

LIBRO DE MEMORIAS

PRIMER CONGRESO INTERNACIONAL DE IDIOMAS EXTRANJEROS 2019

DEL 11 AL 15 DE FEBRERO

INGLÉS - FRANCÉS - ALEMÁN - ITALIANO



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Grupo de capacitación e investigación pedagógica

Learning another Language is not only learning different words for the same things, but learning another way to think about things

"Apprendre une autre langue ne signifie pas seulement apprendre des mots différents pour les memes choses, mais aussi apprendre une autre façon de penser"

Imparare un'altra lingua non é solo imparare parole diverse per le stesse cose, ma imparare un altro modo di pensare alle cose.

Eine andere Sprache zu lernen bedeutet nicht nur, verschiedene Wörter für die gleichen Dinge zu lernen, sondern auch eine andere Art, über Dinge nachzudenken



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INTERNACIONAL DE IDIOMAS
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ORGANIZADORES

PRIMER CONGRESO INTERNACIONAL DE IDIOMAS EXTRANJEROS 2019

ESCUELA DE LENGUAS Y LINGÜÍSTICA



LIBRO DE MEMORIAS PRIMER CONGRESO INTERNACIONAL
DE IDIOMAS EXTRANJEROS 2019
INGLÉS - FRANCES - ALEMÁN - ITALIANO



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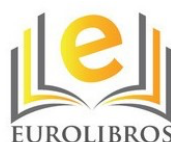
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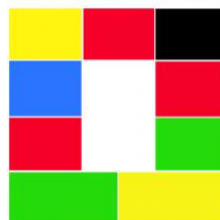


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ACCOMPLISHING AUTHENTIC WRITING TASKS: VENTURES INTO ACADEMIC PUBLICATION BY ECUADORIAN EFL TEACHERS

ABSTRACT:

Writing academically is a challenging task whether you are a native or non-native speaker. The would-be author needs to design and accomplish a relevant research project, collect the appropriate data and then write up the results in a format that conforms to the accepted norms of the genre. The next step is to submit the manuscript to an acknowledged, peer-reviewed journal. This was the task for nine university teachers that were lined up to teach academic writing skills to the participants of several newly created MA courses at the Catholic University of Cuenca. The academic writing activity started by sending out unsolicited offers to journal editors, and continued by focussing on potential publishing outlets. Long-term mentoring helped the novice writers produce their modest pieces of book and webinar reviews. As a result of the publishing drive, several articles and concise book on non-native English speaker teachers was also published in 2017. The results of this piece of action research show that academic writing and subsequent publishing can be achieved if the authors are supported throughout the process both by their mentor and the advice and free language support of the editors of the journals where the manuscripts have been submitted.

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EVALUATION OF LEARNERS' SPOKEN LANGUAGE

ABSTRACT

This paper analyses ten examples of accurate and inaccurate spoken language in grammar, pronunciation, vocabulary, function and intonation used for students learning the English Language and the aspects the class needs to focus on. As Teachers, it is well known that mistakes are part of students' learning process in their attempts of having an effective communication. Therefore, teachers must also accept that mistakes and correction are part of the process. Through the use of modeling and repetition in grammar activities and stress and intonation in speaking activities, Teachers can correct learners' mistakes using different strategies. The results show that learning is a long time process that requires students the continue exposure to the new information acquired to make it part of their knowledge in the short time. The paper concludes that correction of mistakes that do not interfere with communication can be avoided, for example in grammar. Not being the same case in vocabulary or pronunciation mistakes, which are the most difficult in communication to understand or for students to speak, and even confusing for listeners trying to infer the whole meaning of the message.

KEY WORDS: Mistakes, correction, grammar, pronunciation, vocabulary

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ESP-ENGLISH FOR SPECIFIC PURPOSES SIGNIFICANCE & EMERGENCE

ABSTRACT

The learning process in Latin America to some extent still depends upon conventional objectives of passing the examination and getting jobs according to the academic achievements in the form of grades and percentage. Students focus more on syllabus contents and get less time to concentrate on expanding their knowledge outside syllabus. Same thing happens in case of English learning also. Students concentrate more on learning answers to the questions provided to them by their teachers and grammar exercises done in the class. The obvious result is though they score very high in their subject but when it comes to using the knowledge, they are a complete failure. They lack appropriate words to convey their message in their work place. This paper deals with same issues on the significance and emergence of English for specific Purposes –ESP in Ecuador, a country in Latin America.

