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Production of Alternative LT Materials

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Abstract:

The area of language teaching materials has been evolving continuously starting from the design and production of very traditional materials to alternative teaching aids designed with the help of technology. In these sessions, participants will analyze the fundamentals to design alternative language teaching materials. Next, they will produce some alternative didactic materials such as: picture flash cards, posters, cartoons, books and computer based materials, among others.

El área de materiales para la enseñanza de lenguas ha estado evolucionando constantemente comenzando por el diseño y la producción de materiales muy tradicionales hasta llegar a los materiales alternativos diseñados con el apoyo de la tecnología. En estas sesiones, los participantes analizarán los fundamentos del diseño de materiales alternativos. En seguida, ellos producirán algunos materiales alternativos, tales como: tarjetas con ilustraciones, carteles, materiales producidos en computadora, caricaturas y libros, entre otros.

Palabras clave:

Key words: Traditional teaching materials, alternative teaching materials, principles, design, production.

Materiales tradicionales de enseñanza, materiales alternativos de enseñanza, principios, diseño, producción.

Resumen:

The specialists in the area of language teaching have been continuously looking for the best teaching methods, the best methodology, the best activities, the best strategies and the best language teaching materials to teach a language (Richards and Rodgers, 2003). The teaching methods have promoted the design, adaptation and production of language teaching materials according to their principles and to their vision of language and their perspectives about learning. For instance, the proponents of the grammar translation method view the language as a system of structures and the perspective of learning is behaviorist (Howatt, 1984). As a consequence, the materials used by the teachers who apply this method, privilege techniques as: memorization and repetition. As the language teaching methods evolved, the principles of the design of the teaching materials changed, for example the followers of the Communicative Approach see language as a mean to communicate ideas or thoughts (Hymes, 1972). The view of language learning is more socio-cultural, therefore the design of the teaching materials attempts to promote communication among individuals. In this materials design and production sessions, the participants will analyze the principles to design teaching materials such as: picture flash cards, posters, cartoons, books and computer based materials, among others. They will also produce some of those materials guided by the facilitators of the workshops.

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Richards, J. and Rodgers, T. (2003). *Approaches and Methods in Language Teaching*. USA: Cambridge University Press

Advantages and Disadvantages of the Use of L1 in Basic English

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Abstract:

Krashen, S. (1995) states: the language learning process accelerates when students are provided by comprehensible input in the target language. The objective of this presentation is to identify the advantages and disadvantages of using Spanish in the EFL classroom. The participants were: a teacher and 5 students. The instruments include interview guides to the teacher and students and a class observation format. The results revealed that: the teacher felt forced to use the students' L1 for: instructions and activities.

Krashen, S. (1995) afirma: el proceso de aprendizaje de idiomas se acelera cuando los estudiantes son expuestos por el input comprensible en la lengua meta. El objetivo de esta presentación es identificar las ventajas y desventajas del uso de español en el aula de inglés como lengua extranjera. Los participantes fueron un profesor y 5 estudiantes. Los instrumentos incluyen guías de entrevistas para el profesor y los estudiantes y un formato de observación de clases. Los resultados revelaron que: el profesor se sintió obligado a utilizar la lengua materna de los estudiantes para: dar instrucciones y actividades.

Palabras clave:

Mother tongue, advantages, disadvantages, comprehensible input, target language.
Primera lengua, ventajas, desventajas, input comprensible, lengua meta.

Resumen:

This study emerged after observing a situation in some of the language classrooms at CIEX: The students' first language (Spanish) is constantly overused by the teachers, in basic English courses in order to explain some grammar rules, to indicate the instructions for a language activity, to communicate ideas or to ask the students to perform a task.

Specialists in the area of language teaching and linguists such as Krashen, S. (1995) and Cook (2001), who are in favor of using English in the classroom. The main research question that leads the research is: Are there any advantages and/or disadvantages in the use of the students' first language from the teacher in Basic English classes at Centro de Idiomas Extranjeros "Ignacio Manuel Altamirano" (CIEX)?

The main objective of this presentation is to identify the advantages and disadvantages of using Spanish in the EFL classroom with the aim of offering some suggestions to improve the teaching practice of the CIEX language teachers. The participants were: an English teacher and 5 students of basic courses in a private language school. The research instruments were an interview guide to the teacher, an interview guide to the students and a class observation format. Finally, the results revealed that: the teacher felt forced to use the students' first language in the class for: instructions, tasks and activities. Besides, the majority of the participants agreed that the use of Spanish is a didactic tool that enhances the learning and teaching processes.

Referencias:

Cook, V. (2001). Principles of Language Learning and Teaching. The Canadian Modern Language Review. Canada: University of Toronto.

