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DIDACTIC STRATEGIES TO REACH THE INTERMEDIATE LEVEL OF ENGLISH
IN STUDENTS OF FIFTH AND SIXTH LEVEL AT PUCESE, 2018

INFORME DE TESIS:

ESTRATEGIAS DIDÁCTICAS PARA ALCANZAR EL NIVEL INTERMEDIO DE
INGLÉS EN ESTUDIANTES DE 5° Y 6° NIVEL EN PUCESE, 2018

PRIOR TO THE ACADEMIC DEGREE IN:

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Final approval and acceptance of this dissertation are contingent upon the candidate's Submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend accept that it as fulfilling the dissertation requirement.

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Statement by the author

I, Carmen Stefanìa Guerrero Camacho, affirm that the investigation in the present project of investigation is unique, authentic, and personal. The content of this research is legally and academically a responsibility of the author and PUCE Esmeraldas.

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ABSTRACT

Nowadays, in the globalized world in which people find, it is necessary to use different resources for the learning of a new language; to help teachers and students with the interaction between companies. Once analyzed that the teaching strategies of the English language help the students in their teaching-learning process, it was necessary to analyze that the main objective of this research was the design of a didactic strategies activities that helps the students in the learning and development of their knowledge. To carry out this research the deductive method helped to identify the different learning difficulties for this research, it was necessary to develop a qualitative-quantitative research in the 5th and 6th level English students in PUCESE with a sample of one- hundred learners and six teachers. Having determined that the results of the surveys show that students prefer learning both by reading and doing in most cases and those teachers themselves apply the best strategies during the class, the results gave different possibilities of designing diverse strategies that complement the significant learning of the students.

Keywords: Didactic Strategies, Teaching-Learning Process, Intermediate Level, English language.

RESUMEN

Hoy en día, en el mundo globalizado en el que se encuentran las personas, es necesario utilizar diferentes recursos para el aprendizaje de un nuevo idioma; ayudar a profesores y alumnos en la interacción entre empresas. Una vez analizado que las estrategias de enseñanza del idioma inglés ayudan a los estudiantes en su proceso de enseñanza-aprendizaje, fue necesario analizar que el objetivo principal de esta investigación fue el diseño de una estrategia didáctica de actividades que ayude a los estudiantes en el aprendizaje y desarrollo de sus conocimientos. Para llevar a cabo esta investigación el método deductivo ayudó a identificar las diferentes dificultades de aprendizaje para esta investigación, fue necesario desarrollar una investigación cualitativo-cuantitativa en los estudiantes de inglés de quinto y sexto nivel de la PUCESE con una muestra de ciento cuatro alumnos y seis profesores. Habiendo determinado que los resultados de las encuestas muestran que los estudiantes prefieren aprender tanto leyendo como haciendo en la mayoría de los casos y los docentes aplican las mejores estrategias durante la clase, los resultados dieron diferentes posibilidades de diseñar diversas estrategias que complementen el aprendizaje significativo de los estudiantes.

Palabras clave: Estrategias didácticas, Proceso de enseñanza-aprendizaje, Nivel intermedio, Lengua inglesa.

INTRODUCTION

Talking about English language skills and how to learn it is not easy at all. Since learners are not just talking about communicating with others, it is important to make themselves understood. Nowadays, it is not just about speaking English, students must learn the language, based on the different parameters and must also consider the levels of learning, such as: when, how and at what point in our education way are ready and predisposed to learn this language correctly and not only empirically, or for the moment, with basic words and phrases to make themselves understood.

English language has become the point of contact between people worldwide, it is for this reason that in terms of communication, marketing and in various fields where English is the basis of communication; educational institutions are part of one of the main stages of meaningful learning. Previously, when talking about learning, the student was a simple spectator and receiver of information, but this information only served to be memorized and later discarded. Nowadays, with new learning technologies, every student learns using constructivism as the fundamental basis. It is part of meaningful learning, the reception of information; but said information must be analyzed, summarized and synthesized by each student, and although it is true that all students receive the same information; each of them understands it differently and assimilates it differently, but the essence of knowledge is the same.

Knowing that constructivism is the fundamental basis for this research, it is necessary to emphasize that university students in terms of the level and parameters that the EUROPEAN COMMON FRAMEWORK present, must reach level B1 in order to say that the stipulated learning levels have been reached; and thus be part of the current competitive field that is presented today.

PROBLEM STATEMENT

Analyzing the different levels of study in the English, it is important to establish that according to (Rojas, (2014), who study the Bedford's investigation said: "Language is a means of communication and expression; that is why the Oral Approach emphasizes the active aspect of language."

The development of communication depends on the ability to speak and communicate with others and express ideas and thoughts that are often difficult to explain. This is the contribution that the Oral Approach Method presents, a way of working during the teaching-learning process. (Entonado, (2001)), agreed with the idea of (San 1984, Apa 1993), on the way in which the human being today ceases to be a passive entity and becomes the builder of his own knowledge. Already, the human being not only receives the information, but receives it, analyzes it, and transforms it into the knowledge he needs and that will help him to develop in the moment and area he needs.

While it is true that technology has evolved today, it is also important to identify that, if the students do not express themselves orally in a communication, technology would be useless. It can be identified at the time of an interview or a dialogue of an indeterminate moment of our life. This occurs surprisingly and while others are evolving along with technology others that will remain in the obsolete and disposable of the human environment. Because of referring to what makes us speakers, we are basing ourselves on pronunciation and in this case on the way of speaking in a foreign language. Nevertheless, the student must ask the following question: How can we achieve a good level of learning in the English language?

Well, they know that learning a new language is very difficult for them whose first language is not English; in that case, the teachers should look for different methods and didactic strategies to be able to learn. This being the case and according to what has been identified in a higher education environment, reaching level Intermediate of learning English becomes very difficult, since the students of the schools should leave their educational institutions with level A2 of learning already developed.

To solve the following problem: Which Didactic Strategies may help the students to reach the Intermediate Level of English in fifth and sixth Level of English as a foreign

language aimed to students of the PUCESE? Using the World English series of books, according to the CEF as a reference to work with.

JUSTIFICATION

Currently, it is necessary to interact with different environments and among them English as one of the most important points in education. Considering this fact, the students and teachers can identify with the progress that is found every day in relation to the levels of learning this language and in which they can locate themselves.

Likewise, the results of this research can be verified and worked in a manner aimed at students who are going to reach level B1 at PUCESE. This benefits them, because it allows them to direct their knowledge towards a level that is established, and their learning can be significant.

It is certainly not easy to answer these questions, which is why the purpose of this research is to clarify these questions and find a way to reach a relatively acceptable level of the English language through real and possible proposals.

OBJECTIVES

General Objective

- To design some didactic strategies to help students reach the Intermediate Level of English.

Specific Objectives

- To determine the didactic strategies used by teachers during classes.
- To identify the Student's weaknesses in the Learning Process of the Intermediate Level of English.
- To help teachers develop different didactic strategies that allow students to learn meaningfully.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Strategy Approach for English Learning

Being a teacher is not a simple task, much less, if the teachers do not use the correct strategies and methods to teach a class. Students and teachers know that not all students learn in the same way and not all of them pay attention to the classes; either the class has not been understood, because the teacher does not motivate the students or simply because the teaching methods and strategies are not adequate.

“ELD is an acronym for English Language Development. ELD is the systematic use of instructional strategies designed to promote the acquisition of English by students whose primary language is not English.” (Maurer, (n.d.)), this system allows us to focus better on the teaching of students, since they have to do with the development of students' learning skills. Each of the teachers who are responsible of a group of students and the obligation to develop meaningful learning in their students; because each student is in the right to learn; either by passing a subject as usual or because they are really wanting to learn, and this can be corroborated at the time of applying the various forms of teaching with their respective methods and strategies.

According to Dr. Stephen Krashen, an expert in the study of second language acquisition and the co-author of *The Natural Approach* said that, “the best way to learn a second language is through total immersion...” Teachers know very well that this is not easy, because speaking a language and not practice it, or being familiar with a foreign language, students tend to think that this new language will become difficult for them to learn and that they will not be able to do it correctly.

