UNIVERSIDAD TÉCNICA DE AMBATO

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TOPIC:

"GENDER-BASED TEACHING STRATEGIES AND THE COMMUNICATIVE COMPETENCE"

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Ambato – Ecuador

2019

SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Ruth Elizabeth Infante Paredes holder of the I.D No. 060301610-6, in my capacity as supervisor of the Research dissertation on the topic:

"GENDER-BASED TEACHING STRATEGIES AND THE COMMUNICATIVE COMPETENCE" investigated by Mister: Daniel Fernando Buenaño Ortiz with I.D No. 180461845-0 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.

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DECLARATION PAGE

I declare this undergraduate dissertation entitled **"GENDER-BASED TEACHING STRATEGIES AND THE COMMUNICATIVE COMPETENCE "** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study. Comments expressed in this report are the author's responsibility.

....

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AUTHOR

TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic "**GENDER-BASED TEACHING STRATEGIES AND THE COMMUNICATIVE COMPETENCE**" which is held by Daniel Fernando Buenaño Ortiz undergraduated student from Carrera de Idiomas, promotion: 2019, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

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DEDICATION

I am devoting this investigation to two cherished people who have loved me. Even when they are no longer of this world, their memories will continue directing my life. In addition, to my mother, brothers, nieces and friend.

First, to my maternal grandmother Rosa Ortiz who raised me, cherished me, and instructed me to become a good man. Thank you so much "mami", I will always remember you.

Next, to my soulmate "LuDan" whose adoration for me knew no limits and whose words made me feel alive I will always love you.

I likewise want to dedicate this investigation to my mother Blanca Buenaño who shows me the estimation of completing any work and despite of being a single mother teaches me that her situation is not an obstacle to achieve a dream.

Then, to my brothers Christian and Marcelo which support me with positive words to fulfill my dream.

To my nieces Emily and Celeste whose existence allow me to be a guide for them.

To my best friends which tell me, that when the money is spent, when all my friends abandon me or when there is nobody who loved me. I know there will be no reason for me to panic because I will see Geomara and Mathias, I will see them next to me.

D.B.

With love Daniel Buenaño

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Date: January 03, 2019

Gender-Based Teaching Strategies and the Communicative Competence.

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ABSTRACT

The present investigation is expected to cover an examination completed with the following topic "Gender-Based Teaching Strategies and the Communicative Competence" which investigates the relationship between the variables and how male and female EFL understudies improve their Communicative Competence. This examination was coordinated by using a quali-quantitative methodology by applying a mock pre and post-test which assess the elements of the Communicative Competence such as: grammatical, textual, functional, and sociolinguistic. To evaluate those elements Gender-Based Teaching Strategies were applied inside the classroom such as: brainstorming, discussions, role-plays, and storytelling. The subjects of the examination were the sixth and eighth-semester university understudies of English Language Career at Universidad Técnica de Ambato. Thinking about the results of this examination, the conclusion of the investigation is drawn as the following. English Language Students vanquish their Communicative Competence issues by using Gender-Based Teaching Strategies and exhibited that a large portion of the English Language Students improve their pronunciation and interaction which helped them to communicate in English Language.

Keywords: Communicative Competence, English language Teaching, Gender-Based Teaching Strategies.

INTRODUCTION

The application of Gender-Based Teaching Strategies has become a productive research for Language Teaching (LT). This is the focal thought behind the principles of competences in English. According to the Ministry of Education and in this way, it is the objective for the Ecuadorian Institutions.

The investigation detailed here goes for portraying how the strategies, methodology, technique, and activities applied in eighth semester from Language Career at the Universidad Técnica de Ambato contribute with the advancement of the understudies' Communicative Competence.

In this sense, Ecuador, in the same way as other different nations around the globe, has endeavored activities, for example, enhancing access to education, in any case, this has not been sufficient to improve Communicative Competence in students from different levels of Education. Institutions are viewed as one of the social spots for the social interaction, but it has not been enough for being competent with the language for this reason it is necessary to implement these strategies in the teaching framework.

There are five chapters that englobe the most relevant data of this research, below described:

Chapter 1. The Problem: This chapter deeply explains the problem of the theme, its contextualization at macro, meso and micro levels, critical analysis, prognosis, the setting of the problem, research questions, research delimitation, justification and objectives to be fulfill.

Chapter 2. Theoretical Framework: Similar investigations are presented to support the author with some pieces of information, philosophical foundation. Legal basis, key categories, the theoretical support of each variable, the hypothesis and signaling hypothesis.

Chapter 3. Methodology: The basic method of investigation that will be applied in this investigation, research modalities, and type of research are some of the aspects that the methodology chapter contains. Furthermore, there is a brief description of the population,

the operationalization of variables, the method of data collection and the validation and analysis.

Chapter 4. Analysis and Interpretation of Results: In this chapter, the numerical data obtained from the pre and post-test applied on the eighth-semester students is tabulated and interpreted through different graphics to have a better understanding of it, hypothesis verification to accept the alternative or reject the null hypothesis through the use of the Kolmogorov test

Chapter 5. Conclusions and Recommendations: Deal with the conclusions and recommendations that are established according to the objectives of this investigation as well as the research questions.

Finally, in the annexes, there is displayed the academic paper which provides information about informative data, proposal background, justification, objectives, feasibility analysis, theoretical basis, proposal development, methodology, administration and assessment.

CHAPTER I

THE PROBLEM

1.1 RESEARCH TOPIC

¨GENDER-BASED TEACHING STRATEGIES AND THE COMMUNICATIVE COMPETENCE¨

1.2 PROBLEM STATEMENT

1.2.1   Contextualization

At present, the use of the English language is becoming more and more necessary to be able to communicate in a world that is in constant change due to globalization, where the borders of the talks are short. It is so, is essential to the learning and mastering this language to achieve be able and aware of what is happening in every corner of the planet.

With the purpose of the above happens, there is currently a great deal of discussion of which would be the most appropriate way for a student to learn this language and how to use it and thus fulfill its main objective which is to communicate with other people. Furthermore, there is still a remarkable level of agreements between theorists. (Fahrutdinova & Vasileva, 2016), showed a satisfactory evidence in Russia about (82%) of the effectiveness of competence-based and interactive approaches in the formation of foreign language communicative competence (linguistic, discursive, sociocultural, strategic, social, and sociolinguistic) of students.

The English language is one of the languages that has the most impact worldwide, therefore it is necessary for our Ecuadorian´s students and teachers to master it for being able to communicate by producing and receiving the language, and thus interact efficiently among them. The Ministry of Education of Ecuador, in 2016 issues a new curriculum, which is decontextualized to the reality of the children of initial, basic and high school education, this omit in a ministerial agreement the hours of English in High School Early Education I And

II, by removing the possibility of developing at an early age these competencies, and by unconsciously thinking that at that age it is not important to develop the grammatical, textual, functional and sociolinguistic elements of the communicative competence aspects in students. In addition. a high percentage of teachers do not have the Level B2 required by the Ministry of Education of Ecuador and only 22% has achieved this level, but without achieving a true development of these competencies.

In Ecuador, the communicative competence is limited because teachers use books provided by the Ministry of Education without knowing that education goes beyond a few texts which means that there is an inadequate communication between students due to the limited exposure to everyday language. Furthermore, the use of gender-based methodologies for the teaching is virtually zero because it is still marked the macho mind that things must be performed per the sex of people and not in the ability to make them.

In the city of Ambato, specifically in the Language Career of the Universidad Técnica de Ambato, during my years of study have noted that teaching is based on the limited class of teacher who imparts his subject in a general manner without regarding to the needs of the students, which restricts the ability of the student toward a more inclusive learning compared to their peers in terms of communication between genders.

The term of communicative competence clearly establishes the relationship of two words that when combined result to the ability of an individual to be able to communicate. One of the most important features is that we are human beings and what differentiates us from other animals is the language; from the moment, we are born, people use it to communicate with the world around us and through him we convey our ideas, thoughts, feelings and emotions. But the language not only serves as a means of communication and transmission of information and knowledge, but also through the beings we interpret our world, we classify and tidy up the reality that surrounds us.

PROBLEM TREE

Effects	A low degree of simple and complex grammatical forms as well as inappropriate vocabulary	Shortened stretches of language as well as irrelevant organization of ideas and cohesive devices	Inaccurate as well as inappropriate use of language	Inappropriate contribution, interaction, and negotiation between speakers

PROBLEM	**Low level of communicative competence.**

Causes	Non-application of appropriate Gender-Based Teaching Strategies	Little exposure in the educational curriculum on the teaching process based on Gender-Based Teaching Strategies.	Poor dissemination of Gender-Based Teaching Strategies in the production of school materials.	Lack of training in Gender-Based Teaching Strategies

Figure 1: Problem Tree
Source: Contextualization of the problem
Author: Buenaño, D. (2018)

1.2.2 Critical Analysis

The lack of knowledge and the limited use of Gender-Based Teaching Strategies in the development of students' communicative competence is a problem that arises for several reasons, mainly due to the non-application of appropriate Gender-Based Teaching Strategies by teachers which produces a low degree of simple and complex grammatical forms as well as inappropriate vocabulary. Consequently, this problem is framed in divisions of different social groups within the context that is developed and by the scant updating of information on new social and educational trends.

The scarce exposure in the educational curriculum on the teaching process based on Gender-Based Teaching Strategies is another problem when teaching a language. Therefore, traditional ways of teaching generate a socio-educational destruction of students which produces shortened stretches of language as well as irrelevant organization of ideas and cohesive devices, since these are always related to the growth and development of communication, but tend to be unsuccessful when they are following the same pattern without taking care the new social and cultural paradigms of such a way that in many occasions the production and performance in tasks between women and men can be seeing in an isolated way.

On the other hand, the poor dissemination of Gender-Based Teaching Strategies in the production of school materials is another of the problems faced by teachers generating inaccurately as well as inappropriate use of language. Therefore, there are other conceptions about what is considered "useful" when choosing texts or materials, generating and developing poor communicative competencies between students at the moment of using the language to convey meaning due to the classroom speaking tasks are inappropriate because they are a little useful for enhancing the speaking development of students. Consequently, there is a non-effective student communication which leads to serious problems at the moment of asking students to communicate among them.

Within a society there is always the aspect of social bond that causes the influences of different types, they can be good or bad among students, which is caused by the Lack of training in Gender-Based Teaching Strategies by teachers because some of them continue using the traditional methods in class which generates inappropriate contribution,

interaction, and negotiation between speakers where there are few opportunities for real and genuine communication. This becomes a great disadvantage for language learners because there is a limited interaction among them that do not let to improve the oral production and be able to transmit ideas and negotiate meaning.

1.2.3 Prognosis

Failure to address this problem, the consequences in the future could be frustrating in terms of communicative competence of students, whose ignorance could produce greater division of roles, tasks, and spaces between them. Therefore, the inapplicability of teaching strategies, techniques and activities based on gender, the scarce exposure in the educational curriculum, the scarce diffusion of Gender-Based Teaching Strategies in the production of school materials, and the lack of training on the part of teachers in the face of gender teaching strategies would produce low degree of simple and complex grammatical forms as well as inappropriate vocabulary, shortened stretches of language as well as irrelevant organization of ideas and cohesive devices, inaccurately as well as inappropriate use of language, and inappropriate contribution, interaction, and negotiation between students. On the other hand, if there is a change from traditional to new teaching approaches for instance Gender-Based Teaching Strategies, the Communicative Competence will improve due to the fact that it is a learner-centered approach which focus is on meaning rather than on form that allows the learner to develop meaningful tasks.

1.2.4 Problem Formulation

What is the relationship between Gender-Based Teaching Strategies and the Communicative Competence of students from Language Career at Universidad Técnica de Ambato?

1.2.5 Research Questions

- Which Gender-Based Teaching Strategies are applied in the English Lessons with students from Language Career at Universidad Técnica de Ambato?
- Which elements of the Communicative Competence are developed in English Lessons in students from Language Career at Universidad Técnica de Ambato?
- What could be the alternative solution to the current problem?

1.2.6 Delimitation of the Research Object

1.2.6.1 Content Delimitation

Field: Education

Area: English

Aspect: Communicative Competence

1.2.6.2 Spatial Delimitation

This research will be done in the Language Career at Universidad Técnica de Ambato.

1.2.6.3 Temporal Delimitation

This research was conducted during the whole academic period, from September 2018 to February 2019.

1.2.6.4 Observation Unit

This research will be applied to students from Language Career at Universidad Técnica de Ambato.

1.3 JUSTIFICATION

The development of this project is **justified** in the practical importance of the teaching of a language, since the results that are found will help to improve the communicative competence of the students of the Language Career.

This current research will serve as a guide for the implementation of gender-based teaching strategies to improve the communicative competence of students, being the last mentioned one of the livelihoods that denotes the **feasibility** of the project.

This project will have a great **interest** around citizenship due to it has socio-educational impact, which is still unknown because of the scarce information that is imparted and obtained not only in the media, but also by people in general.

In addition, the project is **original** because it will be the first time that the Language Career will use this methodology for teaching purposes and at the same time it will serve for the development of the communicative competence of the students.

This project is **novel** because the teachers will have the alternative of applying gender-based teaching strategies without producing any kind of exclusion in the English teaching process where the rights of our nation will be fulfilled, and the country can comply with Social Inclusion as stipulated by law.

1.4 OBJECTIVES

1.4.1 General

To determine the relation between Gender-Based Teaching Strategies and the Communicative Competence of students from Language Career at Universidad Técnica de Ambato.

1.4.2 Specific

- To stablish the Gender-Based Teaching Strategies that are applied in the English Lessons in students from Language Career at Universidad Técnica de Ambato.

- To analyze the elements of the Communicative Competence that are developed in English Lessons in students from Language Career at Universidad Técnica de Ambato.

- To write an academic paper where shows the results of the investigation.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 INVESTIGATIVE BACKGROUND

At present, there are several alternatives to be able to know about communicative competence. However, there are still obstacles that prevent scientific enrichment for the growth and development of each person in this area. The issue of low level of communicative competence has turned out to be one of the examination subjects for a couple of decades and considered as one of the imperative factors in second or foreign language acquisition.

At the Muhammadiyah Jember University, East Java, Indonesia, there is an investigation that is related to the topic to be investigated, as (Tanzil, 2016) socialized when he launched his research with the topic: "Gender-based communication strategy" which explores the correspondence strategies of male and female EFL students which particularly breaks down the accompanying issues i.e., how male and female EFL students played out their correspondence techniques; what sorts of correspondence procedures which were set up by male and female EFL students. The examination is relied upon to give huge data about correspondence systems performed by female and male EFL students in the non-English standard. This investigation may likewise give a profitable commitment to the zone of language teaching for it will give the other point of view about the gender issue in language acquisition and learning. This examination was directed by utilizing a qualitative approach. While the outline of this examination was descriptive as it attempted to portray information of talked expressions which were translated in composed shape. The subjects of the examination were the fourth and fifth-semester college understudies of English Education Program. Considering the discoveries of this investigation, the conclusion of the exploration is drawn as the followings. English language students defeat their correspondence issues by utilizing correspondence methodologies and demonstrated that most of the English Language students utilized accomplishment methodologies to adapt to issues.

At the Kazan Federal University, there is an investigation which is related to the subject to be investigated, as (Fahrutdinova & Vasileva, 2016) socialized in the year 2016 when

launched their topic: "The formation of communicative competence as the basis of professional competence of future teacher of foreign language" where the investigators gave careful consideration to the planning of expertly skilled specialists in the field of teaching exercises, specifically preparing of future language educators, by applying intelligent techniques for instructing. Foreign language communicative competence is seen by the theorist as the premise of expert capability of future foreign dialect educator. Per their expert movement, instructors should know dialect at abnormal state and show a remote dialect open ability at schools. The creators directed a test deal with the arrangement of remote dialect informative capability of understudy's lone wolves, as the premise of expert ability of future outside dialect instructor. The primary technique for arrangement of foreign communicative competence was intelligent advances, for example, role-plays and business recreations, projects, talks, conceptualizing, social adjustment (culture assimilator), through situational and reenactment diversions. Thus, they have obtained satisfactory evidence of the effectiveness of competence-based and interactive approaches in the formation of foreign language communicative competence of students.

At the Universidad del Norte in Colombia, there is an investigation which is related to the subject to be investigated, as (Salazar, 2015) socialized when launched his topic: " Exploring Communicative Competence Development in an EFLT Classroom at Cursos Libres " where the researcher intended to report on a study carried out with students of third level at Cursos Libres. The exploration concentrated for the most part on depicting how the materials and the strategy executed by the educator added to the advancement of the understudies' Communicative Competence. To achieve that exploration objective, an ethnographic contextual investigation configuration was utilized. Observations, surveys to understudies and instructor were utilized as information gathering instruments. The outcomes are relied upon to add to the issue of the improvement of Communicative Competence in classroom settings.

In Colombia there is an investigation developed by (Mojica & Castañeda-Peña, 2017) with the topic: ¨ A Learning Experience of the Gender Perspective in English Teaching Contexts¨ where eighteen Colombian English educators took an interest in a course with an accentuation on gender and foreign language instructing in a Master's program in Bogotá. This examination depicts the plan, usage, and the learning in this instructive experience. The investigation of the course depended on a perspective of learning as a procedure of

cooperation established in the praxis of English educators' classrooms. This experience uncovers that gender is a pertinent class in the casing of English language educator training as it gives instructors apparatuses from a more extensive social and instructive point of view. This reflection likewise prompts suggestions for educators' practices with a gender point of view.

At Universidad Surcolombiana, Neiva, Colombia, there is a research developed by (Jaime & Insuasty, 2015) with the topic¨ Analysis of the Teaching Practices at a Colombian Foreign Language Institute and Their Effects on Students' Communicative Competence ¨ and this research report is an account of a study carried out at the Foreign Language Institute of a Colombian public university. Its primary reasons were to examine the showing rehearses the partaking instructors utilized in their English exercises, and to survey the impacts of these practices on the advancement of understudies' communicative competence. A qualitative elucidating system was trailed by methods for exercise observations and semi-organized meetings. A quantitative information examination of test outcomes was likewise embraced to gauge the improvement of understudies' communicative competence. Pre-informative instructing rehearses were observed to be more continuous than communicative ones. In like manner, certain parts of the understudies' structural and logical skills were likewise upgraded.

As it can be evidenced, these investigations contribute in a favorable way to the present project since it is evident that in several parts of the world it is a necessity for teachers to help their students to improve their communicative competence, demonstrating that it is of vital importance the application of different methodologies for their proper development. In this case by applying Gender-Based Teaching Strategies taking into account the roles that are socially accepted in each society for men and women.

2.2 PHILOSOPHICAL FOUNDATION

The present investigation is identified with the critical proactive paradigm. Because it is necessary to implement the respective information of gender-based teaching strategies as (Scott, 1986) in his study "Gender: a useful category of historical analysis" defines it from two perspectives, in principle as: constituent element of social relations focused on sexual differences. This implies the study of cultural symbols that are representative in different

ways, the normative concepts that manifest the meanings of the symbols, the political notions and references to social institutions, and the subjective identity framed in its context. The pending task is to know the interaction of these four subparts. Secondly, Scott, J. (1986) states that we must understand that in the definition of gender there is another component that implies "... a primary form of significant power relations. This leads to perceive the meaning and understanding of the intricate relationships between the various social relationships of human beings. It is necessary to consider that power is not a central force but rather dispersed, included in the continuous construction of the masculine and / or feminine." so that students of the Language Career can have knowledge in this area and thus can develop better communicative competence.

(Bachman L. , 1990) defined communicative competence as communicative language ability due to this term combines in itself the meanings of both language proficiency and communicative competence and concept comprised of knowledge or competence and capacity for appropriate use of knowledge in a contextual communicative language use. In elaborating on this definition, Bachman (1990) devoted special attention to the aspect of language use - that is, the way how language is used for the purpose of achieving a particular communicative goal in a specific situational context of communication, since at present people are in a world in constant evolution, and it is essential to innovate the actions, and knowledge to be able to promote the solution of problems and collaborate to the integral development of all human beings.

This research is of a participatory nature, adopting a dialectical methodology, that the support and collaboration of the indicated population group is required to provide the respective growth and enrichment of current knowledge to focus on a country that develops values and qualities that are suitable and adaptable to the modus vivendi of each citizen to obtain social inclusion in all aspects and areas covered under citizens' rights.

2.3 LEGAL BASIS

The following research work is framed in the following laws:

In the Constitution of the Republic of Ecuador (2008), especially the articles that refer to education, which establishes the parameters that must be met and followed so Ecuadorians,

could obtain a quality education. Between the most outstanding articles and that adjust to the investigation they are:

Article 3.

"Guaranteeing without any discrimination whatsoever the true possession of the rights set forth in the Constitution and in international instruments, especially the rights to education, health, food, social security and water for its inhabitants" Pag, (9)

Article 26.

¨Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education¨. Pag. (16)

Article 27.

"Education will focus on the human being and shall guarantee holistic human development, in the framework of respect for human rights, a sustainable environment, and democracy; education shall be participatory, compulsory, intercultural, democratic, inclusive and diverse, of high quality and humane; it shall promote gender equity, justice, solidarity and peace; it shall encourage critical faculties, art and sports, individual and community initiatives, and the development of competencies and capabilities to create and work" Pag. (16)

Article 28.

"Education shall be for general welfare of the public and shall not be at the service of individual and corporate interests. Universal access, permanence, mobility and graduation without any discrimination shall be guaranteed, as well compulsory attendance of initial schooling, basic education and secondary education or their equivalent" Pag. (16)

In the Ley Orgánica de Educación Superior (LOES), which dictates the estates on which should be governed higher education institutions, in this case the Universidad Técnica de Ambato.

> Artículo 124.
>
> *"Formación en valores y derechos.- Es responsabilidad de las instituciones del Sistema de Educación Superior proporcionar a quienes egresen de cualesquiera de las carreras o programas, el conocimiento efectivo de sus deberes y derechos ciudadanos y de la realidad socioeconómica, cultural y ecológica del país; el dominio de un idioma extranjero y el manejo efectivo de herramientas informáticas." Pág. (34)*

In the Reglamento de Regimen Academico, which regulates the requirements for the qualification of its students, where it emphasizes the sufficiency of a foreign language of free choice by the students.

> Artículo 31
>
> *"Aprendizaje de una lengua extranjera.- Las asignaturas destinadas a los aprendizajes de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera. Sin embargo, las lES garantizarán el nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico, tecnológico superior o sus equivalentes y tercer nivel o grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. Para las carreras de tercer nivel o grado, se entenderá por suficiencia en el manejo de una lengua extranjera el nivel correspondiente a Bl del Marco Común Europeo de referencia para las Lenguas." Pág. (17)*

2.4 MAIN CATEGORIES

Teaching

Strategy

Teaching
strategies

Gender-Based
Teaching
Strategies

Independent Variable

Influence

Language

Language Skill

Linguistic
Competencies

Communicative
Competence

Dependent Variable
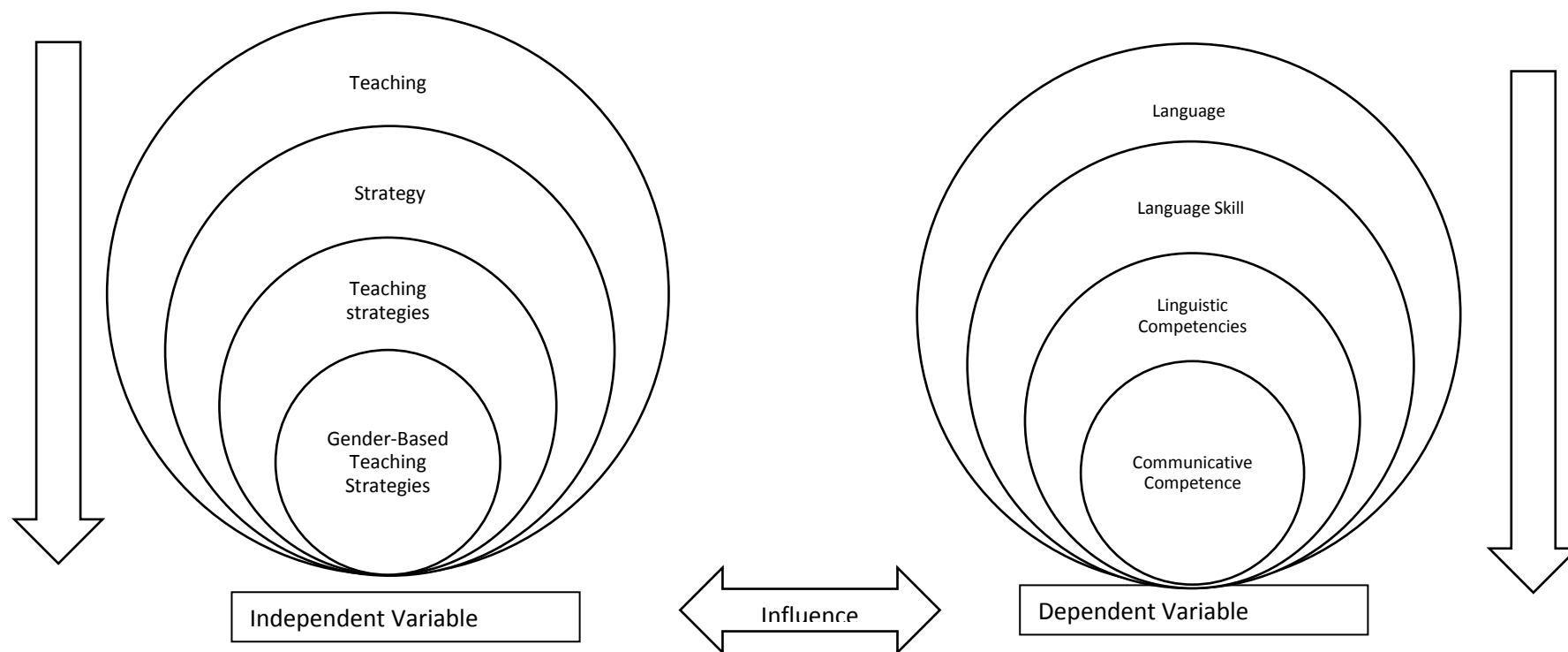
Figure 2: Main categories
Author: Buenaño, D. (2018)
Source: Contextualization of the problem

2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT

2.4.1.1 Teaching

In much present-day use, the words 'teaching or instructing' and 'teacher or instructor' are wrapped up with tutoring and schools. One method for moving toward the inquiry 'What is teaching?' is to take a gander at what those called 'teachers' do – and after that to draw out key characteristics or exercises that set them apart from others. The issue is that a wide range of things are packaged together in sets of responsibilities or jobs that may have little to do with what we can sensibly call teaching.

