

# **The Role of Didactic Strategies to Promote Competencies in EFL High School Students**

**Sinan Ameer Yousif    Lizbeth Jacqueline Pérez Daza    Mushtaq Abdullah Jameel**

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## **The Role of Didactic Strategies to Promote Competencies in EFL High School Students:**

**The Adjective Swatter**

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### **Abstract**

The current study involves a teaching strategy that enhances students' motivation by promoting teamwork as well as the development of kinesthetic and visual learning styles. This strategy is applied on high school students at the age of seventeen. It is divided into two parts. The first part involves a presentation of what an adjective is and related matters such as positions, forms and types of adjectives in English. The second part is the actual application of the teaching strategy where students apply what they have learnt from the presentation and they start creating materials such as flash cards to contextualize their learning in a meaningful way through the strategy described in this paper.

A rubric is used to grade the performance of students during their oral production. This instrument is classified in four levels of performance, namely: needs improvement, satisfactory, good and excellent. The reason why a rubric is used is that the activity promotes the achievement of competencies that cannot be graded by numbers only as they involve attitude, abilities, knowledge and values. It is concluded

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that students have to use their background knowledge to come up with ideas of what the adjective category is, what the pronunciation of it is and an example where they can use it in a spontaneous way. Moreover, this activity can be adapted to teach a whole range of lexical phrases, collocations and patterns as well as language forms. Also, it is enjoyable and meaningful for students in the sense that students have the chance to move around the classroom, use their body parts, make noise, laugh and above all learn.

The Role of Didactic Strategies to Promote Competencies of EFL High School Students: The Adjective Swatter

**Key words:** Motivation; cooperative and meaningful learning; competencies.



## 1.1 Introduction

This teaching strategy is based on the Task Based Learning approach (TBL). It aims at enhancing the students' learning in a practical and fun way by promoting kinesthetic and visual learning styles.

Nowadays innovation in creating teaching materials plays a remarkable role in the education process. It is through innovation that students' attention is conveyed in a streamlined fashion and at the same time the learning process can be made more meaningful. However, innovation does not need to be

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related to technology as many teachers may think. According to Garton and Graves (2014), materials are fundamental to language learning and teaching, but materials cannot be viewed independently of their users. In this way, it can be said that innovation has to do with how well teachers know the context and how they can create materials to facilitate better learning environments that fit students' needs.

## **1.2 Importance**

“The adjective swatter: selecting correctly” encourages students to be active during the class and to work in a cooperative way in order to “catch” the correct adjective. This strategy also involves a competition and implies the participation of the whole classroom, which makes students who are less likely to participate to also be supported by the whole group. The Reason for choosing this strategy is that students are taught in a traditional way. So, they turn to be passive. Also, this strategy maximizes students' roles. In other words, students are fully engaged and being part of the lesson, class and learning process).

## **1.3 Problem**

It is known that what is different is not completely accepted most of the time. Some traditional teachers claim that the use of this strategy makes the class loud and it is not appropriate for the level of students as they see the strategy as a “game for kids” rather than a “teaching strategy”. On the contrary, teachers have to take into account that English is a subject that cannot be taught the same way in which other subjects may be taught and having a loud class does not necessarily means that students are only playing, but that they are enjoying their learning process.

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## **1.3 The Concept of Competency**

A competency is defined as the confluence of knowledge, skills and attitudes that are applied in the practice of a profession. It is as a dynamic combination of knowledge, understanding, skills, abilities and values and as the capacities that all humans need to resolve the situations that arise in their lives effectively and autonomously (Trillo, 2005: 6).

Gonzales and Wagenaar (2006: 40) define competences as the combinations of knowledge, know-how learning, abilities and capabilities.

The competencies are considered an approach for education and not a pedagogical model. In a pedagogical model it is established how to teach, what process to follow, how to plan a syllabus, and even what kind of didactic strategies can be used. However, Tobón (2004: 70) establishes that in an approach based on competencies is necessary to focus on specific aspects of teaching, learning process and evaluations such as:

1. The integration of knowledge, the cognitive processes, the skills, abilities, values and attitudes in the performance to solve a problem or an activity.
2. The construction of formation programs taking into account the disciplinary, research, professional, social, environmental and labor requirements of the contexts.
3. The orientation of education through standards and indicators of quality in all its processes.