1.1.1 Didactic Strategies for English Language Learning

Students and teachers know technology greatly influences education and the teaching-learning process; this is why when they want to take into account different teaching strategies to be able to use during a class, it is important to know that:

The learning process, as you can see in Figure 1, is linked to the technology that everybody uses today. It is known that both teachers and students develop the various teaching strategies with relates to the teaching-learning process:

“The didactic model for the developing of E2 Learning Objects implies the issue of integrating the presence of different didactic strategies. The origin of the proposed model is represented by the opportunity to define three main typologies of LOs that, according to the model presented previously, are centred on: (1) the object of learning; (2) the process of learning, (3) the subject of learning” (VERNER S. , 2018)

It is not the fact of teaching to teach anything, everything that is going to be taught as a teaching method and as a basis for meaningful learning, it must have an objective that leads the teacher to meet these three parameters and their subsequent achievements. Considering these teaching methods, it is possible to indicate that the "body or foundation" of learning is not independent. Everything is related to what the student needs to learn and not just superficially, but rather a significant learning.

In addition, when students and teachers are talking about learning strategies, they can find the following ones that are used during meaningful learning and that can help to find the one that allows them to understand in a better way the information acquired in, Table 1 the different Didactic Strategies that can be found (ANNEX).

1.1.1.1 Learning by Reading

According to (ELDStrategies., 2011), Nowadays, it is very common to find children who have learning problems; and this is because in their first years of learning they did not know how to read and understand reading. Since knowing how to read and understand is essential, developing this skill correctly allows teachers to focus on significantly developing this skill and so students are not frustrated when for some reason they do not understand a paragraph, but rather On the contrary, read it over and over again until you understand it and build your knowledge based on this reading.

From the point of view of (Jordan, (2003-2018).) and his research, the following didactic strategies can be determined:

1.1.1.2 Learning by Doing

The progressive education of John Dewey who was a faithful believer that people learn better while doing activities; that is to say: the human being learns best by doing things, developing his skills and learning from his mistakes. This type of progressive learning, both the studies that take place in class and the tasks that teachers leave must be practiced so that the student can learn.

1.1.1.3 Learning by Working

Although it is true that many students before starting a career in this university case, they already worked in different places and have experience; they end up being the first to support the learning that takes place while they do the work. This occurs in many cases, because from the perspective of many students, the more work experience they have, the better they learn and are closer to current reality and the way the world unfolds.

1.1.1.4 Learning by Searching

It is common, in most cases it is possible that both the student and the teacher who never stop learning, encounter skills that unintentionally encompass not only 1, but several skills and one of them is Learning by Seeking; Since it is necessary to read conscientiously and build knowledge, you need to carry out the activities of the texts to feel that the information acquired can be developed and everything is new knowledge acquired, it must be real and be in accordance with the work environment in which it is unwraps.

To contrast the previews information, it is necessary to analyse the following:

1.1.1.5 Cooperative Learning: The Jigsaw

Because of that, what (Jordan, (2003-2018).), said: The cooperative work is one of the most important points during the teaching-learning process, because the learner construct its own knowledge and have the opportunity to share all the information with the rest of the classmates. If the teacher wants to use this strategy needs to help the student to look for the information and guide him/her to construct the knowledge that can help the others.

1.1.2 Utilizing Technology in the Classroom

One of them is the use of the computer, in which they can find interesting videos that will help them to turn on, as well as music and other technological forms through which learning is more diverse.

Agreeing with (Jordan, (2003-2018).), “the integration of technology during the classes is a way for students to stay up-to-date regarding the technological field in their learning of a new language and at the same time they are learning, they feel motivated to continue with this learning, since they can use many technological means and instruments that will help them to carry out this process in a better way”.

Although when talking about meaningful learning of English as a foreign language we must develop different abilities and skills, there are certain parameters and levels that all students of this language must take into account and this is found in the Common European Framework, which is developed specifically as a guide to what each student should have within their knowledge and each of the skills that they must handle in an excellent way; to consider that you have reached or have passed to the next level. (English)

It is possible to say that:

The Framework includes the description of ‘partial’ qualifications; appropriate when only a more restricted knowledge of a language is required, or when a limited amount of time is available for the learning of a third or fourth language.

To indicates the levels of learning, Likewise, Figure 2 in the ANNEXES, that students must achieve in the process of learning English as a Foreign Language. For Spanish speakers, it is relatively complicated to understand what is involved with learning a new language and much more if it is governed by certain standards and parameters that the Common European Framework tells us.

The teachers must allow the following levels:

1.1.2.1 A1 (Beginners)

According to the (Certificate, 2012 - 2018), this is the first step in the process of learning a new language, and as indicated, it contains the first moments of learning into the parameters and levels established by the Common European Framework.

1.1.2.2 A2 (Elementary English)

At the same time, (Certificate, 2012 - 2018); this is the first step in our research, because although we are aware of this level, students are more familiar with the new language and can perform and improve many expressions and use them correctly at the time of writing. Express yourself in English.

While it is true that it is still too early to be able to talk about students understanding, all the issues that can be raised at this level, it is much easier for the majority of them to analyze, understand and create meaningful learning, what they have already known and how they understand the process.

1.1.2.3 B1 (Intermediate English)

According to (Certificate, 2012 - 2018), At this level, according to the CEF, students are able to engage in conversation at the university level.

Many times, it's possible to think that it is not important to reach this level of English and that only people who are going to use English consistently during their life, should reach this point, but ask ourselves: This level of English will not help us in a future.

The obvious answer to this question is that if you will serve in the world in which are today, where everything is united by languages and the main language for international trade and treatment of English, knowledge of this language and above all bearing in mind that at least must have an intermediate level of it; it is necessary to know when, how and why to use the knowledge that we are constantly acquiring.

1.1.2.4 B2 (Upper-Intermediate)

Once understood the various steps that must be followed to reach the levels of knowledge that the Common European Framework presents to us, it can indicate that according to (Certificate, 2012 - 2018): During the learning at level B2, students have more knowledge of what corresponds to complex ideas, texts and topics of greater relevance and with a command of the vocabulary, not one hundred percent; but if it agrees with what is being developed in class.

1.1.2.5 C1 (Advanced English)

In the same way, once understood the information presented during the learning and according to (Certificate, 2012 - 2018), it can be said that in the C1,

the students are able to express him / herself fluently and spontaneously without much obvious searching for expressions.

1.1.2.6 C2 (Proficiency)

In addition, in C2 agreed with (Certificate, 2012 - 2018), students are able and better able to summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. It is for this reason, that if we focus on the levels of English that we want to reach, we can then understand the different activities that must be carried out.

To indicate again the levels of learning, likewise, Figure 3 in the ANNEXES, that students must achieve in the process of learning English as a Foreign Language.

The acquisition of the levels that are proposed by the European Common Framework and the development of all points that are part of them is not simple, but if it is consider that each level corresponds to stages and each stage can be developed gradually the information is easier to understand.

Once understand that the world is continually advancing and that different cultures are intertwined all the time, we can consider this point:

1.1.3 Plurilingualism

According to (Torino, 2011), CEF establishes that multilingualism is not only one language for a language, but rather one that tries to achieve the learning of several languages starting from the mother tongue or L1 and from that base continue with the learning the rest of the languages.

1.1.4 Intermediate Level of English Language Learning.

When talking about the Intermediate level of education in learning English as a foreign language, we can say that it is a level that will not only serve to pass from subjects to an educational level, but rather that it is a level that serves as a point of connection between the world labor and we as learners. However, it is also necessary to understand that the Intermediate level presents stages, which we must know how to learn, understand, and apply.

This level is divided into:

1.1.4.1 Early Intermediate English Proficiency Level

(Cox, 2009-2018) said that everybody knows that learning a new language is not easy, and for those who are studying a pre-intermediate level of English as a foreign language it is much more complicated. Because, it is to be assumed that in their first levels of learning, the logical bases to facilitate the learning of this language must have been given. However, let us to analyze, because many times we do not have the proper bases for learning, it will be much more difficult for us to internalize it.

