

El rol del profesor en el aprendizaje de una lengua extranjera

The teacher role learning a foreign language

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Resumen

Una característica fundamental de nuestras escuelas es que son instituciones totales, es decir, forman a los estudiantes en el aprendizaje cognoscitivo y el aprendizaje de valores y comportamientos. Al término de sus estudios, el alumno es por completo distinto; las raíces más profundas de su personalidad, sus actitudes básicas, adquieren una dirección especial tras su aprendizaje en el aula. Dicha experiencia escolar, suficientemente incisiva y prolongada, termina por formar parte de la vida de los jóvenes y convertirse en un punto de referencia para sus inquietudes, actitudes y futuro; para que la enseñanza cumpla sus objetivos es necesario que se conozcan los procesos de aprendizaje.

En la actualidad, el campo laboral demanda profesionistas con excelente formación académica, en otras palabras, los egresados de las diferentes carreras de la Universidad Tecnológica de Tlaxcala (UTT) deben contar con un amplio conocimiento de su área de trabajo. Una de las claves para ser competitivo en el campo laboral es el manejo de una lengua extranjera, la cual permite tener acceso a la ciencia y tecnología actuales.

Palabras clave: aprendizaje, alumno, procedimiento, lengua extranjera, profesor.

Abstract

A fundamental characteristic of our schools is that they are total institutions, i.e. they form students in cognitive learning and the learning of values and behaviors. At the end of their studies, the student is completely different; the deeper roots of their personality, their basic attitudes, acquire a special address after their learning in the classroom. This experience school, sufficiently incisive and prolonged, ends up forming part of the life of young people and become a point of reference for their concerns, attitudes, and future; for the teaching fulfills its objectives it is necessary that learning processes to be known.

Today, labor demand professionals with excellent academic training, in other words, the graduates of different races of the Technological University of Tlaxcala (UTT) must have a thorough knowledge of your work area. One of the keys to be competitive in the labor field is the management of a foreign language, which allows access to current science and technology.

Keywords: learning, student, procedure, foreign language, teacher.

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Introduction

The role of instruction in learning a foreign language has raised a debate in recent decades. This dispute extends even further in teaching skills (oral, written, listening and comprehension) in a foreign language. In artificial contexts, learning is reduced to formal instruction, and little is known about the relative advantages in terms of immediate improvement or long-term, however, it seems clear that the context of the classroom can provide opportunities for real communication, provided are taken into account the variables involved significantly in the foreign language. Both positions are related since they pose the fact of the existence of variables (interaction, organization of class, affective relationships, etc.) that influence the teaching of a foreign language. The acquisition of the later one

within the classroom could be favorable as long as it happens in natural conditions. The discourse that takes place in the classroom is not invariably different from natural speech that occurs in normal conditions during the learning of the native language, and can also provide opportunities for real communication.

Teachers should create classroom environmental conditions similar to those that take place during the acquisition of the mother tongue. The difficulty involving this issue, according to our point of view, due to which many teachers of language, not receiving any immediate improvement in their students, they tend to abandon activities that develop and lose interest in their preparation.

From the educational point of view, a teacher interacts with students through the word, writing and body language; for example, to indicate how to solve a problem, the Professor often give explanations or oral or written statements, or use the available material or make some gestures. The students also have similar means to interact with their teachers. However, the Professor usually controls the type and quantity of these interactions. Therefore, the interaction refers to reciprocal influence, where individuals influence each other and adapt his behavior in front of the others.

On the other hand, there is a tendency to relate explicitly certain behaviors of your behaviors and corresponding performance of the student teacher. i.e., not only the characteristics of each teacher, but the same situation (economic, social, school, etc.) are determining factors for the success of the teaching. In addition, the teacher interactions with the student are also decisive.

METHODOLOGY

Interaction in class, teacher leadership, methodology, student achievement and emotional security of this, they have a close relationship. In our experience as apprentices, when the teacher responds to suggestions regarding student activities, first listens intently, then you accept their opinions and ask questions, praise and encourage, that's when succeeds in establishing a foothold in the academic conversation initiated by himself.

In all, language is important and that "only we relate to the world through language that allows the development of concepts, referring to things, enable both thinking and communicating about the same culture "(Elena Beristain, 1997). Culture is always learned, and all learning takes place through language, as each individual discovers the world through concepts, words, and thus identifies itself, is distinguished from others and discover the possibility to communicate with them. A teacher interacts with students through speech, writing and physical movements; Students are distinguished by their emotional characteristics, their level of motivation, values, and intellectual and psychomotor skills.

Therefore, achieving the objectives in the affective domain is so important for the individual and for society as achieve the cognitive domain. The teacher must master the subject they teach and their emotions and develop skills necessary for the student to be able to communicate in the target language, and so on.

During the actual teaching, knowledge of materials, effusive, comprehensibility, sympathy, responsibility, order, the educational system, encouragement, imagination, emotion, enthusiasm and flexibility are positively correlated with each other and to some extent with the efficiency of teaching.

