

Importance of the didactic and sociological factors that influence the development of the phonetic elements of the oral expression in a foreign language

Importancia de los factores didácticos y sociológicos que influyen en el desarrollo de los elementos fonéticos de la expresión oral en una lengua extranjera

Importância de fatores didáticos e sociológicos que influenciam o desenvolvimento dos elementos fonéticos da expressão oral em uma língua estrangeira.

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Recibido enero 2018 – Aceptado febrero 2018
Formación docente - revista iberoamericana de educación

<http://www.revista-iberoamericana.org/index.php/es/index>
<https://creativecommons.org/licenses/by/4.0/deed.es>
e-ISSN: 2737-632X

Vol – 3 No. 1, enero – marzo 2020
Pags 64-79

Abstract. The problem of study English as a foreign language or bilingual education has been handled in a superficial way. The experience gained during the teaching time has shown that the public schools' students have

low oral production and deficient pronunciation; meaning this that the correct development of this language is not achieved, in despite of the great help that ICT offers. The foregoing has led to conclude that the importance of the didactic factors in the phonetic elements of the oral expression is the general objective of this research. The methodological design research was conducted under the scientific investigation line, through the critical-social research, having as methodology type the descriptive-exploratory one, with the survey and direct observation as research techniques, considering as instruments, the questionnaire and the interview, based on closed questions investigated on the field; under a quantitative approach. According to the need, the scope is of qualitative type, because studies specific groups, converting it in a case of study. The proposal of this research is focuses on a Didactic Guide design with phonetic introductory methodology supported on the ICT, which improves the pronunciation, increases the students' vocabulary and as a default will develop the oral expression. The implementation of this proposal will identify the quality didactic factors that influence the teaching-learning process. As a result, the right articulation of this research will develop in great benefit, achieving the academic excellence, based on standards and in line with the current globalized world, which means the mastering of the English language.

Key words: didactic factors - phonetic elements - oral expression Coaching.

Resumen O problema do estudo do inglês como língua estrangeira ou educação bilíngue foi tratado de maneira superficial. A experiência adquirida durante o período de ensino mostrou que os alunos das escolas públicas apresentam baixa produção oral e pronúncia deficiente; ou seja, que o desenvolvimento correto dessa linguagem não seja alcançado, apesar da

grande ajuda que as TIC oferecem. O exposto levou a concluir que a importância dos fatores didáticos nos elementos fonéticos da expressão oral é o objetivo geral desta pesquisa. A pesquisa de desenho metodológico foi conduzida sob a linha de investigação científica, por meio da pesquisa crítico-social, tendo como tipo metodológico o descritivo-exploratório, com o levantamento e a observação direta como técnicas de pesquisa, considerando como instrumentos, o questionário e a entrevista, com base em perguntas fechadas investigadas em campo; sob uma abordagem quantitativa. De acordo com a necessidade, o escopo é do tipo qualitativo, pois estuda grupos específicos, convertendo-o em um caso de estudo. A proposta desta pesquisa concentra-se no desenho de um Guia Didático com metodologia introdutória fonética suportada nas TIC, o que melhora a pronúncia, aumenta o vocabulário dos alunos e, por padrão, desenvolve a expressão oral. A implementação desta proposta identificará os fatores didáticos de qualidade que influenciam o processo de ensino-aprendizagem. Como resultado, a articulação correta desta pesquisa se desenvolverá em grande benefício, alcançando a excelência acadêmica, baseada em padrões e alinhada com o atual mundo globalizado, o que significa dominar o idioma inglês.

Palabras clave: factores didácticos - elementos fonéticos - expresión oral Coaching.

Resumo. Os processos de ensino superior tendem a adotar novas metodologias para potencializar as atividades de ensino-aprendizagem. O principal objetivo deste documento é identificar o desenvolvimento de competências acadêmicas por meio da implementação do processo de Coaching educacional em nível superior. O desenho da pesquisa obedece a uma metodologia experimental do tipo pré-experimental (estudo de caso). A amostra foi composta por um total de 121 estudantes da carreira de

Administrador Contábil de um determinado tecnólogo da cidade de Guayaquil, no Equador. O coaching, em geral, é um processo orientado para o desenvolvimento potencial do Coachee; Além disso, esse processo também pode ser abordado a partir de outros cenários, por exemplo: esporte, trabalho, família etc. Dentro das conclusões do estudo, está contemplado que o papel do coaching educacional tem características transformadoras no aluno, uma vez que é orientado para o aprimoramento de suas habilidades.

