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# **PRIMERA JORNADA PEDAGÓGICA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA**

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## **INTRODUCTION**

**The principal objective that inspired the English and French Directors to carry out the First Pedagogical Workshop was to rise the well known name of our School of Languages and Linguistics.**

**Another purpose was to motivate our colleagues to participate sharing different experiences related to teach a foreign language, but at the end many participants from diverse careers, faculties and institutions sent their abstract to be part of the First Pedagogical Workshop.**

**This kind of activities give the opportunity to interchange opinions, to reinforce knowledge, to acquire new information and to update methodologies and techniques, however, It was a collaborative and rewarding task that allowed to apply the different languages and demonstrate how productive we can be.**

**This event also empowered the relationship between colleagues, friends and students who visited the institution and enjoyed this unforgettable experience.**

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## **The Results to use Pronunciation Tools in Adult learning**

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## **Abstract:**

This piece of research examines the transition of language and its evolution in accordance with the new requirements and types of communications through qualitative and quantitative content, document and literature analysis. The usage of listening material in diverse presentations focused on communication via a Pilot Pronunciation Software is what this paper mostly cored.

**Key words:** evolution, qualitative, quantitative, Pilot Pronunciation Software.

## **Introduction**

As we already know every student decides to be exposed to a new language with a strong desire to understand and be understood. The among of material we face nowadays such as: social networking sites, blogs, wikis, video sharing sites, hosted services, web applications and mash ups, gives the path to make our learner better foreign language emulators. Authors as: Michael Rost, H Douglas Browne, Anne Anderson and Tony Lynch who mostly foster the use of listening material to create effective and affective learning are the main references in this research.

## **Development**

It is important to mention that the lack of listening practice during a foreign language acquisition is the main reason I decided to do this research, inserting the use of a Pilot Pronunciation Software use mostly on 18 to 65 years old users.

The students at those ages face two main issues: the lack of use of certain vocal cords and a strong analytical learning attitude, both of them make listening development such a hard job along the teaching-learning process.

Research has demonstrated that adults spend 40-50% of communication time listening ([Gilman & Moody 1984](#)), but the importance of listening in language learning has only been recognized relatively recently ([Oxford 1993](#)). Since the role of listening comprehension in language learning was taken for granted, it merited little research and pedagogical attention. Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. Listening has emerged as an important component in the process of second language acquisition ([Feyten, 1991](#)). Based on all these contributions the development of Pronunciation software targeted on specific age-needs is a challenge in an Ecuadorian English teaching methodology.

The International Phonetic Alphabet (IPA) is the core of the Pronunciation software, using the sibilants, consonants and vowels sounds such as: nasal, plosive, affricative, fricative, dental, palatal, velar, glottal among other important categorization, as the IPA shows as well in American as British pronunciation.

This research was done 10 years ago, and we still have the same problem nowadays so it is important to study the pedagogical and psychological influence of this software on adult students' learning process. Talking about pedagogical field it is important to foster the recognition and pronouncing of certain sounds in an individual way instead of a whole word or phrase in order to acquire a foreign language, the perception and activation is an active process which involves all the language passive skills levels, starting from an isolated utterance to the phonology; to show this leaning phenomenon I point out an example: *How many sounds can you produce in the word **CAN**?* You might say 3 sounds but during the listening process it is hard to distinguish where exactly each sound starts and finishes, it is because the phonemes production-detection is a fast and unconscious inner process in which all the parts of the speech move around the mouth without stopping until the end of the word or phrase.

The target question in most of researchers and teachers is: *Does Phonology teaching play an important role for an outstanding pronunciation?* Many of them could **agree**, while others could **disagree**. Although the IPA teaching is not part of the scope /sequence on

the majority of the books and teaching phonemes in class bumps into a funny and frustrating time, many teachers back up the phoneme content teaching. I will enlighten this teaching strategy showing the results of a research done in different institutions in New York, where English is taught to Latin-American immigrants.

<b>Professor</b>	<b>Students' age</b>	<b># of students</b>	<b>Kind of exercise</b>	<b>Results</b>
Fathman	6-15 years	200	Pronunciation Dictation, Listening Comprehension and Conversation	Quite young for the pronunciation, quite old for the syntax and morphology, except the conversation
Heidelberg	15-55 years	48	Pronunciation, listening, Morphology and translation	The language acquisition strategy is appropriate but learning is affected by the time they live in USA
Patkowski	67 years	67	Oral interviews	Age is a good alliance in a foreign language prediction and learning

The psychological field of this Pilot Pronunciation Software spotlights on psycho-linguistic learning strategies by using behaviorism principles which appoints to a simple guided learning behavior. Staats, Arthur W. has been writing for several years, supporting the principles of a behavioral interaction approach, in which he constantly focuses on the innate and easy language acquisition guided by parents and teachers, and I will probe that the use of technology surroundings is also part of this gradual learning where conditioning and response effect could create an appropriate pronunciation-listening establishing causal relationship.

The use of the Pronunciation Software on age needs had as main purpose to create a constant reviewing system for any kind of student no matter: age, language, or ethnic roots. Each lesson was designed to get familiar under 3 main aspects: parts of the speech position, sound, and phonetic symbol. The appropriate repetition of the words will enable the user to go to the use of the word in a complete utterance. The constant practice of the vowels, consonant and diphthongs sounds will become students in autonomous learners.

### **Conclusions:**

1. All the 150 exposed students to the Pilot Pronunciation Software improved their listening comprehension and their pronunciation skills in 80% on their listening tests.
2. The behaviorism theory was probed as one of the oldest and effective one
3. Psycholinguistic field was also explored through the analytical system adults have to learn a foreign language.
4. The research methods I used as inductive and deductive ones besides interviews and surveys gave the enough information to this research to elaborate qualitative and quantitative results.
5. Technological tools nowadays have to be explored and highly recommended to improve learners' listening skills.

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## **(6)TEACHING ENGLISH TO FUTURE SPANISH TEACHERS THROUGH PERFORMANCE-BASED ASSESSMENT TOOLS**

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**Abstract:**

This scientific article describes the experiences and challenges of teaching English to future Spanish teachers in the career of Basic Education at the University of Guayaquil in the Faculty of Philosophy, Arts, and Sciences of Education, taking into account the Ecuadorian English curriculum guidelines. The objective of this article is to suggest the use of performance-based assessments recommended in the English Teacher Standards of Ecuador because they give students the opportunity to use the English language in real-world contexts. In order to support this article, some instructional practices were performed in the classroom resulting in the effectiveness of these assessments. Although the results were positive, there is one observation, the English program of the career is not completely appropriate for these students because it demands students to take all levels of English in one semester of the career making the contents of the English syllabus very extensive to be studied in only one period. This article also invites coordinators, educators, and authorities of the career to discuss their English program in order to make the respective modifications.

**Keywords:** Experiences and Challenges of teaching English; Ecuadorian English curriculum Guidelines; Performance-based assessment; English Teacher Standards; English syllabus

**Introduction**

For many years, the Ecuadorian education has presented difficulties especially in the English area. This issue still remains especially in public institutions where students do not have all the necessary opportunities to acquire English in an EFL environment especially where there is little effective interaction with real and authentic situations.

In 2012, the Ecuadorian Ministry of Education launched the English curriculum guidelines updated in 2014 and shaped by the Common European Framework (CEFR) based on the Communicative Language Teaching approach which indicates that the learners need to

express or understand to communicate effectively in real-world contexts that allow students to use the language productively (speaking and writing) and receptively (listening and reading). This approach focuses on learning language through and for communication (Herrera & Murry, 2011). According to these guidelines, when students finish high school, they should reach the B1.2 English level which indicates that students have sufficient range of language to describe situations, explain ideas, problems, and express thoughts.

The problem appears when students start the public higher education level and take the diagnostic tests. The results show that their communication skills in the English language have not been sufficiently developed which leads to English university teachers to face challenges. The English Teacher Standards of Ecuador (2012) specifically recommends the use of performance based assessments which permit a longer exposure to the target language; allow us to observe and monitor student learning; and involve much more authentic applications than do traditional paper-and pencil tests (Herrera, Morales, & Murry, 2013).

Working at the University of Guayaquil with future Spanish teachers who study in the career of basic education, has brought many opportunities to use performance-based assessments with effective results. The purpose of this scientific article is to suggest and motivate English teachers to implement performance-based assessments in their classrooms. This article also invites coordinators, educators, and people involved to discuss the English program of this career which is not completely appropriate for the students because it demands to take all the English levels in one semester making the contents of the English syllabus very extensive to be studied in only one period.

This article presents an analysis of the National English Curriculum Guidelines and Standards; the importance and types of performance-based assessment applied in some teaching and learning process, and the conclusion.

### **Development:**

#### **An Analysis of the English Ecuadorian Guidelines**

In 2014 the Ecuadorian Ministry of Education updated the National English Curriculum Guidelines whose main objective is to help students develop their communicative language skills. These guidelines acknowledge: the importance of learning and speaking more than one foreign language in order to interact and communicate in today's globalized world; the need to align the English curriculum to standards like the Common European Framework of Reference (CEFR) which is internationally recognized; and the application of language teaching and learning practices based on the Communicative Approach. Therefore, these guidelines are shaped by the CEFR based on the Communicative Language Teaching Approach whose syllabus is organized based on language functions that the learners need to express or understand to communicate effectively. This approach is characterized by the application of classroom tasks and activities that allow student to use the necessary skills for communication in order to use the language productively (speaking and writing) and receptively (listening and reading); and by the use of language forms such as grammar, vocabulary, and pronunciation.

The National English Curriculum Guidelines (2014) announced the six English levels of the Common European Framework: A1 - A2 for basic users of language; B1 – B2 for independent users of the language; and, C1 – C2 for proficient users of the language. According to the National Guidelines, the overall objectives are to ensure high school graduates reach a B1 level and build up learners' communicative language competence which is contradictory if we observe the results of the diagnostic tests taken by the students in their first English course at university. This is a situation that English teachers face and challenge in higher education levels specifically in careers that do not belong to the school of languages.

Going back to the English levels, the National Curriculum (2014, pg. 22) presents the student's Exit Profile Level B1 divided into three components: linguistic, sociolinguistic, and pragmatic. The linguistic component indicates students must be able to have a sufficient range of language and vocabulary to express and describe different topics. The sociolinguistic component indicates that learners must be able to perform and respond using different language functions as well as be aware of the differences between customs, usages, attitudes, values, and beliefs. Finally, the pragmatic component which indicates that learners must be able to adapt their expressions to deal difficult situations; exploit simple language flexibly to express what they want; intervene in discussions and others.

This is what the National Curriculum Guidelines require for high school graduates; but, It is observed that when these students come to our classrooms at public higher education institutions, they face a lot of difficulties when learning and acquiring the English language resulting in a great challenge for teachers to find out tools to help learners reach the desired level.

### **The English Teacher Standards of Ecuador.**

In 2012, the Ecuadorian Ministry of Education presented the English Teacher Standards based and developed by the Teachers of English to Speakers of Other Languages (Tesol). These standards are organized in five domains: (1) Language, (2) culture, (3) curriculum, (4) assessment and (5) professionalism. The fourth domain deals with “Assessment” which refers to “the importance of using a variety of performance-based assessment tools and techniques to inform instruction in the classroom” (p. 6). The literal C of this domain indicates that teachers must know and use a variety of performance-based assessment tools and techniques to inform instruction in the classroom such as portfolios, videos, classroom observation checklists, and others. It is important to indicate that the standards also require teachers to know how to assess content-area vocabulary, language skills such as listening, speaking, reading, and writing; as well as prepare students to use self- and peer- assessment techniques and rubrics.

### **Performance- based Assessment**

Rutter (2015) indicated that these assessments offer a valuable alternative to the standard forms of student evaluation and require students to solve real-world problems, perform, or produce something with real-world application for a meaningful learning. They also allow teachers to assess students’ skills and knowledge, critical thinking, and the development of projects. Rutter (2015) also stated that the use of performance-based assessments is aligned to what Bloom’s Taxonomy calls application. Heacox (2012) also supports the use of performance-based assessment and indicated that, “The application level of thinking asks students to do something with what they have learned. When students demonstrate, construct, record, or use their knowledge, they are thinking at the apply level” (p.74). Rutter (2015)

emphasized that these assessments can move beyond Bloom's Taxonomy when students display creativity and the results of a project or performance are genuinely new and involve research, planning, design, presentation, and in the case of team-based project, collaboration. Performance-based assessments are important because they represent a set of strategies for the acquisition and application of knowledge skills, and work habits through the performance of tasks that are meaningful and engaging to students.

### **Application of Performance-based Assessments in the Classroom**

In order to support the theory about the effectiveness of Performance-based Assessment, some of them have been applied in the teaching and learning process with students who are in the Basic Education career of the Faculty of Philosophy, Arts, and Sciences of Education at the University of Guayaquil. In these practices, we have applied different types of performance-based tools that ask students to demonstrate their knowledge, understanding, proficiency; and allow teachers to distinguish the application of specific skills. Among a variety of performance-based tools and strategies, we have mostly applied: role plays, demonstrations, videos, portfolios and rubrics.

**Role Plays.** They provide a safe environment which builds confidence in team members that help students in their day-to-day roles. Russell and Shepherd (2010) defined role plays as forms of experiential learning that allow educators and students experience satisfaction. Working with EFL students, it is observed that students feel motivated when it is time to demonstrate their knowledge through role plays because they have the opportunity to create their own dialogues, drama, conversations as well as to use real objects that make their plays more attractive and entertaining.

**Demonstrations.** Psencik (2009) found that "demonstrations expect students to create, produce, explain, justify, share, and self-reflect on their own learning" (p. 71). Demonstrations refer to a variety of potential educational projects, presentations, or products through which students demonstrate what they have learned and to what degree they have achieved the expected learning standards or objectives. In real situations, EFL students have proven to be able to put into practice what they learn, for example, students have been able to give demonstration lessons, talk in front of an audience using technological resources, perform

and show their talents and creativity. Demonstrations allow students to learn English taking into account their preferences and learning styles which is important for educators to identify in order to provide learners with instruction according to individual learners' needs, styles, or interest (Heacox, 2012).

**Videos.** Taking advantage of technology, students feel motivated when they practice language through videos. In pairs or groups, students have opportunities to practice the target language. Usually, EFL students do not have access to other language users with whom they can practice. Technology has the potential to overcome this limitation and provide learners with the opportunity to communicate with others (Pim, 2013 p. 23). In real practices, students have demonstrated that they are able to create, design, and produce videos with creativity and enjoyment. While watching the videos in the classroom, students can observe and reflect on how their communicative skills have been developed or recognize the ones that need more practice. Videos in the classroom elaborated by the students, is a very dynamic way to energize and engage students in the teaching and learning process.

**Process portfolios.** They show a progressive record of student growth through the collection of various types of work such as writing, art, photographs, projects, and other works carried out in the teaching and learning process in or out of the classroom. Vann (2000) indicated that "teachers prefer to use process portfolios because they are ideal for documenting the stages that students go through as they learn and progress" (p. 533). In the classroom with EFL students, portfolios have been carried out in an effective way. It is important to clarify that portfolios should not be only a collection of works to be presented at the end of a unit. Portfolios must give learners opportunities to reflect on their work and to develop their abilities to critique their own progress.

**Rubrics.** They are used to grade and evaluate students' works. They have the potential to help students develop understanding, skills, and make dependable judgments about the quality of their own work. It is important for teachers to clarify the standards for a quality performance and guide ongoing feedback about the progress toward those standards. The use of rubrics is an effective way of motivating and empowering students through authentic

assessment practices because students practice the target language in a way that moves beyond the parameters of a typical classroom lesson or unit of study (Litz, 2007).

In order to effectively apply performance-based assessments tools teachers should apply cooperative learning that emphasizes reliance on positive interdependence among learners; the success of each group member is dependent upon that of his or her cooperating peers- one cannot succeed without the others (Herrera, 2010, p. 105). Herrera (2010) recommended the use of grouping configurations such as individual students, total group, pairs/partners, or small groups that can be applied effectively with performance-based assessments as they promote the most effective use of instructional time when configuring teams of learners that will support one another in their linguistic, academic, and social development (Herrera, 2010, p. 113).

## **Conclusion**

The Ecuadorian English Curriculum guidelines, based on the Common European Framework, require high school graduates to reach the B1.2 English level. Despite this requirement, when students start the public higher education level, they demonstrate that their English skills have not been fully developed which means that they have not reached the required level. This is a challenge for English university teachers, for this reason; we need to select effective strategies, techniques, and tools to help these students succeed in the target language. The English Teacher standards (2012) based on the Communicative Approach suggest the use of performance-based tools and assessments because they allow students to use the language productively through speaking and writing and receptively through listening and reading.

Students, who study in the basic education career at the University of Guayaquil, have demonstrated that performance-based assessments can be effective to develop their English skills. In the act of learning, learners obtain content knowledge, acquire skills, and develop work habits, as well as practice the application of real world situations which is meaningful and engaging to students. Students have multiple opportunities to develop their communicative skills through role plays, demonstrations; creation of portfolios and others which have been

effective to assess in different ways taking into consideration every student's learning style, preferences, and likes. It is also important for teachers to apply strategies of grouping configurations because students are given more opportunities to cooperatively learn with and from others whose biographies are different from their own.

With respect to the English program of the career, it must be recommended to make the respective modifications in the distribution of hours that students take the English courses to obtain more effective results. In this way, the students of the Basic Education career will be able to succeed in the target language. Teaching English to EFL students is a challenge especially if we want them to accomplish the objectives of the National English Curriculum Guidelines, but with an effective use of performance-based techniques, support, and dedication, we can help learners to reach their goals.

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## **(9) LIITERATURE CIRCLES: ENHANCING AND IMPROVING STUDENTS' READING COMPREHENSION SKILLS.**

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**Abstract:**

The following proposal is designed as a workshop that will focus on one important skill when learning a language, such as reading. As English Language educators, we are aware about the importance of the integration of the four language skills within a class in order to achieve communicational goals successfully. However, it is also important to recognize that in order for students to produce the language in a spoken or written form, they might have had to receive input information through their receptive skills (listening and reading) in a way that is comprehensible for them. Therefore, as a way to facilitate the input process through reading, this proposal will provide the Literature Circles activity as a teaching technique to enhance and improve the reading comprehension skills on the students. Providing with a theoretical overview about research done in this area is critical, since it will show that implementing Literature Circles in class can create discussions at higher stances, therefore it implies complex levels of thinking, which then improve language and literacy (Larson, 2010). This will then lead to provide the necessary guidelines and basic steps that teachers will need to follow in order to implement this activity within their regular class according to their needs. A final modeling of the reading activity is carried out with the audience as a way to show that implementing Literature Circles will not only help acquire reading comprehension skills on the students, but also it will help develop critical thinking skills. Therefore, cognitive skills will be improved as students will generate ideas from the text, they will make predictions, and make connections to experiences, and this will grant students to construct deeper meaning and understanding. Meaningful learning will be achieved.

**Keywords:** language skills - input process - improve - construct

**Introduction**

Ecuador with approximately 283.561 square kilometers of land area (including the Galapagos Islands) is considered one of the countries with a greater biodiversity. It is the Amazon, Highlands, and Costal Regions that provides this small country with the greatest diversity of Flora and Fauna. But it is not only about the variety of species, the variety of cultural features in its population too. People in Ecuador belonging to a certain region can be differentiated regarding specific cultural aspects. For instance, just to mention a few, the traditions, the people's beliefs, their traditional customs and also their social interaction can provide any community or specific population within the country with its own ethnic or cultural identity.

Therefore, it can be assumed that every student going into any public school in Ecuador have a large set of cultural backgrounds. Any school can have students belonging to any region in the country, meaning that the vast diversity of cultural aspects, as mentioned above, is all gathered inside a classroom. Unfortunately, in terms of the students' learning process, this cultural aspect is not considered during the instruction within the classroom. As Caldwell & Siwatu (2003) state that students with a strong sense of ethnic or cultural identity rate higher on measures of emotional wellness that correlate with high student achievement. This study then, is intended to rise up not only the students' but also teachers' awareness about the multicultural aspects and diversity that children (and family) bring to the classroom. Being conscious about such differences and commonalities can supply educators with the appropriate decisions, changes and adaptations (assessment) inside the classroom in order to improve the students' learning process as well as their personal development.

The purpose of this research is to provide with some strategies to culturally assess students and create positive environments that will benefit them for a successful academic performance.

## **Development:**

## **Culture**

There have been many attempts to provide with a definition that encloses the vast of elements intrinsic in such a word. The following are several descriptions of Culture and some characteristics that will provide with a general view and understanding about what is considered Culture currently.

Culture is formally defined as a social system of rules, language, customs, rituals, arts, government, expectations, norms, values and ideals that people share (Pang, 2001). Although a notion of Culture is quite difficult to grasp, we, as individuals, use and learn Culture in our daily lives, it is what enables us to function interacting with other people (Banks & Banks, 2004). Pang (2001) also suggests that answering questions like: *Who are we? – How do we relate to each other? – How do we behave? – How do we care for ourselves? For others?; can help us fully understand about cultural knowledge.*

## **Multicultural Education**

Stanton & Gonzalez (2011) describe Multicultural Education as the movement that seeks to make education equitable for all groups of people. It is important to also give a definition to this movement within the U.S territory since it was the result of the teachers' necessity to give the appropriate cultural support to students with different backgrounds. Bennet (2007) defines Multicultural education in the United States as "an approach to teaching and learning that is based on democratic values and beliefs and affirms cultural pluralism within culturally diverse societies in an interdependent world." Another idea of Multicultural Education is that students, regardless their gender, social class, ethnic, racial or cultural characteristic, should have an equal opportunity to learn in the school (Banks & Banks, 2004).

Tiedt & Tiedt (2005) believes that the three elements: *Esteem, Empathy and Equity* are central to working with the students to achieve multicultural objectives. Figure 1. is provided to demonstrate these three elements

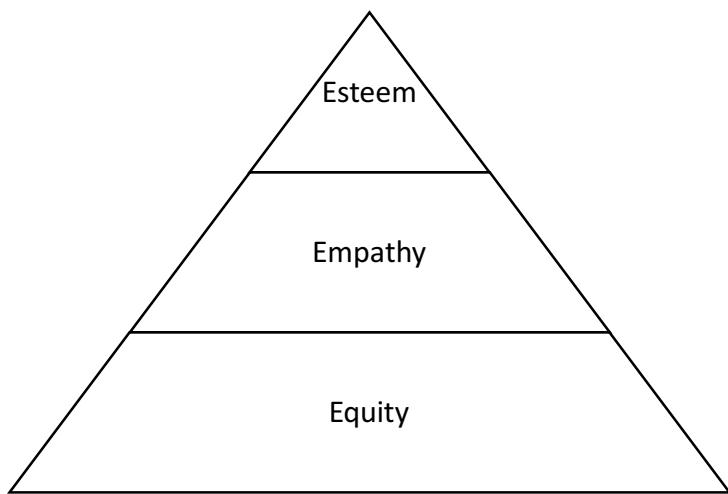


Figure 1. Elements of Multicultural Education

Additionally, Brisk (2008) states that there are some factors that impact the academic performance and personal development of culturally diverse students inside the classroom. These factors are: Language, Culture and Identity and, as the author indicates, they are closely related to generate a positive influence towards the students' school achievement.

It is necessary now, as teachers, to be knowledgeable about these aspects the students possess and also be responsive to their needs. Be flexible and prepared in a fashion that supplies the cultural needs in the classroom. Kang & Hyatt (2010) noted that multicultural education should be taught in a way that educators are capable of meeting the needs of diverse student populations. Another researcher suggests teachers to help each student become an "intercultural speaker" who is able to interact with others, to accept other perspectives and perceptions of the world (Su, 2011).

## **Application in the classroom**

### **School Puzzle**

The idea of this activity is to create a large puzzle picture that identifies each of the students in the classroom. Each child receives a puzzle piece on which they can draw, paint or paste any illustration that demonstrates his or her cultural identity. These features can be cultural traditions, hobbies, interests, favorite foods and so forth. After students have created their own piece, all of them are combined to form a final puzzle that pictures the idea of cultural diversity in the classroom.

### **Cultural tools: Analogies, Proverbs, and Metaphors**

Cultural tools such as analogies, proverbs and metaphors can help teachers make instruction more meaningful. Cultural examples and comparisons can provide students with a new understanding of things work in a different setting (Pang, 2001). The basic idea is to demonstrate some examples of metaphors and proverbs that students are familiar in their cultural context and make a contrast and encourage students reasoning to build and gain cultural values and beliefs. The following are some examples of proverbs that can be used in the classroom:

#### **Spanish Proverbs**

*Dime con quien andas, y te diré quien eres. (You are known by the company you keep)*

*No hay mal que dure cien años, ni enfermo que lo aguante. (This too shall pass)*

*Camarón que se duerme, se lo lleva la corriente. (He who snoozes loses)*

## **Talking about Prejudice and Racism**

As responsive teachers, we should be attentive to what students are saying to each other, in order to prevent offensive language in the classroom and hostile attitudes with racial connotations. A teaching strategy adapted from Tiedt & Tiedt (2005) for having students share and discuss in the classroom topics related to prejudice and racism, would be beneficial to avoid insensitive demeanors. The teacher shares readings with the students, such as: *The Birchbark House - Never Mind! A twin novel*. These readings will provide insights about the meaning of the terms prejudice and racism. Students discuss the stories and give responses to what could be the harmful effects in any individual. Finally they are required to a written response to the following:

*Prejudice means* \_\_\_\_\_

*I don't like it when someone calls me a* \_\_\_\_\_

*People assume I am* \_\_\_\_\_

*Racist attitudes hurt because* \_\_\_\_\_

### **Cultural Poster**

A positive and fun activity to do with the students is creating a large poster called “Ten Ways to Stop Violence” could be a great idea to sensitize not only students but also school staff about cultural issues affecting the positive relationship building between individuals in the school. It is an idea adapted from the National Association of Social Workers, who had a poster called “100 Ways You Can Stop Violence”. The teacher could ask the help of the students to create the poster and they are encouraged to be creative and look for the strategies that would cease violence. Also, it not only can be related to violence, but also to other aspects like prejudice, racism or any other feature the teacher or school finds critical to address.

### **Welcoming Students**

This activity could be a great idea to welcome the new students entering to the Secondary level in High School. The idea is to ask older students (9<sup>th</sup> – 10<sup>th</sup> grade) to create a welcoming club in order to prepare some activities to welcome 8<sup>th</sup> newcomers. The members of the club can brainstorm some ideas to make the new students feel comfortable in the new school environment. They could ask themselves: What would make me feel good about coming to a new school? Some of the ideas can result for instance:

- Introduce the student to other children who live near him or her.
- Give the newcomer a small gift such us a welcome card made by the students.
- Designate a classmate to help him or her with the school rules or policies.

### **Conclusion:**

Three major regions, the Amazon, the Highlands, and the Coast, make of Ecuador a very diverse country regardless its small territory. These features also make the population culturally diverse. Within the educational field, it is critical for educators from different levels in school to be aware of the variety of the students' cultural knowledge, and be sensitive on the resources offered at the time of lesson planning. The strategies

provided in this study will rise up students' consciousness about cultural issues affecting not only locally, but also around the globe. Educators implementing these activities will help guiding children towards a positive sociocultural as well as academic development.

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**(11)Introducing Technology through Collaborative Tasks in the  
Ecuadorian EFL Classroom**

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**Abstract:**

The role of technology in second language education has become the focus of several studies in the last years. These studies have resulted in the finding of multiple benefits such as the increase of learners' motivation, an approach to authentic and meaningful communication, among others. However, most of this research has been mainly conducted in ESL and Asian EFL contexts. Therefore, it becomes essential to determine whether these models can be implemented in Latin American settings and how feasible these will be due to the limited resources on which public institutions usually rely. This paper aims to review past research on the implementation of technology of EFL classrooms. Due to the broad scope the use of technology implies and reluctance of more traditional instructors to include it, this literature-based research was limited to studies combining a technological feature with collaborative learning, another strong teaching approach in second language education. As a result, many advantages were found to the potential replication of these models in the Ecuadorian EFL classroom. Similarly, some criteria were developed to properly assess their feasibility in our context. To conclude, some recommendations were made for future research on the topic.

**Key words:** second language education, EFL settings, technology, collaborative learning.

**Introduction:**

The current Ecuadorian government has included, among its multiple plans, a restructuring of the education over the country. Being aware of the important role English

as a Foreign Language plays in professional development, a special emphasis has been placed on this subject, typically neglected since its inclusion in public education. In order to achieve this proposed reorganization, strategies include the renewal of national curricula, the elaboration of textbook series that comply with these curricula, the development of EFL teacher training programs, and the improvement and strengthening of teaching careers in higher-education institutions (Ministerio de Educación, 2012). In the last two decades, many researchers have paid great attention to the implementation of technology in the EFL classroom as a useful tool to approach a more realistic use of the target language, enhance teaching practices, and mainly attract and encourage new generations to learn a new language (Stanley, 2013). Nevertheless, scarce research has been conducted in Ecuador and other Latin American EFL contexts where studies have been limited to intercultural education, immigration, educational policies, Spanish speakers' pronunciation, among others. Evidently, second language methodology is a vast area which needs to be explored in these countries. Although technology has proved to be advantageous in terms of distance education and self-instruction, this study intends to explore the benefits of introducing it in the Ecuadorian EFL classrooms. A good way to be innovative, but without disregarding the traditional elements of a sound educational program, is the inclusion of technology through collaborative tasks. The prime reason for this matter is, as social constructivist theories suggest, that languages are mainly learned from the interaction with other people. With this, two strong approaches are combined and the broad study of technology in education might be limited to a particular focus and, therefore, seek to contribute to the transformation in second language education the government is looking forward to.

### **Development:**

This study aims to conduct a systematic review of previous research on the application of technology and collaborative tasks in EFL contexts, as well as analyse the benefits of potential replication in the Ecuadorian classrooms. Therefore, the study intends to answer the research question: *Which models of technology through collaborative tasks may be successful in the Ecuadorian EFL Classrooms?* In order to guide the data

collection in this review, the following sub-questions will also be addressed: *What are the benefits of introducing technology through collaborative tasks in the EFL Classroom? What aspects or areas does introducing technology through collaborative tasks improve?*

## **Delimitations**

During the preliminary search, different models of collaborative learning and technology were found in first language education, job training, and ESL classrooms. Nevertheless, this study was limited to explore previous research on second language learning and instruction in EFL contexts. In terms of the participants in previous studies, all the audiences will be included for further analysis on whether these models may be applicable within the target population of this research: primary & secondary students. As mentioned above, similar studies have not been developed in Ecuador or any other Latin American country. Thus, European and Asian studies constitute the main body of the literature for no particular reason.

## **Review of the Literature**

### **Collaborative Learning**

Collaborative learning approach mainly derives from Piaget and Vygotsky's constructivist theories. According to Piaget's constructivist theory of cognitive development, "a child forms new conceptual structures as a result of interactions with his or her environment" (O' Donnell & Hmelo-Silver, 2013, p. 6). He claims that the individual normally seeks balance in the cognitive system. However, this balance can be disrupted when a structure is modified in some way due to the experiencing of new objects or events. Once the individual becomes aware of this conflict, they will make an effort to restore cognitive equilibrium on the basis of new information. Piaget's theory can be easily transferred to a second language class where, during any group activity, fellow students "may provide opportunities for others to experience cognitive disequilibrium or conflict" (p. 6). Through discussions within the group, learners may resume cognitive balance by "arriving at new understandings as they work together" (p.6).

Likewise, Vygotski strongly believed that language developed primarily from social interaction. Based on this, he described a *Zone of Proximal Development* in which a learner is not able to master a particular task on his or her own, but can do it with the help or guidance from a more capable individual (Lightbown & Spada, 2013). Vygotski's ideas could be reflected on the traditional teacher-student relationship in which the first scaffolds different activities to ensure learners develop cognitively and construct new knowledge properly. However, collaborative tasks can also enable some students to learn from their peers who dominate a topic more than others.

Nowadays, collaborative learning is contemplated as a way of getting rid of the stigma of traditional education. According to Brady (2006), besides being learning per se the result of "meaningful interaction and dialogue with other students" (p. 3), some of the benefits of implementing collaborative learning into the language classrooms are that learners become aware and responsible for their own learning, and develop active participation. This totally complies with famous educational psychologist Jerome Bruner's (1996) remark: "Learning should be participatory, proactive, communal, collaborative, and given over to the construction of meanings rather than receiving them" (p. 84).

For all these reasons, collaborative learning becomes an essential component in second language education and has thus been the central topic of many studies. For instance, Freeman (1992) describes and explains how the students in a French class worked together to create a shared understanding of the language.

## **Technology and Collaborative Learning**

Undoubtedly, the world has witnessed an enormous growth in the use of technology in the last two decades. Since learners make great use of technological devices in everyday life, it becomes essential to implement them in the language classroom for both teaching and learning purposes. While some teachers are eager to

this, there are some instructors, especially traditional teachers, who feel sceptical of the advantages technology offers.

Introducing technology into the language classroom allows learners to regard learning processes from a different perspective. Stanley (2013) argues that some of the benefits include accessing instant information and real communication, publishing learners' work as a motivational strategy, and counting on a wide range of functions technological devices feature. The author presents several activities to be applied by both technological and non-technological teachers. Likewise, Golonka, Bowles, Frank, Richardson & Freynik (2014), made a general review of technology types and their effectiveness with no special focus on a learning aspect.

One paramount aspect of the utilisation of technology is how it perfectly enables the adhesion of collaborative learning, which results in the combination of two strong approaches in language education. Addair-Hauck, Willingham-McLain & Youngs (1999) assessed this issue in a college-level French course. Participants responded well to the implementation of technology into their classrooms and researchers were pleased with their performance and attitude towards the curriculum. Other benefits were the improvement and awareness of their writing and the increase of spontaneous collaboration among students outside the classroom.

In their research, Wailey and Bailey (2006) explored how a group of learners interacted and co-constructed understanding along with argumentation tasks. In this study, web pages "played an interventionist role by either promoting recognition of conflict, or by forcing justification or explicit discrimination between theories" (p. 316). On the other hand, they noticed that dyads did not benefit from their partners and that interacting in groups might make learning more difficult. They infer that collaborative learning might be successful in triads or virtual groups instead.

As Gruba and Hinkelmann (2012) suggest, simply integrating technology will not lead to pedagogical improvements. Before making a decision on this matter, Purpose, Appropriateness, Multimodality and Sustainability must be considered.

## **EFL Research in Ecuador and Latin America**

Regarding second language education, research in Ecuador is scarce and has been restricted to traditional issues of other Latin American countries. Due to the presence of different ethnicities, intercultural education has been the main issue of discussion in the continent. Furthermore, since most of these countries are developing nations, there has been special interest to develop educational policies and study rural education in second language.

Gomes de Matos & Wigdorski (1966) did very extensive research on foreign language teaching in Latin America. Back at that time, they reported insufficient number of trained foreign language teachers, lack of communication among language teachers in Latin America and the inability to obtain suitable material. Given the date of the research, these problems might have improved throughout the years. Nevertheless, there are still some issues that need to be explored in the area, as it happens in other EFL contexts in Europe and Asia.

## **Research Approach**

### **Methodology**

This study seeks to infer which previously tested models of technology through collaborative tasks in EFL contexts are likely to succeed in the Ecuadorian classrooms as a way to enhance learning outcomes and teaching practices. Since there is an evident “concern with applications – what works- and solutions to problems” (Patton, as cited in Creswell, 2014, p. 10), this study can be placed within a pragmatic paradigm. Complying with this worldview, this study “looks to many approaches for collecting and analyzing the data rather than subscribing to only one way” (Creswell, 2014, p. 11). The body of literature (qualitative data) will provide relevant information to fill the gap in the Ecuadorian context.

## **Method**

In order to acquire a better understanding and conduct a deep analysis of the former practices of technology through collaborative tasks in different EFL contexts, this study will take the form of a systematic review. As Lambert (2012) explains, a systematic review “critically appraises a range of research evidence on a particular topic. From the analysis, it identifies key messages and continuing gaps in understanding” (p. 159). According to Torgerson, Hall & Light (2012), “the philosophy underpinning systematic review designs is based on the scientific principle of replication” (p. 217). Given this, the information to be retrieved will aid in classifying the advantages these models feature and lead to a better selection that properly addresses Ecuadorian educational needs in second language instruction, and, in this way, answer the research question.

## **Techniques**

With regard to the data collection, a literature search was conducted using the following combinations of keywords: *collaborative learning; second language instruction; second language learning; technology; Ecuador; Latin America; foreign language*. This search included The University of Melbourne online catalogue, ERIC (an educational database accessible through the library website), and Google Scholar. Special attention was given to peer-reviewed articles from renowned journals in the field, such as *Language Learning & Technology*, *Modern Language Journal*, and *TESOL Quarterly*. Relevant books were included to define key terms, as well.

## **Analysis of the Data**

In order to properly answer the research question and determine which models of technology through collaborative tasks are more likely to succeed, it is essential to analyse the potential benefits for doing it in the Ecuadorian EFL classrooms. After reviewing several studies, a better understanding of technology was grasped. By technology, educational experts and researchers refer to 1) the implementation of technological devices, such as computers, tablets, mobiles, webcams and ipods, 2) the use of internet as a means of communication and/or 3) the creation or a community platform or software. When any of these elements was present whether inside the classroom or as complement

to their face-to-face lessons, authors described their projects as technologically-oriented. All authors researched agreed on the fact that the implementation of technology should not be a random process. This is the reason that they designed systematic plans to explore its benefits through the use of collaborative learning as a way to limit and guide their studies. Given this, the benefits of introducing technology through collaborative tasks are as follows:

- **Motivation:** Among the benefits technology brings to language education, the prime common aspect in all the studies was motivation. Every study has concluded, among other benefits, that learners feel eager to learn when some form of technology is present. Some of the reasons students feel motivated are that this kind of activities enables an anxiety-free environment, an aspect usually found in the typical classroom. They explain that students' perceptions are that the context becomes more flexible, they feel less pressure and hesitation, and that it actually becomes learner-centred (Lan, et al., 2007; Mesh, 2010; García-Sánchez & Rojas-Lizana, 2012). The authors agree that in order to develop this anxiety-free environment learners are willing to participate in, it is necessary to establish and clarify the rules of collaborative tasks for a better understanding. These rules might include the prohibition of colloquial languages and precise instructions in terms of respecting the inclusion of personal information when requested.
- **Language development:** In addition, language development was also recognised in the literature. After introducing technology through collaborative tasks, learners showed special improvement in reading and writing skills (Lan et al., 2007; Kessler & Bikowski, 2010; Mesh, 2010; Garcia-Sánchez & Rojas-Luzan, 2012; Yen et al., 2013), speaking (Lee, 2007; Pellerin, 2014) and vocabulary (Lui et al., 2011). Some of these studies even compared regular collaborative tasks to the ones that involved the use of technology. The results were similar and the learners that used technology displayed better performance. In addition, studies that involved delayed posttests showed that learners who worked with technology also developed better retention.

- **Feedback:** Moreover, participants in the studies were satisfied with the presence of real-time feedback they could count on. In regular classroom, some learners might receive delayed feedback and assistance from their teacher. The implementation of technology through collaborative tasks strongly encourages peer-correction and scaffolding. Learners become more conscious about others' weaknesses and strengths. Authors reported that this allowed lower-ability students to develop more confidence as they could rely on a more proficient fellow student who could assist them. Self-correction was also developed as participants made a huge effort to be as accurate as possible when realising that other people would attempt to interact with them.
- **Meaningfulness:** Finally, meaningful use of the language was the conclusion of some studies. Learners were able to find a real purpose among test-oriented lessons they were used to. Garcia-Sanchez & Rojas-Luzana (2012) also found out that this meaningful interaction could fill the cultural gap when developing this kind of activities between learners from different countries whose L1 and L2 were opposite, that means English speakers learning Spanish with Spanish speakers learning English. With this, participants also developed other values such as criticism and empathy.

With this information, it becomes clear why introducing technology through collaborative tasks is helpful in the Ecuadorian language classroom. Now that we know what to expect from this approach, it is easier to determine which of these previous studies may be successful when implemented in our classroom. For a more accurate outcome of the potential effectiveness of these models in the Ecuadorian EFL classrooms, Gruba and Hinkelmann's (2012) four considerations in the development of blended approaches to language learning were used as a reference to evaluate previous studies according to our needs.

### **Consideration 1: Purpose**

It refers to the aim the model has. It is essential to determine whether replicating similar studies in the Ecuadorian EFL classroom would enable teachers to work on different

Aspects of the language since being proficient means being able to *read, write, listen* and *speak* accurately. It is a common belief that a sound English class should integrate all of these macro skills.

### **Consideration 2: Appropriateness**

By appropriate, Gruba & Hinkelman (2012) mean that “pedagogies, processes and content proficiency levels are suitable to the context. Appropriate technologies fit the local conditions” (p. 9). It is important to consider *Class Management*. Due to the large amount of students the Ecuadorian EFL classroom counts on, a task which requires constant teacher monitoring or does not create enough group work opportunities will not be very effective. Similarly, if this task demands *Previous Knowledge / Training* from outsiders, it will not aid in the real purpose introducing technology through collaborative tasks has. Because of the time and money investment training may require, this is a criterion that needs careful attention. Perhaps a regular IT teacher from the staff can provide the training or the activity is easy to model and needs no explicit training and therefore it becomes appropriate for our context.

### **Consideration 3: Multimodality**

This consideration refers to the ability of materials to be “combined in two or more ways to enhance variety” (p. 10). If the model is able to ensure this *Variety*, it might not be suitable for the Ecuadorian EFL classroom. Also, *Adaptability* needs to be considered and determine whether previous studies can be adapted to our context and curriculum to fit learners’ levels and interests.