Key Words: Significance, emergence, English for specific purposes, Syllabus

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SYSTEM OF ACTIVITIES BASED ON THE USE OF THE CLIL METHODOLOGY FOR THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

ABSTRACT

At the moment English teaching in Ecuador heads to the preparation of learners. So, they use this language amid the globalized context in which they are performing any issue. A present difficulty is related to the insufficient training in a wide field and knowledge of the language, because the teaching has prioritized the talkative ends. The present study approaches the importance of the methodology CLIL underlining the integrated learning of both language and the content. This methodology provides the tools for a comprehensible and easy management of English to be used in formal and informal situations. These criteria sustain a proposal of activities based on the integration in English learning, starting from fact of sharing experiences about life. The goal for the students to pronounce as a native speaker of the language, is substituted by the necessity of intelligibility, which is possible to be gained with the methodology y CLIL; where the important thing is not to be exact, but to be able to code and decode within speech of the minimum aspects or features of the language and its connection to the whole of topic being taught, based on the use of segmental and suprasegmental aspects of the language.

Key words: English teaching, CLIL methodology, intelligibility, learning integration

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IMPROVEMENTS PROPOSAL FOR THE GRADUATE FOLLOW-UP SYSTEM

ABSTRACT:

According to the current regulations specifically, the Organic Law of Higher Education LOES in Chapter 2 of its article 142, every institution of higher education must have implemented a tracking system for its graduate students through which they can keep in constant contact with their alma mater. This research work is based on the identification of certain problems in the alumni tracking system of the Basic Education career from the Faculty of Philosophy, Letters and Sciences of Education of the Universidad de Guayaquil UG. After having recorded and collected relevant information on the number of graduate students in contact with the institution of higher education, accordingly, a number of potential solutions that could be implemented by the Faculty of Philosophy, Letters and Science of Education at the Universidad de Guayaquil is proposed in order to solve these problems.

Key words: Organic Law of Higher Education, Alumni tracking system

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THE APPLICATION OF PADLET IN THE IMPROVEMENT OF THE WRITING SKILLS IN THE 9TH GRADE FOXTRO STUDENTS AT LICEO NAVAL

ABSTRACT:

The purpose of this study is to determine the application of PADLET in the improvement of the writing skills in the English language for the 9th Foxtro students in Liceo Naval high school. The sample used in this study is made up among sixteen female and fourteen men. The methodology is exploratory and some instruments are used: comparative test, observation rubrics. The main goal of measuring the real level of writing before the application with the results obtained with the used of PADLET. The rubrics of the writing will be presented such as: Capitalization, Clarity, Cohesion, Punctuation and Accuracy. In the Discussion section, the results will be compared according to the results of the rubrics and determine the variables used in this study.

Keywords: Improvement writing skills sample observation

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SCAFFOLDING EFL LEARNERS' ORAL PRODUCTION THROUGH TECHNOLOGICAL TOOLS

ABSTRACT

Following constructivist theories of language acquisition, Vygotsky and Piaget concluded that language developed primarily from social interaction, which helped in the development of their cognitive understanding (Lightbown & Spada, 2013). Therefore, it can be implied that oral communication is the key for the development of both language and cognition in the classroom. One way to achieve this goal is through scaffolding. In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process (Beacco et al., 2015). Teachers provide successive levels of temporary support that help students reach higher levels of comprehension and skill acquisition that they would not be able to achieve without assistance. This, with the help of technology, will certainly reduce negative emotion and boost students' confidence to speak.

Keywords: Language education, scaffolding, technology, oral production

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METHODOLOGICAL ATTENTION TO THE PHONOLOGICAL INTERFERENCES IN THE TEACHING-LEARNING PROCESS OF ENGLISH IN ECUADORIAN LANGUAGE SCHOOLS

ABSTRACT

Students from different ethnic groups attend to night language schools in Ecuador, but there is something in common that unite them: the Spanish language and their increasing desire to learn the English language, whose mastery would increase better access to sources of jobs, widen their cultural background, and communicate using this language with other people from other parts of the world, among other possibilities. Nevertheless, for accomplishing this purposes, they need to achieve an ever increasing level of communicative competence in this foreign language. However, in this teaching-learning process many phonological interferences from Spanish to English take place which hinder these objectives and require the methodological intervention of the teachers who work at these language schools. In this article, is presented a theoretical analysis of this linguistic phenomenon and some methodological preventive-corrective recommendations, which would favor a better training of the students in the English language.

Keywords: phonological interference, positive transference, English Teaching-learning process, error, preventive-corrective procedures.