1.1.4.2 Intermediate English Proficiency Level

Although, (Cox, 2009-2018); it is a reality that the teaching - learning process is a constant process, it is to be imagined that once the points have been understood and the necessary knowledge of a pre - intermediate level of learning has been acquired; It would be much easier to understand the learning processes at an intermediate level that is supposed to have been reached at this time.

In addition, by assuming that you are already able to perform different verb tenses and use a more specific and elaborated vocabulary during the communication and development of different skills that we must use constantly and continuously.

1.1.5 Methods and Approaches

To select methods and strategies that must be applied in this research project, we can find the following ones:

1.1.5.1 Make It Fun and Make It Active

This is one of the most complicated points related to the learning of a new language in adults, according to the opinion of (Richards J. C., 2018)”, it is believed that being adults is not necessary to learn in a fun way and that everything must be serious at the time of learning. All of us, at any point need to be motivated during classes to comprehend and internalize the content without feel bored on different activities developed by the teacher.

1.1.5.2 Do not Put Pressure on Your Students

On many occasions, teachers make the serious mistake of believing that older students, who are studying intermediate levels of English learning, can work under pressure

and without problems to deliver the work quickly. This is a very common mistake to commit, as it is what has always been believed.

But with the different advances in education and meaningful learning, it is possible to understand that regardless of the age of the students, putting pressure on them during their learning; It leads to the same students feeling frustrated and do not want to learn or participate in the classes.

In meaningful learning, the methods and skills that must be developed on a subject are very important, but it is also very important to develop techniques for such learning, which will help the knowledge that is being built; it is real and functional in relation to the daily development of the student, which is why they are identified as follows:

At the same time, if the teacher wants students to better develop the information received and transform it into meaningful knowledge, in addition to didactic methods and strategies, they must use optimal techniques for learning.

1.1.6 Techniques

According to Jack C. Richards (Richards J. C., 2018), teachers can find some approaches to teaching young learners that we can follow to obtain a better learning:

1.1.6.1 Build Teaching around Activities and Physical Movement

It is not so difficult to deduce this point, since the students considered that both the activities that take place during the class in written form and those that involve the movement of the body are essential part of an integral learning; but likewise the students realize that many of the activities that are developed during the class that involve corporal movements are those that help to understand better what is being learned.

In addition, on Vygotsky's point of view; which indicates "problem solving is at the heart of learning, thinking, and development (STATEUNIVERSITY, 2018)". The Russian psychologist Lev Vygotsky's (1896–1934) relevance to constructivism derives from his theories about language, thought, and their mediation by society.

Likewise, we can say that Piaget's constructivist approach to learning (Piaget) a child in his first step of learning, it is the one that will help him to develop better understanding and when he is an adult not present so many difficulties in the use of language , which usually happens with the students in nowadays world.

According to Vygotsky's theory (McLeod, 2018), which focused more on the development and social interaction of student knowledge, I strongly believed that community plays a central role in the process of "making meaning."

This means that students can build their own knowledge, when they focus on the various learning processes and share them with their peers, they can create a broader and socially acceptable knowledge for their learning.

The Russian psychologist Lev Vygotsky's (1896-1934) and the Piaget's constructivist approach to learning (Piaget), presents us constructivism as a source of discussion in which it makes us think if today we are getting carried away by technology and do not think about what the people really need. While it is true that students have more ways to learn using the internet, many of them do not even pay attention to what they have in their research, they even only copy it but do not read it. Constructivism must play a fundamental role in the development of today's learning. Reading – Understanding, Interpreting and Sharing Knowledge, these should be the steps that should be understood with respect to what should be done from the constructivist point of view of learning.

It is for this reason that we can emphasize that constructivist learning and different Didactic Strategies such as Learning by Reading and Learning by Doing, instruct students to better develop their abilities to analyze and interpret content, although it is true that this is not simple; With the use of technology and the knowledge acquired during the class days it is much easier to understand and return knowledge part of their cognitive development.

1.2 PREVIOUS STUDIES

According to (José M. Cordero, 2015) studies, Empirical strategies are very important, because many teachers must adopt a number of strategies that help students in their correct understanding, this results in teachers as well as students; answer 100% of the questions covered by the indicators of the teaching strategy.

It allows to understand that while teachers develop new learning strategies and try to make students use them while studying and developing activities, they must also continue to advance their knowledge, and this must not only be empirical but must be knowledge scientist, that helps the student to better understand the class and create their own knowledge of it. to suppose that while science teachers generally carry out the methods and strategies to be able to teach their classes, English teachers must develop other types of didactic strategies and depending on the level the students want to achieve, these strategies should be the right ones.

Also (Mohd Mahzan Awang, 2013), the results of studies on teaching approaches allow teachers to understand that many strategies can be used that promote learning behavior. This means that the most common strategies for meaningful learning are: The Communication Approach and Behavior focuses on interpersonal communication as the central element for better learning and helps students to behave better with others. While behavior, focuses more on the intrapersonal point of view and the correct approach of didactic strategies for the construction of the knowledge of the student as an individual.

Similarly, according to the studies of (Government, 2019); some teachers ask the same question: "But will my students work in my class? It is difficult to answer this question and only the professional judgment of teachers, both individual and collective, can answer that. The use of different strategies that are reliable and trustworthy, can help the understanding of the students. The teacher who, knowing their students and who knows how they learn, can develop in the classroom and can implement different types of strategies when giving their class. It is because of this that while in educational institutions that have remained in the old and obsolete methods of teaching, most of the students' present frustrations when they are studying a second language, and this leads them to not want to learn it correctly. And that they are not motivated to study either.

The levels that present the Common European Framework in relation to the learning of the English language constructivism prevails and not the behaviorism in which this helps that when the different didactic strategies are held during classes, students achieve meaningful learning and the information they receive is much better and understandable to them.

1.3 LEGAL BASIS

According to “LA LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL” of the Republic of Ecuador (ECUADOR R. O., 2011), at:

1. Art. 1. - Scope. - The law guarantees the right of children, young people and adults to an education, regardless of their culture, religion or political purposes. (ECUADOR R. O., 2011)

2. Art. 2. - Principles. - With reference to the activities in the educational field, this article is focused on: (ECUADOR R. O., 2011):

- Freedom. - The State will guarantee plurality in the educational offer and not only in what has to do with the Spanish language.
- Community of learning. – This item recognizes society as an entity that learns and teaches.
- Development of processes. - The educational levels must adapt to the life cycles of the people, to their cognitive, affective and psycho-motor development, their abilities, their cultural and linguistic reach...
- Lifelong learning. - Not only learning while students learning, but the acquisition of knowledge and its permanent evolution throughout their life.
- Multilingualism. - The right of all persons, communities, communities, people and nationalities to recognize their own language and the official languages of intercultural relationships, as well as in others related to the international community, which is recognized.

According to Ministerial Agreement No. 041-14, “English teaching will be compulsory from the second year of basic general education until the third year of high school, from the 2016-2017 school year for the Highland Region and 2017-2018 for the Coast, as provided in the regulations for the implementation and instrumentation of the transitory provision”. (Herrera, 2016).

This agreement enables higher education teachers to teach students with the necessary foundations for their intellectual development and allows them to better advance in relation to the acquisition of the different necessary skills and apply them in their day to day; with which at the time of reaching a better level of knowledge of the foreign language, they will not present too many difficulties and both teachers and students will be able to advance and reach this new level of significant knowledge.

The document approved by the Ministry of Education of Ecuador (Educaciòn, 2012), has five domains that conform to those established in the curriculum related to the teaching of the English language:

- The first domain, "Language" speaks specifically about language structure and communication, language acquisition and development, and language fluency, for a better understanding of the language.

Because Ecuador is a multicultural country, a percentage of Ecuadorian students who learn English say they are indigenous; cultures, where Spanish is their second language; and English the third.