### **Consideration 4: Sustainability**

Finally, this consideration was broken down into two categories. *Resources*. Due to the low budget schools usually count on, it is unlikely for directors to invest a lot of money in the acquisition of many expensive devices. There are other demands that need to be addressed. Also, some public schools are located in dangerous neighbourhoods. Obtaining these kinds of devices might attract robbers. Finally, these must ensure long-term results so they become worth paying for. It is definitely an important criterion to

analyse. Likewise, *Timing* is a very important factor for Ecuadorian educators. Planning, assessment, and the completion of an annual programme influence on their decision of implementing new techniques. If the model can properly fit 40-to-45-minute lessons or is suitable for each or both terms, then it is more likely to be successful in the Ecuadorian EFL classroom.

As it can be noted, although pedagogical improvement is the priority of this study, issues of resources and training are significant. Unfortunately, due to the low budgets these schools count on, money may be more influential when making decisions in our context.

## **Conclusions**

After analyzing the data, it can be concluded that there is no ideal activity that fully satisfies our necessities in the Ecuadorian classrooms despite of their success in previous research. In our search for an approach that fully exploits all of the skills and language aspects, there is no one able to do that. Although some models involve great pedagogical strategies and ensure successful outcomes, the aspects of money and adaptability greatly influence in the overall decision. On the other hand, although some models are affordable and easy to implement, these partially develop language skills and do not grant the variety needed to fit learners' levels and interests. Regardless, it is still possible to answer the research question and determine which models may succeed in our context.

1. Blogs. They are an easy and affordable way to introduce technology in the language classroom. Public schools count on at least one computing lab and it is very unlikely to find a person without a computer, a mobile phone and internet connection at home. This makes it the most feasible approach to introduce technology through collaborative tasks. Despite the fact that it does not develop listening and speaking skills, the topics to be discussed and errors encountered in the blog can perfectly be the beginning of a new lesson; exchange of opinion and discussion take place and allow students to listen and speak. Besides, videos, songs, interviews can be uploaded by the instructor. For instance, learners can listen to a song and discuss its meaning through written posts.

2. Mobile devices. Although some mobile programs or applications demand a lot of training and investment, they seem to be the most effective tool to introduce technology through collaborative tasks in the Ecuadorian EFL classroom. In their study, Lan, Sung & Chang (2007) used tablets and a special system in which learners were able to improve their reading skills. Through this program, learners could interact among each other and obtain feedback from someone who was not necessarily in their home group. To a simpler extent, Pellerin (2014) had a group of learners use their cellphones, ipods or tablets to film and narrate stories. Although these types of tasks do not involve reading and writing, teachers can modify the activities to create new tasks. For instance, learners can write a caption under each picture they take to create a story. Learners can send pictures to the other groups so they could write their own story. It explores creativity and group work to a larger extent.

3. Social networks. Yen, Hou & Chang (2013) implemented Facebook and Skype into their lessons as a way to encourage discussion dealing with information gaps and unpredictability of communication; learners shared the responsibility to construct a meaningful exchange of ideas. These types of tasks feature the same challenges discussed above. Although it greatly develops language skills, it demands a high number of computers and headsets. The computing lab can be an option, but it will not completely help as these tasks suggest the use of one computer per person. The idea of taking advantage of popular webpages and programs such as facebook and skype needs to be explored. Teachers need to come up with different versions of the activity that retrieve similar outcomes.

4. Software. The idea of developing special learning software has been slightly mentioned above. Lin, Chan, Hsiao (2011) implemented a special system in which learners could work on vocabulary tasks as a virtual group. However, the design of software is a sensitive matter despite it is not quite sophisticated. The department of education can open contests so program developers could create software that presents the benefits the study does. IT students could do the same as a project for their bachelor's degree. The idea is worth

considering since it strongly encourages learners to become responsible for their learning. All of this should follow the guide of a language teacher.

### **Contribution to Knowledge and Suggestions for Future Research**

The results presented in this study definitely contribute to our knowledge as they show how other developed countries are ahead in terms of technology use in education. There is a big contrast between what is done in other EFL settings and what is done in the Ecuadorian EFL classrooms. With this, a first step can be taken and the department of education can become aware of the benefits this approach brings to learners. Teachers can take these models as a reference so they can develop their own strategies. Besides, this study might people aware of the importance of educating technological teachers. New subjects entailing technological literacy can be included in teaching careers. Finally, this allows us to think of a possible relationship between IT and Education students. Since it is a requirement to develop a project before obtaining a Bachelor's degree, universities can think of having learners from these faculties work together and develop technological and pedagogical tools our education is lacking.

As this was only a literature-based research, it is imperative to conduct some action research and collect data that can confirm if this type of tasks may succeed in our context as it has been suggested in this paper. In theory, they seem to work out if applied in our context. Although our needs and situation were considered for the evaluation of each of these models, they must be tested in practice. Future research should consider the recommendations proposed and avoid replicating any of these tasks exactly as they were performed in other contexts.

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## **(4)THE IMPORTANCE OF THE WEEKLY PLAN IN THE TEACHERS' WORK**

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**Abstract:**

Weekly plans are one of the most important tools for the teachers because they let them to arrange their daily activities into the classroom accurately. Nowadays, being a teacher is a job which demands the use of different strategies moreover when we work with students who have a diversity ways of learning, that is why the use of an appropriate lesson plan is relevant. Although, it is considered as a helpful tool some teachers refuse doing it, because they think it is a waste of time, thanks God that the percentage of teachers who think in that way has decreased so it means they are realizing the importance of using the weekly plan as an excellent way of working in their classes and teaching new knowledge. The benefits offered by this tool are numerous and the goals can be achieved without any inconvenience.

**Keywords:** Teaching skill - Instructional strategy - Teaching aid

**Educational ICT (Information and Communication technologies) tools**

**Introduction:**

One of the most important tools used by the teachers is the weekly plan which has a great influence on The Gestalt Theory, but What is a weekly plan ???. According to James Michael Lee “the weekly plan is an organized statement of general and specific educational goals together with the specific means by which these goals are to be attained by the learners under the guidance of the teacher on a given day” (1). B.F Skinner says

the weekly plan is “focused in the modification of behavior” (2). In general and in accordance to our experience “The lesson planning is the pre-active phase of teaching”, that is why the time invested doing it is well worth because it permits to get students more engaged, the classroom management improved and the students learning increasing naturally. Also it allows teachers to target specific skills including the methodology for how those skills are introduced and taught and to be prepared for obstacles such as unexpected problems. After being clear what a weekly plan is, the question is: Are we conscious about the importance to manage properly our weekly plan ?.

As professionals we know in all our jobs we have to organize the work we are going to do; moreover in the teaching field in which we work with kids and teens who are directly connected with the technology world. It means we need to think carefully how we are going to develop our teachers’ job using the best strategies in order to catch their attention and get them involved and interested in the topic which is being taught.

### **Development:**

Nowadays, students have a lot of distractors around them that is why our work has become a hard task so it is relevant to put in order all the ideas with the unique objective to get excellent results.

To get them they will be interested in their classes will be a very demanding situation, and the question is: Why do I think in that way ?. The main reasons to conclude it, are:

- 1) Kids and teens need to work dynamic activities so they want more than the common and ordinary classes, for that reason we have to analyze carefully each material found in internet or in a book in order to link the topic with their previous knowledge. This is an important step in the teaching process, to select the correct teaching support so if we don’t get this they will feel identified with the class and there will be unsuccessful results. We do not have to use any simple material which has a simple connection with the topic, it has to be sufficiently interesting to

permit us to make them take part in the class and it has to let us get all information the students have about the subject according to their experiences lived like the news, books, magazines, reports, etc they have read or heard. In other words we have to be clear in the goals we want to achieve and do all the effort necessary to reach them.

- 2) We have to get the students figure out the importance of learning the knowledge that is going to be taught through the support material used; otherwise they will not share any opinion, experience, suggestion, etc. And the most relevant is that the students discover the new subject.
- 3) Once we have got the connection between the students and the topic, the next step is to use other support material that allows us to get the interiorization of the new information taught, some of them could be to do any kinesthetics, listening, video or written activities.

The weekly plan is a teaching aid or teacher's guide for doing a particular lesson, and it includes the goal, how it will be reached and a way of meaning how well the goal was reached (3).

If we say that it is the way, it means the instructional strategies that we are going to use to reach the goals planned previously, it helps us to be prepared to face the obstacles which can appear in the path of the teaching process because we know that we work with an heterogeneous group so our plan has to include a variety of methods that let us to develop the strengths and reinforce the weaknesses of the group.

The instructional strategies include a great variety of activities such as lectures, discussions, case studies, writing, group projects, recitations, public reviews, debates, etc. However, teachers don't take advantage of them in the moment of working with all the members of the class. According to a survey done by me, it said "the time" is the principal obstacle they have in the development of the teaching process. They are

conscious the group of students is not homogeneous and the use of different strategies would be the best way to get desired results but the huge amount of work the teachers have don't let them do their job properly.

Another important tool that all the teachers have to take into account is the use of the teaching aids which permit a great interaction between Teachers-Students, so the creativity and imagination are applied by the students whereas the teachers transmit a new knowledge. We know that the best form of learning is when the students create their own materials for example: drawings, pictures, using mimes, an apple with stickers, umbrellas, animals, ice creams, etc.

Modern teachers can not forget to use the Educational ICT (Information and Communication technologies). First of all, we have to be sure that an ICT permits to expand horizons and allows changing attitudes so it lets the connection with the world and each other, also creating/developing new ideas and interacting; it is considered as a source of knowledge. Through the use of all of them, we can stimulate students to link to the class feeling comfortable in the interactive learning process and the most important they understand that all of the devices they carry have not been created just for chatting.

The principal characteristics of the ICT are: efficiency because are faster and cheaper, effectiveness so they are searchable and innovation because the students can create new things using their own ideas, topics can be easily explained although there are complex instructions and permit to ensure students' comprehension, the images can easily be used in teaching and improving the retentive memory of students also the students' attendance and concentration can be got.

Nowadays technology moves the world and teachers are in charge to prepare people who can be able to develop in a globalized environment, and to get it students have to

be connected through the use of the most common technological devices like computers, ipads, cellular phones, tablets, laptops, mp3.

In accordance with all the information analyzed above the weekly plan has a huge impact in the teachers work as well for the teaching process in students. Being this a very useful tool for us, teachers.

## **CONCLUSION**

To sum up I consider the weekly plan has to be prepared investing all the time necessary to analyze the appropriate and useful material to reach predetermined goals otherwise we have just wasted the students and our time. Despite it is not a straitjacket, it means it can be readapted depending on different extracurricular and undesired situations, the main objective of the weekly plan can not be changed, that is why we have to have clear goals which have been analyzed and determined according to the group of students in the classroom and the use of the adequate instructional strategies.

I am conscious the number of hours that we can use to make the weekly plan include the ones of our personal life, but I think it happens at the beginning so later we learn how to get advantage of all the materials we have around us and the students which combine with the creativity and imagination let create new and easy ways of teaching.

A relevant point that is necessary to emphasize is “the weekly plan has to be made before the classes never during or after”, remember it is a guide for the teachers.

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## **(3)CONTENT LANGUAGE INTEGRATED LEARNING: THE CORE PRINCIPLE OF THE LATEST ECUADORIAN EFL CURRICULUM**

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## **Abstract**

Content Language Integrated Learning (CLIL) appeared around the 1990's in Europe and it has been expanded throughout the world. These days it is used in several educational contexts and it has been incorporated into the latest Ecuadorian EFL Curriculum as one of its core principles. Thus this article discusses the background of CLIL, as well as it examines its core features and benefits in the language classroom. It also discusses the four main components of CLIL – Content, Communication, Cognition and Culture – as CLIL lessons need to consist of activities based on these 4Cs. It will be emphasized that Communication is divided into three subcomponents. This work then analyzes the four major steps that need to be taken into account when designing and delivering effective CLIL lessons.

**Key words:** Curriculum; Methodology; EFL; CLIL; Components; Communication

## **Introduction:**

Content Language Integrated Learning (CLIL) appeared around the 1990's in Europe and it has been expanded throughout the world. These days, it is used in several educational contexts and it has been incorporated into the latest Ecuadorian EFL Curriculum as one of its core principles. The other principles included in this curriculum are the Communicative Language Teaching, Thinking Skills, International Standards (e.g. CEFR), and Learner-centered Approach. Thus this article focuses solely on CLIL, as it is the major, guiding methodological approach for the teaching of English as a foreign language, both at primary and secondary English classroom settings throughout Ecuador.

There are critical aspects and a lot of theory behind CLIL that novice and even experienced teachers need to know before they embark on the task of designing and implementing lessons based upon CLIL. Specifically, this article examines the background, core features, and benefits of CLIL in the language classroom. In addition, the four components of CLIL – Content, Communication, Cognition and Culture – will be analyzed. It is crucial to learn about the 4Cs, since CLIL lessons need to consist of activities based on these 4Cs. Among the 4Cs, Communication has a major role as it entails three ways that need to be carefully taken into account when planning CLIL lessons. This work then deals with four major steps that need to be considered when engaging students in lessons based on CLIL.

## **Development**

Although the term CLIL came into existence only recently during the early 1990s, it is not new in the field of education, especially in ESL language education. That is, prior to 1970, the need to design programs that integrate language and content was a common phenomenon for various geographic, demographic and economic reasons. The aim of this type of instruction was to provide children with bilingual education and to enable them to acquire language skills for authentic communication and understanding with the natives from specific linguistic regions, such as national borders or big cities (Hanesová, 2015).

In 1994, the acronym CLIL was coined by David Marsh, a member of a team working in the area of multilingualism and bilingual education at a Finnish University (Marsh, Maljers & Hartiala, 2001). Marsh based the concept of CLIL on the experience of

Canadian immersion and British LAC programs. The original concept of CLIL was used to designate instructing students through a foreign language. According to Marsh (2012), in 1994 the launch of CLIL in Europe involved both political and educational reasons; therefore, “the political driver was based on a vision that mobility across the European Union required higher levels of language competence. The educational driver . . . was to design and otherwise adapt existing language teaching approaches so as to provide a wide range of students with higher levels of competence” (p. 1).

During the 1990s, CLIL became the most widely used term for the integration of content and language education in Europe. In 2005, Marsh suggested CLIL to be “a general ‘umbrella’ term to refer to diverse methodologies which lead to dual focused education where attention is given to both topic and language of instruction” (Kovács, 2014, p. 48-49).

In addition to understanding how CLIL evolved, it is important to know about its core features, and these are as follows: multiple focus approach, safe and enriching learning environment, authenticity, active learning, scaffolding, and cooperation. By learning about these features, we will obtain a more complete picture of what CLIL is all about. According to Lesca (2012), *multiple focus approach* refers to a high degree of integration that needs to occur between language and content classes as well as among different subjects. *Safe and enriching learning environment* involves the notion that effective teachers should encourage their students to experiment with language and content at the same time. This can be possible for students as they access to authentic materials and learning environments in a guided manner. *Authenticity* is concerned with making connections between in-class learning and students’ lives; this should take place on a regular basis as well as additional connections should be made with other speakers of the CLIL language. Moreover, it should frequently be employed current materials from media or other authentic sources. *Active learning* entails making students have a major role in CLIL lessons, that is, class activities should be based on a peer cooperative work/learning. Additionally, students need to be prompted to engage in communication as often as possible, whereas teachers are expected to be guiders and facilitators. *Scaffolding* is concerned with providing students with support for their language needs. It also involves building on students’ existing knowledge and meeting their different learning

styles. *Cooperation* lies in the notion that a high level of cooperation is suggested at school when teachers plan their lessons and this cooperation should involve parents and the community as well.

Among the many important benefits that CLIL has the following ones stand out: Learners are more successful and more motivated than those in traditional content classrooms. Learners look at content from a different and broader perspective when it is taught in another language (Multi-perspectivity) (Wolff, 2004). Learners develop more accurate academic concepts when another language is involved (Lamsfuss-Schenk, 2002).

CLIL has four main components that make up a framework that can be used for lesson and material planning. This is a 4Cs framework, which is comprised of Content, Communication, Cognition and Culture and it “offers a sound theoretical and methodological foundation for planning CLIL lessons” (Perez & Ramiro, 2010, p. 3). In order to come up with a successful CLIL lesson, all the 4Cs need to be included and combined. As stated by Coyle (2005), *Content* entails subject matter (e.g. themes and topics), development of skills, creation of understanding and acquisition of knowledge. Gondová (2013) pointed out that content should be connected with everyday life. As a result of a meaningful connection between content and everyday life, pupils should learn not through theory but by means of practice that is reinforced by theory (Pokrivčáková, 2013). Within CLIL, *Communication* lies in the notion that learning of a language is supported by communication, as it serves as a tool for communication; therefore, language should receive the greatest emphasis. Thus activities that promote student-student, student-group, group-group communication should be implemented in the classroom. In order to make this happen, appropriate scaffolding needs to be at the center of the teaching-learning process. *Cognition* involves higher-order thinking skills, which means that cognition within CLIL does not consist of transferring information from teachers to students nor memorizing information. On the contrary, CLIL cognition entails higher order thinking and leads learners to develop their own ways of understanding language and content (Coyle, 2005). The *Culture* component helps students to better understand themselves and to broaden their understanding about other cultures. In order to do so, it is recommendable to have students work with authentic materials. Cultural differences

help students to select suitable language for a better interaction during different culture-related situations.

When attempting to plan effective CLIL lessons, Culture and Content, they are being considered “Step 1”. It may seem obvious, but language practice shows that a majority of novice CLIL teachers spend most of their time searching or trying to find good materials from different sources without having a clear idea of what is their main goal to teach. Write ideas on a paper before beginning to search will be helpful. Make sure of what you want to include in your plan from the topic you have selected for your CLIL classes.

Material Research, it is being considered “Step 2”, English books and internet resources that will be able to provide the appropriate material according to the learners’ level and profile.

Cognition, it is being consider “Step 3”, propose critical thinking activities using Bloom’s Taxonomy that have different levels of understanding and challenge learners to take part in different thinking levels. Proposing different kinds of tasks is usually a source of engagement for learners and promotes a student centered approach to our teaching.

Communication, it is being consider “Step 4”, so here it is key to analyze the language to be used to provide proper scaffolding. Once the content is clear and the tasks have been chosen, it is vital to adapt all the materials to the language level of our students.

Communication within CLIL is also concerned with the notion that language serves as a learning tool, which operates in three ways or subcomponents: OF – FOR – THROUG, according to The Language Triptych, proposed by Coyle in 2002.

- a. language of learning, that is, the learning of key words and phrases to access content,
- b. language for learning focusing on the language students will need to carry out classroom tasks such as explaining, and
- c. language through learning to make room for unpredictable language learning that may arise as the lesson unfolds.

CLIL models are diverse, making them flexible enough to be context-specific and complementary to a range of teaching methodologies, but they do share favorable characteristics of constructivist approaches and communicative language teaching (CLT). These characteristics include some strategies such as: learner-centered class, text-based

learning (books), task-based learning (TBL), the necessity to create different kinds of activities to encourage the use of English language for different purposes, high levels of interaction among teachers and learners and learners themselves (cooperative and collaborative work), intensive language input, teacher modeling and scaffolding, teacher enthusiasm, and teacher and learner motivation (Coyle, 2007; ÇekreziBiçaku, 2011; Kilmova, 2012).

It takes a lot of time to produce meaningful lesson plans for each class session in order for teachers to provide learners with effective CLIL classroom instruction. In this regard, Mehisto (2012) provides criteria that are broken down into these 10 fundamental focus areas and they can be used as further support when designing lessons: 1) Make progress visible; 2) Promoting academic language proficiency; 3) Encouragement of learner's autonomy and learning skills; 4) (Alternative/ Authentic) Assessment; 5) Creation of a safe learning environment; 6) Cooperative learning; 7) Authenticity; 8) Fostering critical thinking; 9) Scaffolding; 10) Meaningful learning.

An effective lesson plan involves understanding of more than just what is going to be taught – the objectives and how the lesson will be taught – materials, equipment, and activities, it also entails sequencing, pacing, difficulty, responding to individual differences, monitoring learner versus teacher talk and timing.

## **Conclusions:**

The Minister of Education of Ecuador adopted CLIL as one of the core principle of the 2016-2017 Ecuadorian EFL Curriculum. Thus the 4 Cs framework is expected to be used as the main framework to implement the EFL Curriculum into primary and secondary schools and it unites learning theories, language learning theories and intercultural understanding.

CLIL assumes that subject teachers are able to apply methodologies, design strategies, create activities and exploit materials, giving them opportunities to draw on the communicative approach for English language learners.

By carrying out the suggested framework, learners will have the chance to develop their linguistic and cognitive skills when they build up and explain their experiences, ideas, tasks, and so on.

Due to the lack of CLIL course books, training or a specific methodology in Pre-School and Primary Education, teachers need to produce their own materials in order to make them truly CLIL context responsive.

As CLIL has become the model of the learning process in EFL primary and secondary Ecuadorian schools, teachers have to be aware of the resources and materials that they can use to design their classes. A wide range of training courses have to be given to teachers, so they can implement CLIL into their classrooms successfully.

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## **(7)INCLUSIVE STRATEGIES TO OPTIMIZE ENGLISH TEACHING AND LEARNING FOR STUDENTS WITH INTERPERSONAL RELATIONSHIP PROBLEMS**

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### **Abstract**

Inclusive teaching strategies have been shown to promote teaching and foster students' full participation and learning in language classrooms. Therefore, the objective of this study was to determine if inclusive strategies have the same impact on students with difficulties establishing and maintaining close interpersonal relationships. The impact of these strategies was examined in 32 participants by using experimental research. The experimental group (16 students) received instruction with inclusive teaching strategies (Cooperative Teaching, Learning, and Peer Tutoring) for three months. The control group (16 students) received traditional, behaviorist instruction. The findings suggest that the proficiency levels of students with interpersonal relationship problems raised to 24.73%. The control group showed 5.2% growth. Implications suggest that immersion in an inclusive school environment can optimize the students' language acquisition, and contribute to the resolution of interpersonal relationship problems.

**Keywords:** Strategies, Inclusion, Teaching, Learning, English

### **I. INTRODUCTION:**

Teaching strategies are an essential tool to support, facilitate, and optimize the daily work of teachers. These strategies also favor the teaching process and encourage full participation and learning of students. Inclusion, on the other hand, aims to identify and eliminate barriers created by beliefs, knowledge, conflicts or infrastructure that prevent students' learning and participation, with some type of special need or problem.

However, observations made at Unidad Educativa Fiscal Veintiocho de Mayo, helped to identify a selective and exclusive school environment where the students with interpersonal relationship problems had been being relegated from the educational process. This is due to the fact that school environments are usually governed by inefficient methods of teaching and learning and because the teachers' knowledge about the use of inclusive educational practices that guide integration in class is limited.

In this context, the aim of this study is to determine the impact of inclusive strategies on students with difficulties establishing and maintaining close interpersonal relationships by using experimental research.

## **II. DEVELOPMENT:**

Llorent and López (2012) in their work, "Study of interpersonal relationships in classrooms with different students", emphasize the importance of positive interpersonal relationships to reduce discrimination between peers, modify behavior, and raise their academic performance. The authors also propose to use globalized didactic units that include students with specific educational needs where cooperative teaching and learning strategies can be applied to achieve integration into the classroom. They also mention the need for integration of the teaching staff, authorities, and families in order to contribute with the improvement process. (p. 90-105)

Regarding this, the inclusive strategies suggested in this work, intend to optimize the teaching and learning of the English language in students with interpersonal relationship problems by recognizing the differences in the classroom and promoting awareness, respect, and tolerance towards others.

The first strategy used was Class-Wide Peer Tutoring where two students with different academic abilities are brought together and then a task is assigned. Both of the students have the chance to be tutors or leaders of the activity. In this way, the participation of both members is guaranteed and they both received recognition for completing the activity, favoring their self-esteem.

The second strategy used was the Peer Assisted Learning Strategy where both members play an active role during the development of a task. The difference is that they both match the same level of English, but with different language skills. For example, a student who is able to write in English correctly is mixed with another student who is an expert in oral dissertation. In this way, they both contribute to the development of an integrated the task efficiently. Llorent and López (2012) also state that teaching these type of strategies, create an atmosphere of self-confidence and cooperation where the students can interact and participates in activities of their interest (p.107).

For the implementation of the inclusive strategies, in the first exploratory phase, the Department of Student Counseling at Unidad Educativa Fiscal Veintiocho de Mayo provided information from a diagnostic test implemented at the beginning of the school year. This test included a questionnaire with sections covering the following areas: Listening Skills, Verbal Communication, Emotional Intelligence, and Working in Groups

and Teams. The results of this test were used to identify the students with interpersonal relationship problems.

In the second phase, the English level of the students was measured by using a cross-sectional study carried out with a written instrument validated by the Common European Framework of Reference for Languages (Cambridge, 2002). Individuals with the most basic level in language, 32 in total, were selected to be part of this study. Then, these students were divided into two groups: The experimental group (16 students) and the control group (16 students). It was observed that both groups had individuals that maintained standard grades to avoid discussing alternative variables, regarding the level of English as shown in the following table

Table No. 1

		PRE TEST GRUPO CONTROL	PRE TEST GRUPO EXPERIMENTO
N	Válido	16	16
Media		6,7500	6,1875
Desviación estándar		1,61245	1,67639
Varianza		2,600	2,629
Percentiles	25	5,2500	5,2500
	50	7,0000	6,0000
	75	8,0000	7,0000

**Fuente:** Investigación SPSS

**Elaborado por:** Guerrero R. y Moreno K.

After the selection process, the treatment group (16 students) received instruction with inclusive teaching strategies which involved the use of Class-Wide Peer Tutoring and Peer Assisted Learning Strategy for three months. The control group (16 students) only received traditional, behaviorist instruction. At the end of the sessions, the students were submitted to a new evaluation and a comparative study between the two groups was analyzed in order to identify the impact of the strategies on the English level of the individuals. The following results were obtained:

**Table No. 2**

		POS TEST GRUPO CONTROL	POS TEST GRUPO EXPERIMENTO
N	Válido	16	16
Media		7,1250	8,2188
Desviación estándar		1,59687	1,13972
Varianza		2,550	1,299
Asimetría		-,147	,459
Error estándar de asimetría		,564	,564
Curtosis		-1,074	-1,192
Error estándar de curtosis		1,091	1,091
Mínimo		4,50	7,00
Máximo		9,50	10,00
Percentiles	25	5,6250	7,0000
	50	7,2500	8,0000
	75	8,5000	9,0000

**Fuente:** Investigación SPSS

**Elaborado por:** Guerrero R. y Moreno K

The results show that the proficiency level of the experimental group who received instruction with inclusive teaching strategies, raised to 24.73%, while the control group only showed 5.2% growth.

The descriptive analyzes in this research demonstrates that the experiment was carried out with a comprehensive selection of possible deviations and hidden variables, so that nothing is random and imprecise in its interpretation.

### **III. CONCLUSIONS:**

The inclusive strategies had a significant impact on students' level because they strengthened the motivation to learn and improved the attitudes towards the different groups of a community.

Peer tutoring implemented in a heterogeneous group, helped to share responsibilities, achieve specific learning goals, and raise self-esteem. Learning with the support of peers allowed the students to participate actively and strengthened the cognitive and socio-emotional area of learning.

The hypothesis of the researchers was demonstrated and with this, it can be affirmed that the strategies influenced the students' learning system and contributed to the resolution of interpersonal conflicts

The results will be used for the following studies, where researchers will relate other types of inclusive strategies, such as task-based learning and project-based learning in a different educational context.

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## **A SYSTEM OF ACTIVITIES FOR INFERRING WORDS THROUGH CONTEXT IN READING COMPREHENSION**

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Primera Jornada pedagógica de la Escuela de Lenguas y Lingüística  
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## ABSTRACT

This paper explores the influence of the contextual word-inferring process in the English as a foreign language reading comprehension skill on students of 3rd Year Bachillerato of a high school in Guayaquil, Ecuador. This paper argues that if a text is designed to take in context and cultural background of the students and their prior knowledge, they will be able to infer unknown words using the context of said text (contextual word-inferring process). This study used a diagnostic test to assess the level of the inference abilities of the students in English; interviews and surveys to gather information about the current situation of the school and proposes a system of activities to help improve their English level to B1.2, which is described in here. Finally, this paper contributes to the debate which suggests that the inference can be a valuable tool to develop and improve the reading comprehension skill.

*Keywords:* reading comprehension, inference, English as a foreign language

## **INTRODUCTION:**

This research project was aimed to analyze the influence of the contextual word-inferring process (CWIP) in the reading comprehension of the students of Third Year Bachillerato of “Otto Arosemena Gómez” High School term 2016-2017. The insufficiency in the reading comprehension of the students begins in the General Basic Education with the poor use of the reading activities processes. When the students enter the Bachillerato this deficiency gives troubles to their teachers who have to manage to raise the academic level and the reading comprehension skill. By the time they get to the Third Year Bachillerato, their reading comprehension has improved but it is not at the intended level for this year. The Third Year of Bachillerato does not have a system of activities to help improve this deficiency, thus the students do not finish the academic year with the appropriate level of reading comprehension techniques according to the National Curriculum Guidelines, English as a Foreign Language (2014). The causes that lead to this problem are: the inadequate use of the inferring process of the students, poor development of inference in the reading comprehension process and the necessity of strengthening the activities in the development of the inference to construct the meaning of new words through the context.

In order to design the proposal, the theoretical foundation of this research is based on different theories and studies. The communicative approach supports the effective communication into the classroom. According to the National Curriculum Guidelines, English as a Foreign Language (2014) this approach is the ideal to learn English. The use of communicative language competences is very important to fulfill tasks related to language. Linguistic, socio-linguistic and pragmatic competences are imperative as part of students' knowledge which is necessary to design the proposal.

In this research, it is also essential to mention the schemata theory (An, 2013) since the previous knowledge of students is basic to comprehend a text. This research will take advantage of the prior knowledge of the students and their schemas in the design of the system of activities to help them improve their English level. Prior knowledge and what is written in a text are crucial to infer and comprehend a text.

“The assumption that the ability to make inferences is necessary to reading comprehension is widely accepted by reading theorists and researchers. Inference is a cognitive process used to construct meaning.” (Phillips, 1987, p. 2) The process of inferring the definition of an unknown word using the student’s prior knowledge and the implicit content of the text is what this research called contextual word-inferring process. The proposal has as main goal to develop and improve the reading comprehension through the use of the contextual- word inferring process.

All the texts used in the proposal are based on principles, rights and cross-curricular axis from the national curriculum (National Constituent Assembly, 2011) (UNICEF, 2009) (SENPLADES, 2013) which promote the teaching, transference and practice of values as complement of the teaching learning process in order to achieve the goals for the children’s education stated by the Ministry of Education.

The questions of the Investigation of this paper are the following:

- What is the current situation of the development of the reading comprehension of the students of the Third Year Bachillerato of “Otto Arosemena Gomez” High School term 2016-2017?
- Which are the causes influencing the development of the reading comprehension of the students of the Third Year Bachillerato of “Otto Arosemena Gomez” High School, term 2016-2017?
- Which theoretical references support the relationship between contextual word-inferring process and reading comprehension?
- If a system of activities of contextual word-inferring process is created, will the development of the reading comprehension be improved?

The general objective of this research is to analyze the influence of the contextual word-inferring process in the reading comprehension of the students through a bibliographic, field and statistic study to design a system of activities based on the contextual word-inferring process.

## **DEVELOPMENT :**

The methodological design of this paper had a mixed research. The types of research used on this paper were qualitative and quantitative (mixed approach) and inside this

research work there are three types of research: descriptive, explicative and proactive research.

The research methods included the following theoretical methods: analysis and synthesis, historical-logical method, inductive-deductive method and systemic-structural-functional.

Finally, this thesis did not applied empirical methods, but some empirical techniques like:

- Interview: this technique used a tool to gather deep information and opinions from two English teacher of third year of Bachillerato.
- Survey: it was applied to students of third year of Bachillerato, in order to collect statistic information throughout a questionnaire.
- Diagnostic evaluation: it utilized a test to assess the level of reading comprehension and inference of the students with questions that required the use of the inference process.

The results expected on this paper seek to contribute with a tool with reading comprehension activities that allows students to use it, in order to develop and improve the inference process and reading comprehension, so in that way the students' level of proficiency will be potentiated to reach the B1.2 level required by the National Curriculum Guidelines, English as a Foreign Language (2014). The contents of the proposal can be seen on the appendix A.

## **CONCLUSIONS:**

The current proficiency level in English of the students at the end of their high school year is not the intended by the Ministry of Education. That being said, there are not tools used on the institution researched to improve this deficiency. Therefore, to achieve the B1.2 level of proficiency in the Third Year Bachillerato, it is important to implement a didactic tool which allows the students to develop their cognitive abilities to improve their reading comprehension. Working on the design of this proposal, the authors of this thesis have come to the conclusion that it is possible to integrate the contextual word-inferring process in the development of the reading comprehension

process on the students of Third Year Bachillerato of “Otto Arosemena Gomez” High School to help them reach the B1.2 level of English proficiency according to the National Curriculum Guidelines, English as a Foreign Language (2014). The results from the application of this tool are expected to improve their level of proficiency and help them develop even further later on in life, since the inference in general is a very important skill to develop in different areas of study. Finally, the use of the context of the students is essential for them to be able to infer the meaning of the new words. For this purpose, the texts and activities were designed in order to meet these criteria and because of this the chances of the students to infer the meaning of unknown words increased.

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## Appendix A

### Contents of the proposal

#### CONTENTS

#	Name of the Unit	Objectives	Value	Prior Information	Text and activities	How did I infer that?
0	Infy, the inference helper	To understand what is inference and how this system of activities works To introduce Infy, the inference companion	Hard Work	What is inference? How do I infer? What should I do to infer on readings? FAQ	Hi, my name is Infy!	Explanation of how this section works
1	Sports!	To understand how basic inferences are made	Teamwork & Discipline	The first time Ecuador qualified for the World cup	Road to the world cup.	Relationship between nouns and adjectives
2	Survey 1	To infer verbs using the context	Positivity & Equality	Survey 1	Survey 1	Verbs and how to understand their meaning
3	Values	To infer adjectives using the context	Commitment & Consistency	How to read someone's biography?	Walking to victory – Jefferson Perez	How some characteristic can be inferred by description
4	History	To infer adverbs using the context	Patriotism & Honor	How to read historical events?	An independence is nigh – October 9 <sup>th</sup>	The way meaning change when the verb has an adverb
5	Poetry	To infer nouns using the context	Creativity & Empathy	Rules in poetry	The soul in the lips	Using adjectives to infer nouns
6	Survey 2	To infer sentences using the context	Interculturality & Prudence	Survey 2	Survey 2	How to infer full sentences with the context

## **THE IMPORTANCE OF LINGUISTICS IN A FLUENT AND ACCURATE PRONUNCIATION OF THE ENGLISH LANGUAGE**

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## **Abstract:**

In the current globalized world in which the English language has become essential to be more competitive as the societies' standards get stricter, acquiring fluency and good pronunciation allowing people to communicate with no interference is enormously appreciated. The school of Linguistics and Languages, as a center of higher education, must pursue in its students the excellence in linguistics abilities, such as pronunciation. English learners with a proper pronunciation tend to be understood even if they make mistakes in other fields such as grammar, whereas those who excel grammar but have a bad pronunciation are barely understood, causing trouble when using the language. The objective is: to improve the pronunciation of the English students by providing them with specific linguistic tools and contents which will allow them to acquire the necessary competences to be proficient in the English language pronunciation. The most feasible way to get the students engaged in the importance of linguistics is by explaining them the immense benefit that we can obtain through its application in everyday speech, and to do this, various resources were employed, such as Internet pages, leaflets and videos.

**Key words:** pronunciation, linguistics, language, proficiency, English learners

## **Introduction:**

When a person is speaking English, the first thing to be noticed tends to be their pronunciation, giving them the chance to make a good first impression, or, in the worst of the cases, a very bad one. Improper pronunciation can drive to an interrupted and ineffective communication, being this one the main objective of a language.

A native speaker can recognize "good English" instantly just by hearing a few words, and as long as it is understandable, there is no big problem. The real issue appears when poor pronunciation prevents the message to be correctly conveyed and therefore correctly understood.

Most English learners think that they have a good pronunciation because they are able to talk to their teachers and their classmates. English teachers have been hearing all kinds of mispronunciations and they can figure out what the speaker is trying to say indeed. Students from English as a foreign language classes can understand each other because they have the same accent and understand the way they pronounce words easily.

### **Development:**

What can English teachers do for their students to achieve a correct pronunciation? It is at this point where Linguistics comes to the fore. Phonetics, the branch of Linguistics which studies the sounds of human speech, provides the English learners with the bases to acquire an accurate pronunciation of the language, since it focuses on the physical properties of speech sounds or signs, as well as their physiological production, acoustic properties and auditory perception. The latter helps the apprentice to receive and recognize the sounds, which will be of great aid for the moment in which they will have to produce speech.

The present article is concerned with the study of phonetics for the improvement of the English pronunciation in non-native speakers who learn English as a foreign language to become professional teachers.

### **The importance of spoken English**

Nowadays, English has become a global language in almost every existent field of our lives, such as education, economics, art or science. The influence of native English speakers on people all over the world has made from it the most widely learned second language in the world. According to the Statistics Portal, it is spoken by more than 1,500 million people worldwide, of whom only 375 million are native speakers.

People use English to communicate, and even if verbal communication comprises oral and written communication, the oral one remains the most used by far. Behold the importance of acquiring spoken competences.

It is more difficult for English learners to understand and produce spoken English than written. It can be due to different reasons, such as the fact that speech is continuous; there is no pause between words like in written English. We need to keep the pace for our message to be successfully conveyed. Strong accent is another factor that represents an obstacle for communication in English orally. Sometimes people with thick accent are seen as outsiders, not prepared or even as not capable enough. However, the most common reason for which an individual is not able to accomplish proper spoken skills is because of their poor pronunciation, which is little or nothing understandable.

## **What is phonetics?**

According to the British Association of Academic Phoneticians (BAAP), phonetics is:

The systematic study of speech and the sounds of language. Traditionally phoneticians rely on careful listening and observation in order to describe speech sounds. In doing this, a phonetician refers to a classificatory framework for speech sounds which is based on how they are made and on aspects of the auditory impression they make.

Thus, phonetics is a science which deals with human speech. It was conceived to inspect how sounds are produced by the human being and is specially applied on teaching foreign languages because of its exactitude. The study of such sounds is a very complex process which is not new to this century; it has been carried out since thousands of years ago. Philipp Strazny points out in his *Encyclopedia of Linguistics* (2013) the dotage of Phonetics:

Hindi is written in the Devanagari script, which is ranked as the most scientific writing system among the existing writing systems of the world. The Devanagari script is written from left to right and is descendant of the Brahmi script, which was well established in India before 500 B.C. The script is

phonetic in nature and there is a fairly regular correspondence between the letters and their pronunciation. (Page 456)

Given that the importance of phonetics has always been widely appreciated, nothing less could be expected from the current area of technology and science, in which there are improved opportunities to examine speech sounds and track particular changes in spoken language.

## **How can phonetics help to an accurate pronunciation?**

The range of the importance of phonetics goes from its scientific application, such as clinical phonetics to the field of learning and teaching English, being the latter one the most employed use.

Phonetics allows teachers to scan the differences between the sounds of the target language which tend to be difficult to differentiate for students of English as a foreign language.

Henry Sweet, an English philologist, phonetician and grammarian of the XIX century, specialized in Germanic languages such as English, made remarkable discoveries in the domain of English Phonetics. In his book *The practical Study of Language* (1899), Sweet states that:

Without phonetics we can neither observe nor record the simplest phenomena of language.

Starting from Sweet's quote, his book emphasizes on the relevance of phonetics for the study of language. He is considered nowadays as the father of what is called "Received Pronunciation", which has been helping learners of English as a Foreign Language over the years.

The British Library Board (2016) defines Received Pronunciation:

Received Pronunciation, or RP for short, is the instantly recognizable accent often described as 'typically British'. RP is an accent, not a dialect, since all RP speakers speak Standard English. In other words, they avoid non-standard

grammatical constructions and localized vocabulary characteristic of regional dialects. RP is also regionally non-specific, that is it does not contain any clues about a speaker's geographic background. But it does reveal a great deal about their social and/or educational background.

This type of standard pronunciation is used to teach English to non-native speakers. The phonetic science has developed various alphabets to represent the sounds of the English language, being the International Phonetic Alphabet the most used around the globe.

## **International Phonetic Alphabet**

The International Phonetic Alphabet (IPA) was published in 1888 by the International Phonetic Association, an assemblage of French language teachers. The objective of the organization was to arrange an accurate system to transcribe the sounds of speech, which was independent of any particular language and applicable to all languages.

Thus, the relevance of studying the International Phonetic Alphabet consists in the ability to read the standard symbols and acquire a correct pronunciation.

Matt Purland, in his book entitled *Talk A Lot - Learn the International Phonetic Alphabet (IPA) Elementary Handbook*, he refers to the learning of the IPA:

Why learn the International Phonetic Alphabet? It's simple. If you can read the sounds of English with the International Phonetic Alphabet, you will be able to correctly pronounce every single word in an English dictionary. You will become a more independent learner, because you won't need to rely on asking your friends or teacher – or native speakers – How do you say this word?