In the classroom, the teacher receives a great physical and emotional exchange of shares with students that are continuous, unavoidable and unique, but that are incorporated into their experience and turn it into an active entity in the conduct of learning.

NEW SCHOOL GUIDANCE

In active and participatory methodology it requires a communication model where the teacher (transceiver) and students (receivers-transmitters) are the protagonists of a dialogue that contextualizes, confronts and relates to the object of knowledge to life. It is important to understand that dialogue is part of an active and participative methodology, ie an investigative methodology that includes the following:

a) The active methodology is based on the simultaneous use of different techniques, group dynamics, teacher and student presentations, individual work and team, copywriting, and research outside the classroom.

b) is oriented not only to teach content, but also to generate processes and skills.

c) To encourage the active participation of students through the design and construction of teaching-learning situations that lead to the development of self-learning.

d) The autonomous thinking requires education and training of students for:

- Express what they think,
- Present arguments that support his point of view,
- Show openness and respect for the recipients.

Based on our experience, when students experience some security in the knowledge of the language, can express their view on what is perceived in different communicative situations.

Classroom interaction

The interaction is a dynamic concept that are involved at least two people; It is also one of the most important factors of the class depends for its main protagonists have a good relationship and, therefore, take advantage as much as possible. The following explains what the interaction in a pedagogical model and the characteristics of this.

The interaction process involving the pedagogical model is based on a positive interaction in which both partners (teacher / counselor-student) play a fundamental role in the educational process. For Freire (1987), Professor seeks gradually withdrawn as director of learning. To the extent that students take most critical initiatives, the teacher encourages their self-organization, its participation in organizing the curriculum. The teacher can drop their authority too early or too late. Knowing when to do it involves the teacher in their

political, scientific and artistic phases, synthesizing from many directions and exercises authority how and when students pass.

Based on dialogue and communication model proposed by Freire, teachers and students are responsible for what happens in the classroom; the teacher is a leader, but to exercise leadership requires committed and participatory followers.

An element that allows a process of more positive and effective interaction between teachers and students is the knowledge by the teacher of the cultural universe of their students. So who knows what is significant and important, the elements of their daily lives, their formal and informal activities, responsibilities, dreams and fantasies, ie, shows interest in them.

Slavin (1994) found several support points that highlight the influence of the interaction in student performance when components of a working group are present. These include:

- ✓ Motivation -recompensa- based on the success of the group as such. This situation encourages cooperative work as opposed to competitive.
- ✓ The development of cognitive ability, which highlights the information processing that each student has to make in response to the common work to be an active element in the group.
- ✓ The development capacity. Cooperative work also enhances the positive restructuring in the mindset of the subject.
- ✓ The practical ability, which has the dimension of reinforce learning that has been done in other ways by repetitions that help automate skills.
- ✓ Classroom organization, which may be relaxed at the prospect of the teacher to work more directly with some students in each case, while others do so in a more or less autonomously.

We have observed that in the development of a foreign language class is recommended for students to have the ability to interact in a team, as a richer by having two different points of view work is achieved.

MOTIVATION

In many schools a paradoxical situation prevails, students complain that the class is uninteresting, and the teacher complains about the lack of student interest. It is lack of motivation for learning. Activities trying applies the master class not resonate with students, does not motivate; and when the motivation needed to learn there is no place for learning.

Motivation to learn is essential for students to learn, but also has the teacher. When this motivation is not present in students, teaching becomes a difficult activity to develop. The short-term motivation is not only necessary to have a successful and fruitful learning, is also the task of awakening and form enduring motivation in students. The formation of reasons, namely, the formation of interests and values, is an important learning point.

Uria (1995) distinguishes two types of motivation that can be given in the student regarding their learning.

Intrinsic motivation is the trend of activity that arises when tension solution to be found in the domain of the task of learning; Learning itself is its own reward.

Extrinsic motivation occurs when a person tries to make learning a job, but for external reasons. When a learning goal is extrinsic, it is obvious that once achieved the goal ceases to be important to remember the material has been learned. This type of motivation usually leads to careless and lacking in precision learning.

Conclusions

It is paramount teacher behavior to achieve better performance by students. However, the success of a class not only depends on the teacher, but also external factors that influence one way or another in the development of it. From this perspective, the facilities and even the number of pupils determine the quality of teaching.

While most students are, the harder it will be to create a link between them and the teacher. However, if such a link can be developed it will transcend the classroom and can reach the level of social relations.

Therefore, it is suggested that the teacher of a foreign language:

- Dispose of educational practice, ignorance, subjection and inability to practice freedom, creativity and exercise real leadership, which renounces the impulse to dominate others. This can be achieved by following the guidelines set by the new school, where the student is considered a major part in teaching.
- Be willing to be a true educator, caring for the mind and body of their students, their thinking and imagination, intellectual and emotional needs.
- Show interest in the participation of students, expressing emotion and vitality in the way it addresses them, encouraging them.
- Consider your students as authentic subjects, taking into account their interests and instaurándolos as people-axis of their teaching, establishing the necessary conditions regulate the thematic content.

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