As part of its Educative Program to promote a holistic education, UADY (The Universidad Autónoma de Yucatán)

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establishes twenty-two generic competencies that all students must acquire while studying in high school:

1. Students communicate in Spanish in oral and written form in their professional interventions and in their personal life, using the language correctly.
2. Students communicate in English in oral and written way, in the interaction with others adequately.
3. The students make use of the TIC's in their professional interventions and their personal life in a pertinent and responsible way.
4. Students manage the knowledge in their professional interventions and in their personal life in a pertinent way.
5. Students use investigation abilities in their professional interventions with scientific rigor.
6. Students apply the knowledge in their professional interventions and their personal life with relevance.
7. Students update their knowledge and abilities for their professional exercise and their personal life, in an independent and permanent form.
8. Students develop their thought in professional and personal interventions, in a critical, reflective and creative way.
9. Students participate with initiative and enterprising spirit in their professional and personal exercise in an independent and permanent form.
10. Students formulate, manage and evaluate projects in their professional and personal life, taking into account the criteria of the sustainable development.
11. Students work with others in multi, Inter and transdisciplinary atmospheres in a cooperative way.
12. Students solve problems in local, national and international contexts, in a professional way.

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13. Students respond with flexibility to new situations in their professional practice and their personal life, in local, national and international contexts.

14. Students show professional and personal behaviors, in the scopes in which they develop, in a transparently and ethical way.

15. Students make decisions in their professional and personal practice, in a responsible way.

16. Students show their commitment with the quality and the continuous improvement in their professional practice and their personal life.

17. Students establish interpersonal relations, in the scopes in which they develop, in a positive and respectful way.

18. Students work under pressure effectively and efficiently.

19. Students promote the sustainable development in the society with their active participation.

20. Students value the diversity and multiculturalism in their daily life, under the criteria of the ethics.

21. Students appreciate the diverse artistic and cultural manifestations in their daily life, in a positive and respectful way.

22. Students value the Mayan culture in their daily task, in a positive and respectful way.

## **1.4 Identification of the Activity**

- Name: Adjective swatter: Selecting correctly!
- Subject: English
- Name of the School: Unidad Académica de Bachillerato con Interacción Comunitaria (UABIC-UADY)
- Name of the Course: Elementary I. The strategy is applied to 4th semester on second- year students. The age of the students is from sixteen to seventeen years old.
- Unit One: A Beautiful Place

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- Textbook: Touchstone 2

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It is important to mention that the Educative Model of UADY does not allow teachers to ask for a book from students, i.e., teachers have to create their own materials taking into account the context of the students and the content required in the Didactic Sequence (DS), which is the syllabus designed by a group of experts in the field of teaching. For this strategy, two pages from Touchstone 2 are used to teach vocabulary (See appendices).

- Type of Course: Curricular (It has credits inside the Syllabus)
- Course Mode: In real classroom
- Course Length: Six sessions
- Time Distribution: The course is organized in sessions of one hour and twenty minutes, twice a week.
- Level of English: According the Common European Framework of References for Languages (CEFR) A2
- Number of Students Per Classroom: Twenty-eight students
- Communicative Skills Coped with the Strategy
  1. Oral expression and oral interaction
  2. Listening comprehension

## 1.5 Implementation of the Didactic Strategy

It is a reality that oral production is rarely applied in class as teachers do not have enough time to develop that skill in class nor they have the facilities to have students practice it. In this strategy students have to express and interact completely in English with their classmates through the use of structures and vocabulary seen during the semester.



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## 1.6 Targets

This strategy is carried out in unit one of elementary I. It is to guide the students to a better understanding of the use of adjectives, especially, adjective order, prepositions of place, and vocabulary related to the parts of a house.

The strategy aims to develop skills that include linguistic contents, attitude, cognitive and metacognitive activities, as well as focus on extrinsic factors in which the students take part enhancing not only the learning development and the acquisition of knowledge, but also the holistic formation and innovation process that could fit a multicultural environment.