This is the main objective of the IPA, to provide the language learners with the necessary tools to achieve an exact pronunciation by themselves. They will be more confident and will figure out how to pronounce on their own, obtaining fluency and being clearly understood.

## **Conclusions:**

The study of phonetics has immeasurable advantages, especially for those who learn and teach English, as in the case of the students of Linguistics and Languages of the University of Guayaquil. These students, who are preparing to become professional language teachers, need to have a proper pronunciation to stand out in the present competitive working world.

The professional profile of the graduate of English Language Pedagogy, according to the book published by Matos E. and Rizzo L. (2016), focuses on managing the training of the English language, through the development of a communicational competence allowing them to achieve a transforming educational performance with an ethic and social compromise, according to the intercultural requirements of the contemporary society. (Translated from Spanish by the author).

Therefore, it is essential for students to deeply examine the field of linguistics, exclusively phonetics, for them to develop oral skills and achieve the so appreciated accurate pronunciation of the English language.

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## **(8)AN ACADEMIC- RESEARCHING EXPERIENCE FROM THE CULMINATION OF STUDIES PROCESS**

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## **ABSTRACT**

Given the up-dated international difficulties in the completion of studies process, theoretical and practical studies developed in this field are surprisingly scarce.

A limited quantity of students has supported the diploma thesis after completing credits at the School of Languages and Linguistics. Consequently, this paper faces the problem of the insufficiencies in the culmination of studies process in relation to the management of the academic and scientific formation.

The objective is to improve the completion of studies process through the implementation of a praxiological proposal of academic formation and formative research integration. The author's experiences systematization is the methodology mainly used.

The essential logic for the management of the academic formation and formative research integration was revealed as the proposal, the solution to the problem diagnosed. As main results obtained, the students were able to solve problems diagnosed at educative institutions and drew up the draft of their theses.

**Key words:** completion of studies, university education, academic formation, formative research, real-life problems.

## **INTRODUCTION**

During the last decades in the international scene, social demands to universities have been increasing. However, higher education institutions, in general terms, have not always been able to respond to these needs. Thus, professionals need to respond to the increasingly complex and emerging problems coming from their real-life contexts.

Endless would be the list of authors who have attempted into this subject from different perspectives: management, curriculum design, university processes' dynamics, methodology of university teaching, teaching- learning assessment, link with community development, pre-professional practices and specific didactics, among others.

However, there is a process that has been excluded from the numerous scientific researches done. Taking into account an exhaustive bibliographical search done by the authors of this paper, it is possible to state that, up to now, the culmination of studies process in higher education has not had sufficient theoretical or praxiological insights.

Thus, this paper paves the way for further research on the topic, giving a praxiological approach as the solution to the insufficiencies in the culmination of studies process in relation to the management of the academic and scientific formation.

## **Development**

A theoretical- practical perspective is presented here for the implementation of this process in line with major international educational trends, contextualized to the specific conditions of the School of language and Linguistics at Guayaquil University (UG).

The All But Dissertation (ABD) syndrome as a world trend that affects the culmination of studies process in universities around the world, has also been affecting this context.

That is why, it was necessary to design a theoretical and practical construct able to better up the end of studies process through its immediate implementation during the culmination of studies curricular unit in the ninth and last semester of the university. In this way, this research is focused in the methodology of the systematization of experiences, as the process in which a new scientific knowledge is built through the interpretation of the concrete results obtained by means of the implementation of actions containing an academic and research character.

This methodology articulated theoretical methods as the analysis synthesis and inductive-deductive. Similarly, empiric techniques as the survey, the interview and the documents review were used. For the design of the academic formation and formative research

integration management, the structural- systemic method was used to tear apart the process in each of its constituent parts and reveal their functions.

### **Academic formation and formative research integration management in the culmination of studies curricular unit.**

The structure of this process was based on what is established in the Instructivo de Transición de la Ejecución de la Unidad Curricular de Titulación, however a new educational management logic was revealed, from the most essential needs of the School of Languages and Linguistics.

The academic- researching articulation achieved a curricular structure in which each of the subjects designed for this curricular unit is integrated to each of the essential stages of the scientific- educative research developed simultaneously by the students in general- intermediate educative institutions.

The academic process, developed in classrooms to achieve its practical articulation with the research that would finally contribute to the degree thesis, was totally centered in problem- solving and participative teaching methods, because when the students arrive to this stage of their university course, they have already acquired the necessary knowledge and develop the skills required in the curriculum of the career. Therefore, this unit does not include entirely new knowledge, but problem- solving systematization spaces are generated for the implementation of appropriate professional resources focused on generating creative solutions to real –life educational problems.

The academic- research articulation was boosted by the gradual construction of the degree thesis in relation to the subjects: Research Methodology, Epistemology, Integrative Subject and Scientific Writing.

Research Methodology and Epistemology are interrelated subjects, each of them is not strictly limited to its own disciplinary spaces, but they behave in a dialect unit for science construction, with no content boundaries. The first mentioned mainly contributed to the essential categories of the research process, the types of scientific research, methods, techniques and instruments as ways of creating scientific knowledge. The secondly

mentioned subject contributed to the students' formation through the academic treatment of the universal research logic, the processes of scientific discussion through the different forms of knowledge, the scientific knowledge dynamics and its justification process.

Together with this dynamics, the subject Research Methodology emphasized the contextualization of the conflict situation, its causes, the problem of the investigation, the objectives (general and specific), the research inquiries, the problem's justification, the types of research, methods, techniques and instruments, so as the tabulation process and analysis and interpretation of the results obtained.

This subject, together with the rest, proposed the students the four big fields of communicative performance (speaking, writing, listening and reading) as wide research objects which, at the same time, are coherent with the statements of the Common European Framework (n/d) and the National Curriculum Guidelines (2012) and its specifications. This made it possible to target the theses projects to these four essential cores of scientific research in correspondance with the feasibility analysis and the research lines of the School of Languages and Linguistics.

Integrative Subject offered a holistic vision of the essential contents developed during the entire university course with research ends. It is centered in a transdisciplinar perspective where all necessary knowledge, skills and values were integrated around the solution to a real-life problem emerged from the students pre- professionals practices.

These contents are holistically integrated in this subject for the first time, to develop a professional researching competence because they were taught in a mainly fragmented way in independent subjects during the previous years.

In this way, the student is able to assume the complex approach (Morín, 1999) as the only viable thought and action alternative to provide integrative and coherent responses to the problems of their educative- teaching practice.

Then, the student is able to systematize theoretical and methodological aspects related to philosophy, linguistics, pedagogy, foreign languages didactics, psychology, sociology, literature, history or other necessary sciences.

This subject was organized around the research project in two big content cores, identified with receptive and productive skills. These two wide groups, then, in their inner subdivisions, coincide with the four big nuclei of the scientific organizational structure proposed to the students in Research Methodology. This subject is also interrelated to Epistemology, because it facilitated the teachers- to-be the integrative understanding of the complex scientific nature of their professional performance.

Scientific Writing trained students in the construction of texts, through justification, scientific criticism, valuation in its interrelation with the hermeneutic processes of comprehension, explanation and interpretation, privileging scientific style. So, in respect to lexis and grammar, writing was exercised to ensure that the written expression could be suitably adapted to the precision and accuracy of scientific thought.

It is pertinent to outline that the students were able to systematize in their praxis the writing process of their theses, based on the American Psychological Association (APA) (2010) rules, sixth edition in accordance with the regulations established at the Faculty.

## **Conclusions**

A systematic and transdisciplinar process of assessment evidenced the students' achievements in the scientific research to get their university degree. The results obtained in this process are encouraging: all the students registered were able to hand in the registration forms of their theses with the necessary coherence and precision.

However, up to now there are students that have not still being able to hand in the final version of their thesis, due to difficulties in the systematization of the tutorials they should have received after finishing the hours-classes planned for the subjects above described. That is why it is necessary to assume a new approach in relation to the tutorials of theses, which should go beyond the traditional review of the written report usually performed.

Thus, the authors of this article are proposing to train teachers in the up-dated processes of educational coaching, so that their work could transcend into a constant and personalized support to the students, where not only they will provide guidance regarding

the research itself, but they would also motivate their tutored students to persevere in the process of completion of studies, beyond the difficulties that might appear.

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## **GOOGLE APPS FOR EDUCATION: USING GOOGLE DRIVE IN (2)READING AND WRITING CLASSES.**

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## **Abstract**

La tecnología en educación no solamente comprende el uso de aparatos tecnológicos como las pizarras interactivas, tabletas, relojes inteligentes, gafas de realidad virtual, etc. La tecnología también se encuentra en el Internet, siendo más específicos, en aplicaciones basadas en la Web. Aplicaciones de Google para la Educación abarcan varios componentes como Google Classroom, Drive, Documentos, Hojas de Cálculo, Presentaciones, etc. Este estudio se enfoca directamente en Google Drive y en su componente Documentos. Google Drive es una herramienta web que nos permite crear y compartir documentos en la nube, interactuar con los diferentes usuarios, trabajar colaborativamente en el desarrollo de tareas, acceso desde cualquier lugar del mundo donde exista Internet, etc. El presente estudio fue realizado con la finalidad de conocer el nivel de auto-eficiencia de los alumnos en el uso de estas herramientas web y cómo influyen las aplicaciones antes mencionadas de Google en sus clases de inglés, específicamente en las habilidades de lectura y escritura.

**Palabras Clave:** Google, Drive, colaboración online, nube, aplicaciones.

## **Introduction**

With the increased use of Internet as a way of learning; many educational institutions have opted to use it as a tool to teach languages, in this case, English. We are living in a technological and globalized world. People from different parts of the world live surfing the net, checking Facebook, using Twitter; uploading pictures, downloading music, buying from Amazon, creating and sharing information, etc.

Neither educators nor students can deny the reality of technology in our lives. As Harris and Rea (2009) state:

Virtual Worlds immerse participants even deeper in technological realms rife with interaction. Instead of simply building information, people create entire communities comprised of self-built worlds and avatars centered around common interests, learning, or socialization in order to promote information exchange. (p. 137)

Technology has been used in education for a long time. Educational technology in its broad meaning comprises but is not limited to aspects such as smart boards, podcasts, wikis or Internet. It is exactly in this point that a vital question arises, are we using technology in education effectively? To be more precise, do we know, as teachers, how to use technology in language teaching?

Since, as mentioned before, technology comprehends a wide spectrum, for the purpose of this study, Internet Apps to learn English will be emphasized. Today, there are many free Internet applications and these can be used by any person willing to learn and discover new ways to learn, collaborate and share with a community.

Free Internet applications such as Google Drive are widely used in education. Google Documents, which is part of Google Drive, is a free web application that can be used in education or business; it is useful for people who want to share and collaborate documents in real time.

Considering our national reality and understanding the need for investigation in educational technology in language teaching in Ecuador, I have decided to replicate a research study done in the United States, in a mid-sized university in Texas. The authors

of this study are Edwards and Baker (2010): “Google Collaboration Applications as Online Course Teaching Tools”.

## **Development**

The purpose of this study was to investigate students’ self-efficacy level of utilizing Web 2.0 technologies in a traditional reading and writing course in an English language institute and to explore the students’ perceptions of using Web 2.0 technology as a communication tool to interact with their professor to collaboratively write, read, and comment other students’ writing.

Some of the qualities of online language learning that are essential for success are interactivity, exercise design and feedback. Sharma & Barrett (2007) also cite that “the ‘interactivity’ of language exercises can be highly beneficial. Web-based exercises are more interactive than paper-based exercises.” (p.10). Finally, they also remarked that “the type of feedback which good interactive materials provide is appreciated by learners. They can get instant feedback on what they have done (p.10).

This study was carried out in an English language institute in Guayaquil – Ecuador. The institution offers 18 English courses in its adults program, including Grammar, Reading and Writing, and Listening and Speaking courses as the last ones. The students have to finish all these courses and pass the Ecce Test in order to graduate and receive their diploma.

Most of its students are Ecuadorians. This institution offers a diversity of schedules: Mondays through Thursdays, two hours of class each day. There are classes from 7:00 a.m. to 8:05 p.m. Intensive courses are also offered on Fridays and Saturdays. At the time study was conducted; teachers, in general, did not use web applications as Google Drive with their students.

The participants in this study were 30 students in a traditional reading and writing course taught in January 2012. This Reading and Writing course is in a high-intermediate level. This course’s main goal is the Ecce reading and writing section (of their graduating exam); this is, reading paragraphs and answer questions about them, and

writing a four-paragraph essay. Other reading and writing aspects are also taught such as sentence structure, connectors, skimming, scanning, etc. There were 17 male students and 13 female students; and from the whole group, 25 students were single and 5 were married. Most of the students in this study were adults. Most of the subjects' age was in the range of 24-18 years old. The youngest was 15 years old and the oldest was 57.

There was a pre-questionnaire and a post-questionnaire to measure the students' perceptions on Google Documents. Students were taught how to use Google Drive, including Documents, Presentations and Spreadsheets before they started using Google Drive to do all the activities. In the study, the students had to do three activities by using Google Drive, but the most important is the last one which is a four-paragraph-essay. Students had to write it in a Google Document the teacher previously created and shared. Students also had to comment on their partners' essays too. The teacher also interacted with students giving recommendations, praising, and correcting.

## **Conclusions**

The present study investigated the students' self-efficacy level of utilizing Web 2.0 technologies in a traditional reading and writing course in an English language institute and the students' perceptions of using Web 2.0 technology as a communication tool to interact with their professor to collaboratively write, read, and comment other students' writing. The answers given by the participants in the pre-questionnaire (given the first day of the course) and post-questionnaire (given the last day of the course) revealed a considerable difference between them. In the post-questionnaire all the students stated that their knowledge to use Google Drive increased. Taking the results of this question into account, it can be concluded that the self-reported students' levels of self-efficacy with Google Docs changed after completing their reading and writing course that was taught by using this application. This change was a positive one since all the students thought they had more knowledge on the application once they finished the course than when they just started it.

Regarding the students' perceptions of using Google Drive in their reading and writing classes, and considering all their positive and negative opinions, it can be concluded that most of the students had positive perceptions towards the use of Google Drive. English teachers can incorporate Google Drive in their reading and writing classes as a complementary tool. It is worthwhile mentioning that Google Drive can not only be used for creating documents as word processors, but also spreadsheets, presentations, forms, and drawings. In addition to this, from Google Drive you can connect more applications for business, entertainment, games, lifestyle, news, productivity, social & communication, etc. These applications could be used for personal use or in the classrooms with the teacher's guidance.

Google Drive has demonstrated to be an application that creates collaborative opportunities between teacher and students. Google Drive permits the teacher or instructor to create and share a document; correct mistakes and give feedback to the students either by commenting on highlighted words written in the document or through chat while working on a document.

**Implications for institutions:** Higher education institutions can also benefit from the use of this application. They can incorporate the use of Google Applications for Education in this case its most valuable tool: Classroom. Classroom is a web-based tool that can be used to create classes, distribute assignments, send feedback, and see everything in one place. The use of Classroom can be given to educative institutions only.

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## **UNIVERSITY- SOCIETY: BIDIRECTIONAL EXPERIENCE OF THE SOCIAL MANAGEMENT OF EDUCATIONAL KNOWLEDGE.**

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**Abstract:**

This article reveals a bidirectional experience of the University-Society that was developed through a Semillero of research in two educational institutions of the city of Guayaquil from a process of social management of educational knowledge. There have been a few studies that address this bidirectional character from concrete examples, so the scientific idea to defend was that educational knowledge is invigorated in a socialized, inter- and transdisciplinary construction in a process of discovery learning and contexts of specific training. It is a qualitative and quantitative research, descriptive, explanatory, propositional and application type. It was developed by the method of action research participation from a process of reflection from the educational action. Evidence and research results relevant essential relationship between the social mission of the university and the significant appropriation of professional content of university research students interacting in social processes.

**Keywords:** University-Society, social management of educational knowledge, reflection-educational action.

**Introduction:**

In contemporary times, linking universities with society and vice versa requires new forms of social interaction that enhance community education practices from a process of reflection-action-participation.

There is today a social demand for knowledge that needs to be addressed, according to the new singularities that each community contributes. Given the growing complexity of these contemporary social processes, many authors are currently investigating (Luis Carrizo, s / f) and Paola Ximena Mantilla, (2013), among others), about the social management of knowledge, although it is not A whole new subject.

However, there have been a few studies that value the bidirectional influence that the link with the community contributes to university training processes.█ From this idea, the question emerged as to how to socially manage educational knowledge according to these singularities of the context, and to become, on the one hand, a useful instrument of educational transformation for all the socializing agents of this process in School institutions that can offer meaningful relevance to the social mission of the university and, on the other hand, contribute to the significant appropriation of professional contents of students that interact in these social research processes. This question became the driving force behind this research project.

The social management of knowledge (Carrizo, Luis, s / f) has been conceived as the capacity for social appropriation of knowledge, with actors interested in its production and development in local environments and particular situations.

Based on this definition, it became necessary to single out this concept to the developed research process and redefine, by the authors of this article, the social management of educational knowledge as the process of social transfer of knowledge practices from the educational action Systematized to promote reflection and action in order to transform concrete pedagogical problems.

This definition therefore guided the scientific tasks developed in the research project developed, promoting educational communication in the two schools selected to strengthen the community of parents, managers, teachers, students and other socializing agents, to become an organization Developing, with coherence, common policies and strategies in the process of social appropriation of knowledge, enabling spaces, not only

for the socialization of educational information, but also for the construction of endogenous knowledge.

From this perspective, on the other hand, the appropriation of professional contents by the research students who participated in this research project was also strengthened by reinforcing these contents from the investigative practice in the selected school institutions.

This research project developed is, on the one hand, the search for transformative solutions in the student behavior of two school institutions in the city of Guayaquil from deepening the study of certain educational problems such as: interpersonal relationships, the relationship with nature, micro-drug trafficking and family care. Which are, in turn, micro-projects of a pedagogical nature, in order to determine the transformative influence of the social management of educational knowledge on these issues. On the other hand, they were constituted, in turn, in integrative projects of pedagogical character that enhanced the significant appropriation of the professional contents of the students who participated in this investigative process.

Therefore, this project addresses a current problem in the educational process by taking into account one of the variables of international relevance of the ONU, in its Millennium challenges, related to Education for All, by interacting with family, School, community and researchers involved in the search for transformative solutions to these educational problems from a social management of educational knowledge, which will in turn enhance the appropriate professional contents in the university curriculum context.

That is why this research project was oriented to determine the influence of the social management of educational knowledge on student behavior. It allowed to reveal as essential scientific idea that the educational knowledge must be dynamized in a socialized construction, Inter and transdisciplinary in a learning process by discovery and in contexts of formation interconnected to their needs and interests.

This process of social management of educational knowledge was therefore developed, through a hotbed of formative research, containing four micro-pedagogical projects, which evidenced the two-way character of social management of knowledge in the dialectical relationship between University and Society. Which contributes the significant innovation of the main research results achieved?

**Development:**

The Semillero project was conceived as an integrative research process with an inter and transdisciplinary character, which reinforced the conception of the link between the university and the educational communities, based on the two-way social management of educational knowledge.

The significant character of this project of student research, as an alternative contextualization of the process of formative research, started from conceiving of research as a shared and integrated process among all the students of the second semester of the career in science education specialty English language at the University of Guayaquil.

In the process of organizing and planning this research process that was developed by 32 students of the second semester, as active participants, it was conceived to determine a common dependent variable: student behavior, around which emerged four singular independent variables, which allowed the Constituting four micro-projects that were developed in two school institutions.

These four micro-projects respond to pedagogical topics, which deepen the study of appropriate professional contents in the university curriculum context. It is for this reason that, in order to demonstrate the bi-directional character of the social management of educational knowledge, this article will aim the results achieved in both directions: in school institutions and in the pedagogical training process of university students, participants in this research process.

This project is a social research, pedagogical in nature, of a qualitative and quantitative nature and descriptive, explanatory, propositive and application. It was especially

developed by the action-participation research method, meaning the process of scientific reflection from the educational action.

Research results achieved in the incidence of social management of educational knowledge through the University-Society relationship.

The social management of educational knowledge, from the bilateral University-Society direction, for this article, will be exemplified in two school institutions with three micro-projects, with a certain number of students, parents and teachers from the 9th and 10th Basic School Year of the Public Educative Unit "Francisco Huerta Rendón" school and by the students, parents and professors of the 1<sup>st</sup> Baccalaureate Science course "A" of the Public Educative Unit "Otto Arosemena Gómez."

This sample was intentionally selected for expressing an intermediate stage between the general basic education and the Baccalaureate.

The sample was non-probabilistic, to which the research instruments were applied (survey to students, teachers and parents), registering as follows:

➤ **In the micro-project of interpersonal relations:**

- 36 students of the 1st BGU of the Public Educative Unit "OTTO AROSEMENA GÓMEZ"
- 13 teachers from the 1st BGU baccalaureate of the Public Educative Unit "OTTO AROSEMENA GÓMEZ"
- 36 parents of the 1st BGU of the Public Educative Unit "OTTO AROSEMENA GÓMEZ"

➤ **In the micro-project micro-drug trafficking:**

- 50 students from 9th of Basic General Education of the Public Educative Unit "Francisco Huerta Rendón".
- 6 teachers from 9th of Basic General Education of the Public Educative Unit "Francisco Huerta Rendón".

- 50 parents of 9th EGB of Basic General Education of the Public Educative Unit "Francisco Huerta Rendón".

➤ **In the micro-project of family care:**

- 37 students of 10th Basic General Education of the Public Educative Unit "Francisco Huerta Rendón"
- 24 parents of 10th of Basic General Education of the Public Educative Unit "Francisco Huerta Rendón"

From the theoretical, methods such as analysis-synthesis and inductive-deductive were used for the bibliographic study and the interpretation of the results of the empirical instruments. In the empirical aspect, the survey technique was used. Likewise, the systemic-structural-functional method was used to design proposals for transformative actions of social management of educational knowledge.

They were carried out as essential scientific tasks: the diagnosis of the main educational problems related to behavior

Students in two tax institutions in Guayaquil were investigated in the epistemological assumptions that support some of the essential educational causes that impinge on inappropriate student behavior in these institutions, and a system of pedagogical actions was designed and applied for the treatment of These problems from a process of social management of educational knowledge.

• **The main obtained results were:**

➤ **In the micro-project of interpersonal relations:**

The diagnosis showed:

In the survey applied to the students of the 1st BGU of the Public Educative Unit "Otto Arosemena Gómez" is evident:

56% Students state that teachers apply group activities to interact in classes.

.70% Students said that teachers encourage dialogue and communication.

.56% Students recognize that there are interpersonal problems in classes.

67% Students believe that things should not be solved with quarrels and quarrels.

These data mean that, despite the fact that group activities are carried out that promote communication and dialogue, there are inadequate interpersonal relationships between them. This reveals the need to promote a social management of educational knowledge that is pertinent to this problem, according to the conditions and characteristics of the students and the institution.

➤ **In the survey applied to the parents of the 1st BGU students, it is evident:**

64% of parents recognize good communication with their children.

25% of the parents recognize that there is family disintegration.

20% of parents believe that there are problems with addiction to alcohol and narcotics at home.

28% of parents recognize that they punish violently their children with hurtful words that affect their self-esteem.

53% of parents stated that they visited the school continuously.

These data allow us to interpret that there is a contradiction in the opinions of the parents, since, on the one hand, there is a significant percentage that recognizes having a good communication with their children, however, on the other hand, although it does not constitute a high representative number, They say that there is family disintegration and that they punish violently their children. This means the need to reinforce the social management of educational knowledge in the parents, as there are still difficulties in the family treatment of these conflicts.

➤ **In the survey applied to the teachers of the 1st BGU students it is evident:**

83% of Teachers acknowledge group activities with students.

100% of Teachers consider that adequate confidence is offered to students so that they have communicative openness.

92% of Teachers acknowledge that rarely and never are educational talks directed to parents.

91% of Teachers believe that interpersonal dialogue and teamwork are among the most appropriate methods to reinforce students' behavior.

These data make it possible to interpret that although activities are carried out in class, which encourage dialogue and communication for the treatment of interpersonal

relationships, the educational activities that the school must carry out with the parents through a social management of educational knowledge are not enough. These parents do not visit the institution, only 3 parents in the last activity.

➤ **Main activities developed:**

Integrative workshops were held with the students, which allowed them to foster an affective relationship between them, fostering sociability and cooperation in the group work in which they participated.

Educational talks were also held for parents, which emphasized the importance of fostering the interpersonal relationships of their children with their classmates, as they are the fundamental basis for the student have good behavior in his/her environment.

Talks were also given to teachers, in which they gave tips on how to motivate their students, how to reach them through dialogue, and how to enhance the confidence of using the teacher in any conflict situation that they find.

➤ **Obtained Results:**

- Among the main results obtained was evidenced:
- A meaningful appropriation of educational knowledge regarding how to enhance interpersonal relationships.
- Reinforcement of the bond between the parents and the school institution.
- Unification of criteria regarding the definition of educational policies and strategies in the search for possible solutions to different problems that exist in the context in which students are formed.

➤ **In the micro-project about the micro – drug trafficking**

- **The survey applied to the students shows:**

The 40% of the students consider that those who are involved in the micro-traffic do it because of economic necessity.

The 42% of students think that those involved in micro-traffic due to social pressure.

The 70% of students believe that drugs affect academic performance.

The 70% of students believe that drugs affect affective relationships.

The 60% of students believe that training on this topic should be provided to prevent students.

The 53% of students think that the person who has ingested drugs may desist from using them.

The 50% of students believe that micro-traffic affects mainly urban areas.

The 60% of students recognize the negative effects that drugs cause on those who consume them.

- **The survey applied to the parents of the students shows:**

The 58% of parents think that lack of affection induces the youth to be come involved in drugs.

The 64% of parents believe that the behavior of a child who is a drug addict, affects home.

The 58% of parents are sure that as a parent can influence the behavior of a child who is a drug user.

The 56% of parents is agree that the teacher must be capable to deal with this social problem.

The 36% of parents believe that the teacher is not capable enough about this topic.

The 60% of parents have the availability to receive trainings about this topic.

The 34% of parents think that their family is not ready to confront a drug addiction situation.

The 62% of parents are agree that drugs are easy to find in the educational establishments.

- **In the applied interview to the teachers is evident:**

Teachers have not observed this problem in their students, however believe that is optimum the police control to avoid or to detect if this micro-traffic exist or not in the establishment.

Also they agree that it is fundamental, in home, that their own parents take more control about their children because, in general the young people who join to this illegal network have family problems.

Teachers think the teaching of this topic is an excellent idea, the drugs are a social problem and they have other kind of problems around it.

- **Main developed activities:**

Educational lectures were given to students about what is micro drug trafficking, how it operates in schools, the purpose of the people involved in this illicit business, and the consequences that students pay for being part of this social problem.

Workshops and activities were developed with the students about the most sold drugs in educational establishments, the effects that drugs produce and about forms to avoid being part of this dangerous world, engaging in other activities that truly bring benefits to each other's lives.

With the parents, a training session was also held on the subject of micro drug trafficking, the main signs of suspicion in the behavior of a young person involved in this illegal business, how to deal with this problem and how to help the young to avoid or to leave this.

- **Obtained Results:**

Acquisition of knowledge by students and parents about how micro-drug trafficking operates in schools.

Learning about the most commonly sold drugs in our country and their consequences.

Participation of the students in workshops.

Collaboration by parents to properly guide their children in order to prevent them from being part of this illicit business.

- **In the micro-project about the family attention:**

37 students of 10<sup>TH</sup> EGB of the Francisco Huerta Rendón school.

24 parents of the Francisco Huerta Rendón School.

From the theoretical aspect, there were used such methods like the analysis - synthesis and the inductive - deductive for the bibliographical study and the interpretation of the results of the empirical instruments. In the empirical aspect, the technique of the survey was used. Likewise, the systemic - structural – functional method was used for the design

of the proposals of transforming actions of social management of the educational knowledge.

They were realized as essential scientific tasks: the diagnosis of the main educational problematic ones related to an inadequate student behavior in two public institutions of the Guayaquil city, they were investigated in the epistemological budgets that sustain some of the essential educational causes that affect in an inadequate student behavior in the mentioned institutions and it was designed and applied a pedagogic actions and system for the treatment to said problematic from a process of social management of the educational knowledge.

➤ **In the micro-project about the family attention:**

The diagnosis showed:

• **The survey applied to students 10<sup>th</sup> GBE shows:**

38% of students believe that the types of households more prone to neglect the attention on the behavior of students are those whose parents are divorced.

57% of students report that the divorce influences the lack of attention.

40% of students believe that the relationship with their parents is excellent, while 35 per cent considered it acceptable.

32% of students report that the frequency in which they come to their parents when they have problems and doubts about important matters of life is occasionally.

38% of students said that the relationship that they have with their parents in the household influences in their behavior and qualifications.

27% of students are partially agree that the social environment that surrounds them has a negative impact on the behavior of students.

46% of students believe that young people spend a lot of time in the social networks in addictive way and sometimes have bad companies in the neighborhood or the place of studies.

38% of students believe that the economic condition of their home is good.

This information reveals to us that due to the problems caused by the divorce, most of young people have not enough trust as to come to their parents when they are in an emotional, psychological or academic difficult situation, since for them it turns out to be simpler to escape of its reality and to create a "fantastic" world for not saying "dreamy", where not necessary they have to be themselves, but try to feign to be or to do something that wakes up the attention or admiration of their group of friends, which is possible for the multiple alternatives that the technology and social networks offer, this way the young people make a parallel reality, which allows them to flee of the trauma and frustration that the affective, economic or academic problems could cause. For which it considers to be necessary to strengthen the affective tie between parents and children, recommending if it is possible to limit the use of the above mentioned social networks, to give place to the basic ones, but essential forms of communication, which take the love bonds in, and hence of confidence, in the family. There is done therefore, necessarily a process of social management of the educational knowledge.

- **In the applied survey to the parents of the students, it shows**

25 % of parents think that the type of hearths more inclined to neglect the attention in the student behavior is that in which the children are left in charge of another relative.

54 % of parents think that the divorce influences the absence of school attention.

38% of parents reported that the relation with their children is a very good

71 % of parents think that talk enough with their children for make them see good and bad things of the life.

50 % of parents reported that they speak with their children about drugs, bands, alcohol and other dangers of the modern society.

50 % of parents said that express love words, they cheer up, they support and comprehension to their children.

29 % of parents think that the social environment that surrounds to their children, influences in a negative way on their student behavior.

50% of parents think that the economic condition of their hearth is acceptable.

59 % of parents says to Instruct their children in spiritual, ethical and moral values.

63 % of parents believe that the spiritual, ethical and moral values are important to have a successful life, since this will help them to be a better person and develop better in the educational ambience.

50 % of parents think that their level of supervision or alertness in the hearth with their own children it is excellent.

63 % of parents said up to date with the type of feeding that their children take.

67 % of parents thinks that the bad feeding affects the academic achievement.

63 % of parents said that always dependent on the academic yield of their children.

63 % of parents reported that the frequency with which they approach to the educational institution to stay informed about yield and behavior of their children is always.

42 % of parents point out that cleaning and esthetics norms that manage in its hearth are good.

This information reveals to us a different perspective between parents and young people, since although both groups agree with that the divorce affects to a great extent the behavior and academic yield, the parents think that they are fulfilling the most important physical needs, as well as they are dependent on the school problems, but in turn thinly they are leaving that their children spend too much time in social networks, what seemingly is inoffensive, but they do not imagine the big danger to which they are exhibited from their own hearths and neither they question which it is the reason of fund for which its children are sheltering in the above mentioned social networks, also they are conscious that the spiritual, ethical and moral values are very important, but you code it of parents they diminish as per statistics at the moment of speaking with their children on this, and it diminishes moreover if it is a question of expressing words of love, fortitude and comprehension, while its conversations on making them see the good thing and the bad of the life increase, although in the context, possibly most of the times in which these advices are expressed are by means of roasting for some committed error. It is pertinent of that time, to prepare the parents, that although their children do not have bad companies out of house, it is important to watch the influence of the social networks, the reasons for which they are sheltering there, that time quality dedicates to meeting its children this way to be able to press the bonds of familiar love hard again.

## **Results of the impact of the social management of educational knowledge through the society - university relationship.**

The social management of educational knowledge, from the Society-University direction was developed through a research Semillero that had a population composed of 32 students of the English Language, of the Faculty of Philosophy, Literature and Sciences of the Education of The University of Guayaquil. It was developed as an integrating project of interdisciplinary nature, when dealing with the subjects of Pedagogy, Didactics, Philosophy of Education and Psychology.

The learning achievements achieved by the students in this link between the University-Society were evidenced in the formative and summative evaluative process through the partial and final support of the scientific results.

**The evaluated learning achievements were satisfactory, with scores varying between 9 and 10 points in 92% of the enrollment, where it was evidenced:**

### **Results of**

- Enrichment of professional educational culture.
- Generation of educational social commitment actions.
- Reinforcement of the inter and transdisciplinary contents of vocational education.
- Application of interactive methods of social communication.
- Deepening the methodology of scientific research.
- Development of an inclusive and non-fragmented thinking of the educational process.
- Direct relationship with educational problems in specific school contexts.
- Strengthening of a circular didactic process, from theory to practice and from practice to theory, in reflection-action-participation processes.

### **Conclusions:**

- Among the main significant experiences achieved in the development of this research project were revealed:

- Reflective educational spaces were built that transcended the traditional educational model, where the exhibitor became the center of the information process, to dynamize the construction of an integrative, shared and harmonious educational model.
- Spaces of educational innovation were strengthened by proposing common educational policies and strategies among all socializers of the pedagogical process.
- It reinforced the university-society link, not only seen as processes of pre-professional practices or projects of linkage, with a curricular character, but as an interactive, committed and bidirectional research process.
- Significant professional apprenticeships were enhanced in the university context.
- The inter and transdisciplinary relationship was strengthened through an integrative educational project, according to the nature of vocational training.

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## **A personalized system of intensive reading activities**

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## **ABSTRACT**

This inquiry was created to contribute to the solution of the problem of ninth year of general basic education students, in which it has been detected deficiency in the intensive reading in the reading comprehension "Provincia de Chimborazo High School". The purpose of this research is to create a material with some activities considering the learning style of each student such as social, visual and individual. Empirical techniques were used to complete this research thus survey, learning style test and interview. These techniques were employed to the population studied in this academic institution based on the results of this investigation, it was conclude that the creation of a personalized system of intensive reading activities to help improve their English level to B1.2. Conclusively the task of teaching requires the teacher to have the appropriate training and pedagogical training with this material teacher will help to the students to get a better comprehension in intensive reading.

Keywords: reading comprehension, intensive reading, English as a foreign language

## **INTRODUCTION:**

This research project was aimed at researching an evident problem focused on the students of ninth year of Basic General Education in the “Provincia de Chimborazo” High School, academic year 2016-2017. This institution is located in zone 8, district 2 to the south of Guayaquil city, its address is Garcia Moreno and Vicente Trujillo Avenue. At present, this establishment has 1200 students in the morning session, 950 in the afternoon session and 520 in the evening session. The campus has an area around of 6450 square meters; according to local sphere this college is located in a good avenue.

“Provincia de Chimborazo” High School is recognized as a prestigious technical college in the country for its development on labor and academic skill committed to social justice and environmental care. This educative institution is under the process of approval of the International Baccalaureate and is expected next year to join those already authorized institutions.

This research is developed because there is an evident need to improve reading comprehension in the students to guarantee their communicative competences as it has been stated in international and national documents.

Thus the relevance of this research is focused on the fact that these days, English language has become a difficult process for students. Then, this research will help them to develop their reading comprehension process through diverse personalized reading activities. These activities will be part of a different and new procedure of teaching in schoolrooms related to reading comprehension with didactic resources centered in student's interests and characteristics

This research analyses the up-dated situation of reading comprehension in students of Ninth B.G.E of “Provincia del Chimborazo” High School; also, it studies the theoretical bases of reading comprehension in relation to intensive reading and it applies

empirical techniques to research the factual situation of the said processes. Finally, this paper summarizes the description of a personalized system of intensive reading activities, designed to improve reading comprehension through learning styles.

## **DEVELOPMENT :**

This research is based from the **psychological** perspective on the Learning Styles' article published by Blue Mango Learning (1998). This foundation, which is ensured to find the learning style of each student such as social, solitary and visual learning style, is an essential bases of this proposal. It is also important to stand out The Zone of Proximal Development (ZPD), theory of Lev Vygotsky (1931) which is centered in the distance between the actual level of development as determined by independent problem-solving procedures and possible development level, specified by solving problems with the address of an adult or collaboration with other partners.

From the **philosophical** bases, the crossed axis in the educative process according to the actualization and strengthening curricular papers of GBE (2010), it has as a principal curricular theme the interculturality value.

In the **linguistic** field, it is assumed the idea of as Akmajiam, Demers, Farmer, Harnish (2010) in which they mention that linguistics is important to learn not only a new language but also other sciences, it means that the development of this aspect is pertinent for this investigation process.

Also, the communicative competence, according to CEFR (2002) will be implemented on the proposal to include activities in which the students will develop their abilities to improve the communicative competences.

According to the **sociological** foundation, the theory adopted is based on the

Seven Complex Lessons in Education for the Future (Morin, 2004), in which it is mentioned the significant learning, it means that the proposal will be adapted to provide knowledge appropriated for students and it will be suitable and useful for them to live in society.

In the **didactic** sphere, this research is based on the concept of Peaty's (1996) taxonomy of reading, which explains the three stages of reading and how this model will help students improve their reading skills with appropriate procedures to develop effectively intensive reading. It is also important to focus teacher's procedure which facilitates the comprehension helping students solve by their own, any difficulty presented on this process.

Finally, in the **pedagogical** field, this research is based on Constructivism theory of Lev Vygotsky (1978) which helps students to learn new knowledge and this is the evolution of new cognitive structures.

Empirically analyzing the object studied, in order to collect real data for this research, some different techniques were used, such as an interview to the teacher that leads the English area, a survey and a learning style test applied to the students.

Taking into account the most outstanding data collected from the theoretical and empirical approaches done to the reading comprehension from a personalized treatment, it was possible to design a proposal to contribute to the solution of the problem diagnosed. This proposal will cover group, social and visual activities, because these are the majoritarian learning styles of the students surveyed. This proposal will be composed of three units and their corresponding activities according to the texts used in the book the students are currently using.

The first unit is based on activities in group, the second is based on individual activities and the third unit is based on visual activities. Resources from different sources are developed according to the objectives of each unit.

## **CONCLUSIONS:**

The English level, specifically in reading skill is not the optimal to reach a good achievement as established by the Ministry of Education. To solve this limitation it is important to provide the necessary tools and strategies that could facilitate the learning for an optimal comprehension process.

Thus the design of this proposal will contribute to the development of the reading comprehension process on the students of ninth Year Bachillerato of "Provincia del Chimborazo" High School to help them reach the A1.2 level of English proficiency according to the National Curriculum Guidelines, English as a Foreign Language (2014). The results expected in this project will increase their level of proficiency and help them to be empowered of knowledge, through the development of a very important skill: reading. This will improve their success in every school area study.

This proposal will provide personalized activities, according to the students learning styles, to help them reach the appropriate development established by the Education Ministry.

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## Appendix A

Contents of the proposal

### CONTENTS

UNIT	LEARNING STYLE	READING TOPIC
1	GROUPAL  FALIMY  FRIENDS	TOPIC1 MEET THE JONAS  TOPIC2 A MISTERIOUS  TOPIC3 E-MAIL FORM MARTHA  TOPIC 4 INCREDIBLE PEOPLE  TOPIC 5 THE TREASURE
2	INDIVUDUAL  FESTIVAL	TOPIC1 HEALTHY FOOD  TOPIC2 THE ORGANIC FOOD  TOPIC3 FAMOUS CHARACTERS  TOPIC 4 INSPIRACIONAL LIVES  TOPIC 5REINNASSANT PEOPLE

**3**

VISUAL

TOPIC1 CROSSING THE ANDES

TOPIC2 A CLOSE ENCOUNTER

WITH A BEAR

TOPIC3 AMAZING ADVENTURES

TOPIC 4ANIMALS IN THE CITY

TOPIC 5 GRAFFITY AND

STREET ART

## **UNIVERSITY-SOCIETY-ENVIRONMENT: THE EDUCATIONAL-RELATION BETWEEN THE PEDAGOGICAL KNOWLEDGE, THE ENVIRONMENT AND THE STUDENT BEHAVIOR.**

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### **ABSTRACT:**

This article shows a pedagogical experience that emphasizes the relation University-Society-Environment through a hotbed of investigation that developed pedagogical strategies focused to the interaction with the environment in a High School of the city of Guayaquil. The aim of this investigation was focused to the activation of knowledge educational-social-environmental, inter-transdisciplinary, allowing to create educational content appropriate by the researchers-participants.

This type of investigation is descriptive, explanatory, propositional, applicative, and the qualitative-quantitative character, since quantitative data are tabulated and processed, and these are interpreted the results of the analysis of several theoretical sources and empirical used sources. The investigation was developed by the investigation-action-

participation methods through the development of environmental educational measures. This showed the relation between mission social- environmental of the University, and the reinforcement of pedagogical contents by university students interacting in this investigative social-environmental process.

Keywords: University-Society-Environmental, social-environmental education, social management, environmental education.

## **INTRODUCTION:**

Currently the relationship between the universities with the society require new ways of social interaction that involve to the nature and promote the community environmental education practices by means of a reflection process, action and participation of all stakeholders involved in this process.