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SUCCESSFULLY LEARNING ENGLISH IN NO TIME

ABSTRACT

This article is informational and follows the Learning goals obtained by a group of non-English speaking students that have completed a super intensive English course of 60 or 120 hours in order to enter Universidad Casa Grande with a passing SLEP score, defined at a 30% on a SLEP English Test used as an entrance examination. In this article, we follow the original group of students who started in May 2014, and we include all the students that have entered the course thereafter: the data is also presented of all the English courses that the students take upon their entrance to the university

Keywords: Slep test – students - examination - entrance to the university

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DOES EXPLICIT INSTRUCTION ABOUT THE INTERNATIONAL PHONETIC ALPHABET AND THE USE OF PHONETIC SYMBOLS IN TAUGHT ACTIVITIES RESULT IN MORE ACCURATE PRONUNCIATION OF INDIVIDUAL SOUNDS ACROSS THE CORE VOCABULARY OF AN A1 LEVEL EFL COURSE

ABSTRACT:

Does explicit instruction about the International Phonetic Alphabet and the use of? This study explored the usefulness of providing explicit instruction about pronunciation using the International Phonetic Alphabet (IPA). Learners in a sixteen-week A1 level EFL course received instruction with explicit focus on symbols and tests required them match symbols and sounds in words from the core vocabulary of the module. A control group received instruction without explicit focus on symbols. Learners were required to read short texts aloud and participate in short exchanges which required the use of the core vocabulary. Preliminary results suggest that, while learners from both groups tend to make similar errors in pronunciation of sounds, a better understanding of the IPA enabled learners to assimilate feedback and improve their spoken accuracy. This was especially true in the case of the read aloud activities where the instructor was able to provide written feedback on the text using the IPA. Moreover, it was found that short activities which focused on features of pronunciation such as individual sounds, word and sentence stress proved to be motivating and interesting for students throughout the duration of the course.

Keywords: IPA – symbols and sounds – read aloud - pronunciation

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GOOGLE DRIVE – EXCEL SPREADSHEET TO EXPAND STUDENTS' VOCABULARY

ABSTRACT

This innovation reports the use of Excel-spreadsheet in drive to expand students' vocabulary. This was implemented at a graduate program with 10 students that required to pass a reading standard test. During a period of 10 weeks, students had to read extensively in class and online passages. During that period of time, participants had to enrich the excel-spreadsheet in drive with their new vocabulary. In order to prove the results, an action research was conducted with analysis of qualitative data. Results indicated that students extended their vocabulary by adding other categories. In a survey with open questions, they reported that the activity helped them improve their word recognition and they value their peers' collaboration. Implications of this study regard teachers using vocabulary strategies to improve word recognition in context.

KEYWORDS: Google Drive, Excel spreadsheet, EFL, Word recognition, higher education.

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DEVELOPING 21ST CENTURY SKILLS THROUGH PBL IN THE EFL CLASSROOM OF A PUBLIC ECUADORIAN UNIVERSITY

ABSTRACT:

This mixed-method action research was intended to understand students' beliefs about the benefits brought about in 21st-century skills acquired through small projects in the EFL classroom. Since today's students need to develop new skills according to the requirements of this new era, the idea was to introduce PBL through small projects during the semester in which the teacher, as a facilitator fostered them in becoming creative, autonomous, critical thinkers while practicing their oral and writing skills through the use of technology. This study had a sample of 62 students that came from A2 classes from a public university. Data was collected during the PBL implementation through direct observation, a survey, an opened-ended questionnaire, and personal semi-structured interviews. Overall results showed that students now consider themselves more collaborative, autonomous and engaged in their learning process. Moreover, they perceive a more critical attitude towards problem-solving that lead PBL to have a positive impact on students' learning process and product.

KEYWORDS 21st-century skills, autonomy, critical thinking, PBL

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CULTURE THROUGH CLIL. A REFLECTION AT HIGHER EDUCATION

ABSTRACT:

This paper reports on experiences of TEFL educators in Guayaquil, Ecuador; who consider their role is far beyond the level of spreading knowledge and developing communicative language competences in students. Education at university level is responsible of contributing to prepare future graduate students with competences to help them fit in bilingual job positions not only locally, but internationally. Being proficient in the English language has become a pre-requisite to live in a competitive and demanding world where information about technology, education, health, research or any other field is written in English, requiring learners to be more than competent with the language. Seeing that CLIL (Content and Language Integrated Learning) is a methodology that is gaining momentum in all levels of education not only in Europe, but in other continents. It refers to educational settings where a language other than the learner's mother tongue is used as a medium of instruction. Among CLIL principles Culture plays an important, demanding teachers to prepare students to interact with other cultures and people, to learn about own and others values and beliefs, and take every opportunity of communication as an enriching experience, showing that the intercultural communicative competence make students citizens of a globalized world.

