanza del Idioma inglés en la Escuela “Sagrado Corazón” en la Ciudad de Esmeraldas

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Abstract

In the present work, the implementation of a technological application is developed, which is called "Duolingo" and is designed to increase the knowledge of a language in an easy and didactic way; and to analyze the importance of the implementation of this type of tools in the English language. In addition to showing the results obtained from an investigation which implemented the tool to analyze the process of teaching the English language. All this was carried out at the Sagrado Corazón School, in the city of Esmeraldas, with 4 questions addressed to the parents and the tutor of the students, in total 21 people surveyed. It was observed that the people to whom the application was implemented had an increase in their level of satisfaction at the time of learning since it is a different way, in addition it was stated that it seemed important to have a technological tool at hand, since it is a clearer way of learning.

Keywords: Duolingo, English, application, learn English, technologies

Resumen

En el presente trabajo se desarrolla la implementación de una aplicación tecnológica, que se denomina "Duolingo" y está diseñada para incrementar el conocimiento de un idioma de una manera fácil y didáctica; analizar la importancia de la implementación de este tipo de herramientas en el idioma inglés. Además de mostrar los resultados obtenidos de una investigación que implementó la herramienta para analizar el proceso de enseñanza del idioma inglés. Todo esto se llevó a cabo en el Colegio Sagrado Corazón de Jesús, en la ciudad de Esmeraldas, con 4 preguntas dirigidas a los padres y al tutor de los alumnos, en total 21 personas encuestadas. Se observó que las personas a las que se

les implementó la aplicación tuvieron un incremento en su nivel de satisfacción al momento de aprender ya que es una forma diferente, además se reveló que parecía importante tener a mano una herramienta tecnológica, ya que es una forma más clara de aprender.

Palabras clave: Duolingo, inglés, aplicación, aprender inglés, tecnologías

Introduction

This work shows the importance of implementing technological tools in the teaching of the English language as an effective resource for the optimal learning of this language and how with the use of these it is possible to increase and strengthen the learning of the same, in students from the Sagrado Corazón school located in the city of Esmeraldas, and the use of applications specifically Duolingo has been implemented, which is a freely accessible and easy-to-use tool. The students investigated are in the second year of basic education, with age ranges of 6 and 7 years, together with the support of the tutor of this course Virginia Gonzalez who helped us by implementing the application with students in online study and applying a survey as a research method to determine what was the level of acceptance of the studies before the application. With this type of method applied, it was observed that the level of interest of the students was increasing due to the flexibility and thematic that this application has since it is more like an interactive game, and it is what caught the attention of the students at this school.

Observing the different activities that people carry out throughout our daily lives, it is noticeable how important it is to learn the English language, the current need is worldwide and can be given by different specific situations, whether they are work, educational travel or simply for common leisure or entertainment. In short, there are many reasons why it can be said that it is necessary to know this language.

Another way to see how relevant it is to know English is to consider that it is the third most spoken language in the world according to an online article on the Linguavox page, which dates the English language as third in the most spoken in the world, above this, Spanish and Chinese, “English may be below Spanish when it comes to talking about the languages with the most speakers on the globe, but its importance is higher. It can be said that there will be approximately 360 million people speaking English in 2020 and having it as their mother tongue, a figure very similar to the current one. Furthermore, the importance of the English language as the language of business and international communication is undeniable” (Linguavox, 2019).

In Latin America, learning English as another language has been a strategic plan in a certain way that is very well accepted, for this reason amounts of money are invested in education of this language since they try to facilitate the doors that learning English opens, already that mastering two languages indirectly help to increase the growth of a country economically.

As it is well stated, it is undeniable that English as a language of business and international communication is a fixed point, and that apparently it will not vary according to the daily use of this language, for this reason in schools and universities of the different countries of the world study this language since without a doubt it is a key point to open paths in the workplace.

It is very important to know that to achieve a specific goal in this case, learning a second language must be practiced continuously and that there is also interaction with people, this will facilitate learning and make it a little faster, to learn English Different topics are required that are offered to the student in normal situations that help them to solidify their knowledge. Having a certain command of a foreign language brings with it a set of essential parts that must be considered, where students must carry out different ways in which they appropriate the language and come to have a conscious control of East.

With all this, it is emphasized that to learn a language, the progress of the different educational or learning aspects must be strengthened, such as written, auditory, and especially oral competences, prioritizing strategies that motivate the student to take challenges of wanting to know more, and above all that these strategies are born through the initiative of having different ways of learning and in this way, knowledge can be acquired in a didactic and fun way.

The main objective is to analyze the importance of the implementation of technological tools and the Duolingo application as a practical method for teaching English at the Sagrado Corazón School in the city of Esmeraldas, also to determine how important is the use of ICT is in teaching the English language, and to compare the level of satisfaction of a conventional education to one with the use of ICTs.

The use of ICTs

Tics are therefore an effective teaching resource that offers added values such as the fact that children are highly motivated by this new way of learning. Teachers should become aware of the importance of incorporating technological resources in teaching since these, although they do not replace the teacher, are a powerful ally in the teaching and learning process” (Moreno Mosquera, 2016).

This shows once again that the use of technologies as a learning method will give positive results either in the medium or long term, above all it is essential to base them in educational institutions since, in general, having the typical teaching of books and Many times the teacher is left empty in the students who are left little by little, and when it comes to higher education, different mental holes are seen in the students, and this leads to academic problems, since in higher education grammatical issues are touched much more complex than what you see in school.

Duolingo is a website and business for language learning and English level certification. The site offers courses in English, French, German, Portuguese, Italian, Catalan, Esperanto, Guarani, Swedish and Russian for Spanish-speaking users, as well as Dutch, Danish, Swedish, Norwegian, Turkish, Esperanto, Russian, Hebrew, Irish, Ukrainian, among others (Duolingo.es, 2018).

In addition, it is a simple application to use, and as you advance in learning levels, you unlock a few more levels until you reach your ideal student level. In addition to its desktop web version, it has an application for iOS, Android, Windows Phone.

It is a free application, and it can also be used in a premium way with payment, but the free version is very complete, only it has ads, it is downloaded free for any smart device, once downloaded you must enter the language you want to learn, it has a wide variety of languages to choose from, but in this case the language that interests us is English.

To start using the application, you must take a placement test to find out what level of English the person has, according to that they place you at a level where you begin to use different didactic ways of learning, either vocabulary, speaking or grammar, all this with figures that are interactive, audios and videos, they even have a dialogue simulator so you can practice your conversation.

Antecedents

According to Lopez Montañes (2019) in his research “Learn English through music; a pedagogical experience to improve communication skills in a foreign language, English “shows that the didactic ways of teaching help us to better grasp the knowledge that the teacher is sharing with us, and in a very particular way such as music since the auditory sense can be used to recognize words and listen in what way the words are pronounced and in his reflection on the methodology used and the results obtained during the activity that I carry out intervention to the students, he says that “during this class I was able to observe different dynamics where the learning of English through a tool such as songs provides A significant learning in terms of vocabulary and pronunciation, in addition to other

elements that intervened such as the students, the work material and the class dynamics gave me more ideas to improve this activity each time ” (Lopez Montañes, 2019). Thus, he corroborates that the use of technologies gave a positive result, in the students in whom he implemented his didactic way of working, music has always been known for fun, or meditation, which better use being able to have fun and at the same time learn a language that will help us in the future in our work environment and will open doors and paths beyond our comfort zone.

With the implementation of the Duolingo technological tool we are proposing an innovative and complete educational process in the classes, since it is a tool that covers many topics to easily adapt to English, this will bring with it a greater understanding and ease of work for the teacher, since students from the comfort of their home will be able to enjoy entertaining interactive learning while is what catches the attention of the students.

The practical solution to this is the Duolingo tool since as it is interactive and can be downloaded as an application like any game or social network, and as mentioned, it is used by levels, it will give the feeling of playing, but learning at the same time. In this way, the students will not waste their time in leisure on the internet, but rather have fun and at the same time learn a second language.

Method

The present study was carried out at the “Sagrado Corazón de Jesús” school, the type of method used in the development of the study is the qualitative and quantitative method, in the qualitative method we rely on observation to be able to understand in a deep way how important is the use of technological tools in the learning of the English language in the children of this institution because the necessary information is provided so that they can use the tool that is going to be implemented, and in the quantitative method it is the use of Surveys in which the tutor of the course responds based on the observation of the students' performance, defining what type of improvement I could see, or if there was any inconvenience in the process.

The chosen population were the students of the 2nd year of elementary school, who have an age range of 6 to 7 years and are female and male; the number of students per class are 20 students, 12 girls and 8 boys, it is important to know how many students are interested in the tool. With the help of the observation of their tutor of this course Virginia Gonzalez who helped us asking questions to parents.

With this type of method, we want to get to observe through the teacher the type of acceptance that students have by implementing the Duolingo tool in their learning, making it possible to extract the data through a survey that is transcribed for the teacher, and therefore the conclusions of the investigation. The survey consists of four questions which are aimed at answering the statements of our specific objectives.

The type of method is the phenomenological one, which is implemented in qualitative research, “Qualitative research analyses data from direct fieldwork observations, in-depth, open-ended interviews, and written documents. Qualitative researchers engage in naturalistic inquiry, studying real - world settings inductively to generate rich narrative descriptions and construct case studies. Inductive analysis across cases yields patterns and themes, the fruit of qualitative research” (Patton, 2005). In this case the electronic interview or questionnaire technique, directly to the teacher since it is the one that observes the behaviour and acceptance of the students, and thus be able to analyse how it was the experience of using different types of technologies.

Results

According to the activities that have been developed in this research in order to define the importance of technological tools in the English language, it is observed in the process of surveys which were answered by the parents of the classroom (20) and the teacher (1), it can be observed that 85.7% (18) most of the people surveyed believe that it is necessary to implement technological tools in learning the English language, which indicates a positive response, which helps to fulfil our specific objectives since it helps us determine how necessary the technological tools are in learning a language.

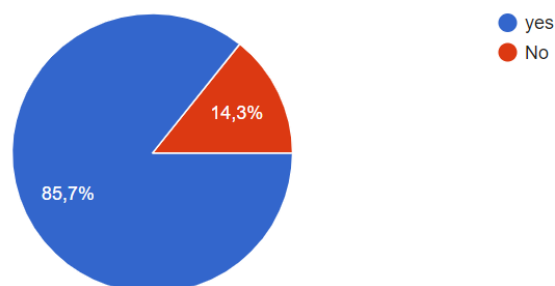


Figure 1. Necessity to implement technological tools

Source: survey

About the level of acceptance that they could observe in the children, to which in the same way we have a positive response, as can be seen in figure 2; since 52.4% (11) more than half of the people affirmed that most of the children had acceptance with the application that was implemented, and it was to be expected since it is a very didactic application.

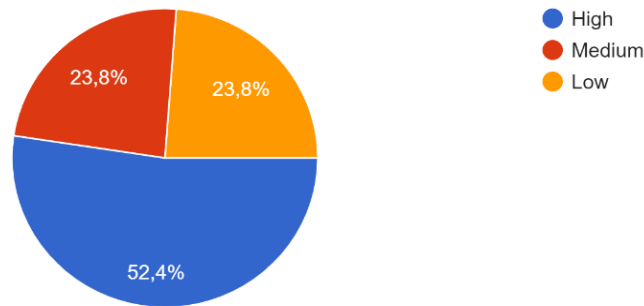


Figure 2. Level of acceptance of the Duolingo application

Source: survey

It was necessary to know if the Duolingo application would be implemented as a tool, common in the learning of students, that is, it would be added to conventional learning, which would be just as necessary as a book, or an interactive video. According to figure 3, it is seen that more than half of the people, that is 81% (17), agree that this tool or any similar tool can be implemented in conventional education.

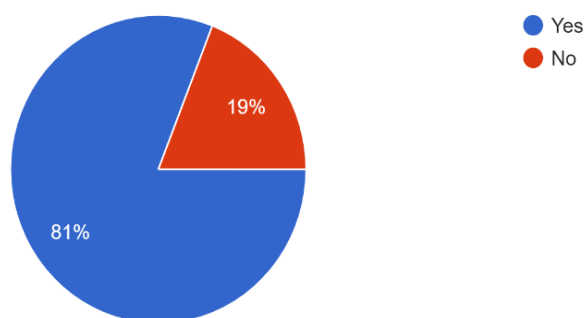


Figure 3. If people like to implement Duolingo in regular classes

Source: survey

And finally, it is required to know what type of learning it is believed that students are more motivated if a conventional learning or only didactic learning, or one that mixes the different existing tools such as, videos, games, books, grammar, etc. And it can be observed in Figure 4 that 76.2% (16) of the people surveyed agree that you implement a mixture of the two ways of teaching.

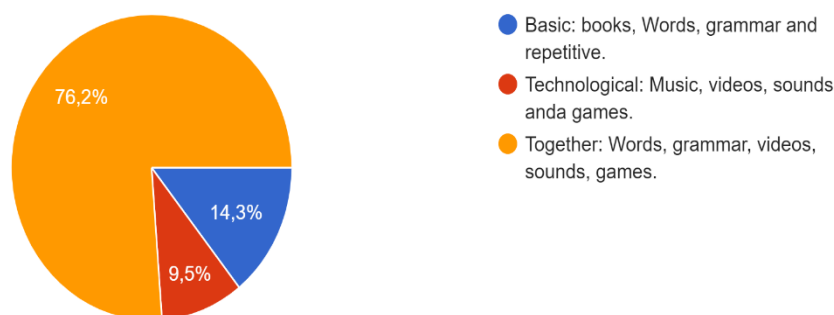


Figure 4. Types of learning

Source: survey

Regarding the results collected, we are based on the responses of the parents and the teacher, which is important since she observes as part of the change of the students, that before and after process that we have not evidenced, since We have not fully accompanied the students in their school year process, but according to the procedure carried out and our results, it was possible to make known that our specific objectives are being met, and the hypothesis of continuous improvement in teaching of this language, continue.

Discussion

It is mentioned that the importance of implementing tools in the English language is as relevant to learning as it is practicing, and also the implementation of the selected tool, which is Duolingo, works optimally and with good results. According to the surveys carried out, it is appropriate to say that this type of teaching methods should be integrated into the entire process of learning English or any other language in which it is necessary to learn, since Duolingo has many languages in its software to learn. In this investigation, the teacher concluded that she would implement this tool in her daily life at the Sagrado Corazón School. It should be noted that in our country not all institutions have an updated system and therefore do not have access to technologies, due to lack of resources.

It coincides with (Cortez Martinez, Perez, Guzmán Martínez, & Martínez López, 2018) who affirm that it would be advisable to integrate this methodology to the teaching-learning process, referring to the Duolingo application, since it has been shown that it is suitable for students to develop skills that in the classroom with traditional methods are not they could be developed in their entirety, or it cost them with a greater degree of difficulty to develop, since it is a work tool that goes hand in hand with the teacher to achieve optimal student development.

In addition to the fact that in the same way as (Lopez Montañes, 2019) says that in his case, music as a didactic element, in our case an application that contains music, videos and more, they belong to a technological tool since they can be used in a computer or other electronic device this "favours to expand the vocabulary facilitating the development of oral and written comprehension "and we agree with this statement.

Conclusions

Based on the responses of the teacher and of parents, improvements in the workspace could be observed, with the children who were instructed to download the application, although it should not be overlooked that a minimum quantity of parents responded that their children did not have enough attention with the tool, although this can be due to different factors, be it attention problems, etc. As an extra data, it was observed that there was an increase, certain students gained a higher percentage of their level of English than they had. And it is very important to emphasize that this application has its free version that is just as optimal as the premium and helps to increase the level of English in students.

According to the research, it has been concluded that the importance of applying specific technological tools in the learning of any language, in this case English, it is essential for the best development and absorption of it. With this we can say that it is vitally important to implement technological tools in learning the English language. The proposal of this application "Duolingo" was accepted positively and exceeded the expectations of acceptance that we had with this.

It is very true that conventional education helps to at least have a basic knowledge of what we want to be taught but applying our way of teaching we took it for granted that the satisfaction of the students rose when having a different way of teaching than the others in this case applying an interactive tool such as Duolingo. Thus, we can see that this type of application can be used as a pedagogical tool which can be used basically in the study plans of teachers, and thus new skills can be developed, and why not gradually implement more interactive tools in learning languages.

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Ludic-Didactic Strategies to Teach English to Infants at “Nuestra Señora de Loreto” Home, in Esmeraldas

Estrategias didácticas lúdicas para la enseñanza del inglés a infantes en el Hogar

“Nuestra Señora de Loreto”, en Esmeraldas

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Abstract

The objective of this study was to analyze some ludic strategies for teaching the English language favor the infants of the "Nuestra Señora de Loreto" Home in Esmeraldas. The methods used were qualitative because it presents a flexible research design, and has a holistic perspective, because it seeks to understand social and human phenomena. The techniques used were the observation, the interview and the documentary review, the same that helped us to collect information and data through a group of children. The results revealed that there were some factors hindering teaching and learning English: lack of motivation, of resources and of methodological training to teachers. The best strategies considered to teach were games and songs.

Keywords: teaching, tools, difficulties, strategies.

Resumen

El presente estudio tuvo como objetivo analizar las estrategias lúdicas factibles para la enseñanza del idioma inglés favorecen a los infantes del hogar “Nuestra Señora de Loreto”, de Esmeraldas en la ciudad de Esmeraldas. - Los métodos utilizados fueron cualitativos porque presenta un diseño de investigación flexible, y tiene una perspectiva holística, porque busca comprender los fenómenos sociales y humanos. -Las técnicas utilizadas fueron la observación, la entrevista y la revisión documental, las mismas que nos sirvieron para recopilar información y datos a través de un grupo de niños. Los resultados revelaron que existían algunos factores que dificultaban la enseñanza y el aprendizaje del inglés: la falta de motivación, de recursos y de formación metodológica de los docentes. Las mejores estrategias consideradas para enseñar fueron los juegos y las canciones.

Palabras Clave: enseñanza, herramientas, dificultades, estrategias.

Introduction

As technology advances every day, it is important to handle a second language such as English, where it is a global communication tool, which helps us access new content thanks to current technology. It is the most widely used language in the world, regardless of the origin of the people or their nation, it is used in social networks, in communications and technologies worldwide. It is important that infants acquire language communication skills, and that they do so at an early age in order to acquire a second language more easily and naturally. In addition, for infants to learn the English language, they must feel involved in their teaching, they must learn in a meaningful and dynamic way, this is achieved by demonstrating what they know as: video games, songs, tv, internet, etc.

Looking at the reality of the project, we realize that there is a lack of interest of the students in the subject of English where many fail the subject. The teachers in charge of the subject and the infants need to have an innovative teaching methodology that encourages the use of language in the classroom. Audiovisual materials should be used to support the class, such as: videos about colors, numbers, etc. In addition, create participatory activities to motivate and encourage students to learn the English language.

With this project, English language teaching strategies will be proposed to improve ludic didactic strategies in infants that answer the question:

¿Which ludic didactic strategies may contribute to teach English to infants from 5 to 8 years at “Nuestra Señora de Loreto” Home, in Esmeraldas?

The main objective was to analyze some ludic didactic strategies to teach English to students from “Nuestra Señora de Loreto” Home, in Esmeraldas. The specific objectives were to search for relevant information, the main factors that affect the English language teaching-learning process at “Nuestra Señora de Loreto” Home, in Esmeraldas; to describe the best English language teaching-learning strategies to teach infants; and to choose some ludic strategies to teach English to infants in the referred institution.

Didactic Strategies

According to Navarro & Piñeiro (2012) didactic strategies are a set of several didactic methods applied in the educational process focused on age, likes, needs and the intellectual student's development. In the learning process, children develop better skills in teaching the English language, for this reason it is important that teacher apply various didactic strategies for a better understanding and motivation of the child, it is also important to develop in the company of the other children for better results.

A game is an activity that develops the personality of the students and their creative capacity as a pedagogical activity, it has a remarkable didactic character and complies with the intellectual, practical, communicative, and evaluative elements in a didactic technique. This means that the game allows the child to develop his intellectual capacity in a significant way, which in turn will help him to better develop in his environment.

There are two types of ludic didactics:

Free ludic didactics: These types of activities foster the spontaneous and creative imagination development with the possibility to play with freedom and independence.

Direct play activities: These activities modify educational situations that benefit the emotional development putting forwards standars to satisfy the necessity to every student. In other words, ludic activity such as games, crosswords group words, puzzles, etc.

Language is immensely powerful, but it can also be loads of fun. In fact, a sense of fun can make language more powerful Language and play complement and enrich each other. A fusion of the two produces language games. (Rooyackers, 2002: Preface). Children can understand the world by means of games, so, this is good for learning a foreign language.

Antecedents

Abdelrazig (2017) in his investigation related to Advantages of Using Language Games in Teaching English as a Foreign Language in Sudan Basic Schools obtained that teaching language games are useful to EFL Learners. Language games can help students in building a good relationship

with the new language. Therefore, he recommended that curricula designers should include sufficient language games in the syllabus.

Gozcu (2016) carried out an investigation entitled the importance of using games in EFL classrooms, where he showed how important and effective games are when used in EFL classrooms. It was determined from the data that games should be employed in second language learning classrooms in terms of providing an atmosphere for EFL learners in which there are fun, motivation and high learning performance.

Estupiñán (2015) in her investigation Teaching English with the ludic methodology to children in the second basic grade at "Velasco Ibarra School" in Esmeraldas city Ecuador, found out that the English teachers of the Second Basic Grade at "Velasco Ibarra" school, Esmeraldas city, Ecuador, have some methodological difficulties that make it hard to carry out the teaching learning process successfully, so she made a diagnosis and proposed some games matching the content units of the textbook for Second Graders, and taking into consideration the didactic components, principles and laws, with methodological orientations for the English Teachers .

Method

The project was developed at "Nuestra Señora de Loreto" Home in Esmeraldas. The present study was qualitative approach since it is the one that best adapts to the strategies established in this research. The population was made up of 20 students and one teacher from the Children's Home, to whom the techniques of observation, and interview were applied. The documentary review was also used, with the review of some updated articles.

The hypothesis was: The ludic didactic strategies improve the teaching-learning process of the English language in infants at the "Nuestra Señora De Loreto" home, in Esmeraldas. Esmeraldas.

Independent variable: Ludic Didactic strategies and **Dependent variable:** The English Language Teaching-Learning Process.

The data were tabulated manually and taken to figures and tables by means of the Microsoft Excel program.

Results

According to the factors that affect the English language teaching-learning process at “Nuestra Señora de Loreto” Home, in Esmeraldas (Table 1), the results showed that the main ones are related to teachers’ lack of strategies and methodologies, lack of motivation and lack of resources to teach.

Table 1

Main factors that affect the English language teaching-learning process at “Nuestra Señora de Loreto” Home, in Esmeraldas.

NEEDS	TEACHERS	STUDENTS
Lack of motivation to learn English		x
Lack of resources to teach	x	
Lack of methodological preparation to teach English	x	

Source: Observation

In relation to the ludic didactic strategies English teachers use to teach English to infants (Figure 2) the results revealed that the most frequently used are games, followed by songs and pictures.