To understand this, it merits swinging to what savants of training state. Curiously, the inquiry, 'What is teaching?' has not been a hotbed of movement lately in the UK and USA. In any case, as (Hirst, 1975) finished up when he said that being clear about what educating is matters crucially in light of the fact that how instructors comprehend by encouraging particularly influencing with the things that they really do in the classroom.

Hirst (1975) makes two critical focuses. For him instructing ought to include:

- Setting out with the aim of somebody picking up something.
- Thinking about individuals' emotions, encounters and needs. Instructing is possibly instructing if individuals can go up against what is educated.

To this we can include Jerome Bruner's bits of knowledge around the idea of teaching, and the way toward learning and critical thinking. (Bruner J. S., 1966) said to educate somebody does not involve motivating him to submit results to mind, but it is to instruct him to take part in the process that makes conceivable the foundation of learning. Knowing is a procedure not an item. (1966: 72)

We can start to mesh these into a definition – and feature a few structures it takes.

A definition: Teaching is the way toward taking care of individuals' needs, encounters and emotions, and interceding with the goal that they learn specific things and go beyond the given. Intercessions generally appear as addressing, tuning in, giving data, clarifying some marvel, exhibiting an expertise or process, testing comprehension and limit, and encouraging learning exercises, (for example, note taking, talk, task composing, recreations and practice).

Considering what those we should show require, and what may continue for them, is one of the principle things that makes 'teaching' distinctive to influence. Influence includes purposely reassuring individuals to think something paying little mind to the proof (Snook, 1972). It likewise involves an absence of regard for their human rights. Training can be portrayed as the 'insightful, cheerful and conscious development of learning embraced in the conviction that all ought to get the opportunity to partake throughout everyday life' (Smith, 2015). The procedure of training streams from a fundamental introduction of regard – regard for truth, others and themselves, and the world. For instructors to be teachers they should, in this manner:

- Consider individuals' needs and wishes now and later on.
- Ponder what may be useful for all (and the world in which we live).
- Plan their mediations in like manner.

There are two or three issues that promptly emerge from this.

In the first place, how would we balance singular needs and wishes against what may be useful for other people? For the majority of us this is most likely something that we should reply on a case-by-case premise – and it is likewise something that is probably going to be a concentration for discussion and appearance in our work with individuals.

Second, what do we do when individuals don't see the purpose of learning things – for instance, around sentence structure or security necessities? The conspicuous reaction to this inquiry is that we should ask and tune in – they may have point. Be that as it may, we likewise should gauge this against what we think about the essentialness of these things throughout everyday life, and any educational programs or wellbeing and security or different prerequisites we have an obligation to meet. For this situation we have a duty to endeavor to acquaint them with individuals when everything looks good, to investigate their significance and to empower cooperation.

Neglecting to take care of individuals' emotions and encounters is tricky – and not on the grounds that it uncovers an essential absence of regard for them. It is additionally silly and counter-gainful to attempt to investigate things when individuals are not prepared to take a gander at them. We have to think about their emotions and look to their encounters – both

of our classroom or learning condition, and around the issues or zones we need to investigate. Ongoing improvements in cerebrum science has underlined the noteworthiness of gaining for a fact from the time in the belly on (Lieberman, 2013). Bringing individuals' encounters around the subjects or territories we are hoping to instruct about into the classroom or learning circumstance is, consequently, central to the learning procedure.

2.4.1.2 Strategies

As (Whipp, 1998) points out, the term strategy has military starting points and is gotten from the Greek word for generalship. Its importance advanced to include a lucid arrangement of activities expected to accomplish an explicit military goal, directed within the sight of the restriction. Strategies presently establishes an imperative weapon in the ordnance of the advanced manager since strategies and planning have turned out to be inseparably connected.

Strategies are defined as the procedures or resources used by teachers to achieve significant learning in students (Woolfolk, 2010). It should be mentioned that the use of different teaching strategies allows teachers to achieve an active, participative, cooperative and experiential learning process. The repeated experiences of working in a cooperative team make it possible to learn values and affects that are otherwise impossible to achieve.

It is important to emphasize that strategies as a mediation resource must be used with a certain intention, and therefore they must be aligned with the purposes of learning, as well as with the competences to be developed. In addition, it is vital to underline the importance of the role of the teacher in the teaching-learning process since in the development of a class session the teacher must create learning environments conducive to learning.

Educating includes making a domain and drawing in with others, so they learn specific things. This can be anything from binds a shoe ribbon to valuing the structure of a three-demonstration play. Three key components here – core interest, subject learning and the capacity to connect with individuals in learning.

This might be somewhat self-evident; however, it is most likely worth saying – instructing must have a core interest. We ought to be clear about we are endeavoring to do. One of the discoveries that radiates through research on instructing is that unmistakable learning aims

assist students with seeing the purpose of a session or mediation, keep the procedure on track, and, while testing, have any kind of effect in what individuals realize (Hattie, 2009).

As educators and instructors there are a ton of times when we are looking to cultivate adapting however there may not be incredible clearness about the explicit objectives of that learning (Jeffs & Smith, 2018). This is particularly the situation for casual teachers and educators. We venture with individuals, attempting to construct situations for learning and change, and, every now and then, making instructing minutes. It is in the instructing minutes that we for the most part require an express core interest.

Similarly, self-evident, we require mastery, we need content. As mentors we should think about our game; as religious instructors about conviction, practice and lessons; and, as educators, morals, human development and improvement and public activity. Great instructors 'have profound information of the subjects they educate, and when educators' information falls underneath a specific dimension it is a huge obstruction to understudies' learning' (Coe, 2014, pág. 2).

All things considered, there are times when we build up our understandings and limits as we go. During the time spent getting ready for a session or exercise or gathering, we may peruse, tune in to and watch YouTube things, take a gander at different assets and learn. We assemble substance and mastery as we educate. Fortunately, we can draw on a scope of things to help us in our endeavors – video cuts, web assets, course readings, exercises. Indeed, it may be decent to be specialists in every one of the regions we need to educate – yet we can't be. It is unavoidable that we will be called to educate in zones where we have constrained information. One of the entrancing and consoling things examine demonstrates is that what seems to check most to learn is our capacity as teachers and instructors. A decent comprehension of, and enthusiasm for, a branch of knowledge; great assets to draw upon; and the ability to connect with individuals in learning yields great outcomes. It is hard to discover proof that extraordinary aptitude in the topic has a huge effect inside a ton of tutoring (Hattie, 2009, pág. 2963).

In some cases, subject aptitude can act as a burden – it can serve to underscore the hole between individuals' information and limits and that of the instructor. Then again, it very well may be utilized to create energy and enthusiasm; to make connects; and advise choices

about what to instruct and when. Having a worry for learning – and, specifically, looking to make conditions where individuals create as and, can act naturally, coordinated students – is one of the key highlights here.

At the focal point of showing lies eagerness and a guarantee to, and ability in, the way toward connecting with individuals in learning. This is the manner by which John Hattie (2009, pág. 2939) put it: Educators utilizing specific showing techniques, instructors with lofty expectations for all understudies, and instructors who have made positive understudy-educator connections that are bound to have the better than expected impacts on understudy accomplishment.

2.4.1.3 Teaching Strategies

According to (Steanhouse, 1991, pág. 53), teaching strategies are those adopted by the school to fulfill its responsibility. Teaching does not amount to the systematic promotion of learning through various means. Therefore, teaching strategies are an important aspect of the curriculum.

Likewise, the term teaching strategy can be used as a synonym of teaching method, traditionally referred to the training of the teacher in certain skills. Teaching strategies seem to refer to the planning of this activity and learning based on principles, giving more importance to the teacher's judgment. It implies the development and implementation of a line of conduct, however no strategy has proven to be effective. It follows that the new teaching strategies are difficult to learn, especially if they break the old habits and beliefs, because they cancel the acquired strategies. Therefore, teachers are called to develop them independently. The implementation of these cannot be done a priori, they must be implemented in the classrooms by the teachers, within a research framework, based on the study of the practice developed in school classes (Steanhouse, 1991, pág. 54).

According to (Bixio, 2001), the teaching strategies of the teacher tend to facilitate the construction of meaningful and autonomous learning, but it is necessary that they meet conditions such as organizing themselves in lathe to clear and shared objectives, relating the previous knowledge of the students with the new, teach slogans clearly, promote self-

structuring and functional activities, carry out individual and group work and promote metacognitive processes, among other indispensable conditions in all pedagogical action.

For their part Mayer, Shuel, West, Farmer and Wolf, cited by Diaz and Hernandez (2002, 141), consider that teaching strategies are procedures that teachers use in a reflective and flexible way to promote the achievement of meaningful learning. On the other hand, (Díaz & Hernandez, 2002)they follow that teaching strategies are means and resources to provide pedagogical help and consider that the teaching strategies that are used to facilitate meaningful learning have proved their effectiveness in numerous investigations when introduced. in the dynamics of pedagogical activity during class. In order to optimize its use, it proposes a classification based on the moment of its use and provision.

"Going beyond the data given" was key to Jerome Bruner's investigations of perception and training. He was a piece of the move in brain science during the 1950s and mid 1960s towards the investigation of individuals as dynamic processors of learning, as pioneers of new understandings and potential outcomes. Bruner needed individuals to build up their capacity to 'go past the information to new and potentially productive forecasts' (Bruner J. , 1973, pág. 234); to experience and know plausibility. He trusted individuals would move toward becoming as 'independent and self-impelled' masterminds as could reasonably be expected' (Bruner J. S., 1961, pág. 23). To do this, educators and teachers needed to, as Hirst (1975) put it, value student's emotions, encounters and needs; to draw in with their procedures and perspective of the world.

Two key thoughts ended up fundamental to this procedure for Jerome Bruner – the 'spiral' and ´scaffolding´.

In the spiral, individuals, as they create, must interpretation of and manufacture portrayals of their encounters and their general surroundings. (Portrayals being the manner by which data and information are held and encoded in our recollections). A thought, or idea is by and large experienced a few times. At first it is probably going to be in a solid and basic way. As understanding creates, it is probably going to experienced and in more prominent profundity and intricacy. To succeed, instructing, teaching, and working with others must look to where in the winding individuals are, and that they are so prepared to investigate something. Roughly, it implies disentangling complex data where fundamental, and after that returning

to it to manufacture understanding (David Kolb talked comparably about experiential learning).

The idea of Scaffolding (which we will return to later) is near what Vygotsky discussed as the zone of proximal improvement. Fundamentally, it involves making a system, and offering organized help, that urges and enables students to create specific understandings, aptitudes and frames of mind.

The last component – making explicit mediations – concerns the way toward making characterized and focused on move in a circumstance. At the end of the day, and also having a reasonable center, we endeavor to work in manners that encourage that center.

Considering training a procedure of making explicit mediations is useful, since it:
As we found in the definition, mediations normally appear as addressing, tuning in, giving data, clarifying some marvel, showing an ability or process, testing comprehension and limit, and encouraging learning exercises, (for example, note taking, discourse, task composing, recreations and practice).

Intercessions frequently include moving a discussion or talk onto an alternate track or changing the procedure or action. It likely could be joined by an adjustment in disposition and pace (e.g. moving from something that is very loose into a time of progressively exceptional action). The way toward moving from one method for working – or method for imparting – to another is a long way from clear. It calls upon us to create and develop our training.

Intercessions are arranged, engaged and fixing to targets or aims. Instructing additionally frequently involves utilizing tests and tests to see whether arranged results have been met. The vibe and character of encouraging minutes are diverse to numerous different procedures that casual teachers, instructors and pro instructors use. Those procedures, similar to discussion, playing a diversion and strolling with individuals are generally increasingly free-streaming and capricious.

Teaching, be that as it may, is certainly not a straightforward well-ordered process e.g. of attending, getting data and interceding. We may well begin with an intercession which at

that point furnishes us with information. Furthermore, things seldom go as arranged – in any event not on the off chance that we take care of individuals' sentiments, encounters and needs. What's more, students may not generally get the focuses straightaway or see what we are attempting to enable them to learn. They might have the capacity to go up against what is being educated – however it may require some investment. Therefore, how well we have done is regularly improbable to appear in the consequences of any tests or in evaluations made in the session or exercise.

2.4.1.4 Gender-based Teaching Strategies

Gender is worked in individual, interactional, and fundamental ways to deal with make environmental objectives and openings that works better with men more than women (Anon, 2018). Furthermore, does not impact families' lives in disconnection. In addition, its roles rely upon the particular wants that individuals, get-togethers, and social requests have of individuals subject to their sex and reliant on each overall population's characteristics and feelings about sex. Along these lines, its roles are the consequence of the participation among individuals and their environment and they give individuals signs about what sort of lead is acknowledged to fit for what sex. Reasonable gender roles are portrayed by an overall population's feelings about differences between the genders.

Truly it is across the board that diverse qualities, jobs, obligations and qualities among people in the public eye directed by various social organizations are controlled by their gender roles which are adequate and not variable in society and it is a result of their natural contrasts which make women and men, in charge of their helper status in people in general field (Anon, 2018). Likewise, this phenomenology existing regularly which include the issues of sexual orientation partition, abuse, awkward nature and foul play in the general population coordinated by standards and qualities.

As indicated by (Mathews, 1984), the idea of gender offers acknowledgment to the way that each known society recognizes ladies and men. Along these lines the term ¨gender¨ is an efficient method for understanding men and women socially and the designing of connections between them.

The term gender alludes to the financial matters, social, political and social qualities and openings, related with being male and female. In many social orders, people vary in the exercises they attempt, in access to and control of assets, and in cooperation in basic leadership. Furthermore, gender is an idea that people make socially, through their collaborations with one another and their surroundings, yet it depends vigorously upon organic contrasts between men and women. Since people make the idea of gender socially, it is alluded as a social development (Anon, 2018). Then, the social development of gender is shown by the way that people, gatherings and social orders credit specific characteristics, statuses, or qualities to people due to their sex, yet these attributions vary crosswise over social orders and societies, and over time inside a similar society.

On the other hand, based on the concepts above of Gender and Teaching Strategies the author will propose that Gender-Based Teaching Strategies are procedures or resources used by the teaching agent to promote meaningful learning based on socially built jobs, practices, exercises and properties that a general public think about fitting for people.

2.4.1.4.1 Brainstorming

Brainstorming is a procedure by which a gathering endeavor to discover a solution(s) to an explicit issue by storing up thoughts immediately (Osborn, 1954). While some examination has observed brainstorming to be ineffectual, this appears to be all the more an issue with the exploration itself than with the conceptualizing instrument (Isaksen, 1998). Another concept that refers to brainstorming is the procedure of free reasoning and creating thoughts without being bound by restrictions (Cory & Slater, 2003). This strategy is carried out based on the premise that a group of people generates more than just one (Rich, 2003). It is a profoundly powerful strategy for augmenting bunch imaginative potential, not exclusively to create thoughts yet additionally to figure out which thoughts are destined to prevail in an explicit region of intrigue (Baumgartner, 2005). It is critical to design the meeting to generate innovative ideas previously actualizing it in the classroom. As sketched out beneath, you should think about the qualities, challenges what's more, hindrances when planning the session. It is a meeting or group dynamics that frequently performed by a moderator in order to favor the generation of new ideas or the improvement of existing. (Michalko, 2006).

Arranging a Brainstorming Session

1. Express the issue.
2. Distinguish the roles of all understudies in the gathering.
3. Clarify the rules of the meeting to generate innovative ideas (the DOs and DON'Ts).
4. Keep the gathering number gathering reasonable (5-6 individuals function admirably).
5. Make a casual situation which is provided with sufficient workspace what's more, materials and free from diversions.
6. Make heterogenic gatherings. Gatherings should comprise of understudies who fluctuate in encounters, foundations, learning and scholastic orders.
7. Rank the created thoughts and proposals. After the assigned time is over, understudies should start to assess and rank most of the thoughts created amid the meeting to generate innovative ideas. Recommend that understudies make a rundown of criteria used to assess the thoughts. They should move in the direction of a last rundown of three to five very conceivable answers for the issue. Criteria ought to be given scores, with 5 being an ideal score to 0 which would demonstrate that the thought does not meet any of the criteria.
8. Audit the meeting to generate innovative ideas. It is imperative to give some type of follow-up to the meeting to generate latest ideas as a kind of finish to help understudy exertion. Regardless of whether their proposed arrangements are not utilized, it's great practice to give input. Saying thanks to the understudies for their endeavors will demonstrate to them that their work is esteemed and urge them to take part in a future conceptualizing action.

Qualities of Brainstorming

− Provides a fast and simple class movement. Meetings to generate innovative ideas can be successfully utilized in the classroom. Notwithstanding, they do require important arranging time for extreme achievement.

− Contributes to classroom aggregate power. Meetings to generate latest ideas permit singular understudies' voices to wind up one with the gathering's voice. The last thoughts are commonly distinguished through agreement.

− Creates an understudy focused movement. Understudies coordinate the gathering in which they produce their very own thoughts, create rating criteria, and oversee bunch elements.

− Supports learning in a casual domain. Understudies can team up in a casual, casual learning condition.

− Strengthens issue-based learning. Brainstorming is a critical thinking action where understudies expand on or create higher request thinking abilities.

− Encourages imaginative idea. Brainstorming urges understudies to think imaginatively (out of the case), urging all understudies to share their thoughts, no matter how far "out there" they may appear.

2.4.1.4.2 Discussions

Discussions are appropriate to encourage various course objectives. As expressed by (Lowman, 1995) when he said it helps elucidating content, showing normal reasoning, and featuring emotional decisions. In addition, is especially powerful at expanding understudy inclusion and dynamic learning in classes. Discussions are successful in building up understudies' reasoning abilities and larger amount adapting, for example, application, examination, combination, and assessment (Bloom et al., 1956).

Discussions can enable understudies to gain better relational abilities as they figure out how to introduce their thoughts obviously and quickly (Cashin, 2011); it additionally gives chances to rehearse tuning in to, and following what, others are stating. In expansion, discussions can add to understudies' emotional advancement by expanding their enthusiasm for an assortment of subjects, illuminating their qualities, and helping in perceiving — and maybe changing — a few frames of mind.

As a showing strategy, discussion licenses understudies to be dynamic in their very own realizing, which increments their inspiration to learn and makes the procedure more fascinating. Lastly, discussion gives criticism to teachers about their understudies' securing of learning through questions, remarks, elaborations, and avocations. This cooperation enables teachers to plumb the profundities of understudies' understanding.

Like all showing techniques, discussions have their restrictions and their qualities. Discussions are not a compelling method to cover a lot of substance, and they are tedious, requiring more planning and class time. In any case, notwithstanding when you are extremely very much arranged, the exchange may not pursue the heading you foreseen, bringing about less control. To a few degrees, you should go where the understudies' inquiries and interests take the gathering, which may not be reliable with your underlying arrangement.

It can likewise be hard to motivate understudies to take part in a talk, especially when some of them may not indeed, even realize how to adequately take an interest. At long last, a subject might be extremely dubious or evoke exorbitant passionate responses. Discussion is an unpredictable educating technique that requires cautious arranging and planning for both teachers and understudies (Brookfield & Preskill, 2005).

Indeed, even with the difficulties of discussion approaches, several procedures can make them increasingly powerful and amplify their advantages.

On the off chance that at all conceivable, make a physical domain that bolsters exchange. Organize the seating so it is simple for anyone passing by to view each other, in a perfect world in some sort of circle or bend, making yourself part of the gathering (e.g., not behind a work area, yet situated with your understudies). Cushioned seats can help, if they are accessible. Help understudies get to know one another and motivate them to talk amid the first-class session. (Bligh, 2000) gives further direction about the physical condition.

From the get-go in your course, maybe amid the inferior, share your desires for investment, both verbally and in the prospectus, including the guidelines for exchange. For instance, understudies are to come to class arranged, and to have perused the task or finished the fitting explore; they are to partake in the exchange and test their thoughts and ends; they should raise their hands (or on the other hand, on the other hand, you will approach them haphazardly).

The following are the phases of a common classroom exchange, which depend on the means in critical thinking found in any broad brain science reading material.

• Define the inquiry, point, or issue to give the exchange center.

• Have understudies propose conceivable answers or arrangements.

• Collect important data or information that may help answer the question(s) at issue.

• Evaluate positions contended by, or arrangements proposed by, the understudies amid the dialog.

• Try to have the gathering achieve a choice about the best position to begin with or the best answer for attempt, based on the discourse.

To guarantee that understudies consider talks important, you may need to change your current reward framework (Brookfield & Preskill, 2005). On the off chance that you will review understudies for investment, clarify how. Think about self-assessments, peer to peer assessments, and rubrics that typically portray expected and unsuitable dimensions of investment (Davis, 2009).

2.4.1.4.3 Storytelling

Storytelling portrays the social movement of sharing stories, in some cases with impromptu creation, showy behavior, or frivolity. Each culture has its own accounts or stories, which are shared as a method for diversion, training, social safeguarding or ingraining moral values. Crucial components of stories and narrating incorporate plot, characters and story perspective.

The expression "storytelling" can allude in a restricted sense explicitly to oral narrating and furthermore in a looser sense to strategies utilized in other media to unfurl or uncover the account of a story.

Storytelling is a strategy for sharing and deciphering encounters. (Berger & Luckman, 1991) say human life is narratively established, people develop their lives and shape their reality into homes regarding these groundings and recollections. Stories are widespread in that they can connect social, phonetic and age-related partitions. Storytelling can be versatile for all ages, forgetting the thought of age segregation. Storytelling can be utilized as a strategy to show morals, values and social standards and differences. Learning is best when it happens

in social conditions that give true expressive gestures about how information is to be applied. Stories work as an instrument to pass on information in a social setting. Along these lines, each story has 3 sections. To begin with, the setup (The Hero's reality before the experience begins). Second, The Confrontation (The legend's reality flipped around). Third, The Resolution (Hero overcomes scalawag, however it's insufficient for Hero to endure. The Hero or World must be changed). Any story can be surrounded in such configuration.

Human information depends on stories and the human mind comprises of intellectual hardware important to comprehend, recall and tell stories. Humans are narrating life forms that both independently and socially, lead storied lives. Storytelling reflect human idea as people think in account structures and regularly recollect actualities in story shape. Certainties can be comprehended as littler adaptations of a bigger story, in this manner narrating can enhance scientific reasoning. Since narrating requires sound-related and visual faculties from audience members, one can figure out how to sort out their psychological portrayal of a story, perceive structure of dialect and express his or her thoughts.

Stories will in general be founded on experiential adapting, however gaining from an affair isn't programmed. Regularly an individual need to endeavor to recount the account of that encounter before understanding its esteem. For this situation, it isn't just the audience who adapts, however the teller who additionally ends up mindful of his or her very own exceptional encounters and background. This procedure of narrating is engaging as the teller viably passes on thoughts and, with training, can exhibit the capability of human achievement. Narrating takes advantage of existing information and makes spans both socially and motivationally toward an answer.

Stories are viable instructive apparatuses in light of the fact that audience members end up connected and in this manner recall. Storytelling can be viewed as an establishment for learning and instructing. While the storylistener is locked in, they can envision new points of view, welcoming a transformative and compassionate experience. This includes enabling the person to effectively take part in the story and also watch, tune in and take an interest with negligible guidance. Listening to a storyteller can make enduring individual associations, advance creative critical thinking and encourage a common comprehension in regard to future ambitions. The audience would then be able to initiate learning and envision new conceivable outcomes. Together a storyteller and audience can look for best practices

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and design new arrangements. Since stories regularly have various layers of implications, audience members need to listen intently to recognize the basic information in the story. Storytelling is utilized as an apparatus to show kids the significance of regard through the act of listening. As well as associating youngsters with their condition, through the subject of the narratives, and give them more self-governance by utilizing redundant articulations, which enhance their figuring out how to learn competence. It is likewise used to instruct kids to have regard for all life, esteem between connectedness and dependably work to defeat affliction. To show this a Kinesthetic learning style would be utilized, including the audience members through music, dream elucidation, or dance.