However, the scientific studies, with specific examples that value the bidirectional influence social environmental of the bond with the community and the environment, contribute, in its turn to the formative university processes, there have been few. Questions arise over how to manage socially and environmentally an educational knowledge according to the singularities in a given context, that this becomes in a useful instrument of educational transformation for all socializing agents of this process in the above mentioned school institution, and that could offer a significance pertinent to the social-environmental mission of the university, and on the other side, that contributes to the strengthening of the significant appropriation of pedagogic professional contents of the students who interact in these investigative social process. This question thus became in the revitalizing cell of this project of investigation.

Nowadays, it is possible to demonstrate a social demand of the environmental knowledge that it needs to be attended in the face of the environmental changes registered in the last years. In view of the growing complexity of these contemporary social-environmental processes, is investigated nowadays about of the social management of educational knowledge that contributes transformational changes to the environment.

There is assumed as reference the great contribution by the psychologist Kurt Lewin (Lewin, (1890-1947)), who was one of the very first in to have highlighted the importance the relation between humans and the environment, which determined the influence that the environment has on the persons, in the relations that establish with it. In its to act, in its reaction and organization with the environment. This author emphasizes the importance of to educate the students in the ecological values, starting with the home, in co-responsibility with the school, who has the mission of supporting, guide and strengthening the family in this respect.

From this valuation, then was realized the present research work, which had as purpose propose environmental teaching strategies that improve the student behavior with relation to the nature; attending to the needs of the same ones, promoting the experience of the true values such as: the love, the respect, the commitment, the honesty, the equity, the solidarity, the peace and responsibility. Therefore it became necessary, to distinguish this concept to the investigative process developed and is redefined, for the authors of this article, to the social-environmental management of the educational knowledge as the process of social and environmental transfer of the knowledge since the educational action structured to promote the reflection and the action to transform specific social and environmental problems.

This definition therefore, orientated the scientific tasks performed in this research project developed, promoting the Educational Communication in the educational institution selected to promote that the community of parents, executives, teachers, students and other socializing agents, so they might become into a development organization, with coherence, policies and common strategies into the process of social appropriation of environmental knowledge, making the spaces possible, not only for the socialization of the educational information, but also for the construction of the endogenous knowledge.

On the other hand, it is promoted in addition, the appropriation of pedagogic professional contents from student researchers who participated in this investigative project, to strengthening these contents mentioned from the practice investigative in the school selected institution.

The research project developed is directed the search of solutions transformed into the student behavior of an educational institution of the city of Guayaquil from the accomplishment of a diagnosis that revealed insufficiencies in the environmental education and expressed in inadequate relate with the nature. Therefore, it takes into account, the influence of the environment in the students, to determine the transforming action of the social-environmental management of the educational knowledge. Consequently, this project of pedagogic character promoted the significant appropriation of the professional contents of the students who took part in this investigative process

This project assumes an actual problem in the educational process, emphasizing in the National Plan of Good Living (GoodLiving, 2013-2017), especially, the objective 7.9 which promotes sustainable conscious consumption, sustainable and efficient consumption patterns with sufficiency criteria within Earth's limits. Also, it takes into account one of the ONU's International relevance variables, in its millennial challenges, which refers to Education for All, while interacts with the family, the school, the community, and the researches participating in the search of processing solutions to these educational problems from Educational knowledge's social management, that reinforces the adapted professionals contents in the university curriculum context.

That's why this investigation project was based to establish the influence of Education knowledge's social and environmental management in the student behavior. It showed as a scientific essential idea to defend that Educational Knowledge must focus in a socialized, interdisciplinary and trans-disciplinary construction, in a learning process for discovery and in interconnected formation contexts for its needs and interests.

This process of social-environmental management was developed having as aim the assessment of the influence of the relation with the nature in the student behavior, by a field research, bibliography and statistic for the design and implementation of educational integration actions through a formative research hotbed, which demonstrated the bidirectional character of the Social management's of Knowledge in the dialectic relation University-Society-Environment what brings a meaningful novelty of the Main Results Achieved.

## **DEVELOPMENT**

This project was performed with the purpose of creating a character of responsibility of the students, of an educational institution selected, towards nature. Its scope is not only towards training development, but in addition, of formative character due to the fact that all those involved develop an evaluator and investigative vision in the implementation time of each action.

This project of investigation was developed by six students of the second semester of the career Languages and Linguistics of the University of Guayaquil through a shared and integrated process to realize the formative investigation. The student behavior was determined as a dependent variable, and as independent variable to the relation with the nature in the educational area.

The knowledge adapted was applied in the university curriculum context. In this article it is demonstrated in addition, the result of a social investigation, of pedagogical character, where there was emphasized by the students the need to recycle materials to perform an orchard, it will help the environment, like promoting the responsibility and environmental protection, as essential values to promoting in the educational process.

Results of investigation reached of the influence of the relation with the nature in the student behavior in an educational institution selected:

The influence of the relation with the nature in the student behavior had a population composed by the students, parents and teachers of the eighth grade, of the "Francisco Huerta Rendón" High School.

The sample was of random character and not structured, instruments of investigation and statistical were applied for the design and implementation of the inclusive educational actions. The instruments used were the survey addressed to students, to teachers and to parents.

In the micro-project of the relation with the nature participated:

38 students of the eighth grade of Basic Education of the "Francisco Huerta Rendón" High School.

13 teachers of the "Francisco Huerta Rendón" High School.

12 parents of the "Francisco Huerta Rendón" High School.

From the theoretical position, scientific methods were used as the analysis - synthesis, the inductive-deductive one and the systemic one – structural - functional. In the process of teaching - learning of the environmental culture also emphasized in the learning by discovery, in the significant learning and in the learning in contexts of application.

The present project was directed the search of transformative solutions in the student behavior of the "Francisco Huerta Rendón" High School, of the city of Guayaquil on the basis of to deepen the study on the educational situation problematic given in the insufficiencies into the education environmental and expressed into inadequate relations with the nature. In the first instance, who benefited from the project were the socializing agents from the educational process of the Educational selected Institution, such a: the family, the community and the school, by means of the implementation of a system of pedagogic actions for the treatment to the educational situation problematic from a process of social-environmental management of the educational knowledge.

The main obtained results were:

In the micro-project of the relation with the environment the following was shown:

The diagnostic showed:

In the survey applied to the students of the 8th EGB of the Educational Institution, "Francisco Huerta Rendón" High School, there are shown:

56% said that they did not know the subject of ecopedagogy.

41% said that if there is interest on the part of students in relation to the environment.

58% recognized that students' abilities and attitudes can be improved if they are treated with programs that interact with the environment.

77% believe that can learn values to take care of nature.

These data make it possible to show that a significant number of the students know about the care which should have with nature, though they do not know how they can rescue personal values in this process of environmental culture. This reveals the need to promote an educational management directed to the relationship with nature through the shared construction of educational knowledge and that is pertinent to this problem, according to the conditions and characteristics of the students and the institution.

In the survey applied to the parents of the 8th EGB students of the Educational Institution, "Francisco Huerta Rendón" High School, there are shown:

68% of the parents recognize that they do not know what ecopedagogy means.

35% of the parents recognize that nowadays a more conscious care is given to nature.

25% of parents consider that there should be more programs where nature and the student work directly.

48% recognized that they did not know that through nature they can rescue personal values.

63% said that they agree with a program that helps improve the relationship with the environment.

These data allow us to interpret that parents agree that their children are getting programs where they can learn values and that, in turn, preserves and protects the environment. It is necessary to affirm that the cooperation of the parents is necessary, therefore they have expressed an interest in participating, next to the students, of these programs. This reveals that the educational needs of parents and children can be met in a cooperative work, where both work in order to form values. It is evident; therefore, the necessity of carrying out an educational management towards nature, as long as the objective is the strengthening of the family-school-community bond.

In the interview applied to the teachers of the 8th EGB students of the Educational Institution, "Francisco Huerta Rendón" High School, it is evident:

- 58% of teachers believe that teaching outside the classroom helps the student in concentration and in better academic performance.
- 30% of teachers know the concept of ecopedagogy.
- 48% of teachers say that they can form values with a better relationship with nature.
- 70% of teachers agree to perfect the culture related to nature.

With the collection of these data, it can be determined that there is a lack of knowledge on the subject of nature and the ecological by some teachers. This entails strengthening the process of formation of environmental values for the implementation of educational actions of institutional and student integration.

Main activities developed:

Talks on environmental education were developed for students, which allowed them to strengthen the importance of the environment and its care. Cooperative activities were also carried out between students to create with recyclable materials and to take care of a small orchard; promoting their active participation with the environment.

Likewise, talks were developed with the parents, which emphasized the important role of them in the student's life, and that they should set an example and instill ecological behaviors for their children.

Likewise, interviews were developed with teachers, in which it was emphasized that in their classes they should make their students integrate with themes about the environment, their problems and possible solutions; such as expose The Ministry of Education

Results obtained

The main results obtained, there are shown:

A sensitization and participation, mainly of students, with respect to the environment and its problems.

Strengthening the role of parents and teachers in the inculcation of ecological behavior in students.

Motivation to decide educational skills for the search of small solutions to the elements that affect the environment, and the protection to it.

Identification and improvement of the environmental conditions in their school environment.

Results on incidence of the social management of education environmental Knowledge, through the relation between University–Society–Environment.

The social management of educational environmental knowledge, as an awareness of the value of knowledge as a resource and result in society, developed from the University–Society–Environment direction through a research Seminar that had a population of 6 students of English language of degree in English language, Faculty of Philosophy, Literature and Education at the University of Guayaquil. It was developed as an integrative

project of inter and trans-disciplinary character, when relating to the University with the Society and the Environment, evidencing the incidence of the subjects of Pedagogy, Didactic, Philosophy of Education and Psychology.

The environmental-educational learning achievement achieved by the students in this bond between the University-Society revealed in the formative and summative evaluative process through the partial and final support of scientific results achieved.

The learning achievements evaluated were satisfactory, with scores between from 9 to 10 points, where it was evidenced:

Enrichment of professional educational culture.

Reinforcement of inter and transdisciplinary contents of vocational training.

Application of interactive methods of social communication.

Deepening the methodology of scientific research.

Development of an integrative thought of the educational process.

Direct relationship with educational problems in specific school contexts.

## **CONCLUSIONS:**

The incorporation of knowledge and innovations in the education agents and the society not only involved access to information required, but also opinions and perceptions implementations, that participated to sustain a critical view about environmental culture, emphasizing the responsibility of knowledge creation and dissemination, the investigation and epistemological models promoted since university environment institution selected.

Since the principal experiences gained in the developed of this educational-environmental project were revealed:

- Educational spaces that transcended the traditional educational model, were established, where it was reflected and the exhibitor became the center of the information process to transform it into a dynamic, harmonious and integrative educational model.

- Spaces to innovate environmental education were boosted, to promoting policies and strategies among all the participating identities of the environmental educational pedagogical process.

- The usefulness of the applications generated was presented to produce important and significant improvements, both in teacher's role and in the environmental learning of the

students, contributed to the satisfaction and well being in the activities of motivation and learning.

- The university-society-environment bond was consolidated, not only as a process of pre-professional practices nor projects of bonding with to the society, with an environmental or curricular character, but also as a process of social-environmental, interactive research, and committed
- Environmental qualities and values were determined, sufficiently the bond with the subject and the personality of the involved ones, in which the skills and knowledge investigated are developed.
- The different meaningful and appropriate learning were strengthened in the university context.

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## **(10)English level at high schools and its effect to study Languages and Linguistics**

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## **ABSTRACT**

Learning English for Latin American people has always been a challenge in permanent changing especially in the last decade. Different techniques trying to get better results at the end of the process were adopted in some countries. Even there is a big difference between the teaching at private and public institutions, the minimum level students should get at the end of their studies was established by the government. In order to achieve this goal innovative changes were adopted and applied by each private institution because it becomes into a competition in order to obtain the best results in their students. In the last few years some changes were implemented for each study stage, primary, secondary and inclusive superior, including the application of new methodologies, techniques, adaptation of languages laboratories and the evaluation and preparation of teachers, through different international programs with the main intention of increasing the students' knowledge, so that they will be really prepared for their future professional studies, especially for those who decide to continue studying careers that include English subjects like Languages and Linguistic at Philosophy, Letters and Sciences of Education Faculty at the University of Guayaquil. However all these innovations have positive and negative factors.

Keywords: educational system – techniques – results – level – changes

## **INTRODUCTION**

Most of Ecuadorian people have started learning English since they were small kids accordance with their chronological age and different educational levels, since the basic section, high school and inclusive at the university, however not all of them reach a good English level when they finish their studies, even though some institutions make their best efforts implementing radical changes

"second language learning is not a set of easy steps that can be programmed in a quick do-it-yourself kit". (5) (Kuhn, 1972) Learning another language is a process that will take time, perseverance, constancy, commitment and sometimes effort. Learners are not going to see positive results immediately because some results are not visible that is why some students get frustrated and give up the process. Other students compare themselves with native speakers and feel they will need years to learn but they do not consider that they are in contact with the new language only few hours during their classes because the rest of their time they are using their native language which constitutes a disadvantage because they need to be in constant application of the new language to get faster progress

- **Thus, Children learn language step by step**

**Imitation**

**Repetition**

**Memorization**

**controlled drilling**

**Reinforcement**

**Reinforcement can either be positive or negative**

(2) Theories of Language Acquisition (Chomsky, 1957)

Since human beings are small children and start learning to communicate they do it by imitating what they listen to, they do what others do, this is a natural way of learning which involves the repetition of what they can see and hear because they do not know if it is well or not they only repeat, through the constant imitation and repetition they memorize the actions that later can be easily applied, practice and the application that constitutes the training method, however those that are not well applied or properly used they need to be corrected and monitored which is considered as reinforcement with the intention to do it better, but not in all the cases it will be improved correctly.

children acquiring English as a second language also show a "natural order" for grammatical morphemes, regardless of their first language. The child second language order of acquisition was different from the first language order, but different groups of second language acquirers showed striking similarities.

(Burt, 1974)

It is over-understood that learners' better acquisition of a new language in general way depends on their ages; young learners acquire easily the new language and are practicing it constantly, however older learners tend to find difficulties in rules application and they are not going to use the language regularly. Another factor is gender, women tend to learn more languages than men which has a relation with their career orientation, other people study English to be used in their university careers. Another factor is the brain hemisphere dominance, if students have already developed the hemisphere to acquire new languages it will become easier considering the domination of the brain for each activity the human being wants to perform. There are more aspects that affect positively or negatively during the learning process.

In order to overcome some of the above factors there are several groups of learning strategies that must be applied with the main objective to get better results in the students' acquisition of the new language. Some of these strategies are focused to cognitive, metacognitive, memory-related, compensatory, effective and social which will be the clues in the learning process.

Cognitive Strategies are used to develop learners' acquisition of the language so that everything they perceive in the other language will be reasoning and analyze while the information is processed in their brains.

Metacognitive Strategies are focused to encourage students to identify their styles and preferences to learn the new language. If the students recognize the strategies that they can work well they are going to develop better their skills.

Memory-related Strategies are used to help the students to record in their minds the information which will be ready to recall and apply later. This is the hardest strategy to apply in students because it depends on the students' styles to learn, for some students only listening to the meanings will be enough to remember, but other students need to repeat the same information, others will need to apply the structure to remember its application, but at the same there are different strategies for each style.

Compensatory Strategies involves the students in the situation to study in order they can guess information or they feel motivated to work by themselves taking the initiative to work and express their ideas, opinions, suggestions and examples in the other language.

Affective Strategies are essential to apply because they will help to recognize students' mood and anxiety during the class. When students feel they are understood they will collaborate more and their desire to work will be waken up.

Social Strategies are related to the place where the students are learning in order they can relate their real lives and experiences into the new language. It is helpful to adapt the atmosphere in the class so that they live what they are studying.

It is necessary to consider the importance of involving students with the methodology and materials to be used during the class in order they will feel the necessity to participate, they will feel confident to express themselves and to be part of the class, no matter if they do it well or not, they just try to communicate applying the new language. If students start participating during the class, they will be engaged with the new language and their interaction will increase day by day. Besides, through their continuous participation they will demonstrate themselves they can do it so that they will feel motivated to continue working. The most they apply the language the most they learn.

Many years ago, English was implemented as a Second Language in the Ecuadorian Educational system; however, it was given more emphasis for private institutions than for the public ones.

For private institutions it becomes like a competition, some institutions offer more facilities to develop all the skills in their students in order they could get a higher level. Some institutions started selecting the most qualified and certified English teachers to teach the language through the appropriate methods, techniques and activities in order to engage and motivate students to learn the language. Another change was the innovation of Technological Resources through the implementation and redesign of the infrastructure accordance with the latest and most advanced hi-tech with the objective to be updated and connected around the world, which at the same time allowed students to enjoy the

learning process to develop or reinforce their abilities. Private institutions also redesign their curriculums including more subjects with English contents, in that way some subjects that were taught in Spanish will be taught in English in order to increase students' vocabulary, as well as it will improve their comprehension and oral communication. Another option to increase students' improvement in the language was to add more hours to teach the subject, schools rose the weekly English hours to feed the students' knowledge, inclusive the subject was divided to be taught by abilities, one teacher and material specifically for Reading, another teacher only for writing, other one only for Language use and so on, however it doesn't guarantee that all the students will develop their skills perfectly.

Private institutions try to offer more possibilities to develop their students' abilities to learn a foreign language, they keep rebuilding the infrastructure, update teachers, apply modern materials, implement modern equipment which will contribute directly or indirectly on students' acquisition of the new language. The principal goal is to prepare students to take international proficiency tests that qualify them with their real level.

On the other hand Public Institutions continue with the same traditional system to teach a foreign language because the teaching hours a week were and are only five which are not enough to develop all the skills in all the students or at least in ninety percent of them, in order to improve their level, moreover it is more difficult to apply new techniques and strategies that contribute in the teaching-learning process because of the lack of time, in these circumstances teachers do not have another alternative than to follow the books' contents and structures and the students' participation is reduced consequently this group of students will not have the opportunity to increase their level in a foreign language as well as its application will be restricted to once a month depending in the quantity of students per class, because the amount of students to teach is a determined factor that will become into an advantage or disadvantage at the moment of teaching. If the teacher works with a small group, the students' abilities will be developed deeply, the process will be individualized, the teacher can realize each student strength and weakness and the actions and techniques to reinforce will be applied to encourage them to improve their weaknesses, but for those big groups of students will be totally challenging to discover or detect students' strength and weaknesses and obviously it will be impossible to take actions to develop their skills properly since the teaching individualization will not be applicable due to the amount of students versus the time to work with them.

Considering all these aspects during the teaching process it is necessary to recognize their positive and negative influences which in a way or another will change the results at the end of the process.

"understand the nature of language, the fact of language varieties - social, regional, and functional, the structure and development of the English language system". (6) (TESOL, 1975) For non-native learners is very hard to understand the structure and functions of the new language because the first option learners take is to relate the new language with their native patterns which make it more difficult and confusing. For non-native learners becomes hard to avoid translations and encourage their brains to think directly in the second language-English because all the times they try to communicate they relate their native language to the second language and vice versa which takes more time to think in one language to translate to the other language.

Activities that involve real communication promote learning. A second element is the task principle: Activities in which language is used for carrying out meaningful tasks promote learning A third element is the meaningfulness principle: Language that is meaningful to the learner supports the learning process.

(Johnson, 1982)

The majority of learners get involved in the learning process when they have the opportunity to practice activities because they will remember what they were practicing. It is recommended to apply the activities but in the language they are trying to learn in order to practice more. If the language acquisition becomes attractive for the learner it will engage the students in the process because the students will enjoy what they are doing.

It is real that a big percentage of students who have learned a foreign language in small groups, who started and finished with the same system, studied in a private institution get a high level of knowledge, because those factors contributed in their success for the acquisition of the language. On the contrary, those who have studied in big groups or changed from one institution to another will not get a good level that allow them to communicate written or orally.

It is necessary to recognize that public institutions didn't restructure their systems to teach a foreign language or they didn't give the importance it should have had and for many years they continued working in the same conditions, using the same strategies with big quantities of students which become into a disadvantage to develop students' skills properly, obviously the results won't be totally satisfactory or won't accomplish what the Educational system requires for students accordance with their educational stage and the European Community Frame, which is divided as follows:

Council of Europe levels	Description
C2 Mastery	The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker. <i>Example: CAN scan texts for relevant information, and grasp main topic of text, reading almost as quickly as a native speaker.</i>
C1 Effective Operational Proficiency	The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics. <i>Example: CAN deal with hostile questioning confidently. CAN get and hold onto his/her turn to speak.</i>
B2 Vantage	The capacity to achieve most goals and express oneself on a range of topics. <i>Example: CAN show visitors around and give a detailed description of a place.</i>
B1 Threshold	The ability to express oneself in a limited way in familiar situations and to deal in a general way with non routine information. <i>Example: CAN ask to open an account at a bank, provided that the procedure is straightforward.</i>
A2 Waystage	An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.

	Example: <i>CAN take part in a routine conversation on simple predictable topics.</i>
A1 Break through	A basic ability to communicate and exchange information in a simple way. Example: <i>CAN ask simple questions about a menu and understand simple answers.</i>

(FRAME)

The aspiration would be that the students finish their secondary studies with an upper intermediate level that allow them an active communication in the foreign language everywhere they are and in front of any situation. At the same time this level will habilitate students to take any kind of International Proficiency test.

Students who are well-prepared will be ready to continue their university studies where they will get the highest Proficiency level without any kind of inconvenience. They will also get many advantages when they have to communicate in English speaking countries or when foreigner people come to their native country, and, the most important benefit is when they are looking for a job, they will find many new open doors that will value their knowledge more than for those students who didn't learn English.

School leavers who decide to study and get a Licenciatura as teachers of English at Languages and Linguistic School of the Philosophy, Letters and Sciences of Education Faculty at University of Guayaquil need a good level of the language to start their studies because the curricular plan includes subjects in English, which contents are only in English like: Linguistics, American Literature, British Literature, Curricular Plans, subjects that need to be worked and understood by the students only in English, consequently it is notorious that those students who finished their high school studies at private institutions can continue with their career without any difficulty but those who studied the high school at public institutions would have to face different difficulties because of the lack of comprehension of English contents, as well as their development and participation is not the same as for those who can work independently during the English classes.

## **Conclusions:**

Some years ago, learning English was not as necessary as it is now, people learned because they like the language, because they used to travel frequently but not because it was necessary to study a university career or they needed it to get a better job.

It is necessary to make young people understand how useful is for them to learn English, how many advantages they will have in their future personal and professional lives. Maybe studying English is hard for some students, especially when they do not have the facility to acquire foreigner languages, or because at their earlier ages they have had bad experiences, or situations that make them feel frustrated at the moment of talking in another language.

If the government project reaches its objectives in few years more the students who will graduate from public institutions will finish their studies with an excellent level of English, even though it does not only depend on the system, because there are other factors necessary to consider such as: the quantity of students in a classroom, the implementation of proper laboratories as well as the parents' help.

Nowadays it becomes more competitive for people to learn English, it is challenging but rewarding at the end they will be recognized for all the sacrifices they did in order to learn more about the language, to practice and apply their knowledge everywhere they are.

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(FRAME)

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(TESOL, 1975)      [http://www.literature.freeservers.com/image\\_polat/llat.html#T](http://www.literature.freeservers.com/image_polat/llat.html#T)

## **(11)Age-Related Differences in the Motivation of Learning English as a Foreign Language at the University of Guayaquil**

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**Abstract:**

One's age directly affects one's motivation to learn English such that younger learners had more motivation to learn the second language as compared to the older learners (Uribe, Gutiérrez & Madrid, 2008). This effect is attributed to the inactivity of the neuromuscular mechanism in one's brains beyond the age of 20, which affects one's ability to process and understand L2 (Uribe, Gutiérrez & Madrid, 2008). The poor language learning techniques of the older adults is another cause of the low motivation to learn ESL (Torres, 2009). Children engage in more interactions with adults and friends as compared to adults, which is perceived as one of the main factors why children learn a second language faster as compared to adults. The interaction helps them to discover new vocabulary, new ways of pronunciation and new grammar rules, which builds their language faster as compared to adults (Peal & Lambert, 1962).

Key words: motivation, language acquisition, fluency, critical period hypothesis

### **Introduction:**

Age plays a pivotal role in determining the motivation one has to learn a second language (L2). According to Cook & Singleton (2014), individuals are naturally motivated to learn a foreign language if their age falls below the last year of puberty, after which one finds a lot of difficulty in acquiring a second language. As such, children are naturally superior in second language learning as compared to adults (Genese & Caroline, 2006). Similarly, one's competence and fluency in learning L2 is directly proportional to age, where one's capability and flexibility in learning L2 drops steadily as one grows older. This effect has led to the creation of the critical period hypothesis, which claims that attaining fluency in a foreign language is only capable during the critical period – usually before the end of puberty (Cenoz, 2003). In this regard, the hypothesis asserts that the younger the learner in second language, the faster the learning process and the better the outcomes of the lessons. In addition, younger L2 students tend to acquire native state fluency in pronunciation, writing and spelling as compared to adult learners, who usually have pronunciation and spelling challenges even if they learn L2 for longer periods (Peal & Lambert, 1962).

Apart from the above arguments, DeKeyser (2007) argues that the age of acquisition or the age at which one gets exposed to a second language also plays a

pivotal role in determine the motivation of learning the language. Learners who are exposed to their second language at a tender age tend to adapt faster to the lexical, semantics, pronunciations and grammar of the second language as compared to adults (MacSwan & Pray, 2005). Similarly, the rate of adaptation to a language is hypothesized as being directly proportional to one's age, such that younger learners adapt faster to a language as compared to older learners (Genese & Caroline, 2006).

### **Development:**

In light of the above facts, this paper presents findings to investigate the age related differences in motivation to learn English at the University of Guayaquil, one of the many public universities in Ecuador. This university was selected as the most appropriate for this study because it is located in interior areas of Ecuador, a Spanish speaking country, hence making English an L2 language (Goldenberg, 2008). This study uses 310 respondents as participants selected across the different courses offered at the university. The selection of the participants was made uniformly across both genders, fields of study and courses to ensure that the findings were unbiased and reliable for drawing conclusions. Apart from the student community, those in office positions were also included in the study to ensure that all age ranges were considered, to ensure that the findings were unbiased and reliable for use by other studies and research.

Apart from the findings from the study, this report also includes a detailed literature review that is used as a guide and backup to the findings from the study. The literature review also gives findings from previous studies on the topic, which act as control studies in deriving of conclusions. As such, it helps in confirming if the outcomes of the study are consistent with previous studies and if there are new discoveries on the subject.

This study uses 310 participants selected uniformly across the schools, courses and departments at the University of Guayaquil. The participants were categorized in age groups: 17-22, 23-27, 28-33 and above 34. As such, they were tracked and assed as a group and their results tabulated for the entire period of the study. The study lasted for six months and included following the progress of various students attending English classes at the university. This follow up was also accompanied by practical

sessions where participants were required to read aloud a written paragraph each month during the study period. The rate of pronunciation and ease of reading the paragraph was then measured from time of commencement to the time of completion (Fraser, 2000). Questionnaires were also administered at the start and at the end of the study to ascertain how much knowledge the students had at the start and at the end of the study.

These methods were selected as the most appropriate for this study because they will help in determining both, one's fluency in speech and one's motivation to learn the language by analyzing the improvement in one's rate of reading the written paragraphs. The questionnaire also came in handy in assessing one's motivation to learn a language at the start and at the end of the study (Ritchie & Bhatia, 2009). The difference in the answers on the questionnaire was also beneficial in assessing one's progress and level of motivation to learn English.

The periodic reading paragraphs were composed of two hundred words, around two hundred and ten syllables and seven sentences long. The paragraphs were mainly made up of a mixture of nearly all vowels and consonants in the English language. The sentences were mainly declarative with straightforward imperative meaning. In reading this paragraph, participants were assessed on both the fluency in pronouncing the words and syllables as well as the speed of reading the entire paragraph (Fraser, 2000). This assessment helped to gauge the competence one has in English, over time, hence help to determine the level of motivation one has in learning the language.

This study assumes that notable improvement in the level of proficiency in a language, over time, is attributed to the motivation one has in learning the language.

The results from the study revealed that older students had lower motivation to learn English as compared to their younger counterparts. The younger learners showed initiative in seeking assistance from their teachers and had great improvements in pronunciation and rate of reading the paragraphs.

The participants were assessed using percentages: excellent (70%-100%), good (50%-60%), intermediate (35%-50%) and poor (below 35%) depending on their levels of pronunciations and rate of reading the paragraphs. The results of the sessions for the first, third and sixth month are as tabulated and graphed below.

Table 1: The first month of the study

Age range (years)	Percentage of competence (%)
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17-22	60
23-27	54
28-33	39
Above 34	22

From this table, it is evident that individuals older than 30 years had the poorest motivation in learning English as compared to their counterparts. On the other hand, the younger individuals aged between 17 to 22 years had the most motivation to learn English. The graph of their perceived motivation percentages is as given below.

Figure 1: Graph showing the categorization of participants for the first month

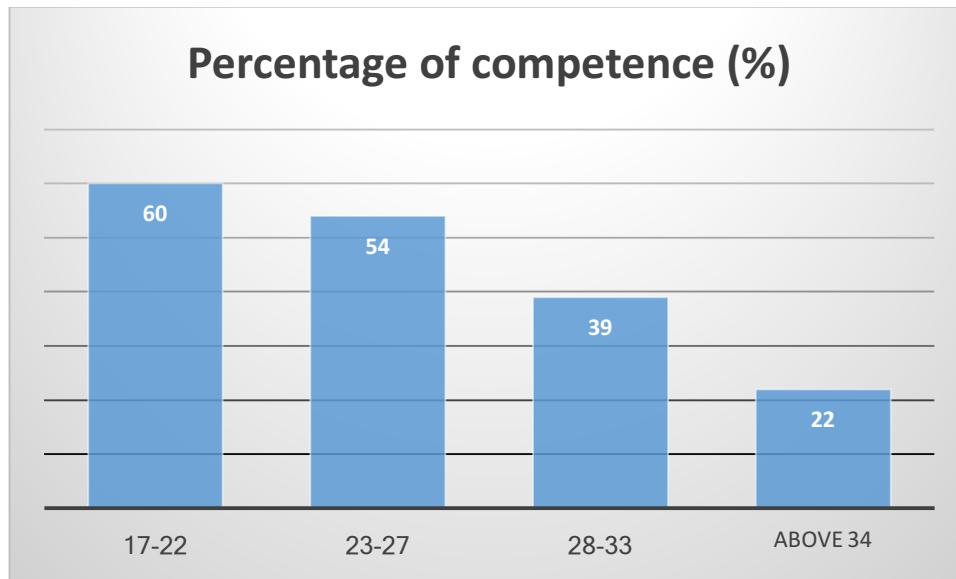


Table 2: The third month of the study

Age range (years)	Percentage of competence (%)
17-22	75
23-27	64
28-33	48
Above 34	24

This table shows that there was slight improvement in the motivation to learn English among individuals aged above 34 years. They only improved by 2% of motivation as compared to the youngest participants aged between 17-22 years who improved their

motivation by 15%. Besides, it is noteworthy that the level of improvement in motivation is even across all age groups and is higher among age groups below 23 years.

Figure 2: Graph showing the categorization of participants for the third month

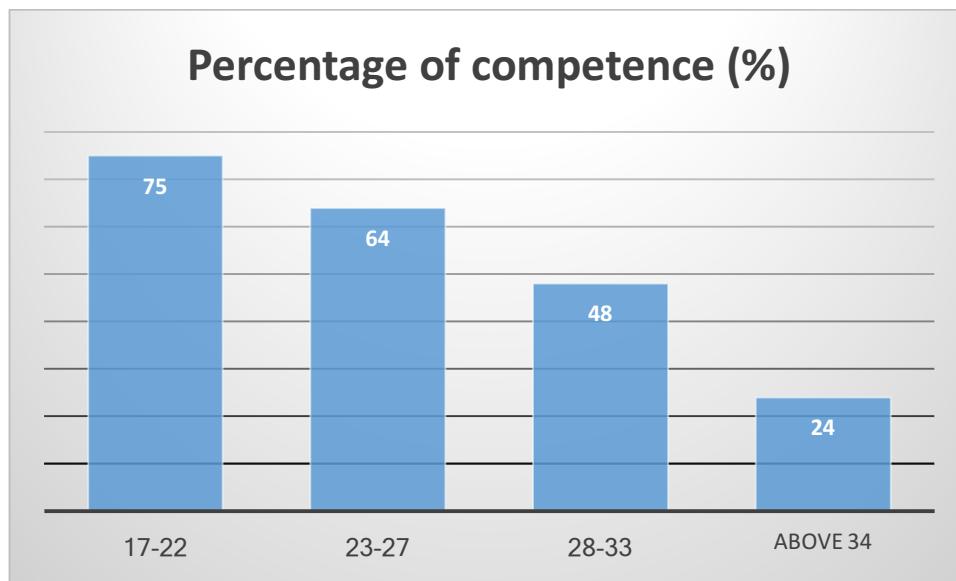


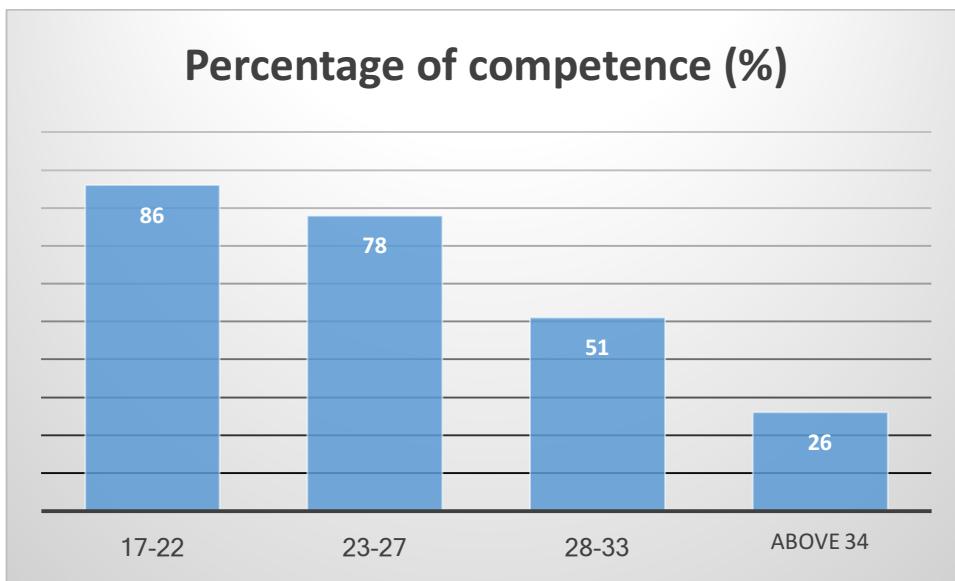
Table 3: The third month of the study

Age range (years)	Percentage of competence (%)
17-22	86
23-27	78
28-33	51
Above 34	26

According to this table, there was tremendous improvement in the rate of motivation to learn English among individuals aged 17-22 years. This increase decreases evenly across the age groups and is lowest among the elderly. This finding is proof that the

critical period hypothesis is crucial in L2 learning and that age is a major determinant of the motivation one has to learn English as a second language (Bott, 2005).

Figure 3: Graph showing the categorization of participants for the sixth month



### **Conclusions:**

In conclusion, it is evident that the motivation in second language acquisition is mainly determined by age, in that, younger L2 learners are usually motivated to learn a second language as compared to their adult counterparts (Fraser, 2000). It is also evident that there are many factors working for language learners during the critical period as compared to those outside the critical period. On the other hand, there are many factors working against L2 acquisition when one is outside the critical period, making it a strenuous endeavor to learn a second language outside the critical period.

From the above findings, it is evident that the motivation one has to learn English is directly proportional to age and reduces with an increase in age. The above findings also point out that the critical period forms the most optimal period for L2 learning, where the results of the learning process are guaranteed and one has ease in learning the language. This study also shows that the motivation to learn a second language decreases as one gets older.

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## **(12)THINK GLOBAL-BRING THE WORLD TO THE CLASS**

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**Abstract:**

This paper reports on experiences of TEFL educators in Guayaquil, Ecuador; who consider their role is far beyond the level of teaching knowledge and a good communicative language competence, but promoting creative globalized critical thinking, respect for human rights, diversity and practice of values. Students have been learning English for academic and communicative purposes, but we have been missing to infuse that sociological aspect of taking their knowledge outside the classroom, leading the students to connect their new lexicon and pragmatic language to their surroundings, finding similarities and differences with people from other contexts; having a worldwide perspective.

This global communicative language approach allows creating a learning community open to differences. Not only will it enhance students' English learning in a practical and realistic way, but it will also upgrade their self-concept connecting their own world to multiple socio-cultural experiences, forming and fostering citizens of the world from our classes.

KEY WORDS:      globalized approach      sociological aspect  
                      worldwide perspective      learning community

**INTRODUCTION:**

Language research has proven that English is the number one mode of communication worldwide. It is a challenge to prepare students to excel not only linguistically but also culturally. Students strive in learning fast, technology hand by hand, innovative and motivated classes and teachers must be updated to capture their attention and motivate their learning, without leaving apart values and identity.

Additionally, the Common European Framework highlights the importance of the cultural dimension where students need to become proficient not only with the language but also interculturally, forming learners who must be competent and sensitive to differences and similarities among cultures, countries, people, ethnicities and honor values, and respect diversity,

The premises are to educate students for the 21<sup>st</sup> century globally, culturally and communicatively competent, that is why the Ministry of Education in Ecuador has promoted the New English Curriculum considering on one hand to initiate students in their English learning process from their very first beginnings in Basic Education as well as implementing new approaches following current, globalized and pedagogical trends such as the application of CLIL or challenging the high incidence of the

Communicative Approach in students who pursue to attain bilingual education (Ministry of Education of Ecuador, 2016)

The development of an intercultural competency does not belong to a new methodology, it is a communicative competency that has partially been omitted; however, this group of new generations need to be reminded that this decisive element helps them interact with other cultures, use the appropriate language, gestures, lexicon and demonstrate that we are progressing for better not for worse.

## **DEVELOPMENT:**

Nowadays it is not possible to consider the study of a foreign language without developing the communicative language competences whose main components are linguistic, sociolinguistic and pragmatic elements that promote the formation of an integral and proficient learner.

Savu (2014) said

Foreign language education in the 21st century focus on (...) instructing our learners how to use the language communicatively. Given the globalization we are experiencing, communicative competence equally involves cultural awareness as a means to effectively communicate with other people who do not share the same cultural background.(p. 21)

Within the communicative competences, the intercultural issue reaffirms the ability to interact with others, create culturally competent learners who are respectful and sensitive to differences and similarities observed all over the world. Language continues being taught, but under different circumstances with an intercultural component.

Several pedagogues have evolved the model of developing communicative competences facing the alternative to implement intercultural aspects in order to boost students' performance. Shemshadsara (2012) expressed "Culture awareness has become an important focus of modern language education, a shift that reflects a greater awareness of the inseparability of language and culture, and the need to prepare students for intercultural communication" (p. 95)

The justification for including the intercultural component is in response to the 21<sup>st</sup>. globalized language learning. Students understand that learning languages constitutes a plus in their holistic formation and they need to be ready to take advantage of opportunities, such as scholarships, internships, higher level jobs, but with an outstanding language proficiency component. It is part of the educator's responsibility to provide richness of knowledge, but not only improving the linguistic competence, but also infusing cultural awareness of similarities and differences among different cities,

countries and even continents, making them understand the world and other cultures through a foreign language. (Ministry of Education of Ecuador, 2016)

Pitifully, teaching is really complicated in environments where there is a lack of technology and resources, but it is important to include spaces into the curriculum providing opportunities for students, not only for connecting them with the real world, but also for enhancing higher critical thinking abilities as well as developing learning strategies in order to facilitate them research, analyze, summarize and present new information. For that reason in our country it has been designed a new English curriculum to be implemented since 2017 which considers mainly the Communicative Language Approach and the Content Language Integrated Learning ( CLIL) as its core principles. CLT has a vast career path in language learning processes, achieving significant results through a variety of meaningful activities whose purpose is to allow people communicate successfully while CLIL represents a current trend where content from different disciplines is being taught with and through a foreign language in a purposeful way. ( Bentley, 2010)

CLIL is also conceived through the development of 4Cs as its main components which represent Culture, Communication, Cognition and Content, they all integrate the five curricular threads to be implemented in the new curriculum where the Communication and Cultural Awareness occupies the first place, another fact that justifies bringing that global engagement into our classrooms.

When introducing traditions, celebrations, customs, etc derived from different cultures intercultural learning is produced, accomplishing various objectives such as getting to know majestic and incredible treasures all over the world as well as valuing our own festivals, typical food, etc. In other words making knowledge meaningful to students, connecting this new learning with their lives and neighborhoods, then making the connection with other places. We need to nurture in students' a global vision and change their perspectives in the future, appreciate other cultures and countries and become sensible and humanistic to changes. They are global citizens of the 21<sup>st</sup>. century who are strongly engaged in improving and improving a worldwide society promoting no boundaries between countries.

When students realize that their tasks are connected to global issues, they feel motivated to work harder and they find out that people from a distant country have many similarities in their actions or in the way of living, as a consequence their language learning experiences become easier and more enjoyable.

A qualitative research performed along our professional experiences specially regarded to our last groups of students, allowed us to observe them carefully establishing the following patterns in their attitudes:

\* A first group of 24 students started First semester at the university during the year 2014-2015. During their semester, their practice and interaction with the language was observed and evaluated with tests and rubrics, respectively. This was a group of

talented students highly demanded with their abilities and competencies. During this semester the students reinforce their communicative competence and oralcy. For the year 2015-2016, the same group "A" started the Second semester, at that time the group displayed a positive aptitude to work on research, had a good command of the language, were critically competent, well formed in values and good role models for the institution.