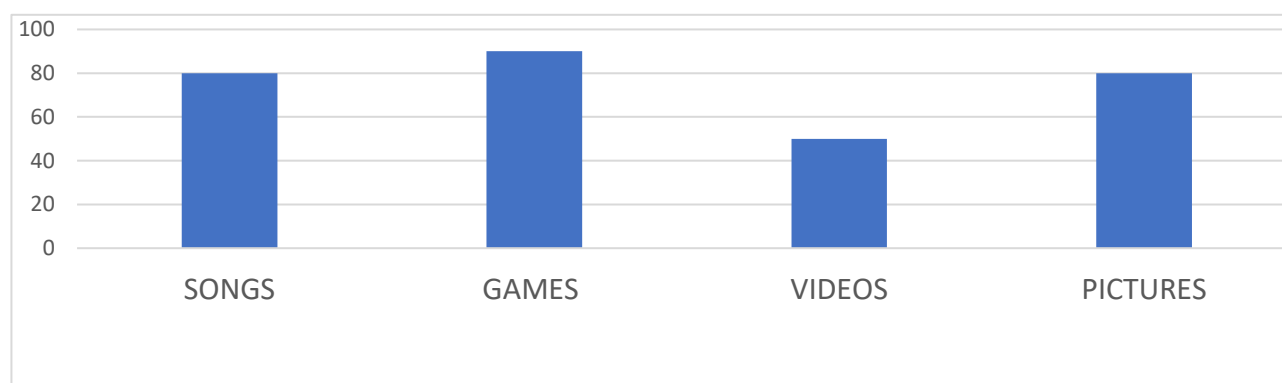


Figure 2. The most useful ludic didactic strategies to teach English to infants.

Source: Documentary review

Discussion

The results that were obtained in the present study coincided with the ones got by Abdelrazig (2017) because it was evident that the use of games have some advantages for English language teaching and learning. The students have a more beneficial atmosphere and boredom is eliminated. The students can establish good relations, which are essential for learning.

There was also coincidence with the results provided by Gozcu (2016) where he showed how important and effective games are when used in EFL classrooms. He also emphasizes on the benefit of providing an atmosphere for EFL learners in which there are elements such as fun, motivation and high learning performance.

It is true that sometimes teachers manifest methodological insufficiencies and there is need to orient them. This author agrees with Estupiñán (2015) in her investigation Teaching English with the ludic methodology to children in the second basic grade at "Velasco Ibarra School" in Esmeraldas, Ecuador, where she found out that the English teachers had some methodological difficulties that make it hard to carry out the teaching learning process successfully. She considered that ludic activities could solve this problematic and improve English language learning.

Conclusions

When introducing young children to a foreign language, it is important to use ludic activities that engage their enthusiasm for learning. Using games and songs make the toddler have desire and interest in learning the language, feel motivated and consequently increase his/her attention and concentration. During this investigation it was observed that the most used games in children were Simon Says, Pictionary and songs.

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Methods to Improve the English Language Teaching-Learning Process at "Juan Carlos Matheus" School, in Viche, Quinindé

Métodos para Mejorar el Proceso de Enseñanza-Aprendizaje del Idioma inglés en el Colegio "Juan Carlos Matheus", de Viche, Quinindé

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Abstract

This article was based on the investigation of methods to improve the teaching-learning process of the English language in the Viche parish, Quinindé canton. The objective was to improve the process of teaching the English language in the 10th grade students of the "Juan Carlos Matheus" school. A quantitative study was conducted based on the collection of data from this so-called group in numerical form in which the teachers became informants. The data were collected using a survey. The data collected showed that rural education is very complicated, especially when it comes to the foreign language, there are no teachers who have the capacity to give this teaching since on various occasions, they must dictate between 2 to 3 subjects and the students do not have the motivation to learn this foreign language.

Keywords: Rural education, learning, methodology, motivation.

Resumen

Este artículo se basó en la investigación de métodos para mejorar el proceso de enseñanza aprendizaje del idioma inglés en la parroquia Viche, cantón Quinindé. El objetivo fue mejorar el proceso de enseñanza del idioma inglés en los estudiantes del grado 10 del colegio "Juan Carlos Matheus". Se realizó un estudio cuantitativo basado en la recopilación de datos de este denominado grupo en forma numérica en el que los docentes participantes se convirtieron en informantes. Los datos fueron recolectados mediante una encuesta. Los datos recabados demostraron que la educación rural es muy complicada, sobre todo en lo que se refiere a la lengua extranjera, no existen docentes que tengan la capacidad de impartir esta enseñanza ya que en diversas ocasiones deben dictar entre 2 a 3 materias y los alumnos no tienen la motivación para aprender este idioma extranjero.

Palabras clave: Educación rural, aprendizaje, metodología, motivación.

Introduction

The so-called teaching-learning of what are second languages is constituted as a very welcome topic in the academic system. Learning the English language requires fully trained teachers in terms of the appropriate methodology to develop a correct language learning teaching process, who can recognize the different types of students, their ways of learning, their learning problems, etc.

In the Viche parish of the Quininde canton, there is a problem that there is a deficiency in a high number of students at the upper elementary school when it comes to learning English as a foreign language. One of the first reasons is because they lack didactic materials in order to put what they have learned into practice. Another of the main reasons is that of the 10% of teachers who teach this subject, 8% do not have the necessary methods to apply the correct teaching. That is why this research is carried out in order to improve the teaching and learning of the foreign language in this school.

Starting from this problem, the following question arises: What methods contribute to improve the teaching-learning process of English?

This research has the purpose of finding methods which are of great use for the teaching-learning process of the English language at the "Juan Carlos Matheus" school, located in the parish "Viche" in the Quininde canton. Likewise, let the inhabitants of this sector know the importance of learning English as a foreign language.

Scientific-Theoretical Foundation

Professionalization is valued through three dimensions: the deep domain of theoretical knowledge that sustains the profession, a dialectical relationship between thinking and doing and a solid cognitive independence. In the case of students who are being trained as teachers of English as a foreign language, the first dimension should point towards the mastery of basic skills by the learner that allow them to use that foreign language as a means of communication and cognition of the culture in general sense, as well as the domain of the specific theoretical

contents of the science in question, linguistics; that is, this student must learn the language and about the language.

Some authors state that students need a lot of practice to learn grammar elements in a functional way. The class must be very active, very interactive, so that students can learn through the execution of tasks, or in group activities, or in any activity, if the language is used as much as possible. About the student, what matters for him to develop his communicative competence is that the teacher creates the conditions in the classroom that allow him to interact by exchanging points of view and opinions, imagining or proposing alternative solutions to the problems raised and discovering new knowledge so that you can become more autonomous, critical, imaginative and creative.

Bustos Jiménez (2008) states in his writing, “rural schools suffer a double exclusion: that which represents rural underdevelopment and unequal socioeconomic backwardness, and the absence of recognition of their rich and potential territory and their wasted resources in educational decisions, political and social”. Normally, the educational, social and cultural value of the rural environment in the development of the child is not recognized, so the rural school is underestimated, promoting the creation of an image characterized by inferiority compared to the urban school (also due to the scarcity of services in rural areas, as well as technological and resource endowments in their schools). Therefore, it is obvious to say that, generally, the rural school has been undervalued compared to the schools located in the urban context.

Antecedents

Díaz, Gómez & Otero (2016) made a pedagogical proposal entitled "Playful strategies for learning English in students of grade 6-1 of the Santa María Educational Institution of the city of Montería - Córdoba", which focuses on the creation of various recreational activities that allow to improve the four communication skills of the English language: listening, speaking, writing and reading, and which arose from the identification of low academic performance in this group of students. From this proposal, they were able to conclude that the use of games and songs as playful strategies help to improve communication skills in English, leaving the traditional teaching scheme of “memorizing and translating texts”.

Corredor (2017) in his research: "Playful tools that motivate the learning of English, in eleventh grade students of the Technical Educational Institution Tomás Vásquez Rodríguez de Paipa", presents a proposal whose objective is to motivate this population towards learning English, using playful tools. He started from observation to find the shortcomings that were occurring in the training process of this population that hindered their good performance in the subject; identifying factors such as the low hour intensity and the pedagogical practices to guide the classes made the students show a continuous lack of interest in learning this language.

Method

The research presented was carried out at the "Juan Carlos Matheus" School in the "Viche" parish, Quininde, Esmeraldas canton. This school has 600 students from which those who are in the 10th grade were selected.

The quantitative methodology was followed since it is based on the collection of data from this so-called group in numerical form.

The technique used was a survey which was applied to English teachers.

The data were processed manually and then taken to figures using the Microsoft Excel Programme.

Results

Regarding the survey, certain information was collected based on the students' motivation (Figure 1) and the methods applied in their process of teaching the English language.

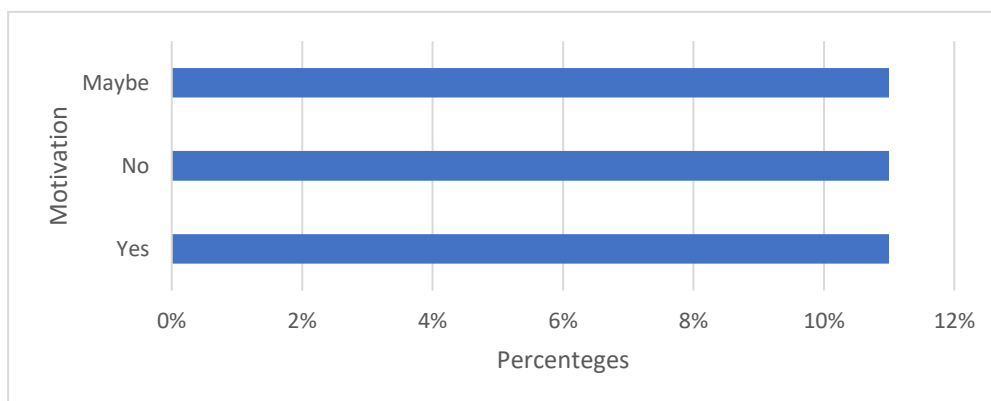


Figure 1: Motivation in students

Source: Survey applied to teachers.

The teachers were asked about the students and if they are motivated to want to learn the foreign language and each one gave their contribution and showing different opinions in the statistics.

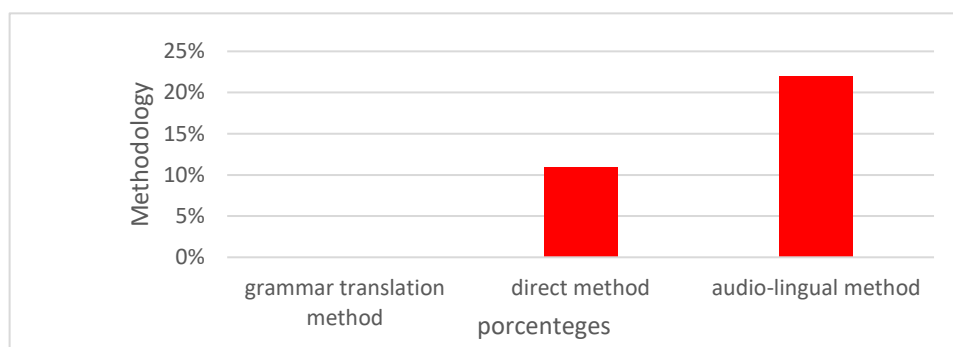


Figure 2: Methodology applied by teachers.

Source: Survey applied to teachers.

In this Figure 2 we refer to the fact that the teachers surveyed prefer the audio-lingual method in their English teaching process.

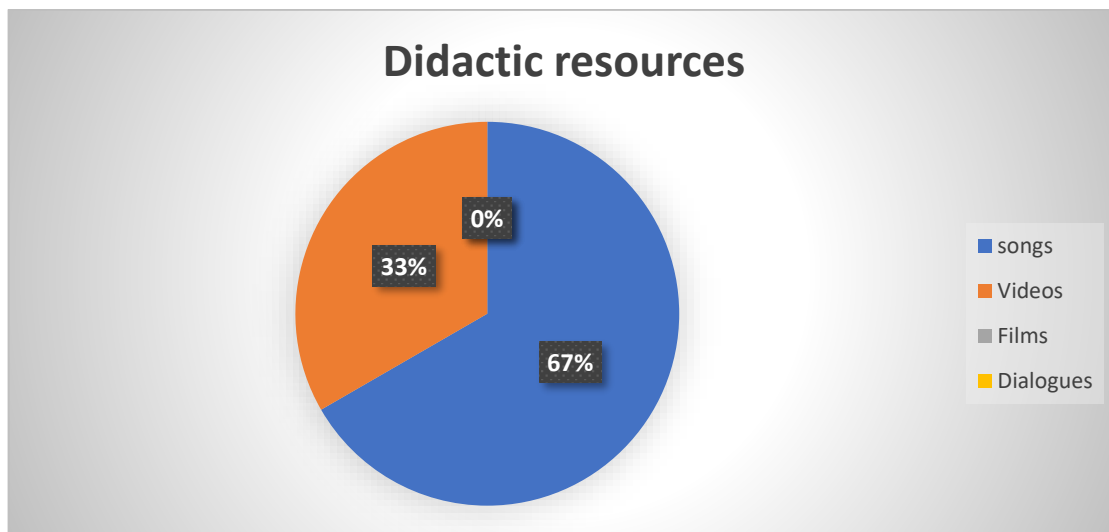


Figure 3: Didactic resources

Source: Survey applied to teachers.

In figure 3 it is shown that among the didactic resources that the surveyed teachers use the most are: Songs and videos, since these resources are effective in their audio-lingual methodology for a good process of learning English.

Discussion

In the results of the research, it could be seen that the use of didactic materials is a fundamental factor that contributes to improving the learning of the English language, which coincides with the research of Díaz, Gómez and Otero (2016). Therefore, the use of songs and videos makes the listening and speaking of the students improve and thus separates the traditional teaching method which is to memorize and translate texts.

On the other hand, the research is concluded by providing that for students to be able to learn the grammatical elements in a functional way, the class must be very interactive (Arnold, 1991); coinciding with the investigation of Corredor (2017) who presents his work on the use of playful tools for the motivation of learning English.

Conclusions

Normally, the educational, social and cultural value that the rural environment has in the development of the child is not recognized, so the rural school is underestimated, promoting

the creation of an image characterized by inferiority compared to the urban school (also due to the scarcity of services in rural areas, as well as technological and resource endowments in their schools). Therefore, it is obvious to say that, generally, the rural school has been undervalued compared to the schools located in the urban context.

Many students from the investigated school were not motivated to learn English, though teachers used the audio-lingual method and videos and songs as strategies to learn the language.

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The Contribution of Pair Work and Group Work to Students' English Language Oral Communicative Skills

La Contribución del Trabajo en Parejas y Grupos a las Habilidades Comunicativas
Orales de los Estudiantes en el Idioma inglés

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Abstract

This paper is based on one action research carried out at Maria Auxiliadora high school in Esmeraldas, where students learning English need to interact in order to learn the language, but not all teachers are conscious of how the use of pair work and group work may contribute to improve students' oral communicative skills. The purpose was to implement group work and pair work to improve teaching and learning in class by creating opportunities for learners. The methods used were analytical – synthetical and hermeneutics, with the application of a survey with a questionnaire. The results showed that teachers usually used pair work and group work for English language teaching, and other activities such as games and workshops, the communicative skill mainly developed was speaking.

Keywords: Pair work, group work, communicative skills, English language teaching

Resumen

Este artículo se basa en una investigación-acción realizada en la Unidad Educativa María Auxiliadora de Esmeraldas, donde los estudiantes que aprenden inglés necesitan interactuar para aprender el idioma, pero no todos los docentes son conscientes de cómo el uso del trabajo en parejas y en grupos puede contribuir a mejorar las habilidades comunicativas orales de los estudiantes. El propósito fue implementar el trabajo en grupos y parejas para mejorar la enseñanza y el aprendizaje en clase creando oportunidades para los educandos. Los métodos utilizados fueron: analítico – sintético y hermenéutico, con la aplicación de una encuesta con un cuestionario. Los resultados mostraron que los docentes generalmente utilizaban el trabajo en parejas y en grupo para la enseñanza del idioma inglés, además

de otras actividades como juegos y talleres, la habilidad comunicativa que mayormente se desarrolló fue el habla.

Palabras clave: Trabajo en parejas, trabajo en grupos, habilidades comunicativas, enseñanza del idioma inglés

Introduction

This study provided an opportunity to explore the possibility of the use of one techniques of collaborative language teaching that is, pair work and group work.

Group work and pair work are techniques for collaborative teaching that provide a chance for social interaction. Group work and pair work is a class management strategy and the role the teacher must play while teaching is of a facilitator, teacher 's role in group work is very difficult and at the same time it is very important role too. Groups that are focused are temporary clustering of students within a single class session. These groups can be pairs of students or groups of three or four at any time in a class of any size to check on the students 'understanding the material to give the students an opportunity to apply what are they learning or to provide a change of pace.

In a traditional classroom, the teacher controls the class with authority, and there is no active role of students during the teaching-learning process. On the contrary, groupwork makes students autonomous learners who work collaboratively for their own learning. Language classroom is the place where teachers and learners come together for interaction and can learn in natural settings.

Students learning English need to interact to learn the language, but not all teachers are conscious of how the use of pair work and group work may contribute to improve students' oral communicative skills. For this reason, the main question of this investigation is:

How do pair work and group work contribute to students' English language oral communicative skills?

The general objective of this investigation was to analyze the contribution of pair work and group work to students' English language oral communicative skills. In order to achieve this general objective, this research proposed three specific objectives: To determine the frequency in which English teachers use pair work and group work in class; to identify the types of activities that English teachers use to carry out pair work and group work in class, To determine to what extent the students improve their communicative skills by means of pair work and group work activities.

Forming Group Work

According to Krogstad, A. (2011), the theory of group work is a process and is very productivity and states that a group's achievement has three factors in the classroom.

Pair Work

According to Raja, N (2012) collaborative environment helps learners in the class, they improve their language competence which eventually enable them to perform an activity successfully that they rarely can do individually. Hammer (2007) adds that students can do a variety of tasks if they are put in pairs for doing an activity.

According to Bulent (2016) Pair Work is very necessary because the students need practicing with their classmates and the class work is more interactive class and functional.

What is Pair Work and Other Types of Interaction?

According to Bulent (2016) there are five types of students' groups common in the classroom:

- The class need working together with the teacher as the instructor.
- The whole class is better as individual students
- Small groups and pair.
- Individual work.

The role of the Teacher During Pair Work

Raja, N. (2012) states that the teacher's role will depend to a large extend on the function he performs in different activities during in the class and the students learn and practice with their partners.

The role of Students

Krogstad, A. (2011) suggests moving students into different places in the classroom they can hear when teacher speaks the topic, they will be too busy practicing and any case they can hear one another quite easily, but it is necessary to control the noise level. He advices to give the students a clear model and give them enough practice before they start the class young learners to want to make pair their special friend and this is often perfectly satisfactory.

Effective Teaching

According to Rahaman. A (2014) the students are expected to engage more actively in pair work than individual or group work as there is a possibility where some students may dominate the whole interaction period additionally it is believed that pair work increases students' motivation as well as reduces monotony from learning.

The Zone of Proximal Development by Vygotsky

Vygotsky (1978) believed that when a student is in the zone of proximal development for a particular task, providing the appropriate assistance will give the student enough of a "boost" to achieve the task.

The zone of proximal development (ZPD), also known as the zone of potential development, is a concept often used in classrooms to help students with skill development.

The core idea of the ZPD is that a more knowledgeable person can enhance a student's learning by guiding them through a task slightly above their ability level.

Applications of Zone Proximal Development in the Classroom.

The zone of proximal development teachers instructs in small steps according to the task a child is already able to do independently, the teacher should also support and assist the child until he or she can complete all the steps independently.

Teachers can begin guiding students through the steps necessary to learn a concept, the teacher builds on these scaffolds to develop the child's zone of proximal development. It is important that the teacher stresses the connections between the learner's prior knowledge in the contexts

Antecedents

Krogstad, A. (2011) carried out an investigation at the Faculty of Education Department of English Language and Literature, Teacher's Role in Pair Work. The purpose in this investigation is the advantages and disadvantages of classroom activities using pair work, how the teacher involves all students in the lesson.

Rahaman, A (2014) Pair-Work and Group-Work Activities: Myth or Reality? Dep of English support Unit, King Abdelaziz University, Jeddah, Kingdom of Saudi Arabia. The aim of this study

was to assess students' reaction to a communicative activity, in which a group activity is carried out in very different manners from the traditional group work activities.

Raja (2012) *The Effectiveness of Group Work and Pair Work for Students of English at Undergraduate Level in Public and Private Sector Colleges*, Hamdard Institute of Education and Social Sciences Hamdard University Karachi, Pakistan. This author studied the importance of teaching strategies of collaborative language teaching, group work and pair group.

Rahaman. A (2014) *Reading comprehension through group work activities in an EFL classroom: An action research report*. This investigation is important because it explains that group work is one of the major activities for generating ideas of any written piece of text, classroom activities should reach learner's needs and understanding, and this action research is performed to make a change of classroom activities since we observed a noticeable gap in student's text understanding.

Method

This research was carried out in Maria Auxiliadora high school; with students of 12 and 13 years old, during January and February 2021, it was possible to verify if the students learned with the pair work and group work in the classroom of lessons. This research was carried out qualitatively and quantitatively of an experimental type, it will be a pre-experiment of the type of pre-test post-test. The population formed by 10 English teachers forty-five students from Maria Auxiliadora High School, the population formed by ten English teachers and the sample coincided with the population. The hypothesis was: the use of pair work and group work contribute to improve the English language oral skill.

The variables: the dependent variable was the use of pair work and group work, and the independent variable was students' English language oral skill.

The methods of investigation were analytical and synthetic. The instrument was a multiple-choice survey; the survey had to be applied via online using the application Google forms.

The data were processed automatically through Google forms, it was interpreted, summarized, and explained through statistical graphics that were elaborated through Microsoft Excel program. The results obtained permitted the author to analyze the contribution of pair work and group work to students' English language oral communicative skills.

Results

Regarding the use of pair work and group work for English language teaching, Figure 1, the results revealed that the 75% of teachers usually use these techniques.