Moreover, this holistic process is promoted in response to the constructivist model that rules our academic model, as it is linked to the construction of meanings (Soler, 2006). The students go through this process by relating what they learn with the knowledge that they have built before, giving them a meaning.

## 1.7 General Competencies Promoted

1. Managing knowledge and autonomous learning in his academic interactions and in other contexts in a pertinent way.
2. Applying the knowledge according to the context and requirements of the situation in an effective way.

## 1.8 Socioemotional Abilities Promoted

1. Autoregulation
2. Social awareness
3. Collaboration

## 1.9 Teachers' Roles

In order to have successful implementation of this activity the teachers perform different roles. It is to be mentioned that sometimes each teacher is given a role. In other words, all the teachers are fully engaged with the students. Below are the

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roles that have been being played and as follows:

- **Observer:** During the stage of the adjective swatter the teachers are aware of when students get the right adjective first in order to have an objective result for the teams.
- **Participant:** The teachers are part of the activity as he is the one who says the adjective in his L1 in order for the students to identify such adjective in their L2 among all the possibilities pasted on the board.
- **Prompter:** one of the teachers elicits responses from students at all time during the different stages.
- **Classroom manager:** The teachers agree with one another about rules before the activity starts in order to avoid a noise class. Some basic rules are:
  - A. When students go to the front with the swatter anyone in the team can tell them the answer that means they cannot scream or communicate with the students who are at the front.
  - B. Students who go to the front are not allowed to look back at their classmates at any time.
  - C. If any of those two rules are broken by one of the teams then the point will be for the opposite team.

In regards to the way in which chairs are placed, they are normally placed around the classroom in horseshoe shape; however for this activity the teachers divide the class into two teams so two lines are formed on each side of the classroom in order to have space in between for the teacher be monitoring the participation of the students.

## 1. 10 Materials

1.10.1 Power Point presentation (PPT). The teacher starts the topic of adjectives using a presentation to introduce what an adjective is. This presentation follows a deductive reasoning as it moves from the general to the particular. Since the program is based on developing competencies the teacher is not the center

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of the learning process but a “facilitator” of it. In this way, the first seven slides are designed to know the background knowledge that students have about an adjective.

**BASE FORM OF THE ADJECTIVES**

UNIT 1

1

**DEFINITION**

- An **adjective** is a word that **modifies or describes** a **noun**.

Example:

A **beautiful** girl

↓ Adjective    ↓ Noun

**New** books

↓ Adjective    ↓ Noun

The adjective is usually BEFORE a noun.

2

**NUMBER**

- Adjectives** are the same in the singular and the plural. Adjectives are **NEVER** plural.

Examples:

✓ This is a **tall** tree.

✓ These are **tall** trees.

✗ These are ~~talls~~ trees.

3

**ADJECTIVE ORDER**

- When there are multiple **adjectives** in a sentence, they follow this order:

Opinion	Size/weight/texture	Shape	Color	Nationality	Material	Noun
---------	---------------------	-------	-------	-------------	----------	------

Example (singular):  
I have a **beautiful, small, rectangular, brown, leather, Mexican** wallet.

↓ Noun

Example (plural):  
There are **new, heavy, green, plastic** chairs.

↓ Noun

**TIME FOR PRACTICE**

Opinion	Size/weight/texture	Shape	Color	Nationality	Material	Noun
---------	---------------------	-------	-------	-------------	----------	------

small  
Mexican  
nice  
gold

ring

Opinion	Size/weight/texture	Shape	Color	Nationality	Material	Noun
---------	---------------------	-------	-------	-------------	----------	------

Mexican  
Big  
White  
Elegant

↓ car

In the slides above, two of the most common mistakes that students make when using adjectives as a result of the interference of their first Language (L1) are coped with, namely:

1. The position of the adjectives in a sentence is shown to the students, then an adjective is always placed before the noun and not the other way around as they do in their L1.
2. If the noun is plural then the adjective has to be also plural, however, students need to understand that in English adjectives are never pluralized; it is enough to have a plural noun not a plural adjective.

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Opinion	Size/weight/texture	Shape	Color	Nationality	Material	Noun
---------	---------------------	-------	-------	-------------	----------	------

Chinese  
clay  
big  
beautiful

vases

5

**Exercise**

• Read the following sentences. Circle the adjectives and underline the nouns.