- The second domain is about "Culture". Ecuadorian English teachers must have knowledge of other cultures and know how culture can affect learning English in Ecuador as a second or third language.
- The third domain is dedicated to "Curriculum Development", specifically related to standards-based English planning, implementation and management, standards and the effective use of resources and technology.
- The fourth domain talks about "Assessment" (that is, the information related to learning the English language) and includes the difficulties and shortcomings of the

students, as well as those related to the language proficiency and evaluation in the classroom and self-evaluation of the student.

- Finally, the fifth domain deals with "Professionalism and Ethical Commitment" that every teacher must have to stay updated regarding new instructional techniques, research results and advances in teaching English for professional development.

CHAPTER II

METHODOLOGY

2.1. Type of Investigation

The investigation has been carried out a qualitative-quantitative one and a deductive method. It was held with the fifth and sixth level of English students and their teachers from “PUCESE” in the academic year 2018.

2.2. Universe and Sample

A universe of 140 students of fifth and sixth level of English as a Foreign Language where in each class was possible to identified 11 women and 6 men, with an average age of 19 and 21 years; sample of 104 students between of English and 6 professors participate at the research in PUCESE.

The Sample was selected by random. Students and teachers’ results were representing it. According to the studies that were carried out during the research project, it determined that PUCESE’s English teachers, use and determine different didactic strategies that can be applied in the teaching-learning process of the English language.

2.3. INSTRUMENTS

- Survey:

It was applied a sample of about 17 students between 5th and 6th level of English at PUCESE where was possible to find 11 women and 6 men per classroom, with ages between 19 to 21 years old; because according to the educational level, they should get their degree obtaining the B1 level of English as a foreign language.

- The English Teachers who teach to fifth and sixth level were answered a survey, where one of the most relevant questions were the way that the teachers use didactic strategies to teach the students, to reach a B1 level.

2.4. ANALYSIS OF DATA

The information that was obtained from the application of the different techniques was tabulated manually. The data was taken to figures and tables using the Microsoft Excel program.

CHAPTER III

RESULTS

SURVEY AIMED TO STUDENTS

As can be seen in the figure, most of the students agree that the use of reading as a strategy helps them learning in a better way.

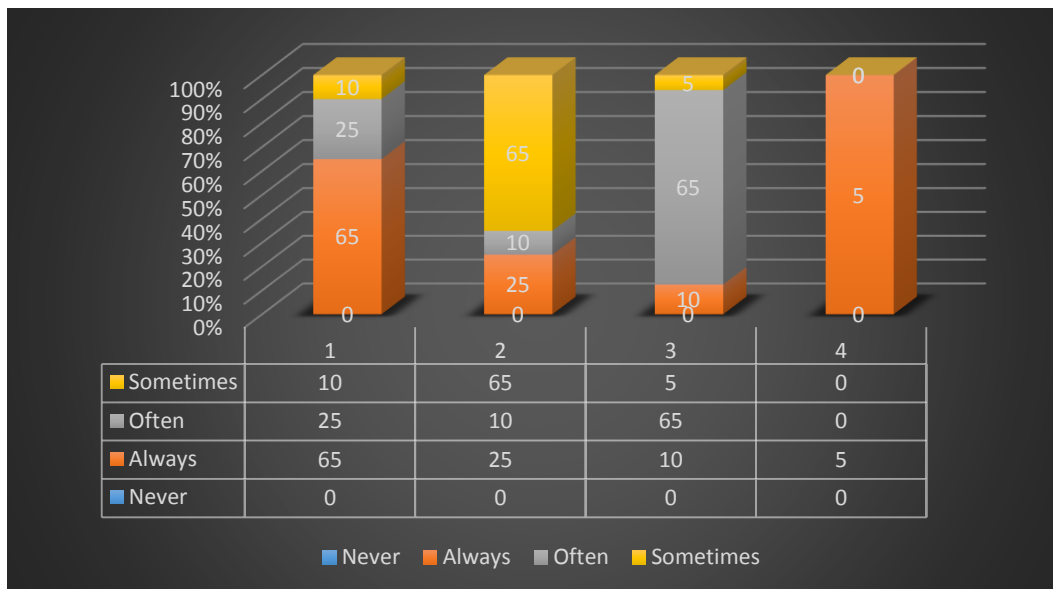


Figure 4. Reading

Source: Survey aimed to students

The results obtained, were realized that 25% of students prefer to read as a way of learning, since it is not only about reading, but also understanding while the reading comprehension process.

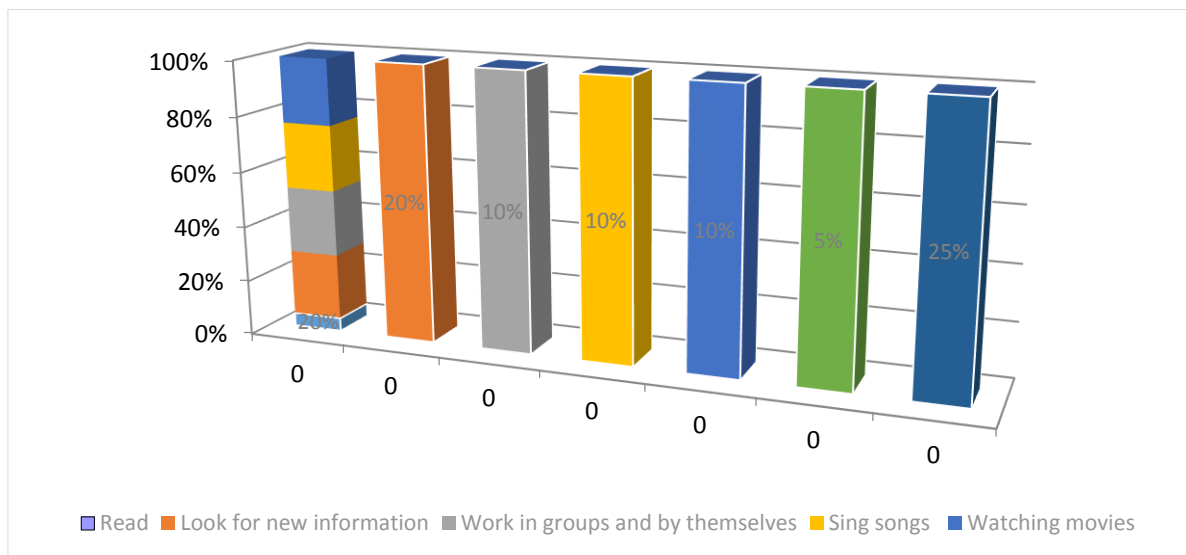


Figure 5. Ways to Learn
Source: Survey aimed to students

The use of technology in nowadays situation both, involves studies and in daily living is always used, that is why 65% of the students think that the use of technology is always useful, since through many devices and bibliographical sources that be found on the internet provides them immediate resources.

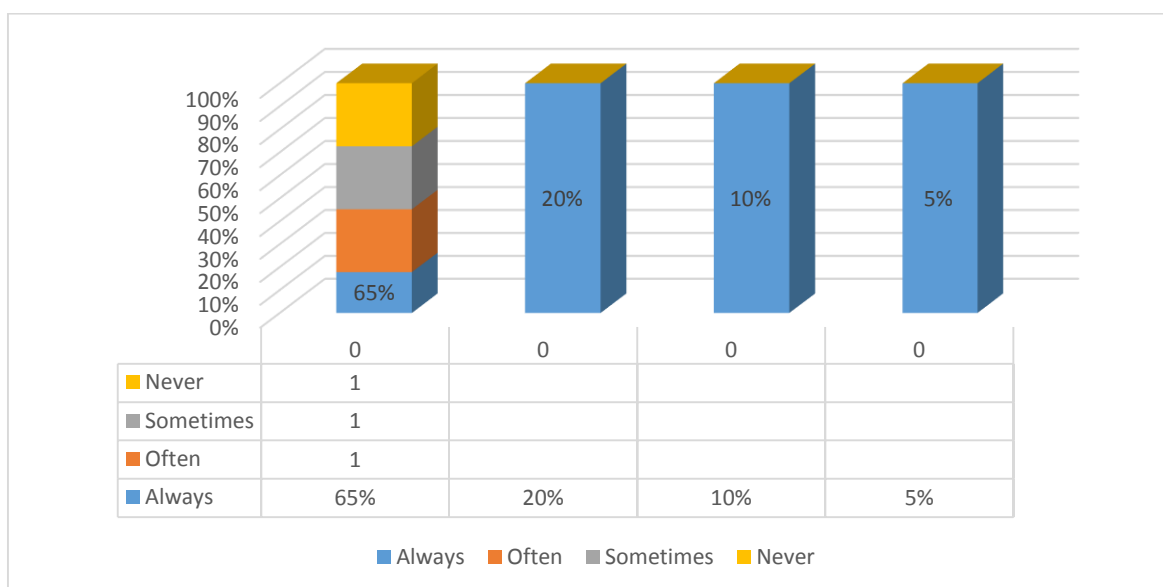


Figure 6. Technological equipment
Source: Aimed to students

Figure 7 determine that 65% of students time they are in classes, agree that motivation is always a significant factor during the teaching-learning process since students should feel motivated and encouraged to carry out the activities of the classes.