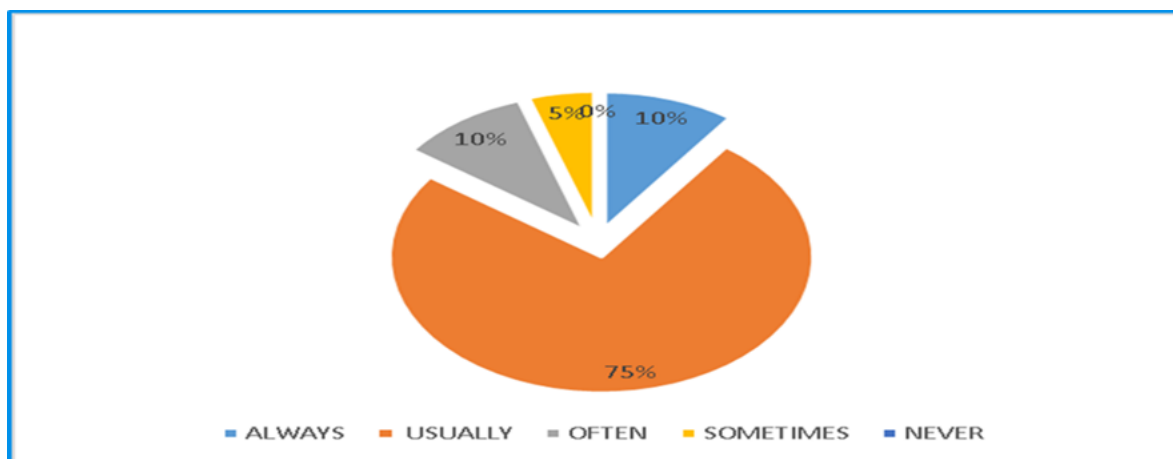


Figure 1. The use of pair work and group work for English language teaching

Source: survey

The kinds of activities that teachers mainly use are games and workshops, what represents 40 % each one, as is shown in figure 2.

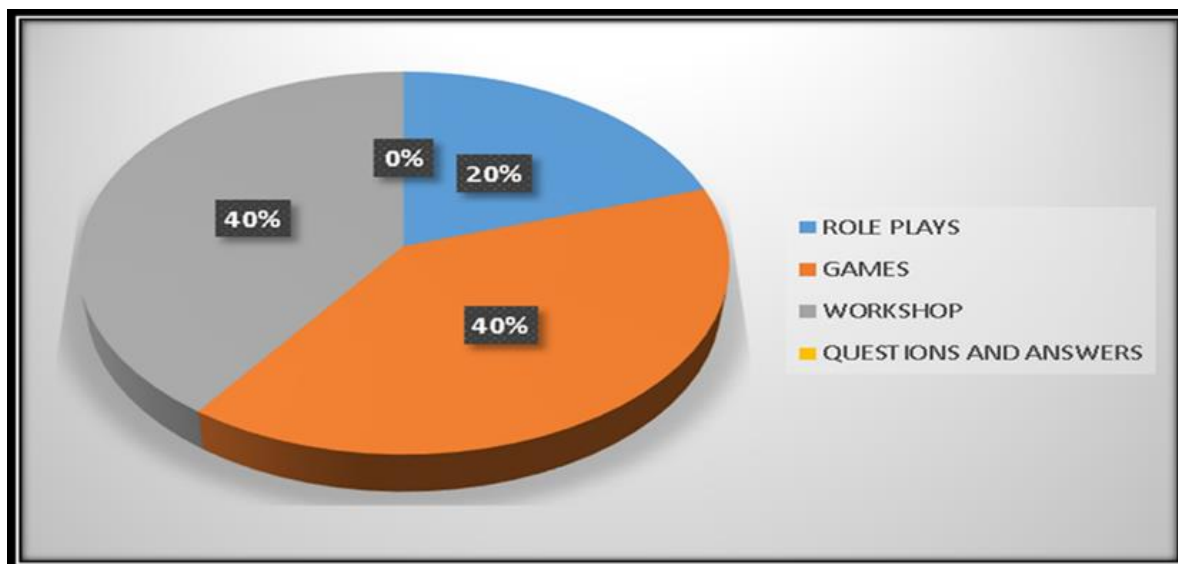


Figure 2. Kinds of activities

Source: survey

The communicative skills mainly developed is speaking, what represents 60 %, figure 3

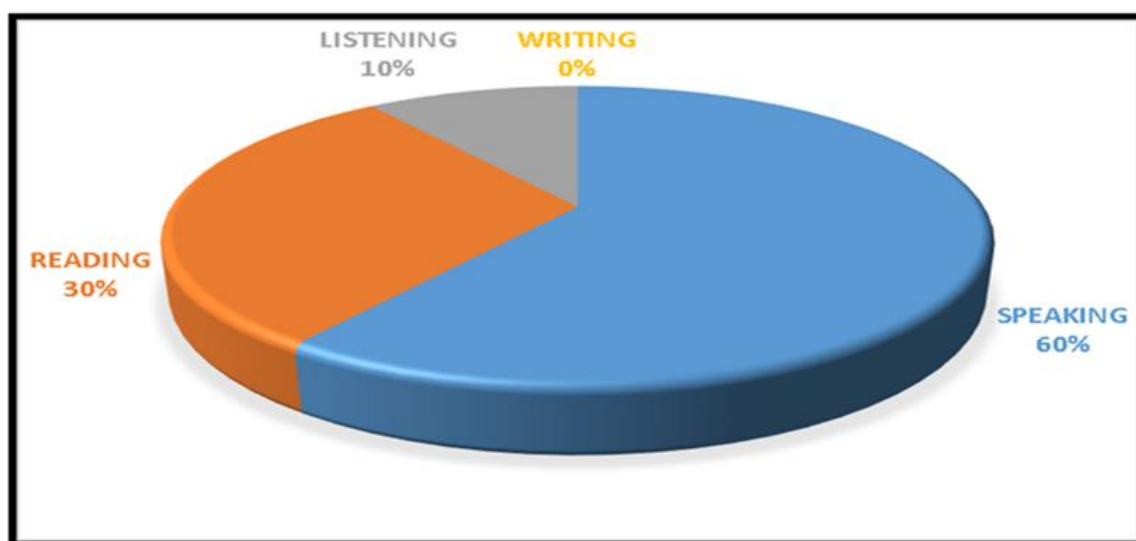


Figure 3. Improvement of students' communicative competence

Source: survey

Discussion

There are some theories that support this investigation: according to Clark, Jones, Lightbown and Spada, pair work and group work are effective techniques for achieving certain kinds of intellectual and social learning goals. these techniques may help improve the oral skills.

The results obtained in this investigation coincide with the results found by Hall and Hewings, Clark, Jones in the fact that the students who are taught using pair work and group work get better results in class.

Though Leighton (2006) argues that pair work and group work enables all learners to interact, moreover other factors contributed to this situation- lack vigilant and purposeful monitoring, unclear procedural instructions and learner's competence in English language, the language for instructor, also since this was the first-time learners and teachers were engaging in this type of classroom structure, less interaction due to many challenges encountered was bound to occur.

Group work is a class-management strategy, ending and feedback all are well organized then it gives positive results, it is important that the methodology and expectations are thoroughly thought through and decided earlier.

Callahan and Clark (1982), there is no student who cannot learn in group and pair work, the teacher 's main task is to maintain the pupil 's attention, interest and involvement in the learning

activities. Teachers do not have to simply keep students busy in a number of activities but promote learning.

Lin (2015) similarly argued that many studies have shown that cooperative learning has great benefits for the enhancement of students' motivation and the promotion of their social interactions. To have an effective cooperative learning which seems to be more involving and engaging several points should be considered such as positive interdependent face to face interaction, individual accountability.

In the same vein, McDonough (2004) stated that the use of pair work and small work activities in L2 classroom is supported both theoretically and pedagogically, this study was carried out in the Thai EFL context trying to investigate whether the learners in pairs and small groups showed improved production of the target forms, the researcher also explored the learners and practitioners' perception about using pair work and group work and small-group activities.

Conclusions

The English teachers from Maria Auxiliadora high school usually use pair work and group work for language teaching.

The kinds of activities that English teachers use to carry out pair work and group work in class are mainly games and workshops.

The students improve their communicative skills by means of pair work and group work activities, principally the speaking skills.

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PROPOSAL OF COMMUNICATIVE ACTIVITIES

TABLE 1

COMMUNICATIVE LANGUAGE TEACHING STRATEGY USING THE METHODS COOPERATIVE AND COLLABORATIVE LEARNING	
OBJECTIVE	To teach vocabulary about clothes
PRE-TASK OBJECTIVE:	To introduce vocabulary about the topic “clothes”. The teacher will present pictures, flashcards about the vocabulary related to clothes. The teacher will get the students practice the vocabulary for pronunciation
WHILE TASK OBJECTIVE:	To practice the vocabulary in pairs The students are going to work in pairs, they must repeat many times the vocabulary about clothes, the teacher gives some flashcards and then they have to describe the pictures to the partners, the students make sentences about the clothes
POST TASK OBJECTIVE:	To use many pictures about clothes. The students have to talk to their classmates, and they have to say.

FEEDBACK AND CORRECTION

In the pre-task the teacher corrects some mistakes for the pronunciation then for the while task the teacher monitors the students and the teacher gives the students time to work. Then the teacher corrects. For the post task the teacher corrects at the end of the class and does some feedback.

MATERIALS

- Flashcards
- Pictures
- Books
- Notebooks
- Pieces a paper
- Pen
- Pencil
- Ruler
- Marker

THE LEARNING BY DOING METHOD USED FOR LANGUAGE TEACHING	
GENERAL OBJECTIVE:	To get the students to practice the simple present tense of the verb with vocabulary about the weather.
PRE-TASK OBJECTIVE	To introduce the simple present tense of the verb. The teacher will present a real-life situation. for example: Today we are going to talk about the weather. The teacher will explain the topic and the grammatical structure with the help of the students
WHILE TASK OBJECTIVE	To practice the grammatical structure in pairs. The students are going to work in pairs, they have to ask some questions and answer them. They have to prepare a dialogue about the weather, the teacher has to facilitate the students' work.
POST TASK OBJECTIVE	To use the grammatical structure in communicative activities. The students will create a card about How the weather is today. The students practice in the while tasks where the students create a dialogue and some questions and answers about the weather.

THE ROLE OF THE TEACHER

In the pre-task, the teacher introduces the topic, repeats many times the vocabulary and corrects the mistakes the students have.

In the while task the teacher gets the students to work in groups. In the post task he/she gets the students to work while the students participate freely. The teacher jots down the mistakes for further correction.

THE ROLE OF THE STUDENTS

The students practice the vocabulary, they work in groups, and they help each other, do some dialogue, write some sentences and practice in groups.

The teacher has two main roles: the first role is to facilitate the communication process among all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group

The role of the teacher in an integrated teaching and learning environment is to assist students with making connections and therefore finding meaning through an educational process.

The emphasis in Communicative Language Teaching is on the processes of communication, rather than mastery of language.

COMMUNICATIVE LANGUAGE TEACHING STRATEGY TO TEACH ORAL SKILLS	
OBJECTIVE GENERAL	To analyze the problem of Covid 19.
Pre task	The teacher introduces the topic: Covid 19, explains about real situation around the world and then the teacher explains the activities for the students.
While task	The students have an interaction with other classmates, they must work in pairs, they have to share information and write the most important words for the topic.
Post task	The students have to present the information with other classmates, they have to explain about their point of view about the principal topic and the other classmates have to pay attention and make some questions about the topic.

The Use of Songs to Develop the English Language Pronunciation Skills in Fifth, Sixth, and Seventh-Year Basic Education Children at “Don Bosco” School, Esmeraldas

El Uso de Canciones para Desarrollar las Habilidades de Pronunciación del Idioma Inglés en Niños de Educación Básica de Quinto, Sexto y Séptimo Años en la Escuela “Don Bosco”, Esmeraldas

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Abstract

To analyze the contribution of the use of songs to develop the pronunciation of the English language in Fifth, Sixth, and Seventh-Year Basic Children at Don Bosco School, an investigation with a qualitative approach and descriptive scope was carried out, with the analytic-synthetic and hermeneutical methods, and the techniques of the survey and documentary review. The results estimate that the most successful musical genres for language learning and the development of pronunciation and listening were pop music, children's music, and ballads. With the use of songs, the improvement of pronunciation and the development of hearing in children was obtained. By using songs as a teaching method, the students developed their taste for the language and, in turn, learning it became fun and effective.

Keywords: songs, pronunciation, listening skills, English, teaching.

Resumen

Para analizar la contribución del uso de canciones para desarrollar la pronunciación del idioma inglés en los niños de Sexto Año de Básica del Colegio Don Bosco, se realizó una investigación con enfoque cualitativo y alcance descriptivo, con los métodos analítico-sintético y hermenéutico, y las técnicas de la encuesta y revisión documental. Los resultados estiman que los géneros musicales más exitosos para el aprendizaje de idiomas y el desarrollo de la pronunciación y la escucha fueron la música pop, la música infantil y la balada. Con el uso de canciones se logró la mejora de la pronunciación y el desarrollo de la audición en los niños. Al utilizar canciones como método de enseñanza, los estudiantes desarrollaron su gusto por el idioma y, a su vez, su aprendizaje se volvió divertido y efectivo.

Palabras clave: canciones, pronunciación, habilidades auditivas, inglés, enseñanza

Introduction

English, coming from England, is recognized as the global language that gives us the possibility of opening paths that take us, literally, where we want. Being the third most spoken language after Chinese and Spanish, English allows us to interact around the world even if it is not an official language in a certain country. There are more people who speak English as a second language than the native speakers of Chinese or Spanish. And it is that English is important, but also necessary since it not only allows us to obtain a better job position, or earn more money, but it also allows us to know, relate and communicate, which enriches our knowledge making us wiser people.

When it comes to learning a language -in this case English- either by our own means or in schools, we realize that there are several strategies that allow us to achieve the goal of speaking, understanding, reading or writing it. On many occasions, in schools, English is taught in a traditional, repetitive way, without applying new strategies, that even interest in learning is lost and students become bored with the learning process because they do not perceive progress. However, there are several tools that are rarely used but that contribute successfully to the development of English language skills.

One of the most useful, effective, and fun methods in the study of a language is listening to songs of the language you want to learn, since these contribute to the development of pronunciation, hearing, memory and also to expand vocabulary. It is proven that listening to songs of another language at an early age develops a good level of hearing and pronunciation when the child grows up, that is, they will not have problems when speaking or listening since they are familiar with the sounds of the language so much that they can repeat and understand.

It is also highlighted that music is a good relaxation therapy, that is why those who apply this technique feel motivated to learn, that is why this tool can provide valuable results that demonstrate the development of different skills such as pronunciation and listening to the English from an early age.

This work seeks to contribute to the improvement and especially the development of pronunciation skills with the use of songs in English at an early age in children. The present study aims

to analyze the contribution of songs to develop the ability of pronunciation of the English language in children of basic education in UEF Don Bosco. As well as its specific objectives, it is to determine which musical genres are most successful for learning the English language and to identify the benefits that the use of songs provides to student children.

However, the lack of strategies in the teaching of the English language leads to a low level of learning, this being one of the main pillars when learning a language, added to this the lack of motivation of the student and its lack of practice.

Teaching Process - English Language Learning

The teaching of the English language focuses on the student who, although he does not apply it in his daily life and actions, is the protagonist of the process. According to García (2007) this teaching-learning process is dynamic and interactive. This emanates attraction from the resources used towards students who interact with teachers, society, their environment in general.

The result of the student body will be reflected through the teacher-student interaction that will show the contribution of each activity carried out in class. The use of appropriate didactic material, practices and appropriate infrastructure will facilitate the development of the teaching-learning process of the English language in an optimal and effective way (Beltrán, 2018).

Playful methodology in the teaching-learning process of the English language

According to Moreno (2003) the playful method refers to a combination of activities that serve to expand the thoughts and imagination of students. In other words, it is related to the imagination, creativity, skills and abilities that are developed in the classroom. Within this method are mainly games, poetry, songs, videos and any technique that allows didactic learning in students, especially when they are children.

As mentioned by García and Llull (2009) in their contribution called “Children's play and its methodology”, playful methodology contributes to psychomotor maturation, cognitive activation and allows socialization in children. Therefore, it can be said that this methodology is one of the most favorable for teaching a language.

Songs for learning the English language

As stated by Harmer (2007), students should enjoy the songs or the auditory material since, if they can understand listening without the intervention or help of the teacher, they will be able to develop that skill.

Scott and Ytreberg in their work entitled *Teaching English to Children* (1995) stated that the ability of hearing is one of the main skills that the child acquires, for that reason teachers must implement easy, understandable and pleasant materials for the improvement of hearing ability in minors.

On the other hand, an analysis by Murphey (1992) found that song lyrics have characteristics that help students learn a second language. These characteristics focused on common words and phrases - used by the natives in their daily lives - and many personal pronouns. He also added that the songs are usually sung in light rhythms that allow listening to a more leisurely pronunciation, that is, they allow identifying not the whole statement, but what it largely manifests, which facilitates the student's relationship and interest with the song. Murphey assured that the lyrics of the songs allow many different interpretations to be obtained since their meanings are versatile, as in poetry.

Antecedents

A first work corresponds to Albini & Cianciaroso (2012), who developed the research called: "The use of popular songs in the teaching of English as a second language" in which they established a didactic methodology using songs. This research practice sought to favor the development and functioning of specific brain regions and linguistic domains such as the language of the English language. It was used by 18 third-year students at a private school in Buenos Aires, Argentina. This project is related to the one currently being developed since it proposes the use of songs in English for the development of skills.

A second work called: "The use of popular songs in the English classroom to improve the listening and speaking skills of high school students" (Salas Alvarado & López Benavides, 2017) showed the effectiveness and therefore improvement of English through songs, in two groups of tenth and eleventh year from "Colegio Laboratorio del CUP" and "El Rosario" in Costa Rica. Apart from manifesting the use of songs, observation was used as a method to verify if the use of songs was comfortable for the students. Those who developed this research, Salas and López, agree that this implement in class showed a good result in improving the students' English level.

As a third investigation, there is a work carried out by García Fernández, Vázquez Cedeño, Romero Molina called: "Use of Songs in English to Promote Language Learning Strategies and Develop Listening Comprehension" (García Fernández et al., 2018). This research work sought to propose the use of songs as a methodology that generates learning strategies and develops listening comprehension. The authors of this project in their work verified the manifestation of various mechanisms that were caused by the use of songs, these same that contribute to the motivation of the student.

In Peru, Neyra and Torres (2019) in their degree work "Use of popular songs to improve pronunciation in English, second year of high school at the C.E.E. Rafael Narváez, Trujillo-2018." which was developed in 139 students from the school named in its title and took a sample of 71 students where it divided an experimental group and a control group. The authors used the technique of data collection in conjunction with tests that were applied before and after. They developed 5 class sessions in which popular songs were applied to the experimental group, while the traditional teaching method was applied to the control group. Where both stand out that in the experimental group an improvement in pronunciation could be seen. The authors conclude that there is a correlation between popular songs and English pronunciation skills, which allows students to significantly improve their academic performance.

Likewise, in another city in Peru, an investigation was carried out called "The use of songs to improve the pronunciation of the English language of the students of the second grade" A "of the high school of IE No. 3091-Huaca de Oro-Pro Lima - Los Olivos. " The same one that was descriptive approach and intended to use the songs in English as a didactic tool to see how the use of songs influenced the students. The author of the work, Quiñonez (2019) states that this teaching method positively influences the pronunciation of the English language in second grade "A" students.

A work carried out by Ros (2006) called: "The teaching of English as a foreign language in the degree of English philology: The use of non-sexist popular music songs as a didactic resource" covered the objective of incorporating a new didactic resource to teaching of the English language to achieve effective learning, provoking interest and motivation in students through the use of non-sexist pop songs, or of the present time that was practiced in young university adults, hypothesizing the idea that it would be a good resource that complements an excellent learning. According to the author, apart from pop songs, she used musical genres such as punk or heavy metal since at that age young adults begin to express tastes for styles that are not commercial. This is how, taking advantage of the students'

taste, he proceeded to implement non-sexist popular songs that contribute to the improvement of the level of English that each student had.

Regarding Ecuador, the work of Andrade C. (2016) graduated from PUCESE University had as its theme: "The Use of Songs in the Teaching Process, Learning the English Language in Students of the Sixth Level of Basic Education in the Educational Unit Particular "French" In Esmeraldas, 2016 "in which he questioned the use of songs in English to elaborate a material of methodological orientations that teachers can include in the development of their class, having as a resource the songs. This research was descriptive where the methods of deduction, induction, analysis, synthesis, and hermeneutics were used. It was applied to 30 children, sixth year students of basic education at the "Francés" Private Educational Unit in Esmeraldas, Ecuador. This research verified the fun and motivation that students feel when using new methods, such as listening to songs to learn English.

Method

The current research was carried out at Don Bosco school with Spanish-native speaker students from sixth level. It's located on Espejo street and Veraguas alley (Ascent to Santa Cruz). It has two working days: morning and evening. In this school, English is taught as a Foreign Language from Initial to high school. The number of students per course varies from 30 to 35.

An investigation with a qualitative and quantitative approach and descriptive scope was carried out in the educational center. There were around 60 to 65 fifth, sixth, seventh-level students of parallels A and B to whom the use of songs will be applied. Their ages correspond to 10 years. In turn, 3 teachers will be surveyed. The research contained two variables.

The dependent variable was Pronunciation skill and the independent one was Use of songs. The hypothesis of this investigation is that the use of songs in English will improve the level of English and will develop pronunciation especially.

The methods applied in this investigation were: Analytical and synthetical because of the result of the reading of theories and analysis of problematic presented in the study. And the hermeneutic allowed the interpretation of the results. The techniques used were documentary research and the survey, the latter was made with multiple choice questions aimed at teachers.

The data collected on this investigation were processed by Microsoft Forms program.

Results

Regarding the question that indicates whether teachers use songs or not at the time of their classes, 25% of them do not, while the remaining 75% do, as shown in fig. 1.

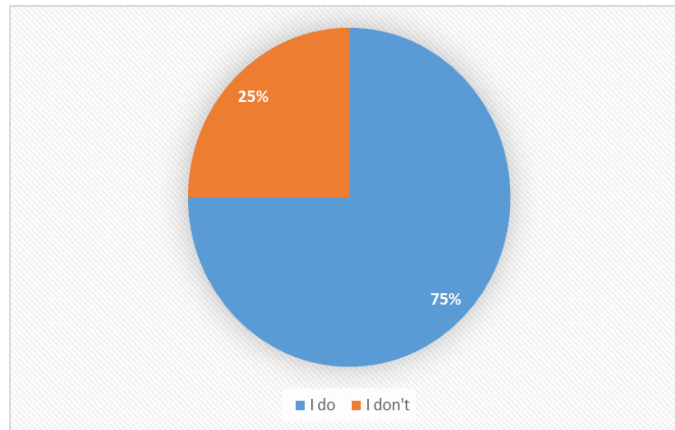


FIGURE 1: Do teachers use songs in their English classes?
Source: Survey applied to elementary school teachers.

Some teachers, who do not use the songs in class, specified that the reason why they do not do it is because "the period of time is quite short to teach the grammar and apply it in the practical speaking and everything depends on a planning"

According to the question that indicates how often basic education teachers use the songs, the results were divided, 50% of those surveyed indicate that they do it regularly, while the other 50% indicate that they do it sometimes. as shown in fig. 2.