Example: The smart boy answered all the questions.

- The house is old.
- The basketball player runs very fast.
- He is an excellent violin player.

6

**Opinion**

Pretty	Old	Ugly	Useful
Comfortable	Expensive	Fashionable	Modern

In the fourth slide, the order of the adjectives is introduced so the students understand that nouns can be described by mentioning different characteristics of them. Students are given some adjectives and pictures. Students write their first description. The students have to make use of their background knowledge to be able to identify the category of the adjectives by themselves.

Once they finish their third description, one of the teachers elicits the answers and copies them on the board so everyone can check their descriptions.

In the fifth slide, students identify nouns and adjectives. A very simple exercise but a necessary one for the teachers to make sure those students could really understand the order in which adjectives come in a sentence.

7

**Size/weight/ texture.**

Large	Big	Heavy	Light
Soft	Hard	Rough	Smooth

8

**Shape**

Round	Square	Rectangular	Oval	Curved
-------	--------	-------------	------	--------

9

**Material**

Wooden	Silver	Gold	Steel
Cotton	Plastic	Leather	Metal
Vinyl	Silk	Diamond	Glass

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In the sixth, seventh, eighth and ninth slides the teacher provides the vocabulary of adjectives according to the category of opinion, size, weight, texture, shape and material.

10

## Exercise

• Put these adjectives in the correct order and write sentences.

a.      box: purple   heavy   plastic   large  
It's a \_\_\_\_\_

b.      table: oval   small   wooden   brown  
It's a \_\_\_\_\_

c.      blouse: large   silk   orange   fashionable  
It's a \_\_\_\_\_

d.      tablecloth: cotton   square   white   beautiful   large  
It's a \_\_\_\_\_

In the tenth slide, there is a free control exercise in which students have to unscramble the sentences based on the information seen. In this exercise the teachers do not give the first chart for them to see the order. The students have to organize the words to form correct sentences based on what they have understood so far.

## 1.10.2 Flashcards

1. Students are given a piece of paper so they can write down one of the adjectives seen. In this part, students are told that they cannot repeat the adjective of the student who is on their left.



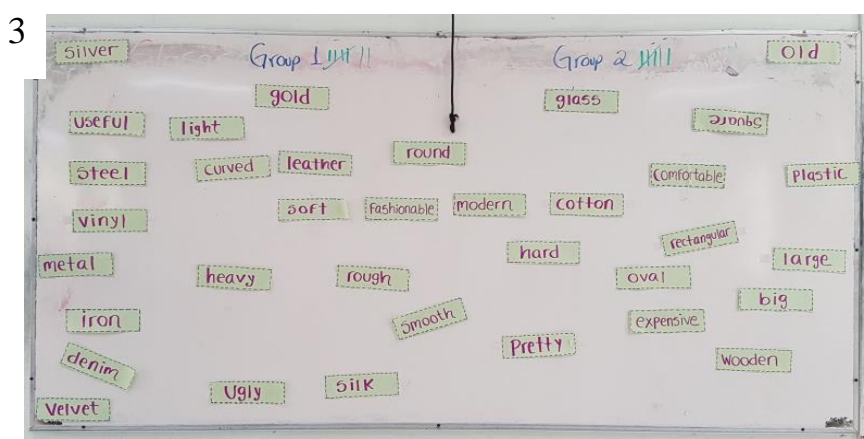
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2. Once students write their adjectives, they go to the front and paste the adjectives all around the board.



Pictures 1 & 2 Students go to the front to paste the adjectives on the board.



Picture 3 Adjectives are placed randomly on the board by the students.

## 1.10.3 Swatter

3. Once the adjectives are all on the board, the class is divided into two groups; one person of each group is given one Swatter.
4. Explaining the activity! One of the teachers says an adjective in his native language. Students who go to the front with the swatter have to listen to that teacher and hit the adjective in

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English that the teacher has mentioned. If he/she hits the correct adjective he/she will have to say out loud:

- ❖ The pronunciation,
- ❖ The categories of an adjective
- ❖ Providing an example using that adjective.