Palavras-chave: fatores didáticos - elementos fonéticos - expressão oral Coaching.

INTRODUCTION

Within the context of this educational project research, the delimitation of the topic is presented based on the importance of the phonetic as an element of the skill of speaking, having as a result the bad production quality and meaning this: Low oral production and poor pronunciation. For this purpose this educational project has been focused on a group of students with speaking learning problems, who have the intention to change this didactic system problem and overcome the lack of methodological learning strategies that are pretended to be viable through a consulting didactic material to be proposed. The success of this study will depend on how interesting and useful is this proposal to the students, regarding the vocabulary, exercises and how pedagogical is the presentation of the phonetic elements in order to higher their speaking production quality.

It is important to lead the students to their understanding that both, oral and written skills go hand by hand with the speaking skill and that the teaching-learning moment will be in accordance with the *Plan Nacional del Buen Vivir-PNBV*, the same that refers the importance of ending poverty through

the overcrowding of the study and quality improvements, using the educational science as part of the teaching-learning process(Vega, 2014).

The main objective of this educational project research is to examine the deep influence of the factors that could be affecting the phonetic quality in the oral expression for a correct teaching-learning process within the classroom.

Being this the general problem that happens today to our youth of the 21st century and due to we are now living in the knowledge society, is the lack of interest in developing as integral and holistic beings that becomes extremely important to research, by understanding and giving an appropriate solution to this specific case of learning English, as a foreign language in the public schools and colleges. Their little enthusiasm towards the English learning is reflected in the poor motivation that they received from home and within the classroom. The present project has as main purpose to analyze the low quality production in the oral skill and deficient pronunciation, among the students of 10th grade of basic education of a public school of Guayaquil (Mateo, 2006), (Viáfara-González & Ariza-Ariza, 2008), (Cadavid-Múnera, Quinchía-Ortiz, & Díaz-Mosquera, 2009).

In order to improve and develop their speaking skills of a foreign language, in this case, English; the methodologies that will be prepared are especial for their environment, emphasizing in the study of the phonetic and paralinguistic elements, regarding our performed direct observation inside the classroom. A direct observation *in situ*, and properly structured surveys will be applied through this educative scheme of project with an interesting proposal that will be presented supported in the use of the new technology, with the purpose to improve the quality of the present education.

In the practice, teaching is as important and rich as imponderable, and once analyzed the daily task of teaching-learning process, it should be admitted the variants imposed by the didactic educational reality of our surrounding

environment, which is currently in full development within the society of knowledge, and after this analysis, will proceed to change those deficiencies, regarding the use of updated techniques and trained teachers, required to achieve the improvement in the level of exposure to the language, by improving the phonetic elements in the English language (Hincapié, Giraldo, Castro, Lopera, & Pineda, 2007), (Maturana Patarroyo, 2011), (de Kendler, 2007)

Therefore some useful tools are going to be used, like strategies and resources, to enhance this educational project like the using as a technical support the ICT (Information, Communication Technologies) to improve the educational problem within the classroom; achieving a complete attention from the students to the English language. By applying those elements we will have a more productive teaching-learning process (Díaz Larenas & Morales Campos, 2015), (Menéndez, 2006).

The public educational establishment chosen for the following educational research project, is the Unidad Educativa Fiscal Mixta Vicente Rocafuerte, located in Zona 8, Distrito 3, Circuito 04, Parroquia Urdaneta del Cantón Guayaquil, Provincia del Guayas, año escolar 2015-2016, being the principal object of this study the students of the 10th grade of the General Basic Education (EGB).

The Unidad Educativa Fiscal Mixta Vicente Rocafuerte, considered the first school of Ecuador and South America founded under the name of Colegio del Guayas in December 6th of 1841 at the request of the Governor of Guayaquil to the president of Ecuador Juan Jose Flores. The 10 of December of 1900 was granted by means of the legislative decree of the National Congress the name of Colegio Nacional Vicente Rocafuerte.

Due to the quality of education that was provided in this prestigious public education establishment, 13 students have until now become President of the Republic of Ecuador.