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Didactic and Innovative Activities for English Language Teachers

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Didactic and Innovative Activities for English Language Teachers

Abstract

Didactic activities contribute to promote the students' capacities, assisting them to develop their abilities. This research presents a proposal of didactic innovative and communicative activities for language teachers when applying CIEX Methodology to motivate students. The main contribution of the research is a proposal for implementing language teaching activities to enhance pupils' language learning process by assessing their communicative competence. The considerations of each language teachers are vital for this proposal. Therefore, this research has been gathering information from students and teachers using both: qualitative and quantitative research techniques.

Key words: Didactic activities, teaching methodology, communicative competence, research.

Abstract

Las actividades didácticas contribuyen a promover las capacidades de los alumnos ayudándoles a desarrollar sus habilidades. Esta investigación presenta una propuesta de actividades didácticas innovadoras y comunicativas para profesores al aplicar la metodología CIEX con el fin de motivar a los alumnos. La principal contribución de la investigación es una propuesta para implementación de actividades en el área de enseñanza de idiomas con el fin de mejorar el proceso de aprendizaje de los alumnos mediante la evaluación de su competencia comunicativa. Las consideraciones de cada uno de los profesores son vitales para esta propuesta. Por lo tanto, esta investigación ha recolectado información de los estudiantes y profesores con técnicas de investigación cualitativas y cuantitativas.

Palabras Clave: Actividades didácticas, metodología de enseñanza, competencia comunicativa, investigación.

Summary

There are thousands of languages around the world and English has become one of the most important source of information and knowledge, nowadays people all around the world use this language to communicate. In many countries students are taught and encouraged to learn English as a second language (Crystal, D.2003). This gives students and teachers the opportunity to access to international fields such as education, work and life style. Learning a second language requires hard work and dedication and teachers are guides in this process (Brown, D. 1994). It is important to consider that nowadays students might feel more motivated by innovative activities that are related with their interest. Activities in the classroom help the teacher to create contexts in which the language is useful and meaningful. As language teachers we need to have the ability to design or search for new activities, materials and dynamics to attract students' attention and wake up their interest in the language (Scrivener. 2011). Learners want to take part in the communication

process, and in order to do so, they must understand what others are saying or have written, and they must speak or write in order to express their own points of view giving information. A teacher can attempt to find different kinds of teaching activities to develop a good class and facilitate the learning process of students. These didactic activities could be designed to guide and motivate both: students and teachers in the construction of the knowledge and in the development of language skills (Tomlinson, B.2003). This conference presents some English activities to help students to construct knowledge, develop language abilities, and arise positive moral values and attitudes, as well as the communicative competence.

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Crystal, D.(2003) **English as a global language**. Second. Cambridge: University Press.

Scrivener, J. (2011) **Learning Teaching**. Oxford, Town Roads: Macmillian Books For Teachers.

Tomlinson, B. (2003) **Developing materials for language teaching**. London: Continuum International.

Motivating Activities for Intermediate Students Considering Their Perceptual Learning Styles

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Abstract:

This study makes an attempt to explore the relation between language teaching perceptual learning styles oriented activities, and motivation to learn English on EFL intermediate level students at CIEX. The data was collected by applying interviews and questionnaires to students, and through direct observation. After triangulating the data obtained from the different collection techniques used, the most relevant results suggest that the application of perceptual learning styles oriented activities have a general positive influence on student's motivation to learn English.

En este estudio se hace un intento de explorar la relación entre las actividades de enseñanza del lenguaje orientadas a los estilos de aprendizaje perceptuales, y la motivación para aprender inglés de los estudiantes de inglés como lengua extranjera de nivel intermedio en el CIEX. La información fue recolectada por medio de la aplicación de entrevistas y cuestionarios a los estudiantes, así como por medio de observación directa. Después de triangular los datos obtenidos por medio de las diferentes técnicas de recolección usadas, los resultados más relevantes sugieren que la aplicación de actividades orientadas a los estilos de aprendizaje perceptuales tiene, en general, una influencia positiva en la motivación para aprender inglés de los estudiantes.

Palabras clave:

Learning styles, motivation, teaching activities, perceptual strengths, individual differences.
Estilos de aprendizaje, motivación, actividades de enseñanza, fortalezas perceptuales, diferencias individuales.

Resumen:

Every student is different, they differ in the way they behave and in the context their life is developed; based on this differences relies the idea that every student learns in a different manner. According to Ellis (1994) the sum up of those differences within the language learning context is referred as individual differences (IDs).

Between the IDs that researchers have been able to identify, learning style and motivation are two of the most relevant characteristics that intervene in the language learning process.