5. All the students of the class will have to go to the front at least one time.



Pictures 4- 6 Students try to get the correct adjective (Competition).

6. Once students have enough practice with the adjectives, they are asked to get in groups of 5 and create their “dream house” to present it as part of an oral exam. For the description of their house, they have to mention the characteristics of the objects

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that they included in their house applying what they learned related to adjectives and vocabulary seen.



Pictures 7 Houses created by students

Picture 7 Houses created by students.



Pictures 8 and 9 Oral presentation of the houses

The oral presentation is evaluated at the moment students are presenting their houses. It is used the following instrument to do so:



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## Oral Presentation (25 points)

Name:

	Needs improvement (0-1 point)	Satisfactory (2 - 2.9 points)	Good (3 – 3.9 points)	Excellent (4 -5 points)
Grammar				
Pronunciation				
Vocabulary				
Comprehension				
Fluency				
Total points				

/25

Table 1 Grading Criteria for English Speaking Test rubric

The table above is given to students in advanced for them to bring the day of their oral exam. They are also given the same grading criteria for English speaking test but with the specific descriptors in order to know what is expected from them. The table represents the evaluation criteria to grade the performance of students' oral production. Since speaking is considered to be a productive skill. It is important to take into consideration indicators such as grammar, pronunciation, vocabulary, comprehension and fluency which measure the level of performance classified in: needs improvement,

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satisfactory, good and excellent. The reason why a rubric is used is that the activity promotes the achievement of competencies that cannot be graded only by numbers as they involve attitudes, abilities, knowledge and values.

On the other hand, the following table shows that each indicator has a description that mentions what is expected from the students. This instrument is only used by the teacher as he is the one who has to mark the correct level of performance taking into account the intervention of each student during the presentation.

## Grading Criteria for English Speaking Test Rubric

Category					
	2827935	Needs Improvement (0-1 pt)	2827936	2827937	2827938
	Needs Improvement		Satisfactory	Good	Excellent
	1		2	3	4
			Satisfactory (2 – 2.9 pts)	Good (3 – 3.9 pts)	Excellent (4-5 pts)
Grammar	Needs Improvement	Satisfactory	Good	Excellent	
2827939	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	
Student was difficult					
2827940	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	
Student was able					
2827941	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	
Student was able					
2827942	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and responses fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentence structure and tenses.	
Student was able					
Pronunciation	Needs Improvement	Satisfactory	Good	Excellent	

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on				
2827943	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication	Pronunciation was very clear and easy to understand.
Student was difficult				
2827944				
Student was slightly				
		2827945	2827946	
		Pronunciation was	Pronunciation was	
Vocabulary	Needs Improvement	Satisfactory	Good	Excellent
2827947				
Student had inadequate	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the students in responding.	Student was able to use broad vocabulary words but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for the situation given.	Rich, precise and impressive usage of vocabulary words learned in and beyond of class.
	2827948			
	Student was able			
		2827949	2827950	
		Student utilized	Rich, precise and	
Comprehension	Needs Improvement	Satisfactory	Good	Excellent
2827951				
Student had difficulty	Student had difficulty understanding the questions and topics that were being discussed.	Student fairly grasped some of the questions and topics that were being discussed.	Student was able to comprehend and respond to most of the questions and topics that were being discussed.	Student was able to comprehend and respond to all of the questions and the topics that were being discussed with ease.
	2827952			
	Student fairly grasped			
		2827953		
		Student was able		
			2827954	

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Student was able to				
Fluency	Needs Improvement	Satisfactory	Good	Excellent
2836914	Speech is very slow, nervous, and uncertain with response, except for short or memorized expressions. Difficult for a listener to understand	Speech is slow and often hesitant and irregular. Sentences may be left uncomplete d, but the student is able to continue.	Speech is mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and groping for words.	Speech is effortless and smooth with speed that comes close to that of a native speaker.
Speech is very				
2836915				
Speech is slow				
2836916			2836917	
Speech is mostl			Speech is effort	

Table 2 Grading Criteria for English Speaking Test rubric with descriptions for teachers

## 1.11 Methodology

The article represents a case study carried out through a mixed method with a descriptive approach. For this paper, the instrument used is the swatter. This strategy is applied on twenty-eight students of second year (fourth semester) high school (Unidad Académica de Bachillerato con Interacción Comunitaria, UABIC-UADY).