2.4.1.4.4 Role-plays

Role-play is a strategy that enables understudies to investigate practical circumstances by connecting with other individuals in an oversaw path so as to create involvement and preliminary distinctive procedures in an upheld domain. Contingent upon the aim of the action, members may assume a job like their own (or their presumable one later on) or could have the contrary impact of the discussion or connection. The two choices give the likelihood of huge learning, with the previous enabling knowledge to be picked up and the last reassuring the understudy to build up a comprehension of the circumstance from the 'inverse' perspective.

Members are given specific tasks to carry out in a discussion or other connection, for example, an email trade, commonplace of their control. They might be given explicit directions on the proper behavior or what to state, as a forceful customer or patient willfully ignorant, for instance, or required to act and respond in their own specific manner relying upon the necessities of the activity. The members will at that point showcase the situation and thereafter there will be reflection and talk about the collaborations, for example, elective methods for managing the circumstance. The situation would then be able to be carried on again with changes dependent on the result of the reflection and discourse.

Role-play is an entirely adaptable showing approach since it requires no extraordinary devices, innovation or conditions, for instance understudy could work through a pretend exercise similarly as viably in an address corridor as in a class room. In any case, innovation

can give noteworthy points of interest, and even new conceivable outcomes, for utilizing the methodology as a learning movement.

At the most straightforward dimension, innovation, for example, voice recorders, camcorders and cell phones/tablets enable customary up close and personal pretend activities to be recorded and put away online for later reference, examination and reflection. This can enable an activity to be returned to at a later date and reexamined dependent on ensuing learning and experience, which isn't commonly conceivable when the activity has not been recorded. Different instruments that can be utilized with this customary style of pretend are an electronic casting a ballot framework or Twitter, the two of which would enable a gathering of understudies to watch the pretend and assess the circumstance and discussion as it grows, for example, by casting a ballot on whether a character was excessively forceful or accommodating amid a specific association. This data could be held and, combined with an account, give another asset to later examination and reflection.

Be that as it may, role-play can be utilized to make pretend activities past what is conceivable in a vis-à-vis session. Nonconcurrent advancements, for example, online gatherings and dialog loads up, Social Networks, Twitter, and so on., permit pretend to happen over longer timeframes and in an increasingly thought about way. This implies pretend can happen outside of timetabled sessions and in circumstances where understudies can't physical meet in the meantime. In this circumstance understudies would post their piece of the discussion, hold up until alternate participant(s) have reacted, and afterward post their own answer, etc. This strategy enables members to draw in when they are capable and gives them an opportunity to think about their reactions and keeping in mind that it might appear to be very fake contrasted with an eye to eye work out, it can reflect circumstances, for example, email discourses intently.

Another favorable position of utilizing roleplay is that it can empower outside members to play a section in the pretend. Instruments, for example, Blackboard Collaborate, Skype and Google+ Hangouts all give an online space where live discussions, including video, can occur. This implies an individual with experience or mastery in the zone being pretended can take one of the parts, delivering a substantially more reasonable experience for the understudy. For instance, a clinical analyst, drawing upon their very own understanding to make the collaboration reasonable, could fill the role of a patient with understudies taking

the piece of the therapist, or a contracted architect could assume the job of a task chief while understudies assume the job of the specialists amid a gathering. These apparatuses can be gotten to unreservedly over the web and just require a mouthpiece and speakers/earphones, which means the specialized boundaries are very low. The apparatuses normally have recording offices that would enable the connection to be forever caught. These devices are additionally helpful for pretending among understudies where they are on the whole accessible in the meantime however can't physically meet, for example, on separation learning courses or amid position periods.

2.4.1.4.5 Workshop

It implies, as its name says, a place where you work and work. It is a way of teaching and learning by doing something, that is, learning by doing. In this strategy, learning about teaching predominates and is privileged. It is then about learning by doing, developing skills where knowledge is acquired through a concrete practice; executing something related to the objective to be achieved, in a particular context of learning. It is a participatory methodology in which it is taught and learned through a joint task. Its methodology rests on the student's activity and the organization based on small groups. The purpose of using this method is to answer questions raised in the work slogans, taking into account the opinion of all the members of the group, in order to arrive at collective decision-making. Developing the workshop in the practice of knowledge to awaken interest in students who observe the application of knowledge. (Díaz M. d., 2005) this strategy promotes the development of several knowledge: cognitive, procedural and attitudinal, thus promoting the development of generic communication, collaborative and social skills. This strategy is, in turn, a magnificent space for the development of emotional experiences, which together with the rational ones, are part of that aspect called reality, which extraordinarily favors meaningful learning in students. The workshop is the strategy that helps the most to connect theory with practice, by approaching, from a constructivist perspective, making a decision, solving a practical problem, creating something necessary among others.

At the moment of applying Gender-Based Teaching Strategies the following point of views was keeping in mind to have a better performance on students.

Practical classes

The term "practical classes" refers to an organizational modality in which knowledge application activities are developed to concrete situations and acquisition of basic and procedural skills related to the subject matter of study. This denomination encompasses various types of organization, such as laboratory practices, field practices, problem classes, computer practices, etc., since, although in some cases they have important nuances, they all have the common characteristic that Its purpose is to show students how to act.

The practical classes can be organized within the spaces intended for teaching (classrooms, laboratories, etc.) or in external natural frameworks (field practices, visits, etc.). In attention to the scenario where the activity takes place and due, on the one hand, to the importance of the implications that are derived for the management of the university teaching organization and, on the other hand, to the characteristics of each one of them, it is possible to distinguish three sub modalities: practical classroom classes, practical laboratory classes and practical field classes.

The classroom practical classes take place in the same spaces as the theoretical classes. In them, in addition to the usual basic equipment in any university classroom (tables, chairs, blackboard, etc.), other audiovisual and information technology related resources should be available to facilitate the presentation of the practical applications of the contents through the contribution of examples and experiences and the development of exercises or problems.

The laboratory practices are developed in spaces specifically equipped with the material, instruments and resources necessary for the development of demonstrations, experiments, etc. related to the knowledge of a subject. The equipment and maintenance of these spaces is often expensive, which is why these practices are sometimes carried out in the laboratories where the research is carried out. On the other hand, given the complexity of handling some devices and instruments, the need for their preparation and maintenance, and even the need for direct supervision of the activities carried out, it is common to have support staff.

The field practices are developed in non-academic external spaces. The fundamental difference with respect to what we have called practices external is that they are linked to a subject and that it is the teachers themselves responsible for its development. In addition to the characteristics common to all classes. It is recommended to use this strategy in computer science, artistic education and physical education.

Resolution of exercises and problems

The didactic strategy of solving exercises and problems is based on exercising, testing and putting into practice the previous knowledge, in which students are asked to develop appropriate or correct solutions through the exercise of routines, the application of formulas or algorithms, the application of procedures to transform the available information and the interpretation of the results. It is important to highlight that students' interest is aroused when observing the possible practical applications of knowledge, as well as allowing the participation of all students, regardless of their degree of competence and initial expertise for the task, providing a wide range of activities, with Different types of demands and levels of final achievements, in the same way, elevates the level of thought reflective, logical and intuitive and improves their abilities to appropriate the construction of their learning, is a strategy used generally for the evaluation of learning.

The exercises and problems can have one or several solutions known by the teacher and their main intention is to apply what they have learned to consolidate knowledge and strategies, reflecting on the theoretical contents or to verify the usefulness of the contents. Needs constant supervision of the teacher and of course part of an explanation by him, so that the student reaches the expected result. This strategy can be applied in the following subjects: Mathematics, Chemistry, Physics.

Cooperative learning

Cooperative learning is a form of organization of small group teaching, to promote the development of each one with the collaboration of the other members of the team. "Peer-to-peer" learning, as it is also called, intensifies the interaction among the students of a group, so that each learns the assigned content, and at the same time ensures that all group members do, this strategy affects also in the development of a whole set of socio-emotional and

intellectual skills, as well as in the attitudes and values in the process of formation of the new generations.

To cooperate is to share a vital experience of any nature and nature; is to work together to achieve shared goals, results that benefit both individually and collectively, is to maximize one's own learning and that of others, through a positive interdependence that consists in giving the opportunity to share processes and results of work done among members of the different equipment in such a way that some learn from others.

On the other hand, interactivity is the direct confrontation of the subject who learns with the object of learning. Interaction is the exchange with another, or with several, about processes and results of a learning activity. Cooperative learning integrates interactivity and interaction as part of its model, ensuring that learning under construction is meaningful. The interactivity is an individual activity while the interaction is group, the cooperative learning alternates some other moments.

Cooperative learning as a didactic alternative should not be restricted to the instant work of team learners in the classroom. Cooperative learning encompasses a whole series of previous and / or subsequent activities that make cooperative teamwork possible, therefore one of its basic components of its teaching is the formation of teams, sometimes informal and formal, but always in dependence. of the functions that are fulfilled and of the strategies that are used for the achievement of the educational objectives.

Pedagogical simulation

It is the representation of a cooperative group learning situation through which reality is reduced and simplified in a pedagogical model, there are different types of didactic simulation, but all have in common being dynamic alternatives that involve the active and emotional participation of the subject who learns in a learning experience that will provide very positive experiences in the construction, either of a theoretical notion, or of a skill related to know-how.

There are simulations with mechanical, electronic or software devices that reproduce totally or partially an object, situation or process of the reality under study. Another type of didactic

simulation is the one that has to do with people: their problems, attitudes and their interpersonal relationships.

The simulation is that through a "game" and in an open and creative way, the participants assume the representation of an identity or role that is not theirs, and this experience is approached from different perspectives in teaching situations. sociodramas and psychodrama are part of this group of simulations.

2.4.2 DEPENDENT VARIABLE THEORETICAL SUPPORT

2.4.2.1 Language

According to (Murillo & SandovaL, 2003) declare that the significance of language is fundamental for the individual since it enables him to build up correspondence with other living creatures and in this manner live in network. If the person does not have a language framework, he couldn't assemble extends just the same as different people, which is decisively the pith of life in the public eye. Those instances of people who did not require language for an amazing duration are those exceptionally one of a kind cases in which a kid experienced childhood in the wilderness or in regular habitats and never adapted any sort of language (Lara, 2018) .

Language is an indistinguishable piece of the way of life of every network and nation, Noam Chomsky, a standout amongst the most notably etymologists on the planet, holds that all languages will be tongues of human dialect. He guarantees that although they are evidently altogether different, they are fundamentally the same as, but each culture has an explicit method for utilizing its dialect and differences can't be underestimated (Miranda, 2006).

The correspondence style additionally shifts relying upon the locale of the world. In Western culture, for instance, individual articulation is esteemed, being immediate and saying what you think. Conversely, some Asian societies lean toward an aberrant style in which words like possibly and maybe are more successive than yes or no. Knowing more than one dialect sharpens us to social contrasts and encourages us acknowledge decent variety (Lara, 2018). Likewise, the right advancement of solid dialect aptitudes is an incredible resource that will enable us to create compelling relational abilities (Cesteros, 2004).

The endorsement of the Common European Framework of Reference for language: Learning, instructing, appraisal (CEFR) in 2001 by the Council of Europe It assumed a when in the didactics of present day dialects while expecting a concentrate plainly arranged to activity. In this record, the assignment goes to wind up one greater component that ought to be coordinated into work plots progressively expansive. A thought that ought to be clear is that an assignment isn't a strategy and just reacts to a center: the person who comprehends that talking is to fabricate together the significance of the writings and not simply interpreting and coding a message (Lara, 2018).

At present, learns about educating and learning of a language stress the significance of considering the particularities of the setting in which the language is instructed and the different attributes of the students and, in like manner, take the most fitting methodological choices inside existing information (Brown, 2007). As indicated by the Communicative Approach, dialect is never again considered as a rundown of syntactic substance to be educated.

It turns into a way to convey implications and in a connection device, in which the message and the utilization of dialect are important, and the subjects are significant and intriguing to understudies (Lara, 2018). In like manner, the advancement of the four English dialect aptitudes is underscored so understudies can convey successfully and seriously, in various circumstances and with various informative purposes (Cesteros, 2004).

2.4.2.2 Language Skill

The learning of English includes the information of 4 aptitudes, which are basic to talk and comprehend this dialect. As indicated by Cesteros (2004) the dominance of these abilities that are: listening, speaking, reading and writing, will enhance the information of this dialect. The advancement of four English dialect abilities (listening, speaking, reading and writing) is the most vital part of language learning.

Currently, English teaching considers a dream of language that advances the interrelationship between the four aptitudes. Utilizing languages includes interfacing, accepting and sending messages, and a dialect aptitude will strengthen and advance the utilization of another (Lara, 2018). This vision of combination, notwithstanding being lined

up with the informative methodology, displays the language in an increasingly characteristic, closer to the real world and additionally propelling.

Although there is no all-around acknowledged meaning of what ought to be comprehended by language, every one of the endeavors that have been made to characterize it concur in conceding that language is a self-assertive arrangement of verbal signs that permit all individuals from an offered network to speak with one another to convey meaning (Lara, 2018).

(Farrell, 2002) states that relational abilities are those that include a lot of activities overwhelmed by the person, which enable him to act in correspondence circumstances. From this methodology it very well may be said that when the subject creates relational abilities and places them into training in the most various informative settings, he accomplishes an open fitness (Lara, 2018).

The improvement of relational abilities, as a part of the correspondence procedure, has been genuinely tended to, reference is made to a few inquiries about did in the academic sciences, which incorporates relational abilities as a crucial component of the instructing learning process (Lara, 2018). The fundamental investigates counseled they have been completed in various vocations or explicit subjects, overwhelmingly those did in outside dialect courses, where distinctive methodological and instructive arrangements have been proposed for the answer for the exhibited issues (Anijovich & Mora, 2010).

(Hechavarría, 2006) cited by (Lara, 2018) perceives the significance of open academic abilities and announces them as those activities and strategies that the educator or mentor exhibits while applying their educational learning toward the path and control of the showing procedure while exhibiting the idea of the connections that the instructor sets up with the understudies and because of the mentor with the students. They permit to execute what has been arranged and sorted out.

2.4.2.3 Linguistic Competence

Competence in linguistic communication is understood as the ability to communicate in an effective way in the different means of communication. Linguistic competence has a

reference in all aspects that have a language. Linguistic competence is the ability to speak, a great wealth when has the necessity to expressing oneself and participating in the communicative act. This competence is acquired by managing the rules of the language to which it is attached (Ortega, 2012). "Linguistic competence allows to recognize information from a system of symbols to recognize phonological, syntactic or semantic validity in an act of meaning of that language" (Garner, 1994). These competences allow us to use language as an instrument of oral and written communication, where we can understand reality, as an instrument of construction and communication of knowledge and as an instrument of organization and self-regulation of thought, emotions and behavior and its main objective is to be competent with the language in oral and written contexts.

For (Moyoqui, 2003) the competences in the language are the actions around the identification, interpretation, argumentation and the approach of diverse situations with the base in the language integrating the knowledge. Linguistic Competence is a term that connect with (Chomsky, 1965), who made the refinement between individuals' learning of dialect (capability), and that information use in genuine circumstances (performance). Competence is a part of our psychological limit hidden our utilization of dialect. Chomsky's origination of phonetic capability is syntactic, while it is an increasingly far reaching term for lexicalists inside the generative school of thought. They expect a secluded vocabulary and account both for the standards overseeing the structure of dialect (language structure) and the source and nature of the lexical material (the dictionary) that goes into the determinations. The secluded dictionary is a lot of lexical passages which contain semantic, syntactic and phonological data that is esteemed important to parse a sentence. In the generative lexicalist see this data is personally tied up with etymological skill. This paper is intended to be a philosophical commitment to the hypothetical issue of etymological skill and to the issue of the etymological/all-encompassing partition. Etymological ability, as it is comprehended here, accepts the secluded lexical definition as its purpose of takeoff. It doesn't just include basic skill, yet all data kept in a measured vocabulary.

The idea of etymological capability lays on the suspicion that individuals are prepared with a lexical part that holds etymological data as it were. There is as of now an exuberant banter going on about whether it is conceivable to recognize etymological significance determinations and non-semantic (broad) which means. This includes one of the most charming issues in semantics, i.e. what the connection among dialect and theoretical portrayal truly is. The idea of measured quality is integral to this discussion: contentions for seclusion in the generative camp and non-measured quality in the subjective camp. My motivation is to see if the thought of skill is at all applicable in an intellectual demonstrate, and assuming this is the case, how we characterize it. All the more exactly, this paper tends to the inquiries of (I) regardless of whether it is conceivable to bind etymological skill, and, provided that this is true, (ii) regardless of whether this surmises an all-around characterized vocabulary or not, what's more, (iii) how the idea of phonetic capability adds to hypothetical legitimacy in terms of graphic ampleness, economy, and illustrative intensity of the understanding and well-formedness of lexical articulations in dialect. I will talk about and assess the idea of lexical information for the most part in the of light of Cognitive Semantics. The generative methodology will be utilized as a similar position. Specific consideration will be given to the issue of combinatorial multifaceted nature, polysemy and the dynamic idea of dialect. In any case, first I will give a short basic depiction of the generative responsibility and the subjective duty as a rule term.

2.4.2.4 Communicative Competence

There is a great state of understanding among theoreticians today on the essential substance of the definition of Communicative Competence. In any case, it has been frequently called attention to in the writing on dialect testing that before embraced look into on Communicative Competence it is basic to inspect and unmistakably decide the develop of Communicative Competence, to be specific, to figure a definition which will empower a basic operationalization of that build.

The term «communicative competence» is included two words, the blend of which implies «competence to communicate». This straightforward lexico-semantical investigation reveals the way that the focal word in the syntagm «communicative competence» is the word «competence». «Competence» is a standout amongst the most dubious terms in the field of general furthermore, connected semantics. First experience with phonetic talk has been

generally associated with Chomsky (1965) who in his exceptionally influential book «Aspects of the Theory of Syntax» drew what has been today seen as a great refinement between competence (the monolingual speaker-audience's learning of language) and performance (the real utilization of language in genuine situations).

Not long after Chomsky proposed and defined the ideas of fitness what's more, execution, advocates for a sweeping view in connected phonetics (Savignon, Communicative Competence: An Experiment in Foreign-Language Teaching, 1972) communicated their solid objection at utilizing the idea of romanticized, simply etymological capability as a hypothetical ground of the technique for getting the hang of, instructing and testing dialects. They found the option to Chomsky's idea of ability in Hymes' communicative competence which they accepted to be a more extensive and increasingly reasonable thought of skill. To be specific, (Hymes, 1972) defined communicative competence not just as an inalienable syntactic form. In addition, he said it is the capacity to utilize linguistic abilities in an assortment of communicative circumstances.

While trying to elucidate the idea of communicative competence, (Widdowson, 1983) made a refinement among capability and limit. In his definition of these two ideas he connected experiences that he picked up in talk investigations. In this regard, he defined ability, i.e. communicative competence, as far as the learning of phonetic and sociolinguistic traditions. Under limit, which he frequently alluded to as procedural or open limit, he comprehended the capacity to utilize learning as methods for making meaning in a dialect. As indicated by him, capacity isn't a segment of ability. It does not transform into ability, but rather remains "a functioning power for proceeding with imagination", i.e. a power for the acknowledgment of what Halliday called the "meaning potential" (Widdowson, 1983:27). Having defined informative skill in this way, Widdowson is said to be the first who in his reflections on the relationship among fitness and execution gave more consideration regarding execution or genuine dialect use.

(Canale & Swain, 1980) and (Canale M. , 1983) comprehended communicative competence as a combination of a fundamental arrangement of learning and expertise required for correspondence. In their idea of open capability, information alludes to the (cognizant or oblivious) learning of a person about dialect what's more, about various parts of dialect use. As per them, there are three kinds of information: learning of basic syntactic standards,

learning of how to utilize dialect in a social setting to fulfil informative capacities furthermore, learning of how to consolidate articulations and informative capacities as for talk standards. What's more, their idea of expertise alludes to how an individual can utilize the learning in real correspondence. As indicated by Canale (1983), expertise requires a further qualification between hidden limit and its indication in genuine correspondence, in other words, in performance.

Not at all like Hymes, Canale and Swain or even Widdowson, Savignon (1972, 1983) put a lot more prominent accentuation on the part of capacity in her idea of informative fitness. She depicted informative capability as «the capacity to work in a genuinely informative setting – that is, in a dynamic trade in which phonetic ability must adjust to the aggregate enlightening input, both phonetic and paralinguistic, of at least one conversationalists" (Savignon, 1972:8). As indicated by her, and numerous different theoreticians (e.g. Canale and Swain, 1980; Skehan, 1995, 1998; Bachman and Palmer, 1996 and so forth.), the nature of open ability isn't static however powerful, it is more relational than intrapersonal furthermore, relative as opposed to supreme. It is additionally defined by context.

With regards to the refinement among fitness and execution, Savignon alluded to capability as a basic capacity and to execution as an open sign of fitness. As she would like to think, skill can be watched, created, kept up what's more, assessed just through execution. In the same way as, other theoreticians in the field of dialect learning and instructing (Stern, 1986), Savignon likens open fitness with dialect proficiency. Because of this, and to the dubious utilization of the term «competence», (Taylor, 1988) proposed to supplant the term «communicative competence» with the term «communicative proficiency».

At roughly a similar time and for comparative reasons, Bachman (1990) proposed utilizing the term «communicative language ability», asserting that this term consolidates the implications of both dialect proficiency and informative capability. Inclining particularly on Hymes, Widdowson and Candlin, Bachman defined communicative language ability as an idea contained learning or capability and limit with regards to proper utilization of learning in a logical informative dialect use. In expounding on this definition, Bachman committed special regard for the part of dialect use - that is, the way how dialect is utilized to achieve a specific informative objective in a specific situational setting of correspondence.

Model of Communicative Competence

Later hypothetical and experimental research on Communicative Competence is generally dependent on three models of Communicative Competence: the model of Canale and Swain, the model of Bachman and Palmer and the depiction of parts of Communicative Competence in the Common European Framework (CEF).

For this investigation Bachman and Palmer´s model will be used as the following; Thinking about the aftereffects of earlier hypothetical and exact research, in the late 1980s, Bachman proposed another model of Communicative Competence or more decisively, the model of Communicative Language Ability. That model was adjusted by Bachman and Palmer in the mid-1990s.

As indicated by (Bachman & Palmer, 1996), numerous characteristics of language users for example, some broad attributes, their topical learning, full of feeling schemata furthermore, dialect capacity influence the communicative language ability. The urgent trademark is their language ability which is included two wide areas – language knowledge and strategic competence.

2.4.2.4.1 Language Knowledge

Language Knowledge comprises of two primary segments – organizational knowledge and pragmatic knowledge which supplement each other in accomplishing successfully the language use. The subcomponents of these two areas of knowledge are recorded in figure 3.

2.4.2.4.1.1 Organizational Knowledge

In Bachman and Palmer's model, organizational knowledge is made of capacities occupied with a command over formal language structures, i.e. of grammatical and textual knowledge.

2.4.2.4.1.1.1 Grammatical knowledge

Grammatical knowledge incorporates a few rather autonomous territories of learning, for example, knowledge of vocabulary, morphology, syntax, phonology, and graphology. They empower acknowledgment and creation of linguistically right sentences and additionally cognizance of their propositional content.

2.4.2.4.1.1.2 Textual knowledge

Textual knowledge empowers cognizance and generation of (talked or composed) writings. It covers the information of traditions for joining sentences or expressions into writings, i.e. knowledge of cohesion (methods for stamping semantic connections among at least two sentences in a composed content or expressions in a discussion) also, information of rhetorical organization (method for creating story writings, portrayals, correlations, classifications and so forth.) or conversational organization (conventions for starting, keeping up and shutting discussions).

2.4.2.4.1.2 Pragmatic knowledge

Pragmatic knowledge alludes to capacities for making and interpreting discourse. It incorporates two areas of knowledge: **functional knowledge** for communicating satisfactory and for deciphering the illocutionary intensity of articulations or talk and **sociolinguistic knowledge** for making and interpreting language utterances which are fitting in a specific setting of language use.

Toward the finish of this illustrative portrayal of Bachman and Palmer's model of Communicative Language Ability, one can't however, conclude that this model is increasingly mind boggling, more complete and much clearer than the model of Canale and Swain. It is best because has direct result of its nitty gritty and in the same time hierarchical depiction of essential parts of Communicative Competence.

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Organizational knowledge
(how utterances or sentences and texts are organized)

Grammatical knowledge
(how individual utterances or sentences are organized)
Knowledge of vocabulary
Knowledge of syntax
Knowledge of phonology/graphology

Textual knowledge
(how utterances or sentences are organized to form texts)
Knowledge of cohesion
Knowledge of rhetorical or conversational organization

Pragmatic knowledge
(how utterances or sentences and texts are related to the communicative goals of the
language user and to the features of the language use setting)

Functional knowledge
(how utterances or sentences and texts are related to the communicative goals of
language users)
Knowledge of ideational functions
Knowledge of manipulative functions
Knowledge of heuristic functions
Knowledge of imaginative functions

Sociolinguistic knowledge
(how utterances or sentences and texts are related to features of the language use
setting)
Knowledge of dialects/varieties
Knowledge of registers
Knowledge of natural or idiomatic expressions
Knowledge of cultural references and figures of speech
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Figure 3: Areas of Language Knowledge
Source: Bachman & Palmer, (1996:68)
Author: Buenaño, D. (2018)

FCE - Cambridge First Certificate in English

The FCE, usually called "First", is without uncertainty the best known about the Cambridge tests. (Exams, 2018) It considers official acknowledgment of a predominant middle dimension of English (level B2 of the Common European Framework of Reference for Languages). The FCE is emphatically prescribed for any individual who intends to work in global business or to contemplate as well as work abroad. As a rule, the dominant part of foundations gauge that the FCE is for understudies who have contemplated English at school for a time of six to eight years.