KEYWORDS: CLIL - CULTURE - HIGHER EDUCATION

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IMPROVISATION ACTIVITIES TO ENHANCE THE SPEAKING SKILL OF THE STUDENTS

ABSTRACT:

The research was carried out in the city of Guayaquil considering the students of eleventh grade at Vicente Rocafuerte School, where the educational problem of insufficiency in the speaking skill was identified. Students showed great difficulties at communicating in the English language such as deficiencies in accuracy, fluency, and vocabulary which added to shyness and little motivation resulted in passive, teacher-centered lessons. Due to the little interaction among learners promoted by the teacher and few meaningful activities to enhance their speaking skill, students were not able to improve their oral expression in an effective way. The investigation was carried out through bibliographic and field analysis. This was described in the theoretical framework which includes information about the variables of the investigation. The methodological approach of this research can be considered qualitative and quantitative. Different scientific methods were employed such as: Analysis-synthesis, inductive-deductive, historical-logical, and systemic-structural-functional. To illustrate these ideas, the techniques and tools used were: Direct observation, an interview, and a survey. The significance of the findings is that it shows the students' deficiency in one of the most important skills in learning a language and for communicating throughout their background. The instruments of investigation applied confirmed the insufficiency of the students' speaking skill. For the exposed reasons, the proposal of designing a booklet with improvisation activities is important since it will develop the speaking skill of the students.

KEYWORDS: Improvisation activities – Speaking Skill – Communicative Interaction

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THE IMPACT OF COMMUNICATIVE ACTIVITIES ON THE IMPROVEMENT OF THE SUPRASEGMENTAL FEATURES OF SPOKEN ENGLISH

ABSTRACT:

The purpose of this research was to examine the impact of communicative activities on the improvement of the suprasegmental features of spoken English through a study with mixed methods. The intervention lasted eight weeks. Three research questions were addressed: 1) to what extent would students improve the suprasegmental features of spoken English after participating in communicative activities? 2) what gender would show the best suprasegmental improvement? 3) what attitudes would the students evidence toward this type of instruction? Twenty students of a Language and Linguistics Program from Guayaquil, Ecuador took part in this study. Three instruments served to collect data, a rubric, field notes, and a survey. The results from the rubric and the field notes showed that communicative activities offered a significant improvement on three suprasegmental features, stress, rhythm, and intonation. The gender that showed the best suprasegmental improvement in rhythm and intonation was the feminine. Findings from the survey allowed to identify positive attitudes in both genders. It is concluded that the application of communicative activities significantly affects suprasegmental.

KEYWORDS communicative activities, suprasegmental features, phonology

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ACQUIRING A LANGUAGE THROUGH COMMUNICATIVE LANGUAGE TEACHING, AS WELL AS THE MODERNIZATION OF TECHNICAL AND COMMUNICATIVE APPROACH

ABSTRACT:

The acquisition of a language through Communicative Language Teaching (CLT), as well as the modernization of technological and communicative approach also known as CALL is the solution to expected results in the acquisition of English a second language. The Language English is considered one of the most important in the world, English language has no longer become a need, but a necessity, reasons why people are immersed into acquiring it. In many countries, it does not seem to be an easy task or goal to get accomplished by students at the university levels, as one of them is Ecuador. Here, many conventional methods have become obsolete for being too passive and boring. At the same time, many avid linguistics and researches are convinced that new methods, techniques and approaches with the help of technology could be of great help for both the educators and the learners, giving them a positive perception and great experiences in the teaching and learning process.

KEYWORDS Standards, acquirement, methods, technology, language, call.

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THE APPLICATION OF CLIL AND PBL METHODOLOGIES IN BILINGUAL PROGRAMS

ABSTRACT

Making the classroom an enjoyable environment where teachers and students feel challenged, willing to learn and not trapped in traditional educational methods is the ultimate goal of current and future education. Consequently, the idea of integrating methods like the Content and Language Integrated Learning (CLIL) and the Project Based Learning (PBL) approaches should not sound surprising. CLIL is an approach that has adopted most of the latest educational innovations and has served to meet educators' needs in terms of efficiency and productivity. Furthermore, PBL and its features based on constructivism make it very suitable for making students the center of learning, and for teaching them about their own responsibility for learning. With the aim of evaluating how effective the integration of these two approaches can be, a closer look at what CLIL and what PBL is will be taken; followed by the ways in which the two approaches could be implemented in bilingual learning centers.

KEY WORDS: Bilingualism, Content and Language Integrated Learning (CLIL), Project-Based Learning (PBL), 21st Century Learning, Critical Thinking skill

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MANAGEMENT OF TEACHER TALKING TIME IN ADULT STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE AT UNIVERSITY OF GUAYAQUIL

ABSTRACT:

This study was a practical action research. The objective was to find out how much adults can feel engaged and motivated to learn English and increase the oral production in class while the teacher reduces his or her talking time during the sessions. This research was conducted in a university of Ecuador with a course of adults that are between eighteen and forty years old. The researchers were active participants in the intervention. The intervention lasted seven weeks. It explored different techniques for increasing oral production in an English class as well as reducing teacher's talking time. The survey applied to the students and the prolonged observation gave the necessary criteria to answer the research question that was how the minimum teacher talking time increases the student's oral participation in class

Keywords: Talking time - adult learners - oral production - communication.