Taking into account the performance level of the students, it can be said that there is a quantitative improvement which could be notice through a qualitative way in class due to the performance and participation that students have during the sessions.

The conceptual and quantitative scale used to define the level of performance is: needs improvement, when student got a performance of 0-1 points; satisfactory, when students got 2-2.9

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points; good, when the student got 3-3.9 points; and excellent, when the students got 4-5 points.

## 1.12 Results

After all the stages have been described above (Introduction of the topic through a PPT, the control and free practice during the PPT, the use of the swatter and the oral exam) the following results regarding to students performance are reached at:

Indicators	Needs improvement	Satisfactory	Good	Excellent
Grammar		2	17	9
Pronunciation		2	8	18
Vocabulary		1	12	15
Comprehension			12	16
Fluency			12	16

Table 4 Students' Performance in Numbers

Indicators	Needs improvement	Satisfactory	Good	Excellent
Grammar		7.14	60.71	32.14
Pronunciation		7.14	28.57	64.29
Vocabulary		3.57	42.86	53.57
Comprehension			42.86	57.14
Fluency			42.86	57.14

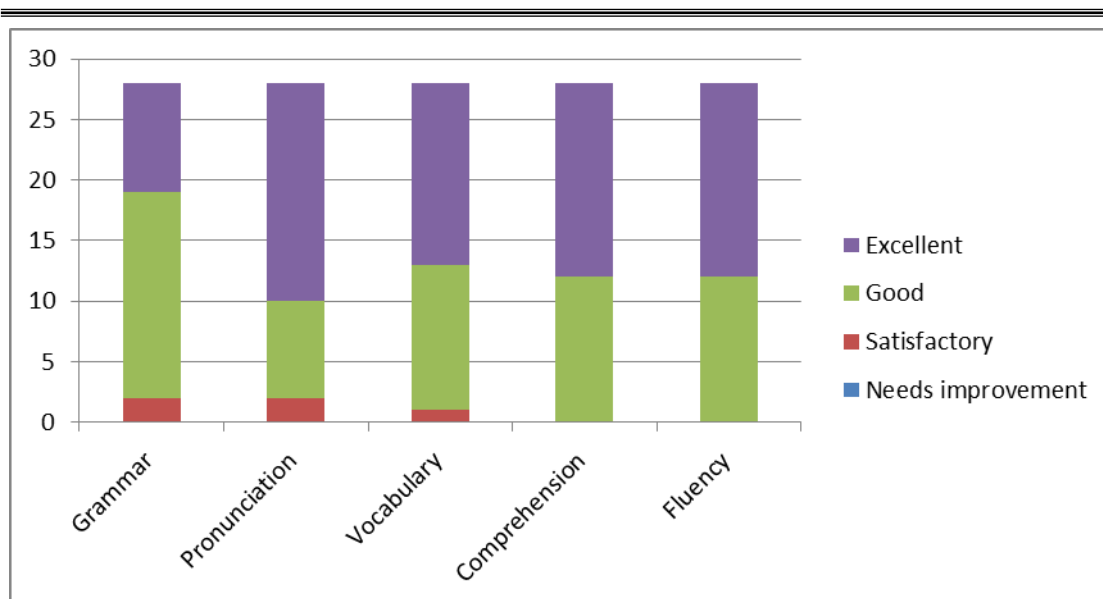
Table 4 Students' Performance in Percentages

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Graphic 1 Global Students' Performance Values

1. Supported in the graphic above, it can be seen that the twenty-eight have a good improvement in most of the indicators. Taking into accounts the highest level of each indicator, the highest levels of performance correspond to pronunciation with 64.29%, followed by comprehension and fluency with 57.14% each one and vocabulary with 53.57%. However grammar scores lower than other facets with 32.14%. (See the appendices for more details about the graphics of the indicators).

2. Based on these results, necessary changes can be done to the activity to improve it and focus on the indicator with the lower level of performance and keep and potencialize the items that had better level of performance by the students.