\* The 24 students of group "B" started First semester college in the year 2016-2017 and is a very capable, active and proactive group. During their first four semester, they learnt English through the communicative approach, and as they displayed a good language proficiency. During this second semester classes, it was included in their lessons the intercultural competence to promote higher thinking skills and enable the students to gain cultural and linguistic knowledge, making the path easier to be part of this globalized education.

## ACTIVITIES TO PROMOTE INTERCULTURAL COMPETENCE

These are examples of alternatives in learning to promote intercultural competence for fostering the global engagement.

### **1. PROFESSIONS. BASIC LEVEL.**

In order to promote critical cultural awareness, students are prompted to analyze similarities about jobs in different countries. In this way, it is left apart the notion of the traditional professions, and incorporate the new trend of technological and top professions worldwide. They research professions, salaries, highly demanded jobs and tools and equipment needed worldwide. In class they discuss their findings, share information and design a riddle. Meaningful activity that provides a vision of other cultures and places.

### **2. INTERNATIONAL CELEBRATIONS**

These type of celebrations help create multiple opportunities for students to engage in an intercultural worldwide event with a profound discussion and respect to human beings. Students are assigned to groups to analyze importance of promoting worldwide observance days. The first chosen topic was the "Elimination of violence against women, celebrated on November 25". The students are motivated and proactive in searching information in order to raise cultural awareness in the institution. They discuss in class new findings, compare and contrast situations of violence around the world. To finish their project, they visit an organization for beaten women, and present the scientific poster to the audience.

Students from the other classes are invited, as well as a speaker is invited to talk about the Ecuadorian legislation. To conclude the activity, they may post their evidence or photo in an international website in order to raise cultural awareness worldwide.

This experience helped enrich the students' linguistic and intercultural competence as they expanded their vocabulary, language and oral proficiency; but mainly helped them be tolerant, confident and think critically.

### 3. THIS IS ME. First and last name.

Even though this is a basic unit of the curriculum, students are led to discuss about students' admissions at local and international universities. The teacher suggests to research locations in a map of national and international universities, number of students, ethnicity, academics and sports. The next day they bring a photo of the institution and talk briefly about their findings.

To conclude the activity students are asked to fill-in an international identification form with their personal information. This activity help students realize the importance of filling out an admission form, because it represents the ability to overcome a language barrier and feel part of the culture.

## 4. VARIOUS SUGGESTIONS FROM METHODOLOGICAL ORIENTATIONS

There are multiple suggested activities in order to promote this intercultural approach according to the CEFR and the new curriculum. For instance:

\*Listening to a foreign typical song in order to find similarities and differences with an Ecuadorian typical song

\*Searching out typical food from different cultures and regions, comparing and contrasting with ours.

\*Sharing legends, myths from different countries and completing graph organizers about them

\*Communicating any cross-cultural experience ( trips, tasting exotic dishes, making friends from any other country)

## CONCLUSION:

Teachers must open their classrooms to the real world promoting global engagement since an intercultural approach helps students develop not only their linguistic competences, but also encouraging them to see the world through a new perspective without boundaries, learning similarities and differences from multiple socio-cultural

environments and valuing theirs; becoming reflective citizens of this 21<sup>st</sup> century and responding to the contemporary educational requirements.

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## (5)THE USE OF COGNITIVE STRATEGIES IN READING

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## **Abstract**

This article shows the benefits of training cognitive reading strategies on students which lead them to become good readers. . The term cognitive strategies, according to O'Malley & Chamot (1990), is more directly related to individual learning tasks and entails direct manipulation or transformation of the learning material. There are several reasons that support the cognitive strategies training since they provide learners while learning a language the necessary tools to self-diagnose their strength and weakness and evaluate their performance, what best help them learning the target language, make decisions about how to approach a language task and develop a broader range of problem-solving skills as well as transfer successful strategies to a new context. These cognitive strategies can be used during the pre-while-post reading stages. Thus, the pre-reading stage includes imagery, elaboration, inference, and deduction. The while-reading stage consists of resourcing, grouping, getting the idea quickly, and note taking. The post-reading stage contemplates repetition and summarizing strategies.

**Key Words:** *Cognitive strategies, strategy training, tool, stages, skill.*

## **Introduction:**

In this modern globalized era is evident that reading is an essential skill, especially when university students are learning a language. As a matter of fact, reading and understanding what is read is the path to be knowledgeable and have easiness that will help students to become autonomous learners. On the other hand, as stated by Atkins et al. (1996) being ineffective readers limit learners' academic performance. Thus, deepening in the cognitive reading skills issue is really important to develop because they will lead learners to be successful readers.

Currently, educators experiment challenge in the teaching process because second or foreign language learners do not have reading comprehension skills facing struggles when reading. English language learners, in such as an EFL context that is Ecuador where they do not have much exposure to the foreign language use, have the misconception that reading well means to recognize every word and figure out its meaning from the printed text, hence they look for every unfamiliar word up, and translate sentences word-by-word. Thus, reading English texts plays a vital role for Ecuadorian students to improve their English skills as a whole. If students cannot read well, they cannot gain knowledge and would often make little sense of what they read.

## **Development:**

According to Chamot, strategies are "procedures that facilitate a learning task and are most often conscious and goal driven" (2005, p.112). When these strategies become to learning, they are called learning strategies. Wenden (1987) refers to them as the steps, plans, routines that are used by learners in order to facilitate the obtaining, storage, retrieval, and use of information. Consequently, learning strategies are some techniques that help learners to deal with different pieces of information which could deepen comprehension, recall of the information, and learning. In order to comprehend a text, a reader uses reading strategies. Reading strategy is the mental activity that readers use to construct meaning from a text (Ratna, 2014). Thus, successful readers are those ones who use reading strategies more effectively than the ones who do not use strategies.

O'Malley et al. (1985) categorized learning strategies under three main groups: Metacognitive, Cognitive, and Socio-affective Strategies. Metacognitive strategies are used to plan, monitor and regulate the reading as it occurs. On the other hand, cognitive strategies are the mental processes that have direct concern with the processing of information for getting, storage, retrieval or use of information (Williams and Burden, 1997). Socio-affective Strategies are associated with activities that involve social interaction (Brown, 2007).

What is more, in the view of Chamot and O'Malley (1989) when using cognitive strategies the learner manipulates the learning material interacting, creating mental images, or linking new information to knowledge grabbed previously. Khezrlou (2012) annotates that cognitive strategies deal with those operative steps taken for learning which directly require analysis, transformation, or synthesis of learning material. Moreover, enhancing the reason why there is a necessity of cognitive strategies. Chinn (2009) states that a cognitive strategy is a procedure performed to accomplish a specific cognitive goal.

Cognitive strategies are categorized into two processes: the bottom-up and top-down which occur simultaneously at all levels. Goodman describes the bottom up as the "common sense notion" (1998 p.11). It is related with the process of decoding; recognizing letters, words, phrases and sentences to get the meaning. In contrast, top down is the act of choosing the most important elements from a text which help to make sense of it (Lynch & Hudson, 1991). As a result, top down process facilitates readers to make predictions about the text content by connecting the recent information to their prior knowledge.

Readers with the help of top-down and bottom-up strategies go through the three main stages of reading: Pre-, While-, and Post-reading. In each stage learners can use the different cognitive strategies that can be applied during a reading session. According to Suleiman (2006), teachers should consider the different stages of the reading process in order to apply the adequate strategies to improve the performance of the learners. The pre-reading strategies help students to recognize the knowledge that they already have about the topic or text. Students perform better when they are engaged in pre-reading exercises, such as predicting, visualizing and connecting. The while reading strategies encourage students to make connections, monitor their understanding, generate questions; in other words, to be actively engaged in the text and thinking while reading, for example, questions and clarification. The post reading strategies provide students opportunities to summarize, reflect, discuss and respond to text.

The following cognitive reading strategies classification was proposed by O'Malley & Chamot (1990):

### Imagery

Hasyim (2013) points out that imagery means using mental or actual images to understand or remember what the new information means which has a vital importance

in comprehension processes due to the fact that they promote recalling verbal materials. Ratna (2014) recalls Oxford's view (1990) stating that creating a mental image helps to understand or remember new information. Some researchers have concluded that if readers are taught to apply the imagery strategy the resulting outcomes are an improvement in reading comprehension.

### Elaboration (Background Knowledge)

In reference to this strategy, several studies point out the importance of using what the reader already knows for applying it to new ideas in the text. Chamot and O'Malley (1990) refer to elaboration as relate parts of new information to each other, new information to prior knowledge, or making meaningful personal associations with it.

### Inference

Inference is a cognitive process used to guess meanings, predict outcomes, or complete missing parts. According to I-chun Yeh (2006), making inference signifies developing a mental process (schema) in which it is combined previous knowledge with what is read; and the result is the reader's personal point of view and unique interpretation.

Kispal states "Inference is the ability to use two or more pieces of information from a text in order to arrive at a third piece of information that is implicit" (2008). In the same way Ratna (2014) establishes, that during the inference strategy the learners use available information to guess the meaning of new items, predict events or fill out missing information.

Therefore, developing Inferencing skills is important for reading comprehension and it is necessary that all readers be taught to make inferences. Since inferential skills contributes students learn how to think critically and reflect on their reading.

### Deduction

According to Oxford (1990), deduction is a top-down strategy managing from general to specific. For instance, the students understand the whole text by reading the first line of each paragraph. Another example could be to identify the form of unknown words in the text which led to guess about the kind of word it would be (noun, verb, adverb, etc.).

## Resourcing

Resourcing is using target language reference materials. As Oxford (1990) states that to better understand what is heard or read, printed resources such as dictionaries, word lists, grammar books, and phrase books may be valuable. It is important to bear in mind that a single word may have several possible meanings and teachers should encourage learners to use a dictionary to find the particular meaning of an unfamiliar word in a given context. As Walz (1990) states, dictionaries are the essential source for information about words in a language.

## Grouping

Grouping strategy which consists on classifying the words according to their grammatical categories (O'Malley & Chamot, 1990). Oxford (1990) adds that grouping strategy in reading involves classifying or reclassifying what is read into meaningful groups, thus reducing the number of unrelated elements.

## Getting the Idea quickly

The strategy getting the idea quickly includes Skimming and Scanning. According to Brown (2001), skimming is a fast, superficial reading with the purpose of getting a general overview of the text and main ideas. Conversely, Scanning is looking for specific information in the text (Hood, 2005).

Encouraging students to learn how to skim and scan a text can become them flexible readers. Consequently, they can read according to their goals and get the information they require in the shortest possible time.

## Note Taking:

The note-taking strategy involves writing down concepts and key words that will help students to remember important information (O'Malley & Chamot, 1990). This strategy make students active participants in their learning as well as helps them classify vital concepts, recall information and be a support in their studies.

## Repetition:

The repetition strategy consists on reading a passage more than once in order to understand it more completely (Oxford, 1990). It is essential that learners develop

the repetition strategy which helps them to keep the information they have read for long term or to remedy failures.

Summarizing:

Summarizing consists on making a mental, oral, or written summary of new information obtained through listening or reading (O'Malley & Chamot, 1990). As Gulcat (2007) expresses that the process of summarizing allows learners to grab the original text better and understand it.

Conclusions:

It is important to bear in mind that training learners on the use of Cognitive Reading strategies has positive effects. Consequently, students enhance their reading ability and comprehension skill.

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## **(13)The Effect of Using Rock and Pop Music in EFL Classes**

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### **ABSTRACT**

In the study of Second Language Acquisition some linguists suggest the use of music in language – learning based on sociological or cognitive considerations (Engh, 2013). Because English is a foreign language, some students do not perceive its real application in their daily lives outside the classroom and can feel unmotivated in class, that way they do not show interest in learning it (Lewis Glyn, 1975). Teenagers may be the most difficult demographic sector to work with. Teenagers feel strongly identified with music because that relationship gives them a sense of belonging to a group, identity and it is the best way of transition from childhood to adulthood (Campbell, Connell, & Beegle, 2007). This study explores different uses of rock and pop music in

English classes for motivating and keeping teenagers in Ecuadorian high schools engaged to the class process.

## Key words

Music, EFL, second language acquisition, motivation, pop culture, teenagers

### Introduction

Learning has to do with the natural characteristics of human beings such as discovery and creativity. Learning has been developed through theories and principles according to the social needs and strengths. One of the theories applied in education overseas is The Multiple Intelligences Theory. Musical intelligence is one of the multiple intelligences defined by Howard Gardner in his book “Frames of mind” (Gardner, 1983). He states that there is a great range of types and levels of musical skills in most of human beings. “Music seems... just like natural language” (Gardner, 1983) He also says that music is not only able to transmit feelings and emotions but gives a concrete form to represent these feelings. Music is part of people’s lives and part of their culture, music gives identity to a person or a group of people (Gardner, 1983)

In the study of Second Language Acquisition some linguists suggest the use of music in language – learning based on sociological or cognitive considerations (Engh, 2013) Studying English in a country where English is not the official language is important but sometimes not the most important part of the curriculum. Because English is a foreign language, some students do not perceive its real application in their daily lives outside the classroom and can feel unmotivated in class, that way they do not show interest in learning it (Lewis Glyn, 1975) this situation could be very frustrating for English teachers.

With this scenario teenagers may be the most difficult demographic sector to work with. Their particular interests change from one day to another, and so do their role models, but one thing remains the same and that is their relationship with music. Teenagers feel strongly identified with music because that relationship gives them a sense of belonging to a group, identity and it is the best way of transition from childhood to adulthood (Campbell, Connell, & Beegle, 2007)

Using music in English classes is not really new. Many teachers apply this technique in their classrooms, but there is a misconception that pop music cannot be used academically. Many English teachers may use songs just as a recreational part of the day. However, music has more power in what people learn than a power point presentation, because it embraces not only the mind, but the heart and soul of a person, and it also makes connections with powerful memories. (Cook, 2008) Music and human beings are intrinsically connected since the moment they were born and it is part of their life until the day they die. A soft lullaby sung by a mother can calm down the most exasperating cry of a baby and a cheerful and catchy chant sung by a choir

of passionate people can guide a whole sports team to win the most challenging championship.

This study explores different uses of pop and rock music in English classes for motivating and keeping teenagers in Ecuadorian high schools engaged to the class process, the researcher will explore why pop and rock music can be used as a tool for engaging and motivating students in an English class in Ecuador.

#### Research Question

In which ways can Pop – Music engage and motivate high school students learning English in Ecuador?

#### Sub – Question

How do Ecuadorian students feel engaged with Pop Music?

What are the perceived benefits of using Pop – Music in Ecuadorian EFL classrooms?

Which activities can teachers do with their students in class using Pop Music?

## LITERATURE REVIEW

In order to provide theoretic support to this study, the researcher analyzes different aspects of music, its relation with language, why it is important to adolescents and how to relate music with second language acquisition.

#### Music: Importance and Generalities

Music is an important part of people's life, every human being feels in one way or another related to music either as performers or just listeners. What is music and why is it so important for human beings? Nils L. Wallin (1991) defined music as a wide system of sound structures in constant movement that is capable not only to consume real time, but also creates virtual time, that happens because music is directly connected with emotions. These emotions are not the same for everybody even if two or more people are listening to the same song, the emotions will be related to each listener (Pattel, 2008) This capacity of music for expressing emotions will depend on the listener's point of view, it means that it is the listener and not the music itself that makes sense of that emotion. It is the listener who enjoys and feels pleasure while listening to certain parts of a song, and the reason is because he/she remembers other experiences (Madell, 2002)

Music can also reproduce sounds of nature, that evocation of nature phenomena is called "tone painting" or "sound painting" (Pattel, 2008) With tone painting, the composer intends deliberately to make us remember something that we know from other contexts, it could be nature sounds, animal or even human sounds. We must be

aware that tone painting is not a simple imitation of nature sounds; tone painting is a complex exercise of sonic representation of nature (Pattel, 2008)

If it is being said that music evokes different emotions and experiences, then it can also be said that there might be a relation between language and music. If that relation really exists, in which ways can they both be related?

### Music and Language

There are two influential theorists or philosophers of the modern era: the linguist Noam Chomsky and the musicologist Heinrich Schenker. Reading their studies, some resemblances can be found. They examined the structure of language and music respectively instead of linguistic or musical behavior. But there are some other surprising similarities in their theories. For instance, Schenker concluded that at a very deep level, every good musical composition has the same kind of structure that is what Chomsky said about language. (Sloboda, 1985)

Language and music are related in other aspects too. Music can be considered as the language of emotion, and like a communicative language it has a lingual origin. Sonic, expressive and gestural aspects of a verbal language are present in music too. Musical scores, as it is with written texts, require interpretation. In music this means sonic understanding of written music; and in language, decoding of letters (Wellmer, 2004)

There are more similarities between language and music. John Sloboda includes their condition of universal and exclusive human characteristic and in consequence every person is capable to acquire linguistic and musical competence. Another interesting similarity cited in Sloboda's book is that a composer can combine sounds and create musical pieces that no one has heard before. The same principle happens when a person combines words and forms a completely new sentence. They both are generated first reproducing and producing sounds without any kind of instruction, but reading and writing a text as well as reading and writing musical scores are usually taught by someone else in an instructional stage (Sloboda, 1985)

It has been analyzed the relationship between music and language, with this existent relation in mind. Could it be said that it would be possible to use music in a second language acquisition? There are two possible scenarios for this acquisition: English as a second language (ESL) or English as a foreign language (EFL), Ecuadorian scenario is the second one. What are the implications of an EFL classroom? Can music be helpful in this case?

### EFL Classrooms – Generalities

Before relating music to EFL classroom, it is important to understand what an EFL classroom is. The acronym stands for English as a Foreign Language, that is teaching English in a country where most people do not use it very often. Yvonne and David Freeman conclude that students in this scenario are not too exposed to English outside the classroom.

"When students leave the classroom, they do not hear too much English, although they may be exposed to English on television, in popular songs or at the movies. English does not serve these students on the playground or in a store" (Freeman & Freeman, 1998 p. 4)

Teachers in this situation must accommodate their methodology because the acquisition of a foreign language depends almost exclusively to the formal classroom instruction more than other subjects do. The foreign language is generally introduced when the basic conceptualizing processes of L1 has been developed. Learning a foreign language is more a personal goal instead of a necessity (Lewis, 1975)

Since learning a foreign language is considered as a personal goal, what it is needed, in order to reach this objective, is motivation. This motivation to succeed can come in different degrees. H. Douglas Brown states that there are two kinds of motivation, intrinsic and extrinsic motivation, For learning of a foreign language, intrinsic motivation would be applicable because "intrinsically motivated activities are ones for which there is no apparent reward except for the activity itself. People seem to engage in activities for their own sake and not because they lead to an extrinsic reward" (Deci, 1975 p.23 in Brown, 2000 p.164)

Brown also cites Maslow's hierarchy of needs (1970) to explain how people motivate themselves to gain self actualization after satisfying the basic physical, safety and community needs. According to him, people will always look forward to increasing their self esteem (2000)

Motivation is important in the learning of a foreign language, One conclusion have been identified; that people can motivate themselves and actually that is the kind of motivation needed for learning English. How can music with motivation for learning English as a Foreign Language be linked?

#### Music in an EFL classroom

Using music and songs in English classrooms has been used for a while. Many authors such as Bartle (1962); Richards (1969) or Jolly (1975) claims its multiple benefits in linguistic aspects, but more important, the motivational interest it may generate in English learners (Engh, 2013) Music is a great tool that can be used in any learning situations, and it must be used for its physical, emotional and psychological effect that produces in teachers and students. (Jensen 2000 in Allen, 2002)

The cultural aspect of music in language and viceversa is a factor to take into consideration, "They (the songs) offer insights into the culture and especially the stories and myths of different societies, providing a window into the frames of reference and values of the people whose language we are learning" (Candin, 1992 p. ix in Engh, 2013 p.115) Music is universal as a form of art but is also specific because its content and style may represent a specific culture, that way music becomes a mirror

that reflects that culture and influence that same culture ( Griffee,1992; Failoni,1993; Mishan, 2005 in Engh, 2013)

Dwayne Engh also adds an interesting point of view about the purpose of songs. He cites Huy Le, who states that songs transmit values and ideologies that must be critically analized when they are used in the EFL classroom(1999) (2013).

The use of music in an EFL classroom is highly suggested for its capability of motivation and the relation with the culture, but what kind of music would be recommended? According to Richard Allen,(2002) the type of music that may be used in classroom would depend on the reaction showed by the students.That is, the selection of songs will depend on the students and not the teacher, and that gives a challenge to the teacher of teenagers, to be aware of what is currently popular among the students and always explain the purpose of using one or another song (2002)

Emily Grater and Danielle Johnson(2013) describe a study conducted in an eighth grade classroom, this study tells how the teacher used a rap song “Dear Mama” by Tupac in her class, the teacher made her students listen to that song and realized that after listening to it, her students were really motivated and engaged in the activity, they participated actively in her class, she could hear really critical analysis when they read the lyrics. She felt that the class was really meaningful for her students. (2013). That is an example where rap was used successfully.Why was rap successful in that case?

Music is present at every age, but it is during adolescence when individuals feel more engaged with music and are also more passionated in its consumption (Fine, Mortimer and Roberts, 1990 in Campbell, Connell, & Beegle, 2007). According to the research made by Campbell, Connell & Beegle, adolescents feel so related to music because it is a way to build, accommodate and revise factors of their personal identity and identification with a certain group. Music also permits students know themselves and set boundaries with others (Arnett, 1995; Larson,1995; Tarrant, Nort & Hargreaves 2002 in Campbell, Connell, & Beegle, 2007)

Larson, Kubey and Colety (1989) suggest that in contrast with children who watch more T.V., adolescents prefer to listen to popular music because they want to stop doing family activities and listening to music is more oriented to their friends (Campbell, Connell, & Beegle, 2007). That would explain the engagement teenagers feel to the current pop and rock stars. Why would current songs be useful in an ESL classroom?

It is important to consider Pop Culture as a global phenomenon and young people as its target (Griffee, 1992 in Engh, 2013). Teenagers feel engaged with pop music because they see it as familiar, but more important, it is significant (Dubin,1975 in Engh, 2013) . The use of music from pop culture, that is the use of rock & pop music, opens a window to the new language of their culture (Cheung, 2001; Plagwitz, 2006 in Engh, 2013), reduces the generation gap, and also “validates and empowers their music, their language and their culture” (Hamblin, 1987; Domoney & Harris, 1993 in Engh, 2013 p.115)

After analyzing the principles of music, its relation with language and how music motivates and engages teenagers, the use of pop music in EFL classroom seems practical and needs to be supported with this research.

## SUGGESTED METHODOLOGY

In order to get the objectives set at the beginning of the investigation, it is suggested the use of an Action Research project.

It is important to know the music that students are currently listening to and in order to get that information, it is suggested a survey that students will fill with their favorite songs and artists.

Once the intervention has finished, a new survey is suggested to measure the amount of motivation students felt when singing in class their favorite songs

## CONCLUSIONS AND RECOMMENDATIONS

Music and language are related, they are both exclusive human activities and express feelings.

EFL students are related to pop and rock music because of the cultural exchange with The USA.

The songs teachers would use in their classes must be their students' choice.

The results of the investigation must be published and shared with other colleagues

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## **(14)THE IMPACT OF FUN ENGLISH CONVERSATION AND SPEAKING CLASSES IN ECUADORIAN HIGH SCHOOL STUDENTS**

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### **Abstract:**

This study examines current patterns of oral communication strategy used to teach EFL students, and how the use of them can increase improvements in the oral communication ability. It tried to adjust the design of strategies to local high school conditions and necessities, and trying to establish a method for developing speaking skill in adolescents. In a 12 – week EFL course based on a communicative approach 15 teenagers. The effects of the training were assessed by 3 types of data collection: Pre and post oral communication test scores, and a retrospective analysis for their performance. The findings revealed that participants significantly improved their oral proficiency test scores. The results of the retrospective data analysis confirmed that the participants' empowerment was by the attendance to the different conversation

classes and the students also obtained experience and practice with the exercises developed.

**KEY WORDS:** Communicative competence controlled and non-control oral activities speech process Holistic Evaluations Interference Error correction communication strategies

## **INTRODUCTION**

Speaking seems to be the most important skills of the four abilities. The most important goal of English language teaching must be to give learners the ability to use English effectively and accurately Davies & Pearse (1998). The fact is that not all English learners can communicate fluently after the learning process has concluded.

Most of teenagers can pass easily exams , but find it difficult to communicate in English. Therefore it is a must to look for methods that help students to improve students communication skill, and it is also a necessity to know which are the factors that make help students to improve their speaking performance.

The problem

The current study addresses two issues

1. What are the problems that the a focus group students have when they learn to speak English
2. What are the factors that affect their speaking performance

## **DEVELOPMENT**

Literature review

The linguistic competence, the right vocabulary and mastery of syntax to speak in another language is what we need to communicate competently Nunan (1999). However the communicative competence is not only linguistic competence, but also a range of sociolinguistic and conversational skills. Johnson (1995 ) established that any second language learner need a communicative competence to participate in a and learn speaking. In the Common EUROPEAN Framework (2001), communicative

competence is said to have the following components: Linguistic, Sociolinguistic and Pragmatic competence.

### Factors affecting speaking performance

There are some internal and external factors of each individual that may affect in different range the speaking performance, there are: Performance conditions, affective factors, Listening ability, Topical knowledge, and the feedback in two different stages, first during their speaking activities, and also in their previous studies.

## METHODOLOGY

The study was centered on a qualitative approach focus on the observation, exploring and interpretation of students' perceptions concerning to the English Language.

### Participants

The participants of the study are from 9<sup>th</sup> and 10<sup>th</sup> grade, in a private English academy random from different high schools 4 lady girls and 6 boys all of them teenagers.

### Instrument

The research instruments were questionnaires and class observations . The students were recorded and data was analyzed for the analysis and look for which of the affecting speaking factors may cause an interference in the speaking learning process. The topics for discussion were deliberated chosen by the students of the focus group to find a methodological approach that is beneficial in all stages of the study.

## FINDINGS

This research project has given the following findings as the most important.

- a. The students felt comfortable working on topics already chosen by them, therefore they could express themselves freely of what they wanted to say.
- b. The focus group students recognized that their speaking level have improved in the way that they could express better and the other members of the group understood the ideas which were expressed by each one of them.

- c. These focus group students increased automatically their other subject grades in high school, because they felt comfortable and thought that if they could do it in English, there would be the same with the other difficult subjects they have had.
- d. These students also have much more friends in high school, because their fellows for which English has been difficult found in this participants somebody of their age who explain English with other techniques.

## **CONCLUSIONS:**

This research has given the students the opportunity to transmit their opinions in different topics worked in the class sessions. The main conclusion that can be appreciated was that the students were able to improve significantly in their learning process with this different and new experience of language learning having well-articulated paragraphs, clear ideas and expressing the right opinion of what they need to transmit.

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# FRANCÉS

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# **L'APPRENTISSAGE D'UNE LANGUE ÉTRANGÈRE PAR L'ART : EXPÉRIMENTATIONS**

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## RÉSUMÉ

Cette communication examine la réalisation d'un projet de recherche - réalisé avec des étudiants de l'École de Langues et de Linguistiques de l'Université de Guayaquil - sur l'approfondissement des connaissances en langue allemande, à l'aide d'activités pédagogiques concernant l'influence des arts visuels allemands des XX et XXI siècles. Le rôle de l'enseignant dans ce projet a été un rôle d'*enseignant-tuteur* afin de maîtriser les problématiques hétérogènes générées par l'apprentissage d'une langue.

La méthodologie utilisée était expérimentale pour laisser une place à la théorie mais aussi à la pratique de l'exercice. Au moyen de posters ainsi que de présentations écrites et orales ont été analysées la problématique du travail artistique d'Anselm Kiefer et du film *Good Bye, Lenin !* de Wolfgang Becker.

Car progresser dans l'apprentissage d'une langue étrangère peut également passer par une meilleure connaissance de la culture et de l'art propres à cette langue. L'art valorise alors le langage.

Mots-clefs : Apprentissage, langue, art, culture, Allemagne

## INTRODUCTION

Il sera analysé ici la possibilité de construction d'une méthode significative d'apprentissage d'une langue étrangère.

À travers les multiples possibilités pédagogiques d'apprentissage d'une langue étrangère, il a été déterminé que la culture artistique et historique propre à une langue de référence est primordiale pour une meilleure maîtrise de la langue elle-même. L'art peut alors servir de support significatif d'apprentissage afin d'aider à la mémorisation des notions de grammaire, vocabulaire, compréhension écrite et orale de la langue.

Une approche pédagogique de la langue utilisant l'approche artistique et culturelle est importante à la fois pour démythifier le rapport à la langue et le rapport à l'art.

Comment influent les activités artistiques et culturelles allemandes dans la motivation de l'apprentissage des étudiants de septième semestre 2016-2017 avec une spécialité

dans la langue Allemande de l'Ecole de Langues et Linguistique de l'Université de Guayaquil ?

L'art devient un enjeu dans l'apprentissage d'une langue étrangère par un étudiant. En insistant sur le cadre de travail et le déroulement de l'expérience pédagogique, nous observerons ici comment cet apprentissage peut se construire

## DÉVELOPPEMENT

### **UN CADRE DE TRAVAIL SPÉCIFIQUE EN LANGUE ÉTRANGÈRE : L'ART COMME VECTEUR PÉDAGOGIQUE**

Il est important de présenter une langue à partir d'autres thématiques et de faire découvrir à l'étudiant un panel aussi complet que possible de ce que représente la langue qu'il étudie, avec sa culture propre et les représentants de cette culture.

Il a été mis en place à l'École de Langues et de Linguistiques de l'Université de Guayaquil, un projet de recherche réalisé avec des étudiants sur l'approfondissement des connaissances en langue allemande, à l'aide d'activités pédagogiques concernant l'influence des arts visuels allemands des XX et XXI siècles.

Il s'agissait d'un projet (*Proyecto Semillero*, en lien avec la Département de la Recherche de l'Université de Guayaquil) effectué avec les sept étudiantes du cursus 4<sup>a</sup>1 en allemand sur l'influence des arts visuels des siècles XX y XXI pour l'apprentissage de la langue allemande. Ce projet - dont le titre est : "Influencia de las Artes Visuales alemanas de los siglos XX y XXI para el aprendizaje del idioma alemán" (« Influence des arts visuels allemands des XX et XXI siècles sur l'apprentissage de

la langue allemande ») - s'est réalisé soit environ cinq heures par semaine sur une durée de six mois.

Ce projet vise à une meilleure connaissance de la culture et de l'art allemands et à travers ceci à une meilleure connaissance de la langue allemande elle-même.

Ce projet permet d'expérimenter un mode d'apprentissage. Il s'agit de montrer que l'art peut être un vecteur significatif d'amélioration du niveau de compréhension d'une langue et à travers cela, du monde.

Il se trouve que le programme pédagogique des apprenants en langue allemande intègre très rarement la partie culturelle et artistique liée à l'Allemagne. Aussi, le plus souvent, les étudiants ont-ils peu de connaissances à ce sujet.

L'art est généralement appréhendé à partir de la création d'une œuvre dirigée aussi bien vers les sens que l'émotion ou l'intellect du spectateur afin de susciter une réaction face à cette œuvre. En créant une œuvre d'art, l'artiste donne du sens à son œuvre à partir des significations qu'il y incorpore.

Nous nous situons ici dans un projet pédagogique dans lequel nous faisons intervenir les étudiants comme acteurs de leur propre apprentissage. Les étudiants deviennent alors les personnages principaux de ce projet dans la mesure où ils doivent assimiler un autre univers en le découvrant en même temps. Les étudiants deviennent en quelque sorte des artistes de leur propre savoir. Ils façonnent *l'œuvre-projet*.

En adéquation avec Celia Garcia Morales dans son article, *¿Qué Puede Aportar El Arte A La Educación? El Arte Como Estrategia Para Una Educación Inclusiva*, l'art constitue une véritable stratégie d'apprentissage avec des méthodes spécifiques pour faire sentir au public le mode concret d'une œuvre. Il s'agit donc ici d'utiliser l'art à des fins d'apprentissage méthodologique dans l'enseignement d'une langue étrangère.

Avec l'ouvrage *Les cultures éducatives et linguistiques dans l'enseignement des langues*<sup>1</sup>. Il s'agit ici de mêler la culture éducative, l'enseignement des langues et les domaines de la culture et du langage.

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<sup>1</sup> Chiss, J.L, Veronique, D., Beacco, J.-C., Cicurel, F., *Les cultures éducatives et linguistiques dans l'enseignement des langues*, Paris, PUF, 2005.

La connaissance peut être appréhendée comme une construction. Néanmoins, cette construction serait d'ordre social et non individuel. Car si la connaissance s'acquiert de manière personnelle, le cadre dans lequel elle s'effectue est social, à partir de l'interaction d'autrui.

*Dans l'ouvrage, Créer des conditions d'apprentissage, Un cadre de référence socioconstructiviste pour une formation didactique des enseignants*<sup>2</sup> de Philippe Jonnaert et Cécile Vander Borgh, il s'agit de créer un espace où les significations soient communes entre les apprenants et l'enseignant. L'optique choisie dans cet ouvrage est socioconstructiviste. Nous nous appuierons davantage dans notre communication sur la perspective constructiviste pour examiner comment peut se fonder un nouvel apprentissage.

L'objectif général de ce projet est l'approfondissement des connaissances de la langue allemande par le moyen des activités relatives à la culture et la civilisation allemandes étant donné que ces thèmes ne sont pas souvent traités par les professeurs.

L'objectif spécifique est l'étude des œuvres de deux artistes allemands du XXI<sup>e</sup> siècle, Anselm Kiefer (artiste plasticien) et Wolfgang Becker (réalisateur) avec *Good Bye Lenin!*, pour participer à l'amélioration de l'apprentissage de la langue allemande.

Il est proposé de prendre l'art et la culture allemande comme outil d'apprentissage de la langue allemande.

La langue devient alors considérée ici sous sa forme littéraire et artistique, dans son pouvoir de création.

## **CONSTRUCTIONS D'UN APPRENTISSAGE**

Il s'agit ici de rendre les élèves acteurs et constructeurs de leur apprentissage et des connaissances qu'ils développent à partir de ce qu'ils peuvent tirer d'une autre

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<sup>2</sup> *Créer des conditions d'apprentissage, Un cadre de référence socioconstructiviste pour une formation didactique des enseignants*, Philippe Jonnaert et Cécile Vander Borgh, Editions De Boeck Supérieur, 2008.

méthode d'apprentissage d'une langue étrangère. Les étudiants créent une œuvre à partir de ce qu'ils ont retenu de leur apprentissage. Il s'agit ici d'une articulation du culturel et de la didactique.

Il a s'agi de travailler sur la manière d'apprendre une langue par une pédagogie prenant en compte l'art et la culture.

À partir de posters et de présentations écrites et orales ont été analysées l'œuvre et la problématique :

- du travail artistique d'Anselm Kiefer
- du film *Good Bye, Lenin!* de Wolfgang Becker

Pour mener à bien la réalisation de ce travail, il a été utilisé des théories comme l'histoire de l'art et la pensée critique des œuvres. Des méthodologies pratiques d'expérimentation par des jeux de rôles, des résumés, impliquant une participation des étudiants ont également été testées. Le vocabulaire lié à la description d'image a été utilisé.

Dans un premier temps, l'œuvre d'Anselm Kiefer a été interrogée sur différentes séances. La biographie d'Anselm Kiefer a été étudiée, ainsi que ses œuvres de jeunesse et de maturité.

Différentes œuvres d'Anselm Kiefer ont été analysées par les étudiantes :

*Glaube, Hoffnung, Liebe ; Aschenblume ; die Ordnung der Engel.*

Son travail en relation avec la poésie de Paul Celan a été analysé.

En ce qui concerne le film *Good Bye Lenin !*, une fois le contexte historique du film expliqué, ce sont les personnages du film, qui ont été analysés : Christiane, Alex, Lara, Ariane et Robert avant de procéder à une conclusion générale sur le film.

La méthodologie utilisée est d'abord expérientielle afin de laisser la place aussi bien à la théorie qu'à la pratique de l'exercice. Il est également important de prendre en compte, le plaisir d'apprendre lié à un exercice, une représentation positive de ce que l'on apprend ainsi que le désir d'aller plus loin dans ce que l'on apprend.

## **PERCEPTIONS D'UNE ŒUVRE, CONNAISSANCE D'UNE LANGUE**

Avec ce projet, les étudiants ont été sensibilisés à la culture allemande mais ont aussi amélioré l'apprentissage de cette langue. Ce processus leur a également permis d'enrichir leur raisonnement, leur appréhension du monde et du langage et de mieux s'y situer.

L'apprentissage d'une langue et les stratégies pour obtenir de meilleurs résultats de la part des étudiants avec les perspectives d'institutionnalisation de l'étude de l'art dans les formations en langues dans l'enseignement supérieur,

Il s'agit de créer un environnement et un climat propices à l'apprentissage d'une langue afin d'obtenir de meilleurs résultats de la part des étudiants avec les perspectives d'institutionnalisation de l'étude de l'art dans les formations en langues dans l'enseignement supérieur.

Différents types d'indicateurs d'assimilation des connaissances acquises ont été mis en place :

- Des instruments de mesure à partir de questions sur le travail d'Anselm Kiefer sous la forme d'une épreuve écrite
- Épreuve écrite sur le film *Good Bye Lenin !* prenant en compte l'histoire et la créativité du film.

Le rôle de l'enseignant a été ici un rôle d'enseignant-tuteur dans l'expérimentation des problématiques hétérogènes générées par l'apprentissage en langue étrangère.

L'art comme objet d'étude favorisant le développement d'une pratique linguistique présente un intérêt certain dans le sens où il permet d'aborder de nombreuses questions qui restent absentes lors d'un apprentissage usuel. En même temps, l'amplitude des thèmes peut parfois générer certaines difficultés de compréhension de la part des étudiants qu'il est important de cadrer afin de centraliser les thématiques de l'apprentissage.

Une autre contrainte a également résidé dans la possibilité de réaliser une mesure réelle des résultats. Comment savoir ce que peut réellement retenir un étudiant dans le cadre de ce type de travail ?

En même temps, ce travail semble avoir généré un apport humain important entre la langue, le projet et la culture allemande. Car avec ce projet, les élèves ont pu construire leur propre perception de l'œuvre d'Anselm Kiefer.

## CONCLUSION

Ce travail peut être considéré comme une première étape pour travailler sur l'apprentissage du monde de l'art. Le temps a manqué pour explorer toutes les pistes liées à l'art comme objet d'étude. Progresser dans l'apprentissage d'une langue étrangère peut également passer par une meilleure connaissance de la culture et de l'art propres à cette langue.

Ce projet a permis de donner à voir une nouvelle forme d'enseignement de la langue et déterminer comment un élève peut apprêhender et intégrer plus facilement une langue étrangère. L'art est ici une possibilité de facilitation de la connaissance, il valorise l'apprentissage.

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# **L'ENSEIGNEMENT INTERCULTUREL DU FLE ET L'EDUCATION INCLUSIVE**

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## RÉSUMÉ

Les droits des individus à une éducation juste, diverse et universelle, est la base d'une éducation interculturelle et inclusive où le rôle de l'enseignant est décisif en tant que médiateur de la phase de construction des connaissances scientifiques. La société actuelle caractérisée par ses inégalités et ses maintes contradictions, décèle des individus divers et différents, qui présentent des difficultés pour accéder aux systèmes éducatifs ou qui désertent après avoir éprouvé des frustrations consécutives. Les inconvénients peuvent être de différente nature: handicap physique, mais aussi d'autres types de "raisons" d'exclusion: statut migratoire, appartenance religieuse, culturelle, ethnique, préférence sexuelle, apparence physique, etc. L'enseignement interculturel et inclusif du FLE s'inscrit dans le cadre du respect des droits des individus à une éducation qui garantisse leur identité culturelle et leurs besoins éducatifs spécifiques; Ma démarche est un aperçu de cette réalité et la conception des stratégies méthodologiques qui répondent à ces nouvelles exigences est l'enjeu de l'enseignement d'aujourd'hui.

MOTS CLES : Culturel, diversité, inclusion, éducation, équité

## INTRODUCTION

Pendant les dernières décennies la société s'est développée au galop, influencée surtout par le processus de globalisation qui a représenté la genèse des nouvelles formes d'échange : économique, politique, culturel et de la communication ; phénomène qui a éperonné les économies les plus fortes, mais qui a aussi décelé les faiblesses des économies les plus fragiles.

L'Amérique latine se caractérise par le fait d'abriter des sociétés fragmentées par l'appauvrissement des masses, mettant en exergue l'abîme qui sépare les classes défavorisées du reste de la population. Cela génère des indices d'exclusion qui subsistent malgré les efforts globaux, les accords internationaux et les discours novateurs qui ont fait irruption récemment.

1. L'éducation et notamment la façon de concevoir l'apprentissage montre des changements historiques, partant de la façon traditionnelle et linéaire d'enseigner la grammaire, passant de la méthode de mémorisation des règles à l'interaction, pour arriver à l'approche actionnelle qui privilégie la construction des connaissances grâce à la mise en œuvre des savoir-faire, à l'instar de Vygotsky.

