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TITLE
A DIDACTIC PROPOSAL FOR EFL SPEAKING FRAMED UNDER TEACHING FOR UNDERSTANDING PRINCIPLES
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Teaching for Understanding, Backward Design, Learning goals, speaking.
DESCRIPTION
This is a Research paper to obtain the Master degree in Education with emphasis in Didactics of Foreign Languages: English.
CONTENT
This thesis is divided into five chapters. The first discusses the problem and the justification of the present study in search for strategies to promote oral proficiency among secondary EFL learners. In the second, the literature reviews studies related to speaking promotion and Backward Design are presented. The third chapter develops the theories of <i>Teaching for understanding</i> , <i>Backward Design template</i> by Wiggins & Mctighe (2005), a discussion of speaking Interaction by Luoma (2004) and the formative assessment process by Marzano (2009). The fourth chapter deals with the methodology of the research, the method, objectives and the type of investigation. This is a mixed action research in which students and teachers seek to change and improve their pedagogical practices in their context. The fifth chapter describes the pedagogical intervention. The investigation is divided into three cycles. Teacher-researchers present the design of the didactic unit of work divided in 11 lessons with activities and tasks that let participants promote their speaking with understanding. The sixth chapter brings the analysis of data and findings that are triangulated in order to bring three emergent categories called curriculum planning and design, speaking promotion and speaking assessment. The conclusions, the pedagogical implications, and further research close the thesis. Teacher-researchers recommend school actors to design lessons answering apprentices' needs and making their practices meaningful, systematic, formative and ludic.
INTRODUCTION
This research paper shares with the audience a didactic unit of work framed under Teaching for Understanding principles, developed by Wiggins and Mctighe (2005) to promote EFL speaking to 26 secondary learners from a public school in the south of Bogotá, Colombia. The data gathered form field notes, a Backward Design template with the students speaking performances (videos – audios-reports), and a semi-structured reflective survey, indicates that fourteen of the participants made progress in speaking and that they all of them found the course interesting, fun and meaningful. The teacher-researchers advocate recently published <i>Suggested English Curriculum</i> (M.E.N 2016) would be an opportunity for teachers of English to try a Backward Design to guide their decisions.

JUSTIFICATION
Teacher-researchers highlight the importance of creating and implementing meaningful, ludic, systematic and formative strategies to promote speaking skills inside the classes framed under Teaching for understanding principles and Backward Design because they bring school actors opportunities to change and reflect on their common pedagogical practices.
PROBLEM
The data gathered during the diagnosis of the 26 students' speaking performances determined the statement of the problem: low oral proficiency development due to the grammar-content class that did not let learners in depth understanding the lessons.
GENERAL OBJECTIVE
To inquire how a Teaching for Understanding Framework and a Backward Design may provide elements to innovate in teaching and learning speaking.
SPECÍFIC OBJETIVES
<ul style="list-style-type: none"> • To design a unit of work framed under Teaching for Understanding Framework and a Backward Design template to promote speaking. • To find out and analyze how a Teaching for understanding framework provides elements to inform curricular decisions, and how a Backward Design template helps the organization of tasks and the assessment of speaking. • To analyze the students' reflections and to assess their performance. • To report the pedagogical implications of a unit of work framed under Teaching for Understanding Framework and a Backward Design template.
THEORETICAL FRAMEWORK
This study is based on Teaching for understanding principles as a pedagogical framework strategy to achieve learning goals and promote EFL speaking among beginner English language learners with understanding and awareness. The main authors are Grant Wiggins and Jay Mctighe (2005), Robert Marzano (2009) and Sari Louma (2004). The spin of the research is composed by Teaching for Understanding, Backward Design, and Speaking promotion . In addition, the study is determined by definitions of speaking and how they might be related to Teaching for Understanding principles and Backward Design. The framework closes explaining how to assess in a formative and unobtrusive manner this productive skill.
LEGAL FRAMEWORK
The investigation followed the Colombian Ministerio de Educación Nacional (MEN) policies that has been promoted to comply with the General Law of Education 1994, law 115, (Colombia, 1994) and for the processes of teaching and learning a foreign language: 1) The Curriculum Guidelines for English (Lineamientos Curriculares para la enseñanza de lenguas extranjeras) (MEN, 1999) 2) the Programa Nacional de Bilingüismo (MEN, 2004) 3) the Estándares de Competencias en Lenguas Extranjeras: Inglés (MEN, 2006) 4) the <i>Colombia very well program</i> 2015-2025. (MEN, 2015) and the <i>suggested curricula for English</i> (MEN, 2016).
METHODOLOGY
The method of the present study was a mixed action research (Skerrit, 1993) in which it is described a social group, a 26 secondary public school learners, in its natural behavior collecting qualitative data, through field notes observation and the performances of the students in their Backward Design template and a quantitative survey to support and

report the findings through numbers and percentages that show the learners' reflections of their performances and their self-assessment. The proposal of the study was defined as the creation, design and implementation of a didactic unit of work framed under Teaching for understanding principles. It was adapted from the Backward Design template by Wiggins and Mctighe (2015), and it was divided into 11 lessons.

FINDINGS

To answer the research questions these were the findings:

- 14 of the participants thought Teaching for Understanding principles made lessons dynamic, ludic, and attractive, and let them transfer the new information to their context.
- Messages were conveyed in a friendly environment being organized previously answering the social rules and personal features.
- 14 learners found in Backward Design a useful strategy that organized the activities systematically and assessment was seen for them as a formative process in which their teachers were always monitoring their progress without any obstruction.
- Participants developed the facets of understanding with some difficulties in grammar, pronunciation and confidence but showing progress overcoming them with the instructors and partners help.

CONCLUSIONS

The teacher-researchers could conclude that the low oral proficiency problem of the 26 students in their public institution was overcome due to the design and appliance of the didactic unit of work for 14 of the learners with some difficulties in grammar and pronunciation but always seeing them as an opportunity to learn and progress. There were confidence and some personal learners' and teachers' difficulties that were overcome during the implementation and development of this innovative strategy.

PEDAGOGICAL IMPLICATIONS

For teachers it is recommended to apply this kind of strategies due to its systematic, organized, ludic, dynamic and attractive nature that can be the opportunity to change their regular practices considering their learners' needs and interests. For students these pedagogical tool could make them see on speaking a sociable, ludic, collaborative, understandable and self-reflective route that allow them to be more confident and competent in their society.

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EDUCATIVE INVESTIGATION FIELD:

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