According to (Exams, 2018) to sit the FCE, the dimension of English must permit students:
- to comprehend the general importance of writings treating both abstract and concrete subjects.
- to have a technical discussion in student´s area of specialty.

- to convey themselves whit ease and spontaneously in a way that enables them to participate in an ordinary discussion with local English speakers, while regarding the traditions and main forms of consideration and speed.

- to convey themselves in a reasonable and detailed way on an extensive number of subjects.

- to have the capacity to build up a basic argument concerning a topical issue.

Arrangement for FCE (Cambridge First Certificate in English)

A preliminary course is frequently vital to refresh or combine students´ present language level and to empower them to adjust to the specific requests of the FCE (Exams, 2018). There are various course choices differing in power and term – accessible to students to get ready for the FCE:

- It is commonly important to take 12 or 10 weeks to get ready truly and totally for the FCE.

- Intensive courses of three or a month's term are additionally accessible.

- The "At the instructor's home" courses likewise offer a very intensive and "customized" arrangement alternative.

(Exams, 2018) the FCE is comprised of five papers:

Reading (Paper 1), 1 hour 15 minutes. This paper evaluates students´ capacity to read and comprehend writings taken from fiction and true to life books, diaries, papers and magazines. Students are required to have the capacity to demonstrate comprehension of gist, detail and text structure, and deduce meaning.

Writing (Paper 2), 1 hour 30 minutes. This paper evaluates students´ capacity to compose non-specific content sorts, for example, letters, articles, reports, compositions and reviews of 120-180 words covering a scope of topics and target readers and furthermore set writings (Exams, 2018).

Use of English (Paper 3), 1 hour 15 minutes. This paper expects students´ to exhibit their knowledge and control of the language framework by completing different assignments at text and sentence level. These incorporate filling gaps, transformation words and phrases, and recognizing errors in tests (Exams, 2018).

Listening (Paper 4), 40 minutes (approx.). This paper assesses students´ capacity to comprehend the importance of spoken English, and to extract gist and meaning from spoken text. The writings are taken from an assortment of content kinds including interviews, dialogs, lectures and conversations (Exams, 2018).

Speaking (Paper 5), 14 minutes. The Speaking Test assesses students´ capacity to interact in conversational English in a range of settings. It contains four sections, including an interview section, individual long turns of around one minute, a collaborative task and discussion. Students are provided with stimulus material, for example, photos and illustrations. Students will normally take the Speaking Exam in pairs (Exams, 2018).

In this test segment, other linguistic aspects directly related with the Communicative Competence were assessed as well as the following:

First in Grammar, this part of the test, evaluate the level of accuracy of previously contemplated structures. Understudies' evaluations ought not be influenced by absence of control of currently studied structures since such structures are not yet disguised. Highlights to remember: form, word arrange, verb tense, subject-verb agreement, subject omission, and so forth (Lara, 2018).

As far as Vocabulary, the test measures the extent to which the student uses vocabulary precisely, reflecting adequate variety and appropriateness for the dimension and suitability to the unique situation and questioner. Students ought to have the capacity to incorporate vocabulary from previous levels.

Features to remember: rich versus scanty, word choice, explicit terminology, target-like expressing. According to Lara (2018) this perspective watches if the test taker has achieved the allocated assignment. A task is finished when understudies:
• Develop thoughts with adequate elaboration and detail (critical data isn't absent)
• Accomplish the necessities (or steps) of the assigned task

In this stage, the test identifies the capacity to perceive and deliver important sounds, including consonants, vowels, tone patterns, intonation patterns, rhythm patterns, stress

patterns, and whatever other suprasegmental features that convey meaning. Accent ought not be punished except if it interferes with communication.

Features to remember:

• Articulation (consonants, vowels/word endings, murmuring).

• Prosodics (rhythm, intonation).

During the test, the interactive communication, give data about how understudies convey a message (smooth stream of discourse). It additionally measures understudies' capacity to utilize methodologies to adjust for correspondence breakdowns and to start and keep up discourse going (Lara, 2018).

2.5 HYPOTHESIS

Null Hypothesis

The Gender-Based Teaching Strategies do not have a relationship with the Communicative Competence of the students of the Language Career at Universidad Técnica de Ambato.

Alternative Hypothesis

The Gender-Based Teaching Strategies have a relationship with the Communicative Competence of the students of the Language Career at Universidad Técnica de Ambato.

2.6 SIGNALING OF HYPOTHESIS VARIABLES

Independent variable: Gender-Based Teaching Strategies
Dependent variable: Communicative Competence
Observation unit: Language Career

CHAPTER III

METHODOLOGY

3.1 BASIC METHOS OF RESEARCH

3.1.1 Quali-quantitative Approach

According to the selected paradigm in the philosophical foundation of the present research, the qualitative and quantitative approach will be applied because it is important to consider the whole, the total integration of a specific context, without dividing it to the study of its parts. It is based on data collection methods such as descriptions and observations, including numerical measurement. The objective is to demonstrate reality as observed by the members of a social system, and it is located in the critical-proactive paradigm because reality will be changed according to the need of the socio-educational environment and an alternative solution will be sought to improve Gender-Based Teaching Strategies and the Communicative Competence of the students of the Language Career at Universidad Técnica de Ambato.

3.2 RESEARCH MODALITY

3.2.1 Field Research

This research is of field and is based on information obtained directly from reality, allowing the researcher to make sure of the real conditions in which the data have been obtained; therefore, this research work is carried out to the students of the Language Career at Universidad Técnica de Ambato, in order to determine the relationship of Gender-Based Teaching Strategies and the Communicative Competence of students.

3.2.2 Bibliographic Research

The methods of bibliographic information lead to the analysis of any book, document, text or thesis that allow the use of the information registered in them and that are related to the variables of the subject Gender-Based Teaching Strategies and the Communicative Competence to be investigated to carry out and develop the research topic in the best viable way. For this reason, the use of bibliographic instruments in the development and advancement of this research is indispensable. The methods of bibliographic research will be those that allow to locate, analyze and select the accurate and adequate information among all the documentary affluence that exists, which will be part of the Theoretical Framework and will benefit the knowledge of Gender-Based Teaching Strategies and the Communicative Competence of the students of the Language Career at Universidad Técnica de Ambato.

3.2.3 Experimental Research

Experimental research is calling a true experiment in which the researcher manipulates a variable and controls/randomizes the rest of the variables. It has a control group; the subjects have been randomly assigned between the groups and the researcher only tests one effect at a time in this case Gender-Based Teaching Strategies and the Communicative Competence of the students of the Language Career at Universidad Técnica de Ambato. Also, it is important to know which variable(s) want to test and measure. It is imperative for a experimental research to build up circumstances and logical results of a phenomenon, which implies, it ought to be positive that impacts seen from a experiment are because of the reason. As normally, happening occasion can be mistaking for specialists to build up ends.

3.3 LEVEL OR TYPE OF RESEARCH

3.3.1 Exploratory Investigation

Exploratory research, as its name implies, allows us to explore, investigate and identify general antecedents regarding the problem under investigation as well as ideas and aspects that should be examined in depth in the investigation (Gender-Based Teaching Strategies and the Communicative Competence of the students of the Language Career at Universidad

Técnica de Ambato). Its objective is to collect experiences, examine issues or problems little studied or that have not been addressed before.

3.3.2 Correlational Investigation

The Correlational Research will be applied to evaluate the relationship between variables (Gender-Based Teaching Strategies) and the (Communicative Competence), according to the cause-effect aspect in a particular context, to analyze and compare them, so that the behavior of the variables can be assessed and thus be able to present structured predictions; in this case the independent variable: Gender-Based Teaching Strategies and the dependent variable: Communicative Competence.

3.3.3 Descriptive Research

The descriptive research will be used to portray the attributes of the dependent and independent variable (Gender-Based Teaching Strategies and the Communicative Competence) the two causes and results. To check the hypothesis the Wilcoxon Test will be applied as well.

3.4 POPULATION

3.4.1 Population

The study population is the students of the Language Career of the Universidad Técnica de Ambato. The population to be researched is formed by a universe of 47 legally enrolled students, corresponding to the academic period September 2018- February 2019 distributed in 2 parallels. For this research, the sixth and eighth semesters of the career will be investigated. It is important to highlight that the experimental group was divided in six groups as the following: 3 groups of just women, 2 groups of women and men (mixed group), and 1 group of just men to apply Gender-Based Teaching Strategies.

Population	Frequency	Percentage
Students from the sixth semester (control group) from the Language Career at Universidad Técnica de Ambato	13	27,7%
Students from the eighth semester (experimental group) from the Language Career at Universidad Técnica de Ambato	34	72,3%
Total	47	100%

Table 1: Population
Author: Buenaño, D. (2018)
Source: Language Career - UTA

3.5 OPERATIONALIZATION OF VARIABLE

Conceptualization	Categories	Indicators	Ítems	Techniques	Instrument
Gender-based teaching strategy: are procedures or resources used by the teaching agent to promote meaningful learning based on socially built roles, behaviors, activities and attributes that a society considers appropriate for men and women.	Procedures Meaningful learning Gender-Based Strategies	Authentic context Brainstorming Discussion Role-play Storytelling	Do you apply real life tasks, or simulated tasks that provide learners with opportunities to connect directly with real life? Do you use brainstorming to break up the learning as a tool for teaching? Do you apply discussion to promote critical thinking among the students? Do you administer role-plays to develop intellectual understanding as well as cooperation among students? Do you adopt storytelling to ignite lasting memories to express students´ wisdom to their peers?	Test	Pre-test Post-test

Table 2: Independent variable
Author: Buenaño, D. (2018)
Source: Operationalization of variables

Conceptualization	Categories	Indicators	Ítems	Techniques	Instrument
Communicative competence Is the ability to do well the communication process, using the appropriate connectors and components to understand, elaborate and interpret the various communicative events that determine the language´s use.	Grammatical Knowledge Textual Knowledge Functional Knowledge Sociolinguistic Knowledge	Grammar and Vocabulary Discousre Management Pronunciation Interactive Communication	Do you apply simple and complex grammatical forms as well as appropriate vocabulary to give and exchange students´ views on a wide range of familiar topics? Do you require extended stretches of language as well as relevant organization of ideas and cohesive devices at the moment of encouraging students to speak? Do you foment accurate as well as appropriate use of language among students? Do you arouse appropriate contribution, interaction, and negotiation between speakers?	Test	Pre-test Post-test

Table 3: Dependent variable
Author: Buenaño, D. (2018)
Source: Operationalization of variables

3.6 INFORMATION COLLECTION PLAN

Basic questions	Explication
For what?	To reach research objectives
From what people or objects?	Students of the Language Career of the UTA.
On what aspects?	Gender-Based Teaching Strategies and the Communicative Competence
Who?	Author of the Project.
When?	2018-2019
Where?	Language Career - Universidad Técnica de Ambato.
How often?	2
How?	Pre and Post-test
with what?	FCE Test

Table 4: Method of Data Collection
Author: Buenaño, D. (2018)
Source: Data Collection

3.6.1 Validation and reliability of the instruments of data collection.

To accumulate and validate the data, it was critical to apply a mock pre-test and a post – test taken from the Cambridge webpage that included a case of the FCE test for speaking. It was used a rubric from the Cambridge exam to evaluate the Communicative Competence. It was led to eighth semester understudies.

3.7 INFORMATION PROCESSING PLAN

When the instruments will be connected it was important to:
•   Tabulate the gathered information
•   Analyze and verify the outcomes

CHAPTER IV

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 ANALYSIS OF RESULTS

Pre-test and Post-test Results from the Experimental Group

In view of the account's investigation, the estimation of the Communicative Competence was created thinking about the criteria of the rubric from the FCE examination so as to give a precise method for surveying understudies. Four elements of Communicative Competence were evaluated such as: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication with the application of brainstorming, role-plays, storytelling, and discussion.

4.2 DATA INTERPRETATION

4.2.1 STUDENT'S PRE-TEST AND POST-TEST EXPERIMENTAL GROUP

Women	Brainstorming	Storytelling	Role-plays	Discussion
Grammar and Vocavulary	3,3	3,2	3,2	3,2
Discourse Management	3,2	3,2	3,2	3,3
Pronunciation	3,3	3,2	3,2	3,2
Interactive Communication	3,4	3,3	3,3	3,3
Average	**3,3**	**3,2**	**3,2**	**3,3**

Table 5: Pre-Test Women
Source: Pre-test and Post-test scores – Experimental Group-Women
Author: Buenaño, D. (2018)

Women	Brainstorming	Storytelling	Role-plays	Discussion
Grammar and Vocavulary	3,7	4,1	4,1	4,3
Discourse Management	3,6	4,1	4,1	4,4
Pronunciation	3,7	4,1	4,1	4,3
Interactive Communication	3,8	4,2	4,2	4,4
Average	**3,7**	**4,1**	**4,1**	**4,4**

Table 6: Post-Test Women
Source: Pre-test and Post-test scores – Experimental Group-Women

Author: Buenaño, D. (2018)

Figure 4: Pre and Post-Test Women - Average

Source: Pre-test and Post-test scores – Experimental Group-Women
Author: Buenaño, D. (2018)

Analysis and Interpretation

As it is appeared Figure 4 shows that average score of the pre-test was 3,3 and there was an expansion in the last score on account of the utilization of Brainstorming getting 3,7 and thinking about the elements of the Communicative Competence that were assessed in the talking test, it is clear that understudies had enhanced in their exhibitions and the systems helped them to deal with a decent level of control of syntactic structures and vocabulary because of the use of the new strategy.

Figure 4 demonstrates that in the pre-test understudies got a average of 3,2 while after the utilization of the post-test the outcomes show there was an augmentation getting as a last outcome 4,1 in Storytelling. It alludes to the capacity understudies need to keep an intelligent stream of dialect. The ability to create thoughts with adequate elaboration and subtleties. In this manner, as it was appeared expected normal there was not satisfy in understudies' execution on the grounds that there were not broadened stretches in their reactions and there were no reasonable association of thoughts, so it is vital to apply the new Methodology to improve communicators which will indicate expanded reactions and thus better commitments with a wide scope of durable gadgets.

As Figure 4 exhibits the score in the pre-test was 3,2 while the aftereffects of the acquired from the post-tests demonstrates the last score was 4,1. As it could be seen, there was an expansion between the two scores in Role-plays that is another strategy used in this research. The strategy was applied to the four elements of the Communicative Competence because of the reality it is an imperative viewpoint to consider in oral generation. Moreover, elocution stays away from correspondence issues when talking. Hence, there will be connected errands such pretends, oral introductions, aggregate dialogs, and others so as to enable understudies to enhance their oral aptitude to get exact understudies' pitch, stretch and unmistakably explained of individual sounds.

As it is appeared Figure 4 shows the score of the pre-test in Discussion was 3,3 while in the post-test understudies enhance it and got 4,4 which exhibits an addition among the last scores where understudies need to keep up a discussion that is the reason it is one of the criteria considered for surveying talking. As the outcomes appear there was a huge enhancement in talking execution since understudies figured out how to begin and complete a discussion, so the commitment between them was the key for conquering this issue and understudies boosting their oral expertise where they react properly by keeping up, creating cooperation and consulting to mean toward a result which is to contend with the dialect.

Men	Brainstorming	Storytelling	Role-plays	Discussion
Grammar and Vocavulary	3,9	3,8	3,8	3,8
Discourse Management	3,6	3,8	3,7	3,7
Pronunciation	3,8	3,9	3,9	3,8
Interactive Communication	3,7	3,8	3,8	3,8
Average	**3,8**	**3,8**	**3,8**	**3,8**

Table 7: Pre-Test Men
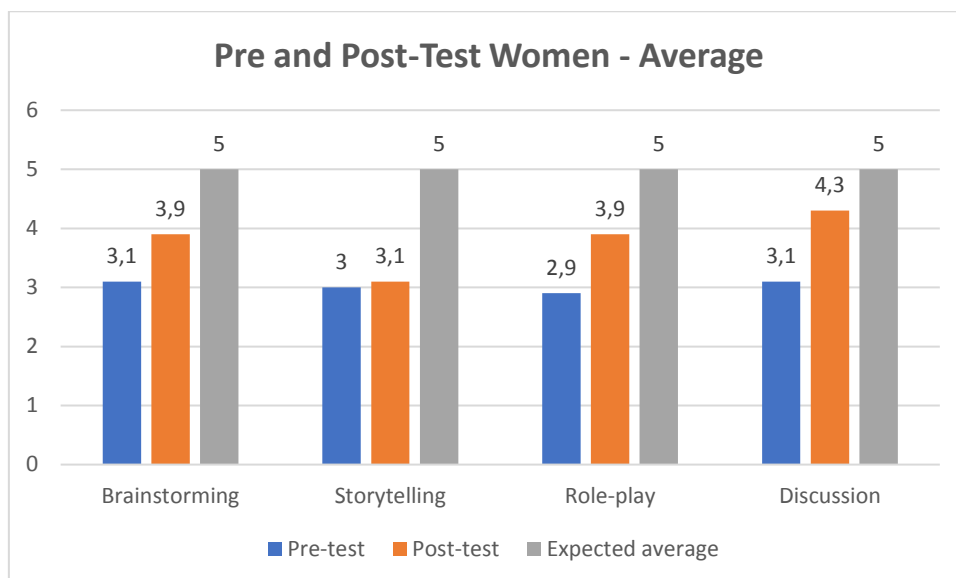Source: Pre-test and Post-test scores – Experimental Group-Women
Author: Buenaño, D. (2018)

Men	Brainstorming	Storytelling	Role-plays	Discussion
Grammar and Vocavulary	4,1	4	4,5	4,5
Discourse Management	3,8	4	4,4	4,4
Pronunciation	4	4,1	4,6	4,5
Interactive Communication	3,9	4	4,5	4,5
Average	**4**	**4**	**4,5**	**4,5**

Table 8: Post-Test Men
Source: Pre-test and Post-test scores – Experimental Group-Men
Author: Buenaño, D. (2018)

Figure 5: Pre and Post-Test Men - Average
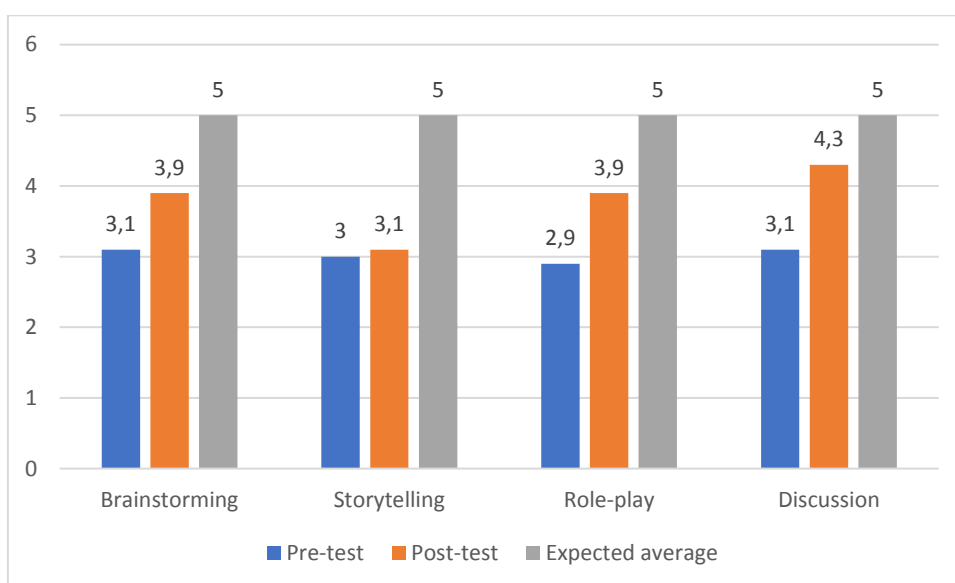
Source: Pre-test scores – Experimental Group-Men
Author: Buenaño, D. (2018)

Analysis and Interpretation

As it is appeared Figure 5 provides that the average score of the pre-test was 3,8 and there was an expansion in the last score on account of the use of Gender-Based Teaching Strategies getting 4,0 and thinking about that Brainstorming was the strategy that was assessed in the talking test, it is apparent that understudies had enhanced in their exhibitions and the procedures helped them to deal with a decent level of control of syntactic structures and vocabulary because of the use of the new technique.

Figure 5 demonstrates that in the pre-test understudies got a normal of 3,8 while after the use of the post-test the outcomes show there was an augmentation acquiring as a last outcome 4,0 in Storytelling. It alludes to the capacity understudies need to keep a sound stream of dialect. The ability to create thoughts with adequate elaboration and subtleties. In this manner, as it was appeared expected normal there was not satisfy in understudies' execution in light of the fact that there were not broadened stretches in their reactions and there were no unmistakable association of thoughts, so it is vital to apply the new Methodology to improve communicators which will indicate expanded reactions and therefore better commitments with a wide scope of strong gadgets.

As figure 5 exhibits the score in the pre-test was 3,8 though the aftereffects of the got from the post-tests demonstrates the last score was 4,5. As it could be seen, there was an expansion between the two scores in Role-plays that is another strategy to excel students´ Communicative Competence that was evaluated in the talking execution because of the reality it is a critical perspective to consider in oral creation. Besides, elocution stays away from correspondence issues when talking. Therefore, there will be connected assignments such pretends, oral introductions, aggregate dialogs, and others so as to enable understudies to enhance their oral ability to get precise understudies' inflection, push and unmistakably enunciated of individual sounds.

As it is appeared Figure 5 shows that the score of the pre-test in Discussion was 3,8 while in the post-test understudies enhance it and got 4,5 which exhibits an addition among the last scores where understudies need to keep up a discussion that is the reason it is one of the criteria considered for evaluating talking. As the outcomes appear there was a noteworthy enhancement in talking execution since understudies figured out how to begin and complete a discussion, so the commitment between them was the key for defeating this issue and understudies boosting their oral aptitude where they react fittingly by keeping up, creating connection and consulting to mean toward a result which is to rival the dialect.

Mixed	Brainstorming	Storytelling	Role-plays	Discussion
Grammar and Vocavulary	3	3	2,8	3
Discourse Management	3,2	3,2	3,1	3,3
Pronunciation	3	3	2,9	3,2
Interactive Communication	3	2,9	2,9	3
Average	**3,1**	**3**	**2,9**	**3,1**

Table 9: Pre-Test Mixed
Source: Pre-test and Post-test scores – Experimental Group- Mixed
Author: Buenaño, D. (2018)

Mixed	Brainstorming	Storytelling	Role-plays	Discussion
Grammar and Vocavulary	3,8	3,1	3,8	4,2
Discourse Management	4	3,3	4,1	4,5
Pronunciation	3,8	3,1	3,9	4,4
Interactive Communication	3,8	3	3,9	4,2
Average	**3,9**	**3,1**	**3,9**	**4,3**

Table 10: Post-Test Mixed
Source: Pre-test and Post-test scores – Experimental Group- Mixed
Author: Buenaño, D. (2018)

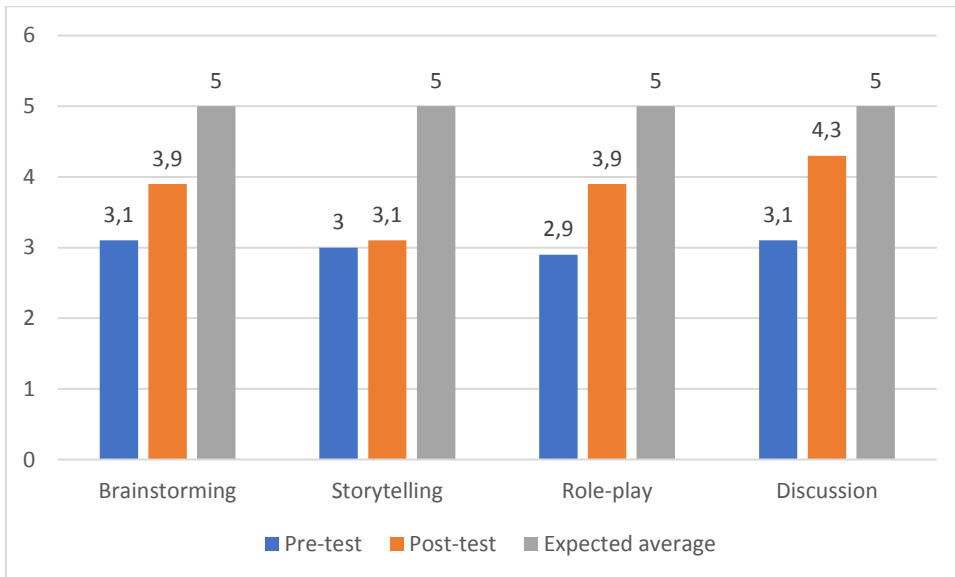Figure 6: Pre and Post-Test Mixed

Source: Pre-test scores – Experimental Group-Mixed

Author: Buenaño, D. (2018)

Analysis and Interpretation

As it is appeared Figure 6 shows that the normal of the pre-test was 3,1 and there was an expansion in the last score on account of the utilization of Gender-based Teaching Strategies getting 3,9 by applying Brainstorming in students to master their Communicative Competence, it is clear that understudies had enhanced in their exhibitions and the techniques helped them to deal with a decent level of control of linguistic structures and vocabulary because of the use of the new philosophy.