2. Dès nos jours, il est important que l'enseignement des langues étrangères s'inscrive dans le courant de la diversité culturelle, comme vecteur de la démocratisation de l'éducation et signe du respect d'autrui :

Cela étant, un enseignement, qui ne se centre pas exclusivement à l'enseignement de la norme linguistique est essentiel, et qui se tourne vers la composante culturelle, pour qui la langue n'est qu'un outil qui véhicule la communication moyennant les communications langagières, créant un véritable creuset où les langues et les cultures se coudoient.

3. La pierre angulaire d'un enseignement interculturel consiste à ne pas forcer l'apprenant à renoncer à ses liens avec sa langue maternelle, à ne pas contraindre l'apprenant à s'abstraire de son histoire ni de sa réalité, mais son but ultime est de construire une passerelle entre sa langue maternelle et la langue cible, pour concevoir l'apprenant en tant qu'être pourvu de vécus, de croyances, d'expériences, de représentations, de convictions, et de sentiments d'appartenance religieuses, ethnique ou de goûts sexuels et à partir de cette prémissse , fonder les bases d'une nouvelle langue qui s'érigerait sur l'unicité de l'individu et ses caractéristiques intrinsèques, comme le signale Edgar Morin dans l'Identité humaine.

4. Cette nouvelle appréciation du processus d'enseignement des langues étrangères, à partir de l'approche de la diversité culturelle est cruciale dans la lutte pour une éducation plus intégratrice, certes; cependant, il est urgent l'ouverture vers un nouvel espace d'analyse consacré à l'inclusion éducative des individus et des groupes ayant des besoins éducatifs spécifiques.

#### QU'EST-CE-QUE L'EDUCATION INCLUSIVE ?

« l'inclusion est au même temps un principe et un processus dérivé de la reconnaissance explicite de que la marginalisation n'est pas seulement une conséquence de l'éducation, au contraire il se produit au sein du système éducatif ; d'où pour la vaincre il est nécessaire une adaptation et des transformations des systèmes éducatifs en général et notamment la manière dont les écoles et d'autres contextes pédagogiques adaptent leurs pratiques d'enseignement afin de satisfaire les besoins des étudiants tout en respectant leur diversité.... » les écoles et d'autres espaces d'apprentissage, ne doivent pas se borner à être efficaces et de surcroît s'évertuer pour être accueillants, surs, propres, sains et sensibles aux différences.

5. L'inclusion prône l'intégration globale des apprenants à un système d'éducation plus équitable, prenant compte des besoins éducatifs spécifiques dérivés des situations diverses : infirmité statut migratoire, genre, préférence sexuelle, appartenance ethnique ou sociale.

L'inclusion se fonde sur le principe que l'éducation est un droit fondamental contenu sur la Déclaration des Droits Humains, que pour aboutir a besoin de la mise en œuvre d'une stratégie holistique dès la première enfance, afin de repérer les difficultés en matière d'apprentissage des groupes exclus, moyennant l'analyse de quatre piliers fondamentaux de l'apprentissage : apprendre à apprendre-apprendre à être- apprendre à faire et apprendre à vivre.

6. L'éducation étant un droit pour tous les citoyens du monde, l'enseignement des langues étrangères l'est aussi. Les statistiques en matière d'inclusion révèlent que les efforts dans le champ de l'éducation sont encore insuffisants, vu les groupes de populations qui subissent l'exclusion dérivée de leurs handicaps.

L'Unesco soutient des traités et des conventions internationaux défendant le droit de l'homme (1946,), la Convention contre la discrimination dans le domaine de l'enseignement (1960) , lutter contre la perception erronée des groupes vulnérables exposés constamment à des inégalités et des injustices à

une éducation de qualité et juste ; conforme aux droits de l'homme, et l'article 24 de la convention des Nations Unis sur les droits des personnes.

7. L'Unesco, et l'agence Européenne pour le développement de l'Éducation des Étudiants avec des besoins Éducatifs Spéciaux sont un référent en matière d'éducation inclusive, et proposent des changements à l'aide des actions comme : le développement de politiques inclusives, l'attention précoce, la formation des enseignants, les ressources et législations pour soutenir l'inclusion.

## 8. EDUCATION INCLUSIVE DANS L'ENSEIGNEMENT DU FLE.

Le domaine de l'éducation inclusive est jalonné de difficultés, d'incertitudes et de disputes, toutefois il faut avouer la préoccupation de certains secteurs du monde pour offrir aux apprenants des alternatives éducatives concrètes, dépourvues de préjugés et considérant leurs spécificités personnelles.

Une éducation inclusive de l'enseignement du FLE, est aussi une éducation spéciale où le principe de base de l'apparente homogénéité de l'école traditionnelle est remplacé par celui de l'hétérogénéité et le rendement individuel par le travail du groupe. L'enseignant propose à l'apprenant des contenus de qualité, mais en plus l'enseignant doit être attentif à la personne qui apprend, pour mieux répondre aux attentes et pouvoir mieux le guider, sans dépasser les limites. L'ouverture de l'école vers le contexte familial, et la création de systèmes de soutien où les parents et les enseignants aident l'apprenant sont aussi des nouveaux comportements demandés par une éducation inclusive.

## 9. DE QUELLES STRATEGIES METODOLOGIQUES NOUS SERVONS-NOUS?

L'enseignement d'une langue étrangère a les mêmes défis que ceux de l'éducation en général, mais en plus cet enseignement doit faire face aux écueils des apprenants dans la construction de la nouvelle langue ; au sein d'une réalité et d'une culture qui n'est pas la leur.

Dans cet esprit, nous citons à titre d'exemple quelques stratégies:

\* Activités dynamiques, qui favorisent la création d'une ambiance agréable de confiance, en favorisant le respect à la diversité

\* Adaptation du matériel pédagogique adéquat pour faciliter la conceptualisation de l'apprentissage.

\* Réaliser des changements des contenus selon les besoins éducatifs de chaque apprenant, car les difficultés peuvent être diverses

\* Respect du rythme et du style de travail individuel.

\* Motiver l'apprenant à partir d'objectifs spécifiques, très ponctuels pour arriver à des objectifs plus globaux

\* Chercher des activités permettant la participation de tous les étudiants, en préparant au préalable des activités pour qu'ils se familiarisent et puissent mieux travailler en classe.

\* Création des espaces communs où participe la famille, dans la socialisation des stratégies pédagogiques.

\* Application des évaluations continues, le processus vaut autant que le résultat.

\* Utilisation d'une évaluation différenciée en fonction des points forts de l'apprenant, veiller à la compréhension des consignes, accompagner, avant, pendant et après l'évaluation et faire la respective retro-alimentation.

10. Les universités, quant à elles, font aussi des efforts pour surmonter le défi et

garantir le droit à une éducation inclusive avec des actions qui engagent les

Institutions à tous les niveaux mais aussi une volonté orientée vers l'équilibre entre les devoirs et les Droits de toute la communauté universitaire.

11. Cependant l'Université n'attends pas que les professeurs modifient les contenus des cours ou leurs attentes vis à vis des étudiants ayant des besoins spéciaux, car cela pourrait changer l'esprit de l'inclusion, sachant que le niveau d'exigence est le même pour tous les étudiants ; on essaie simplement d'arriver à des accommodements raisonnables et appropriés, les professeurs ne peuvent pas conclure qu'un(e) étudiant(e) est incapable d'acquérir les compétences essentielles (11)

## **CONCLUSION**

Nous, en tant qu'enseignants de FLE, avouons que l'enseignement des langues est parsemé de contraintes, et que pour les surmonter ne suffit pas la volonté des enseignants, mais un engagement institutionnel et une formation spécifique sont impératifs.

Assumer la responsabilité morale de la société à l'égard des besoins éducatifs d'une communauté, à partir de la reconnaissance d'autrui et entreprendre des actions axées à répondre a ces exigences est l'enjeu des enseignants de langues étrangères.

C'est pourquoi je conclue avec les questions suivantes :

Que faisons-nous dans notre quotidien pour rendre nos classes des langues plus inclusives ?

Quel est le rôle des institutions dans le processus d'inclusion ?

Quels types d'exclusion côtoyons-nous ?

De quelle manière favorisons-nous l'accès à l'apprentissage des personnes avec des signes d'exclusion évidents ou moins évidents ?

Les apprenants vivant en situation d'exclusion se sentent-ils intégrés ?

Voilà quelques questions pour notre réflexion.

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# **SYSTÉMATISATION DU PROCESSUS D'ENSEIGNEMENT-APPRENTISSAGE À TRAVERS D'UN LIEN AVEC LA COMMUNAUTÉ**

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## RÉSUMÉ

Ce travail se localise sur la nécessité d'améliorer le niveau professionnel chez les apprenants de l' École de Langues et Linguistique de L'Université de Guayaquil au travers d'un lien avec la société, qui est la mission sociale qu'ont différentes institutions pour pouvoir collaborer avec la collectivité avec pour objectif d'améliorer ses dispositions socio-culturelles et vise à établir la grande utilité de cette activité pour réussir à renforcer pédagogiquement les contenus appris par les étudiants « vinculadores » ; ainsi de démontrer l'aide apportée aux nouveaux professionnels en réalisant leur stage préprofessionnel qui leur permettra, grâce à l'expérience, de réussir à systématiser le processus d'enseignement-apprentissage et ainsi atteindre une transformation sociale. La méthode scientifique qui a été utilisée, c'est la recherche bibliographique, l'observation, la méthode analytique et la synthèse afin d'avoir une vision globale du champ étudié et d'établir les conclusions et recommandations pour l'avenir. Pour conclure, on peut dire qu'un professeur doit abandonner l'improvisation durant la pratique pédagogique. Celle-ci requiert une connaissance sur la forme du modèle qu'il faut appliquer et également une maîtrise de la forme ou de la procédure à suivre, tant pour concevoir que pour sélectionner ses éléments basiques.

Mots Clés : Systématiser    Processus d'enseignement-apprentissage    Lien avec la communauté.

## INTRODUCTION

Le lien avec la société est un des 3 axes fondamentaux de l'Université Equatorienne, c'est la mission sociale qu'ont différentes institutions pour pouvoir collaborer avec la collectivité avec pour objectif d'améliorer ses dispositions socio-culturelles. Ce travail

vise à établir la grande utilité de cette activité pour réussir à renforcer pédagogiquement les contenus appris par les étudiants « vinculadores ».

La pertinence de ce travail se justifie par la nécessité d'établir un lien avec la société qui réside dans différents secteurs de notre pays, et en la matière, les institutions éducatives ne sont pas pleinement satisfaisantes. Il s'agirait d'une grande aide non seulement pour les élèves bénéficiaires mais également pour les élèves de notre université qui pourraient mettre en pratique tout ce qu'ils ont appris durant le processus de formation universitaire et, grâce à cette pratique, systématiser le processus d'enseignement-apprentissage. Autrement dit, la « vinculacion » est une activité interactive à double sens.

Ce thème est d'actualité étant donné que toutes les institutions éducatives ont, dans leurs objectifs principaux, de contribuer, grâce à leurs connaissances, à l'amélioration de la qualité de vie au sein de la communauté en général. Sa justification légale est conçue dans différentes lois et règlements des institutions éducatives. Selon la LOES de 2015, « L'éducation supérieure est de caractère humaniste, culturelle et scientifique et constitue à la fois un droit des personnes et un bien public social qui, en conformité avec la Constitution de la République, répondra à l'intérêt public et ne sera pas au service d'intérêts individuels et corporatifs, montrant ainsi que l'existence d'un programme de lien social dans l'institution répond à la nécessité d'être au service de la communauté et ainsi « participer au processus de construction, diffusion et application de la connaissance » (CES, 2015)

De plus, d'autres principes cités dans ce même règlement CES, 2015, consistent à «(...) articuler la formation académique et professionnelle, la recherche scientifique, technologique et sociale et le lien avec la collectivité, dans un cadre de qualité, d'innovation et de pertinence (...) , impulser la connaissance de caractère multi, inter et transdisciplinaire dans les formations de deuxième et troisième cycles, la recherche et le lien avec la collectivité».

L'objectif de ce travail est de démontrer l'aide apportée aux nouveaux professionnels en réalisant leur stage préprofessionnel qui leur permettra, grâce à l'expérience, de réussir à systématiser le processus d'enseignement-apprentissage et ainsi atteindre une transformation sociale.

## DEVELOPPEMENT

Pour aborder le thème de manière adéquate, il est nécessaire de préciser la relation synergique qui existe entre l'axe académique-éducatif et le lien avec la communauté. Le lien université-société est un des points qui démontre la pertinence de l'université et de son environnement en impactant de manière positive le développement du pays et en atteignant le bien-être humain établi dans le « *Plan del Buen Vivir* ».

Dans l'article, « *Desarrollo del vínculo universidad-sociedad en el Ecuador* » 2013, “Le lien université-société constitue le moteur qui dynamise et recréée la réalité universitaire de manière constante et durable dans le temps, évitant que l'université ne s'ankylose et qu'elle ne devienne un fardeau social. Elle sauve la dimension humaine qui ne doit jamais se perdre au travers d'une étude et de l'approfondissement des sciences, de la technologie et de la société». De cette manière, grâce à cette activité, l'étudiant peut accéder à l'une de ses premières expériences professionnelles et satisfaire les nécessités de différents secteurs dans le besoin.

La participation d'un étudiant à un programme de lien avec la société contribuera de manière fondamentale à sa réalisation en tant que professeur, réussissant à articuler de manière didactique sa réalisation pédagogique via le processus de planification, d'interaction et d'évaluation de ses étudiants.

Grâce à l'expérience de ces dernières années durant lesquelles l'université a participé de manière active à sa fonction basique qui est d'établir des liens avec la communauté au travers de ses projets de « vinculacion », on a pu observer que les étudiants-professeurs rencontrent des difficultés parce qu'ils pensent que leur travail se limite à transmettre leurs connaissances, mais il se trouve que pour pouvoir remplir un objectif réel d'apprentissage, il faut prendre en compte divers processus didactiques qui permettent à leurs étudiants de profiter d'apprentissages significatifs. Dès lors, grâce à cette expérience, ils commencent à utiliser différentes stratégies didactiques et pédagogiques. C'est en les mettant en application qu'ils pourront montrer leurs habiletés en tant que nouvel enseignant de langues étrangères et cela démontre ainsi que l'activité de stage préprofessionnel les sensibilise à la systématisation d'un

processus en faveur de la société et leur fait prendre conscience de manière pratique de ce qu'est le véritable travail d'un enseignant.

D'autre part, au cours de la classe, l'étudiant met en pratique les 3 moments fondamentaux au sein du processus d'enseignement-apprentissage qui sont le déclenchement initial de l'apprentissage, la construction de la connaissance et finalement la concrétisation des savoirs.

Pour le déclenchement de l'apprentissage, il faut établir dès le début l'objectif à réaliser en prenant en compte ce qui motive les étudiants, en leur montrant que ce qu'ils vont apprendre sera d'une grande utilité dans la poursuite de leurs études et complétant à la fois leurs apprentissages précédents.

Durant le deuxième moment du processus d'enseignement-apprentissage, les professeurs « vinculadores » doivent travailler sur la construction de la connaissance. Ils peuvent ainsi mettre en pratique la réalisation de l'information grammaticale, d'ateliers, de devoirs en classe et de devoirs en autonomie.

Finalement, il est possible de vérifier que le processus de concrétisation ou l'application de l'apprentissage a été atteint par l'évaluation via des questions orales ou écrites, par des exercices en classe, par la résolution de problèmes ou en faisant des comparaisons ou en démontrant ses capacités d'analyse et de synthèse. L'étudiant bénéficiaire sera ainsi valorisé dans les 4 compétences linguistiques qui sont la compréhension orale et écrite et la production orale et écrite.

Ainsi, il se trouve que l'étudiant de notre université, au moment de participer au processus de relation avec la communauté, doit systématiser le processus pour pouvoir atteindre ses objectifs de transmission du savoir. Il mène alors à bien un renforcement de ses connaissances acquises, une organisation des contenus d'enseignement tout en faisant un retour sur ses connaissances lorsqu'il a besoin de rechercher de nouvelles informations tournées vers les spécificités du groupe « lien ». Il réalise donc un apprentissage significatif dans le processus formatif.

Pour le bon déroulement du processus enseignement-apprentissage, l'enseignant doit :

- Connaître au préalable les nécessités et les antécédents académiques et comportementaux du groupe.
- Planifier le programme de travail, faire un chronogramme des activités de la matière et les différentes formes d'évaluation qu'il effectuera.
- Réaliser des dynamiques de présentation personnelle des étudiants qui permettent de connaître et de donner de l'importance à chacun des participants.
- Créer une ambiance de travail au sein de laquelle les règles sont claires.
- Eviter les traitements de faveur.
- Promouvoir les relations interpersonnelles à travers des activités de groupe, comme par exemple des exposés de groupe.
- Remplir les promesses faites aux élèves.
- Exploiter la créativité des élèves lors des activités en classe.
- Stimuler la participation et prendre en considération les caractéristiques individuelles de chaque élève.
- Montrer un intérêt réel lors de demandes personnelles ou collectives en ce qui concerne des inquiétudes ou des propositions.

Ainsi, pour systématiser un processus éducatif, il faut premièrement justifier les nécessités depuis une réalité concrète réfléchie, pour ensuite caractériser ce qui est concret réel, puis imaginer une nouvelle stratégie pédagogique et finalement pouvoir évaluer les résultats ; atteignant ainsi l'abstraction, grâce à l'analyse, à la synthèse, à l'incitation et à la généralisation de la connaissance chez nos étudiants. Enfin, on façonne, c'est-à-dire que l'enseignant trouve une stratégie propre au processus d'enseignement.

L'importance radicale de systématiser le processus d'apprentissage se base sur l'approche inclusive holistique qui cherche à améliorer la formation professionnelle des étudiants de langues étrangères en prenant en compte l'état réel des étudiants à partir des nécessités acquises et ainsi contextualiser et modéliser les résultats de tout un processus de formation réalisé par l'Université de Guayaquil.

## **CONCLUSIONS**

- La “Vinculación” cherche à résoudre des nécessités à partir d'un problème réel pour ainsi respecter une demande sociale qui est également un des principes de l'Université de Guayaquil.
- Le résultat final de l'éducation est le service et grâce à la « vinculacion » son objectif a été rempli.
- Grâce à l'activité de stage préprofessionnel, les étudiants-professeurs renforcent et alimentent leurs connaissances, ils s'aident en fait à apprendre.
- La “Vinculación” est une vision intégrante du processus formatif d'un étudiant qui permet à la fois la réalisation d'un stage préprofessionnel et la systématisation du travail au moment d'enseigner.
- La “Vinculación” n'aide pas seulement le groupe social qui en présente la nécessité mais également l'étudiant qui développe et met en pratique tout son savoir et de manière fondamentale apporte au « *Suma Causai* » et au « *Buen vivir* », établis dans la Constitution Politique de notre pays.

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# **L'APPRENTISSAGE D'UNE LANGUE ÉTRANGÈRE: PÉDAGOGIE DE L'ERREUR : QUELLE STRATÉGIE**

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## RÉSUMÉ

Cette recherche présente l'analyse d'un sujet qui réveille beaucoup d'intérêt aux professeurs d'une langue étrangère : L'erreur dans l'apprentissage. Pour sa réalisation on a fait une étude comparative, basée sur une enquête sur les stratégies de correction réalisée auprès des professeurs de deux universités de la ville de Guayaquil - Quelles stratégies sont mises en place pour la correction des erreurs des étudiants et quelle est la meilleure du point de vue pédagogique ou qui a fourni meilleurs résultats de l'interaction professeur et apprenant.

Grâce à cette étude on veut découvrir les meilleurs moyens de correction des erreurs d'une manière pédagogique soulevant le fait du rôle essentiel de retro alimenter en permanence le processus par lequel l'étudiant apprend et maîtrise peu à peu une langue étrangère.

La méthodologie utilisée était expérientielle pour laisser une place à la théorie mais aussi à la pratique de l'exercice. Au moyen de dissertations ainsi que de présentations écrites ont été analysées la problématique du travail de correction de l'erreur. Puisque c'est à partir de l'erreur que nous trouvons de traces de ce qui ne va pas dans le processus d'apprentissage et c'est seulement à partir de ces données que nous pouvons mieux aider l'apprenant dans son processus. L'erreur nous apprend énormément.

**Mots-clés :** Erreur, Apprenant, Apprentissage, stratégie, processus.

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## INTRODUCTION

L'erreur dans l'apprentissage des langues étrangères a depuis déjà plusieurs décennies réveillé l'intérêt des linguistes, chercheurs et professeurs. C'est pourquoi l'auteur s'est toujours penché sur la meilleure manière de les analyser et les traiter sans oublier l'étudiant lui-même submergé dans ce processus.

Delà la question principale de ce travail de recherche de nous donner la possibilité de les analyser de la façon plus appropriée, de la traiter, de l'aborder dans la classe et ainsi aider l'apprenant à découvrir le « point de rupture » ou plus connu comme « erreur » afin de le faire conscientiser par l'apprenant et le corriger qui est en fin de compte le but final.

Pour y arriver on a exposé d'abord brièvement les diverses auteurs qui ont apporté sur le sujet de notre recherche. Et ce qui constitue la partie théorique de la même.

Dans un deuxième temps on a analysé les données des étudiants concernant l'expression écrite de deux universités de la ville de Guayaquil (Des étudiants de niveau B1 de l'Université Catholique de Santiago de Guayaquil de la filière de Gestion Internationale d'Entreprise et des étudiants de cinquième année de l'université de Guayaquil de l'Ecole de Langues et Linguistique). Il faut préciser que les productions écrites peuvent être considérées comme la compétence qui permet de découvrir ce que les linguistes connaissent comme « systèmes approximatifs »; « Dialectes idiosyncrasiques », « Interlangue », « Français approché » et que l'auteur de ce travail a identifié comme « système intermédiaire ».

Dans un dernier temps on a donné le résultat d'une enquête auprès des professeurs de deux universités sur la méthodologie avec laquelle ils font la correction des erreurs des étudiants. Ceci dans le but de répondre à la question qui a suscité cette recherche. Quelle stratégie pour la correction des erreurs ?

La réponse à la question posée constitue la conclusion et se veut un apport à l'enseignement des langues étrangères en Equateur.

Dans cette première partie on veut rappeler les grandes idées qui ont été exprimées par des grands linguistes en relation à l'erreur.

Analyser les erreurs ou l'étude des performances de l'apprenant c'est considérer leurs usages de la langue d'étude comme des ensembles de signes représentatifs de leur langue intermédiaire ou tout simplement étape d'apprentissage.

Pit Corder (1967) est celui qui a plus développé le problème qui nous intéresse. Il examine la portée des erreurs que commet l'apprenant d'une langue étrangère.

Il faut remarquer le fait que l'apparition d'une erreur, constitue un moment essentiel dans le processus d'apprentissage car il nous offre un apport d'information sur l'erreur lui-même ou plus largement sur certaines caractéristiques du sous-système de l'apprenant. L'interaction qui permet à l'apprenant de réajuster ses hypothèses et à la fois de réviser, analyser et modifier sa connaissance préalable constitue un moment prioritaire de l'apprentissage et de l'enseignement. Le bénéfice que peut en tirer l'apprenant de ce moment dépend en grande partie du traitement donné par l'enseignant. En effet on souligne l'importance de la prise de conscience de la part des enseignants des stratégies à mettre en œuvre afin d'en profiter en donnant à l'erreur la place qui lui correspond dans ce processus d'apprentissage.

D'autre part, Porquier et Besse (1984, p. 207), nous indiquent que la place de l'erreur dans l'enseignement d'une langue étrangère doit engendrer deux buts principaux :

- Le théorique en nous donnant un aperçu du processus par lequel l'étudiant se trouve à ce moment-là de son apprentissage et le deuxième où intervient

l'aspect pratique et qui se centre sur le progrès de l'apprenant et sa façon de le parfaire.

Ces deux buts s'intègrent l'un à l'autre et nous permettent d'avoir une meilleure compréhension du système approximatif de l'apprenant grâce aux erreurs commises et en même temps c'est l'indice qui nous facilite une meilleure compréhension de la stratégie à mettre en œuvre afin d'aider de la manière plus pertinente le sujet apprenti.

C'est ainsi que des recherches d'Henri Frei, Stephen-Pit Corder et Rémy Porquier (Id., p.86) ont développé l'analyse des erreurs selon les principes de régularisation des microsystèmes grammaticaux et d'analogies.

Et on peut indiquer en ce qui concerne les stratégies d'enseignement et le statut de l'erreur en parlant de la didactique des langues, dans les travaux sur l'acquisition des langues, « trois repères fondamentaux » (cité par Marquilló Larruy, 1993 : pp. 56,57) ont été proposés:

- De la fin du XIXe siècle au début du XXe siècle, l'erreur témoigne des faiblesses ;
- De 1940 à 1960, l'erreur est exclue de l'apprentissage ;
- De 1960 à aujourd'hui, l'erreur est considérée comme un repère sur l'itinéraire de l'apprentissage.

En tout cas l'étude des différents types d'erreurs ne sera utile que si elle nous conduit vers la correction des erreurs. Et à l'aide pertinente qu'on pourra fournir dans le processus d'apprentissage.

Mais la question qui s'impose à ce stade-là est : Quelle analyse des erreurs ? Quelle stratégie de correction pouvons-nous mettre en place afin de mieux guider l'apprentissage ?

Parmi les réponses données à un groupe de 20 professeurs de langue étrangère français(10), anglais(8), italien (1) et allemand (1) à un questionnaire sur la correction de l'erreur des professeurs des français on a trouvé le suivant :

- Tous les professeurs sont conscients que l'erreur est un moment complexe et chacun a son stratégie de correction.
- Parmi les principales on peut citer : d'abord les noter et ensuite les expliquer au tableau pour toute la classe (11), faire l'autocorrection dans le but que l'apprenant réalise divers processus cognitifs et comprenne (3), les corriger d'une autre couleur afin que l'étudiant les voit ou remarque (20), faire une co-correction dans le but de découvrir l'erreur et le comprendre mais entre copains pour que ce soit moins dramatique(1), faire comprendre à l'étudiant que pour apprendre il faut faire des erreurs autrement dit dédramatiser l'erreur(2), faire une liste, les expliquer et dans une autre évaluation faire corriger des phrases où on retrouvera les mêmes erreurs afin de s'autocorriger et avancer dans l'apprentissage(2).

CORRECTION DEL ERREUR	NOMBRE DE PROFESSEURS
1. Expliquer au tableau	11
2. Co-correction	1
<b>3. autocorrection</b>	<b>3</b>
4. dédramatiser l'erreur	1
5. faire une liste	2
6. correction individuelle	2
	Total : 20

Comme idée à retenir on peut remarquer que tous corrigent l'erreur de couleur différente en étant la couleur rouge la moins choisie à cause de sa force. Tant que ce soit de couleur différente pour remarquer l'erreur c'est accepté.

D'autre part la stratégie qui prédomine pour la correction de l'erreur est le tableau et le faisant de manière générale.

Par contre faire une liste et réexpliquer l'erreur et la correction individuelle sont aussi retenu par certains professeurs.

Mais Comment corriger les erreurs ?

En partant de notre expérience et de nos pratiques d'enseignant concernant les principales erreurs rencontrées dans les productions écrites de nos étudiants en classe de FLE chez des étudiants universitaires nous les avons distinguées généralement en deux groupes : les erreurs de contenu et celles de forme. Définissons-les en détail :

### **Erreurs de contenu**

Tout d'abord, quand l'apprenant lit la consigne (le sujet) à rédiger, l'idéal serait qu'elle soit bien comprise par l'apprenant. Sinon, son texte sera mal cadré, totalement ou partiellement hors-sujet. Et une autre souvent négligée est le type de texte. L'apprenant doit respecter le type de texte. Il n'a pas le droit d'écrire un texte narratif au lieu d'un texte descriptif ou informatif, ni écrire une lettre qui prend la forme d'un récit. Bref, il faut que l'apprenant respecte le genre du texte. Le pire est que ces défauts sont souvent accompagnés d'erreurs linguistiques qui constituent les erreurs de forme.

## **Les Erreurs de forme**

Il s'agit des erreurs qui concernent :

Groupe nominal : ce sont les erreurs lexicales et grammaticales telles que les déterminants (Articles : féminin, masculin), les adjectifs (comparatifs, superlatifs), l'accord en genre et en nombre, les génitifs et les composés (noms et adjectifs), etc. –

Groupe verbal : il s'agit des erreurs morphologiques telles que la conjugaison des verbes, les temps, les aspects, les auxiliaires de modalité, la passivation, les autres (gérondifs, infinitifs), etc.

- Structure de la phrase : il est question des erreurs syntaxiques telles que l'ordre des mots, les pronoms relatifs, les conjonctions, les mots de liaison, la ponctuation et l'orthographe.

Signalons que ce classement d'erreurs à l'écrit privilégie la cohérence et la cohésion textuelle qui sont prioritaires pour l'acquisition d'une compétence textuelle. En cas de non-respect des consignes d'essai, toutes ces erreurs constituent un grand obstacle en production écrite pour que le message puisse être transmis complètement d'une façon claire et compréhensible. Elles nuisent également à la qualité du texte produit par l'apprenant. Il est même possible de dire que le nombre élevé d'erreurs décourage

Il est reconnu que la recherche sur la source des erreurs à l'écrit n'est pas facile mais de nos jours, il est reconnu que deux théories concernant la source d'erreurs sont plus appréciées parmi d'autres : les erreurs dues au transfert et celles qui sont dues au développement de la langue cible.

## **Quelles erreurs corriger ?**

Les recherches en relation avec le traitement d'erreurs en didactique des langues étrangères continuent sans cesse à occuper une place importante et privilégiée. Mais, il est admis qu'il n'existe pas encore de réponse adéquate, claire, nette et précise à la question portant sur la sélection des erreurs à corriger. Signalons que plusieurs d'entre eux acceptent « une classification générale des erreurs » (Ibid., p.78) à corriger:

- Les erreurs qui affectent l'intelligibilité du message : il s'agit des erreurs ayant un impact négatif sur la compréhension de l'énoncé et qui peuvent causer des malentendus.

- Les erreurs qui sont fréquentes : ce sont les erreurs commises par un seul apprenant ou bien les erreurs communes d'un groupe d'apprenants. Par exemple, il est très fréquent de voir l'omission de l'article, le manque d'accent, les erreurs de transfert en début d'apprentissage comme l'écriture d'un mot français tel qu'il utilise en langue anglaise (ex : exemple=example ; le doute= la doute ; merci=mercy, etc.) chez nos étudiants hispanophones en classe de FLE.

- Les erreurs qui sont jugées irritantes : il est question des erreurs qui peuvent provoquer des réactions négatives de la part des natifs. Surtout en interaction écrite, elles peuvent énerver la personne à laquelle nous nous adressons et nous amener à refuser de poursuivre l'échange de conversation français avec lui. Par exemple, une personne native (locuteur natif) peut refuser de répondre.

Par conséquent, il est clair que, en tant que médiateur et guide, le rôle de l'enseignant de FLE face aux erreurs devient très important. En prenant en considération les besoins d'un apprenant ou d'un groupe d'apprenants ainsi que le niveau de compétence de ceux-ci, c'est donc l'enseignant qui doit, à notre avis, décider de choisir les erreurs à corriger ou à remédier en production écrite.

### **Comment corriger les erreurs ?**

Les recherches sur l'erreur dans l'apprentissage des langues démontrent que plusieurs démarches correctives, didactiques et pédagogiques sont possibles face aux erreurs de l'apprenant. Tout d'abord, il faut dire aux apprenants, comme le montrent la plupart des chercheurs qu'ils commettent normalement des erreurs à l'écrit, et que les erreurs sont inévitables à tout moment d'apprentissage. Il est admis que c'est un fait naturel tout au long du processus d'apprentissage. Pour cela, en faisant une pratique systématique et personnalisée, il doit consacrer un temps suffisant à une phase de repérage, de formulation et d'explicitation par l'apprenant de ses propres erreurs. - Donc, quand on est en évaluation formative, il vaudrait mieux former les apprenants à s'autocorriger et à s'autoévaluer.

En conclusion, nous sommes d'avis qu'il est nécessaire de définir un contrat explicite pour l'apprenant et, au sein de la classe, de veiller à la mise en place de stratégies permettant la vigilance progressive et la responsabilité des apprenants pour pouvoir supprimer les erreurs.

### **Une autre question importante, quand corriger ?**

Il est reconnu que la réponse à cette question dépend des facteurs tels que le niveau de compétence linguistique des apprenants et le type de tâches exigées. Pour certains linguistes il est nécessaire de corriger :

- Au niveau élémentaire de compétence (ex : pour nous, il correspond aux niveaux A1 et A2 selon le CECRL), la correction devrait porter seulement sur les erreurs qui nuisent ou empêche la communication à l'écrit.

- Au niveau intermédiaire (ex : pour nous, il s'accorde aux niveaux B1 et B2 selon le CECRL), l'objectif de la correction d'erreurs devrait être les déviations les plus fréquentes.

- Au niveau avancé (ex : pour nous, il se rapporte aux niveaux C1 et C2 selon le CECRL), les efforts devraient plutôt porter sur les erreurs irritantes qui influencent négativement l'intelligibilité du message.

De toute façon, l'idéal serait que le temps nécessaire à la correction soit prévu dans le déroulement des séances : pendant et après la classe en intégrant l'autocorrection qui s'avère la meilleure stratégie.

Pour qui corriger?

Par l'étudiant lui-même, afin de s'autoévaluer et comprendre son erreur et pour l'enseignant puisque l'analyse des erreurs l'oblige à faire un diagnostic afin d'y remédier.

### **Conclusion**

Cette recherche démontre qu'une synthèse sur le traitement et la pédagogie de l'erreur en didactique des langues étrangères ne serait pas complète sans que l'analyse et l'interprétation d'erreurs ne soient abordées à l'écrit. Dans cette optique, en nous appuyant sur tout ce qui est précédent, il est possible de dire que l'erreur existe à tout moment de l'apprentissage. De plus, elle est omniprésente. Mais, l'essentiel est qu'il faut la concevoir comme un outil d'aide pour enseigner ainsi qu'un moyen d'apprendre et de progresser en langue étrangère. C'est pourquoi tout au long de cette recherche, nous avons tenté de faire le point sur l'importance du traitement et de la pédagogie de l'erreur à l'écrit, et de présenter les paramètres à prendre en considération lors du parcours d'apprentissage en fonction des objectifs fixés ou prévus à l'avance..

Afin d'y arriver, on a essayé de classifier les erreurs possibles à l'écrit afin de faciliter le travail de correction, et d'y proposer quelques solutions adéquates et efficaces. Il est conseillé également à l'enseignant de souligner toutes les erreurs commises lors de la correction d'une production écrite d'apprenant, et de réaliser par la suite un classement et une hiérarchisation en fonction des catégories d'erreurs qu'on a explicitées dans cette recherche.

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## **L'ENSEIGNEMENT HYBRIDE**

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## RÉSUMÉ

L'enseignement hybride est une méthode qui utilise l'apprentissage en temps réel grâce aux cours en présence à l'instar des enseignements classiques mais à la différence de ces derniers elle incorpore aussi un enseignement asynchrone par le biais des nouvelles technologies et plus précisément de l'ordinateur. Dans un enseignement hybride plus de vingt pourcent et jusqu'à quatre-vingt pourcent de l'enseignement global doit être réalisé par l'intermédiaire des TIC (Technologies de l'information et de la communication). Cette stratégie d'enseignement permet de stimuler l'apprentissage des élèves en intégrant les outils de communications modernes dans l'enseignement-apprentissage. Elle s'avère idéale dans certaines situations d'enseignement-apprentissage comme par exemple dans l'enseignement semi-présentiel ou partiellement à distance. Ainsi, on ne demande plus à un conférencier de se déplacer mais son intervention au sein du cours, même par voix interposée, reste chaque fois bénéfique pour l'enseignement et l'apprentissage des élèves .La méthode scientifique utilisée ici est la recherche bibliographique et l'analyse de situations d'enseignement-apprentissages. Nous tentons de décrire au mieux ce qu'est l'enseignement hybride et de le décrypter dans divers contextes. Les résultats obtenus grâce à ce nouveau concept d'enseignement hybride se sont montrés très positifs au sujet de l'enseignement-apprentissage des élèves du secondaire mais aussi pour les élèves de l'enseignement supérieur. En effet les statistiques démontrent que les élèves obtiennent de meilleures notes dans les cours hybrides que dans des cours magistraux ou totalement à distance.

Mots clés : Hybride, enseignement-apprentissage, synchrone-asynchrone, TIC (Technologie de l'information et de la communication)

## INTRODUCTION :

Qu'est-ce que l'enseignement hybride ? Définitions

## **DÉVELOPPEMENT :**

- I. Quels moyens sont nécessaires au bon fonctionnement d'un enseignement hybride
- II. Dans quels cas peut-on utiliser les enseignements hybrides et comment peuvent-ils se structurer
  - Quelques exemples relatifs à l'utilisation de l'enseignement hybride dans le
- III. cadre d'un enseignement-apprentissage
- IV. Quels sont les avantages et les inconvénients ou limites du dispositif d'enseignement hybride

## **CONCLUSION :**

Les points essentiels de l'enseignement hybride

## **INTRODUCTION**

### **QU'EST-CE QUE L'ENSEIGNEMENT HYBRIDE**

L'enseignement hybride est une méthode d'enseignement aussi appelée modèle mixte ou apprentissage flexible. Le format hybride d'enseignement est un format relativement nouveau ce qui explique le fait qu'une définition précise n'est pas encore totalement établie.

Nous allons mettre en évidence les deux définitions que nous considérons les plus pertinentes dans le contexte de notre étude :

Pour la première définition, il s'agit ici d'une définition mise en évidence par l'équipe de recherche de l'Université de Louvain qui définit cette nouvelle approche comme suit :

*«Dans la foulée de la définition de dispositif hybride proposée par Charlier, Deschryver et Peraya (2006), les dispositifs que nous considérons ici sont supportés par une plateforme technologique c'est-à-dire le rassemblement d'outils et leur*

*caractère hybride provient d'une modification de leurs constituants (ressources, stratégies, méthodes, acteurs et finalités)»*

Quant à la deuxième définition elle a été adoptée par l'Université d'Ottawa :

*«Un cours hybride est conçu de sorte que certaines heures de cours sont remplacées par des activités en ligne tout aussi importantes.*

*Les composantes en ligne ne sont pas un ajout à une charge de cours complète, mais plutôt une substitution réfléchie pour certaines activités en classe.*

*Les parties en classe et en ligne d'un cours sont donc complémentaires et combinées de manière réfléchie le but étant de bien répondre aux besoins de l'étudiant et aux objectifs du cours*

*Les composantes en ligne ne sont pas un ajout à une charge de cours complète, mais plutôt une substitution réfléchie pour certaines activités en classe. »*

Si nous cherchons à résumer ces deux définitions en une seule de sorte à en donner les points les plus importants dans la dénomination d'un enseignement comme enseignement hybride, nous pourrions dire qu'il s'agit, d'une part, d'une recombinaison de temps et de lieux d'enseignement et d'apprentissage, en d'autres termes il existe, dans une cours hybride, un enseignement en temps réel aussi appelé synchrone et un autre en différé que l'on nommera asynchrone. D'autre part on distingue dans le continuum de l'enseignement deux dimensions dont l'une est liée au rapport présences-distance et l'autre au rapport enseigner-apprendre.

Pour terminer, un critère tout aussi important et non des moindres lorsque nous souhaitons utiliser la terminologie d'enseignement hybride à bon escient repose sur le fait qu'il est impératif qu'un cours dit hybride comporte au moins vingt pourcent et jusqu'à quatre-vingt pourcent de son contenu normalement présentiel sous forme d'activités en ligne. Par exemple, dans le cadre d'un cours comportant deux heures d'apprentissage par semaine sur douze semaines, il faudrait qu'au moins quatre heures de cours et jusqu'à seize heures se réalisent en ligne via les TIC.

## DÉVELOPPEMENT

## **I. QUELS MOYENS SONT NÉCESSAIRES AU BON FONCTIONNEMENT D'UN ENSEIGNEMENT HYBRIDE**

Un des moyens nécessaire mais pas nécessairement obligatoire à la réalisation d'un enseignement hybride est la plateforme synchrone. Il en existe un grand nombre qui ont chacune des caractéristiques et des paramètres différents. Parmi les plateformes gratuites nous pouvons citer quelques exemples tels que Skype mais cette dernière limite le nombre de participants en mode visioconférence et audio à 10 personnes si au moins l'une d'elle possède un abonnement payant. Il y a aussi Google Hangouts qui, quant à elle, exige un identifiant Google +. Parmi les plateformes payantes nous pouvons en citer une qui est certainement la plus connue VIA.

Ensuite il y a les plateformes asynchrones qui, elles, sont obligatoires dans l'élaboration de tout cours hybrides. Il s'agit en fait d'un support numérique sur Internet et sur lequel le professeur peut déposer des activités ou des travaux que les élèves pourront télécharger ou alors effectuer directement en ligne sur cette même plateforme. Les possibilités sont nombreuses avec ce type de plateforme et on peut mettre à la portée des élèves des documents de tout genre ou leur donner accès à un forum, un jeu, un questionnaire, un lien Web, entre autres.

Enfin, par rapport à l'élaboration d'un enseignement hybride il est vivement conseillé que toutes les ressources jugées utiles par le professeur à l'attention des élèves soient déposées dans un environnement numérique d'apprentissage (ENA) comme Moodle. La centralisation des documents et des activités facilite l'adaptation des élèves à ce nouveau mode de communication.

## **LES CONDITIONS FAVORABLES À UN ENSEIGNEMENT HYBRIDE**

À présent nous allons mettre en évidence les conditions qui se sont révélées favorables à l'instauration et au déroulement d'un enseignement hybride.