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LE ROLE DU PROFESSEUR DE LANGUES DANS LE CADRE DE LA MONDIALISATION. LE CAS DE LA MOBILITE ETUDIANTE EN EUROPE

Lorsque l'on apprend une langue étrangère, on acquiert des compétences communicatives. De nos jours, le français est devenu une langue mondiale et elle est utilisée non seulement dans des buts sociaux, mais aussi dans un contexte universitaire. En tant que professeurs, il faut être conscient de la responsabilité que nous avons chez les apprenants ; les pousser à s'investir et à être prêts à profiter de ces opportunités que leur offre la langue française.

Cet article vise deux objectifs : d'une part, interroger la façon dont la didactique des langues et des cultures s'inscrit dans et par rapport aux phénomènes actuels de la mondialisation, de l'universalité et le fait de tout voir de manière globale, et d'autre part définir le rôle du professeur de langues. Il est nécessaire d'envisager la diversité et la pluralité d'un côté et l'uniformité et le standard d'un autre côté. Ces problématiques sont éclairées de façon empirique par une étude portant sur la construction de la figure prototypée du professeur de langues chez des étudiants Erasmus, acteurs premiers des aspects décrits en amont. Entre la valorisation de l'apprentissage naturel et la légitimation du professeur garant de la norme, les postures des étudiants sont de précieux indicateurs des défis contemporains du professeur.

MOTS CLÉS : Enseignement, mondialisation, diversité, professeur de langues.

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ENSEIGNER LA PHONÉTIQUE EN CLASSE DE FLE, C'EST COMPRENDRE UN SYSTEME ET APPRIVOISER DES TECHNIQUES AVEC LA MÉTHODOLOGIE DU RÉEL

La grammaire est un système au service des tâches communicationnelles. C'est l'ensemble des règles à suivre pour parler et écrire correctement une langue, une partie de la linguistique qui regroupe la phonologie, la morphologie et la syntaxe. Alors pourquoi la dissocier de la phonétique ? Si les erreurs de phonétique deviennent des erreurs de communication, c'est là qu'il faut intervenir. Mais en réalité, il faudrait partir du son pour aller à la graphie et pas l'inverse car l'on apprend d'abord à parler n'est-ce pas ? Pourquoi travailler un son alors que les étudiants n'ont pas de difficulté avec ? Pourquoi travailler un son alors qu'il n'entraîne pas des erreurs de sens ? Pourquoi travailler un son avec toute la classe alors que chaque élève a une difficulté particulière ? Même ayant la même nationalité et des tendances à reproduire les mêmes erreurs, par exemple pour le public hispanophone : le /b/ vs /v/ le son /z/ le /y/ pour ne parler que des plus fréquents, chaque personne a, au moment de l'apprentissage d'une langue, une histoire d'apprentissage et des muscles différents. En effet, on oublie souvent que la "discipline phonétique" requiert un effort musculaire. Ce n'est pas une question de bonne volonté, non. C'est un muscle. Voilà pourquoi, en groupe, il est plus utile de sensibiliser à comprendre le système phonétique qu'à vouloir corriger à tout prix. Il est donc important de faire la différence entre la Sensibilisation et compréhension du système phonétique et la Phonétique corrective. Pour corriger il faut, (et en petit groupe)

Faire un diagnostic. Traiter en contexte facilitant : MÉTHODE VERBO TONALE Les procédés correctifs sont choisis de manière à reconditionner l'audition par une action portant non sur la prononciation de l'individu, mais sur le modèle, l'intonation, afin de procéder à l'intégration inconsciente. Les techniques de correction consistent à replacer l'élément fautif dans un environnement optimal : choix du schéma prosodique ; meilleure combinatoire ; modification des sons selon leur tension. Revenir à la vie réelle avec des exercices de production orale et écrite

MOTS CLÉS : Enseignement, Phonétique, Système, Phonie-Graphie, Méthodologie du réel.

Auteur : Alice Goy-Billaud.

LE VOCABULAIRE : S'ACQUIERT-IL OU DOIT-ON L'ENSEIGNER DANS LES INSTITUTIONS EDUCATIVES DU SECOND DEGRÉ ?