Figure 6 demonstrates that in the pre-test understudies got a normal of 3,1 while after the use of the post-test the outcomes show there was an addition acquiring as a last outcome 3,3 in Storytelling which was one strategy applied in the classroom. It alludes to the capacity understudies need to keep an intelligent stream of dialect. The ability to create thoughts with adequate elaboration and subtleties. Along these lines, as it was appeared expected normal there was not satisfy in understudies' execution in light of the fact that there were not expanded stretches in their reactions and there were no unmistakable association of thoughts, so it is imperative to apply the new Methodology to improve communicators which will indicate broadened reactions and therefore better commitments with a wide scope of strong gadgets.

As figure 6 exhibits the score in the pre-test was 2,9 while the consequences of the got from the post-tests demonstrates the last score was 3,9. As it could be seen, there was an expansion between the two scores in Role-play that is another strategy which was used and evaluated in the talking execution because of the reality it is an essential viewpoint to consider in oral generation. Moreover, elocution keeps away from correspondence issues when talking. Thus, there will be connected assignments such pretends, oral introductions, assemble dialogs, and others so as to enable understudies to enhance their oral ability to get exact understudies' pitch, push and plainly enunciated of individual sounds.

As it is appeared figure 6 the score of the pre-test in Discussion was 3,1 while in the post-test understudies enhance it and got 4,3 which shows an addition among the last scores where understudies need to keep up a discussion that is the reason it is one of the criteria considered for surveying talking. As the outcomes appear there was a noteworthy enhancement in talking execution since understudies figured out how to begin and complete a discussion, so

the commitment between them was the key for conquering this issue and understudies boosting their oral expertise where they react fittingly by keeping up, creating connection and consulting to mean toward a result which is to contend with the dialect.

FINAL PRE AND POST-TEST SCORES EXPERIMENTAL GROUP

Gender-Based Teaching Strategies	Women	Men	Mixed	Class Avevage
Brainstorming	0,4	0,2	0,8	0,5
Storytelling	0,9	0,2	0,1	0,4
Role-play	0,9	0,7	1	0,9
Discussion	1,1	0,7	1,2	1

Table 11: Final Pre and post-test Experimental Group
Source: Final Pre and post-test scores – Experimental Group
Author: Buenaño, D. (2018)

Figure 7: Final pre and post-test experimental group
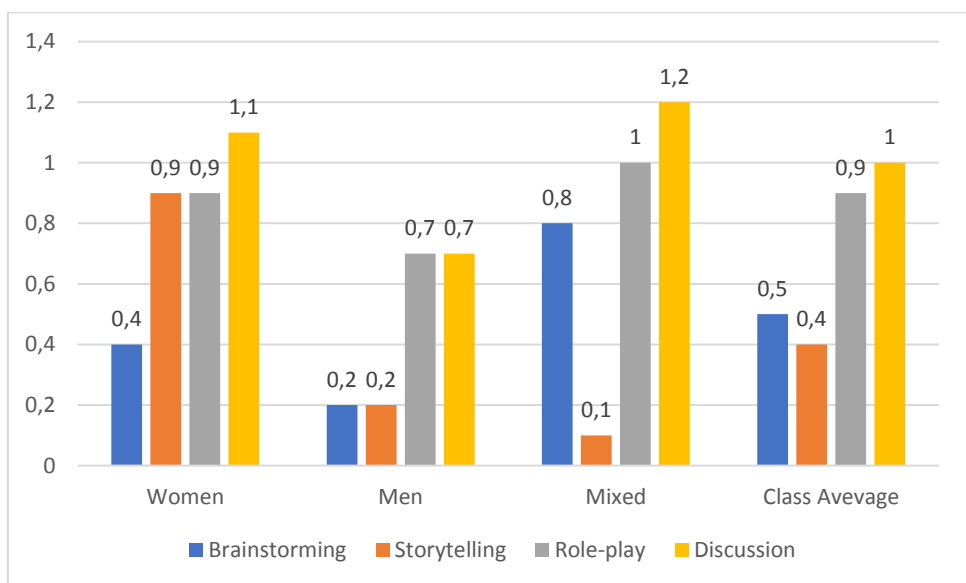
Source: Final Pre and post-test scores – Experimental Group
Author: Buenaño, D. (2018)

Analysis and Interpretation:

The outcomes from Figure 7 demonstrate a correlation between the three gatherings: ladies, men and mixed, and shows that there was an expansion in the last scores of the Brainstorming gotten by the understudies we can see that the procedures utilized in the classroom functioned admirably basically with the mixed gathering that is the reason they got 0,8, with a lower review are ladies with a score of 0,4, lastly the gathering of men with

the most minimal review 0,2. It implies that Brainstorming worked well with each group, but understudies from ladies and men need to practice to enhance their fitness.

In Storytelling the figure 7 demonstrates an examination between the three gatherings: ladies, men and mixed and show that there was an expansion in the last scores gotten by the understudies we can see that the procedures utilized in the classroom functioned admirably for the most part with ladies that is the reason they got 0,9, with a comparable review are men with a score of 0,2, and the blended gathering with the least grade 0,1. It implies that understudies from men and blend need to practice to enhance their talk.

In Role-play the figure 7 demonstrates a correlation between the three gatherings: ladies, men and mixed gathering and show that there was an expansion in the last scores acquired by the understudies we can see that the systems utilized in the classroom functioned admirably fundamentally with the mixed gathering and ladies that is the motivation behind why the scores are comparable mixed got 1,0, and ladies with a score of 0,9, lastly the gathering of men with the most minimal review 0,7. It implies that men need to practice to enhance their articulation.

In Discussion the figure 7 demonstrates an examination between the three gatherings: ladies, men and blended and show that there was an expansion in the last scores acquired by the understudies we can see that the procedures utilized in the classroom functioned admirably for the most part with the mixed gathering and ladies that is the motivation behind why they got 1,2, while ladies had a score of 1,1, lastly the gathering of men with the least grade 0,7. It implies that men and men require additional training to enhance their association.

The primary reason for this exploration was to upgrade the Communicative Competence of understudies that is the reason the examination of the pre-test and post-test demonstrates that after the utilization of Gender-Based Teaching Strategies their execution enhanced because of the undertakings that were thought about in each class helped them to talk better, unmistakably the normal score (5) was not achieve, but rather the methodologies and exercises utilized in the classroom helped them and with more practice they will satisfy the target.

4.2.2 STUDENT'S PRE-TEST AND POST-TEST CONTROL GROUP

Pre and Post-test Results Control Group

In view of the chronicles' investigation, the estimation of the informative capability was created contemplating the criteria of the rubric from the FCE examination.

Table 12: Pre and Post-Test

7th	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
Pre-test	3	3	2,9	3,1
Post-test	3,3	3,4	3,3	3,5
Expected average	5	5	5	5

Source: Pre-test scores – Control Group

Author: Buenaño, D. (2018)

Figure 8: Pre and Post-Test
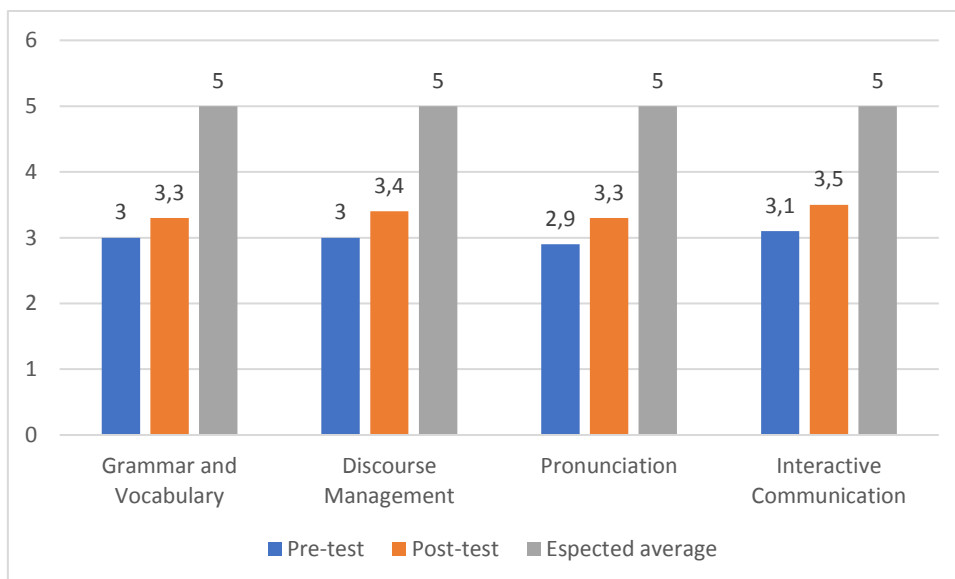
Source: Pre-test scores – Control Group

Author: Buenaño, D. (2018)

Analysis and Interpretation

As it is appeared figure 8 shows that the score of the pre-test was 3 while after the use of the post-test the score was 3,3. Language structure and Vocabulary were considered as a component of the open skill and as it could be watched the variety in the outcomes

demonstrated was not huge at all because of the reality was not connected in this gathering. Understudies demonstrated a decent control of basic linguistic structures and vocabulary.

The outcomes from figure 8 demonstrates that in the pre-test, the understudies got a score of 3,0 in the pre-test, while in the post-test they got 3,4. One of the criteria that were assessed in talking was Discourse Management with the motivation behind evaluating the ability to create reactions enough utilizing durable gadgets. In any case, as the outcomes demonstrate this standard demonstrate an ordinary enhancement. The reactions delivered in the pre-test were portrayed by short expressions and continuous wavering. Understudies' answers were more often than not rehashed and there was a restricted utilization of vocabulary, however toward the end it changed.

As figure 8 shows the last score in elocution amid the pre-test was 2,9 while after the use of the post-test it expanded to 3,3. There is certifiably not a major enhancement. Articulation is one of the primary variables considered as imperative in talking evaluating because of the reality it produces understandable pitch. The outcomes appear there was a greatest enhancement in understudies' execution. Understudies' creation was clear and had control of phonological highlights. Thus, it is important to keep helping understudies enhance their method for talking so as to be comprehended by everybody.

As per the information of figure 8 the last score in Interactive Communication was 3,1 comparing to the pre-test and in the post-test, the normal was 3,5. As it is appeared, there was not a huge variety in these outcomes. Intuitive Communication did not enhance at all in this stage attributable to its friend practice. This issue is applicable to be assessed since understudies need the ability to interface in English suitably. Understudies toward the starting kept up straightforward trades with some trouble that required help and provoking.

ELEMENTS OF THE COMMUNICATIVE COMPETENCE PRE AND POST-TEST

Table 13: Comparison experimental and control group

Elements of the C. C.	Experimental		Control		Expected Average
	Pre-test	Post-test	Pre-test	Post-test	
Grammar and Vocabulary	3,4	3,9	3	3,3	5
Discourse Management	3,3	3,7	3	3,4	5
Pronunciation	3,3	4,2	2,9	3,3	5
Interactive Communication	3,4	4,4	3,1	3,5	5

Source: Comparison – Experimental and Control Groups

Author: Buenaño, D. (2018)

Figure 9: Comparison experimental and control group
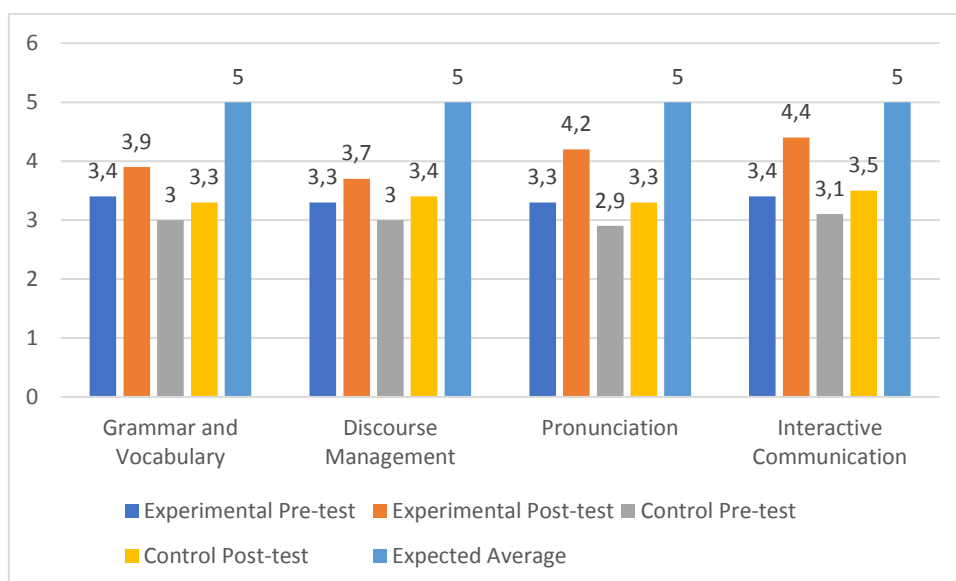
Source: Comparison –Experimental and Control Groups

Author: Buenaño, D. (2018)

Analysis and Interpretation:

The figure 9 demonstrates the scores of the exploratory gathering fluctuate in every single one of the criteria considered in talking evaluation. Punctuation and Vocabulary from 3,4 to 3,9, Discourse Management from 3,3 to 3,7, Pronunciation from 3,3 to 4,2 and Interactive Communication from 3,4 to 4,4.

The Control amass was additionally surveyed under similar criteria; be that as it may, their enhancement is constrained. In Grammar and Vocabulary, the score differed from 3,0 to 3,3. Though in Discourse Management from 3,0 to 3,4. So also in Pronunciation from 2,9 to 3,3. Intelligent Communication from 3.1 to 3,5.

As indicated by this information, it is quite observed that there is an enhancement in the correlation of the last scores of the pre and post-tests in the Experimental Group after the utilization of Gender-based Teaching Strategies to improve the Communicative Competence. While the outcomes were as not very great not surprisingly in the Control Group because of the reality understudies did not work with these procedures in their open capability.

The outcomes acquired from the last normal somewhere in the range of eight and 6th semesters in talking exhibit that understudies got 0,5 and 0,3 in Grammar and Vocabulary which implies that the two gatherings require additional training to enhance this component.

In Discourse Management the primary gathering got 0,4 and shockingly the second gathering got a similar score, so plainly both need to work out in this component to enhance their commitment and the generation of extended lengths dialect. In Pronunciation, the two gatherings got 0,9 and 0,4 individually and it demonstrates that exploratory gathering would do well to average and the control assemble need to keep examining. In Interactive Communication exploratory gathering got the best grade which was 1,0 while the control assembles got 0,4, so it implies that the techniques connected in eight semester worked effectively and in the meantime shoe that 6th semester require a portion of the methodologies to enhance their association.

As it is watched the scores in both pre and post-test from the two gatherings of study were great in trial gathering while control bunch require more help to ace their Communicative Competence. The motivation behind this exploration consider was to improve the Communicative Competence through the execution of Gender-based Teaching Strategies. In any case, this gathering of understudies did not work with this methodology, so consequently, it is fitting to utilize the procedures, strategies, strategy, and exercises that support their oral creation and their capacity to convey.

4.3 HYPOTHESIS VERIFICATION

Ranges

		N	Average range	Sum of ranges
	Negatives ranges	0[a]	,00	,00
	Positives ranges	4[b]	2,50	10,00
Post-test - Pretest	Drwas	0[c]		
	Total	4		

a. Post-test < Pretest
b. Post-test > Pretest
c. Post-test = Pretest

Table 14: Pre and post-test hypothesis
Source: Hypothesis verification
Author: Buenaño, D. (2018)

In the range test table it can be seen that the positive ranges in Communicative Competences, 1. Grammar and Vocabulary, 2. Discourse Management, 3. Pronunciation and 4. Interactive Communication, there are positive ranges, that is, the post-test it is greater than the pre-test, considering that Gender-Based Teaching Strategies has relationship with the Communicative Competence of students from the Languages Career at Universidad Técnica de Ambato.

Statistics of contrast[a]

	Post-test - Pretest
Z	-1,841[b]
Sig. asintót. (bilateral)	,046

a. Wilcoxon signed sign test
b. Based on negative ranges.

Table 15: Test statistics
Source: Hypothesis verification
Author: Buenaño, D. (2018)

In the contrast statistic, taking the Wilcoxon test, it can be shown that when Z is obtained with a value of -1.841 (bilateral) and the value of p is 0.046, and this is less than 0.05, the null hypothesis is rejected, so the alternative hypothesis is accepted, that is, Gender-Based Teaching Strategies has relationship with the Communicative Competence of students from the Languages Career at Universidad Técnica de Ambato.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

After analyzing and interpreting the results obtained from the application of the Gender-Based Teaching Strategies in students from Language Career at Universidad Técnica de Ambato to excel their Communicative Competence, there are some conclusions and recommendations to share for future investigations.

• There is a relation between Gender-Based Teaching Strategies (GBTS) and The Communicative Competence since GBTS improves it positively. Obviously, the Alternative Hypothesis was acknowledged with an element of centrality of 0.5. while the Null Hypothesis was rejected.

• The Gender-Based Teaching Strategies such as: brainstorming, discussions, role-plays, and storytelling are essential in this Communicative Competence because of each of them achieves the objective, but the most important was discussion due to it allowed students to interact among them and the results showed that their pronunciation and interaction improved.

• The elements of the Communicative Competence are: **grammatical** which includes vocabulary, syntax, phonology, graphology; **textual** which includes cohesion and rhetorical organization; **functional** with ideational, manipulative, heuristic, and imaginative functions and **sociolinguistic** with dialects, registers, idiomatic expressions, cultural reference and figures of speech. They helped to create and use correctly utterances and sentences in different settings.

• The solution to the problem is to use and apply Gender-Based Teaching Strategies to excel the Communicative Competence through the following criteria: grammar and vocabulary, discourse management, pronunciation and interactive communication in real situations.

5.2 RECOMMENDATIONS

After the execution of Gender-Based Teaching Strategies, the following proposals are set for further investigations:

• To apply Gender-Based Teaching Strategies such as: brainstorming, discussions, role-plays, and storytelling, in class since it will assist understudies with enhancing their Communicative Competence.

• To think about the elements of the Communicative Competence which are: grammatical, textual, functional and sociolinguistic as part of the learning process at the moment of planning classes by keeping in mind the reality in which it takes place.

• English educators ought to consider the GBTS´ criteria grammatical, textual, functional and sociolinguistic as well as brainstorming, discussions, role-plays, and storytelling, at the moment of organizing the activities as a choice to assess understudies to improve their Communicative Competence.

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Annex 1: Academic Article

Gender-Based Teaching Strategies and the Communicative Competence.

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ABSTRACT

The present investigation is expected to cover an examination completed with the following topic "Gender-Based Teaching Strategies and the Communicative Competence" which investigates the relationship between the variables and how male and female EFL understudies improve their Communicative Competence. This examination was coordinated by using a quali-quantitative methodology by applying a mock pre and post-test which assess the elements of the Communicative Competence such as: grammatical, textual, functional, and sociolinguistic. To evaluate those elements Gender-Based Teaching Strategies were applied inside the classroom such as: brainstorming, discussions, role-plays, and storytelling. The subjects of the examination were the sixth and eighth-semester university understudies of English Language Career at Universidad Técnica de Ambato. Thinking about the results of this examination, the conclusion of the investigation is drawn as the followings. English Language Students vanquish their Communicative Competence issues by using Gender-Based Teaching Strategies and exhibited that a large portion of the English Language Students improve their pronunciation and interaction which helped them to communicate in English Language.

1. Introduction

The application of Gender-Based Teaching Strategies has become a productive research for Language Teaching (LT). This is the focal thought behind the principles of competences in English according to the Ministry of Education and in this way, it is the objective for the Ecuadorian Institutions.

The investigation detailed here goes for portraying how the strategies, methodology, technique, and activities applied in eighth semester from Language Career at the Universidad Técnica de Ambato contribute with the advancement of the understudies' Communicative Competence.

In this sense, Ecuador, in the same way as other different nations around the globe, has endeavored activities, for example, enhancing access to education, in any case, this has not been sufficient to improve Communicative Competence in students from different levels of Education. Institutions are viewed as one of the social spots for the social interaction, but it has not been enough for being competent with the language for this reason it is necessary to implement these strategies in the teaching framework.

2. Theoretical Framework

In this section the concept of Gender-Based Teaching Strategies and Communicative Competence are defined taking into account different models proposed by some authors in the last decades.

Teaching

In much present-day use, the words 'teaching or instructing' and 'teacher or instructor' are wrapped up with tutoring and schools. (Bruner J. S., 1966) said to educate somebody does not involve motivating him to submit results to mind, but it is to instruct him to take part in the process that makes conceivable the foundation of learning.

Teaching is the way toward taking care of individuals' needs, encounters and emotions, and interceding with the goal that they learn specific things and go beyond the given.

Strategies

As (Whipp, 1998) points out, the term strategy has military starting points and is gotten from the Greek word for generalship. Its importance advanced to include a lucid arrangement of activities expected to accomplish an explicit military goal, directed within the sight of the restriction. Strategies presently establishes an imperative weapon in the ordnance of the advanced manager since strategies and planning have turned out to be inseparably connected.

Strategies are defined as the procedures or resources used by teachers to achieve significant learning in students (Woolfolk, 2010). It should be mentioned that the use of different teaching strategies allows teachers to achieve an active, participative, cooperative and experiential learning process. The repeated experiences of working in a cooperative team make it possible to learn values and affects that are otherwise impossible to achieve.

It is important to emphasize that strategies as a mediation resource must be used with a certain intention, and therefore they must be aligned with the purposes of learning, as well as with the competences to be developed. In addition, it is vital to underline the importance of the role of the teacher in the teaching-learning process since in the development of a class session the teacher must create learning environments conducive to learning.

Teaching Strategies

According to (Steanhouse, 1991, pág. 53), teaching strategies are those adopted by the school to fulfill its responsibility. Teaching does not amount to the systematic promotion of learning through various

means. Therefore, teaching strategies are an important aspect of the curriculum.

Likewise, the term teaching strategy can be used as a synonym of teaching method, traditionally referred to the training of the teacher in certain skills. Teaching strategies seem to refer to the planning of this activity and learning based on principles, giving more importance to the teacher's judgment.

According to (Bixio, 2001), the teaching strategies of the teacher tend to facilitate the construction of meaningful and autonomous learning, but it is necessary that they meet conditions such as organizing themselves in lathe to clear and shared objectives, relating the previous knowledge of the students with the new, teach slogans clearly, promote self-structuring and functional activities, carry out individual and group work and promote metacognitive processes, among other indispensable conditions in all pedagogical action.

Gender-Based Teaching Strategies

As indicated by (Mathews, 1984), the idea of gender offers acknowledgment to the way that each known society recognizes ladies and men. Along these lines the term ¨gender¨ is an efficient method for understanding men and women socially and the designing of connections between them.

The term gender alludes to the financial matters, social, political and social qualities and openings, related with being male and feminine. In several social orders, folks vary within the exercises they try, in access to and management of assets, and in cooperation in basic leadership. Furthermore, gender is an idea that people make socially, through their collaborations with one another and their surroundings.

On the other hand, based on the concepts above of Gender and Teaching Strategies the author will say and propose that Gender-Based Teaching

Strategies are procedures or resources used by the teaching agent to promote meaningful learning based on socially built jobs, practices, exercises and properties that a general public think about fitting for people. For this research some strategies will be applied such as: Brainstorming, discussions, storytelling, role-plays, and many others to activate prior knowledge in questioning students.

Brainstorming

Brainstorming is a procedure by which a gathering endeavor to discover a solution(s) to an explicit issue by storing up thoughts immediately (Osborn, 1954).

Brainstorming is the procedure of free reasoning and creating thoughts without being bound by restrictions, for example (Cory & Slater, 2003).

It is a profoundly powerful strategy for augmenting bunch imaginative potential, not exclusively to create thoughts yet additionally to figure out which thoughts are destined to prevail in an explicit region of intrigue (Baumgartner, 2005).

It is critical to design the meeting to generate innovative ideas previously actualizing it in the classroom. As sketched out beneath, you should think about the qualities, challenges what's more, hindrances when planning the session.

Discussions

Discussions are appropriate to encourage various course objectives. As expressed by (Lowman, 1995) when he said it helps elucidating content, showing normal reasoning, and featuring emotional decisions. In addition, is especially powerful at expanding understudy inclusion and dynamic learning in classes. Discussions are successful in building up understudies' reasoning abilities and larger amount adapting, for example, application, examination, combination, and assessment (Bloom et al., 1956).