Tout d'abord il faut mettre l'accent sur la formation, l'accompagnement et la stratégie en lien avec le besoin d'apprentissage. Autrement dit, il faut utiliser l'enseignement hybride de manière adéquate de telle manière qu'elle soit au service d'un meilleur apprentissage des élèves. Il ne s'agit pas d'intégrer les TIC sans but précis et sans objectif à atteindre, il faut bien au contraire que ces outils prouvent leur utilité et leur efficacité par rapport à un enseignement normal c'est-à-dire sans recours aux TIC.

Ensuite, il est tout à fait opportun d'établir des règles de bon usage de la nétiquette car c'est un moyen de proposer aux étudiants un mode de fonctionnement adéquat lors des échanges et de garder un certain contrôle nécessaire dans tout type de situation. Le but de l'établissement de ces règles et donc de divulguer le respect d'autrui, des droits d'auteur, mais aussi d'imposer l'usage d'un français d'une qualité certaine et qui puisse être lu et compris de tous. Un dernier point auquel peut-être peu de gens pensent c'est que l'instauration de règles sur une plateforme et le non-respect de ses dernières doivent donner lieu à des sanctions ou la suppression de l'utilisateur ayant commis le délit afin de contrer la cyber intimidation et le plagiat.

Ces règles peuvent être fixées par les étudiants eux-mêmes sous forme d'un travail collaboratif ou par l'enseignant, et être rappelées, au besoin, en cours de session.

De plus, il semble évident que les personnes ayant déjà vécu une expérience d'enseignement hybride en tant qu'étudiants auparavant seront plus à même de manier de façon productive les plateformes en ligne et d'accroître les bénéfices de l'utilisation de ces dernières lors d'une nouvelle situation d'enseignement hybride.

Dans une telle perspective, l'accompagnement du professeur par un conseiller pédagogique TIC dans le but de discuter des stratégies techno pédagogiques et de développer des réflexes d'animateur paraît tout à fait approprié. Les conditions favorables à un tel projet sont principalement la formation, l'accompagnement et la stratégie en lien avec le besoin pédagogique. Intéressons-nous plus concrètement à diverses options qui nous sont proposés cybernétiquement :

- Pour la plateforme synchrone VIA, l'enseignant peut s'inscrire à une formation APOP – appropriation afin de se familiariser avec l'environnement

VIA –, puis à une autre formation APOP (Association pour les applications pédagogiques de l'ordinateur au service de l'enseignement) sur des sujets variés afin de vivre une expérience en tant que participant.

- Pour les plateformes Google Hangouts ou Skype, l'APOP propose aussi des formations. Il suffit de consulter le site de l'Association et la programmation offerte pour en bénéficier.
- Pour la plateforme asynchrone Moodle, l'enseignant peut s'inscrire à une formation créditede du CPEC (Certificat de perfectionnement en enseignement au collégial) de Performa, offerte aux sessions d'automne, d'hiver et d'été ou à des formations en ligne offertes par Performa et diffusées de façon asynchrone également sur Moodle. Enfin, il peut se créer un cours virtuel dans le Moodle du collège pour expérimenter différentes activités ou ressources.

## **II. DANS QUELS CAS PEUT-ON UTILISER LES ENSEIGNEMENTS HYBRIDES ET COMMENT PEUVENT-ILS SE TRUCTURER.**

Le recours à l'enseignement hybride, comme nous l'avons déjà évoqué précédemment, doit surtout prendre en compte les besoins ; tant ceux du professeur pour la bonne transmission de son savoir que ceux de l'élève dans la réception et l'intégration de ce savoir. Là encore les possibilités d'utilisation des enseignements hybrides peuvent être nombreuses :

Citons par exemple l'utilisation de l'enseignement hybride dans le cas des formations partiellement à distance, elle s'avère propice à l'enseignement-apprentissage ; on divise ainsi le cours en une partie dédiée aux visioconférences sur une plateforme synchrone qui s'avèrent primordiales avec des élèves en situations d'apprentissage autonome, mais aussi pour ceux suivant une formation partiellement autonome, la visioconférence associé à un travail en laboratoire en présence lorsqu'il est possible de réunir tous les étudiants venus d'horizons différents semble une combinaison idéale.

Un autre exemple en faveur de l'utilisation de l'enseignement hybride reposerait sur le fait d'éviter à un conférencier très plébiscité de se déplacer et de perdre de longues heures dans les transports ou tout simplement éviter les frais occasionnés par de tels déplacements et prévenir les complications dues au climat, tels que les intempéries, le verglas, les inondations ou d'autres dangers relatifs aux transports, à la circulation ou à l'état des routes.

L'enseignement hybride peut aussi être adopté pour des cours en présence que l'enseignant voudrait diffuser simultanément en ligne. Par exemple les Cégeps (Collèges d'enseignement général et professionnel au Québec) qui seraient l'équivalent de nos lycées français avec une partie baccalauréats professionnels et, une autre, baccalauréats généraux, proposent des formations préuniversitaires ou des formations techniques menant au marché du travail qui utilisent cette méthode d'enseignement pour diminuer le taux d'absentéisme.

## **STRUCTURE D'UN ENSEIGNEMENT HYBRIDE :**

La structure d'un enseignement hybride est très variable ou flexible afin de s'ajuster :

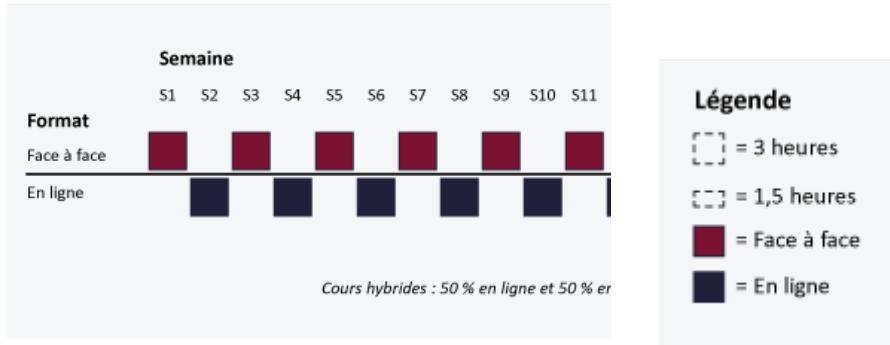
- aux défis propres à l'environnement d'apprentissage
- aux contenus du cours
- aux préférences du professeur
- aux besoins des étudiants

Pour le professeur l'enjeu est de prendre des décisions pédagogiques appropriées par rapport à la transformation de son cours en cours hybride afin de trouver un juste équilibre entre les activités en classe et les activités à réaliser en ligne. Tout cela au service d'un meilleur apprentissage des étudiants

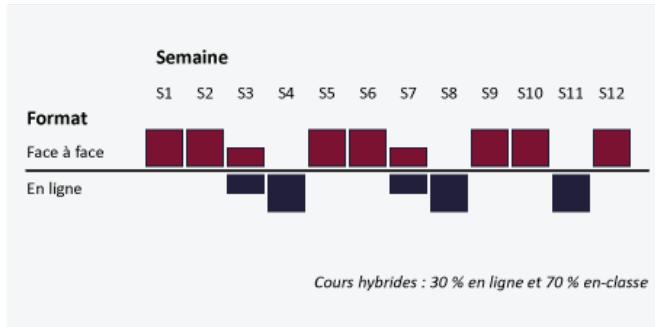
Les parties du cours en présence ou en ligne ne doivent pas être aléatoires ou choisies au hasard mais bien au contraire elles doivent se complémenter et tirer avantage des moyens particuliers de chaque environnement d'apprentissage.

L'Université d'Ottawa diffuse sur son site quelques structures possibles :

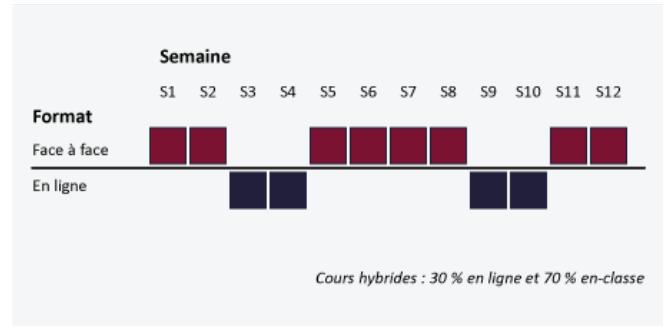
## STRUCTURE 1 :



## STRUCTURE 2 :



## STRUCTURE 3 :



### **III. QUELQUES EXEMPLES RELATIFS À L'UTILISATION DE L'ENSEIGNEMENT HYBRIDE DANS LE CADRE D'UN ENSEIGNEMENT-APPRENTISSAGE**

#### **SCÉNARIOS PÉDAGOGIQUES :**

Profweb publie toutes les semaines depuis plusieurs années des récits d'enseignants du collégial qui intègrent les TIC dans leurs cours. Plusieurs récits renvoient à des scénarios exemplaires et très intéressants à transférer dans différentes disciplines. En voici quelques exemples :

#### **CHANGER LES HABITUDES**

Il peut être intéressant de remplacer quelques périodes de cours réguliers par une activité en enseignement hybride : les élèves ont le choix de suivre le cours à la maison ou au collège, selon leur horaire et leur habileté à utiliser les TIC.

#### **ENCADREMENT DE STAGES**

L'enseignement hybride peut ainsi servir à effectuer des suivis de stages et à fournir un encadrement à distance en évitant les coûts et la perte de temps dus aux déplacements. De plus, sa simplicité permet d'offrir plus de rencontres et de suivis (synchrone et asynchrone) à l'intérieur d'une période de temps. Pour des stages à l'international ou pour la consultation d'experts, la visioconférence et la plateforme asynchrone constituent des moyens de communication simples et accessibles à tous.

#### **SIMULER UNE CONVERSATION AVEC UN CLIENT POTENTIEL**

Frédéric Aubrais, enseignant au Collège O'Sullivan de Québec, utilise la visioconférence comme outil de simulation d'une conversation. « À distance, avec la visioconférence, il est très facile de réaliser cette simulation et elle se rapproche de ce qui s'expérimente dans les situations courantes de la vie. » (Aubrais, 2008). L'auteur suggère aussi le transfert de cette stratégie à d'autres programmes. « Bien qu'elle soit ici appliquée dans le contexte d'une formation en assurance, cette pratique peut servir dans d'autres programmes tels que Techniques de recherche et sondage, Techniques de comptabilité et gestion ou autres techniques humaines où les étudiants doivent communiquer par téléphone. » (Aubrais, 2008).

## ENSEIGNER EN ASSURANCE ET EN PLACEMENT DES PARTICULIERS À PARTIR DE CHEZ SOI : UNE EXPÉRIENCE HORS DU COMMUN

Suzanne Baril, elle aussi enseignante au Collège O'Sullivan de Québec, utilise la visioconférence pour enseigner à distance en mode synchrone. Elle insiste sur les particularités de cette forme d'enseignement et nous présente quelques trucs et outils. Voici un aperçu : « En visioconférence, il faut constamment attirer l'attention des étudiants. Pour ma part, je profite de toutes les occasions possibles pour dessiner sur l'écran, souligner les éléments importants, utiliser des images ou bouger la souris. Je pose aussi beaucoup de questions et sollicite les interventions. » (Baril, 2007).

## EN LIGNE AVEC MA CLASSE GRÂCE À VIA ET SKYPE

Marie-Janou Lusignan, enseignante au Cégep de Granby-Haute-Yamaska, exploite la visioconférence pour présenter un conférencier sans que celui-ci ait à se déplacer. Les étudiants peuvent poser des questions et interagir avec l'expert. L'enseignante a poussé l'audace plus loin en utilisant les outils de communication comme outils d'apprentissage. « Pour moi, c'est mission accomplie! D'une part, les étudiants apprennent des contenus spécifiques rattachés aux objectifs du cours (tendances, métiers et intervenants dans le domaine des événements et congrès) et, d'autre part, ils sont initiés à un **nouvel outil qu'ils pourront réinvestir dans le cadre de leurs études, ou, mieux encore, dans leur vie professionnelle.** » (Lusignan, 2011).

## COMMENT UTILISER LA VISIOCONFÉRENCE POUR RÉALISER DES ÉTUDES DE CAS DANS LE CADRE D'UN SÉMINAIRE DE STAGE ?

Françoise Marceau a recueilli les commentaires de Réjean Fournier, qui expérimente les études de cas dans le cadre d'un stage avec des étudiants dont plusieurs sont à l'étranger. « Somme toute, je réalise mes séminaires (retour théorique de trois heures) comme si on était en classe en utilisant une approche par problèmes (APP). Après un bref tour de table sur l'expérience de la semaine, chacun prend le temps de résoudre un cas individuellement ou en équipe de deux, en utilisant le *Guide étudiant pour le stage de biochimie clinique*. Chaque cas résolu est ensuite présenté au groupe et les autres commentent ou posent des questions. J'ajoute de l'information et je fais des liens lorsque cela s'avère nécessaire. » (Marceau, 2007).

## **V. LES AVANTAGES ET LES INCONVÉNIENTS OU LIMITES D'UN ENSEIGNEMENT HYBRIDE**

### **LES AVANTAGES POUR LES PROFESSEURS :**

Les avantages pour les professeurs sont multiples ; on a constaté que l'enseignement hybride est une expérience positive et qu'elle engendre une attitude favorable des étudiants à l'égard de l'enseignement et de l'apprentissage fondés sur les technologies. Elle permet aussi un arrimage avec différents styles d'apprentissage parfois plus agréable ou moins intimidant pour les élèves ce qui donne lieu à une amélioration des résultats d'apprentissage et de la qualité des interactions entre étudiants et professeurs. La souplesse de cette méthode confère plus de temps de réflexion lors de la réalisation des activités en ligne et s'adapte donc mieux aux niveaux parfois hétérogènes des élèves et aux difficultés de chacun. Les étudiants ayant déjà eu l'occasion de participer à un cours hybride affirment que l'environnement d'apprentissage est plus dynamique et interactif et que cela favorise la participation. Pour un apprentissage optimal, l'enseignement hybride met l'accent sur la conception du matériel pédagogique et les manières diverses de transmettre le savoir. Le matériel et les approches d'enseignement et d'apprentissage sont donc évolutifs et sans cesse mis à jour de façon à améliorer leur efficacité et leur utilité. Tout cela pour répondre de façon plus adaptée aux besoins multiples des apprenants. L'enseignement hybride peut aussi permettre de renforcer les bases pédagogiques des élèves pour un apprentissage actif et soutenu par exemple en donnant la possibilité aux professeurs d'envoyer aux élèves des activités ou des révisions de savoirs non acquis sur la plateforme en ligne qu'ils pourront réaliser en temps voulu pour se remettre à niveau. Si les élèves concernés sont des élèves sérieux ils réaliseront les travaux et combleront leurs lacunes sans que le professeur n'ait à perdre des heures de cours à faire des révisions de savoirs censés déjà être acquis. Pour terminer avec les avantages pour les professeurs il semble d'une importance capitale de préciser que l'enseignement hybride est un enseignement «modelable» dans le sens où il peut être utilisé et s'adapter à de nombreux domaines, et que dans certains domaines comme ceux en relation avec le service clientèle ou la télécommunication, il rend les simulations beaucoup plus vivantes et proches de la réalité.

### **AVANTAGES POUR LES ÉLÈVES :**

Les avantages pour les élèves ou étudiants sont tout aussi nombreux. L'enseignement hybride favorise l'apprentissage collaboratif grâce à la possibilité de discuter en ligne et en personne avec les camarades de classe, les assistants d'enseignement et leur professeur. Les environnements cybernétiques sont plus stimulants et plus dynamiques pour les élèves puisqu'ils se rapprochent de leur réalité et de ce qu'ils aiment. Nous savons qu'aujourd'hui que les jeunes passent beaucoup de temps sur Internet et sur les plateformes de communication en ligne c'est pourquoi introduire ces outils de communication comme outils dans un processus d'apprentissage est accueilli très favorablement par les élèves. L'enseignement hybride s'adapte mieux aux habitudes et aux emplois du temps de chacun d'autant plus que les adolescents ou grands adolescents ont des rythmes de vies souvent décalés par rapport aux adultes. C'est pourquoi leur offrir un accès plus flexible au matériel de cours tant au niveau du temps que du lieu est en adéquation avec leur mode de vie et propice à leur apprentissage, un apprentissage qui plus est facilement adaptable à leur rythme d'apprentissage grâce à cette méthode différée. Il est évident que dans le contexte d'un enseignement entièrement ou partiellement à distance l'utilisation de l'ordinateur et des plateformes synchrones de communication atténuent le sentiment d'isolement que beaucoup d'étudiants ressentent. Il faut aussi noter la diminution des coûts pour les étudiants grâce à une réduction des frais de déplacement et autres frais occasionnés lors des déplacements (la nourriture entre autres). Ce n'est pas un argument négligeable d'autant plus que nous savons que beaucoup d'étudiants doivent travailler en dehors de leurs heures de cours pour pouvoir payer leurs études et leurs logements puisque tous les parents n'ont pas les moyens et parfois, tristement, pas l'envie d'assumer les frais des études de leurs enfants. Pour conclure sur les avantages pour les élèves il est bon de mentionner que les données statistiques démontrent une amélioration des résultats des élèves avec l'enseignement hybride comparé aux formes d'enseignement plus classiques ; en effet les étudiants obtiennent de meilleures notes dans les cours hybrides que dans les cours magistraux ou dans les cours entièrement en ligne.

## **LES INCONVENIENTS OU LIMITES**

En ce qui concerne les inconvénients ou limites de l'enseignement hybride, nous allons voir qu'il y en a très peu :

La première limite serait qu'il faut un peu d'habileté pour utiliser la plateforme en ligne ou les nouvelles technologies, on peut prendre l'exemple des personnes âgées

dont certaines, même s'ils sont peu nombreux dans cette situation, ont repris des études et pourraient se retrouver confronter à une situation d'enseignement hybride et donc à l'utilisation des TIC auxquelles ils ne sont, pour la plupart, pas habitués. Mais il ne faut pas s'avouer vaincu à ce sujet, comme nous avons l'habitude de dire tout s'apprend donc quelqu'un qui voudrait réellement suivre un enseignement hybride devrait simplement faire l'effort d'apprendre à manipuler la plateforme et à se familiariser avec l'utilisation des TIC. Une éventuelle autre limite de l'enseignement hybride concerne la disponibilité et la qualité du service Internet. De nos jours, Internet est disponible presque partout néanmoins il convient de préciser qu'il y a encore aujourd'hui des zones ou des villages (mêmes dans les pays développés) qui n'y ont pas accès ou alors qui y ont accès avec un débit très faible qui ne permettrait pas la participation à une visioconférence dans de bonnes conditions car l'appel serait probablement saccadé ou connaîtrait toute autre forme de disfonctionnement. Pour conclure au sujet des inconvénients et des limites de l'enseignement hybride on peut aussi stipuler que toute défaillance électrique ou de la ligne Internet vient fausser les bons résultats des échanges en ligne et donc de l'enseignement-apprentissage lui-même. Bien évidemment nos sociétés évoluent et les technologies aussi, nous pouvons donc volontiers imaginer que d'ici quelques années ou décennies ces problèmes n'auront plus lieu d'être ou se feront de plus en plus rares.

## CONCLUSION

### LES POINTS ESSENTIELS DE L'ENSEIGNEMENT HYBRIDE

En conclusion, nous pouvons rappeler qu'un enseignement hybride doit comporter entre vingt et quatre-vingt pourcent de son contenu sous forme d'activités en ligne, qu'elles soient synchrones c'est-à-dire en temps réel (vidéoconférence, compte rendu de stage par caméra interposées entre autres) ou asynchrones donc en différé (activités déposées sur une plateforme en ligne, participation à un forum en ligne et toutes autres activités qui puissent se réaliser à un moment propre à chacun et non en simultanée). Les activités conçues pour être réalisées en présentiel et celles conçues pour s'adapter à un enseignement en ligne doivent être minutieusement choisies et combinées entre elles pour obtenir un enseignement-apprentissage d'un niveau

éminent. Le but final étant de mieux répondre aux besoins des élèves ou étudiants et d'atteindre plus commodément les objectifs du cours. L'enseignement hybride est un enseignement qu'on pourrait surnommer « tout terrain » dans la mesure où il est aisément adaptable à de nombreux domaines et se révèle particulièrement efficace dans la formation des standardistes ou du service-clientèle et autres métiers en lien avec la communication. Enfin, nous pouvons clore cette analyse en disant qu'il a été mis en évidence précédemment bien plus d'avantages que d'inconvénients à l'utilisation d'un enseignement hybride.

Nous pouvons à présent nous demander : le futur des méthodes d'enseignement ne repose-t-il pas sur l'enseignement hybride ?

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## **La place des expressions imagées dans la langue française**

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## RÉSUMÉ

Parler d'une expression imagée équivaut toujours à une expression qui passe par une image qui est propre à un idiome, propre à une langue. Cette réflexion a le but d'informer les lecteurs du processus d'enseignement-apprentissage des expressions idiomatiques comme outil de communication dans les classes de FLE.

Au moment de faire face à la complexité des expressions dans le contexte d'une langue étrangère, il est impératif de ne pas nous contenter du simple fait de tout mémoriser. Il faut chercher une méthodologie d'enseignement-apprentissage pertinente, adaptable, capable de fomenter un processus cognitif chez les étudiants. C'est pourquoi l'auteur raconte ses expériences de comment les travailler à l'intérieur d'une classe en utilisant une série de travaux qui ont été conçus dans d'autres langues étrangères afin de enrichir le lexique chez les étudiants. Tout cela à travers la réflexion, en se justifiant dans l'iconicité des phrases et la perception de la motivation sémantique que les expressions pourront susciter. L'auteur proposera des exemples pour guider le travail des étudiants en ayant comme objectif leur apprentissage.

**Mots Clés:** expression imagée, outils pédagogiques, apprentissage langue française

## INTRODUCTION

Parler d'une expression imagée équivaut toujours à une expression idiomatique qui passe par une image qui est propre à un idiome, propre à une

langue. Le français en a beaucoup, l'anglais aussi, l'italien en abonde et en allemand nous avons un peu moins. Il y en a dans toutes les langues. Elles sont vraiment importantes parce qu'elles sont au cœur du fonctionnement du langage qui est toujours indirect. Le langage n'est pas un cri. C'est un outil très raffiné qui permet de faire d'autres choses avec les mots.

Toutes les langues ont des expressions idiomatiques car elles mettent en œuvre les fonctions du langage en distinguant les particularités et le registre d'image. Le français: une langue littéraire et poétique n'est pas l'exception. Il est toujours très plaisant de les utiliser. Nous nous en servons pour parler. Et tout professeur de français dans leurs cours devraient les aborder. C'est pour cela que cette recherche prend de l'importance puisqu'on raconte des expériences de comment les mettre en place à travers des outils pédagogiques appris d'une autre langue étrangère.

Lorsque l'on apprend une langue étrangère (LE), on doit faire face à plusieurs combinaisons difficiles à comprendre et à mémoriser. Parmi celles-ci, il faut mentionner en particulier les expressions idiomatiques ou imagées (EI), dont les caractéristiques spécifiques contribuent constamment à contrarier l'apprentissage chez le locuteur non natif. Ces expressions peuvent en effet être relativement longues et figées. On doit distinguer le proverbe. Le proverbe comme son nom l'indique substitue le verbe ou l'action en donnant un conseil. Tandis que les expressions sont des explications imagées qui peuvent être prises au premier degré comme au second degré.

À ce sujet, il est nécessaire d'insister sur la différence existant entre les mots pris individuellement et les syntagmes qui constituent des expressions idiomatiques. Dans le premier cas, la connexion qui peut être instaurée entre la structure formelle. Par exemple CHIEN et la réalité à laquelle elle renvoie (dans ce cas-ci, l'animal) est le plus souvent de caractère arbitraire pour l'usager. En revanche, dans le deuxième cas, la combinaison phraséologique construit une image, plus ou moins concrète et porteuse d'un sens de type littéral, qui peut conserver une relation avec le concept plus abstrait qu'elle désigne. Nous les avons tous employés au moins une fois dans notre vie quotidienne dans toutes les langues puisqu'elles sont importantes au cœur du fonctionnement du langage. Un autre exemple, **casser sa pipe** cette expression est perceptible et claire. Dans un premier temps on peut repérer un verbe et un complément d'objet. Dans un second temps la signification est évidente mais les sens est tout autre. Cela veut dire qu'on est mort. Cette expression n'est pas traduisible au sens de la signification mais par contre si on dit Il est mort, il y aura une meilleure traduction. Il a cassé sa pipe. Si on traduit l'idée d'utiliser une expression imagée

en la cherchant. Chaque langue à son registre d'image qui est propre à son ethnies, à ses cultures et la façon de voir les choses. Et le principe du langage est différent .C'est de jouer sur les significations et un emploi distinct.

Un autre exemple si on mange dans un restaurant. À table vous dites à quelqu'un Pouvez-vous me passer le sel? La signification c'est une question mais la personne ne va pas dire. Oui je peux ou non je ne peux pas. La personne vous tendre le sel. Ce qui revient à dire que le sens de l'expression, c'est un ordre poli. On ne répond pas à une question mais on utilise l'expression pour exprimer une idée, une action de manière différente afin de ne pas être répétitif. On peut envisager les différents registres de langues en français parce que la signification variera par rapport au contexte utilisé.

La méthodologie employée dans l'enseignement des expressions idiomatiques est caractérisée par deux paradigmes – le communicatif et le cognitif. Dans le cadre de la langue du paradigme communicatif et son analyse est reliée principalement l'acquisition de l'activité vocale ; dans le cadre du paradigme cognitif la langue est liée à la cognition et les processus qui lui sont associés. L'idée fondamentale de l'approche cognitive est que le processus d'apprentissage devrait viser à acquérir ou plutôt inférer les connaissances, la structuration et l'organisation systématique de ses unités, le stockage et la application, tout adapté à la réalité.

Zárate (1993-73) affirme que les liens entre langue et culture sont indissociables si, dans un enseignement, nous adoptons le principe de la découverte du sens, de l'explication des implicites et de l'analyse réflexive des représentations culturelles, tant dans la langue étrangère que dans la langue maternelle.

Tout est lié, la communication, la culture, la communauté dans laquelle nous vivons montrent les modes de perceptions et d'expression établis dans la société, à laquelle nous appartenons. La compréhension et l'interprétation deviennent des éléments importants pour prévoir des conduites adéquates dans le contexte des interactions sociales. Toutes les langues développent des expressions idiomatiques et qui n'ont pas nécessairement d'équivalents littéraux dans d'autres langues. Ces expressions dites idiomatiques se transmettent de génération en génération .Leur provenance est souvent incertaine mais elles ajoutent de la couleur à une langue et témoin de la créativité des gens qui la parlent.

## **Trois stratégies ont été adaptées pour l'apprentissage des expressions imagées**

### **1.-Qu'est-ce que la démosophie?**

Démosophie est un néologisme composé des mots de grec ancien « démos », le peuple, et « sophia », la sagesse. Cette stratégie implique la participation de tous. Tout d'abord, on sélectionne les expressions, on les coupe en deux ou trois parties. Après les étudiants bougent pour retrouver l'expression idiomatique complète qui est sur le papier bristol. Puis ils doivent la recopier au tableau. Finalement ils doivent donner leurs avis sur chaque expression en couple. Pour aller plus loin on peut aborder des valeurs.

### **2.-Edmodo**

C'est une plate-forme où les étudiants auront des ressources partagées par le professeur. Une manière facile de se connecter quand on n'est pas dans une classe pour qu'ils puissent collaborer, s'organiser et accéder en toute sécurité dans le domaine de l'éducation. Edmodo peut servir à initier les élèves aux technologies et à favoriser l'amélioration de la communication par la langue écrite. Concernant les expressions on commence une discussion en ligne. Une expression imagée est partagée. On partage la phrase sur Edmodo, les étudiants commentent .Peu importe s'ils se trompent l'important c'est d' essayer et de trouver la bonne solution, la bonne réponse avec l'aide du professeur.

### **3.-Livre magique**

C'est une stratégie d'apprentissage de l'anglais (magic book) Pour le niveau débutant. Tout d'abord on crée le livre magique à l'aide du papier bristol. Une fois créé. On fournit les étudiants des images, des expressions et leurs significations. Puis ils doivent couper, coller et trouver les expressions et leurs significations.

Ces stratégies sont conçus pour aider les étudiants recueillir des mots dans leur seconde langue afin qu'ils puissent ensuite utiliser pour exprimer plus adéquatement ce qu'ils savent déjà dans leur première langue. Comme les élèves ajoutent mots du vocabulaire cible ainsi que d'autres mots français à leur répertoire, ils sont en mesure de mieux comprendre leurs textes et de comprendre les concepts des leçons.

Pour conclure, toutes les langues développent des expressions idiomatiques et qui n'ont pas nécessairement d'équivalents littéraux dans

d'autres langues. Ces expressions dites idiomatiques se transmettent de génération en génération. Leur provenance est souvent incertaine mais elles ajoutent de la couleur à une langue et témoigne de la créativité des gens qui la parlent. L'être humain est conscient de l'importance de la communication car il s'exprime avec des mots et l'ensemble de ces mots constitue le vocabulaire. Les expressions idiomatiques ou imagées en classe de FLE ne peuvent être abordées de manière simple ou étudiées par cœur. Il est important de leur appliquer une approche méthodologique qui s'adapte à leur spécificité tout en favorisant chez les étudiants une profonde implication cognitive.

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# **L'importance du contexte socio- économique dans l'apprentissage d'une Langue Étrangère.**

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*L'importance du contexte socio-économique dans l'apprentissage d'une langue étrangère. (Ici le français).*

L'idée consistant à associer niveau social élevé et haut quotient intellectuel n'est pas encore banni de nos pensées conceptuelles, concernant l'éducation et ce, peu importe le niveau d'étude. En effet, selon notre provenance sociale, (issu d'une classe « populaire », « moyenne » ou « haute ») certains stéréotypes ont la vie dure. Le contexte socio-économique dans lequel évolue un individu au sein d'une société, est-il donc le seul facteur responsable de sa bonne ou mauvaise éducation ? Dès ses limites ou de ses qualités ? C'est ce que nous déterminerons à travers une étude ayant été menée à travers des observations de classe, au département de Philosophie et langues étrangère de l'université de l'état à Guayaquil, en Équateur. Nous déterminerons succinctement dans un premier temps, le contexte socio-économique dans lequel évolue la population fréquentant cette université , puis, nous nous pencherons de plus près sur l'impact de ce contexte sur l'apprentissage d'une langue étrangère , ici le français , enfin après avoir constat des résultats, nous verrons comment un professeur de F.L.E. peut être à même d'apporter une aide certaine à ses étudiants, leur permettant ainsi, malgré ce contexte particulier de mener à bien leur apprentissage.

Mots-clés : socio-économique, apprentissage, langue, adaptation.

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## **INTRODUCTION**

L'Équateur, pays d'un peu plus de 16 millions d'habitants, avec un taux d'alphabétisation de 91% compte plus de 550 000 étudiants. Au sein de cette communauté étudiantine, ce ne sont pas moins de 11 000 étudiants qui se trouvaient en mobilité internationale ces trois dernières années. Concernant la France en 2014-2015, 460 étudiants équatoriens étaient inscrits dans un établissement d'enseignement supérieur français, en 2015 ce sont 250 étudiants qui se sont rendus en France, ce qui place le pays au 5<sup>ème</sup> rang mondial des pays d'accueil d'étudiants en mobilité internationale. Au vu de ces chiffres, force est de constater l'importance du développement plurilingue au sein de la population équatorienne et notamment de la langue française. En effet le F.L.E. occupe une place importante que ce soit au sein des universités (publique et privé) ou au sein d'instituts de langues telles que l'Alliance Française. Ces données ont pour but de préciser le contexte dans lequel une analyse a été effectuée concernant l'importance du contexte socio-économique dans l'apprentissage d'une langue étrangère.

Ce pays en voie de développement économique et sociale connaît de nombreux changements. Ces changements constituent autant de facteurs qui influencent l'apprentissage des langues étrangères comme ici le français. Nous définirons donc dans un premier les mots-clés employés puis, via des données chiffrées nous établierons un profil du pays et de son contexte socio-économique, pour ensuite nous pencher sur le cas de l'Université d'état de Guayaquil et de sa population étudiante. Nous présenterons une petite étude effectuée au sein des étudiants et de l'équipe pédagogique afin de mettre en exergue les facteurs constituant de possibles obstacles à un bon apprentissage de la langue française. Enfin nous établierons quelques stratégies d'apprentissage possible pour ces étudiants dans ce contexte précis et nous donnerons quelques pistes quant à certains aspects pédagogiques qu'il serait bon de développer afin de permettre à cette population de développer ses compétences dans les meilleures conditions possibles.

## **PRÉSENTATION DU CONTEXTE D'ANALYSE**

Dans cette partie nous aborderons tout d'abord, le contexte socio-économique de l'Équateur dont nous pourrons établir le profil grâce à des données chiffrées établies par des institutions telles que le F.M.I. (Fond Monétaire International) ou encore l'O.N.U. (Organisation des Nations Unies). Nous traiterons par la suite le profil de l'université en Équateur et plus précisément celle de Guayaquil.

Le PIB de l'Equateur est essentiellement composé des revenus pétroliers et des exportations agricoles. Le pays est le plus grand exportateur au monde de bananes et le deuxième exportateur de crevettes d'élevage. Il profite d'une production riche et diversifiée : feuille de coca, poissons, fleurs, etc. Le secteur minier a connu une croissance régulière, à la faveur des liens financiers étroits entre l'Equateur et la Chine. L'économie équatorienne connaît un développement rapide des infrastructures : routes, écoles, hôpitaux, etc. Cependant, ces dernières années, l'Équateur, qui a adopté le dollar comme monnaie en 2000, est confronté à deux problèmes majeurs : premièrement, l'augmentation de sa devise le dollar et deuxièmement, la chute des cours du pétrole, qui représente 40% des revenus de l'Etat. En 2015, le pays est entré en récession, et la croissance du PIB devrait se situer aux alentours de 0% en 2016.

Le gouvernement équatorien se veut acteur dans l'économie de son pays, il possède les trois quarts des parts de production pétrolière. À la faveur d'une production en hausse des hydrocarbures, le gouvernement socialiste a instauré des mesures sociales dans son plan national de développement (2012-2014) qui a marqué l'attribution d'un revenu mensuel minimum. Cependant, vu la mauvaise conjoncture économique, le pays a été forcé de réduire ses dépenses publiques et d'accroître sa dette à 40%, la Chine en est le principal créancier. Même si la dette publique du pays reste faible comparée à la moyenne de la zone, sa progression rapide fait craindre un nouveau défaut. Comme le gouvernement ne peut pas dévaluer sa

monnaie, il a introduit en 2015 une surtaxe sur 2 800 biens importés afin de réduire le déficit courant (-2,85% du PIB en 2016). Cette taxe a eu un impact négatif sur les importations, la consommation privée et l'inflation (+4% en octobre 2015).

L'économie équatorienne reste confrontée à l'insuffisance des investissements privés, la corruption dans le secteur public, une mauvaise gestion de l'exploitation pétrolière et les récentes catastrophes climatiques. Les principaux défis du pays sont la diversification de son économie et la formation d'une main-d'œuvre plus qualifiée. Rafael Correa, le président socialiste, briguera un troisième mandat en 2017. Son gouvernement a enregistré des résultats positifs dans le développement des infrastructures et la réduction de la pauvreté. Néanmoins, des tensions sociales sont survenues au sein de la classe moyenne urbaine, à l'occasion d'une réforme fiscale qui prévoit de relever l'impôt sur les plus-values et sur les successions. Les écologistes et la population autochtone protestent contre les opérations minières de grande envergure et la menace de privatiser l'eau.

Ensuite nous traiterons des informations concernant le système universitaire Équatorien et plus particulièrement celui de Guayaquil.

Il semble très important avant de délivrer des informations concernant l'université de Guayaquil et l'université en Équateur de préciser que ce pays compte un taux d'alphabétisation de 91% ce qui en plus d'être représentatif d'un désir d'évolution montre un réel souci de l'éducation dans sa politique interne.

L'université d'état de Guayaquil (notre contexte d'analyse de terrain) compte 57 filières en 2015 elles sont réparties dans 18 facultés qui fusionneront en 9 unités académiques :

Les sciences de l'informatique, sciences de la vie, sciences sociale et politique, jurisprudence, sciences de l'éducation, science et ingénierie de la production et de

la construction, architecture, dessin et urbanisme, science de la santé, sciences économiques et administratives.

Les universités équatoriennes par le biais du SENESCYT<sup>3</sup> proposent de nombreuses bourses et s'inscrivent dans une dynamique de mobilité internationale. Pour donner quelques chiffres indicatifs, l'équateur compte environ 550 000 étudiants dont 11 000 en mobilité internationale. En 2014 ce ne sont pas moins de 460 étudiants équatoriens qui étaient inscrits dans les établissements d'enseignement supérieur français. La France se place au 5<sup>ème</sup> rang des pays d'accueil des équatoriens après les États-Unis, Cuba et l'Italie.

Le Senescyt propose d'ailleurs, de nombreuses bourses entre 2007 et 2015 ce sont 11500 étudiants qui ont pu bénéficier d'une bourse dont 295 en France. (Par exemple le « programme de bourses pour les groupes d'excellents résultat académique de filières techniques de troisième degré » ; »programme de bourses appels ouverts 2015 deuxième phase » ; « programme de Bourses de quatrième niveau adressé aux chercheurs» ; « programme de bourses de doctorat (PhD) adressé aux enseignants d'universités et Ecoles polytechniques 2015 »).

Les professionnels intervenants à l'université de Guayaquil au sein du département de langues étrangères dans l'enseignement du français sont au nombre de 6, leurs cursus sont variés tant au niveau des études poursuivies que des expériences professionnelles cela constitue une réelle richesse intellectuelle. Depuis 5 ans, le C.I.E.P.<sup>4</sup> grâce à un contrat unissant l'université de Guayaquil, l'Alliance Française et l'Ambassade de France, est en mesure de recevoir un/une assistant(e) de langue française afin d'appuyer cet enseignement. Ce sont donc 7 personnes qui développent cet apprentissage du français.

Les cours sont délivrés à l'université de Guayaquil qui se trouve en dehors du campus principal. Selon leurs situations et leurs possibilités, les étudiants peuvent suivre des cours le matin de 7h à 13h ou le soir de 16h à 22h. Le volume horaire total s'élève à 30 heures de cours par semaine. Les étudiants choisissant d'étudier le français poursuivent également un cursus d'apprentissage de

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<sup>3</sup> La Secretaría de Educación Superior, Ciencia y Tecnología (SENESCYT) a pour mission de garantir l'application des principes qui dirigent l'enseignement supérieur, promoteur de la recherche scientifique, de l'innovation technologique et des savoirs ancestraux. Elle œuvre à améliorer les capacités et les potentialités des citoyens. Elle se caractérise par l'emploi efficient et efficace des ressources qu'elle gère.

<http://www.senescyt.gob.ec/web/guest>

<sup>4</sup> Centre International d'Études Pédagogiques.

l'anglais qui reste la langue dominante. Suivre un cursus en langues étrangère consiste à étudier 5 ans pour obtenir un niveau de licence et 2 années de plus sont requises dans le cas d'un master.

L'évaluation : elle s'effectue grâce à des devoirs notés ou non présentés en classe puis grâce à des examens passés en fin de semestre prenant en compte toutes les compétences (compréhension orale/écrite, expression orale/écrite).

#### **L'ANALYSE :**

Cette analyse a été effectuée dans le cadre d'observations de cours. À la suite de ces observations deux questionnaires un pour les professeurs, un pour les élèves, présentant des questions permettant d'établir l'importance du contexte socioéconomique dans l'apprentissage d'une langue étrangère, ont été établi. Les professeurs interrogés ont suivi des cursus professionnels différents et enseignent à des niveaux différents. Concernant les étudiants certains suivent les cours du matin d'autres les cours du soir et ont des vies professionnelles et personnelles différentes.

Les questionnaires apparaîtront sous formes de diagrammes disponibles en annexes afin de compléter les observations effectuées.

Dans un premier temps, si l'on prend en compte les données des professeurs, il peut être constaté que la motivation de l'étudiant constitue le facteur essentiel à la bonne réussite de l'étudiant. Ensuite, même si les origines sociales ne sont pas responsables à 100% de la réussite ou de la non-réussite de l'apprentissage du français elle constitue un facteur « obstacle » à la bonne évolution intellectuelle d'un étudiant. Enfin les us et coutumes équatoriennes ont selon eux un impact certain sur l'apprentissage d'une langue étrangère.

Dans un deuxième temps si l'on prend en compte les données des étudiants, nous pouvons constater que nombreux sont ceux qui exercent une profession en même temps qu'ils étudient ou qui sont en charge d'une famille avec un ou plusieurs enfants.

Ces facteurs « externes » (emploi, vie de famille précoce) participent aux difficultés rencontrées par les étudiants dans leur apprentissage, que ce soit dans la gestion du temps (temps de travail, temps passé sur les devoirs à effectuer, temps dédier aux révisions et préparations de leçons ...). On peut cependant noter que les étudiants reçoivent en Équateur une aide de l'entourage qu'elle soit partielle ou régulière. Enfin les étudiants ont tous également conscience de l'influence de leur culture latine dans le processus d'apprentissage du français.