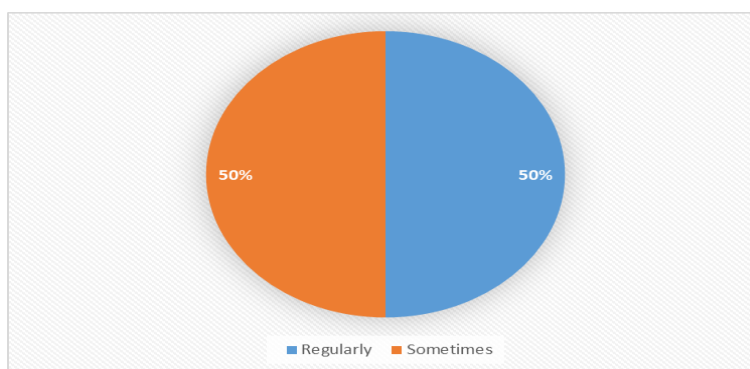


FIGURE 2: How often do you use this tool in your classes?
Source: Survey applied to elementary school teachers.

Regarding the moment in which the teachers introduce the songs, their responses reflected a percentage of 25 of the respondents introducing the songs at the beginning of the class, another 25% do so in the middle of the class, leaving a 50% remaining that indicates that introduce them at the end, as shown in fig. 3.

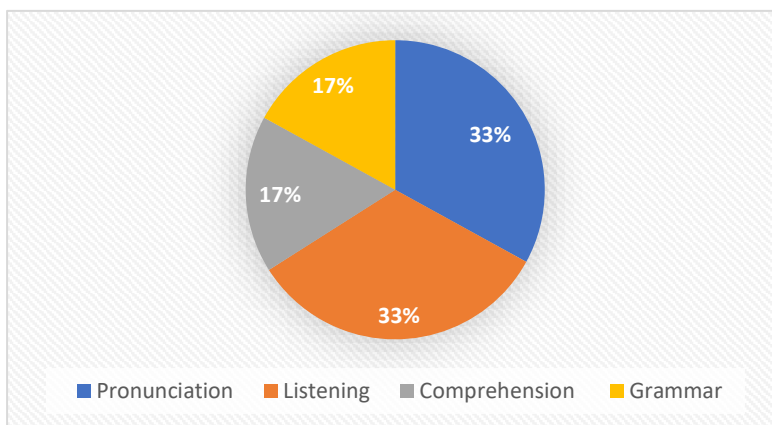


FIGURE 3: At what point in class do you introduce the songs?
Source: Survey applied to elementary school teachers.

We asked the teachers what is the musical genre that they usually use when applying the strategy of using songs, they expressed 40% pop genre, that is, popular music, another 40% children's music genre and 20 % of ballad genre, as shown in fig. 4.

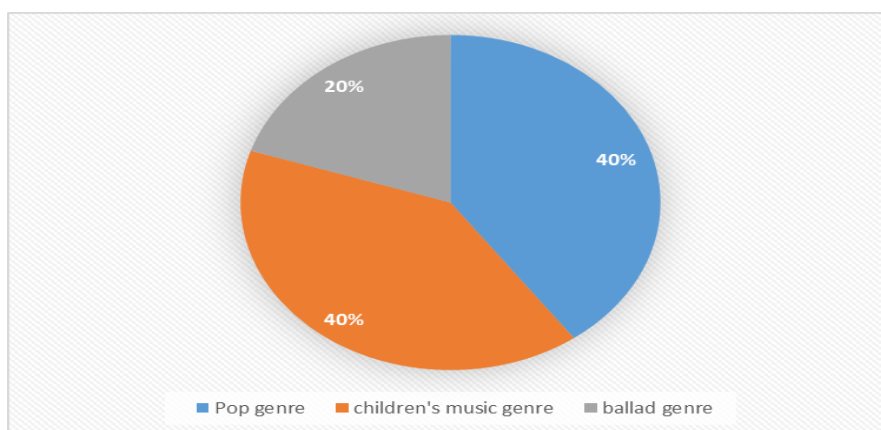


FIGURE 4: What kind of songs (genre or classification) do you use in English classes?
Source: Survey applied to elementary school teachers.

In relation to the aspects or skills that the use of songs improves in students, according to the teachers surveyed, they responded, and the percentages are distributed in 33% listening comprehension, 33% pronunciation (speaking), 17% comprehension and the remaining 17% grammatical, reflected in figure

5.

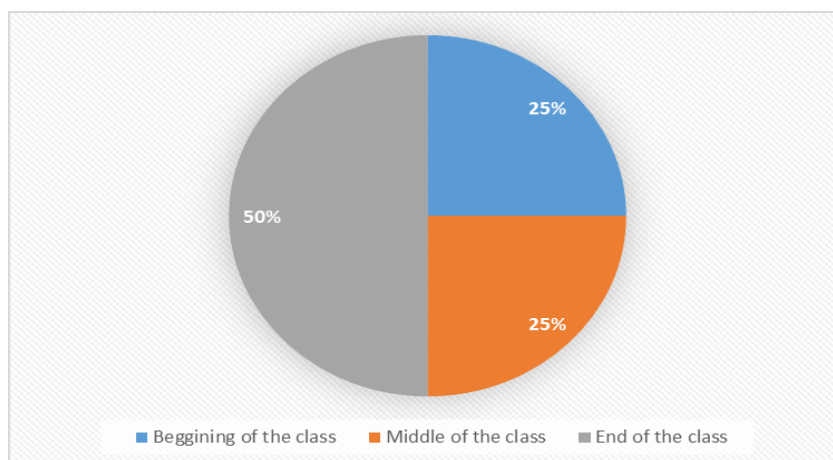


FIGURE 5: According to you, what aspects significantly improves or develops the use of songs?

Source: Survey applied to elementary school teachers

Teachers consider that the use of songs is a good strategy to teach English to children and that is why 100% of those surveyed recommend it as a teaching instrument to develop pronunciation skills in children.

On a numerical scale from 1 to 5, the teachers surveyed rated how effective the use of songs is based on their experience, the overall result was an average of 3.75 out of 5. Speaking of how students react to the use of songs in the classroom, half of the respondents (50%) affirm that this teaching strategy motivates students, while the other half (50%) affirm that this strategy increases their interest, as shown in fig. 6.

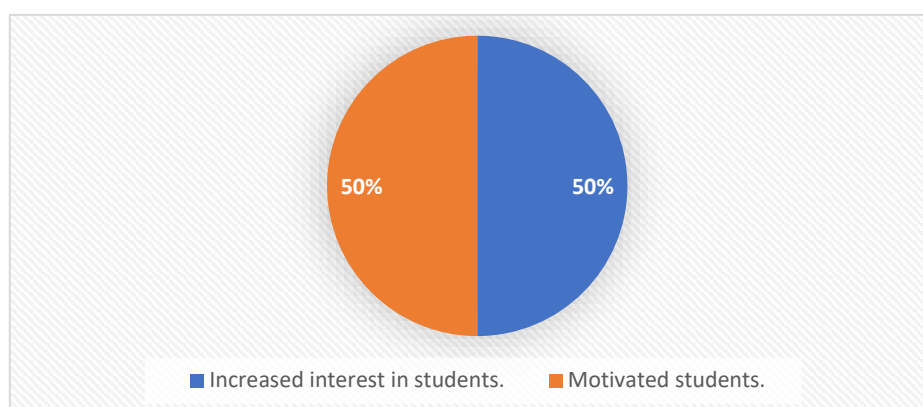


FIGURE 6: What have you perceived in the students when you have applied the songs in class?

Source: Survey applied to elementary school teachers?

Discussion

The objective of this research is focused on analyzing in what way, that is, how the songs in English contribute to the development or improvement of the pronunciation of the fifth, sixth and seventh grade children of the Don Bosco Educational Unit. The songs contribute in a beneficial way to this very important skill in English, since it depends on how you express yourself to others, your safety, and how well those who receive your messages understand you. To achieve the proposed objective, a bibliographic review was used with previously done works that are related to this topic. The results of the survey directed to the teachers of the aforementioned courses, together with the analysis of the antecedents, will be discussed. In the first place, the results of the survey confirm the use of these in the classroom, that means that the teachers who were surveyed do use (or have used) songs in English as a teaching strategy, this is an aspect that we must emphasize.

The current context of the Covid 19 pandemic with the virtual class mode, did not allow to do an experimental work in which the songs were applied directly to the student children. However, the bibliographic review and the survey are used as tools of this research.

The results obtained from the survey in relation to the antecedents coincide, Salas Alvarado & López Benavides (2017) demonstrated the effectiveness of the use of songs with the improvement of English in students, as can be seen in fig. 5 the surveyed teachers validated this statement, highlighting that pronunciation and listening skills are the ones that are most developed and improved.

Regarding the type or genre of songs used in class, the surveyed teachers positioned pop music and children's music as their preferred musical genres to teach. It is inferred that in popular music they generally use common phrases spoken by natives, in turn children's music is lighter, as mentioned by Murphey (1992) when he refers to the songs being sung in light rhythms which allows listening to a slower pronunciation.

An important detail is that all the previous studies used in this research coincide that the use of songs provides students with an increase in self-esteem for learning, in addition to that, students have fun (Andrade, 2016) when teachers use songs in class as a learning method. In fig. 7 the teachers perceived that when they applied the songs in English the students showed an increase in interest and were motivated. This is of utmost importance since many times the methods used by teachers are traditional methods where nothing else is used a book and the explanation, but I consider that for the teaching of another language especially in children, other types of tools are needed, among They use

songs that mainly promote the development of pronunciation. Quiñonez (2019) in his research also points out that this teaching method positively influences the pronunciation of the English language.

Conclusions

The use of songs has been a key to developing the ability of pronunciation in student children since it is proven that listening to songs from another language -in this special case- English, at an early age, develops a good level of pronunciation when the child grows up, inferring that he will not present problems later because he is familiar with the sounds so much that he can repeat and understand them. Thus, it is manifested that this research work has reached its objective, allowing to validate the various investigations that indicate that the use of songs is a great teaching method that improves and exploits a high level of English in children in their future, leaving as benefits mainly a good pronunciation, a developed ear, vast vocabulary, and good memory as well.

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The Use of Games to Improve the Third Level of Pedagogy of National and Foreign Languages Career Students' English Language Communicative Abilities at PUCESE

El Uso de Juegos para Mejorar las Habilidades Comunicativas en el Idioma inglés de Estudiantes del Tercer Nivel de la Carrera Pedagogía de los Idiomas Nacionales y Extranjeros en la PUCESE

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Abstract

To evaluate the incidence of games in the development of English communicative abilities of Pedagogy of National and Foreign languages students at PUCESE, in Esmeraldas 2019-2020, a quantitative investigation was carried out with the methods of analysis, synthesis, hermeneutics and descriptive statistics, with the technique of survey. The sample was formed by 8 students of the referred career. The results revealed that the students liked to learn using communicative games, mainly games in which it is included songs, role-play games and simulation games. Teachers mostly used role-play games and simulation games in their teaching, and the frequency varied according to the type of activity and topic, being the use of role-play games more frequent. It is concluded that games are really useful in the development of English communicative abilities of Pedagogy of National and Foreign languages students at PUCESE, because it gives them the opportunity to learn in a communicative way by allowing them to use their English abilities freely. Furthermore, it is important to highlight that the use of role-play games gives them the possibility to improve their creativity throughout enjoying the teaching-learning process of the English as a foreign language.

Keywords: Games; English learning; English language; Role-Play Games, Simulation Games

Resumen

Con el fin de evaluar la incidencia de los juegos en el desarrollo de las habilidades comunicativas en inglés de los estudiantes de Pedagogía de los Idiomas Nacionales y Extranjeros de la PUCESE, en Esmeraldas 2019-2020, se realizó una investigación cuantitativa con los métodos de análisis, síntesis,

hermenéutica y estadística descriptiva, con la técnica de encuesta. La muestra estuvo formada por 8 estudiantes de la carrera referida. Los resultados revelaron que a los estudiantes les gustaba aprender mediante el uso de juegos comunicativos, principalmente juegos en los que se incluyen canciones, juegos de roles y juegos de simulación. Los profesores utilizaron mayoritariamente juegos de roles y juegos de simulación en su docencia, y la frecuencia varió según el tipo de actividad y tema, siendo más frecuente el uso de juegos de roles. Se concluye que los juegos son realmente útiles en el desarrollo de las habilidades comunicativas en inglés de los estudiantes encuestados, ya que les brindan la oportunidad de aprender de forma comunicativa al permitirles utilizar libremente sus habilidades en inglés. Además, es importante destacar que el uso de juegos de roles les da la posibilidad de mejorar su creatividad a lo largo del proceso de enseñanza-aprendizaje del inglés como lengua extranjera.

Palabras clave: Juegos; aprendizaje del inglés; idioma inglés; juegos de roles, juegos de simulación.

Introduction

The English teaching process has been classified over time as one of the most relevant topics in the educational context, because it allows the development of all communicative abilities that build this language. For decades, many pedagogical strategies have been used to promote the learning of the English language more effectively and allow a better understanding about how this language works.

Currently, the methodological strategies used in higher education institutions are classified as traditional, because they are based on techniques that only allow the student to develop their communicative skills in the classroom and do not allow effective access to meaningful language learning. However, it is vitally important to highlight that many methodologies have been developed to favor the process of developing the communicative abilities of this important language. This research is focused on presenting how the use of games influences the improvement of English communicative skills of third level Pedagogy of Languages students at PUCSE.

Through a previous investigation, it was possible to show that the students of the third level of Pedagogy of Languages Career show deficiencies in their communicative skills management of the English language, which makes it impossible for them to have an effective communication during the learning process of this language. These factors are generated, to a large extent, by teaching habits that lack attractive didactics during the educational process.

During the pedagogical practices in Pedagogy of Languages career, it is denoted that the dynamics applied in the classroom are limited to systematic training processes and the acquisition of general knowledge regarding the teaching of English; generating moments that don't allow the socialization of dynamic, creative, and affective experiences that facilitate the integration of different dimensions in relation to the development of communicative skills in the English language. From this perspective the following question arises: What is the contribution of games in the development of students' communicative abilities of the English Language in the Pedagogy of National and Foreign Languages Career at PUCESE?

There are many didactic strategies that are useful in the English teaching-learning process. The use of games is undoubtedly one of the most effective educational techniques, because it actively contributes to the acceptance of the language that is learned. Games are activities that allow students to develop all communicative skills according to the environment in which they are. Between those, communicative skills will contribute to a better understanding of the English language.

The use of ludic activities such as games allow students to enjoy the English learning process; in this way, it significantly guarantees motivation towards the development of communication skills.

It is generally considered that college students do not need the implementation of games in their teaching-learning processes of English, as an argument to their chronological age and consequent cognitive development. However, it has been scientifically evidenced that adults tend to feel more insecure when learning new concepts or activities that include using their communicative skills, which is why the use of games as an incentive in the learning process is proposed in this research.

Games, in general, are dynamic activities developed in an educational context, which allows developing the most essential skills to face an activity where it is necessary to exchange feelings, thoughts and ideas. According to Wright, Betteridge and Buckby (2006): "Games can be found to give practice in all skills, in all stages of teaching and learning and for many types of communication."

When games are implemented in classes as a methodological strategy focused on learning the English language, students begin to feel the need to know, understand and analyze the rules that constitute it, as an innate response to the instinct of competitiveness of the human being. Consequently, the main actors in the educational process will begin to practice and develop their speaking, listening, reading, and writing skills in a comprehensive and striking way. "Games can increase motivation to learn the language as students, especially the weaker ones, feel a true sense of accomplishment when they manipulate a game" (Hubbard (1987) quoted by Zhu D. :2012, p. 802).

Motivation will be important in the English learning process and will allow students to develop their communicative skills with confidence and greater effort. This will guarantee an efficient and quality process.

This research seeks to demonstrate that using games students will improve their English communicative abilities.

The General objective of this research is to analyze the contribution of games in the students' communicative abilities development of the Pedagogy of languages career at PUCESE. To achieve this general objective, this research proposed four specific objectives: First, to diagnose the development of Pedagogy of Languages students in English communicative abilities. Then, to determine which didactic games are most used to develop student's communicative abilities in English. After that, to identify which didactic game is the best to use in the class of English as a foreign language. Finally, to propose didactic games to develop the communicative abilities of the English Language in the English as a foreign language class.

Didactic Strategies

Didactic strategies are undoubtedly one of the most necessary and important tools in the teaching-learning process, because they allow teachers making a more dynamic and effective educational process that will induce students to acquire new knowledge in a meaningful way.

According to the Sub-directorate of Curriculum and Evaluation of the Technical Training Center, Professional Institute and Technological University of Chile (INACAP), the didactic strategies are organized procedures that have a clear formalization / definition of their stages and are aimed at achieving the expected learning. Based on the didactic strategy, the teacher guides the pedagogical path that students must follow to build their learning. (Subdirectorate of Curriculum and Evaluation, Directorate of Academic Development, Undergraduate Academic Vice-rectory, Universidad Tecnológica de Chile (INACAP). :2017, p. 2, pf 1)

Didactic strategies are designed to promote the development and participation of students in the classroom, through the creation of systematized techniques that will permit an effective access to knowledge. On the other hand, the didactic strategies analyze the different educational practices, which allows them to focus on the design of curricular adaptations in accordance with the objectives set for the class being taught.

Ludic

Ludic is defined as a dimension of human development where the fundamental objective is the acquisition of knowledge through attractive techniques and activities for people. In general, ludic is usually related to the concept of games because it contributes significantly to the cognitive development of humans, all this through innovative and fun strategies.

According to the Oxford dictionary, ludic shows “a tendency to play and have fun” and is “spontaneous”. Ludic is the representation of the game and of the dynamic activity generated in the teaching-learning process; that is why in a large part of the educational activities this concept is implemented. The spontaneity component of ludic allows students to relate the topic that they are learning with the environment that surrounds them, which automatically causes the generation of questions that the student himself answers as the activity with the ludic component develops. "Ludic is everything that allows the construction of knowledge in a more free and spontaneous way". (Bernardo :2009, p. 60).

The Ludic component adds feelings of fun and freedom to the learning process, allowing students to be significantly motivated. Ludic will contribute significantly in the correlation between the student's enthusiasm and the understanding and learning of the different elements of their environment.

Games

Games are fun and recreational activities that allow people to relax and see an activity in a more attractive way. In many cases, games contribute to the learning process more effectively, because they cause a significant change in the mood of the person who practices it. "A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome." (Salen & Zimmerman. :2003, p. 51)

The games are facilitating instruments of affective and emotional development because they have three dimensions that will allow adoption to the ludic process. These dimensions are divided into negative, positive and cathartic. Games provoke psychological states that significantly influence human emotions and allow them to increase naturally and spontaneously. "A Game is a non-serious and self-contained activity which we engage in just for the satisfaction involved in it." (Dearden :1967, p. 59)

Types of games

Games represent and constitute a fundamental part in a person's life, because they allow the socialization and assimilation of the environment that surrounds them in a fun, dynamic and active way. Over the years, many types of games have been developed and they have contributed significantly to the educational process, including the following.

Action Games

These types of games are games that offer to the user intensity and attraction towards activities related to solving problems from the first instance of activity. In this type of game, reflection is the main tool to use during its development.

Adventure Games

Adventure games offer the exploration of many scenarios and allow the development of cognition through the analysis of multiple situations. In addition, they are related to solving puzzles and joining different scenarios to create a logical response as a solution to the problem posed. It is important to highlight that creativity and curiosity are the skills that are most developed in this type of games.

Role-Play Games

These types of games offer to the player the opportunity to dive into it. Furthermore, role-play games are a vitally important strategy in most of higher education processes, because they contribute to the motivation of students and let them to get immersed into new challenges regarding their learning process.

On the other hand, role-play games allow teachers to guide students on their own way of developing their communicative abilities. Also, Role-play games induce the development of speaking and listening skills and allow the student to obtain meaningful learning while having fun and interacting with the environment.

Simulation Games

The simulation games are essentially built on formal and highly structured bases related to the topic being promoted.

Simulation games' fundamental objective is the representation of a specific situation. In most cases, these types of games cause that the actors or characters make decisions regarding the situations

in which they play, automatically causing the creation of new dialogues. This contributes significantly to the development of communication skills.

Communicative abilities

Communicative abilities are one of the most important topics in a foreign language learning process, because they essentially represent the bases on which it is developed. For decades, many strategies have been developed and they allowed to the communicative abilities to be developed day by day with the aim of generating more effective communication. According to Galli A., Pagés M., and Swieszkowsk S., “Communicative abilities or Competencies are understood as a set of linguistic processes that develop throughout life, in order to participate efficiently and skillfully, in all spheres of communication and human society”. (Galli A., Pagés M. and Swieszkowsk S. :2007, p. 3)

Communicative abilities are divided into four sections that are closely related to the human senses; these are speaking, listening, reading, and writing. Based on these four competences, human beings operate in different cultures and in the society in which we live.

Antecedents

Over the years, many investigations have been carried out, which have contributed greatly to the development of methodological strategies to improve the process of learning English as a foreign language. The use of games is one of the most used strategies for developing the communicative abilities of this language.

Zhu D. (2012) presented an investigation that highlighted the importance of the use of games to improve the communicative abilities of students in a foreign language learning process, through a comparison between the traditional method of teaching and its systematized techniques and the use of games as a methodological strategy for the development of the different communicative skills. This research seeks to analyze what is the best approach in the teaching process of communicative language to finally establish the value and importance of the use of games in English as a foreign language class.

This research concludes by mentioning that the teaching-learning process of English as a foreign language is positively affected when games are added. Furthermore, it is effective and efficient to improve the communicative capacity of students in different contexts.

On the other hand, Chen, I-Jung (2005) developed an article about the use of games to promote communicative abilities in language learning. This article mentions many reasons that support why

games are relevant activities in learning and developing all the communicative skills of a language. The author mentions that during the game, the students used the language in different ways and under different circumstances, which will allow them to increase their abilities to communicate.

This author concludes mentioning that games stimulate communicative abilities to a great extent, because they allow people to get involved in any of these activities to become competitive and less afraid of using their skills in the new language. In addition, it maintains that the games also stimulate doubts, which will contribute to the production of questions, all with the aim of fulfilling the objective of the game.

Fakhry F. (2007) carried out research on the effect of the use of games on the development of speaking and listening skills in the English as a foreign language process. This study consisted on taking a sample of 40 students divided into two groups of 20 students chosen indiscriminately and investigating the effect of the use of games on the development of communicative abilities in speaking and listening. Two procedures were applied for this investigation. The first group was assigned activities directed towards the traditional process carried out by the teacher. The second group was assigned activities using games as the main tool.

Finally, the results of this investigation revealed that games were highly effective in the development of speaking and listening skills, because the scores obtained by the group in which this strategy was applied were higher than those of the group that was under common teaching principles.

On the other hand, Savitri A. (2013) presented a research work about the use of language games to improve the speaking ability on seventh-grade students at a school in Indonesia. The main objective of this research was to describe the types of language games and their implementation in the English language teaching-learning process to improve students' speaking ability.

This research was divided into two cycles where many activities were carried out to obtain information about the influence of games on the development of speaking ability. In the first cycle, the results showed that the implementation of language games was successful in improving the reading comprehension skill of the students. However, these games were not successful in this phase because many students did not actively participate in most of the activities. This problem was later solved by redesigning the activities giving different responsibilities to each student, so then they actively get involved during the development of the games; this adjustment revealed in cycle two a significant improvement in the students' ability to speak.