L'acquisition du vocabulaire est une partie essentielle dans la communication de tout message et de la maîtrise d'une langue. De plus, il ne peut véritablement y avoir de communication sans une connaissance suffisante et nécessaire du vocabulaire. Ainsi, il faut mettre en relief la nécessité impérieuse de former les apprenants par le biais de stratégies qui leur permettent d'élargir leur connaissance lexicale. Il faut souligner non seulement l'importance d'apprendre une langue étrangère pour mieux communiquer, nouer des liens solides, ou encore établir des relations commerciales, mais aussi le fait que l'on acquiert des modes de penser différents qui nous permettent de percevoir et de comprendre la façon de penser d'autrui. Cela contribue en effet à créer une empathie, une synchronie et la possibilité de travailler conjointement. Notre recherche sera basée sur « l'influence du vocabulaire dans le développement de la production orale » comme aide-support au processus d'enseignement-apprentissage du français dans l'éducation publique ; notre objectif est d'établir la raison pour laquelle le vocabulaire influe sur le développement de la production orale en langue française à travers une analyse bibliographique et une analyse statistique. Finalement, nous voulons renforcer et favoriser la prise de conscience des étudiants dans le processus d'apprentissage pour accroître aussi bien leur autonomie que l'appréciation et la tolérance envers divers peuples et cultures pour élargir leur perspective du monde et contribuer à la formation de citoyens respectueux, proactifs et bienveillants.

MOTS CLÉS : Vocabulaire, enseignement-apprentissage, compétence linguistique production orale.

Auteurs: Freddy Manuel Chavez Zamora, Juan Mariano Villamar Zambrano

L'IMPORTANCE DE L'ÉTUDE DE LA LANGUE FRANÇAISE DANS LES FILIÈRES ADMINISTRATIVES DE L'UNIVERSITÉ DE GUAYAQUIL

À l'heure actuelle et avec le progrès de la communication induit par la globalisation, l'éducation a évolué à tel point que le marché du travail exige des professionnels de haut niveau maîtrisant l'art de la négociation. C'est ainsi que la nécessité d'étudier les langues étrangères se rend fondamentale dans la formation intégrale des étudiants notamment ceux de la zone commerciale. Ce travail a pour objectif de démontrer l'importance de l'apprentissage du français dans les filières administratives à l'Université de Guayaquil. La méthodologie utilisée comprend: la description, la probabilité et la bibliographie. De même, elle s'appuie sur une enquête où le niveau d'acceptation et d'avantages de parler la langue française a été déterminé. Ceci a permis aux étudiants de l'acquérir en raison des relations technologiques, économiques et commerciales existant entre les gouvernements équatorien et français dans des domaines tels que l'agro-industrie, les nouvelles technologies, l'éducation, le tourisme et les agences de coopération comme l'Agence Française de Développement (AFD), devenant ainsi un outil de financement pour la génération de projets économiques. Finalement, après cette étude, il est avéré que la Faculté des Sciences Administratives devrait inclure des cours de français dans ses propositions académiques.

MOTS CLÉS : Langue française, globalisation, administration, éducation.

Auteurs: Diego Ivan Muñoz Naranjo

Ronnald Ricardo Rizzo Reyes

María Eugenia Jimenez Cercado

Lanny Sofía Soto Mejía.

L'APPORT DE LA LITTÉRATURE À L'ENSEIGNEMENT DU FLE

Cet article a été écrit avec l'objectif clair et précis de conscientiser le public lecteur du rôle fondamental qu'a eu, a et aura l'enseignement des textes littéraires dans le processus d'enseignement/apprentissage du Français Langue Étrangère. Pour cela nous suivrons un chemin simple et assez clair en commençant par citer et analyser l'apport des documents authentiques tels que les textes littéraires -soient-ils des poèmes, des extraits, des contes, des romans- dans les salles de classes. Puis l'on illustrera avec des exemples ce qui doit être relevé et introduit une démarche didactique de l'enseignement de la littérature en remarquant dans le parcours ce qui a donné ses fruits aux cours de l'enseignement dans une analyse de textes ou extraits littéraires. Puis nous finirons en tirant des conclusions sur ce que nous avons essayé de démontrer tout au long de ce document en donnant cet aperçu personnel de professeur de littérature et qui se veut l'apport scientifique de l'auteur.

Mots clés : extrait littéraire, enseignement, langue étrangère.

Auteure : Laura Echeverría Echeverría

INFLUENCE DE L'INTERCULTURALITE DANS L'ENSEIGNEMENT DES LANGUES

La proposition suivante a été faite pour le projet sur l'Interculturalité et la Pluriculturalité conformément à la Constitution équatorienne dans le processus d'enseignement et d'apprentissage des langues étrangères et des langues ancestrales au Centre de langues de l'Université Technique de Cotopaxi, en tenant compte de l'Article 343 de la Constitution équatorienne indique : « Le système éducatif national visera à développer les capacités et le potentiel individuels et collectifs de la population, facilitant l'apprentissage, ainsi que la production et l'utilisation de connaissances, de techniques, de connaissances, d'arts et de cultures. Il intégrera également une vision interculturelle en phase avec la diversité géographique, culturelle et linguistique du pays et le respect des droits des communautés, des peuples et des nationalités ».