3. It has been observed that the majority of the students show interest regarding the use of social media as they utilize them to socialize with their classmates and at the same time they try to find groups in which they can identify with. Also, they try to discover new behaviors in order to overcome situations that may be affecting their proper development.

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4. Students show a need to be heard without judgement. They are also recognized for their achievements, the development of their socioemotional abilities such as the autoregulation, self-knowledge, assertiveness, and responsible decision making.

5. It has been observed that visual and kinesthetic styles can have a positive outcome when compared to traditional methodologies, since these styles allow students to have the opportunity of interact, live experiences and share information.

## 1.13 Conclusions

The current study ends up with the following concluding remarks:

1. Students have to use their background knowledge to come up with ideas of what the adjective category is, what the pronunciation of it is and an example where they can use it in a spontaneous way.

2. Language is personalized and relevant to them. In other words, nothing is over their head or strange to them. They are experiencing things that they can understand, realize and comprehend.

3. It is student-centered rather than teacher-centered. Students have enough time to practice the subject. Accordingly, this activity supports the claim that 70% of the time of the class should be assigned to practicing, while only 30% should be dedicated to teaching.

4. It is enjoyable and meaningful for students in the sense that students have the chance to move around the classroom, use their body parts, make noise, laugh and above all learn.

## 1.14 Recommendations

In the lights of the results and conclusions, the following recommendations are reached at:

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1. Teachers should be aware of the context in which they work. Only by knowing the context they will be able to create meaningful learning environments that fit the students' needs.
2. In this approach, teachers become facilitators of knowledge so this is why it is important to know the context and students pretty well in order to know where to guide our teaching practice.
3. This activity can be adapted to teach a whole range of lexical phrases, collocations and patterns as well as language forms.
4. A competencies approach requires teachers to create supplementary materials for the activity that matches students' levels and needs.
5. Give roles to students to make the process of teaching more fun and beneficiary. By doing so, teachers enable student to process the language in their minds which in return perform it spontaneously.
6. Roles can be given through practicing. Also, practicing should constitute the largest part of the lesson.
7. Finally, it is recommended the teachers should follow the 70/30 ration of time management. In other words, 70% of the time of the lecture should be assigned to practicing, while only 30% is given to lecturing.

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## **Appendices**

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- Pages of the book in which some of the content and vocabulary are based on.

## 2 Building language

**A** 3.18 Listen to these people shopping online. Which items does Meg like? Which items does Jon like? Do they have the same tastes?

1

Jon I need a new cover for my tablet. Which one do you like?

Meg That nice black leather one there.

Jon Hmm, I prefer the blue one in the middle.

Meg Which one? The blue one with the orange dots? Really?

Jon Yeah. It's really cool.

2

Jon Oh, and I need some new speakers, too. Which ones do you like? The rectangular black ones?

Meg Um, those cute little round ones are cool.

Jon How about the orange ones on the right?

Meg Hmm. Well, they go with the tablet cover, I guess.

**B** **Pair work** Choose the correct words. Then practice with a partner.

A I like that **black nice** / **nice black** tablet cover.

B I like that blue **one** / **ones** in the middle.

A And do you like those cute **round little** / **little round** speakers?

B Which **one** / **ones**? The orange **one** / **ones**?

**Common errors**

Don't put an adjective after a noun.

*I like the round speakers.*  
(NOT *I like the speakers round.*)

## 3 Grammar

Order of adjectives; pronouns *one* and *ones* 3.17

**Usual adjective order**  
*opinion, size, shape, color, nationality, material*  
 They have a **beautiful black leather** cover.  
 I want those **cute little round** speakers.

I like the black cover. Which **one** do you like?  
 I like the blue **one** in the middle.  
 Those speakers are cool. Which **ones** do you like?  
 I like the silver **ones** on the left/right.

**Extra practice 3.17.1**

**ITC conversation**  
 People usually use just one or two adjectives before a noun.

**About you** Complete the sentences so they are true for you. Then practice with a partner.

1

I don't like the \_\_\_\_\_.

Which \_\_\_\_\_ do you prefer?

A I like the big metal mirror. Which one do you like?

B Well, I like the small pink one in the middle. The one with the plastic frame.