Furthermore, Indariati D. (2012) proposed an investigation about the improvement of the writing ability in the English as a foreign language learning process through games. The main objective of this research was to examine whether games help improve students' writing skills in counting texts. Also, this research wants to analyze how the use of games can contribute to the motivation of students for the creation texts.

This research concludes by mentioning that the results obtained show that games have a great influence on improving writing competence and allow students to develop their communicative abilities effectively.

On the other hand, Aprilia Dyah R (2012) carried out research about the improvement of listening skills using interactive games in seventh-grade students at a school in Indonesia. The objective set out in this research is to improve the students' listening skills in the seventh grade of the mentioned school through interactive language games.

Finally, the results of this research showed that the use of interactive games in the language learning process shows great effectiveness in the students' listening skills improvement.

Method

The context in which this research was carried out is at the Pontificia Universidad Católica Del Ecuador Sede Esmeraldas, where there was analyzed The Use of Games to Improve Communicative Abilities in the English teaching learning process. Also, this research is a quantitative one and it was developed with 7 students of the third level of Pedagogy of National and Foreign Language Career in the first semester of 2020.

The main objective of this research is to analyze the contribution of games in the students' communicative abilities development of the Pedagogy of languages career at PUCESE to be able to identify what is the percentage in the improvement of English language learning using games.

The population that was studied in this research is made up of 7 students from the third level of Pedagogy of National and Foreign Languages Career. Furthermore, it is important to mention that PUCESE is an institution with several years at the service of higher education in the Esmeraldas community, whose main objective is to train competent students with a high cognitive degree in an integral way, in such a way that their development is intellectual and spiritual, respectively.

The Hypothesis of this investigation is that throw the use of games the students of the third level of Pedagogy of National and Foreign Languages Career are going to improve their

communicative abilities. The Independent Variable of this research is Games. Games are activities that involve the development of the mind and the body, with a playful sense of distraction, fun and learning. The Dependent Variable is Communicative Abilities. Communicative abilities or Communicative Competences are a set of linguistic processes that develop during life, to participate efficiently and skillfully in all spheres of communication and human society. From them, we develop in culture and society, and through their development, we become communicatively competent.

The methods that were used in this research are: Analysis and Synthesis that was used to carry out a bibliographic review of the most important theories in relation to the research topic and for the analysis of the results obtained; Hermeneutics, that was used as a method of analysis of the aspects treated within the theoretical framework and its relationship with the results obtained; and Descriptive Statistics that was used for the processing of the data obtained in the investigation.

Also, the techniques that were used for this investigation are Observation and a Survey.

For the technique of observation, an observation guide was used, and it was developed with two dimensions: Games Influence Percentage in the English as a Foreign Language Class and the Students Learning Characteristics by Using Games.

Finally, for the survey technique, a questionnaire was used, which was applied to 6 teachers of the Pedagogy of National and Foreign Languages Career. Through this survey it was possible to identify which didactic games are most used to develop student's communicative abilities in English as a foreign language class.

The information was obtained by the application of the techniques mentioned before and it was tabulated, analyzed, processed and later taken to figures and graphs with the use of Google forms.

Results

Results of the Observation

The main objective of this observation guide was to diagnose the development of Pedagogy of Languages students in English communicative abilities.

The observation guide was applied for six days. Also, it was divided into two parts. The first three day the observation guide was applied considering that the teacher was not using games in the

English as a foreign language class. The next three days, the teacher applied some games such as Role-Play Games, Simulation Games, Online Games, and so on.

On the other hand, it is important to mention that there we included some important aspects related to the Students Learning Characteristics before and after using games in the English as a foreign language class. Some of them are:

- The students summarize all the contents being taught.
- The students pay close attention to the teachers' instructions.
- The students ask questions when they do not understand.
- The students work cooperatively.
- Students use their communicative abilities to participate in the tasks.
- The students foment self-correction.

The observation guide applied before using games in the English class showed that the students sometimes summarize all the contents being taught at the end of the classes, because they were not motivated throughout the class which caused that they do not pay close attention to the different teachers' instructions. Also, the students were shy about asking questions when they did not understand something about the class which consequently caused that they don't use their communicative abilities. Furthermore, the students sometimes didn't like to work in groups and that caused that the teacher couldn't promote collaborative and cooperative learning in the class and at the same time self-correction.

Finally, the observation guide applied after using games in the English as a foreign language class revealed that most of the students really like to work in this way. When games were added in the class, they felt more comfortable in the different activities. After using games, the students were able to summarize all the contents being taught, they also pay close attention to the teachers' instruction most of the time because they were engaged, they asked questions when they did not understand something about the topic, they loved work cooperatively and the most important thing, they used their communicative abilities to participate in the different tasks.

Results of the Survey Applied to Teachers

To determine which didactic games are most used to develop student's communicative abilities in the English language and to identify which didactic game is the best to use in the class of English as a foreign language, a survey was applied to the teacher of the Pedagogy of National and Foreign

Languages Career in which there were highlighted some important things that will contribute to know the contribution of games in the students' communicative abilities development.

The figure #1 shows that Role-Play games are the most used didactic Games in the English as a foreign language class. This type of game gives the students the opportunity to be immersed in a communicative situation in which they can use the language freely. In this way, they will develop all their communicative abilities in a more effective way.

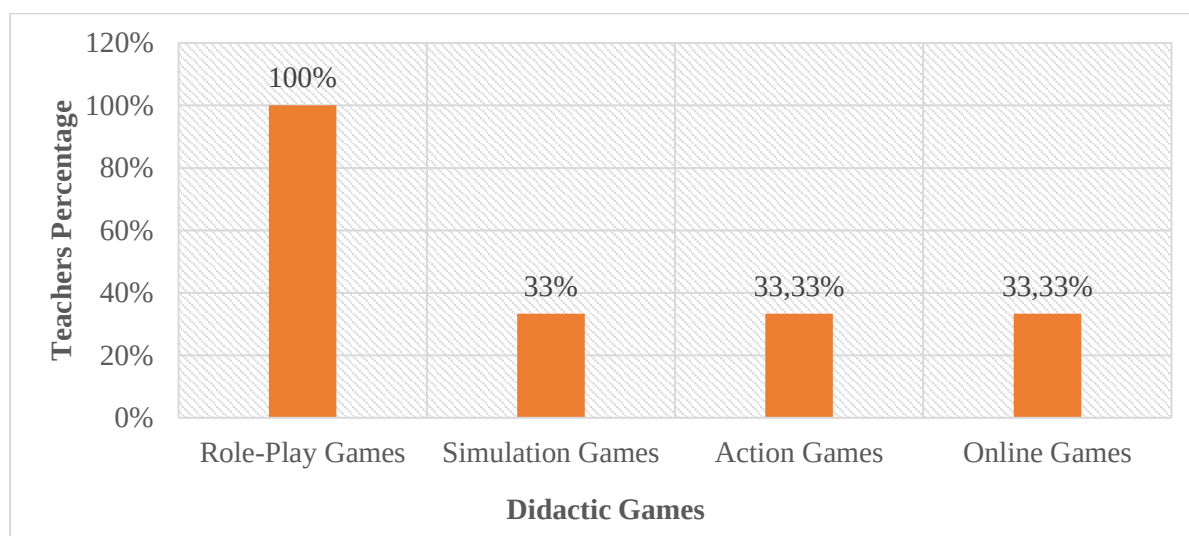


Figure #1: The most used didactic game in the English as a foreign language class.

Source: Survey Applied to Teachers.

Regarding the best didactic game to use in the English as a foreign language class, (Figure #2), it was revealed that Role-Play Games, represented as 66.70%, and Simulation Games, represented as 50%, are the best didactic games to use in the English as a Foreign Language class, because they offer the students the possibility to participate actively in the learning process of the new language.

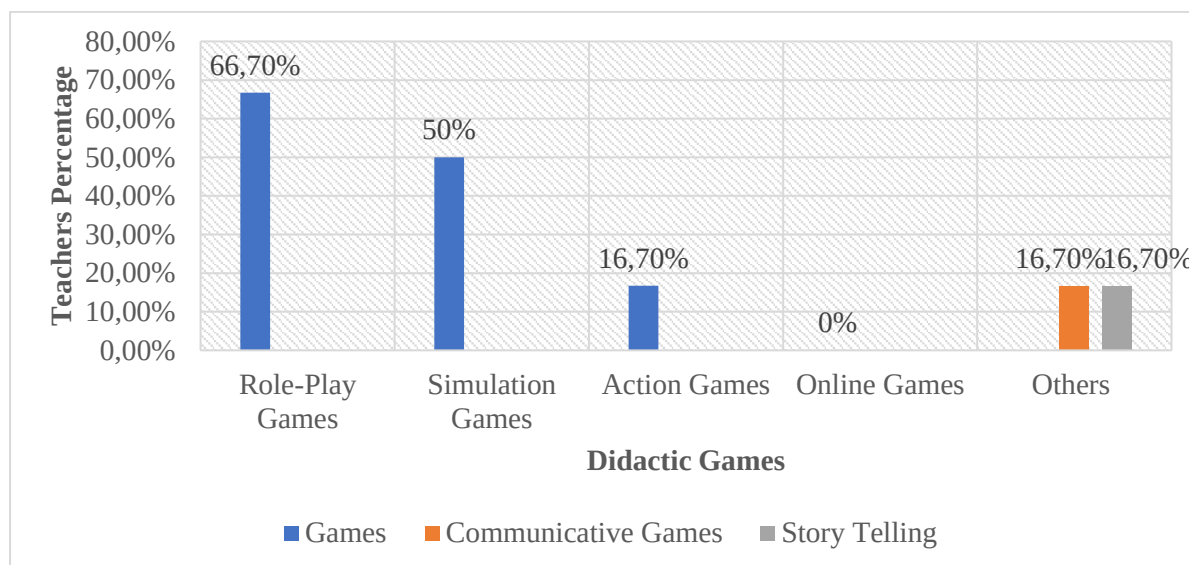


Figure #2: The best didactic game to use in the English as foreign language class.

Source: Survey Applied to Teachers.

Discussion

The results obtained in this investigation coincided the ones found by Sari R., Kultsum U. & Armadi A. (2016) if we talk about using Communicative Games in Improving Students' Speaking Skills because all the speaking ability was positively affected when games were added in the English class. Games give to the teachers the possibility to enhance students' enthusiasm and motivation and that immediately cause that they improve in their learning process of the language. In fact, this investigation and the one devolved by Sari R., Kultsum U. & Armadi A. showed that games give the student the opportunity to have an active participation in the class, confidence and their fluency in speaking skill will improve significantly.

On the other hand Savitri A. (2013) presented an investigation entitle The Use Of Language Games to Improve The Students' Speaking Ability Of Class Vii A of SMP Ma'arif Terpadu Muntilan in the Academic Year Of 2012/2013 and its main objective was to describe the types of language games and their implementation to improve the students' speaking ability at grade VIIA of SMPMa'arif Terpadu Muntilan in the academic year of 2012/2013. This investigation finally concluded that the implementation of different games positively affected in the development of the students' speaking ability. Also, it was mentioned that the students' reading comprehension was successfully improved when games were implemented in the English as a foreign language class. Furthermore, it is important to mention that the results obtain in this investigation in relation with the use of game to improve all the communicative abilities coincided with the ones found by Savitri A.

Furthermore, the results obtained in this investigation are pretty similar with the ones obtained by Gozcu, E. & Caganaga, C., K. (2016) in accordance with the importance of using games in EFL classrooms, because games are an excellent way to engage the students and to motivate them to learn a new language. Gozcu, E. & Caganaga, C., K. aim to find out how games are important and effective when used in EFL classroom. These authors finally concluded that that “games should be employed in second language learning classrooms in terms of providing an atmosphere for EFL learners in which there are fun, motivation and high learning performance” (Gozcu, E. & Caganaga, C., K. :2016, p. 1)

Otherwise, Dyah A. (2012) presented an investigation about Improving Listening Skills through Interactive Games in the Seventh Grade Atsmp N 2 Kalasan in the Academic Year of 2012/2013 and its main objective was to improve the students' listening skill in the seventh grade at SMPN 2 Kalasan in the academic year of 2012/2013 through interactive language games. This research finally concluded by mentioning that the implementation of interactive games is successful to improve the students' listening skills. That means that are an effective tool to improve the different communicative abilities of the English language.

Moreover, Yusman I. (2017) developed an investigation about improving students' listening skill by using a didactic game (Simon Says). The purpose of this study was to find out how the use of Simon said games can improve students' listening skills. Finally, the results revealed that this game is positively help the students to develop their listening skill. The Didactic Game “Simon Says” gives the students the possibility to develop their listening skill because it consists of paying attention to different instructions and then apply them. These types of games help to promote collaborative learning, communication skills, and of course a communicative teaching-learning process.

Finally, the results obtained in this investigation have a big relationship with the ones obtained by Hidayati I. (2015) who presented an investigation about Improving English Writing Skills through Board Games. This investigation aims to improve students' writing skills through the use of board games in the English class. It finally concluded by mentioning that students' writing skills improved. Also, it mentioned that the students could apply writing conversions well and they wrote in a correct capitalization and punctuations. Finally, it is important to mention that their grammar got better, and they wrote fewer fragments. In addition, the students' engagement towards the teaching and learning activity also improved.

Conclusions

The development of the students' communicative abilities in the English language classes from the Pedagogy of National and Foreign Languages Career, was positively affected when games were added because it gave them the possibility to improve and learn in a more natural way by using their communicative skills freely.

This investigation revealed that the most used didactic games to develop student's communicative abilities in the English language classes are role-play games and simulation games because they give them the possibility to improve their creativity throughout enjoying the teaching-learning process of the English as a foreign language.

This investigation showed that the best didactic games to use in the class are Role-Play games. Role-Play games give them the opportunity to learn in a communicative way by allowing them to use their English abilities freely at the same time they will relate their environment with the learning process which could be really helpful to improve their English skills.

The Use of Games to improve the students' English language communicative abilities is one of the most important strategies to use in the English as a foreign language class, for that reason, a group of different strategies are proposed in this research.

PROPOSAL

PROPOSAL 1: COMMUNICATIVE STRATEGIES TO TEACH ENGLISH AS A FOREIGN LANGUAGE.

STRATEGY #1 - COMMUNICATIVE GRAMMAR LESSON USING GAMES

Presentation

Objective: The main objective of this section is that students recognize the grammar structure (present perfect) by using a generative situation.

In this part of the lesson, the teacher will present the topic in a communicative way by asking some questions to the students. The most important feature in this section is to present the topic in a contextualized situation in which the students will be able to understand the grammar point.

For this part of the lesson, there will be presented some questions like; when do you use the present perfect? Or what is the structure of the present perfect? All of these questions will allow the students to use their communicative abilities to interact during the class with all people involved in the teaching-learning process.

Finally, the teacher will present a specific task in which the students will have the opportunity to use their imagination and their communicative abilities. In this activity, the teacher presents a picture about “Vacations”. Then, the teacher begins to create a story using the grammar point. After that, the students will have the possibility to continue the story by making new sentences related with the grammar point.

Guided practice

Objective: The main objective of this section is that students manipulate the grammar structure (present perfect) making some sentences and using their imagination in a generative situation.

In this section, the teacher will monitor the students while they develop the task proposed. In this part of the lesson the students already know some important things about the grammar point that is being used in the class, so at this time the teacher will have the possibility to explain generally the use of the grammar point (present perfect). In order to explain the grammatical structure of a sentence the teacher will show to the students an interesting and funny video about the correct structure of sentences and questions in the present perfect tense. After that, the teacher will use the same generative situation (Vacations) to allow the students to work their communicative abilities and imagination to learn the grammar point.

Finally, the teacher will present a task in which the students have to change some sentences from the simple past tense to the present perfect tense. The most important thing that has to be highlighted here is that in this part it is better if the teacher use real situations to make the sentences, so in that way the students will relate their own environment with what they are learning.

Communicative practice

Objective: The main objective of this section is that the students use the language and the grammar point in real situations.

In this section, the teacher will present a task in which the students will have the possibility to work in groups and use the language freely.

For this part of the lesson the students have to make a short dialogue about their last vacation. Then, they have to prepare a short drama in which they must represent the dialogue created. The purpose of this activity is that the students have fun and enjoy the activity while they use the target language and the grammar point as much as they can because it will provide them confidence to use their communicative skills.

It is important to highlight that in this section it better not to correct the students' mistakes while they perform the activity because it will make them shy, and the teaching-learning process will fail.

Feedback and corrections

Objective: The main objective of this section is to correct the most relevant mistakes that the students made during the activities.

This part of the lesson will be divided into four aspects to analyze all the most important aspects of the class. The four aspects that will be analyzed are the definition of the grammar point, the structure of the grammar point, the sentences that were made during the class and the examples that they will give for the feedback.

In this section, the teacher will tell the students in a general way the most relevant errors that they had in the activities in order to help them to recognize what they need to practice a little bit more. Also, the teacher will give some feedback while he/she mentions the errors.

Finally, the teacher will give a final task to the students in order to evaluate what they have learned during the class and if they are able to use the grammar point learned in a correct way.

STRATEGY #2 - COMMUNICATIVE LANGUAGE TEACHING STRATEGY USING THE LEARNING BY DOING METHOD THROUGH THE USE OF GAMES.

STEPS: METHODOLOGICAL ORIENTATIONS

UNIT: FRUITS

LESSON: THERE IS AND THERE ARE

For this lesson the teacher will ask to the student to bring some fruits for the class to make a fruit salad. The purpose of this activity is to use those fruits to learn how to use there is and there are in a

contextualized situations in order to provide a lesson in which they can learn vocabulary, grammar and also, they enjoy learning English.

Pre-task

Objective: The main objective of this section is that the students recognize the grammar structure (there is /there are) by watching a video.

Teacher's Role.-

In this part of the lesson, the teacher will present the topic in communicative way by asking some questions to the students about the topic. In this task teacher will present a video in which the students are going to see how to use the grammar structure. After that the teacher will ask to the students what fruit they bring for the fruit salad.

The most important thing that must be highlighted here is that in this part it is better if the teacher uses real situations like the activity of the fruit salad to make examples to understand the topic, so in that way the students will relate their own environment with what they are learning.

Finally, the teacher will present a task in which the students have to make some sentences using the different fruits that they bring for the fruit salad using there is and there are.

Students' Role

In this stage students have a big role, because all the objectives of the class have been created for them and for their effective learning of the grammar point. Also, it is important to highlight the students must engaged in this part of the lesson because that is the main purpose of this part, and it could be really helpful for the teacher during the lesson.

In this step, students should pay attention to the teacher's instructions and recognize all the important things that they have to consider developing the activity. It is important than in this stage students be motivated before to begin the activity.

While-task

Objective: The main objective of this section is that the students manipulate the grammar structure (there is/there are) making some sentences and questions.

Teacher's Role

In this section the teacher will form groups to promote the collaborative learning. In this part of the lesson the teacher will present a task in which the students have to say what fruits their classmates have in their dishes using *there is* and *there are*. The most relevant feature of this activity is that the students are going to enjoy the task while they learn because they will use the language in a freeway by interacting with their classmates.

It is important to highlight that in this section it is better not to correct the students' mistakes while they perform the activity because it will make them not confident, and the teaching-learning process will fail.

Students' Role

The students' role in this stage is to be the center of the class. While the teacher is walking around the classroom, they must be performing the task and practicing. Furthermore, in this part of the class students have the possibility to ask if they have any question or if they need help to express an idea. It is really important to use the target language all the time while students are doing the activity because that could help them to use their communicative abilities.

Finally, I just want to add that in this part of the lesson the students are going to manipulate the grammar point (*there is/there are*) and they will use it in a contextualized situation; in this case they are going to use the grammar point to indicate existence of the different fruits. After that they will enjoy the fruits in a fruit salad that the teacher is going to prepare.

Post-task

Objective: The main objective of this section is that the teacher gives some feedback and corrections by allowing the students to use the language and the grammar structure learned.

Teacher's Role

For this section the teacher will propose a task in which the students have to work in the same groups. In this activity the teacher will put some fruits on the table. After that, the students must use their imagination and prepare a short dialogue in which they must talk about the different fruits that the teacher has on the table using the grammar point learned.

Finally, the teacher will give some feedback about the task and will explain about some general mistakes that the students had in the task. It is important that the teacher gives some individual

feedback to students who has more difficulties with the topic is there is more time. Also, the teacher will give a final task to the students to evaluate what they have learned during the class and if they are able to use the grammar point learned in a correct way. The task could be to develop something using the grammar point at home.

Students' Role

In this stage, students will tell the teacher and their classmates what they have learned while they were performing the activity and also, they could ask if they have any doubt. It is important that students participate in this stage because it helps the teacher to make a general evaluation about the class and to identify what they need to improve in subsequent classes.

Example of the activity proposed for the post-task:

Group work

Ana: Hey John, is there any apple on the table?

John: Yes, there is. There are two apples on the tables.

John: Hey Susan, Are there some bananas on the tables?

Susan: No, there aren't. There are not any bananas on the table.

STRATEGY #3 - COMMUNICATIVE LANGUAGE TEACHING STRATEGY USING THE METHODS COOPERATIVE AND COLLABORATIVE LEARNING THROUGH THE USE OF GAMES.

STEPS: METHODOLOGICAL ORIENTATIONS

UNIT: Life Plans

LESSON: Future In The Past: Was / Were Going To

OBJECTIVE: To explain a change in life and work plans.

COURSE: High School

MATERIALS

Pre task: (https://www.youtube.com/watch?v=Wq6TDs-_tbg)

Pre-task

Objective: The main objective of this section is that the students recognize the grammar structure (was / were going to) by watching a video.

Teacher's Role

In this part of the lesson, the teacher will present the topic in communicative way by asking them about if they recognize the grammar point. Then, teacher will present a short video in which the students are going to see the grammar point. After that the teacher is going to allow the students to sing and rap to give them the possibility to enjoy before to begin the grammar lesson. The purpose of the video is to engage the students in the teaching learning process in a communicative way

Finally, the teacher will present a task in which the students have to read a short dialogue in which they are going to practice the grammar point in a communicative way. It is important to mention that this activity is going to be developed in groups.

Students' Role

The students are the most important feature in a class because everything is created and adapted in the best way possible for them in order to promote and effective teaching learning process of the English language.

In this part of the lesson the students should pay attention to the teacher instructions and explanations. Also, they are going to enjoy the activity by rapping a song in which they will recognize and analyze the grammar point. Finally, the students will have time to ask if they have any doubt.

While-task

Objective: The main objective of this section is that the students manipulate the grammar structure (was / were going to) making some sentences in which they talk about experiences of future plans that they had in the past in cooperative and collaborative way.

Teacher's Role

In this section the teacher will form groups to promote the collaborative learning. In this part of the lesson the teacher will present a task in which the students have to make different sentences using the grammar point to talk about some plans that they have in the past. After that, they have to share the sentences with their classmates. The most relevant aspect of this activity is that the students are going

to use the topic in a communicative way by cooperating and collaborating with their classmates. It is important to highlight that in this section is so important to monitor the activity in order to know how the students are assimilating the topic.