L'article 350 stipule que son objectif est : « la formation académique et professionnelle avec une vision scientifique et humaniste ; la recherche scientifique et technologique ; l'innovation, la promotion, le développement et la diffusion des savoirs et des cultures; la construction de solutions aux problèmes du pays, en relation avec les objectifs du régime de développement ».

L'article 124 de la LOES établit : « il incombe aux établissements d'enseignement supérieur de fournir aux diplômés de toute filière ou de tout programme une connaissance effective de leurs devoirs et de leurs droits en tant que citoyens ainsi que de la réalité socio-économique, culturelle et écologique du pays; la maîtrise d'une langue étrangère et l'utilisation efficace des outils informatiques ».

Les établissements d'enseignement du primaire et du secondaire enseignent l'anglais à partir d'avril 2016. Le français a été introduit dans le système public comme deuxième langue étrangère d'enseignement.

Mots-clés : interculturel, bilinguisme, français, langue, enseignement-apprentissage

Auteur : Victor Hugo Romero Garcia

UNTERSUCHUNG ZU PROSODISCHEM TRANSFER BEI SATZANKNÜPFUNGEN ECUATORIANISCHER DEUTSCHLERNER

Die suprasegmentale Phonetik beschäftigt sich neben Rythmik und Phrasierung im Besonderen mit der Analyse von Satzmelodien. Diese Intonationsverläufe enthalten nicht nur Informationen zur Sprechereinstellung und Situationsbewertung, sondern folgen darüber hinaus einer sprachspezifischen (prototypischen) Intonationsgrammatik zur Markierung von inhaltlichen Bezügen. Lerner übertragen die Melodieverlaufsmuster ihrer Muttersprache auf die Zielsprache und etablieren damit eine dynamische Lernersprache dazwischen. Deren mündlicher Ausdruck ist meist von entropischer Prominenzmarkierung und regelwidrigen Intonationsverläufen gekennzeichnet. Die freie Kommunikation mit Muttersprachlern wird erschwert, der Hörer ermüdet. In DaF wird diesem sprachlichen Teilaspekt wenig Bedeutung beigemessen, obwohl die Sprechwirkungsforschung aufgezeigt hat, dass Sprecher mit fremdartiger Prosodie von nativen Hörern eher abgewertet werden als solche mit fehlerhafter Aussprache. Diese Forschungsarbeit beschäftigt sich mit ausgewählten Intonationskonturen der Lernersprachen und diskutiert didaktische Möglichkeiten zur Verbesserung. Es wurden Aufnahmen von kurzen Berichten hispanophoner Studenten der ecuatorialen Pazifikstadt Guayaquil in Hinblick auf regelhafte Transferleistungen untersucht. Dabei stellte sich heraus, dass alle Studenten bei progredienten Satzanknüpfungen Melodieverläufe verwenden, die im Deutschen für neutrale Entscheidungs- und Echo-Fragen stehen. Diese spezifische Markierung mit 56,25% weist auf Regelhaftigkeit und damit auf eine Transferleistung hin.

Stichworte; DaF, Phonetik, Prosodie, Intonation, Lernersprache

MSc.Ms. Patrick Mohl, Universidad Técnica de Manabí (UTM)

UNIVERSITÄT – GESELLSCHAFT: ZWISCHENMENSCHLICHE BEZIEHUNGEN IN INTEGRATION MIT DER BILDUNGSGEMEINSCHAFT

Aus der Realisierung eines Forschungsbetts mit Studenten des Bachelor of Education wird ein formativer Forschungsprozess über die Auswirkungen zwischenmenschlicher Beziehungen auf das akademische Verhalten in einer Bildungseinheit von Guayaquil entwickelt. Das grundlegende Ziel besteht darin, den bidirektionalen Ansatz der Bildungseffekte zwischen Universität und Gesellschaft aufzuzeigen, da es in der wissenschaftlichen Literatur nur wenige Beispiele gibt, die diese dialektische Beziehung belegen. Dazu wird zum einen eine Skala konstruiert, um die Zufriedenheitsbeziehungen in einer öffentlichen Bildungseinrichtung zu bewerten und zu analysieren, um so einen Prozess des sozialen Wissensmanagements für die Suche und Anwendung von Bildungs-Transformationsprogrammen zu fördern, zum anderen werden die Auswirkungen bewertet, die die Studierenden während ihres Lehrplanausbildungsprozesses als zukünftige Lehrkräfte nachweisen. Diese Forschung ist deskriptiv, erklärend, propositiv, anwendbar und qualitativ-quantitativer Natur. Anschließend werden die quantitativen Daten tabelliert und aufbereitet und die Ergebnisse der Analyse der verschiedenen theoretischen und empirischen Quellen interpretiert.