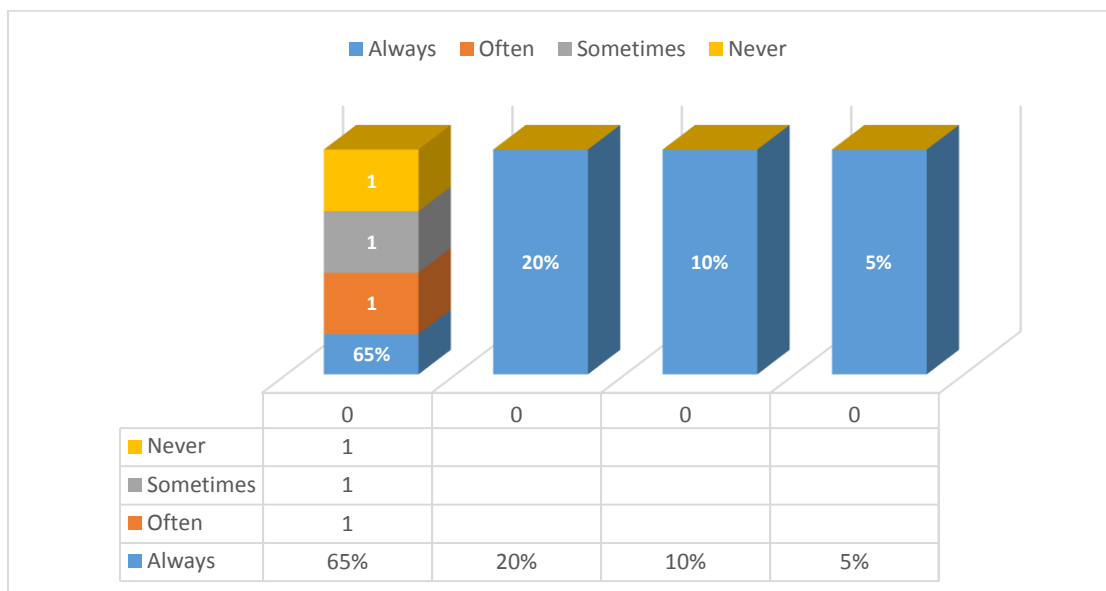


Figure 7 Motivation

Source: Survey aimed to students

Likewise, when the survey was conducted, the teachers were divided in relation to whether it is better to learn before working or during the development of employment; the truth is all people are in constant learning. While it is real that the vast majority works after completing their studies, others think that the experience acquired during the workdays, allows them to have a much more realistic approach to their studies and the way in which this will be applied. Knowledge in your daily life.

SURVEY AIMED TO TEACHERS

Both students and teachers agree that one of the best strategies for learning is Learning by Reading, therefore according to these results; 65% of the teachers always get the best results, focusing correctly on the current strategy.

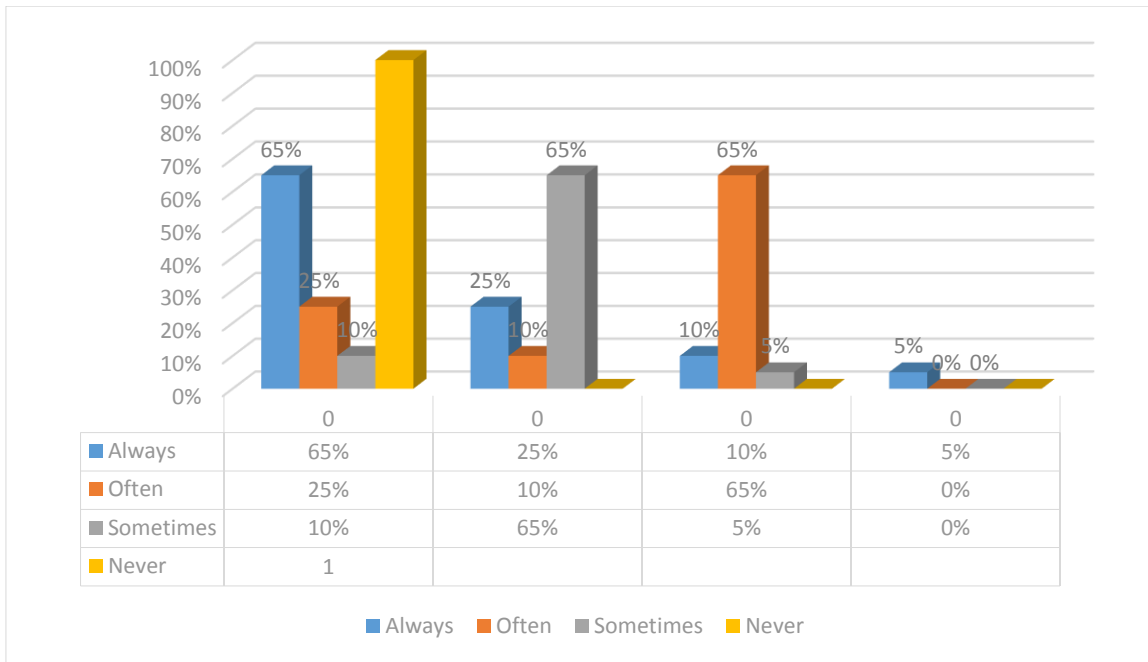


Figure 8. Learning by reading
Source: Survey aimed to teachers

The 25% of teachers encourage their students to read as the best way to learn.

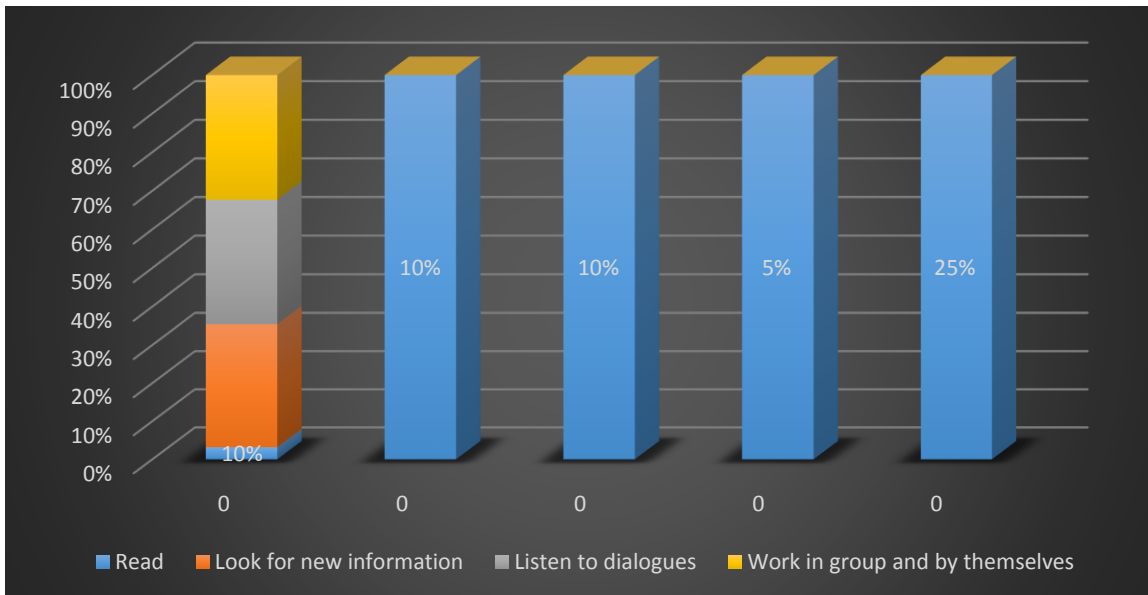


Figure 9. Learning by doing
Source: Survey aimed to teachers

CHAPTER IV

DISCUSSION

In order to analyze the results obtained, it's possible to indicate that in relation to the use of didactic strategies in the classrooms, during the teaching and learning process, most students prefer to learn by reading, this is due to the fact that many of them have developed the visual cognitive learning. however, it could also find that another high percentage of students can learn by doing, this leads us to consider that students feel more secure in the visual and kinesthetic learning style.