Students' Role

The students' role in this part of the class is to actively participate in the different activities. While the teacher is walking around the classroom and monitoring the activity, the students must be practicing and using their communicative abilities to express their ideas in a freeway. Also, in this part of the class, the students have the possibility to ask if they have any question or if they need help to express and idea.

Finally, I just want to add that in this part of the lesson the students are going to manipulate the grammar point (was / were going to) by making different sentences and questions.

Post-task

Objective: The main objective of this section is that the students use the language and the grammar structure learned by cooperating to each other.

Teacher's Role

For this section the teacher will propose a task in which the students have to work in the same groups. In this activity the teacher will give some situations and the students must make some sentences talking about those situations using the grammar structure learned. After that, the students are going to play a game in which they must dress up with some fancy clothes and then they must use their imagination to prepare a short dialogue in which they have to talk about different situations. In this activity they must simulate different future plans that the made in the past.

Finally, the teacher will give some feedback about the task and will explain about some general mistakes that the students had. It is important that the teacher gives some individual feedback to students who has more difficulties with the topic is there is more time. Also, the teacher will give a final task to the students to evaluate what they have learned during the class and if they are able to use the grammar point learned in a correct way. The task could be to ask to their family about future plans that they had in the past and to write at least ten sentences.

Students' Role

In this stage, students will tell the teacher and their classmates what they have learned while they were performing the activity and also, they could ask if they have any doubt. I also recommend giving the students the opportunity to evaluate the class, so in that way, they will have the chance to give their opinion about the activities, the methods, and the topic. It is important that students participate in this stage because it helps the teacher to make a general evaluation about the class and to identify what they need to improve in subsequent classes.

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The Use of Multimedia Tools to Improve the 10th Year Basic-Education Students' English Language Listening Comprehension and Speaking at Don Bosco School in Esmeraldas

El Uso de Herramientas Multimedia Para Mejorar las Habilidades de Comprensión Auditiva y Expresión Oral del inglés en Estudiantes del 10mo Año de Básica del Colegio Don Bosco de Esmeraldas

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Abstract

To analyze the contribution of the use of multimedia tools to improve the teaching-learning process of listening skills in the English language of students of 10th year of at "Don Bosco" school in Esmeraldas, research was carried out with a mixed approach and a descriptive scope with the mentioned students. The research methods used were analytic-synthetic, deductive-inductive, hermeneutic, and descriptive statistics, with the technique of the survey. The results revealed that the most used multimedia tools to improve listening skills in English are the Moodle platform, google, videos with songs and movies, power point presentations and the Kahoot video game. Listening benefits are reported such as: improved understanding of recorded texts and motivation for learning English, however there are some problems that interfere, among them: lack of internet connection and little knowledge of teaching strategies by teachers. adequate. It is concluded that multimedia tools are very beneficial to improve hearing in the English language with appropriate strategies.

Key words: Multimedia tools, listening skills, English teaching, motivation

Resumen

Para analizar la contribución del uso de herramientas multimedia para mejorar el proceso de enseñanza-aprendizaje de la habilidad auditiva en el idioma inglés de estudiantes de 10mo año de básica de la ciudad de Esmeraldas, se realizó una investigación con enfoque mixto y alcance descriptivo con los estudiantes mencionados. Los métodos de investigación utilizados fueron el analítico-sintético, deductivo-inductivo, hermenéutico y la estadística descriptiva, con las técnicas de la encuesta. Los resultados revelaron que las herramientas multimedia más utilizadas para mejorar la habilidad auditiva en inglés son: la plataforma Moodle, Google, los videos con canciones y películas,

presentaciones con PowerPoint y el videojuego Kahoot. Se reportan beneficios en la audición como: mejora la comprensión de textos grabados y la motivación por el aprendizaje del inglés, sin embargo, hay algunos problemas que interfieren, entre ellos: carencia de conexión a internet y poco conocimiento por parte de los docentes de estrategias didácticas adecuadas. Se concluye que las herramientas multimedia son muy beneficiosas para mejorar la audición en el idioma inglés con estrategias adecuadas.

Palabras clave: Herramientas multimedia, habilidad auditiva, enseñanza del inglés, motivación.

Introduction

The English language began a process of expansion for decades attached to the phenomenon known worldwide as globalization. The number of people learning to speak this language is increasing and more and more people depend on it to obtain a job or prosper in it (Chavez Zambrano, Saltos Vivas & Saltos Dueñas, 2017).

Teachers try to reach the student and make the classes less tedious, less boring and above all make it seem easy, and they can do it through the use of multimedia tools, so the classes will be more fun and above all the student learns three times more than normal, including that with this he learns what listening is, that is, listening to words and becoming familiar with them in order to have a better pronunciation, vocalization and intonation when speaking.

However, there are still some problems to improve listening to comprehension and speaking in students. That is why the following question arises: How does the use of multimedia tools improve listening comprehension and oral expression in the English language in 10th-year basic education students at Don Bosco School from the city of Esmeraldas?

English is one of the most widely spoken languages in the world along with Mandarin Chinese and Spanish. Currently in some schools the English language is given as a subject and there are also some private courses that are specifically to teach how to speak and write this language. Likewise, it is considered by some people difficult and even boring to learn English, it is here that teachers try to give classes in a more exciting and fun way through multimedia tools since they allow the improvement of language skills, improving listening skills.

The use of technologies, including videos and other media, allows young people, children and adults to learn faster and easier, making the class more emotional and thus learning triple the normal

amount with the use of multimedia tools. Video raises the level of student achievement in language enrichment, if properly integrated into the classroom.

English is the third most widely spoken language in the world, and it has opened the door for many people in terms of jobs and opportunities. However, nowadays English it is often a headache for children, young people and even adults, finding it boring and even difficult.

There are educational institutions that see the English language as a subject and private course that are only responsible for teaching specific languages, including English. It is here where the teachers of these centers have to take care of reaching the student and try to make the classes less tedious, less boring and above all make it seem easy, and they can do it by using multimedia tools, so the classes will be more fun and above all, the student learns three times more than normal, including that with this he learns what listening is, that is, listening to the words and becoming familiar with them in order to have better pronunciation, vocalization and intonation when speaking.

This research was carried out because it is a topic that currently gives a lot to talk about, as mentioned before, the English language has opened the doors to thousands of people to opportunities and thus with this research help teachers and let them know that with The use of multimedia tools can make classes more fun and above all full of knowledge, obtaining good results in students and experts in handling the English language.

With this research it will be possible to propose educational strategies to make English classes less boring and more fun in order to achieve good results in students using multimedia tools as class materials.

To give an answer to the main question of this investigation, the main objective was: To analyze the contribution of the use of multimedia tools to improve the teaching-learning process of listening and oral skills in the English language in 10th year elementary school students from the city of Esmeraldas. This conducted to specific objectives which were: Determine which multimedia tools are used to improve the teaching-learning process of listening and oral skills in the referred students; Identify the benefits that multimedia tools provide to the teaching-learning process of listening and speaking skills in referred students; Distinguish some problems that prevent the use of multimedia tools in English classes.

Language skills

The uses of linguistic skills are very important in the English language, since with their mastery, good communication can be achieved when putting the language into practice. The improvement of the four linguistic skills, in the knowledge of listening, speaking, writing and reading are connected with each other, because language is a dialectical unit, which occurs as a whole, it is mandatory to distinguish the important differences that There are among them, since educators are responsible for improving these skills in students (Bazurto Palma, 2011). Therefore, it is the duty of both students and teachers to improve these skills to achieve perfect mastery of the English language.

Listening

This linguistic ability is very important since language is a communication system and to execute it more than one person is needed, that is why it is mandatory to have good precision when listening to some phrases or sentences. Due to this, Sánchez Calvo (2019) points out that "To perfect the ability to listen, it is very convenient to carry out a series of exercises specially prepared and graduated in terms of their difficulty, so that students continue to improve and sharpen their ability to hear effectively" (p. 91).

Speaking

This skill is just as important as the others, since it goes hand in hand with the ability to listen (listening) since communication is involved in our daily lives. That is why "oral communication quality is essential for the best relationship of people who speak the English language" (Macias Mendoza, 2017).

Multimedia tools in the teaching of foreign languages.

At present, technology brings great benefits to humanity, it is one of the tools that facilitates, saves effort and time for thousands of people in the world. However, it also helps rapid learning since with proper handling it serves as a good tool for education and this is where multimedia tools come in, because thanks to these, educational objectives can be achieved.

Some of the motivating technological means frequently used in LE didactics: from video to virtual teaching environments, which integrate multiple resources, with their use the teacher increases their personal and professional satisfaction, as well as representing a valuable opportunity for training keep going (Yubero, 2010, p. 5).

Due to the above, multimedia tools are used to create didactic applications in the classroom and thus achieve a good teaching-learning process, as long as they are used properly in programming.

Antecedents

For the development of the research, it was necessary to obtain information from other studies carried out previously, which address the use of multimedia tools to improve the ability of listening comprehension and oral expression of the English language in students, from various points of view:

The following studies are presented below:

According to the research carried out by Allegra Mary (2017), entitled “Teaching English language skills through technological tools”. Teachers who teach other languages or foreign languages are recommended to use technology-based resources as teaching material, if they are used appropriately in the teaching-learning process. It should be noted that it is difficult to put aside traditional learning methods, but the challenge for every teacher is to motivate students to learn different languages. However, activities with the use of technologies are considered to optimize learning styles and offer learning opportunities for all students.

Research carried out by the Mendoza Gómez (2016), entitled “The use of video as a means to improve listening and speaking skills in foreign language students”. The main objective was to evaluate the use of video as a means to improve listening and speaking skills, as well as to describe the nature and purpose of this auditory-oral resource. It was possible to conclude that it is necessary to implement the use of videos in the syllable so that the students are taught in that language and oral and auditory practice is included, however, it is also considered necessary that teachers of this didactic material should be trained to exercise the teaching-learning process properly.

According to the article by Fernández (2017), entitled “The role of songs in the teaching of languages to immigrants: a didactic proposal”, the objective was to motivate students to learn English through the use of songs and offer a proposal to teachers to use the songs as teaching material in the classroom. It was concluded that it is necessary to carry out activities with songs to get students involved in the English language and awaken the desire to learn other languages, including English.

According to the research by Perero Calle ((2011), entitled “The use of technology in the process of learning the English language”. It is concluded that to polish skills it is necessary and

feasible to use technology since there are exercises, such as conversation or games that attract the interest of students and thus develop their basic skills. It will also be possible to achieve the love on the part of the students to the English subject, since updated and new methods are used.

Method

The research was qualitative, descriptive in nature since it labeled the speech problem of the Don Bosco High School students. A qualitative investigation consists of collecting information about the reality or context in which the student is, to know the origin of the problem. On the other hand, this research was also quantitative due to the analysis of the data collected from the students participating in the study. The investigation was carried at Don Bosco School, Esmeraldas, with 10th year students.

The research contained two variables. The dependent variable was listening comprehension and oral expression in the English language and the independent variable was Multimedia tools

This also leads to the hypothesis: students can improve their oral expression and listening comprehension through multimedia tools used in the classroom.

The methods applied in this research were: Analytical and synthetic due to the result of reading theories and analysis of problems presented in the study. Deductive and inductive due to the analysis of the results obtained through logical reasoning.

The techniques used were bibliographic review and survey. First, articles and documents related to the subject were reviewed to find out if the multimedia tools improve the sense of hearing and speaking in the English language. Also, a survey was conducted with teachers to indicate whether multimedia tools improve students' speaking and listening skills. The teachers' survey had 4 multiple-choice questions.

The data collected in this research were processed by the Microsoft Excel program following the percentage statistical method.

Results

In relation to the multimedia tools that teachers use in the English Language teaching-learning process (Figure 1) the results revealed that all teachers (100 %) use videos in English classes. Besides, a high percentage (85 %) use audios.

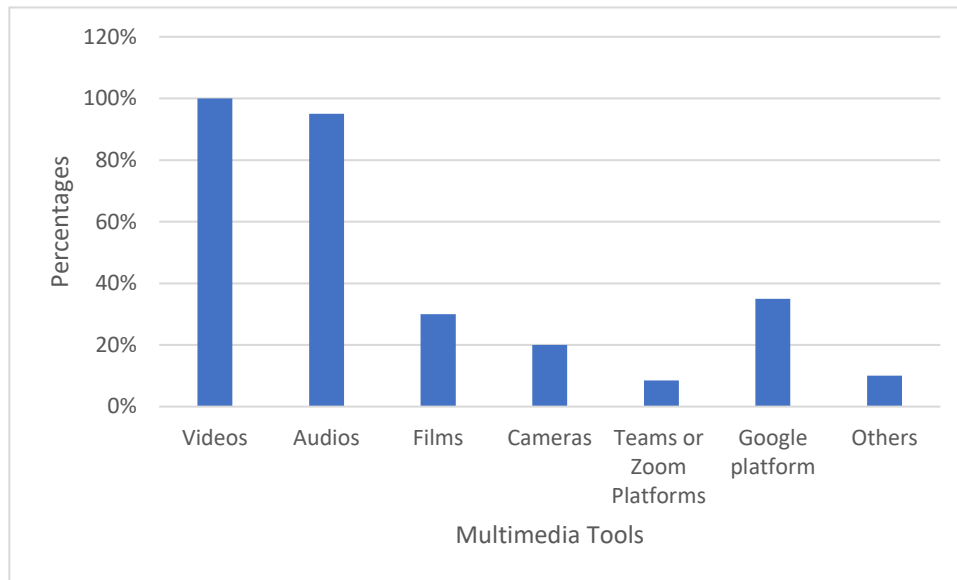


Figure 1. Multimedia Tools used in the English Language teaching-learning process
Source. Survey applied

Regarding teachers' opinion about the use of multimedia tools to improve listening (Figure 2), the results showed that most teachers (70%) believe that listening improves much, while the rest of teachers (30%) consider that it improves just a little.

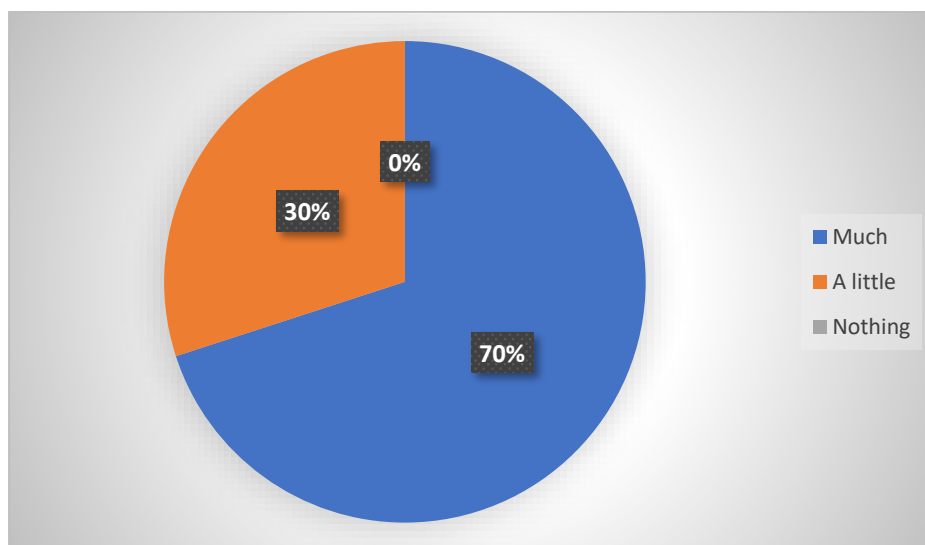


Figure 2. If multimedia tools contribute to improve listening
Source: Survey applied

According to the teachers' responses regarding the most frequent cause why students do not improve the sense of listening through multimedia tools (figure 3), it was established that some teachers (50%) consider that it is because not all students have internet access, and also teachers (35%) consider that it is because the student has no interest.

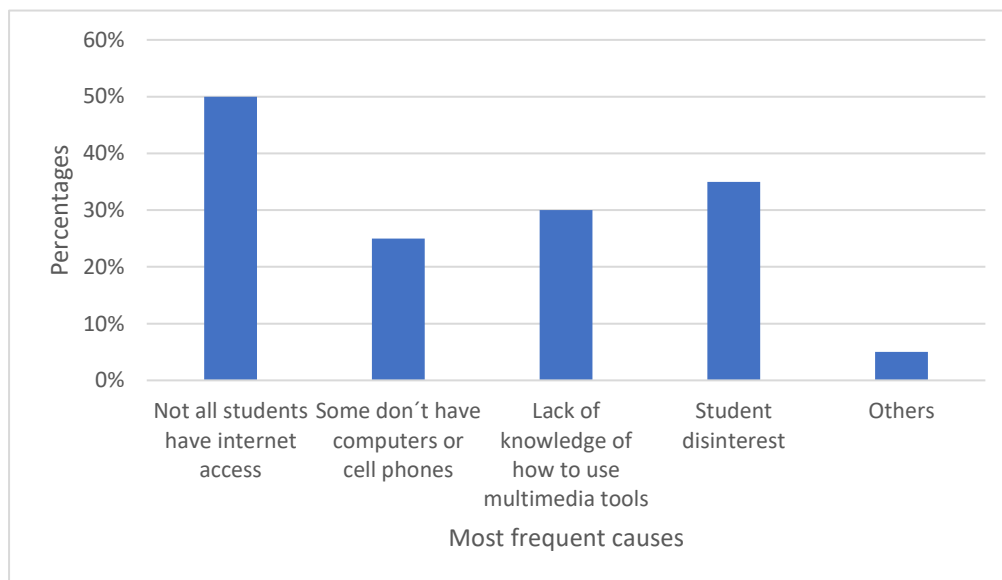


Figure 3: Most frequent causes that teachers believe affect students
Source: Survey applied

Through the response of teachers about the aspects that can be developed with oral expression (figure 4), most teachers (90%) consider that intonation can be improved. And other teachers (85%) consider that they also improve fluency.

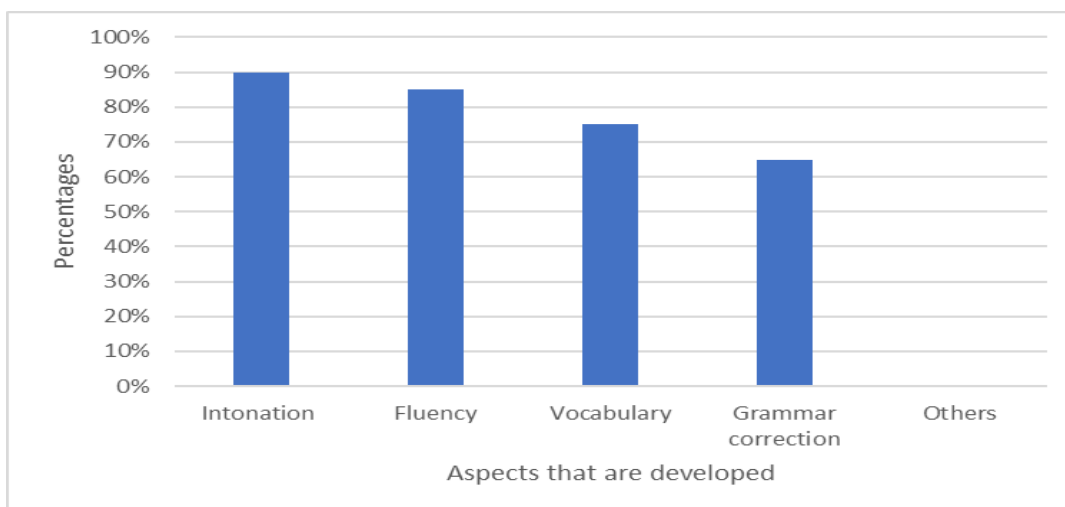


Figure 4: Aspects that students develop with oral expression.
Source: Survey applied

Discussion

Each teacher has their strategies, ways and methods of explaining topics in their classes and it is the teacher who decides which strategy he uses and whether he decides to use multimedia tools. Perero Calle's research (2011) in order to implement multimedia tools within the classroom and consider them as a methodological proposal, the conclusion was that teachers felt capable of continuing to use it, since they noticed the difference in the development of the students in subjects, including English. For this reason, the reason for using multimedia tools in the classroom is that they improve students' speaking and listening skills.

The results in the survey in relation to the antecedents coincide, the investigation of Allegra (2017) indicates us in its conclusion that: "Technological tools promote the autonomy of learning and allow the incorporation of activities to develop different learning styles" (p.13). Therefore, it is highly recommended that foreign language teachers, English teachers, put into practice multimedia tools to make their classes more dynamic and thus improve language skills.

In the city of Esmeraldas, teachers mostly use videos, audios, and songs as support material to help students improve these skills. According to the results (Figure 1 and 2), videos, audios and songs are the most used tools in the classroom. Mendoza Gómez's (2016) research concludes that: "For video to be a motivating medium and to contribute positively to the development of listening and oral comprehension of English, it is essential that this technological tool be used regularly in the classroom" (p.31).

According to the results of the survey, it can be concluded that multimedia tools are very helpful to raise interest and improve the language skills of students. Moreno Mosquera (2011) reaches the conclusion that: "Multimedia is an effective tool for autonomous learning of foreign language vocabulary. Second, that in language learning receptive skills (in this case listening) are developed more than productive ones. " (p.93).

Conclusions

Multimedia tools are used in educational institutions in the city of Esmeraldas, because they allow to improve students' skills, in their listening comprehension and oral expression. Among the tools that are most used are: videos, audios and songs.

When using multimedia tools, they promote inspiration in students to learn foreign languages and, likewise, improve intonation, fluency, vocabulary and grammar correction in students.

Also, there are some problems that prevent students from developing these skills (Listening-Speaking) due to various factors (Not all students have access to the Internet, some do not have computers or cell phones, they do not know how to use multimedia tools).

Multimedia tools can serve as support for teachers to teach classes in a more fun, less boring way and with a suitable environment to motivate the student.

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The Use of Streaming Platforms as Ludic Resources to Improve the English Language Listening Skill

El Uso de Plataformas Streaming como Recursos Lúdicos para Mejorar la Habilidad
Auditiva del Idioma Inglés

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Abstract

To evaluate the contribution of the English central platform to the English language pronunciation from 9th grade, a qualitative and quantitative investigation was carried out with the methods of investigation analysis, synthesis, hermeneutics, and descriptive statistics, with the technique of survey, which was applied to 20 students of 9th grade of the Maria Auxiliadora School. The results revealed that the frequency of use of streaming platforms by students was mostly low, that the feasibility of the platforms was very high and that the development of communication skills in virtual classes was not very high. As a way of conclusion, it can be stated that students should take more advantage of the feasibility of streaming platforms to develop their speaking skills. They are efficient but their use is scarce, and students need help in that skill.

Keywords: Streaming platforms, communication skills, methods, quantitative and qualitative, pronunciation, feasibility.