According to Reid (1995) learning styles are the preferred ways a person absorbs, retains and understands information. Perceptual learning styles were stated to be used and identified for this study, this classification is based on the perceptual strengths ("modalities" in which the perception occurs) these are classified in: auditory, visual, tactile, and kinesthetic.

In this study, motivation is measured and treated on grounds of the Gardner's motivation theory, according to Gardner (1985) this theory is composed by: The integrative motive, the socio-educational model, the Attitude/Motivation Test Battery (AMTB), and the extended L2 motivation construct.

Data was collected using four instruments:

- » Perceptual learning style preference questionnaire
- » The Attitude/Motivation Test Battery (AMTB)
- » The weekly observation format (Observations regarding the AMTB scales)
- » The interview guide (Questions regarding the Perceptual learning styles, and the AMTB scales)

Data collected from the instruments was then analyzed and triangulated; the resultant data suggests that the implementation of perceptual learning styles oriented activities have a general positive impact on the student's motivation to learn English.

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Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*. Retrieved October 23, 2015, from <http://publish.uwo.ca/~gardner/docs/SECONDLANGUAGE1985book.pdf>

Reid, J. M. (1995). *Learning styles in the ESL/EFL classroom*. New York: Heinle&Heinle

Strategies for Teaching English to a Deaf Young Learner

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Abstract:

In this presentation, the speakers will describe a Case Study conducted with a primary school student who is deaf, speechless and without the knowledge of sign language. The study was conducted with the purpose of identifying teaching strategies for helping the learner develop the written expression skill in English. The speakers will provide information about the activities and strategies implemented, the didactic materials used, the results and the conclusions of the study.

En esta conferencia se describirá un Estudio de Caso llevado a cabo con una estudiante de nivel primaria que es sorda, sin habla y sin el conocimiento del lenguaje de señas para la comunicación. Este estudio fue realizado con el propósito de identificar estrategias de enseñanza que pudieran ayudarle a desarrollar la habilidad de escritura en el idioma inglés. Se presentarán los resultados y conclusiones del estudio mencionando las actividades y estrategias implementadas, así como los materiales didácticos utilizados para este propósito.

Palabras clave:

Strategies / Teaching English / Disabled Students
(Estrategias / Enseñanza del Idioma Inglés / Estudiantes con Necesidades Diferentes)

Resumen:

During the last decades the English Language Teaching area has undergone a very important development due to the great amount of research conducted which has helped the Language Teacher to grow professionally by learning more about the language teaching and learning processes. This knowledge has helped language teachers to better understand their professional role in the language classroom and improve as teachers and educators as they acquire more experience. However, in recent years a policy about accepting students with various types of disabilities at all educational levels has been implemented, although school teachers and English language teachers are not receiving the necessary training and/or instruction for developing the necessary knowledge and abilities to deal with this type of students; a situation that teachers have to face, but they cannot easily overcome. This presentation describes the implementation of some activities and strategies for teaching English to a deaf student who is also speechless and does not know how to communicate using sign language. She is studying the sixth year level in a public primary school in Zumpango del Río, Guerrero. These activities and strategies, which included the use of visual materials and realia, were designed and implemented within a research process with the purpose of identifying the ones which promoted the learning process in this student.

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The guidelines to write and present the proposals are described below:

- a. **Key words**.- five, in English and in Spanish.
- b. **Abstract** (in English and in Spanish, 150 words), containing the following aspects:
Introduction: describe the context where the research was carried out, reason why the topic was selected, importance of the study, reason why the research was carried out.
Purpose: state and explain the research objectives, intentions, questions or hypothesis.
Method: mention and justify the research method that was selected, describe briefly the subjects, the context and the research procedures, as well as the instruments that were used for the data and information collection.
Product: present the main findings, the degree to which the research objectives were reached and the answers to the research questions.
Conclusion: suggest the importance of the findings, considering the contribution to the theory, the research area and professional practice. Suggest practical uses as well as possible applications for further research.
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- f. **Main findings and conclusions.**
- g. **Main research** strengthens (related to the originality of the findings, contribution to the knowledge about a certain topic, or some other findings that contribute to the existing ones).
- h. **Main limitations of the study** (related to the geographical or institutional context or knowledge area where the conclusions or suggestions could be applicable).
- i. **Main applications and impact of the research.**

TOPICS FOR THE ARTICLES:

1. Learning and teaching processes.
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FORMAT:

Title using Arial font, size 14

Text using Arial font, size 12

Margins: top 2.5, bottom 2.5, left 2.5, right 2.5.

Spaces: 1.5

No indented paragraphs

LENGTH OF THE ARTICLES:

8 to 10 pages containing text

1-2 pages containing references (using the APA format) (American Psychological Association).

LANGUAGES:

The article can be written in English, French, German, Mandarin Chinese or Spanish.

Include: Author/s biography/ies indicating:

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