Considering that students prefer to read and do activities during class hours, teachers and students agreed with the point of view of (Dieste, 2014), and (Blackmore, 2014) since when starting learning from an early age it is much easier for students to acquire a habit of learning using these two strategies, which are not only important, but also fundamental in the teaching-learning process.

According to the thought of (Haji Mohamad Noor, 2016), By not having a culture of reading every day, or even worse reading and understanding, in our society it is very difficult to understand that these strategies will help not only in the learning of a new language, but also in the mother tongue; For this reason, this author totally contrasted with the surveys and the results obtained in the surveys.

CHAPTER V

CONCLUSIONS

- The different weaknesses found during this investigation helped the teachers to know the difficulties that the students have during the teaching – learning process to pass from A2 to B1, and as through the use of technology and the different activities of the class the students come to feel more comfortable and confident in relation to their knowledge, and it is possible to look for different strategies to teach in a better way.
- Likewise, it is clear to understand that students can use different types of helping which are considered optimal and improve their continuous learning, both in the classroom and in their daily lives.
- On the other hand, according to what is established by the Ministry of Education of Ecuador, while students use didactic strategies to better understand the information acquired in class and bring it a scientific and meaningful knowledge, teachers can implement different types of strategies that do not undermine the multiculturalism of the students.

CHAPTER VI

RECOMMENDATIONS

- Students should practice through different activities that help them to understand the contents and topics developed in the class.
- Teachers should focus their class activities on the didactic strategies of learning by reading and learning by doing, which can encourage students to learn more actively in the class.
- Teachers must focus on learning styles of students to find and use the appropriate strategies to improve the use of English language.

PROPOSAL

Propose some Didactic Strategies activities to develop during the teaching-learning process of the students is complemented.

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ANNEXES

ANNEX 1

List of Figures

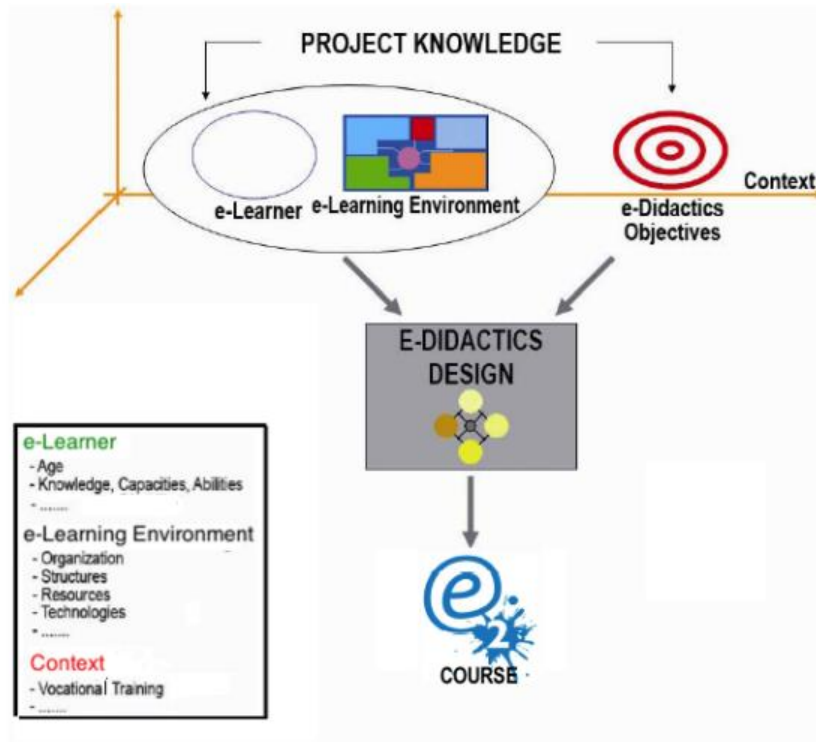


Figure 1 E-DIDACTICS DESIGN

Source: (Entonado, (2001))

ANNEX 2

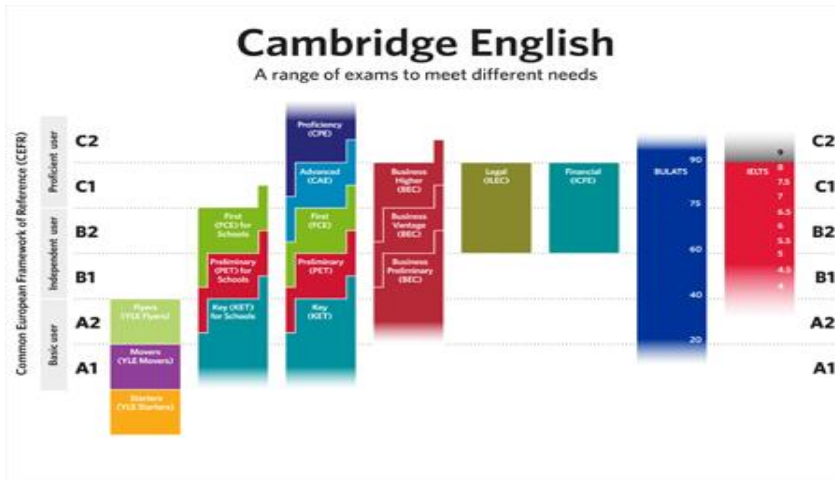


Figure 2 CAMBRIDGE ENGLISH RANGE OF EXAMS

Source: (University)

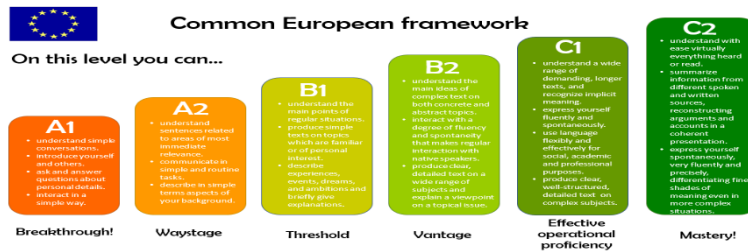


Figure 3 COMMON EUROPEAN FRAMEWORK

Source: (English)

ANNEX 3

List of Tables

STRATEGY	POSSIBLE COMPONENTS OF THE DIDACTIC METHODS
Learning by Reading	<ul style="list-style-type: none"> - <i>Face-to Face Lecture</i> - <i>Autonomous Learning</i> - <i>Exercising</i> - <i>Check</i>
Learning by Doing	<ul style="list-style-type: none"> - <i>Problem Solving / Problem Posing</i> - <i>Cooperative Learning</i> - <i>Frontal Lecture</i> - <i>Autonomous learning</i> - <i>Exercising</i> - <i>Check</i>
Learning by Working	<ul style="list-style-type: none"> - <i>Face-to Face Lecture</i> - <i>Autonomous Learning</i> - <i>Applicative Exercising</i> - <i>Case Study</i> - <i>Training on the Job</i> - <i>Frontal Lecture</i> - <i>Check</i>
Learning by Searching	<ul style="list-style-type: none"> - <i>Face-to Face Lecture</i> - <i>Case Study</i> - <i>Guided Discovery / Simulation / Informal Learning</i> - <i>Cooperative Learning</i> - <i>Frontal Lecture</i> - <i>Check</i>
Informal Learning	<ul style="list-style-type: none"> - <i>Visit on site</i> - <i>Reading of Daily Newspapers and Reviews</i> - <i>Navigation in Internet</i>