Resumen

Para evaluar el aporte de la plataforma English Central a la pronunciación del idioma inglés desde el grado 9º, se realizó una investigación cualitativa y cuantitativa con los métodos de investigación análisis, la síntesis, la hermenéutica y la estadística descriptiva, con la técnica de la encuesta, que se aplicó a 20 estudiantes de 9º grado de la Unidad Educativa Salesiana María Auxiliadora. Los resultados revelaron que la frecuencia de uso de las plataformas de streaming por parte de los estudiantes era mayoritariamente baja, que la viabilidad de las plataformas era muy alta y que el desarrollo de las

habilidades comunicativas en las clases virtuales no era muy alto. A modo de conclusión se puede afirmar que los estudiantes deberían aprovechar más la viabilidad de las plataformas de streaming para desarrollar sus habilidades comunicativas. Son eficientes pero su uso es escaso y los estudiantes necesitan ayuda en esa habilidad.

Palabras Clave: Plataformas streaming, habilidades de comunicación, métodos, cuantitativos y cualitativos, pronunciación, viabilidad.

Introduction

Learning is an action that continues throughout the growth of the human being. Currently, the teacher's work does not only consist of the transmission of knowledge, but this work is also based on the form and tools used to reach the student, since it is one of the most important stages in the student's life. Taking the previous knowledge about the use of technology in education in many parts of the world, the elaboration and refinement of strategies that include interactive technology tools to carry out teaching-learning to the next level of interactions begins.

The students are aware of the importance of oral communication, and it is easy to detect their interest by asking them on the first day of class. Although teaching has improved, students and adolescents continue having difficulties expressing themselves, also considering that the hours they receive in the foreign language are not enough per week. These difficulties could be related to the nature of formal learning and have brought with them a series of ideas that have prompted a renewal in didactics, which has been reflected in the development of the Communicative Approach, for which it is necessary to establish learning objectives aimed at communicative competence.

The problem of this research is the little use made of technological resources to develop students' skills, in this case pronunciation, which is necessary for understanding, and fluency within the teaching-learning process in the classroom. Technology advances more and more, therefore, the teacher must be constantly updated to provide quality teaching. In these times, children and adolescents are going through the era of technology, and the best way to reach them is through it, using interactive media related to English and that arouse their interest.

That is why it has been decided to implement a digital platform called "English Central" for the development of the pronunciation of ninth grade students. This platform can be used in many ways and students. The more videos they watch, the more they progress. It can improve using thousands of

the most stimulating videos on the web presented with transcriptions and definitions of words and most importantly the pronunciation of each of the words. At this point we asked the following question:

How can students improve their pronunciation using an interactive platform of videos?

The objectives followed were: General, to evaluate the contribution of the English Central Platform to the English language pronunciation of 9th grade students of the Maria Auxiliadora School. The Specific ones were to determine the feasibility of streaming platforms and to evaluate the development of communicative skills in virtual classes.

Streaming Platforms

We can spread sounds on the Internet thanks to a process called Streaming. This offers us the utility of listening to an audio transmission during its download. In this way, music or microphone communication can be broadcast through devices capable of reproducing, recording, sending and receiving sounds, while the transmission is basically live.

That is why some of the platforms with the highest demand have been implemented, for the learning of a language and the development of skills, thanks to their easy access and the tools they provide us. Streaming is a way of connecting with people around the world using internet and technology. Svart (2018) explained live streaming allows broadcasting of an event in the actual time it is happening on the internet plus the audience can watch it without the hassle to download the content first into the computer. Ojala (2019) elaborated live streaming as a process which uses the internet to send or stream live video and audio footage online; it can be watched live or later through past broadcasts. Chen, Freeman and Balakrishnan (2019) said live streaming requires a streamer who is broadcasting in real-time to viewers who can give comments on a chat channel.

Websites

An integrated understanding of the factors that define web site complexity is important for several reasons. Large information spaces, like a web site, are vehicles for the delivery and exchange of information (Comerford, 1999; Star and Ruhleder, 1996) and support an implicit communicative channel between the user of the technology and the individual, group, or organization responsible for its design (Reeves and Shipman, 1992). If individuals are unable to locate relevant information or become disoriented within a web site, they cannot receive or exchange information effectively (Thuring et al., 1995; Dillon et al., 1994). With a better understanding of the causal factors of web site

complexity, web sites can be designed and managed to reduce user disorientation and improve relevant information retrieval. Furthermore, an integrated view of web site complexity that brings together several literatures can result in a richer foundation for further research.

Websites to learn English

Some of the streaming platforms provide us with subtitles in different languages, but the main one is English; some even allow us to change the dubbing. One of the reasons why live streaming should be used as a platform for ESL/EFL learning is to keep pace with globalization. Nowadays, live streaming is on the rise, and it has become the current trend. Therefore, education nowadays has shifted from pedagogy to different approaches and currently educators should opt for education that suits the needs of the society (Chan, Embi, & Hashim, 2019).

Nowadays you can find a variety of websites that help in the learning of languages at all levels, that is, they are a continuous and free reach support for all people worldwide. Its diversity of scope facilitates the use of exercises by teachers, keeping this tool in the different activities that take place inside and outside the classroom.

As reinforcement to learning in the classroom, students can search for topics or activities of the English language. As an example, the following is mentioned:

Easy World of English

It is a website that is designed so that people can develop learning English language activities at their own pace, repeat a lesson as many times as necessary and learn vocabulary without the need for translation. The learning system includes components of grammar, pronunciation, reading and an illustrated and interactive dictionary. (Saza, 2016) The latest technology used on this page provides the opportunity to develop activities prior to the revision of rules and easy exercises for learning the English language. (Sheehan, 2013)

All things grammar

It is a website that serves as a guidebook with audio, dialogue, reading and writing activities. On this platform, there are grammar and vocabulary activities and an infinity of additional resources to complete spaces, crossword puzzles, etc.

BBC Learning English

BBC Learning English has taught English worldwide since 1943, delivering free audio, video and text materials to students around the world. In addition, this site provides multimedia materials to integrate the needs of students. The components that contain each course are independent, which provides the student the opportunity to do their practice on their own. This means that the student can choose the best way to study for them, following a complete course or after the individual materials most of them. (Oliveira, 2013)

EnglishCentral

EnglishCentral makes improving English language skills fun and effective by turning popular web videos into powerful language learning experiences. EnglishCentral students can choose from thousands of engaging videos, learn words through our interval-based learning system, and then speak and get instant feedback using our proprietary speech assessment technology and then talk with a live tutor. Students from over 120 countries have spoken over 500 million lines through the EnglishCentral platform.

Learning English Online

Focused on universal history, the teaching-learning of languages has progressed through the currents of thought, leaving aside the grammatical teaching. In the learning of the English language the incorporation of collaborative tools that allow the understanding of the language and, at the same time, the interaction between the students to overcome barriers of understanding immersed in the learning process of this language. (Ramirez, 2013)

Currently, the Internet, technological resources, virtual and social networks offer the opportunity to millions of people around the world to meaningful and authentic linguistic use that help in the activities that take place in the classroom. These learning opportunities are more likely to being interactive, social, and practical so that students can carry out their activities using this tool. In addition, they can use to download several activities placed by teachers who have designed these virtual classrooms, which allows them to easily develop activities suggested by teachers, such as links, virtual interactive programs, resources in pdf, which contain aspects of the language learning (Salas, 2016).

Teaching pronunciation with Videos

Pronunciation teaching has seen many differences in opinions and its importance or the overall role in language teaching and how it is best taught. Some of these approaches put more emphasis on pronunciation than others. For example, if we look at the direct method of language teaching, the

learners' native language is not suggested to be used in teaching. Instead, all teaching happens in the target language (Hişmanoğlu, 2006). So, the existence of pronunciation is essential for English learners.

That is why the teachers must be creative in creating appropriate and interesting activities to help their students improve their pronunciation. And of course, they should consider the students' interest which determines whether the activities are appropriate or not which mention in the videos. Teachers should be careful in selecting material in teaching pronunciation. Furthermore, there are some reasons for using video in teaching speaking. First, the video includes audio-visuals that are interesting for students. Secondly, it gives an authentic material with the right pronunciation and vocabulary for students to practice. Third, the video shows the right situation of the conversation and the right body language of the speaker to the audience. Besides, the video also improves students' cultural understanding of English.

Antecedents

There are several types of research that have been done by previous researchers who are related with the context of this one. Firstly, the research from Simanullang (2018) "Improving Students Pronunciation Through Western Movie Media". shows that there is a significant effect of the application of videos on the students' pronunciation accuracy. In other words, English educators eagerly improve their ways of teaching or lecturing by using videos, especially in dealing with English Phonology or Pronunciation subjects.

With the research from Mulyani and Sartika (2019) "Analysis of Students' Proficiency On English Pronunciation Using YouTube-Based Video Media" they proved that the use of YouTube-based video media has successfully improved 4 the students' pronunciation ability. The use of YouTube-based video media gives students a new learning experience in learning English especially pronunciation skills. Also, it makes the learning activity more interesting since the students can feel the real of English use and the way of how to pronounce the vocabulary directly from the native speakers in the video.

Hidalgo (2014) with. "Producción y Realización de un Programa Educativo Streaming: Caso Práctico Liderazgo" affirms that with the creation of three educational videos to present via streaming platforms, the students were subjected to a test after using the videos and the results of the tests showed that they were able to understand the topics presented 100%, manifested in their increase. of notes. It is well known that they contribute to education and capture the attention of students.

Finally, Aufa (2017) with his research about “Using Movie to Increase Students’ Pronunciation”, this research is conceived because pronunciation has always been the most difficult skill faced by English Department students and the media is very helpful in enhancing their pronunciation performance, during the second semester of English Department students had taken part in this study. This study adopted a quantitative method and employed preexperimental testing architecture including pre-test and post-test design. The consequence that the writer noticed several difficulties in Pronunciation encountered by students, there was a shortage of students having difficulty speaking English because they have a ton of vocabulary because they don't know how to pronounce it.

Method

Context

The present research was carried out at the María Auxiliadora School in Esmeraldas, in the context of virtual education.

Type of Investigation

This was a participatory action research. It was carried out with qualitative methods. With the use of statistical data corresponding to the result of the personal observations of a group of students that were studied and put in the environment of interactive videos then they were evaluated according with their level of pronunciation.

Population and Sample

The study population was made up of 60 7th Year of EGB students from the Salesian Educational Unit Maria Auxiliadora. For the sample, were selected 20 students to collect data and evaluate them after the application of interactive videos.

Hypothesis

The pronunciation that students of English have is poor because there is not enough time to teach the correct way to say the words, so the use of interactive videos that contain what is necessary to practice this skill can be of great value. help for the teaching and learning process.

Variables

The independent variable: THE USE OF THE “ENGLISHCENTRAL” PLATFORM

The dependent variable: THE STUDENTS’ PRONUNCIATION

Methods

An observation and a simple and easy-to-understand qualitative survey with an open response was used, considering the age of the students it is aimed at, to collect general information from the 20 students surveyed, with a total of 4 questions to collect their opinions.

The methods used were:

Analysis and synthesis: They were used to analyze the bibliography and synthesize the most important theories about the curricular arrangements that can support this research. They were applied to analyze the results and synthesize the most relevant information.

Hermeneutics: it was used to interpret the most relevant information analyzed in the theoretical framework. In addition, it helped to interpret the results obtained with the application of the techniques.

Descriptive statistics: it was used to process the data obtained with the application of the techniques.

Techniques

To collect all the data, the designated instruments were in accordance with the different techniques that were used:

Observation: It was applied in one course of basic education to identify aspects and shortcomings that occur within the area of English applying interactive videos.

Survey: The survey was applied to students. Through the survey, it was possible to see the need and motivation that the use of interactive videos would entail in and outside the classroom for learning the pronunciation of word in English language, as well as their opinions about the classes that are currently held.

Evaluation: It allows to show which are the priority needs that must be attended and from the educational perspective it must show congruence between knowledge and performance to improve.

Instruments

For the observation technique, simple visualization was used, data were not collected, rather it focused on the simple observation of attitudes and skills.

For the survey technique, closed questions were used for 9th year students, to obtain information on the influence of the use of interactive videos in the teaching-learning process of the English language.

For the evaluation skills and recognition of abilities applied in pronunciation were measured.

Data Processing

The information obtained from the application of the different techniques was tabulated manually. The data used figures in the Microsoft Excel program.

Results

Results of the survey applied to students

Next, an analysis of the answers given in the survey has been carried out. These questions are collected and analyzed one by one based on what each student has answered in the four items of the survey, always bearing in mind that it is based on a total of 20 students from 9th grade of the "Maria Auxiliadora Salesian Educational Unit".

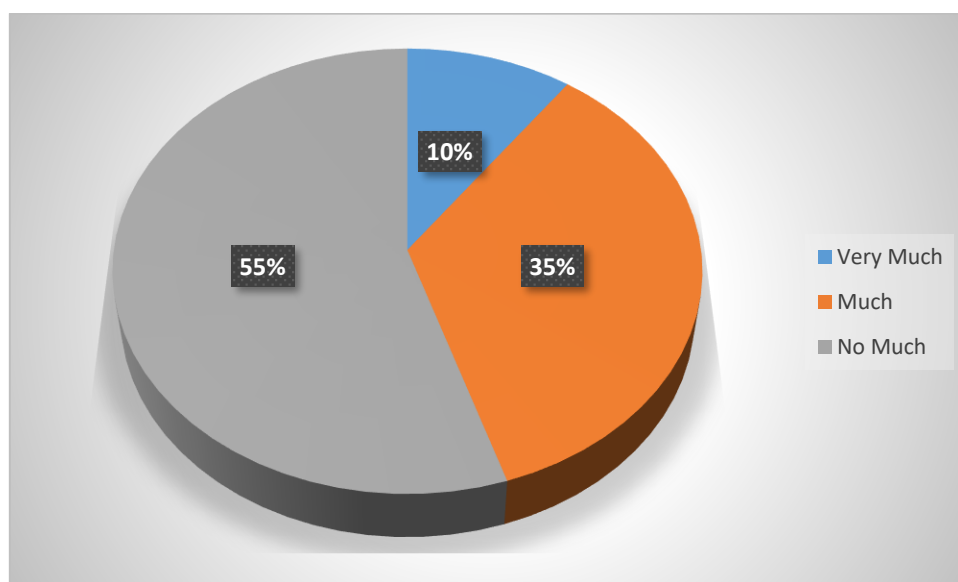


Figure 19 Frequency of use of streaming platforms

Source: Survey applied to students

In this first question, the intention was to know how often the students use any of the types of streaming platforms, and that is how the percentages show that 10% of the surveyed sample uses too many times while 35% of them use many sometimes this resource, although it is not always for learning, since it can be considered as a source of entertainment, finally an alarming percentage of 55% students do not use any of these platforms, which may indicate that it is necessary to socialize them to generate behaviors that are linked to learning through audiovisual resources.

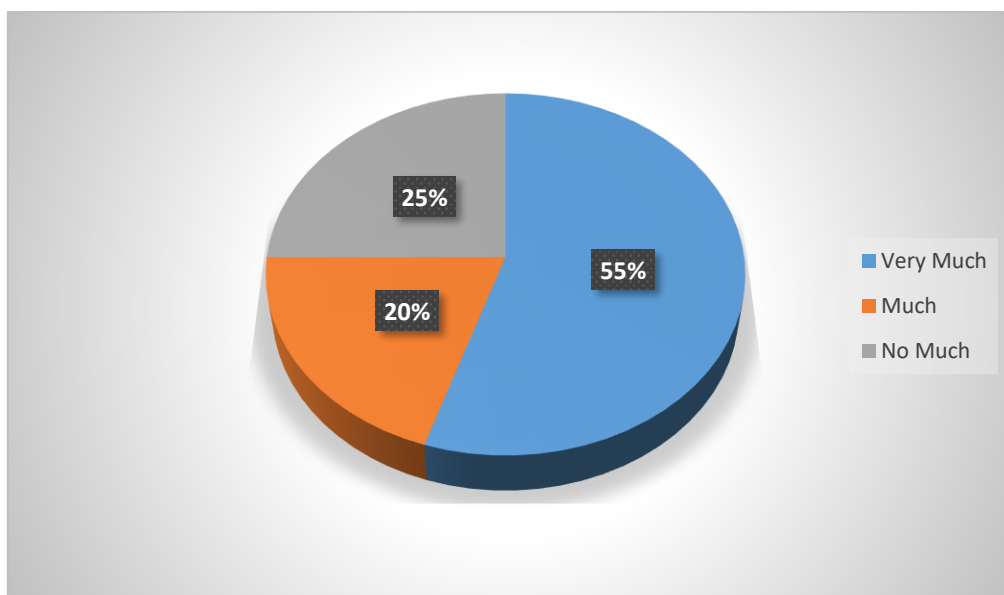


Figure 20 Feasibility of streaming platforms

Source: Survey applied to students

Regarding the second item of the survey that deals with the feasibility of using streaming platforms, 55% of students agree that the use of this resource is feasible in many cases since they have what is necessary to access to these, 20% of students also consider that these platforms should be given a space to be a place and a means of teaching and learning, while the remaining 25% consider that it is not such an accessible resource since many times it is not have a device.

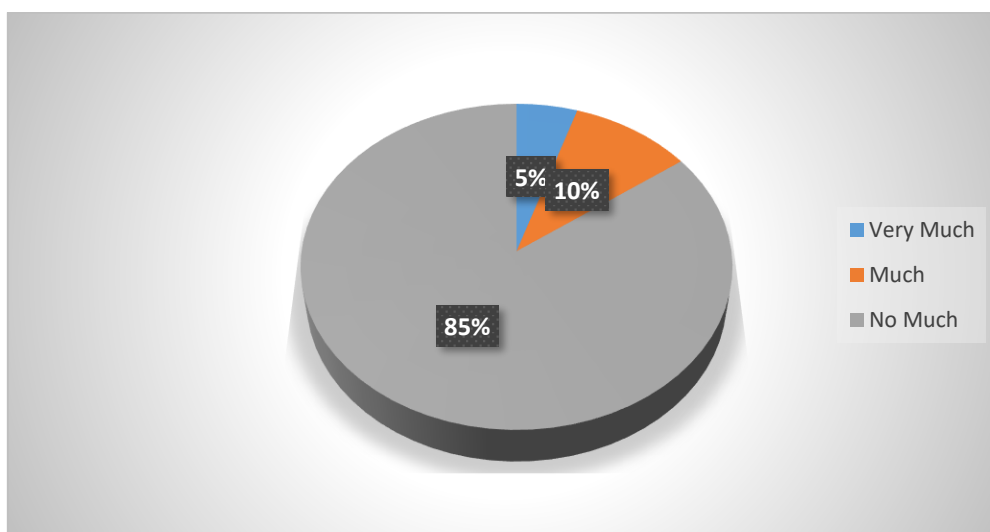


Figure 21 Development of communication skills in virtual classes

Source: Survey applied to students

In the next item, the students were questioned to independently say what skills they have learned during the virtual class period due to the pandemic, which shows that very few students have developed communication skills in the English language during this period. time, 5% of the sample has managed to learn and it is evidenced by the participation that they carry out during the classes, 5% percent of them have also demonstrated some knowledge, while it is evident that a large part of them have not developed their knowledge in the English area which is an immediate solution

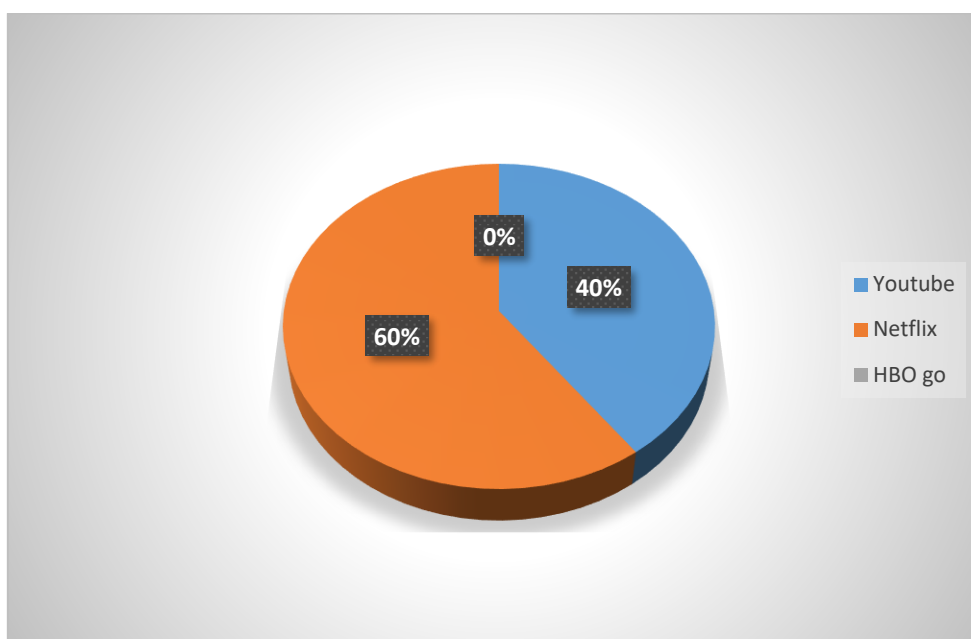


Figure 22 *Most used platforms to listen to pronunciation*

Source: Survey applied to students

For this last item of the survey, several streaming platforms such as YouTube, Netflix and HBO go were selected so that among the three, it can be reflected which of them are the most used by students, the results reflect that 40% of students use the platform From YouTube, 60% selected Netflix as the most used and 0% that is, none of them use HBO go since it is not very familiar in our environment, it can be said that streaming platforms are used by almost all students and it is where they learn things indirectly, if a strategy such as the "English Central" platform were applied, the benefits of these could be used to contribute to student learning.

Discussion

The results obtained in the present investigation coincide with the results found by Acevedo Simanullang (2018) in which the existing tools on the market were analyzed and proceeded to

select the most appropriate for the needs of the University, applying practical and efficient solutions in resource hardware. The streaming server application facilitates access to valuable information for both teaching staff and students, massifying the multimedia tools. For the proper use and improvement of the existing multimedia resources at the University, recommends the implementation of a streaming server. Implementing a server with greater capacities and benefits for the publication of videos for academic purposes through the intranet of the Cooperative University of Colombia Barrancabermeja sectional.

In relation with a specific streaming platform like “Youtube” Mulyani and Sartika (2019), where a methodological strategy has been followed aimed at ensuring that students achieve the basic competencies and capacities to function effectively within the multimodal information systems in the technical, productive, and expressive fields. The teachers have guided the learning by making the students available students of diagrams, concept maps, references, etc, that contain the topics basic aspects of the subject, especially in relation to the development of the APP and the of problematic situations, with contributions of audiovisual and multimedia content, already extracted from the Internet by the students themselves, mainly, produced and elaborated by themselves, as a contribution to educational work.

Aufa (2017) supports the above information about pronunciation that is the main purpose of this research, and both had the purpose of verifying the influence of the use of videos of YouTube and aims to reinforce and improve pronunciation in English with the students of the 2nd year, considering the linguistic skills that presented more difficulty for the students and the use that they give to the audiovisual media they find online. In addition, it has been verified that the students are influenced by audiovisual material in English during leisure hours, for example: listening to music in English or watching movies in this language. Is influence can provide guidelines for new methods or strategies that enhance the use of these elements towards a better communicative production in English. Recognizing strengths and weaknesses in language skills allows you to focus on solutions more directly to the problem. Although a language is made up of these four skills and if one of these fails, it is necessary to strengthen it so that there is balance and get a good command of the language.