In the educational field, the establishment where the present research-educational project will be developed, has been selected in a very meticulous way since it was decided to work with them based precisely on their record as providers of future political that can lead our nation. Converting in this case the teaching of any language (Gómez, 2015)

Turning this way the language as a weapon with which they can defend themselves in a correct and precise way, being able nowadays in this globalized world that language the foreign English language the weapon with which they can be defended at world-wide level (Uribe, 2008), (Menéndez, 2006).

According to the above indicated and being a language teacher that involves a number of moments in which the question is: Is better to teach only English or learn how to teach English from the standpoint of the phonetics? The answer is simply, because teaching vocabulary and grammar is easy, but teach using phonetics, meaning this, the correct pronunciation and use of the oral expression, is a deeper field. Since this point of view, the present research study has been prepared, starting with science and experimentation, by working directly, by observing the behavior of the students within their classroom; not forgetting that they are exposed to various factors, even the didactic one or the psychological and sociological in the other side. The starting point of this study will be the didactic factor, which is the one to which they are exposed in their daily classes (Glas, 2008), (Córdoba Cubillo, Ramírez Salas, & Coto Keith, 2011).

All people, at the time of learning, have a diversity of influences that are forming their criteria to discern what happens in their environment, be it

family, educational, work or social. Some of those influences are those that allow each individual to have greater or lesser capacity of acceptance to learn a new language. Given the growing "resistance", in many people, existing for the learning of a second language, different from the native one, one should look for methodological strategies that awaken the interest of learning something foreign.

In the book of his authorship (Oliveras Vilaseca, 2010, page 34), he pointed out that "people who come into contact with a new language and a new culture are people with their own cultural baggage, with an identity and a social status. "

A clear example of a change in status would be when a person lives in their country and is a representative of the same, but when they leave for another, they become an immigrant. This difference in culture influences how each person sees the new culture, which entails that teaching - learning must correctly amalgamate interculturality for the correct cognitive process of the new language. In order for it to function properly, it must be respected and adapted to the regulations in force in the country where it resides (Alcalá & Lirola, 2008), (Córdoba Cubillo et al., 2011).

According to the author (Moya Guijarro, 2013, page 32) it indicates that: "it is not totally evident that a foreign language is learned naturally, as the mother tongue and, on the other hand, we believe to notice a certain cult to error in this approach or , at least, in the practical applications that have been made of it ".

The aforementioned quote indicates that the way in which acquisition of learning is carried out does not always depend on the native language used in a country as a form of communication of their society, but also depends on the audio-visual stimulation that is given. , referring to the language you want to learn.

On the other hand, in his book refers to this topic, mentioning that: "if you try to speak a foreign language properly, it could only be done from a social perspective, from which if you I would accept immigration as a defining quality. "

The given concept makes reference that a different language to the native one can not be defined like foreign as well as it can not be specified to the human being like foreigner by the fact of not being original of a certain place. Such a situation means that the teaching-learning process must intervene here as a preponderant factor, due to the diversity of the educational and social environment in each country (Álvarez-Diez, 2010), (Alcalá & Lirola, 2008). The desire is to achieve educational development in line with the type of institution that is going to serve this proposal of educational project, due to the enormous prestige since the curriculum which describes this school as emblematic, where some of the most important Presidents of Ecuador had trained.

The exactly investigation context of this problem is summarized in the key words of this study, and those will guide and develop this research. All of them will help this research to be consistent in every step of the evolution of the problematic in order to arrive to the proposal given.

MATERIALS AND METHODS

Within the preparation of the present Educational Project Research two important things had happen up to the present moment: First of all, the project has sought to explain the object of study which as investigator, considered as the most important. Second, the element, subject of study, has been determined. After this short description of the exact position where the project stayed at this moment, the Methodological Design will be explained as follows: the present project was conducted under the scientific line method,

through a critical-social research, having as research techniques the survey and the direct observation. It is called as a socio-critical investigation because it has a quantitative approach due to the use of the questionnaire and the interview as instruments and regarding the need the type is of a qualitative scope, because studies a specific group of students converting it in a case of study. The type of the investigation is descriptive-experimental (Chacón & Pérez, 2011), (Orrego & Díaz-Monsalve, 2010).

The mixture of a quantitative approach and qualitative scope make this project as a socio-critical investigation.