Table 1: DIDACTIC STRATEGIES

Source: (ELDStrategies., 2011)

ANNEX 4

VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	DIMENSIONS	INDICATORS
Didactic Strategy (IV)	A didactic strategy is presented to us at the time of developing a meaningful learning that helps us to understand and going to acquire the new language in the teaching learning process.	When there is a correct response to English language teaching by means of participation and social interaction, during the application of the didactic strategy chosen to work with the students. Measured through observation.	Social interaction	Frequency of response Interactivity
To Reach the Intermediate Level of English (DP)	It is essentially based on acquiring linguistics skills knowledge and using them correctly.	It is the use of different activities as tools in the classroom and some English instructions. Measured through a survey.	Frequency use the different activities Class participation	Frequency of the activities developed in the English lessons Desire of students to work with the activities

Table 2: *OPERATIONALIZATION OF VARIABLES*

Source: Thesis Report

ANNEX 5

A. SURVEY AIMED TO STUDENTS

Objective:

- To determine what are the activities which the students feel identified in the development of the English classes

INSTRUCTION:

➤ Mark with an X your answer.

1. Reading is a good strategy to apply during the English learning process.

Always	
Often	
Sometimes	
Never	

2. Tick the activities, which help you to understand in a better way the English language?

- Read
- Look for new information
- Listen to dialogues in English
- Work in groups
- Work by him/herself
- Watching movies
- Sing songs in English

3. Working with technological equipment help you to have a meaningful learning

Always	
Often	
Sometimes	
Never	

4. The use of technology motivates you during the English teaching-learning process.

Always	
Often	
Sometimes	
Never	

1. In your own opinion, is it good

1.1. To learn a new language while you are developing your job

1.2. It is better to learn a new language before getting the job

ANNEX 6

B. SURVEY AIMED TO ENGLISH TEACHERS

Objective:

- To determine the didactic strategy most applied by the English teachers during their classes, to get students' meaningful learning.

INSTRUCTION:

➤ Mark with an X your answer.

5. LEARNING BY READING is a good strategy to apply during the English learning process.

Always	
Often	
Sometimes	
Never	

6. Tick the activities which LEARNING BY DOING in classes help the students to understand and create their own knowledge

- Read
- Look for new information
- Listen to dialogues in English
- Work in groups
- Work by him/herself

- Watching movies
- Sing songs in English

7. Do you think that learn the new language while the students are developing their jobs is a good Didactic Strategy to apply during their learning process?

Yes

No

8. In your own opinion, is it good

- LEARNING BY DOING
- LEARNING BY WORKI



Pontificia Universidad
Católica del Ecuador

Sede
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APPLIED LINGUISTICS SCHOOL

DIDACTIC STRATEGIES ACTIVITIES:

DIDACTIC STRATEGIES` ACTIVITIES TO REACH THE INTERMEDIATE
LEVEL OF ENGLISH LANGUAGE

AUTHOR

GUERRERO CAMACHO CARMEN STEFANIA

ESMERALDAS, 2020

INTRODUCTION

During the teaching-learning process of the 5th and 6th semester students of the PUCESE, we found that the development of the LEARNING BY READING and LEARNING BY DOING teaching skills are the most used in the classes.

Therefore, for a better understanding we find the following class activities that will help develop and reach an intermediate level in the learning of these students.

JUSTIFICATION

The module of work that is presented below has as main objective to help students to reach one of the many levels of learning that according to the EUROPEAN COMMON FRAMEWORK, it is necessary to take into consideration as part of the level of English that the students must develop during their learning process.

It is necessary to understand that the different levels of English are not easy to reach, but with the dedication and the appropriate materials it is very probable and almost certainly that the class days will be developed in a better pleasant way. It is for this reason that when using this module, it can be taken into account that the students will not only use a book that they sometimes do not understand, but they will also be able to use activities that in most cases are work instruments more suitable for students to understand the activities in the classes.

OBJECTIVES

General Objective

- To reach the intermediate level of English as a foreign language through strategies.

Specific Objectives

- To help in the teaching-learning process of students through the development of class activities.
- To encourage students 'learning carried out different activities of the strategies.

- To apply teaching strategies that are common during the classes.

For a correct development of the different activities in relation to the strategies that can be implemented in the classes, we must take into consideration the following:

Carry out the activities step by step, without pressure and with the appropriate recommendations.

LEARNING BY READING

- Students should read each reading thoroughly, and then answer the questions correctly.

I. The Weekend Market

Instructions:

- Read the short essay below and answer the questions



Many tourists I have met have told me that one place they have to go is the weekend market. This market is huge and has everything from bags, souvenirs and handicrafts to many kinds of animal and many kinds of plants. It also has a fantastic variety of local food. In other words, the weekend market is a great place for shopping and experiencing the local culture.

The market is located near the city's main bus station so people come from all over the country to buy and sell goods. Moreover, it is also near a sky train station and a subway station that makes it very convenient for city people, especially young people who do not have cars. The market is very large and full of hundreds of small shops and stalls. Consequently, it can be confusing to get around. However, if you get lost, it is a good idea to look for the clock tower, which is right in the middle of the market. It will help you find your way.

When I walk into the market early on a Sunday morning there are people, cars, and motorcycles everywhere. You have to be careful where you walk. Many people are bringing their goods to sell in big bags on carts and trolleys. In fact, you might even have to jump out of the sellers' way as they charge along the narrow walkways with their goods. In addition to the sellers, tourists and locals are pouring in looking for something to eat or ready to start shopping. As time goes by, the market gets more and more crowded and you have to start squeezing past people to keep moving.

As you walk through the market, you will experience many sensations. For example, there are many smells, scents and aromas. One moment you will smell the aromas of stir-fried cooking dishes from a small restaurant and the next you smell the scents of orchids and other flowers as you pass through the cooler and more relaxing garden section. Furthermore, walking deeper into the market, your eyes will have trouble recording so many products with their many colors, designs, and sizes. After a while, you may feel dizzy and look for a quiet place to have a rest and a refreshing drink. Fortunately, there are many small cafes and drink stalls selling fresh coconut juice, orange juice or iced water.

To sum up, a day at the weekend market is both a day of shopping and a unique experience for your senses. A kind of magical journey is great as a first experience for tourists and an escape from daily life for locals. Moreover, while it is usually hot and crowded, the atmosphere is friendly and good-natured.

QUESTIONS

- ❖ Why is the weekend market a great place to go on the weekend?

- ❖ Why can the market be confusing?

- ❖ How might you feel when walking through the crowded parts of the market?

- ❖ What do you have to be careful about as you walk through the market?

- ❖ Why is the market described as a “magical journey”?

II. *First Day at University*

Instructions:

- Read the short essay below and answer the questions



What important days in your life do you remember? I remember my first day at university very clearly. I felt excited and happy. At the same time, I was very nervous because I did not know anyone. However, my first day at university was memorable.

At first, I was confused and lost. I did not know where to go. I had to ask a stranger where the first-year students were going to meet. This person was very polite and showed me the way. I walked through some big buildings, and when I arrived, I saw many students and I felt scared.

After a while, I told myself to be braver. I asked one girl what was happening and we discovered that we were in the same group. We introduced ourselves. Her name was May. We joined in with the activities for “freshie” students. Soon, I started feeling much better. The activities helped me feel part of a team and I was beginning to feel that I had become a university student.

Later, we began our classes. However, all our classmates were quiet. The teacher talked for a while and then we introduced ourselves. I met two girls. Their names were June and Apple. Soon we became good friends, started chatting, and learnt more about each other. Although we came from different provinces, we had a lot in common. We spent the rest of the day together until we had to go home.

I am always going to remember that day because I had the opportunity to meet many people. Most importantly, I met the best friends that I have ever had. Finally, I think that it is natural that on the first day at university, we feel nervous, but often-difficult experiences have happy conclusions. That is why I say that my first day in the university was very memorable.