Conclusions

This form of technology and resources brings courses alive by allowing learners connect to use their visual and auditory senses to learn new concepts online. Learning how to incorporate such instruments can be acquired through tutorials and workshop training and in that way being integrating new tools for education. Videos and audios can offer exciting opportunities for online teaching and learning. As learning online becomes more of a common practice in education, streaming video and audio will play a bigger role in delivering course materials to online learners, with all this base of information we can continue working with new tools and strategies to improve or complement the different areas in education.

On the other hand, it was possible to demonstrate the effectiveness of the platforms through the socialization of the survey where good results were obtained, finally, to motivate and promote self-education using this type of technological platforms which can be considered as a direct support to the classes and especially learning foreign languages

The videos taken from these audiovisual websites had a positive influence on the language skills of speaking and listening to English that were more problematic among the female students. They contributed to exceed the average with which the investigation began to a higher score with two points, contrary to the average of the students who they worked with the traditional method which remained at the same initial average.

The usefulness of the videos of the different platforms in class proved to have a motivating effect on students to imitate and produce their own pronunciation with more confidence when listening to a native speaker. This produces improvements in their pronunciation in relation to students subjected to the traditional methods.

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The Use of the Internet and its Tools for the English Language Teaching-Learning Process

El uso del Internet y sus Herramientas para el Proceso de Enseñanza -Aprendizaje del Idioma Inglés

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Abstract

To analyze the contribution of the internet and its tools for learning the English language, discover which is the tool most used by teachers for teaching English, check if the internet and its tools really help in a better way to learn English, a mixed investigation was carried out since the data obtained were through research and analysis and records, applying interpretive and analytical procedures to approach the object of study, through non-participatory observation and applying a survey of 8 questions. In this research, hermeneutics was used as an analytical-synthetic method. It is an investigation carried out in the city of Esmeraldas, in the Catholic University (PUCESE) located in the streets of Espejo and Santa Cruz, by a first-level student in the career of Pedagogy of national and foreign languages, in the matter of Foundations of the investigation. It was carried out with students of the National and Foreign Languages pedagogy career and with teachers of the English language pedagogy area, from PUCESE.

Keywords: Tools, teacher, learn, languages, discover.

Resumen

Para analizar la contribución del internet y sus herramientas para el aprendizaje del idioma inglés, descubrir cuál es la herramienta más utilizadas por los docentes para la enseñanza del inglés, comprobar si realmente el internet y sus herramientas ayuda de una mejor forma al aprendizaje del inglés, se realizó una investigación mixta ya que los datos obtenidos fueron a través de la investigación y análisis y registros, aplicando procedimientos interpretativos y analíticos para el abordaje del objeto de estudio, mediante una observación no participativa y aplicando una encuesta de 8 preguntas. En esta investigación se utilizó como método analítico-sintético la hermenéutica. Es una investigación realizada en la ciudad de Esmeraldas, en la Universidad católica (PUCESE) ubicada en las calles Espejo y subida a Santa Cruz, por una estudiante de primer nivel en la carrera de Pedagogía de los

idiomas nacionales y extranjeros, en la materia de Fundamentos de la investigación. Se realizó con estudiantes de la carrera de pedagogía de los idiomas nacionales y extranjeros y también con docentes del área de pedagogía del idioma inglés, de la PUCESE.

Palabras clave: Herramientas, profesora, aprender, idiomas, descubrir

Introduction

With the step of the time the English language is considered the language that has greater use in the world, because of this a lot of educational institutions implement it to his mesh curricular doing it part of the subjects. When we speak of the English are speaking of a totally different language to our maternal language, it is not something that use in our daily life, therefore it is totally new and very different his forms para can teach it and learn it of a practical form and that call the attention so much of the one who teaches it as of the that learns it.

The internet in the field of the education has been half important to know and learn, since they allow a more real approach with the English language, facilitates the training and the qualification to the educational

More frequently, pages oriented to education are created - learning foreign languages, which provide guidance and resources for teaching.

Diverse authors, such as Lancien (1997), Rossi (1999), Garcia (1998), among others present works where they expose the utility of the new technologies, between them the CD-ROM and the Internet. Likewise, they multiply the proposals of activities using the resources of the Internet to adapt them to the surroundings of the class. Other services like the “Chat” or the email, are, equally, object of studies of which arise new perspectives for his use. (See Ruza and Vásquez, 2004; Cruz, 2003) (Julia chacin (msc) crihes – nurr – ula. Trujillo, pág. 3)

Also, we are conscious of the diversity of tools that has the internet, the educational to be able to teach must look for strategies that help them to be able to arrive to the students so that the knowledge’s that give are concealed of the way that correct by the students.

The help that offers us the internet and his tools for the learning of the English language, as we are in pandemic is using the internet and his tools much more than before, no all dominate the use of the internet and more still if we speak of his tools since as we know can become very complex his manipulation, when being in pandemic see us forced to depend on said tools to be able to give and

receive classes, also are conscious that not all have access to the internet and therefore to his tools, therefore it arises the following question:

How does the Internet and its tools contribute to the process of teaching and learning the English language?

The objectives were to analyze the contribution of the internet and his tools for the learning of the English language, to check if really the internet and his tools helps of a better form to the learning of the English, to determine if the students and professors are motivated and satisfied with the use of the internet and its tools for the education and learning of the English language.

The Internet and its Tools

For Wang, Hwang and Fesenmaier (2009), supported that learning with the Internet can require speed and effectiveness of the communication made, the instructiveness that provide the capacity to extend the messages to way of a communication mouth-ear between the users and at the same time the possibility to attain a message unified for all, the creativity that offer in the construction of the messages, and the capacity to create relations on a long-term basis with a low cost between the distinct publics.

López Méndez (2009) aims that the students will be able to purchase a series of capacities using these technological tools, as for example, learn to look for, select and analyze information in Internet with a determinate purpose; purchase the competitions and skills of handle of the distinct tools and technological resources; fill and make distinct tasks of learning; communicate and work collaboratively to distance employing resources of Internet: forums, wikis, blogs, chats, transfer of files, or posts; draft texts written; express and spread his ideas and works employing distinct forms and resources; resolve exercises on line; elaborate multimedia presentations, as well as develop projects of works in the web and leave them exposed to the public.

According to Gonzales Otero (2016), it is not that the textbooks are bad tools, but since they cover a lot of subjects that do not have a complete development, their basic concepts do not give sufficient clarity and depth as so that the students can comprise properly, few books help to learn and teach properly, and this carries to a model of education that bases only on the professor.

A study made by Warschauer (1996) remains showing that the use of these new technologies unfunded better in the students, helps them to learn more and more independent forms.

The technological advances have allowed that the learning of languages abroad was more interactive and dynamic. These new methods of education present, however, a new type of challenge so much for professors as for students, being the last those who have needed to develop new strategies of learning, conscious voluntary decisions that have a specific aim, to be able to do effective use of the new tools to which have access and can learn of way more adjective (García Saltworks, 2010).

When we speak of United States and England, these important countries of some years backwards, first England with the colonies and afterwards United States, after his participation in the First world-wide war, were imposing the use of the English language.

As (DURKEHIM, pág. 29) says that “The education is the process of progressive and methodical socialization of the generations adults”. The education is a process of change for the development of the countries and of a lot of generations and of the homeland obviously, when it wish make a business with some company of a foreign country, in where they speak distinct languages, as it will be the English the language that employed to the moment to communicate, to be able to understand between yes, and in reality nowadays to access to different places of work, is indispensable to speak the English language, in fact there are studies that say that the people that speak English win 30% more, of wage, like this is of important the English language.

It is true that nowadays most of the applications are in Spanish, but many other applications are available in English, in this new world of the internet, a lot of the information that can find here is in English and surpasses to the information that is in Spanish, in the computation is very important the English, because of his terms and the documentation of absolutely all the electronic devices that use daily in the home.

With the use of the technology and the so much educational internet like the students benefit of the multiple tools that stimulate the process of learning and education, since of the so many ways and the variety that could him give to his use, the same user chooses what adapt more to his needs in base to what wish to learn.

To carry a mobile device brings so much advantage which offers us the opportunity to be able to combine it with the process of education and learning breaking the old paradigms of traditional education, is a process to which all kinds of student is willing, and does not matter his age or the degree of knowledge that he /she has of the language and at the same time the command of the mobile applications, in which there are tools that are allocated to the process of education and learning without

knowledge on the subject, therefore it said previously that this adapts to the user and likewise the user to the application, because these allow that the user can use them to any hour and from any place, and the content that needs will be always here to perfect the knowledge.

Antecedents

This investigation also takes into account the investigation made by a local repository “The methodology m-learning in the development of listening to the English language by the students of the University Centre of Languages of the Central University of Ecuador (Carvajal & Leiva, 2015).

Despite the educational of the area of English use the methodology M-learning for the process of learning. The students listen to the English language, they are evidencing a low level of development of listening of the English language, by which concluded that there is a lack of a new methodology or Strategy that help to improve these results.

With the advance of the TIC in the upper education, the need priority to have broadband wireless networks in the educational institutions was demonstrated. To develop the mobile learning requires inevitably of connections Wi-Fi of high scope, what of the analysis of results concludes that it exists this shortcoming in the University Centre of Languages of the Central University of the Ecuador, reason by which the Students and teachers find a limitation in applying multiple tools that offer the technological learning. (Carvajal Flores, 2015).

In the process of acquisition of a second tongue, the use of TICs t is important to enrich and favor each one of the approaches that mention , as the majority of the students have coexisted with the TIC of a natural way, have grown with them in a lot of spaces of his daily life and now only have adopted them in their educational process, although they have to integrate them properly to his processes of learning, if it is that they want to develop competitions or communicative skills (López, 2011).

In agreement to the ministry of education of the Ecuador (2012), the Ecuadorian state has the responsibility to strengthen the public education and the coeducation, to guarantee a permanent improvement of the quality, expand the coverage, the physicist infrastructural of the public educational institutions, and not only of this, the Ecuadorian state has the responsibility to delete the pos literacy and also the permanent learning for students, surpassing like this the educational delay incorporating the TICs in the process of education, also in boosting the bond, of the educational in the productive and social field. (MOSQUERA, 2019)

For this reason, the higher education system aims at academic and professional training with a scientific, humanistic, and technological perspective that innovates, promotes and develops the dissemination of knowledge of cultures by building solutions to all the country's problems. But this also means that educational institutions will be legally recognized as bilingual in accordance with the provisions of article 111 of the general regulation of the organic law of intercultural education (LOEI) of (ECUADOR, 2012).

To offer the curricular contents in both native and foreign languages whenever it gives the fulfillment of the national norms, to more than the article 31 of the Regulation of the LOEI of the Ministry of Education of Ecuador (2012), which establishes that the Institutions of Ecuador can include additional subjects to the additional curriculum that consider pertinent of agreement to his Institutional Educational Project increasing the load of time of the instrumental areas like Language and Literature, Mathematical and Foreign Language, as well as scientific areas like Social Sciences and Natural Sciences, depending on the needs that the students present.

Besides, the Ministry of Education of Ecuador (2012) sustains that the Ecuadorian State will promote the educational centers for the improvement regulation in the process of education-learning by means of the application of the TICs emphasizing education of quality with the inclusion of the up to date technological tools.

Method

This investigation was carried out in the city of Esmeraldas, in the Catholic University (PUCESE,) situated at Espejo and Santa Cruz, by a student of second level in the career of Pedagogy of the National and Foreign Languages Career, in the subject of Foundations of the investigation.

It is a quantitative investigation since the data obtained were dare of the application of a survey, interpretative and analytical procedures for the boarding of the object by means of a participatory observation.

The investigation was done with three educational institutions which are The Providence, The Immaculada and 5 de Agosto. They teach different levels, primary, secondary, and high school, so the results are varied and can have the greater quantity of information to be able to answer the problem.

The distinct materials as the use of the internet and its tools would do that the learning of the English language was much more interactive, allowed the students to develop their skills, and

promoted a more active and participatory learning of the students, as well as the development of some capacities.

Independent variable: The use of the internet and its tools.

Dependent variable: English learning

In this investigation the methods used were the analytical-synthetical, hermeneutics method, with the technique of survey, that was based on applying questions to a group of students, who provided information on the subject.

The data were processed counting the frequency of the answers and determining the percentages. Then the results were taken to figures using the Microsoft Excel Programme.

Results

Regarding teachers' opinions about the importance of the use of the internet and its tools for language learning, the 100% of the teachers answered affirmatively, as very important.

About teachers' use of the internet in English teaching, the 80 % answered positively as much, as illustrated in figure 1.

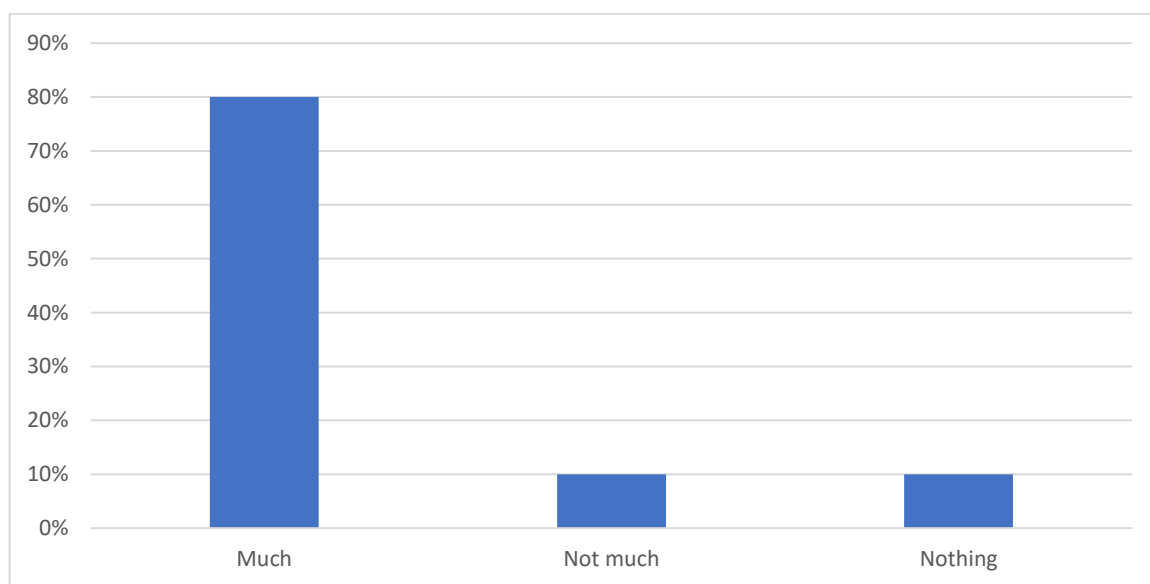


Figure 1. Teachers' use of the internet in class

Source: survey

In relation to the use of the internet and its tools (Figure 2), the 60 % of participants answered very frequently.

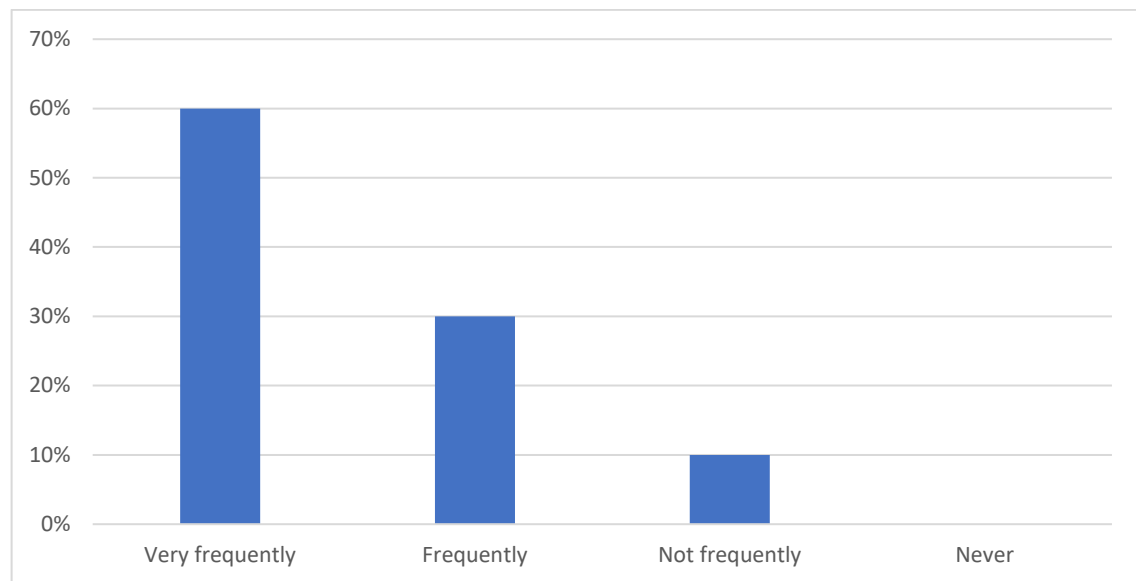


Figure 2. Frequency of use of the internet and its tools

Source: survey

Between the tools mentioned by the teachers: Computer, Idroo, drive form, YouTube, jamboard, Quizziz, Platforms, British council. Liveworksheet, Oxford dictionary, ESL GAMES, Fun English Games.com, Browser of google, Zoom, kahoot, meet, worksheetlives.

It is revealed in Figure 3 that the 80% of the surveyed affirmed that the use of the internet and its tools boost a more active learning participatory of the students, as well as the development of some capacities eat: speaking, listening, reading and writing.

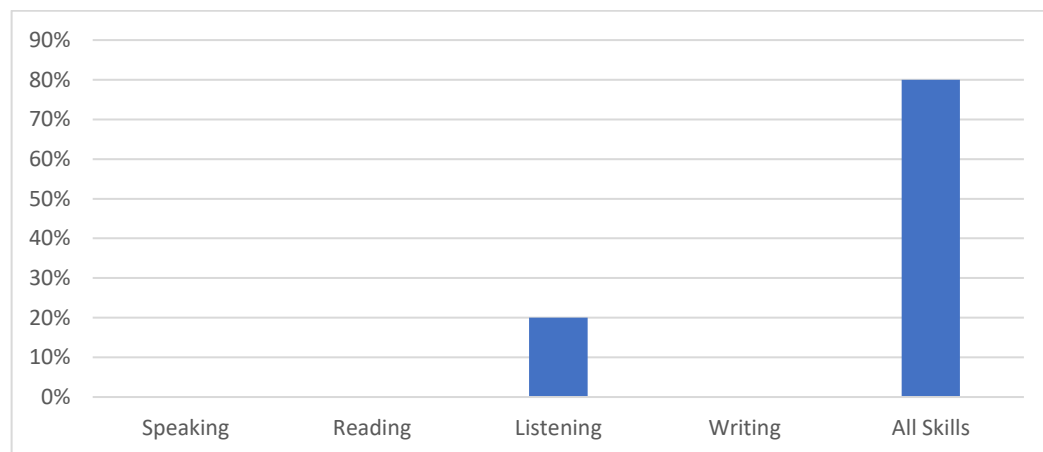


Figure 3. The development of skills with the use of the Internet and its tools

Source: Survey

Teachers also answered that the use of the Internet promotes autonomous work.

Regarding the teachers' level of satisfaction with the use of the Internet and its tools, (Figure 4), the 60% affirmed that they were very much satisfied, and the 40% stated that they were satisfied.

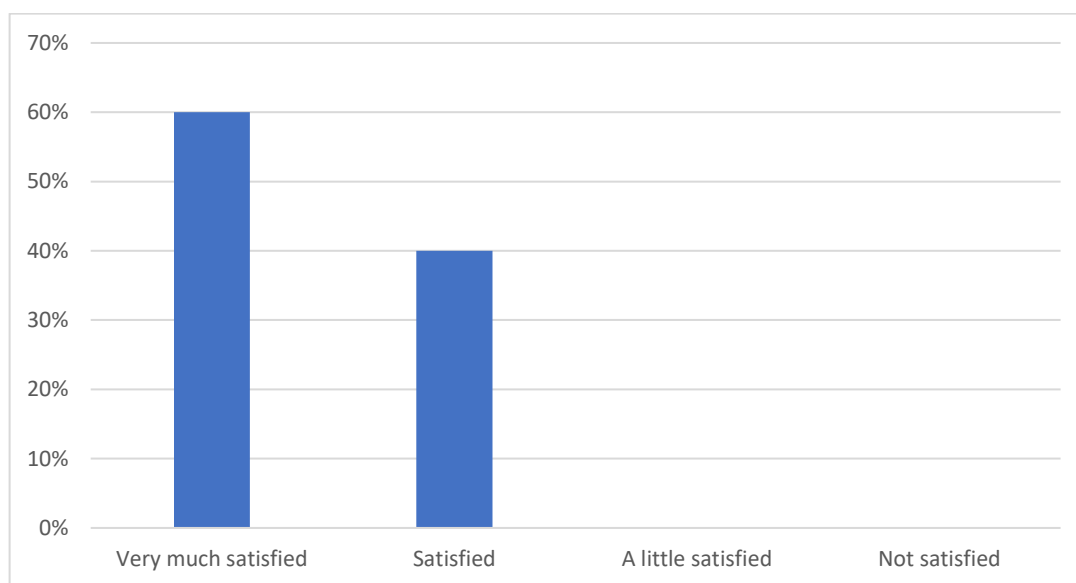


Figure 4. Teachers' level of satisfaction

Source: Survey

Discussion

The internet and its tools contribute positively to the process of teaching and learning, improving the skills and expanding the knowledge for a better development of the students and to facilitate the teachers' teaching process.

With the results of this investigation the hypothesis is confirmed because the students can improve the English language skills. The results of this investigation coincide with the investigation made by Lopez Méndez (2011) in which he speaks of the series of skills that the students can purchase and improve with the use of the technologies. This could be confirmed through the survey made in which 80% said that these skills improve a lot, purchase skills, and improve them.

In the process of acquisition of a second tongue, the Internet and its tools could be used to enrich and favor each one of the approaches mentioned previously. These results coincide with the ones of an investigation made by López in 2011.

The results coincide with Carvajal (2015) in the effectiveness of the use of the Internet and its tools, in this case the difficulties of applying the tools because of some shortcomings in the studied educational center.

Conclusions

The use of the Internet and its tools are strategies that have helped to improve the skills in the process of teaching and learning the English language, the students and professors feel more motivated and satisfied with the use of the Internet and its tools to teach and learn the English language.

The internet and its tools have been of vital importance in the learning of the English language, helping to the improvement of skills and doing so the learning is more participatory and active and is not that we must substitute the books or that these are not important as stated by Gonzales Otero (2016), it is not that the books are a bad tool, but use is necessary.

The use of the ICTs for English language teaching and learning improves and promotes a more active and participatory learning of the students, as well as the development of some skills like speaking, listening, writing, and reading. This makes that the learning of the language becomes effective.

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