POPULATION AND SAMPLE

STRATUM: 990

$$n = \frac{(N \cdot pq)}{((N - 1) \frac{B^2}{4} + pq)}$$

$$n = \frac{(900 * 0,5 * 0,5)}{((900 - 1) * \frac{0,05^2}{4} + 0,5 * 0,5)}$$

$$n = \frac{225}{((899) * \frac{0,0025}{4} + 0,25)}$$

$$n = \frac{225}{((899) * 0,000625 + 0,25)}$$

$$n = \frac{225}{(0,561875 + 0,25)}$$

$$n = \frac{225}{(0,811875)}$$

$$n = 277$$

RESULTS

Table. 1 Data analysis and interpretation. Survey to the students

No.	Statements	Totally Disagree	Disagree	Indifferent	Agree	Totally Agree	Total
1	The few or non-use of the ICT inside the classroom creates an English boring environment.	7	4	26	42	198	277
2	The creativity of the English Teachers inside the classroom will be helpful to develop the oral production skill of the students.	7	6	40	69	155	277
3	The lack of vocabulary makes insecure students.	10	8	23	43	193	277
4	The use of a creative DIDACTIC GUIDE will help the students with their oral production.	13	10	33	49	172	277
5	The frequent use of dialogues within the classroom develops the English language skills.	2	17	35	90	133	277
6	The use of Linguistic rules is completely necessary to improve the oral production skill.	13	12	34	47	171	277
7	Since your experience, the <u>drilling</u> is a good method to improve the oral production.	5	17	35	80	140	277
8	Your English teacher uses Effective Communicative Strategies to teach how to improve the oral production skill.	3	40	15	54	165	277
9	An appropriate vocabulary inside the classrooms is important to acquire fluency in the oral production skill.	11	13	19	76	158	277

10	Since your point of view, is very important the motivation through the use of the CLIL * teaching method inside the classroom to improve the oral production skill.	4	5	18	39	211	277
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*CLIL (Content and Language Integrated Learning)

Source: “*Unidad Educativa Fiscal Mixta Vicente Roca fuerte*”.

Researcher: María Victoria Martínez Cruz

Table 2. Chi square table

Resumen de procesamiento de casos						
	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
The few or non-use of the ICT inside the classroom creates an English boring environment. Your English teacher uses Effective Communicative Strategies to teach how to improve the oral production skill.	277	100,0%	0	0,0%	277	100,0%

Pruebas de chi-cuadrado					
The few or non-use of the ICT inside the classroom creates an English boring environment. Your English teacher uses Effective Communicative Strategies to teach how to improve the oral production skill.					
	Valor	gl	Sig. Asintótica (2 caras)	Significación exacta (2 caras)	Significación exacta (1 cara)
Chi-cuadrado de Pearson	10,000	1	,004	,005	,004
Corrección de continuidad ^a	8,913	1	,010		
Razón de verosimilitud	139,830	1	,002		
Prueba exacta de Fisher					
Asociación lineal por lineal	118,257	1	,004		
N de casos válidos	277				

a. 0 casillas (0,0%) han esperado un recuento menor que 5. El recuento mínimo esperado es 5,25.
b. Sólo se ha calculado para una tabla 2x2

Due to the Pearson's value is less than 0.05, it is stated that there is a relationship between the variables, meaning this, the Playful Techniques influence the quality of Meaningful Learning.

Due to the Pearson's value is less than 0.05, it is stated that there is a relationship between the variables, meaning this, the Playful Techniques influence the quality of Meaningful Learning.

CONCLUSIONS

Doing history over the study of English as a foreign language; up to now, historically it is known that the learning process of the English language, whatever has evolved in all skills, since the famous old direct method, through the drillings or endless repetitions, up today, where rely primarily on the Information Technology and Communication, called (TIC's) for a favorable teaching-learning process of English as a foreign language. After this little explanatory and overview of the problem and in order to make of this a deep research work on the aforementioned factors, the conclusion should shed us as teachers directly to, what type of problems must be faced on in a near future, and the way in how we will be prepared and handled any educational case not only professional, intellectually but also technically too. To conclude this educational work, the thought of the father of the psychology, Jean Piaget, will be of good support and guide:

Children should be able to do their own experimenting and their own research. Teachers, of course, can guide them by providing appropriate materials, but the essential thing is that in order for a child to understand something, he must construct it himself, he must re-invent it. Every time we teach a child something, we keep him from inventing it himself. On the other

hand that which we allow him to discover by himself will remain with him visibly for the rest of his life.” (Piaget, 1970, p. 87)

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