Discussions can enable understudies to gain better relational abilities as they figure out how to introduce their thoughts obviously and quickly (Cashin, 2011); it additionally gives chances to rehearse tuning in to, and following what, others are stating. In expansion, discussions can add to understudies' emotional advancement by expanding their enthusiasm for an assortment of subjects, illuminating their qualities, and helping in perceiving — and maybe changing — a few frames of mind.

As a showing strategy, discussion licenses understudies to be dynamic in their very own realizing, which increments their inspiration to learn and makes the procedure more fascinating. Lastly, discussion gives criticism to teachers about their understudies' securing of learning through questions, remarks, elaborations, and avocations. This cooperation enables teachers to plumb the profundities of understudies' understanding.

Storytelling

Storytelling portrays the social movement of sharing stories, in some cases with impromptu creation, showy behavior, or frivolity. Each culture has its own accounts or stories, which are shared as a method for diversion, training, social safeguarding or ingraining moral values. Crucial components of stories and narrating incorporate plot, characters and story perspective.

The expression "storytelling" can allude in a restricted sense explicitly to oral narrating and furthermore in a looser sense to strategies utilized in other media to unfurl or uncover the account of a story.

Storytelling is a strategy for sharing and deciphering encounters. (Berger & Luckman, 1991) say human life is narratively established, people develop their lives and shape their reality into homes regarding these groundings and recollections. Stories are widespread in that they

can connect social, phonetic and age-related partitions. Storytelling can be versatile for all ages, forgetting the thought of age segregation. Storytelling can be utilized as a strategy to show morals, values and social standards and differences. Learning is best when it happens in social conditions that give true expressive gestures about how information is to be applied.

Language

(Murillo & SandovaL, 2003) cited by Lara (2018) declares that the significance of language is fundamental for the individual since it enables him to build up correspondence with other living creatures and in this manner live in network. If the person does not have a language framework, he couldn't assemble extends just the same as different people, which is decisively the pith of life in the public eye. Those instances of people who did not require language for an amazing duration are those exceptionally one of a kind cases in which a kid experienced childhood in the wilderness or in regular habitats and never adapted any sort of language (Lara, 2018).

Language is an indistinguishable piece of the way of life of every network and nation, Noam Chomsky, a standout amongst the most notably etymologists on the planet, holds that all languages will be tongues of human dialect. He guarantees that although they are evidently altogether different, they are fundamentally the same as, but each culture has an explicit method for utilizing its dialect and differences can't be underestimated (Miranda, 2006).

Language skill

The learning of English includes the information of 4 aptitudes, which are basic to talk and comprehend this dialect. As indicated by Cesteros (2004) the dominance of these abilities that are: listening, speaking, reading and writing, will enhance the information of this dialect. The

advancement of four English dialect abilities (listening, speaking, reading and writing) is the most vital part of language learning.

Currently, English teaching considers a dream of language that advances the interrelationship between the four aptitudes. Utilizing languages includes interfacing, accepting and sending messages, and a dialect aptitude will strengthen and advance the utilization of another (Lara, 2018). This vision of combination, notwithstanding being lined up with the informative methodology, displays the language in an increasingly characteristic, closer to the real world and additionally propelling.

Linguistic Competence

Competence in linguistic communication is understood as the ability to communicate in an effective way in the different means of communication. Linguistic competence has a reference in all aspects that have a language. Linguistic competence is the ability to speak, a great wealth when has the necessity to expressing oneself and participating in the communicative act. This competence is acquired by managing the rules of the language to which it is attached (Ortega, 2012). "Linguistic competence allows to recognize information from a system of symbols to recognize phonological, syntactic or semantic validity in an act of meaning of that language" (Garner, 1994). These competences allow us to use language as an instrument of oral and written communication, where we can understand reality, as an instrument of construction and communication of knowledge and as an instrument of organization and self-regulation of thought, emotions and behavior and its main objective is to be competent with the language in oral and written contexts.

For (Moyoqui, 2003) the competences in the language are the actions around the identification, interpretation, argumentation and the approach of diverse situations with the base in the language integrating the knowledge.

Linguistic Competence is a term that connect with (Chomsky, 1965), who made the refinement between individuals' learning of dialect (capability), and that information use in genuine circumstances (performance). Competence is a part of our psychological limit hidden our utilization of dialect. Chomsky's origination of phonetic capability is syntactic, while it is an increasingly far reaching term for lexicalists inside the generative school of thought.

Communicative Competence

There is a great state of understanding among theoreticians today on the essential substance of the definition of Communicative Competence. In any case, it has been frequently called attention to in the writing on dialect testing that before embraced look into on Communicative Competence it is basic to inspect and unmistakably decide the develop of Communicative Competence, to be specific, to figure a definition which will empower a basic operationalization of that build.

The term «communicative competence» is included two words, the blend of which implies «competence to communicate». This straightforward lexico-semantical investigation reveals the way that the focal word in the syntagm «communicative competence» is the word «competence». «Competence» is a standout amongst the most dubious terms in the field of general furthermore, connected semantics. First experience with phonetic talk has been generally associated with Chomsky (1965) who in his exceptionally influential book «Aspects of the Theory of Syntax» drew what has been today seen as a great refinement between competence (the monolingual speaker-audience's learning of

language) and performance (the real utilization of language in genuine situations)

While trying to elucidate the idea of communicative competence, (Widdowson, 1983) made a refinement among capability and limit. In his definition of these two ideas he connected experiences that he picked up in talk investigations. In this regard, he defined ability, i.e. communicative competence, as far as the learning of phonetic and sociolinguistic traditions.

Under limit, which he frequently alluded to as procedural or open limit, he comprehended the capacity to utilize learning as methods for making meaning in a dialect. As indicated by him, capacity isn't a segment of ability. It does not transform into ability, but rather remains "a functioning power for proceeding with imagination", i.e. a power for the acknowledgment of what Halliday called the "meaning potential" (Widdowson, 1983:27).

At roughly a similar time and for comparative reasons, Bachman (1990) proposed utilizing the term «communicative language ability», asserting that this term consolidates the implications of both dialect proficiency and informative capability. Inclining particularly on Hymes, Widdowson and Candlin, Bachman defined communicative language ability as an idea contained learning or capability and limit with regards to proper utilization of learning in a logical informative dialect use. In expounding on this definition, Bachman committed special regard for the part of dialect use - that is, the way how dialect is utilized to achieve a specific informative objective in a specific situational setting of correspondence.

Model of Communicative Competence

Later hypothetical and experimental research on Communicative Competence is generally dependent on three models of Communicative Competence: the model of Canale and Swain, the model of Bachman and Palmer and the depiction

of parts of Communicative Competence in the Common European Framework (CEF).

For this investigation Bachman and Palmer´s model will be used as the following;

Thinking about the aftereffects of earlier hypothetical and exact research, in the late 1980s, Bachman proposed another model of Communicative Competence or more decisively, the model of Communicative Language Ability. That model was adjusted by Bachman and Palmer in the mid-1990s.

As indicated by (Bachman & Palmer, 1996), numerous characteristics of language users for example, some broad attributes, their topical learning, full of feeling schemata furthermore, dialect capacity influence the communicative language ability. The urgent trademark is their language ability which is included two wide areas – language knowledge and strategic competence.

Language Knowledge

Language Knowledge comprises of two primary segments – organizational knowledge and pragmatic knowledge which supplement each other in accomplishing successfully the language use.

In Bachman and Palmer's model, **organizational knowledge** is made of capacities occupied with a command over formal language structures, i.e. of grammatical and textual knowledge.

Grammatical knowledge

Grammatical knowledge incorporates a few rather autonomous territories of learning, for example, knowledge of vocabulary, morphology, syntax, phonology, and graphology. They empower acknowledgment and creation of linguistically right sentences and additionally cognizance of their propositional content.

Textual knowledge

Textual knowledge empowers cognizance and generation of (talked or composed) writings. It

covers the information of traditions for joining sentences or expressions into writings, i.e. knowledge of cohesion (methods for stamping semantic connections among at least two sentences in a composed content or expressions in a discussion) also, information of rhetorical organization (method for creating story writings, portrayals, correlations, classifications and so forth.) or conversational organization (conventions for starting, keeping up and shutting discussions).

Pragmatic knowledge

Pragmatic knowledge alludes to capacities for making and interpreting discourse. It incorporates two areas of knowledge: **functional knowledge** for communicating satisfactory and for deciphering the illocutionary intensity of articulations or talk and **sociolinguistic knowledge** for making and interpreting language utterances which are fitting in a specific setting of language use.

Strategic knowledge

Strategic knowledge is considered in the model as a lot of metacognitive segments which empower language user's inclusion in objective setting, assessment of communicative sources, and planning. **Objective setting** incorporates recognizing a set of conceivable tasks, picking at least one of them and choosing whether to endeavor to finish them. **Assessment** is a method by which language use setting is identified with different areas of communicative language ability: topical learning and emotional schemata. **Planning** includes choosing how to make utilization of dialect information and different segments associated with the procedure of language use to finish the picked task effectively.

Toward the finish of this illustrative portrayal of Bachman and Palmer's model of Communicative Language Ability, one can't however, conclude that this model is increasingly mind boggling,

more complete and much clearer than the model of Canale and Swain. It is best because has direct result of its nitty gritty and in the same time hierarchical depiction of essential parts of Communicative Competence.

In this test segment, other linguistic aspects directly related with the Communicative Competence were assessed as well as the following:

Grammar and Vocabulary

First in Grammar, this part of the test, evaluate the level of accuracy of previously contemplated structures. Understudies' evaluations ought not be influenced by absence of control of currently studied structures since such structures are not yet disguised. Highlights to remember: form, word arrange, verb tense, subject-verb agreement, subject omission, and so forth.

As far as Vocabulary, the test measures the extent to which the student uses vocabulary precisely, reflecting adequate variety and appropriateness for the dimension and suitability to the unique situation and questioner. Students ought to have the capacity to incorporate vocabulary from previous levels.

Features to remember: rich versus scanty, word choice, explicit terminology, target-like expressing.

Discourse Management

This perspective watches if the test taker has achieved the allocated assignment. A task is finished when understudies:

• Develop thoughts with adequate elaboration and detail (critical data isn't absent)

• Stick to the necessities (or steps) of the assigned task

Pronunciation

In this stage, the test identifies the capacity to perceive and deliver important sounds, including consonants, vowels, tone patterns, intonation

patterns, rhythm patterns, stress patterns, and whatever other suprasegmental features that convey meaning. Accent ought not be punished except if it interferes with communication.

Features to remember:

• Articulation (consonants, vowels/word endings, murmuring).

• Prosodics (rhythm, intonation).

Interactive Communication

During the test, the interactive communication, give data about how understudies convey a message (smooth stream of discourse). It additionally measures understudies' capacity to utilize methodologies to adjust for correspondence breakdowns and to start and keep up discourse going.

Features to remember:

• Pausing/Hesitation (too long, unfilled pauses, chopped language)

• Strategies, for example, circumvention, self-amendment, rethinking, imitate, clarification, inspiring additional data, understanding checks, and affirmation checks.

3. Methodology

According to the selected paradigm in the philosophical foundation of the present research, the qualitative and quantitative approach was applied because it was important to consider the whole, the total integration of a specific context, without dividing it to the study of its parts. It was based on data collection methods such as descriptions and observations, including numerical measurement.

The research modality used in this investigation were field and bibliographic, and experimental due to was important to be in the place where the problem was found and also was useful to search information in books, thesis or any other information tool. Furthermore, was experimental

because was developed with experimental and control group.

The level or type of research were exploratory, correlational and descriptive all of this to achieve the objective that was to find the relationship between variables.

The study population is the students and professors of the Language Career of the Universidad Técnica de Ambato. The population to be researched is formed by a universe of 128 legally enrolled students, corresponding to the academic period September 2018- February 2019 distributed in 5 parallels and 14 professors. For this research, the sixth and eighth semesters of the career will be investigated.

4. Analysis and Results

In view of the account's investigation, the estimation of the Communicative Competence was created thinking about the criteria of the rubric from the FCE examination so as to give a precise method for surveying understudies. Four elements of Communicative Competence were evaluated such as: Grammar and Vocabulary, Discourse Management, Pronunciation, and Interactive Communication with the application of brainstorming, role-plays, storytelling, and discussion.

FINAL PRE AND POST-TEST SCORES EXPERIMENTAL GROUP

Elements of the C. C.	Women	Men	Mixed	Class Average
Grammar and Vocabulary	0,4	0,2	0,8	0,5
Discourse Management	0,9	0,2	0,1	0,4
Pronunciation	0,9	0,7	1	0,9
Interactive Communication	1,1	0,7	1,2	1

Table 1: Final pre and post-test experimental group

Figure 1: Final pre and post-test experimental group
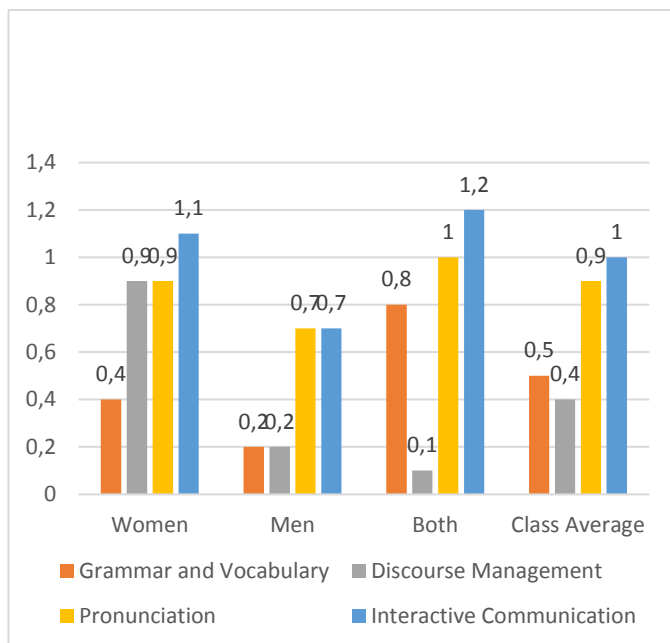
Analysis and Interpretation:

The outcomes from Table 1 demonstrate a correlation between the three gatherings (ladies, men and blended) there was an expansion in the last scores of the Grammar and Vocabulary gotten by the understudies we can see that the procedures utilized in the classroom functioned admirably basically with the blended gathering that is the reason they got 0,8, with a lower review are ladies with a score of 0,4, lastly the gathering of men with the most minimal review 0,2. It implies that understudies from ladies and men need to practice to enhance their fitness.

In Discourse the executives the table 1 demonstrates an examination between the three gatherings (ladies, men and blended) there was an expansion in the last scores gotten by the understudies we can see that the procedures utilized in the classroom functioned admirably for the most part with ladies that is the reason they got 0,9, with a comparable review are men with a score of 0,2, and the blended gathering with the least grade 0,1. It implies that understudies from men and blend need to practice to enhance their talk.

In Pronunciation the table 1 demonstrate a correlation between the three gatherings (ladies, men and blended gathering) there was an expansion in the last scores acquired by the understudies we can see that the systems utilized in the classroom functioned admirably fundamentally with the blended gathering and ladies that is the motivation behind why the scores are comparable both got 1,0, and ladies with a score of 0,9, lastly the gathering of men with the most minimal review 0,7. It implies that men need to practice to enhance their articulation.

In Interactive Communication the table 1 demonstrate an examination between the three gatherings (ladies, men and blended) there was an expansion in the last scores acquired by the understudies we can see that the procedures utilized in the classroom functioned admirably for the most part with the blended gathering and ladies that is the motivation behind why they got 1,2, while ladies had a score of 1,1, lastly the gathering of men with the least grade 0,7. It implies that men and men require additional training to enhance their association.

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The primary reason for this exploration was to upgrade the Communicative Competence of understudies that is the reason the examination of the pre-test and post-test demonstrates that after the utilization of Gender-based showing systems their execution enhanced because of the undertakings that were thought about in each class helped them to talk better, unmistakably the normal score (5) was not achieve, but rather the methodologies and exercises utilized in the classroom helped them and with more practice they will satisfy the target.

Pre and Post-test Results Control Group

In view of the chronicles' investigation, the estimation of the informative capability was created contemplating the criteria of the rubric from the FCE examination.

Table 2: Pre and Post-Test

7th	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
Pre-test	3	3	2,9	3,1
Post-test	3,3	3,4	3,3	3,5
Espected average	5	5	5	5

Source: Pre-test scores – Experimental Group
Author: Buenaño, D. (2018)

Figure 2: Pre and Post-Test
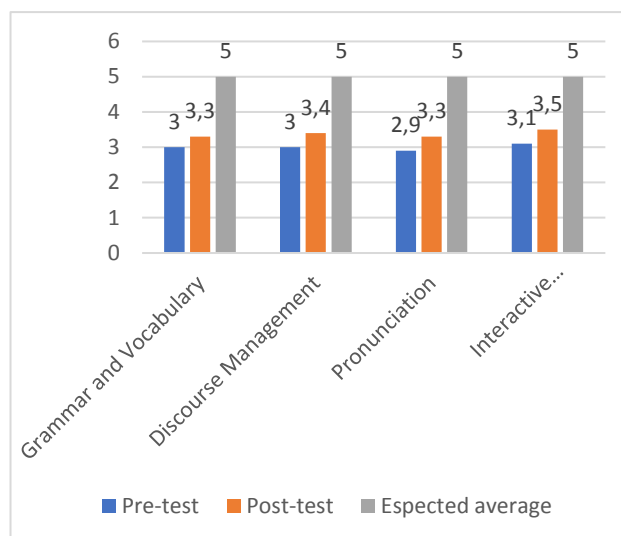
Source: Pre-test scores – Control Group
Author: Buenaño, D. (2018)

Analysis and Interpretation

As it is shown in table 2 the score of the pre-test was 3 whereas after the application of the post-test the score was 3,3. Grammar and Vocabulary were considered as an element of the communicative competence and as it could be observed the variation in the results shown was not big at all due to the fact was not applied in this group. Students showed a good control of simple grammatical forms and vocabulary.

The results from table 2 show that in the pre-test, the students got a score of 3,0 in the pre-test, while in the post-test they obtained 3,4. One of the criteria that were evaluated in speaking was Discourse Management with the purpose of assessing the capacity to produce responses adequately using cohesive devices. However, as the results show this criterion show a regular improvement. The responses produced in the pre-test were characterized by short phrases and frequent hesitation. Students' answers were most of the time repeated and there was a limited use of vocabulary, but at the end it changed.

As table 2 demonstrates the final score in pronunciation during the pre-test was 2,9 while after the application of the post-test it increased to 3,3. There is not a big improvement. Pronunciation is one of the main factors considered as important in speaking assessing due to the fact it helps to produce intelligible intonation. The results show there was a maximum improvement in students' performance. Students' production was intelligible and had control of phonological features. Hence, it is necessary to continue helping students improve their way of speaking in order to be understood by everyone.

According to the data of table 2, the final score in Interactive Communication was 3,1 corresponding to the pre-test and in the post-test, the average was 3,5. As it is shown, there was not a significant variation in these results. Interactive Communication did not improve at all in this stage owing to its peer practice. This issue is relevant to be evaluated since students need to have the capacity to interact in English appropriately. Students at the beginning maintained simple exchanges with some difficulty that required support and prompting.

Elements of the communicative competence pre and post-test comparison experimental and control group

Table 3: Pre and Post-test

| Elements of the C. C. | Experimental | | Control | | |
	Pre-test	Post-test	Pre-test	Post-test	Expected Average
Grammar and Vocabulary	3,4	3,9	3	3,3	5
Discourse Management	3,3	3,7	3	3,4	5
Pronunciation	3,3	4,2	2,9	3,3	5
Interactive Communication	3,4	4,4	3,1	3,5	5

Source: Pre and Post-test scores –Experimental - Control Groups
Author: Buenaño, D. (2018)

Figure 3: Pre and Post-test
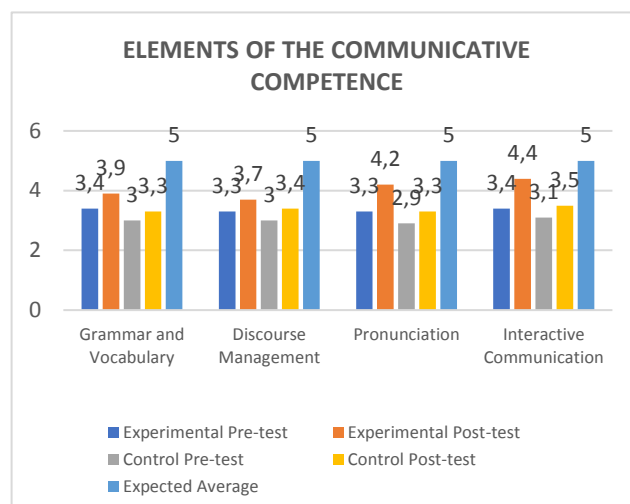
Source: Pre and Post-test scores –Experimental - Control Groups
Author: Buenaño, D. (2018)

Analysis and Interpretation:

The table 3 demonstrates the scores of the exploratory gathering fluctuate in every single one of the criteria considered in talking evaluation. Punctuation and Vocabulary from 3,4 to 3,9, Discourse Management from 3,3 to 3,7, Pronunciation from 3,3 to 4,2 and Interactive Communication from 3,4 to 4,4.

The Control amass was additionally surveyed under similar criteria; be that as it may, their enhancement is constrained. In Grammar and Vocabulary, the score differed from 3,0 to 3,3. Though in Discourse Management from 3,0 to 3,4. So also in Pronunciation from 2,9 to 3,3. Intelligent Communication from 3.1 to 3,5.

As indicated by this information, it is quite observed that there is an enhancement in the correlation of the last scores of the pre and post-tests in the Experimental Group after the utilization of Gender-based Teaching Strategies to improve the Communicative Competence. While the outcomes were as not very great not

surprisingly in the Control Group because of the reality understudies did not work with these procedures in their open capability.

The outcomes acquired from the last normal somewhere in the range of eight and 6th semesters in talking exhibit that understudies got 0,5 and 0,3 in Grammar and Vocabulary which implies that the two gatherings require additional training to enhance this component. In Discourse Management the primary gathering got 0,4 and shockingly the second gathering got a similar score, so plainly both need to work out in this component to enhance their commitment and the generation of extended lengths dialect. In Pronunciation, the two gatherings got 0,9 and 0,4 individually and it demonstrates that exploratory gathering would do well to average and the control assemble need to keep examining. In Interactive Communication exploratory gathering got the best grade which was 1,0 while the control assembles got 0,4, so it implies that the techniques connected in eight semester worked effectively and in the meantime shoe that 6th semester require a portion of the methodologies to enhance their association.

As it is watched the scores in both pre and post-test from the two gatherings of study were great in trial gathering while control bunch require more help to ace their Communicative Competence. The motivation behind this exploration consider was to improve the Communicative Competence through the execution of Gender-based Teaching Strategies. In any case, this gathering of understudies did not work with this methodology, so consequently, it is fitting to utilize the procedures, strategies, strategy, and exercises that support their oral creation and their capacity to convey.

VERIFICATION OF THE HYPOTHESIS

Ranges

		N	Average range	Sum of ranges
Post-test – Pretest	Negatives ranges	0[a]	,00	,00
	Positives ranges	4[b]	2,50	10,00
	Drwas	0[c]		
	Total	4		

a. Post-test < Pretest

b. Post-test > Pretest

c. Post-test = Pretest

In the range test table it can be seen that the positive ranges in Communicative Competences, 1. Grammar and Vocabulary, 2. Discourse Management, 3. Pronunciation and 4. Interactive Communication, there are positive ranges, that is, the post-test it is greater than the pre-test, considering that Gender-Based Teaching Strategies has relationship with the Communicative Competence of students from the Languages Career at Universidad Técnica de Ambato.

Statistics of contrast[a]

	Post-test - Pretest
Z	-1,841[b]
Sig. asintót. (bilateral)	,046

a. Wilcoxon signed sign test

b. Based on negative ranges.

In the contrast statistic, taking the Wilcoxon test, it can be shown that when Z is obtained with a value of -1.841 (bilateral) and the value of p is 0.046, and this is less than 0.05, the null hypothesis is rejected, so the alternative hypothesis is accepted, that is, Gender-Based Teaching Strategies has relationship with the Communicative Competence of students from the Languages Career at Universidad Técnica de Ambato.

5. Conclusion

After analyzing and interpreting the results obtained from the application of the Gender-Based Teaching Strategies in students from Language Career at Universidad Técnica de Ambato to excel their Communicative Competence, there are some conclusions and recommendations to share for future investigations.

• There is a relation between Gender-Based Teaching Strategies (GBTS) and The Communicative Competence since GBTS improves it positively. Obviously, the Alternative Hypothesis was acknowledged with an element of centrality of 0.5. while the Null Hypothesis was rejected.

• The Gender-Based Teaching Strategies such as: brainstorming, discussions, role-plays, and storytelling are essential in this Communicative Competence because of each of them achieves the objective, but the most important was discussion due to it allowed students to interact among them and the results showed that their pronunciation and interaction improved.

• The elements of the Communicative Competence are: **grammatical** which includes vocabulary, syntax, phonology, graphology; **textual** which includes cohesion and rhetorical organization;

functional with ideational, manipulative, heuristic, and imaginative functions and **sociolinguistic** with dialects, registers, idiomatic expressions, cultural reference and figures of speech. They helped to create and use correctly utterances and sentences in different settings.