On peut donc dire que le système éducatif et le système professionnel équatorien, se trouvant par la force des choses en étroites collaboration ne parviennent pas encore à trouver un processus

d'organisation afin de permettre aux étudiants de poursuivre des études tout en travaillant, sans se trouver dépassé par les volumes horaires présentiels ou encore d'être en mesure d'avoir du temps à consacrer au travail demandé par les professeurs en dehors des cours. Toutefois on observe aussi que face à ces contraintes les étudiants développent de réelles motivations dans leurs apprentissages et montrent un grand intérêt non seulement pour la langue mais aussi pour la culture.

Les observations de classes qui ont été effectuées ne font qu'appuyer ces conclusions, puisque la fatigue physique et psychique liée à un rythme de travail soutenu ne font qu'accentuer la difficulté pour l'apprenant à développer ses capacités et à enregistrer les nouveaux concepts abordés en classe.

## **STRATÉGIES D'APPRENTISSAGES POSSIBLES DANS CE CONTEXTE PARTICULIER**

Face à ce constat, force est de constater que peu de changements directs peuvent être opérer, toutefois si ces facteurs extérieurs ne semblent pas empreints aux changements, en tant que professeur nous avons la possibilité d'aider les étudiants, après une prise de conscience du système dans lequel ils évoluent au quotidien.

Les stratégies d'apprentissages qui pourraient être proposées dans ce cadre-là seraient :

- Faire fusionner l'interculturel et la didactique pendant le cours pour être moins exhaustif sur les thèmes abordés.
- Aller vers un enseignement concis de la grammaire en classe et permettre un approfondissement des points de grammaire abordés de façon plus personnalisée. (par exemple : donner des exercices supplémentaires si la demande est formulée par l'étudiant ou si le professeur constate un retard ou des difficultés particulières pendant le cours).
- Privilégier les documents authentiques accessibles depuis le lieu de vie de l'étudiant. (permettre à l'étudiant de partir en toute autonomie à la découverte de documents authentiques francophones : vidéos, chansons, articles de journaux en ligne etc...).

- Favoriser la production et la compréhension orale en cours. (permettre ainsi un développement plus rapide et important des capacités conversationnelles de l'étudiant).
- Mettre en place un système d'évaluation qualitatif plus que quantitatif (tâches demandées moins nombreuses mais une évaluation des quatre compétences production écrite /orale et compréhension écrite/oral, lors d'une évaluation mi- semestrielle et semestrielle).

Les résultats que l'on pourrait obtenir en mettant en place ce type de stratégies seraient :

- Une plus grande autonomie de l'apprenant face à son apprentissage et plus en accord avec le contexte socioéconomique dans lequel il évolue.
- Une plus grande personnalisation de l'enseignement qui devient plus individualisé (pratique de point de grammaire approfondi selon les besoins de chaque étudiant).
- Des outils pédagogiques (accès aux documents authentiques pour les apprenants) maîtrisés par et pour les apprenants ainsi une mise en autonomie dans l'apprentissage avec un rôle pour le professeur de « tuteur », il va alors sécuriser l'apprentissage sans en prendre toute la responsabilité.

## **CONCLUSION**

Le contexte socioéconomique équatorien joue un rôle déterminant dans l'apprentissage d'une langue étrangère. Cela étant il est d'une grande importance pour le professeur de montrer une certaine disponibilité pour l'élève afin de répondre au mieux à ses besoins ; d'adapter son enseignement au rythme d'apprentissage non pas du système mais de l'apprenant (pédagogie adaptée /qualité et quantité des savoirs transmis).

Il est également important d'ajouter qu'en tant que professeur de français étranger nous nous devons de nous défaire du cadre de l'enseignement propre au système éducatif français ou même européen, afin d'être en mesure de nous adapter aux besoins linguistiques et culturels des apprenants, il faut également être en mesure d'adapter les contenus traités et délivrés. En effet établir un programme théorique est conseillé et reste possible mais son application dans ce contexte précis reste aléatoire car les facteurs externes influençant la vie quotidienne des apprenants ne leurs permettent pas de suivre un enseignement routinier, ni de se présenter à chaque cours de façon ponctuelle. Nous dirons donc qu'enseigner le français en Équateur est tout à fait possible si l'on considère les facteurs externes à l'espace d'enseignement et que l'on considère chaque apprenant comme un être curieux et actif soumis de temps à autre à des changements hors de sa maîtrise.

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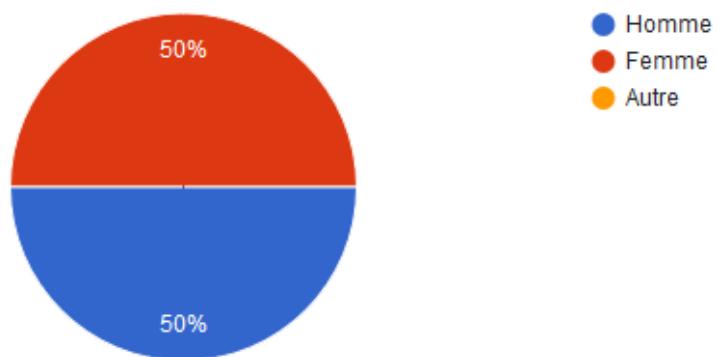
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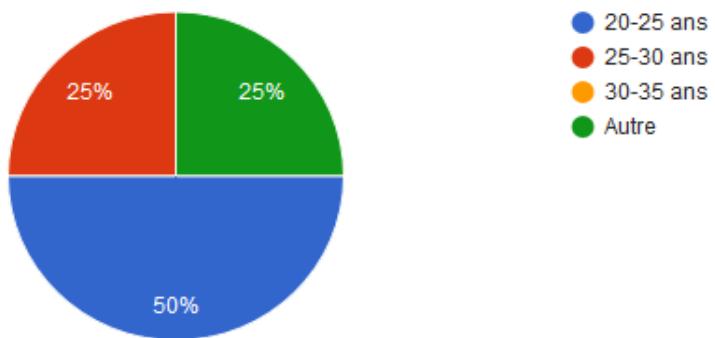
## ANNEXES

Analyse étudiants : annexe 1

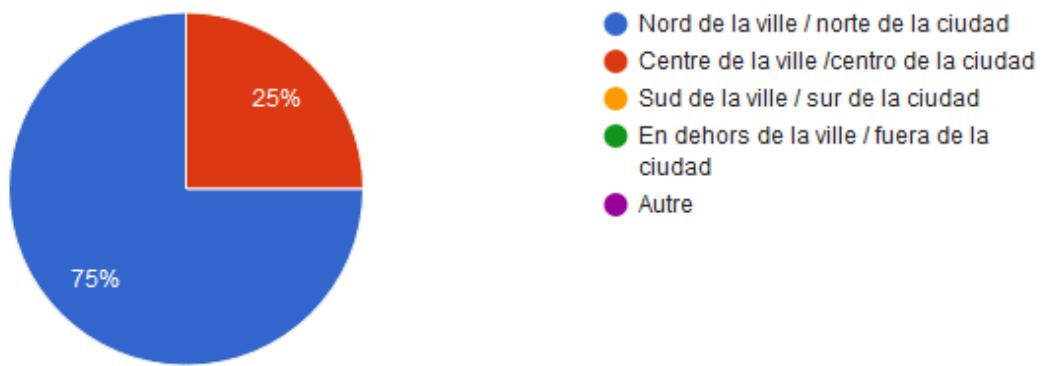
Sexe/ sexo



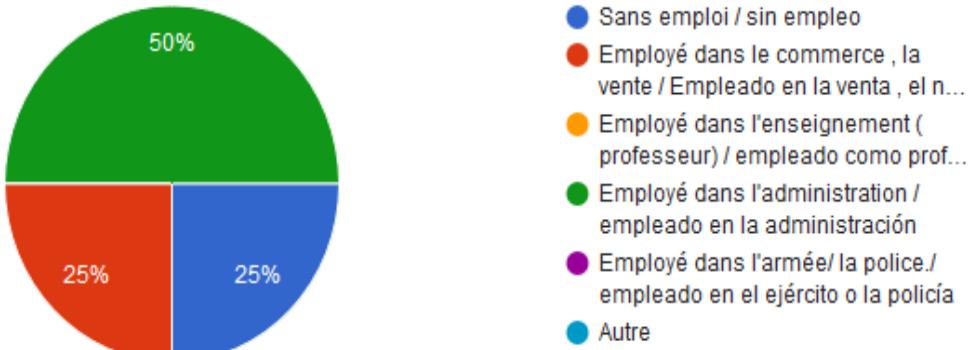
ÂGE / edad



## Quartier de Résidence à Guayaquil.



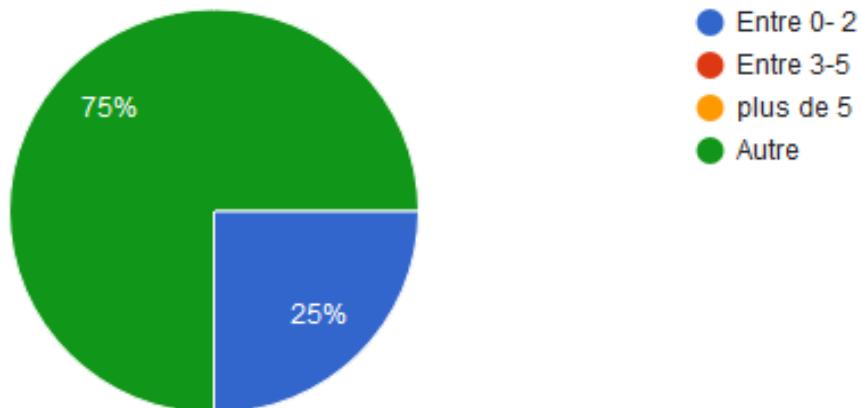
## Situation professionnelle personnelle/Situación profesional personal



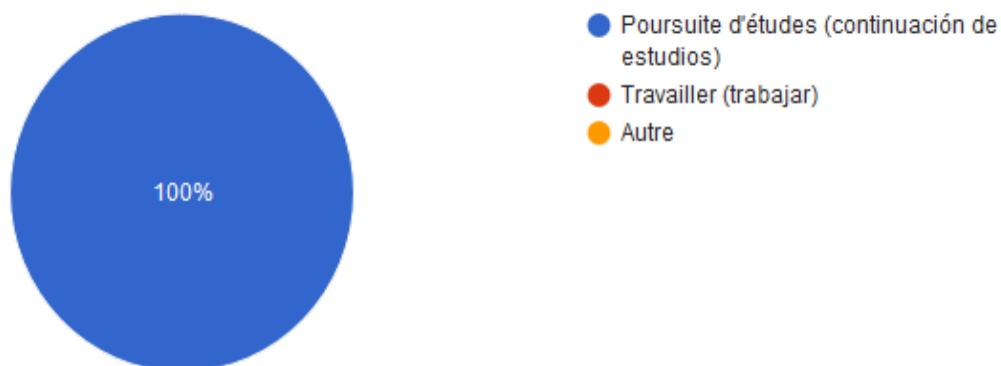
## Situation personnelle /Situación personal



## Enfants / niños



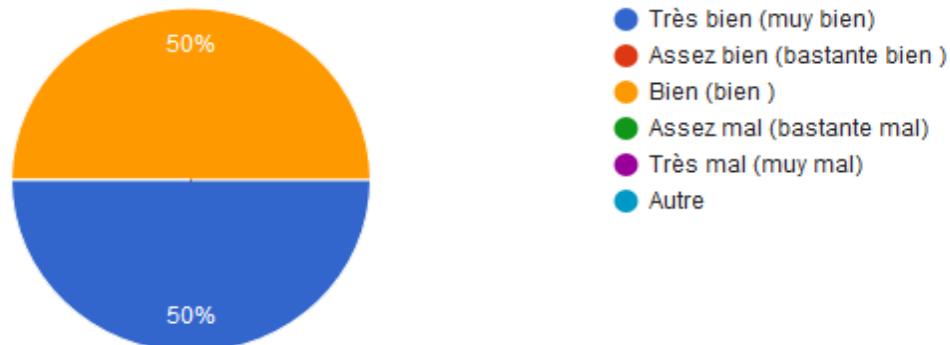
## Projet professionnel



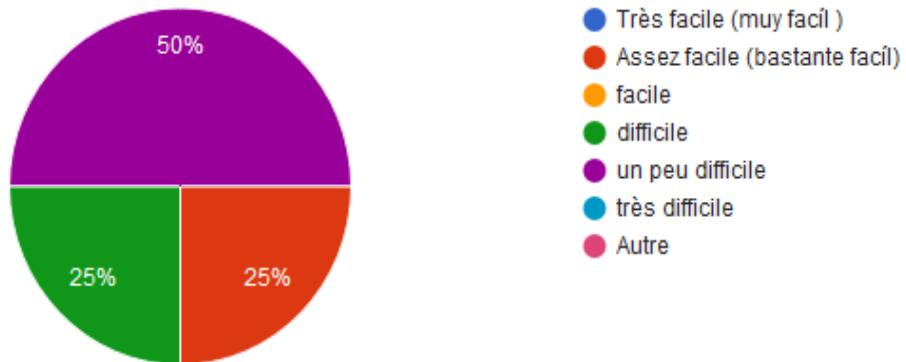
Pourquoi avez-vous choisi d'étudier le français ? (porque usted ha elegido de estudiar el francés?)



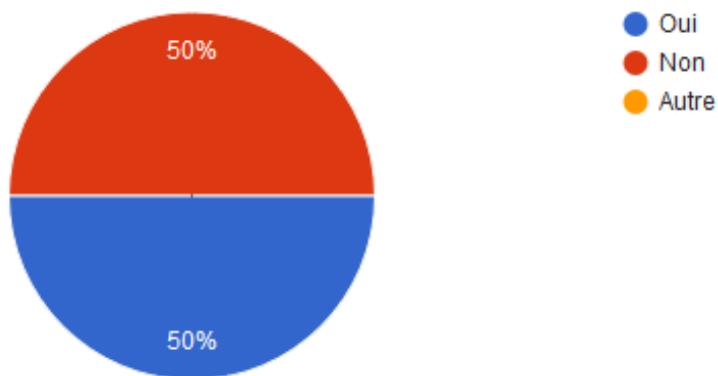
Comment vous sentez-vous dans votre apprentissage du français ? (como se siente usted de cara con su aprendizaje de la lengua francesa ? )



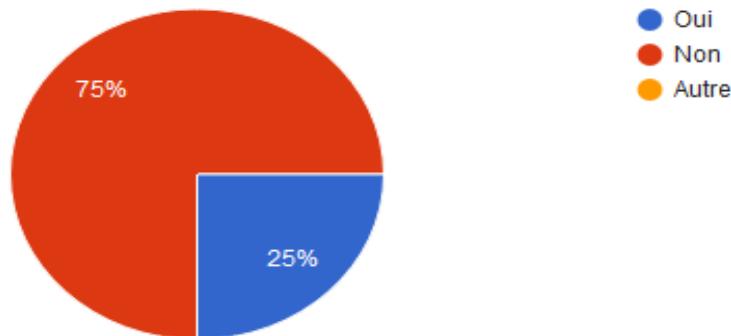
Dans le cas où vous cumuler un emploi avec vos études cela vous semble-t-il au quotidien ... ( en el caso que usted combina un empleo y los estudios como le parece en su vida diaria ...)



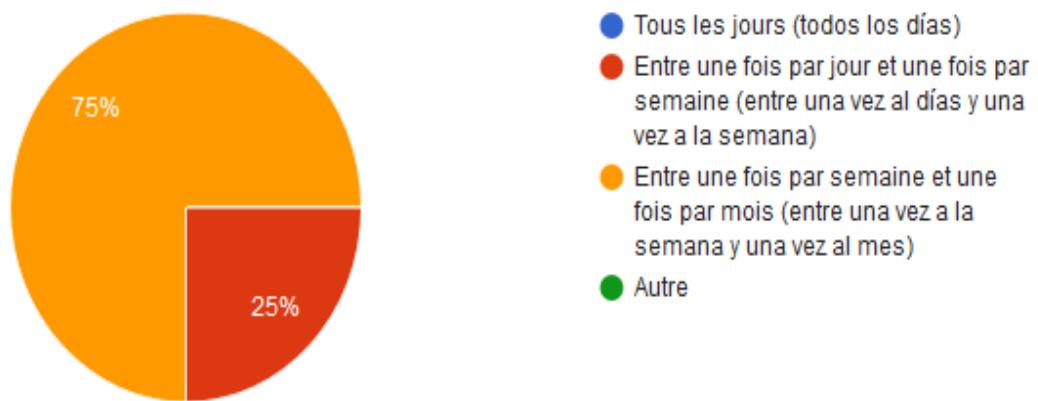
Avez-vous le temps de faire vos devoirs ? (usted tiene el tiempo necesario para hacer los deberes?)



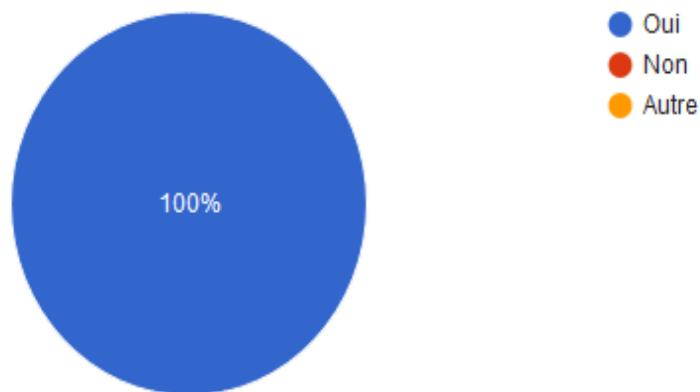
Recevez-vous une aide de vos proches ? (recibe usted la ayuda de su familia directa ayuda con los deberes o indirecta los padres cuidan a sus niños)



Si oui : (si reciba usted una ayuda cualquiera de su familia)

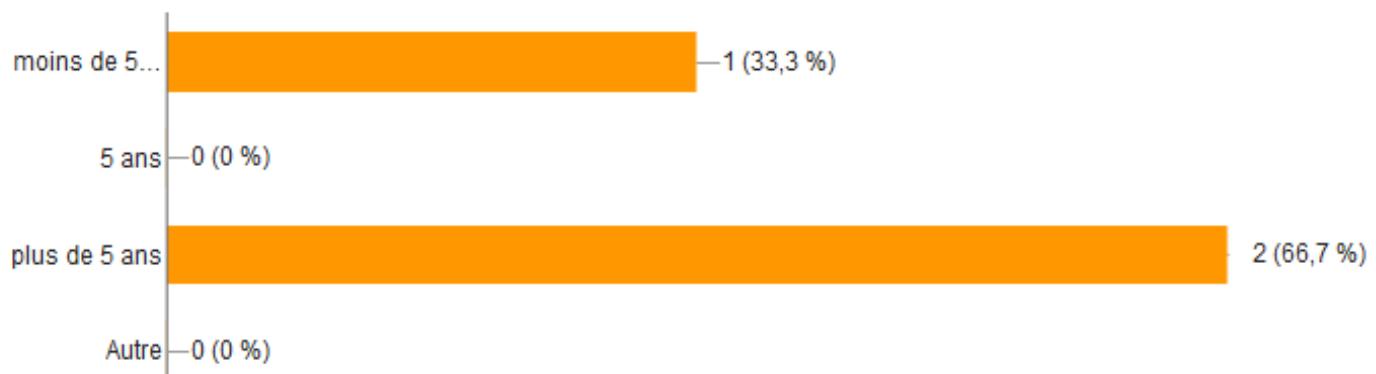


Savez-vous que vos Us et coutumes jouent un rôle dans votre apprentissage d'une langue étrangère ?



Analyse professeurs : Annexe 2

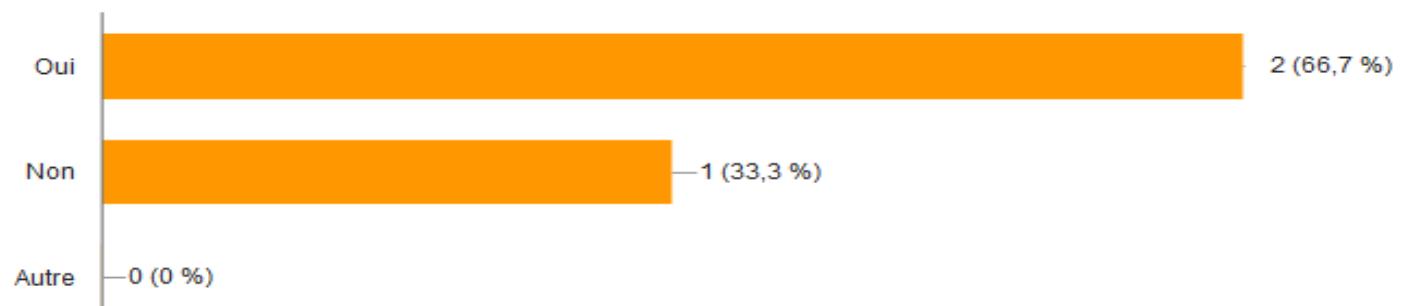
### Nombre d'années d'enseignement du français



Pensez-vous qu'il y a une grande différence entre les élèves qui se dédient à leurs études et ceux qui sont dans l'obligation de cumuler un emploi?



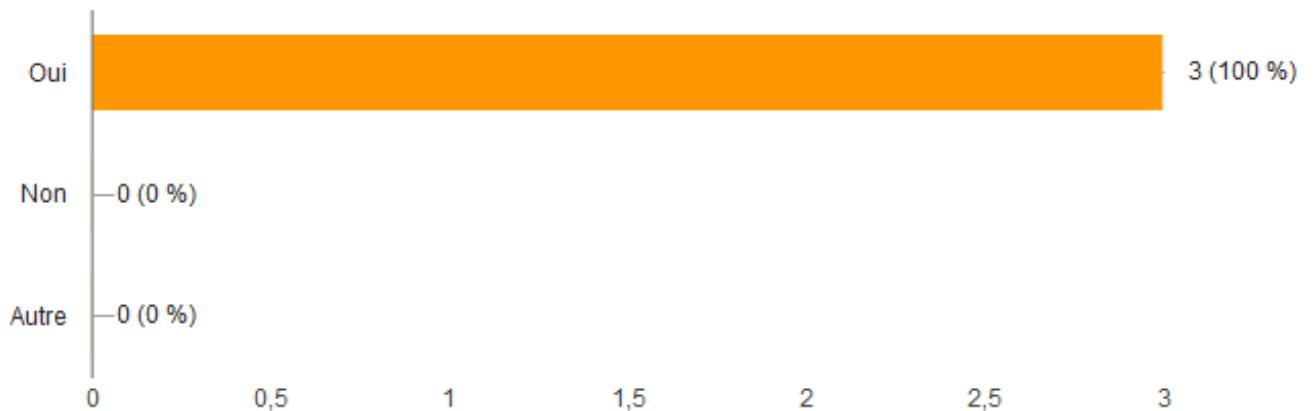
Pensez-vous que venir d'une classe sociale populaire constitue un obstacle pour l'étudiant dans son apprentissage d'une langue étrangère?



Quels sont selon vous les facteurs qui influencent le plus un étudiant lors de son apprentissage d'une langue étrangère ?



Pensez-vous que certains aspects culturels, ont une influence sur l'apprentissage des langues étrangères de vos étudiants ?



## **LA PLACE DE L'ÉVALUATION EN CLASSE DE LANGUE**

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Dans très peu de pays, le futur enseignant reçoit une formation sur les différentes manières d'évaluer les progrès langagiers de ses apprenants. L'enseignant a donc tendance à évaluer de la même manière dont il s'est lui-même fait évaluer. Nous verrons dans cet article quels sont les deux grands types d'évaluation existants : l'évaluation sommative, qui est à usage social, qui permet d'obtenir des notes, un diplôme, de passer d'une classe à une autre. Et l'évaluation formative, qui a pour fonction d'améliorer l'apprentissage en détectant les difficultés de l'apprenant afin de lui venir en aide, en modifiant la situation ou le rythme de l'apprentissage. Nous verrons également que la notation de copies n'est jamais stable, ni constante, et que de nombreux facteurs, connus sous le terme de *critères parasites* y contribuent. Connaître ces critères est primordial : il permet de mieux s'en protéger.

De plus, à l'exception des QCM (questions à choix multiples) une performance orale ou écrite ne peut pas être mesurée comme un objet physique concret. Autrement dit, la notation n'est pas un instrument de mesure exacte : ce n'est qu'une estimation donnée à une performance, en fonction de critères d'appréciation. Cet article sera donc utile à tous les professeurs de langue étrangère qui cherchent à mieux comprendre l'évaluation afin d'atteindre une certaine justesse et une fidélité face au travail de leurs apprenants.

**Mots clés** : évaluation – notation – apprentissage – progrès

## LA PLACE DE L'ÉVALUATION EN CLASSE DE LANGUE

### Introduction

Dans très peu de pays, le futur enseignant reçoit une formation sur les différentes manières d'évaluer les progrès langagiers de ses apprenants. L'enseignant a donc tendance à évaluer de la même manière dont il s'est lui-même fait évaluer. Le fait de s'interroger sur différentes manières d'évaluer est une preuve de respect envers les étudiants et ce qu'ils sont capables d'acquérir, leurs progrès tout au long de leur apprentissage. Nous verrons dans cet article quels sont les deux grands types d'évaluation existants : l'évaluation sommative, qui est à usage social, qui permet d'obtenir des notes, un diplôme, de passer d'une classe à une autre. Et l'évaluation formative, qui a pour fonction d'améliorer l'apprentissage en détectant les difficultés de l'apprenant afin de lui venir en aide, en modifiant la situation ou le rythme de l'apprentissage. Nous verrons également que la notation de copies n'est jamais stable, ni constante, et que de nombreux facteurs, connus sous le terme de *critères parasites*, y contribuent. Connaître ces critères est essentiel pour mieux s'en protéger. Améliorer ses techniques d'évaluation, c'est donner aux apprenants le moyen de gérer eux-mêmes leur apprentissage : c'est primordial non seulement pour l'enseignant, qui devient un guide essentiel, mais aussi et surtout pour les étudiants, qui deviennent capables prendre en main leur propre formation.

## 1. Qu'est-ce que l'évaluation ?

### 1.1 Évaluation sommative et évaluation formative

Selon le dictionnaire Larousse<sup>5</sup>, contrôler signifie «*Examiner quelque chose pour en vérifier la régularité, l'exactitude, la validité, la qualité, le bon fonctionnement, etc.* ». Contrôler, c'est donc vérifier que la production d'un apprenant coïncide avec des normes grammaticales, lexicales et linguistiques. C'est une évaluation sommative (une évaluation DE l'apprentissage). Elle mène à la certification et a une valeur sociale. L'enseignant a le choix pour contrôler les acquis de l'apprenant : cela va de l'activité en classe à l'examen final.

L'autre grand type d'évaluation est formatif (évaluation POUR l'apprentissage) : il vise à faire s'améliorer l'apprenant à travers le travail en classe, le portfolio, les exercices d'autoévaluation... L'évaluation formative se base sur des critères et des objectifs qui sont définis par l'enseignant et donne lieu à une reconnaissance de l'état des compétences de l'apprenant. Elle apporte des informations sur ce qu'il est acquis et ce qu'il reste à acquérir : il s'agit d'une évaluation (in)formatrice.

### 1.2 La norme

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<sup>5</sup> LAROUSSE, *Dictionnaire de linguistique et des sciences du langage*, 2013.

Ce ne sont pas les enseignants, mais les grammaires, les dictionnaires, les manuels d'apprentissage et le système phonologique qui définissent la norme. Le rôle de l'enseignant est de guider ses apprenants vers une acquisition partielle de cette norme. Quelqu'un qui respecterait la totalité de la norme pourrait être qualifié de bilingue : c'est un fantasme qui est le plus souvent inatteignable. La classe de langue ne sert pas à fabriquer des bilingues mais à conduire les apprenants d'un niveau A à un niveau B. Ces niveaux correspondent à ce que le Cadre Européen de Référence pour les Langues<sup>6</sup> définit comme paliers d'apprentissages. C'est la maîtrise de ces différents paliers progressifs qui doit être évalué, et non le palier le plus haut (C2), inaccessible, qui est à la fois l'obsession des enseignants et le cauchemar des apprenants.

## 2. La note : décryptage

### 2.1 Les critères parasites de la note

Une même copie peut être notée de manière totalement différente d'un correcteur à l'autre, ou d'un moment à l'autre : c'est ce qui a donné naissance à la docimologie<sup>7</sup> qui a cherché à définir la manière d'atteindre une *vraie note*. Or, les chercheurs ont fait le constat suivant : la notation n'est pas un instrument de mesure exacte, ce n'est qu'une estimation donnée à une performance orale ou écrite, en fonction de critères d'appréciation. De plus, à l'exception des QCM (questions à choix multiples) une performance orale ou écrite ne peut pas être mesurée comme un objet physique concret.

En tant qu'enseignants, nous sommes victimes de nombreux critères parasites, qu'il est essentiel de savoir repérer, pour tenter de mieux les contrôler. Voici quelques un de ces critères établis par la spécialiste de l'évaluation Christine Tagliante<sup>8</sup> :

- *L'effet de fatigue* : on corrige mieux une copie après le café du matin qu'après une longue journée de travail, dans les transports en commun...

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<sup>6</sup> Cadre européen commun de référence pour les langues : apprendre, enseigner, évaluer. Didier/Paris, 2001, 191 p. Conseil de l'Europe.

<sup>7</sup> Discipline née dans les années 1960 du constat des différences individuelles intra- et inter-évaluateurs.

<sup>8</sup> Christine Tagliante est directrice du département Évaluations et Certifications du Centre international d'études pédagogiques (CIEP) à Paris.

- *L'effet de contraste* : si on corrige une copie moyenne juste après une excellente copie, elle sera sûrement plus sévèrement notée que si elle avait été corrigée après une copie médiocre.
- *L'effet de favoritisme* : le favori, ou le *chouchou* renvoie en général à l'enseignant une vision gratifiante de lui-même...difficile de lui mettre une mauvaise note !
- *L'effet d'ordre* : on est généralement plus sévères à la fin d'une série de copies qu'au début. La place dans le paquet a donc son importance.
- *L'effet de stéréotypie* : on a tendance à prendre pour référence la note attribuée au début de la formation à un élève : difficile de la modifier par la suite.
- *L'effet de contamination* : il a été démontré de la manière suivante : une copie moyenne a été présentée à l'évaluateur comme venant d'un élève faible et à d'autres comme venant d'un bon élève. Dans le premier cas, elle a été sous-évaluée, et surévaluée dans le second cas.
- *L'effet de halo* : à l'oral, c'est l'impression que donne un élève sympathique, convivial et positif, qui sera toujours meilleure que celle d'un élève introverti ou qui manque de confiance en lui. À l'écrit, une écriture lisible et soignée fait meilleure impression qu'un travail mal présenté.
- *L'effet goutte d'eau* : pendant toute la production, on a supporté les erreurs d'orthographe, l'écriture illisible, la ponctuation inexistante...puis le dixième s oublié au pluriel fait déborder le vase !
- *L'écart-type* : tel enseignant, sur une échelle de 0 à 10, notera toujours sur une échelle entre 7 et 10, un autre n'utilisera que les notes entre 6 et 9. On dit alors que l'écart-type est de quatre points.
- *L'évaluation externe* : c'est celle qu'on a un peu honte de reconnaître. Il s'agit de la réputation d'un enseignant vis-à-vis de ses collègues et de son institution. Il arrive que des enseignants ne mettent presque pas de *très mauvaise note* de peu de passer pour de *très mauvais enseignants*...

La note n'est donc qu'une convention, souvent mal vécue, qui ne permet pas d'apporter des informations utiles et nécessaires sur les progrès accomplis en vue des objectifs fixés. Le principal problème de la note est qu'elle est le résultat d'un décompte de points (on

France, on décompte à partir de 20) : sa perception est négative, car elle ne représente pas les efforts accomplis.

## 2.2 Annotations et commentaires

Pour valoriser le travail d'un apprenant, il existe les annotations, les commentaires, qui servent à rappeler un aspect du cours qui n'a pas été compris, d'un renvoi à une page du manuel, d'un numéro d'exercice à faire...dans ce cas, le commentaire serait une continuité de l'apprentissage. Des études ont montré que les commentaires habituels sont en général superflus, voire inutiles (*3/10 : mauvais travail*) ou négatifs (*incorrect, mal dit*). La note a une fonction d'information : elle sert à rendre compte de l'état de l'élève aux parents (avec le bulletin) ou à la société (admission à un examen). Elle ne donne pas à l'élève le moyen de s'améliorer et n'est donc que le constat d'un échec ou d'une réussite. Or, il faut obligatoirement intégrer la notion d'objectif pour définir un échec ou une réussite. « *Aucun processus d'évaluation n'a de sens indépendamment des objectifs d'apprentissage visés ; réciproquement, un objectif n'existe véritablement que s'il inclus, dans sa description même, ses modes d'évaluation*<sup>9</sup>. »

## 2.3 Grille d'évaluation et barème de notation

Pour que la note soit la plus fidèle possible, la correction doit être obligatoirement objective. Malheureusement, cela n'est possible que lors de la correction de QCM (questionnaires à choix multiples) pour lesquels l'intervention humaine n'est pas nécessaire : un scanner peut très bien lire une feuille de réponse à un QCM et comptabiliser le nombre de croix présentes dans les bonnes cases. Pour que la note soit le plus fidèle possible à la production d'un apprenant, il faut donc réduire au maximum la subjectivité de l'évaluateur. Pour cela, nous disposons de deux outils essentiels : la grille de correction et le barème de notation. La grille comporte les critères à partir desquels la performance va être appréciée et évaluée. Elle permet aussi à différents évaluateurs de se référer aux mêmes critères, peu importe le temps écoulé entre deux notations. L'apprenant doit prendre connaissance de cette grille avant l'évaluation, pour comprendre sur quoi sa performance sera évaluée et donc pour pouvoir agir en conséquence. Le

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<sup>9</sup> Louis Porcher, *Note sur l'évaluation*, langue française numéro 36, page 111.

barème de notation sert à attribuer un nombre de points définis à un critère précis. Ces points dépendent de l'importance qu'on attribue aux différents critères. Le barème et la grille sont donc indissociables. Pour conclure, voici un exemple d'objectif opérationnel complet et évaluable : « *À la fin de la séquence d'apprentissage, après avoir entendu deux fois un enregistrement laissé sur un répondeur téléphonique, l'élève devra être capable, en 20 minutes, de rédiger un message à l'attention d'un ami, rapportant au moins 80% des informations contenues dans l'enregistrement.* » L'objectif est clair, univoque. La performance est observable (une rédaction), les conditions sont présentes (deux écoutes) et le critère d'acceptabilité est précisé (au moins 80%).

### 3. Pourquoi évaluer ?

#### 3.1 Les trois fonctions principales de l'évaluation

- Le pronostic : c'est la prise d'information initiale qui sert généralement à orienter. Quel est le niveau réel d'un nouvel élève ? Quels sont ses acquis, ses faiblesses ? Il peut le faire lui-même au moyen de la grille d'auto-évaluation proposée par le CECR et reprise dans les Portfolios européens des langues, ou en répondant à un test de niveau. Cela permettra à l'enseignant d'anticiper ses cours et donc de réfléchir à l'organisation de sa formation, et à l'apprenant de savoir où il en est de son apprentissage et mesurer les efforts qu'il lui reste à faire. C'est l'aider à gérer seul son apprentissage : s'il connaît ses points forts et ses lacunes, il sera dans de bonnes conditions pour progresser.

- Le diagnostic : c'est la prise d'information continue, qui intervient tout au long de la formation. Elle sert à analyser l'état d'un individu, comme en médecine, pour pouvoir remédier à un dysfonctionnement, si besoin est. Comme chaque élève apprend à son propre rythme, cette étape est très importante pour vérifier l'acquisition d'une connaissance, étape par étape. Elle permet à l'enseignant de reprendre certains points, de creuser, d'approfondir, de changer de méthode... en bref, d'améliorer ses pratiques pédagogiques.

- L'inventaire : c'est la prise d'information finale, qui sert souvent à certifier. Le baccalauréat en France est l'exemple typique d'une évaluation-inventaire. C'est un diplôme qui certifie, à l'individu qui le possède, une valeur sociale, dont la réussite ouvre la porte d'un avenir professionnel.

Il va de soi que ces trois concepts ne sont pas renfermés dans leurs définitions et qu'ils peuvent dépendre des objectifs fixés par l'enseignant. Pour comprendre comment définir un objectif précis, il faut d'abord se questionner sur le sens et sur la finalité de l'enseignement des langues vivantes. Pour quelle raison apprendre une langue étrangère ? En premier lieu, pour améliorer la compréhension et la communication entre les peuples. Comment y parvenir ? En élaborant un programme pédagogique. Comment écrire ce programme ? En définissant une liste des savoirs et des savoir-faire que devront acquérir les apprenants. Quels sont ces savoirs et savoir-faire ? Ils s'énumèrent sous forme d'objectifs généraux, de la manière suivante : par exemple : « *Peut communiquer ce qu'il/elle veut dire dans un échange d'information limité, simple et direct sur des sujets familiers et habituels.*<sup>10</sup> » Ils sont centrés sur l'élève et indiquent les résultats attendus à la fin de la formation. Puis on affine les objectifs généraux en le démultipliant en objectifs spécifiques. Par exemple : « *À la fin de cette séquence d'apprentissage, l'élève sera capable de se présenter en disant qui il est et ce qu'il fait* ». Parmi les objectifs spécifiques, l'enseignant choisira des objectifs opérationnels : ce sont les objectifs qui sont absolument nécessaires de faire acquérir pour passer à un niveau supérieur. Ce sont précisément ces objectifs particuliers qui seront opérationnalisés, c'est-à-dire formulés de telle façon qu'ils seront évaluables.

### 3.2 Comment évaluer un objectif opérationnel ?

Un objectif bien formulé est un objectif évaluable. Pour cela, il faut respecter quatre principes<sup>11</sup> : un objectif doit être univoque, c'est-à-dire que la consigne doit être comprise de la même façon par tous). Il doit être observable, sous la forme de verbes d'action. Par exemple : « *L'élève devra connaître la différence entre le passé composé et l'imparfait* », l'objectif, connaître, n'est pas observable. En revanche, dans l'énoncé « *L'élève devra pouvoir souligner, dans un texte, les verbes conjugués au passé composé et encadrer ceux conjugués à l'imparfait* » est observable. Souligner et encadrer permettent de visualiser concrètement la performance. Les conditions doivent être aussi clairement formulées. Exemple : « *durée : 20 minutes. Avec l'aide d'un dictionnaire* ». Enfin, les

<sup>10</sup> *Former les enseignants à l'utilisation du Portfolio européen des langues Module « CECR : Activités, compétences, niveaux », H.P. Hodel, p. 18.*

<sup>11</sup> Selon les travaux de R. Mager et de D. Hameline sur la formulation des objectifs.

critères doivent être précis et communiqués à l'élève avant l'évaluation, car ils peuvent mettre l'accent sur soit sur des savoirs de type linguistique (bon usage des structures, du lexique et de la morphosyntaxe) soit sur des savoir-faire de type communicatifs (réalisation d'un acte de langage, par exemple : argumenter).

### 3.3 Vers une évaluation plus juste ?

Les travaux de recherche existants montrent qu'il y a une grande avancée dans les améliorations apportées dans la qualité de l'enseignement. Cependant, pour qu'il y ait réellement innovation, il faut changer profondément le travail au sein de la salle de classe et réorganiser les activités pédagogiques. Les apprenants et les enseignants doivent communiquer pour permettre à la pédagogie d'avancer<sup>12</sup>. Pour permettre ces échanges, l'OCDE<sup>13</sup> a proposé en 2008 six principes-clés :

- Instaurer une culture de classe qui encourage l'interaction et l'utilisation d'outils d'évaluation
- Définir des objectifs d'apprentissage et suivre les progrès individuels des apprenants vers ces objectifs
- Utiliser des méthodes d'enseignement variées pour répondre aux besoins diversifiés des apprenants
- Recourir à des méthodes diversifiées pour évaluer les acquis des apprenants
- Revenir sur les performances de l'apprenant et adapter l'enseignement pour répondre à des besoins identifiés
- Impliquer activement les apprenants dans le processus d'apprentissage.

Il va de soi que, pour respecter ces principes, l'enseignant doit s'investir pleinement dans sa classe et être à l'écoute de ses élèves pour comprendre et améliorer les interactions et répondre à leurs besoins.

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<sup>12</sup> Black and Wiliam, 1998, cité par Wiliam, 2010.

<sup>13</sup> Organisation de Coopération et de Développement Économique : créé en 1961, cet organisme a succédé à l'Organisation Européenne de Coopération Économique (OECE), fondée en 1948 pour gérer l'aide américaine d'après-guerre (plan Marshall).

## **Conclusion**

La question de l'évaluation occupe donc une place très importante dans la recherche scientifique, et sa présence constante dans l'enseignement des langues est une preuve de son importance. Il n'existe pas une seule manière d'évaluer, nous avons vu dans cet article que cela dépendait des objectifs fixés par l'enseignant, qui eux même dépendent de l'institution dans laquelle ils se trouvent et au type de publique auquel ils ont affaire. L'évaluation formative paraît une stratégie intéressante pour permettre aux apprenants d'atteindre une certaine autonomie, en leur faisant prendre connaissance de leurs acquis et de leurs lacunes. C'est la prise de conscience de ce qu'il reste à parcourir qui encourage l'élève à prendre son apprentissage en main : l'enseignant devient un guide. Toutefois, la recherche doit encore se pencher sur la question de l'évaluation pour permettre aux apprenants de devenir acteurs de leur propre apprentissage et ainsi, de prendre en main leur avenir.

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