2

I like the \_\_\_\_\_.

Which \_\_\_\_\_ do you like?

3

I'd like to have the \_\_\_\_\_.

Which \_\_\_\_\_ would you like?

Sounds right p. 138

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## Lesson B

## Things at home

### 1 Building vocabulary

**A** 3.15 Listen and say the words. What else do you see in each picture? Make a list.

Living room



Kitchen



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Graphics per Indicators

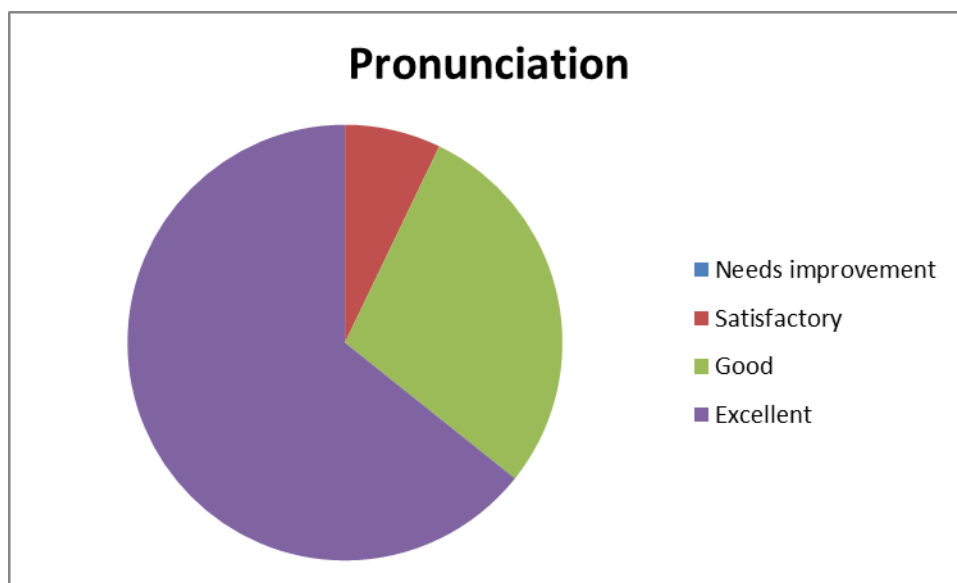
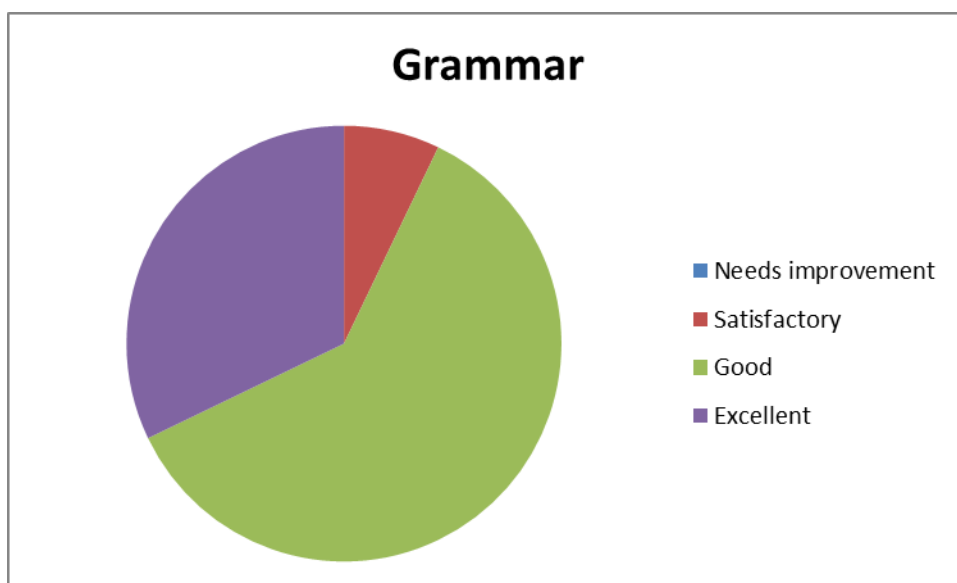
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