Stichworte: Link Universitätsgesellschaft, zwischenmenschliche Beziehungen, Integration der Bildungsgemeinschaft, Soziales Wissensmanagement

MSc. Johnny Terán Vega - Universidad de Guayaquil

NEUE LEHRMETHODEN FÜR DIE DEUTSCHE SPRACHE

Heutzutage ist es wichtig, die verschiedenen Methoden und die verwendeten methodischen Ansätze für den Unterricht der deutschen Sprache zu beschreiben, aber vorher wäre es zweckmäßig, die konzeptionelle Mehrdeutigkeit des Begriffs Methode zu klären, der aus dem griechischen Wort „methodos“ stammt: „Weg“, „Prozess“ - bezogen, im Kontext des Sprachunterrichts, sowohl auf einen Methodenstrom der linguistischen Analyse, als auch auf einen Leitfaden oder ein Lehrbuch, neben anderen bestehenden Inhalten, wie dem Verweis auf das Lernverfahren, die induktive Methode in diesem Sinne von der deduktiven zu unterscheiden.. In diesem Sinne hatte das Konzept der Lehrmethoden oder "Unterrichtsmethoden" bisher die unterschiedlichsten Interpretationen und Konzeptualisierungen. Einer davon könnte sein, dass es sich um eine Sequenz oder einen Lehr-/Lernprozess handelt, „planmäßig und zielgerichtet gestaltete Wege des Unterrichtens“, d.h. systematisch und methodisch gestaltete Lehrpfade. Darüber hinaus ist auch der Begriff "Ansatz" unbestimmt, der auf methodischer Ebene oft als Synonym für "Methode" verwendet wird. Dies ist ein interessanter methodischer Ansatz, der typisch für den Fremdsprachenunterricht an deutschen Universitäten ist.

Stichworte: Methode, Lehren, Lernen, Prozess, linguistische Analyse

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- **Universidad de Guayaquil**

LA DIDATTICA ALTERNATIVA NEL PROCESSO DELL'INSEGNAMENTO E APPRENDIMENTO " HOLOGOGICO" DELL' ITALIANO

Nei corsi di lingua italiana si danno momenti dove gli studenti non vogliono continuare con lo studio ed è in questo momento che attraverso la didattica alternativa si danno diverse proposte dove gli studenti troveranno una soluzione a continuare e partecipare con le loro competenze comunicative. La didattica alternativa nel campo della lingua italiana bisogna dai differenti momenti che gli studenti possano presentare opinioni, critiche affinché si compia il processo dell'insegnamento e apprendimento. Dall'inizio di un dubbio, la dialettica del percorso del salotto permetterebbe che ogni studente proponga una soluzione da loro, questo è l'apprendimento hologico. Le paradosse logiche sono difficoltà di diagnosi nei processi sperimentali dei docenti della "Escuela de Lenguas de la Universidad de Guayaquil". Il metodo a svolgere dentro del processo d'innovazione, è lo sperimentale perché raccoglie, applica e misura didattiche alternative in cui gli studenti sono i protagonisti del processo educativo. Come conclusioni si stabilisce che la didattica alternativa sia utilizzata come un metodo che permetterà ragionare ed utilizzare metodologia innovatrice e come raccomandazione si chiede elaborare memorie dei casi alternativi per applicarli nei differenti corsi di Lingua Italiana e le altre materie che si studiano insieme durante diversi semestri.

Parole chiavi: Didattica alternativa- apprendimento hologico- ragionamento conclusivo- paradossa

Autori: Msc. Susana Di Lorenzo.
Msc. Eduardo Moran Castañeda.

INFLUENZA DEL DIALOGO NELLO SVILUPPO DELLA PRODUZIONE ORALE RIASSUNTO

Lo scopo di questa ricerca è quello di migliorare la qualità nella espressione orale attraverso l'uso del dialogo con gli studenti d'Italiano del nono anno di Basica media nel liceo "Jaime Roldos Aguilera" nella città di Guayaquil. Il metodo che si è utilizzato è stato il metodo di campo e ricerca che consiste nell'osservare agli studenti nella classe, attraverso di un registro di note per ottenere dati specifici degli studenti, si sono fatti raccolti dei dati della realtà, facendolo nel luogo dove si sono incontrati studenti chi hanno dato informazione, e tali informazioni sono serviti per sviluppare una serie di attività con un foglietto di dialoghi per migliorare la qualità nell'produzione orale, Le strategie sono state scelte d'accordo alle attività che si sono impiegate in questa ricerca sono state usate tecniche come l'osservazione diretta, interviste agli studenti, sondaggi e con tali tecniche è stata evidenziata la scarsa qualità della produzione orale. In questa ricerca si è potuto verificare che attraverso dell'uso delle attività orali che includono tecniche d'apprendimento, tra cui molte attività che rendono l'aula un luogo piacevole per lavorare, la qualità della produzione orale .

PAROLE CHIAVE: Sviluppo, Produzione Orale, Fluidità, Dialogo, Tecniche

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