• The solution to the problem is to use and apply Gender-Based Teaching Strategies to excel the Communicative Competence through the following criteria: grammar and vocabulary, discourse management, pronunciation and interactive communication in real situations.

Recommendations

After the execution of Gender-Based Teaching Strategies, the following proposals are set for further investigations:

• To apply Gender-Based Teaching Strategies such as: brainstorming, discussions, role-plays, and storytelling, in class since it will assist understudies with enhancing their Communicative Competence.

• To think about the elements of the Communicative Competence which are: grammatical, textual, functional and sociolinguistic as part of the learning process at the moment of planning classes by keeping in mind the reality in which it takes place.

• English educators ought to consider the GBTS´ criteria grammatical, textual, functional and sociolinguistic as well as brainstorming, discussions, role-plays, and storytelling, at the moment of organizing the activities as a choice to assess understudies to improve their Communicative Competence.

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Annex 2: Approval

Ambato, 17 de septiembre de 2018

Phd.
Verónica Chicaiza
COORDINADORA DE LA CARRERA DE IDIOMAS
Presente

De mi consideración

Yo, Daniel Fernando Buenaño Ortiz con cedula de ciudadanía # 180461845-0, ex estudiante de la Carrera de Idiomas, modalidad presencial, me dirijo a usted muy comedidamente para solicitarle se sirva autorizar el desarrollo del proyecto de investigación en la Carrera de Idiomas con el tema" GENDER-BASED TEACHING STRATEGIES AND THE COMMUNICATIVE COMPETENCE".

Seguro de contar con su autorización le agradezco y me suscribo.

Atentamente:

Daniel Buenaño

180461845-0

Autorizado luego del tema ser aprobado en UOC y realizado los tramites pertinentes.

09-11-2018

VERÓNICA

Annex 3: Pre and Post-test

Good morning/afternoon/evening. My name is .... and this is my colleague ....

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where are you from, *(Candidate A)*?
- And you, *(Candidate B)*?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Likes and dislikes

- How do you like to spend your evenings? ...... (What do you do?) ...... (Why?)
- Do you prefer to spend time on your own or with other people? ...... (Why?)
- Tell us about a film you really like.
- Do you like cooking? ...... (What sort of things do you cook?)

Special occasions

- Do you normally celebrate special occasions with friends or family? ...... (Why?)
- Tell us about a festival or celebration in (candidate's country).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? ...... (Where are you going to go?) ...... (What are you going to do?)

Media

- How much TV do you watch in a week? ...... (Would you prefer to watch more TV than that or less? ...... (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? ...... (Why? / Why not?)
- Do you ever listen to the radio? ...... (What programmes do you like?) ...... (Why?)

| 1 Helping others | Part 2 |
| 2 Gardens | 4 minutes (6 minutes for groups of three) |

Interlocutor	In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.
	(Candidate A), it's your turn first. Here are your photographs. They show **people who are helping other people in different situations.**
	Place Part 2 booklet, open at Task 1, in front of Candidate A.
	I'd like you to compare the photographs, and say **how important it is to help people in these situations.**
	All right?
Candidate A	
⏱ *1 minute*	--
Interlocutor	Thank you.
	(Candidate B), **do you find it easy to ask for help when you have a problem?** .... (Why? / Why not?)
Candidate B	
⏱ *approximately 30 seconds*	--
Interlocutor	Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*
	Now, *(Candidate B)*, here are your photographs. They show **people spending time in different gardens.**
	Place Part 2 booklet, open at Task 2, in front of Candidate B.
	I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time in these gardens.**
	All right?
Candidate B	
⏱ *1 minute*	--
Interlocutor	Thank you.
	(Candidate A), **which garden would you prefer to spend time in?** .... (Why?)
Candidate A	
⏱ *approximately 30 seconds*	--
Interlocutor	Thank you. (Can I have the booklet, please?) *Retrieve Part 2 booklet.*

Part 3

Interlocutor   Now, I'd like you to talk about something together for about two minutes. *(3 minutes for groups of three).*

I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about and a question for you to discuss. First you have some time to look at the task.

Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.

Now, talk to each other about why these ideas would attract more tourists to the town.

Candidates
⏱ *2 minutes*
(3 minutes for groups of three)

....

Interlocutor   Thank you.

Now you have about a minute to decide which idea would be best for the town.

Candidates
⏱ *1 minute*
(for pairs and groups of three)

....

Thank you. (Can I have the booklet, please?) *Retrieve Part 3 booklet.*

Part 4

Interlocutor   *Use the following questions, in order, as appropriate:*

- **Do you think you have to spend a lot of money to have a good holiday? ..... (Why? / Why not?)**
- **Some people say we travel too much these days and shouldn't go on so many holidays. What do you think?**
- Do you think people have enough time for holidays these days? ..... (Why? / Why not?)
- Why do you think people like to go away on holiday?
- What do you think is the biggest advantage of living in a place where there are a lot of tourists?
- What can people do to have a good holiday in (candidate's country)? ..... (Why?)

> *Select any of the following prompts, as appropriate:*
> - What do you think?
> - Do you agree?
> - And you?

Thank you. That is the end of the test.

building a large nightclub

Why would these ideas attract more tourists to the town?

building holiday flats

putting up security cameras

providing parks

having more shops
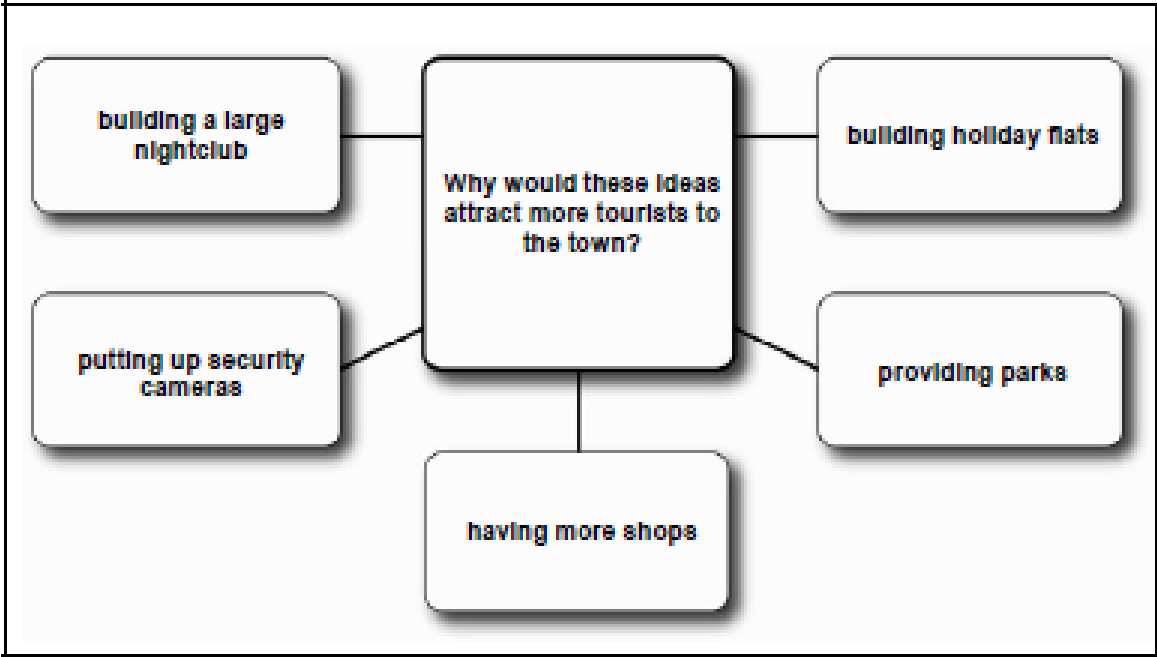
Annex 4: Lesson plan template

(Gender Equality in Classroom Instruction: Introducing Gender Training for Teachers in the Republic of Korea) Dr. Kyungah Jung (Fellow, KWDI), Dr. Haesook Chung (Senior Fellow, KWDI) August 2005

4. Lesson Plan: Gender-Responsive Classroom Interaction

Instructional Goal

- Recognizing the differences between male and female students in attitudes and participation during lessons

- Understanding subtle gender biases inherent in teacher-student interaction, and examining teachers' own instructional behaviors

- Searching for gender-responsive classroom interaction strategies

Outline

Major Contents

- Understand the attitudinal and participate characteristics of male and female students during lessons from a gender-sensitive perspective

- Recognizing the characteristics of gender-biased teacher-student interaction, established unconsciously through an analysis of the instructional behaviors of model teachers

- Understanding the gender-biased or gender-discriminative characteristics inherent in teacher-student interaction more clearly by role playing various student-teacher interaction scenes in classroom situations

- Listing and internalizing the teaching strategies that could promote more effective and gender-responsive interaction between teachers and students

Matters Requiring Attention

- Having teachers inductively recognize gender-biased teacher-student interaction and instructional behaviors in the classroom through case analysis, video observation and analysis, role playing, and group discussion

- Using lectures to clarify the awareness and perceptions of teachers by summarizing the existing research results, incorporating the lectures after various teachers' activities

Necessary Items: TV and VCR, observation cases, videotapes of classroom observation, observation analysis sheets, props for role playing (desks, chairs, prefabricated stages, etc.) and other activity materials

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Process of Instruction

Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	10 min.
Development	Understanding Students' Attitudes in the Classroom • Examining teachers' opinions of the typical attitudes of male and female students during lessons, revealed in classroom observation studies with questionnaires • Analyzing classroom observation cases of teacher-student interaction • Discussing the differences between male and female students from the viewpoint of participation and attitudes during lessons	40 min.
	Observation and Analysis of Gender-Biased Teacher-Student Interaction • Observing a video on lesson scenes of model teachers, and looking for cases of gender biased teacher-student interaction	20 min.
	Role Playing • Acting out and discussing typical behaviors of male/female students and teachers during lessons	30 min.
	Lecture: Research Results of Teacher-Student Interaction in the Classroom • Introducing the research results with regard to teacher-student interaction and gender	30 min.
	Group Activity: Seeking Teaching Strategies for Changes • Comparing gender-biased lesson scenes observed previously with lesson scenes reconstructed into gender-responsive instructional behaviors – Examining one's own instructional behaviors, based on current understanding • Seeking practical teaching strategies for gender equal classroom interaction and group discussions	50 min.
Closing	Presentation of Group Discussion Results • Announcing ideas on gender-responsive interaction strategies by groups	20 min.

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Content of Activities
Introduction (Introduction (10 min.)
Introducing an Instructional Process (10 min.)

Content: Introducing the goals and activities of instruction

Methodology

- Introduce the goals of this lesson as an opportunity for teachers to examine their own instructional behaviors in person and to develop strategies for gender-responsive interaction with students

- Briefly explain the activity within this lesson, such as observation case analysis and role-playing

Content of Activities
Development (180 min.)
Understanding Student Appearances (40 min.)

Content: Investigating teachers' level of awareness about the differences between male and female students with regard to their attitudes and participation during lessons through questionnaires, observation case analyses and group discussions

Methodology

- Form groups of four teachers; each group member selecting one of the following roles: Ikeumi (discussion facilitator), Haekshimi (summarizer), Girogi (recorder), and Alimi (reporter)

- Compose groups as heterogeneous as possible, considering the gender and assigned subjects of teachers, and school types by gender (co-educational schools, girls' schools, and boys' schools) for junior high school teachers

- Examine teachers' awareness of the typical attitudes of male and female students during lessons with questionnaires [Activity Material 1]

- Present observation cases of teacher-student interaction [Activity Material 2]

- Conduct group discussions about the differences between male and female students by referring to the questionnaires and observation cases

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Necessary items: Questionnaires ("Appearances of My Students"), observation cases, observation analysis sheets

Content of Activities
Development (180 min.)
Observation and Analysis of Teacher-Student Interaction (20 min.)

Content: Observing lesson scenes of model teachers through a video and looking for gender-biased aspects with regard to teacher-student interaction

Methodology

- Introduce lesson scenes briefly

- Have teachers watch a video for approximately 5 minutes

- Have teachers analyze teacher-student interaction in the model teachers' lessons

- Have teachers recode cases of gender-biased interaction on the analysis sheets, and providing time for presentations after watching the video [Activity Material 3]

Necessary items: TV and VCR, videotape of classroom observation, observation analysis sheets

Content of Activities
Development (180 min.)
Role-Playing (40 min.)

Content: Acting out lesson scenes by taking on the roles of female and male students with the most typical appearances, and discussing teacher-student interaction with teachers observing the scenes

Methodology

- Form approximately two role-playing teams composed of 1 teacher, 3 female students and 3 male students

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- Provide each team with simple guidelines [Teaching Material 3] for a role play, and making each team improvise the roles of teachers and students thought to be the most typical for 5~10 minutes

- Have teachers look for cases of gender-biased teacher-student interaction during the role plays while comparing these cases with lesson scenes previously observed through a video

- Have teachers exchange impressions with one another about the role-playing

Necessary Items: set for role-playing (props such as a teacher's desk, students' desks, chairs, blackboard, etc.), observation analysis sheets

Content of Activities
Development (180 min.)
Lecture: Research Results on Teacher-Student Interaction (30 min.)

Content: Introducing the research results and observation cases dealing with the attitudes of male and female students during lessons and teacher-student interaction

Methodology

- Introduce the results of classroom observation research focused on gender differences in teacher-student interaction and students' attitudes during lessons, in connection with reflections developed through the teachers' activities

- Present several strategies for gender-responsive teacher-student interaction

Content of Activities
Development (180 min.)
Seeking Teaching Strategies for Changes (50 min.)

Content: Examining teachers' own instructional behaviors that need to be changed from a gender equality perspective, and seeking detailed strategies for gender-responsive classroom interaction

Methodology

- Allocate seats by groups for questionnaires and case analyses

- Re-show gender-biased lesson scenes observed previously

- Show lesson scenes adopting gender-responsive teaching strategies in the same class

- Have teachers record the differences they perceive on observation analysis sheets while comparing the two lesson scenes [Activity Material 3]

- Have teachers examine their own usual instructional behaviors individually based on cases of gender-biased instructional behaviors observed and analyzed thus far [Activity Material 4]

- Have teachers seek detailed practical strategies for changing their own instructional behaviors to become more gender equal in nature, and discuss such strategies among teachers in groups [Activity Material 4]

Necessary Facilities and Tools: TV and VCR, videotape on classroom observation, observation analysis sheets

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Content of Activities
Closing (20 min.)
Presentation of Group Discussion Results (20 min.)

Content: Presenting matters regarding gender-responsive teaching strategies discussed by groups and sharing together as a whole.

Methodology

- Present the discussion results on gender-responsive teacher-student interaction strategies by each group for approximately 1~2 minutes

Teaching Material 1

Results of Classroom Observation*
Teacher-Student Interaction

1) Male students were likely to have more interaction with teachers than female students did, regardless of whether the interaction was positive or negative.

2) Male students were usually asked more teacher-initiated questions than were female students.

3) Male students drew the teachers' attention by calling out more or behaving more conspicuously.

4) Male students had more opportunities to do demonstrations, such as science demonstrations, in front of the class.

5) Female students were likely to be praised more for the outward appearance of their work. (Examples: neatness, obedience toward teachers' directions, etc.)

6) Male students were more likely to be praised for the intellectual quality of their work.

7) Male students were more likely to be disciplined than female students, even when the female students were doing the same misbehavior.

8) Teachers provided much more specific feedback to male students on their responses. (Examples: praise, criticism, correction, etc.)

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9) Teachers had the tendency to respond differently to requests for assistance by male and female students. They were more likely to tell the answers to female students directly, but they tended to guide male students more so that they could find the answers on their own.

These results were excerpted from the classroom observation research of Chung & Jung (2003), Lerner & Sadker (1999), and Campbell & Storo (1994).

Teaching Material 2

Strategies for Gender-Responsive Interaction*

1. Calling On and Questioning: Do not let certain students dominate a lesson or the teacher's attention

- Avoiding calling on a student who is the first hand-raiser

    – Presenting a rule of raising hands and remaining quiet, waiting until being called on

- Developing a method of participation other than raising hands

    – Selecting a name card of the class members, calling on those students not raising their hands after encouraging all students to participate

2. Having a Wait Time of About 3~5 Seconds

- Having a wait time before questioning or calling on a student

    – Giving enough time to select a student to be called on carefully

    – Providing female students or those students lacking in speaking ability with sufficient time to develop their responses

- Having a wait time before responding to students after they respond

    – Enabling teachers to provide more detailed feedback by having time to think about the strong and weak points of students' responses

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3. Teachers' Feedback

- Providing feedback on the quality of performance, rather than on the appearances of performance

- Using clear and precise feedback

- Distributing feedback to all students fairly

  - Acceptance, praise, criticism, correction and follow-up (probing) questions

4. Group activities

- Structuring cooperative interaction among students

  - Using small group cooperative learning models

- Developing strategies to make passive students participate more in group activities

  - Allocating and rotating specific roles in a group

- Enhancing group dynamics by composing of group members heterogeneously by ability, motivation, sex, etc.

- Compensating individual participation of group members by putting their individual activities into producing the evaluation score for group activities

5. Analyzing Interaction with Students

- Content: Examining instructional language and interaction with students from a gender-sensitive perspective

- Method: Observing lessons by video recordings or direct observation

6. Miscellaneous

- Holding high expectations for female students

- Moving around the classroom

* Reference : Lerner & Sadker (1999)

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Teaching Material 3

Tips for Role-Playing

- Time: 5 ~ 10 minutes

- Subject: All subjects possible

- Personnel Composition: 1 teacher, 3 female students, 3 male students

- Character Personalities: Most typical male and female students in the classroom

- Have all of the following situations (behaviors) included:

    1) Teachers' questions and students' responses

    2) Teachers' feedback on students' responses (including follow-up probing questions)

    3) Teachers' praise

    4) Teachers' criticism and discipline

    5) Teachers' movement

    6) Demonstration or presentations in front of the class

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Teaching Material 4

Scoring Key for Questionnaire on "Appearances of My Students"

Have teachers count the number of ■ in their responses by referring to the following table. In addition, have them think about what kind of relationship the number of ■ has with the students' attitudes during lessons.

The number of ■ could be interpreted as an index of female students' passivity in classroom interaction. Namely, as the number of ■ grows, it means that the female students would have relatively fewer interaction opportunities with teachers in comparison with male students, whether or not the interaction is positive or negative.

Item	No. 1		No. 2		No. 3		No. 4		No. 5	
Answer Sheet	1	2	1	2	1	2	1	2	1	2
Score		■	■		■		■			■

Item	No. 6		No. 7		No. 8		No. 9		No. 10	
Answer Sheet	1	2	1	2	1	2	1	2	1	2
Score		■	■		■		■			■

Activity Material 1

Appearances of My Students

The following are the questions on the attitudes of male or female students during lessons. Try to answer the following by reflecting on your own teaching experience all the while. Even if you are not currently teaching at a co-educational school, please try to answer the following reflecting on your experience of teaching male or female students separately.

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Key: 1= Yes, 2= Yes for the students of the opposite sex, 3= No Difference

	Yes	Opposite	No Difference
1. Female students make jokes or pranks with me more than male students during a lesson.	1	2	3
2. Male students answer by calling out without being called on more than female students do during a lesson.	1	2	3
3. Female students appear more ashamed than male students when responding with wrong answers.	1	2	3
4. Female students take a little more time to think about answers and respond than male students when questions are asked.	1	2	3
5. More female students ask questions to me first than male students do during a lesson.	1	2	3
6. Those students who are reprimanded by me during a lesson, due to being noisy or misbehavior are mostly female students.	1	2	3
7. When individual homework is assigned to students during a lesson, the performance of male students is checked by me more frequently than that of female students because of the male students' unattentiveness.	1	2	3
8. Male students are disciplined more strongly than female students, even when the female students are doing the same misbehavior.	1	2	3
9. Those students praised more by me for their responses to my questions during a lesson are mostly male students.	1	2	3
10. Male students are mostly in charge of writing reports when doing group work.	1	2	3

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Activity Material 2

Cases of Classroom Observation

Please read the following cases and assign a title to each one. Talk about the characteristics of male and female students appearing in each case.

Observation Case 1

Teacher: Well. Sit down... Well. Sit down... Well. Jun-yeong, go up there and bring a book called "Carrots." Well. Is it discretionary time? Well. Should we complete lyrics first? Well. About "Carrots"... First. Let us do the true or false quiz. (Children are taking out individually prepared acrylic boards and markers.)

Teacher: Are you ready? Firstly. Firstly with the true or false quiz... "Carrots" is the name of a boy.

Wu-hyeon (male): The name "Carrots" does not appear.

(Hwang) Jun-yeong (male): Hey... How can you say that?

Teacher: It is a true or false quiz. One, two, three, please raise your boards. (Children raise their acrylic boards all at once.) The answer is?

Children: False.

Jun-yeong: Let us play in a survival format.

Teacher: Well. Those with the wrong answer, put the boards down. Second problem. A present the father bought for "Carrots" is a horn. The answer is?

Children: True. (Only the voices of boys are heard.)

Teacher: True.

Jun-yeong: Teacher, when one gives a wrong answer, that person should go down, right?

Teacher: That person should go down. I said we would do it in stages. (The class stopped as the phone rang) Well. The child Marceau is affectionate toward Onorineau. The answer is?

Children: False only (Only the voices of boys are still heard.)

Teacher: The girl Carrots likes is Ernestee.

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Wu-hyeon: I did not finish the reading. (Children raise their acrylic boards.)

Teacher: False.

Boys: Oh! Yes... Wow.

Teacher: The man who gave the real name to Carrots is Pierre. The answer is? True.

Boys: True... Oh! Yeah.

Teacher: "Carrots" has the habit of inserting both hands into his pockets. The answer is? True.

Boy: Oh! Yeah. (The teacher presents questions to the children like this, and the children write the answers to those questions on acrylic boards.) (Seoul A Elementary School, 5th Grade, Discretionary[4] Class)

Observation Case 2:

Teacher: A person I liked sat next to me one time, but I could not express myself in words.

Students: Wow!

Teacher: Significant figures are also like that. They are hard to express in words. Number 39! Is that you, Sung-jin? Round off 395 from the last place digit.

Sung-jin (male): 400

Teacher: Rounding off 390 from its second to the last place digit is also 400, and what is the difference between the two?

Wung-gi (male): A significant figure.

Teacher: What? Who said that?

Students: Me... Me.

Wung-gi: What, I said that (The teacher does not hear him.)

---

4 Discretionary course was included for the first time by the Seventh Curriculum Revision in the Republic of Korea. Each school decides freely the contents of class. Many schools have used the lesson (one hour per week) for the reading education, sex education, safety education, creativity training, and so on.

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Teacher: Wung-gi's partner.

Dong-min (male): Please call me by my name.

Teacher: Compare the two quickly. (At this time, Young-hyeon (male) was caught by the teacher for bothering his classmate sitting next to him. The teacher laughs while watching the scene.)

Wung-gi: It's not funny. Why are you laughing for nothing? It's not interesting at all.

Teacher: You, come to the front. Close your eyes. Look whether you are opening your eyes or not. I'll hit you when you open your eyes.

Wung-gi: Whether or not I open my eyes, it's the same.

(After allowing Young-hyeon to go back to his seat, the teacher starts to write problems on the blackboard right away.)

Teacher: Who is making noise? All of you, you should solve problems 1 and 2 for the next class, right?

Jin-su (male): Will the school be over early on the 28th?

Teacher: Seung-hwan, and who is the president? Right, Seung-hwan and Yun-jeong, come to get the printed materials during lunchtime.

Students: Oh! Nooo…

Teacher: I made these, spending the night to improve your abilities...

Wung-gi: It's not funny. So, why are you making such things?

Seung-hwan (male): I have a meeting during lunchtime.

Teacher: What meeting?

Seung-hwan: A friends' meeting.

Teacher: Who has not finished writing yet?

Sung-jin: Min said somebody when you asked, "Who has not written yet?"

Young-hyeon: You're noisy!

Teacher: Attention, pull up your chairs... (The students are playing while the teacher is explaining the lesson content.) Hey, be quiet. What is the smallest unit?

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(Children are passing around some chalk, and Young-hyeon is playing with his classmate.)

Hara (female): Is it okay to say, "I have a question"?

Teacher: (After approaching and answering her) Anyone else with a question? My wrinkles are increasing because of all of you. (Gyeong-ho (male) and Yosep (male) are passing around comics between themselves. At this time, Ju-hyeon raises her hand with a question, but the teacher does not notice. The teacher approaches Ju-hyeon and answers after listening to her question, only after a while with her hand raised, and after having a few other students speak.)

Gye-hyeong (male): Teacher, I have a question. (The teacher also approaches Gye-hyeong and answers his question.

The bell rings, signaling the ending of the class.)

Seung-hwan: Attention! (Seoul B Junior High School, 2nd Grade, Mathematics Class)

Student Interview Case

I asked female students during a break why they were sitting quietly without answering during the class.

Ji-eun: Fear of wrong answers. Male students are bold. (Laughing)

So-eun: Because I don't feel like it. Fear of wrong answers also...and being embarrassed after all...

Hyeon-ji: Because of embarrassment?

Guk-hwa: The answer [to a teacher's question] was "soap." I said it first, but Jae-yeol said it louder [to guess it correctly]

Ji-eun: It's not that I don't do it, but because of my low voice... (So-eun, Ji-eun, Eun-jeong and Se-jin were asked at this time during lunchtime why they did not participate actively during the class.