QUESTIONS

- ❖ How did the student feel at the beginning of the first day at university?

- ❖ When did the student's first day start to improve?

- ❖ What do you think was the best thing that happened to the student on this day?

- ❖ ¿Do you think the writer is male or female. Why?

- ❖ ¿Do you think this person went on to be a successful student. Explain?

III. *High school students and university students*

Instructions:

- Read the short essay below and answer the questions



Education is very important for society. It is very important in the development of the individual, too. However, there are many methods of learning and ways to develop students' skills, so it is very difficult to work out which are the best paths to educational success. Nothing demonstrates this more than the differences between the lifestyles of high school students and university students.

First, high school students just have to follow the rules and obey their teachers. In contrast, university students have more responsibilities than high school students do. They have to be more independent and make decisions by themselves. For example, they have to manage their schedules and do assignments.

Second, high school students usually have more fun than university students do. Their lives are not so serious. They are more carefree, and they do more fun activities. University students, however, often do not have much free time. Moreover, they are more stressed because their exams are more serious.

Finally, high school students often live in a small, narrow world. They usually go to school with people similar to themselves. They live similar lives and think alike. No one challenges his or her ideas. University students, on the other hand, mix with a wider range of people. They meet different kinds of people. They have to start to learn to live in the real world. As a consequence, most university students become more open minded.

In conclusion, it seems clear that different educational situations and environments suit different age groups. Is this true? On the other hand, do we just rely on ideas handed down from earlier generations? Perhaps, we need to try to pick the best features of the lifestyles of high school students and university students. Then we might be able to create better educational systems for the 21st century.

QUESTIONS

- ❖ What is a problem with creating an effective education system?

- ❖ What are some positive qualities that students learn at university?

- ❖ What are the benefits of being a high school student?

- ❖ What are two weaknesses of the high school students' lifestyles?

- ❖ Why do we need to look at the advantages of each kind of student's lifestyle?

IV. Why People Get Tattoos

Instructions:

- In these exercises, students must choose the best way to correct errors highlighted in the given paragraph.



Jack lay, quiet and unmoving, for thirty minutes while a stranger repeatedly stabbed him with sharp needles, causing blood to pour steadily out of his leg. Jack was getting a tattoo. His friend Tony had recently gotten a tattoo, and Jack was so impressed by Tony's bravery and his tattoo that he decided to get one too. Getting a tattoo because your friends and peers have them is just one of the reasons why many young people in North America get tattoos. Peer pressure, media influence, and personal expression are some of the common reasons for wearing tattoos today.

The desire to be part of a group, to be accepted by one's friends or peers, can have a great influence on what a person does. Sometimes, wearing a tattoo can be a sign that you belong to a certain group. Gangs often use special clothes and tattoos to identify their particular group. For example, in one gang all the members may wear green army jackets and have large 'Xs' tattooed on their arms. It is not only gangs that have this type of special 'uniform'. Young people often belong to a certain group of friends. Some of these groups wear only brand-name clothes. Some wear only black clothes. Others wear tattoos. When a person's friends are all doing something, such as getting a tattoo, that person is more likely to do the same thing and get a tattoo too.

The media is another big influence behind the popularity of tattoos in North America. A wide variety of media images show tattoos. Tattoos can be seen on people appearing in commercials selling expensive cars. Famous sports heroes with tattoos are shown in magazines. Fashion models are often seen in magazines and on TV wearing designer clothes that show their bodies tattooed with detailed and colorful patterns. These media images link

tattoos to ideas of wealth, success, and status. As a result, many people decide to get a tattoo for its fashion and status value.

It is not always the influence of other people or the media that results in a person getting a tattoo. Many people decide to wear tattoos to express their artistic nature, their beliefs, or their feelings -- in other words, to show their individuality. A musician in a rock band may get a tattoo of a guitar on the arm. Some environmentalists may tattoo pictures of endangered animals on their shoulders. Lovers may tattoo each other's names over their hearts. A tattoo can be a public sign to show what is important in a person's life.

As you can see, there are many reasons why young North Americans get tattoos. A tattoo can be part of a group's uniform. It can be a sign of fashion. It can be an expression of individuality. The decision to get a tattoo is most often a result of the influence of friends or media or the desire to express oneself. For Jack, it was a mixture of all three.

QUESTIONS

- According to the essay, what are the three most common reasons why a person gets a tattoo?
 - a.
 - pressure from their peers
 - b.
 - it is healthy
 - c.
 - influence from the media

d.

- a way of personal expression

✓ According to the essay, which of the following are common ways that people show they belong to a certain group?

a.

- wearing a tattoo

b.

- wearing special clothes

c.

- wearing a special uniform

d.

- wearing a special kind of socks

• According to the essay, which of the following are ways that the media uses tattoos in advertising?

a.

- to sell cars

b.

- by using fashion models

c.

- by using sports stars

d.

- by using endangered species

LEARNING BY DOING

- Develop the activities, prior to the respective reading, after completing each activity, start with the reading and carry out a self-evaluation on the correct answers they have.

I. Passive Voice – Mixed Passive Forms Match the Sentence Halves

Instruction

- Match together the two halves of each sentence:
2. The lights
 3. Oliver's grandfather
 4. My beautiful and talented daughter
 5. These tartan dresses
 6. Pukka Pies
 7. Sylvia's theory
 8. Harold's new sports car
 9. Our living room
 10. The children
 11. This educational software
 12. New apartments

13. My lucky brother
 14. The lecture
 15. Paul's latest assignment
 16. Fifty thousand party balloons
-
- a) were made in Scotland.
 - b) are being built all over the place!
 - c) was developed by the Online Teaching Association.
 - d) had been proven correct after all.
 - e) is reckoned to be the best dancer in the whole school!
 - f) was stolen last Thursday.
 - g) wasn't marked because his tutor lost it.
 - h) is buried here.
 - i) was interrupted by a fire drill.
 - j) are sold in Britain every day.
 - k) was upgraded on his flight home from Perth.
 - l) had been told not to play near the railway line.
 - m) are eaten all over the world.
 - n) had been left on all night.
 - o) is being fitted for a new carpet.

II. Test Your Grammar Skills

Using Modal Verbs 3 – Planning a Surprise Party

Instruction

- Imagine you are planning a surprise party for your friend's birthday.
- Make a note in the boxes below of all the things that you might do, could do, should do, must do, can do and will do:

I might . . .	I could . . .	I should . . .
I must . . .	I can . . .	I will . . .

III. Test Your Grammar Skills

Pre-Intermediate Lesson – Correct the Errors

Instruction

- Check out the following sentences made by Polish students at a recent pre-intermediate spoken English lesson. The students were talking about going on holiday in Poland.
- Consider the error(s) in each sentence and suggest corrections:

1. We visited to Mexico City.
2. I was in Olsztyn on the lake.
3. You can visit Ocean Museum in Gdynia.
4. It is many tourists in Zakopane.
5. I was there in the ski.
6. It was three days when we had to hard working.
7. We met some Italish people.
8. It is a difference between a tourist and a traveller.

9. I enjoy driving a bicycle.
10. We go there one time a year.
11. There were too many litters.
12. It was very big problem.
13. I went to the big large park.
14. I was travelling by own.
15. It is funnier when you travel with a friend.

IV. Test Your Grammar Skills
Prepositions of Place – Where I Live

Instruction

- Write fifteen sentences about the important buildings and places in your town or city. Use one of the following prepositions of place in each sentence:

Next to near opposite behind in front of in on

For example: “The bus station is next to the theatre.”

1. _____.
2. _____.
3. _____.
4. _____.
5. _____.
6. _____.
7. _____.
8. _____.
9. _____.

10. _____.
11. _____.
12. _____.
13. _____.
14. _____.
15. _____.

V. Test Your Grammar Skills

Using Modal Verbs 1 – Plans for the Weekend

Instruction

- What are your plans for the weekend?

Make a note in the boxes below of all the things that you might do, could do, should do, must do, can do and will do:

I might . . .	I could . . .	I should . . .
I must . . .	I can . . .	I will . . .