Observer: Didn't you make any presentations during the class in elementary school, also?

Eun-jeong: I made presentations, but I did not just speak while sitting down.

Se-jin: [When girls make good presentations,] they become loners. There are not any benefits [for making presentations].

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Eun-jeong: Yes, that's correct. It's a different case if points are given.

Ji-eun: That's right. My mouth just hurts from speaking, and boys laugh when I give wrong answers...

Observer: (To Guk-hwa) Does your mother tell you to behave nicely at school by chance?

Guk-hwa: (While shaking her head) No.

Ji-eun, So-eun: Not at all. (Seoul A Junior High School, 1st Grade, Female Students)

Teacher Interview Case:

Observer: When observing the class during lessons, female students do not make any presentations at all, and male students make presentations mostly. However, female students even beat male students and call them names during the break.

Class Teacher: (As if not recognizing it seriously) Really? We have many sneaky people in our class. Female students are quiet during the class, well? It could be because they are behind in their studies or are taught at home to be quiet or obedient in front of the teacher, still now.

Observer: Does being behind in schoolwork mean that the achievement level of studies for female students is generally lower than that of male students?

Class Teacher: Male students have more common sense. Noisy, outgoing [female] students cannot answer, as they are behind in their studies.

Social Studies Teacher: Male students answer much better in social studies classes. Of course, there are some students who do not even understand.

Class Teacher: Male students read newspapers much more. So they have more common sense. That is why they answer well during lessons. Female students have their interest in beautifying their surrounding life and themselves. Or entertainers [They have also interest in entertainment].

Observer: So-eun, Ji-eun and Eun-jeong seem to have a high achievement level of studies, but they are quiet during lessons.

Class Teacher: They are introverted students, temperamental. (Seoul A Junior High School, 1st Grade Class Teacher and Social Studies Teacher, Females)

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Activity Material 3

Classroom Observation Analysis Sheet

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

39

Activity Material 4

Changing My Behavior

Write down your own instructional behaviors that you believe must be changed to become more gender equal, and record your practical strategies for change, in your opinion.

Behaviors to be Changed	My Practical Strategies
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

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UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Language Career

Annex 5: Lesson Plans

Lesson plan 1 (Gender-Based Teaching Strategies)

Instructional Goal

- To encourage purposeful and meaningful interaction among students by using brainstorming strategy.

Outline

Topic

What chickens can teach us about hierarchies?

Major Contents

- Expressions about human´s organization into a structure to work more efficiently.

- Analogy of human beings and animals related to hierarchies.

Matters Requiring Attention

- Understand the attitudinal and participation of male and female students during lesson by making groups of males - males, females - females, and males – females by applying the pyramid technique.

- Recognize the answers based on student - student interaction.

Gender-based teaching strategy

- Brainstorming

Communicative competence element

- Grammatical Knowledge: vocabulary and syntax

Necessary Items: TV, books, computer, whiteboard, markers, handouts, and other activity materials.

Resources:

BBC Learning English 6 Minute English

Retrieved from: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-181115

http://downloads.bbc.co.uk/learningenglish/features/6min/181115_6min_hierarchies.pdf

Process of Instruction

Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	5 min.
Development	Understanding Students' Performance in the Classroom. • Students are divided into groups by applying the pyramid technique which is based on a special partitioning strategy for high-dimensional data. • 6 groups in total are formed. 2 which are included only men, 2 with just women and 2 with both men and women. • The topic is presented which will be teaching to increase students´ interaction. • The topic is written on the board and students are giving a handout to complete (handout # 1). • Students brainstorm their ideas for the topic in each group to complete the handout. • Students interchange their handouts with different groups. • One student is chosen from each group to talk about the topic by using his/her key words. • Students compare their own responses with the person who is speaking. • The audio is played to confirm students´ answers. • Students are assessed with their pairs to get the right answer. (handout # 2)	50 min.
Closing	• Students answer the question which was presented at the beginning of the class to get the right answer.	5 min.

Handout # 1

Topic: What chickens can teach us about hierarchies?

Date: _____

Group members: _____

_____

_____

_____

_____

_____

Write as many words as you can for each category that you think are related with the topic.

Chickens
- _____
- _____
- _____
- _____
- _____
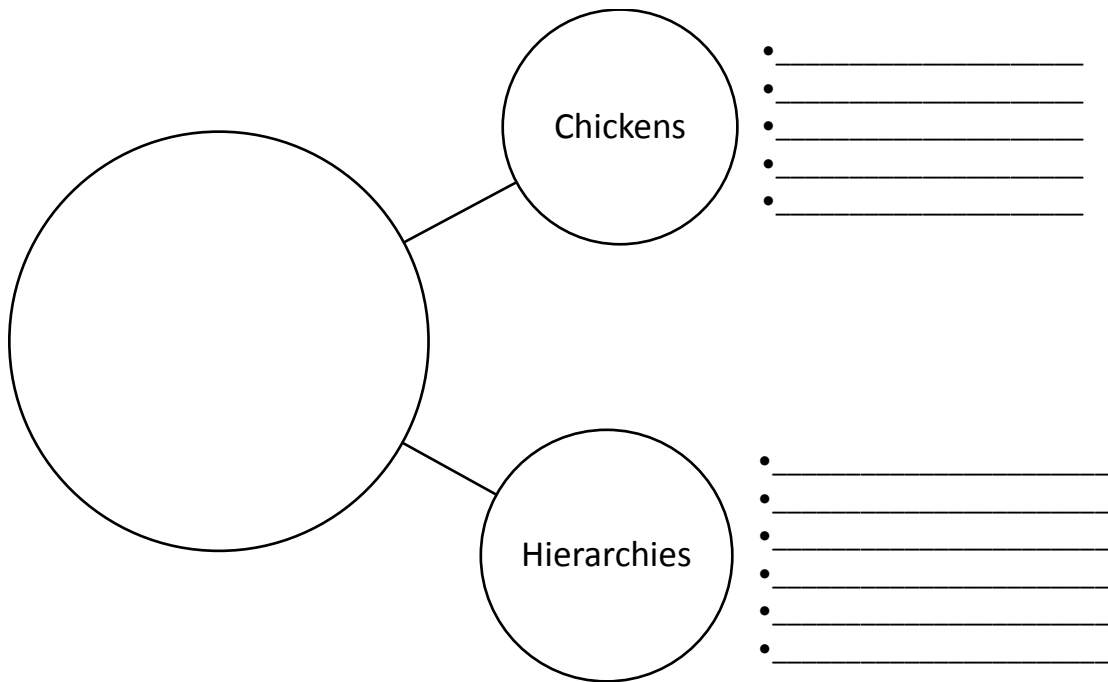
Hierarchies
- _____
- _____
- _____
- _____
- _____
- _____

Handout # 2

What chickens can teach us about hierarchies?
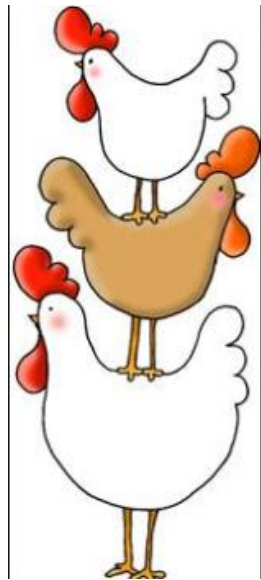
Lesson plan 2 (Gender-Based Teaching Strategies)

Instructional Goal

- To integrate students´ responses into discussion to become better acquainted and facilitate their communication by using discussion strategy.

Outline

Topic

Dating apps: How our brains react?

Major Contents

- Digital dating vs Real world dating.

- Digital rejection vs Real world rejection.

Matters Requiring Attention

- Understand the attitudinal and participation of male and female students during lesson by making groups of males - males, females - females, and males – females by applying the pyramid technique.

- Recognize the answers based on student - student interaction.

Gender-based teaching strategy

- Discussion

Communicative competence element

- Textual Knowledge: rhetorical and conversational organization

Necessary Items: TV, books, computer, whiteboard, markers, handouts, and other activity materials.

Resources:

BBC Learning English 6 Minute English

Retrieved from: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-180913

http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-180913

Process of Instruction

| Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	5 min.
Development	Understanding Students' Performance in the Classroom. • Students are divided into groups by applying the pyramid technique which is based on a special partitioning strategy for high-dimensional data. • 6 groups in total are formed. 2 which are included only men, 2 with just women and 2 with both men and women. • The topic is presented which will be teaching to integrate students´ responses into a discussion. • The topic is written on the board and students are giving a handout to complete (handout # 1). • Students share their ideas for the topic in each group to complete the handout (part 1). • One student is chosen from each group to answer the question. • Students cooperate to complete the handout (part 2). • Students interchange their handouts with different groups. • Students compare their own responses with their partners´ answers. • The audio is played to confirm students´ answers. • Students are assessed with their pairs to get the right answer. (handout # 2)	50 min.
Closing	• Students answer the question which was presented at the beginning of the class to get the right answer.	5 min.

Handout # 1

Topic: Dating apps: How our brains react?

Date: _____

Group members: _____

_____

_____

_____

_____

_____

1. You are going to read an extract by Alice Gray which is a science communicator and blogger, then you have to discuss and talk the following question. **What goes on in our brains when we use dating apps compared to when we meet people in real life?**

Alice Gray "It's very easy to think that with this instantaneous swipe left, swipe right, that the process in our brain of how we pick out a suitable mate would be very different, when actually it's really similar to how we do it in person."

2. In this section you have to answer the following question. **What is the difference in our brains between online rejection and real-life rejection?**

Online Rejection	Real-life Rejection

Handout # 2

Topic: Dating apps: How our brains react?

Talk to each other to know which idea will fix better and decide **which would you prefer online dating or traditional dating.**

```
                  ┌─────────────┐
                  │  There Are  │
                  │ Millions of │
                  │  Singles in │
                  │  One Place  │
                  └─────────────┘

  ┌───────────┐                    ┌──────────────┐
  │    The    │   ┌────────────┐   │ It Takes More│
  │Convenience│   │   Online   │   │ Time & Effort│
  │     &     │   │ Dating or  │   └──────────────┘
  │Affordabi- │   │Traditional │
  │  lity     │   │  Dating?   │
  └───────────┘   └────────────┘

  ┌────────────┐                   ┌──────────────┐
  │  You Can   │                   │  It's Harder │
  │ Determine  │                   │ for People to│
  │ Chemistry  │                   │     Lie      │
  │ Right Away │                   └──────────────┘
  └────────────┘
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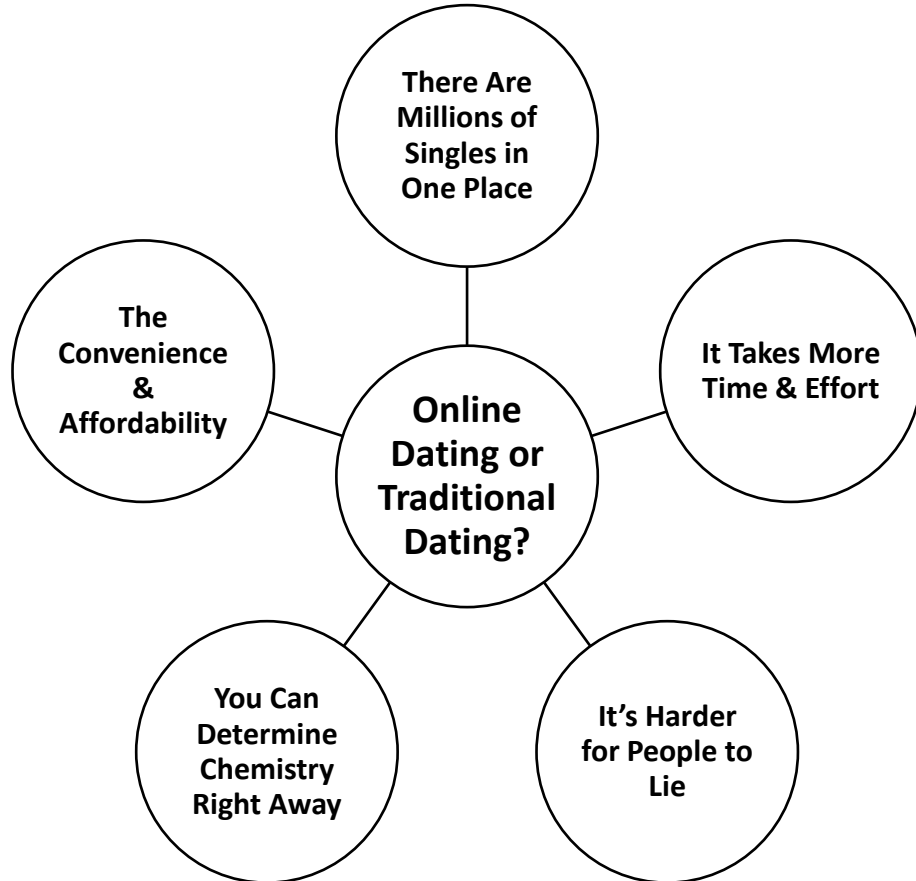
Lesson plan 3 (Gender-Based Teaching Strategies)

Instructional Goal

- To get students creating and talking a story to reinforce their Discourse Management by using storytelling strategy.

Outline

Topic

A tall story

Major Contents

- Disparity
- Heightism

Matters Requiring Attention

- Understand the attitudinal and participation of male and female students during lesson by making groups of males - males, females - females, and males – females by applying the pyramid technique.
- Recognize the answers based on student - student interaction.

Gender-based teaching strategy

- Storytelling

Communicative competence element

- Textual Knowledge: cohesion, rhetorical and conversational organization, imaginative function.

Necessary Items: TV, books, computer, whiteboard, markers, handouts, and other activity materials.

Resources:

BBC Learning English 6 Minute English

Retrieved from: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-180809

http://downloads.bbc.co.uk/learningenglish/features/6min/180809_6min_english_tall_people.pdf

Process of Instruction

Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	5 min.
Development	Understanding Students' Performance in the Classroom. • Students are divided into groups by applying the pyramid technique which is based on a special partitioning strategy for high-dimensional data. • 6 groups in total are formed. 2 which are included only men, 2 with just women and 2 with both men and women. • The topic is presented which will be teaching to reinforce students´ discourse management. • The topic is written on the board and students are giving a handout to complete (handout # 1). • Students write their ideas for the topic in each group to complete the handout. • Students interchange their handouts with different groups to continue writing the story. • Students interchange once again, so everyone can write new sentences. • Students are chosen from each group to tell the story. • The audio is played to confirm students´ writings. • Students compare their own stories with the real one.	50 min.
Closing	• Students answer the question which was in the audio.	5 min.

Handout # 1

Topic: A tall story

Date: _____

Group members: _____

                     _____

                     _____

                     _____

                     _____

                     _____

Create a story based on the topic provided. You need to be creative and guess What the topic is about?

First, each student needs to write his-her own sentence, so everyone in the group will continue with the sentence to complete the task.

1_____

2_____

3_____

4_____

5_____

6_____

1_____

2_____

3_____

4_____

5_____

6_____

1_____

2_____

3_____

4_____

5_____

6_____

Lesson plan 4 (Gender-Based Teaching Strategies)

Instructional Goal

- To experience and evaluate students´ responses by using a cloze test strategy.

Outline

Topic

What do you buy when you´re sad?

Major Contents

- Retail therapy

- Shopping expressions

Matters Requiring Attention

- Understand the attitudinal and participation of male and female students during lesson by making groups of males - males, females - females, and males – females by applying the pyramid technique.

- Recognize the answers based on student - student interaction.

Gender-based teaching strategy

- Cloze test

Communicative competence element

- Grammatical Knowledge: Vocabulary

Necessary Items: TV, books, computer, whiteboard, markers, handouts, and other activity materials.

Resources:

BBC Learning English 6 Minute English

Retrieved from: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-171207

http://downloads.bbc.co.uk/learningenglish/features/6min/171207_6min_english_buy_when_sad.pdf

Process of Instruction

Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	5 min.
Development	Understanding Students' Performance in the Classroom. • Students are divided into groups by applying the pyramid technique which is based on a special partitioning strategy for high-dimensional data. • 6 groups in total are formed. 2 which are included only men, 2 with just women and 2 with both men and women. • The topic is presented which will be teaching to evaluate students´ responses. • The topic is written on the board and students are giving a handout to complete (handout # 1). • Students write their ideas for the topic in each gap to complete the handout. • Students interchange their handouts with different groups to check their answers. • The audio is played to confirm students´ writings. • Students are chosen	50 min.
Closing	• Students answer the question which was in the audio.	5 min.

Handout # 1

Topic: What do you buy when you're sad?

Date: _____

Group members: _____

_____

_____

_____

_____

_____

1. Let's hear from Sam, Phil and Catherine from the Learning English team to see if their mood affects the shopping choices they make. Listen carefully and complete the following sentences.

Sam

Honestly, I tend to buy 1_____. Anything that will bring me comfort, so 2_____ can be any sort of warm 3_____, hot drink but also anything kind 4_____ warm and cozy – so like a nice 5_____.

Phil

Definitely, if I've had a bad 6_____ at work, or for whatever reason 7_____ I feel terrible, tired, I am 8_____ likely to buy something on the 9_____ home.

Catherine

Oh, when I'm feeling sad, 10_____probably buy a little bit of 11_____ and often something to wear. I 12_____ that a bit of retail therapy 13_____ I'm sad usually does the trick 14_____ the time, so it makes me 15_____ better. But I do find that 16_____ I look in my wardrobe, the 17_____ that I bought when I was 18_____ – I never wear them.

2. Can you hear the three types of things they say that they buy when they're **down in the dumps**?

Things _____

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Lesson plan 5 (Gender-Based Teaching Strategies)

Instructional Goal

- To provide students´ speaking practice to encourage their collaboration and teamwork by applying role-play strategy.

Outline

Topic

Fathers

Major Contents

- Human Behavior
- Experience of fathering

Matters Requiring Attention

- Understand the attitudinal and participation of male and female students during lesson by making groups of males - males, females - females, and males – females by applying the pyramid technique.
- Recognize the answers based on student - student interaction.

Gender-based teaching strategy

- Role-play

Communicative competence element

- Textual Knowledge: cohesion, rhetorical and conversational organization, imaginative function.

Necessary Items: TV, books, computer, whiteboard, markers, handouts, and other activity materials.

Resources:

BBC Learning English 6 Minute English

Retrieved from: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-171207

http://downloads.bbc.co.uk/learningenglish/features/6min/171207_6min_english_buy_when_sad.pdf

Process of Instruction

Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	5 min.
Development	Understanding Students' Performance in the Classroom. • Students are divided into groups by applying the pyramid technique which is based on a special partitioning strategy for high-dimensional data. • 6 groups in total are formed. 2 which are included only men, 2 with just women and 2 with both men and women. • The topic is presented which will be teaching to evaluate students´ responses. • The topic is written on the board and students are giving a handout to complete (handout # 1). • Students write their ideas for the topic in each gap to complete the handout. • Students interchange their handouts with different groups to check their answers. • The audio is played to confirm students´ writings. • Students perform a role-play based on the topic and they need to explain the reasons why they wants to be fathers.	50 min.
Closing	• Students answer the question which was in the audio.	5 min.

Topic: Fathers

Date: _____

Group members: _____

                               _____

                               _____

                               _____
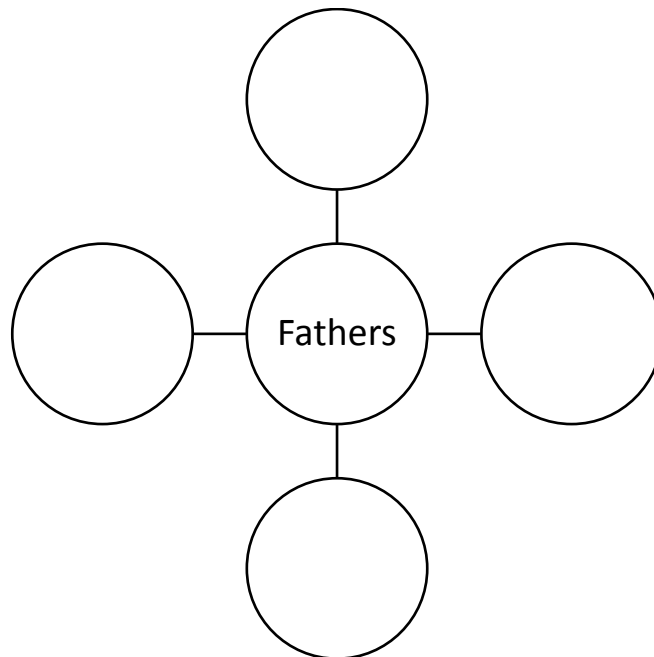
                               _____

                               _____

Write the reasons you think that men want to become fathers

Fathers

EPISODE 180816 / 16 AUG 2018

Lesson plan 6 (Gender-Based Teaching Strategies)

Instructional Goal

- To give students a chance to question their peers to find the right person by applying workshop strategy.

Outline

Topic

Taking Risks

Major Contents

- Human Behavior
- Experience of fathering

Matters Requiring Attention

- Understand the attitudinal and participation of male and female students during lesson by making groups of males - males, females - females, and males – females by applying the pyramid technique.
- Recognize the answers based on student - student interaction.

Gender-based teaching strategy

- Workshop

Communicative competence element

- Textual Knowledge: cohesion, rhetorical and conversational organization, imaginative function.

Necessary Items: TV, books, computer, whiteboard, markers, handouts, and other activity materials.

Resources:

BBC Learning English 6 Minute English

Retrieved from: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-171207

http://downloads.bbc.co.uk/learningenglish/features/6min/171207_6min_english_buy_when_sad.pdf

Process of Instruction

Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	5 min.
Development	Understanding Students' Performance in the Classroom. • Students are divided into groups by applying the pyramid technique which is based on a special partitioning strategy for high-dimensional data. • 6 groups in total are formed. 2 which are included only men, 2 with just women and 2 with both men and women. • The topic is presented which will be teaching to evaluate students´ responses. • The topic is written on the board and students are giving a handout to complete (handout # 1). • Students write their ideas for the topic in each gap to complete the handout. • Students interchange their handouts with different groups to check their answers. • The audio is played to confirm students´ writings.	50 min.
Closing	• Students answer the question which was in the audio.	5 min.

Handout # 1

Topic: Taking risks

Date: _____

Group members: _____

                      _____

                      _____

                      _____

                      _____

                      _____

1. Choose the right option to the following question. When was the first driverless car demonstrated in a public row?

   a. 1970s

   b. 1950s

   c. 1920s

2. Write a summary based on students´ performance

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

   _____

Lesson plan 7 (Gender-Based Teaching Strategies)

Instructional Goal

- To provides a peek into the rich cultural wisdom of the target language of students by using practical class strategy.

Outline

Topic

Faces and first impressions

Major Contents

- Impressions of people
- Judgement

Matters Requiring Attention

- Understand the attitudinal and participation of male and female students during lesson by making groups of males - males, females - females, and males – females by applying the pyramid technique.
- Recognize the answers based on student - student interaction.

Gender-based teaching strategy

- Practical class

Communicative competence element

- Textual Knowledge: cohesion, rhetorical and conversational organization, imaginative function.

Necessary Items: TV, books, computer, whiteboard, markers, handouts, and other activity materials.

Resources:

BBC Learning English 6 Minute English

Retrieved from: http://www.bbc.co.uk/learningenglish/english/features/6-minute-english/ep-170629

http://downloads.bbc.co.uk/learningenglish/features/6min/170629_6min_english_first_impressions.pdf

Process of Instruction

Stage	Content of Major Instructions	Time
Introduction	Introducing the Goals and Activities of Instruction	5 min.
Development	Understanding Students' Performance in the Classroom. • Students are divided into groups by applying the pyramid technique which is based on a special partitioning strategy for high-dimensional data. • 6 groups in total are formed. 2 which are included only men, 2 with just women and 2 with both men and women. • The topic is written on the board and the track is played. • Students are giving a handout to complete (handout # 1). • Students pick a local proverb to expound on. • Students write a literal and figurative English translation of the proverb. • Students write a short story or anecdote to illustrate the proverb. • Students write an insight, advice or prescription that will benefit the class. • Students start their presentations.	50 min.
Closing	• Students answer the question which was in the audio.	5 min.

Handout # 1

Topic: Faces and first impressions

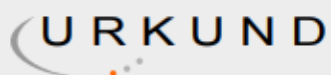Date: _____

Group members: _____

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                       _____

                       _____

1. Students need to pick a local proverb to expound on.

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2. Students need to write the literal and figurative English translation of the proverb.

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3. Students need to write a short story or anecdote to illustrate the proverb.

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4. Students need to write an insight, advice or prescription that will benefit the class.

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Annex 6: Urkund

URKUND

Urkund Analysis Result

Analysed Document: Buenaño_Daniel_Urkund_2019.docx (D46870229)
Submitted: 1/16/2019 3:49:00 PM
Submitted By: danieldafer@gmail.com
Significance: 7 %

Sources included in the report:

TESIS ADRIANA FINAL 2.docx (D33306252)
http://staff.uny.ac.id/sites/default/files/pendidikan/dr-ali-mustadi-mpd/modul-2-communicative-competence-elt_0.pdf
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Instances where selected sources appear:

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