



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

**THE USE OF DIDACTIC MATERIAL APPLIED IN CLASS BY
THE ENGLISH TEACHERS AND ITS INFLUENCE IN THE
MEANINGFUL LEARNING IN THE STUDENTS OF 8TH, 9TH,
AND 10TH, BASIC YEAR OF THE “27 DE FEBRERO”
TECHNICAL HIGH SCHOOL OF LOJA CITY, ACADEMIC
YEAR 2007 - 2008**

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CERTIFICATION

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CERTIFIES:

Having revised and corrected the thesis work entitled: "THE USE OF DIDACTIC MATERIAL APPLIED IN CLASS BY THE ENGLISH TEACHERS AND ITS INCIDENCE IN THE MEANINGFUL LEARNING IN THE STUDENTS OF 8TH, 9TH, AND 10TH, BASIC YEAR OF THE "27 DE FEBRERO" TECHNICAL HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2007 – 2008" under the responsibility of the postulants Jorge Fernando Buri Rojas and Romel Iban Torres Jimenez, I authorize its presentation, sustentation and defense with the respective tribunal.

Loja, July 2010

**Mg. Sc. Dr. Marcia Criollo
THESIS DIRECTOR**

AUTHORSHIP

All of the concepts, opinions, arguments and other information described in this thesis work are of the exclusive responsibility of the authors.

Jorge Buri Rojas

Romel Torres Jimenez

ACKNOWLEDGMENT

We want to express our gratitude to the authorities of the “National University of Loja”, to the Area of Education, Art and Communication, and particularly to the English Language Career, by the formation and dedication that they have offered us, as new professionals of English language teaching.

At the same time we give our feelings of gratitude to our teachers in special to **Mg. Sc. Dr. Marcia Criollo**, our thesis director, who, with her valuable and opportune support, her direction and suggestions, guided us correctly to do this research work until we finished it successfully.

We want to express our gratitude to the authorities, teachers, and students of the “27 de Febrero” Technical High School, because with their collaboration we could obtain all the necessary information to develop our research.

DEDICATION

With great gratitude and affection, we dedicate the present thesis work to my family which gave me their support and advice to continue and overcome the difficulties that I found in the process.

Jorge Buri

I want to express my special thanks to my father and my mother too, because with their hold and guidance I have been able to fulfill one of my wished goals.

Romel Torres

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b. SUMMARY

The present research work entitled: THE USE OF DIDACTIC MATERIAL APPLIED IN CLASS BY THE ENGLISH TEACHERS AND ITS INFLUENCE IN THE MEANINGFUL LEARNING IN THE STUDENTS OF 8TH, 9TH AND 10TH BASIC YEAR OF THE "27 DE FEBRERO" TECHNICAL HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2007 - 2008., has been made with the purpose of discovering the role of the didactic resources in the meaningful learning acquisition.

In the development of the work we have made use of the scientific method as a general one which has helped to find out the real situation about the researched object. And as particular methods we used the descriptive to describe the data, the analytic-synthetic to analyze the results and the explicative to explain the phenomena and to elaborate the report.

In the field work we applied the instrument of the survey to the teachers and the students, to process the information we have used a logical analysis with descriptive statistics that helped us to describe the results in tables and graphs.

Among the main results of the research we found that the teachers most of the time work with permanent material. We also have discovered that they do not take didactic resources to support the teaching of the English Language. There is sub-utilization of some experimental material and they do not elaborate illustrative resources so that they do not get meaningful learning with the students in the English language.

Therefore, we have realized that in the researched institution there are serious problems with the teachers and students because of the frequent use of permanent and informative material and the lack of experimental and illustrative one by part of the teachers who have not gotten a good learning with their students.

c. INTRODUCTION

The Learning of the English Language has a great influence in the present competitive world for that reason the Government in Ecuador is trying to improve the teaching learning process in schools and high schools through the new curricular reform named "Our World through English" book designed by the CRADLE project and an agreement with the British Government. However we can realize that the troubles are going on, because the teaching is still traditional and the before mentioned project do not provide the educational institutions with enough didactic resources to improve the students' learning, neither to develop the English language basic skills.

Taking into account the problems that we have inside this context, the group has considered convenient to research about the use of didactic resources in class and its influence in the English Language learning.

The main problem stated in this research was: How does the use of didactic material applied in class by the English teachers affects in the development of meaningful learning in the students of 8th, 9th and 10th basic year of the "27 de Febrero" Technical High School of Loja City?. We also mention the subproblems that were part of the main one: How do the use of permanent and informative material help to get meaningful learning and What way the use of Illustrative and experimental material influence in the acquisition of meaningful learning in the students of 8th, 9th and 10th Basic Year of the "27 de Febrero" Technical High School of Loja city. Academic year 2007 2008?

To reach the mentioned purpose, it was necessary to propose the following specific objectives: to research about permanent and illustrative materials and to describe the illustrative and experimental materials and to describe the Illustrative and experimental material used by the English teachers to facilitate the acquisition of meaningful leaning of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical High School of Loja city, Academic year 2007-2008.

As general hypothesis we affirmed that the didactic materials applied by the English teachers have influence in the meaningful learning acquisition of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008.

In order to do the present research work, it has been necessary to use the scientific method, because it let us follow an ordered and complex process which guided the whole work. We also used the descriptive method to describe the techniques that teachers use in the teaching process. The analytic-synthetic was used to analyze the data obtained in the field work and finally the explicative method was the one used to explain the results compared with the theoretical referents.

Among the techniques used we have applied a survey which let us get the most reliable data with teachers and students in the researched High School.

The present work in its structure is organized in the following way:

Next, we have the summary that describes briefly, clearly and in an effective way the pertinence of the work and it summarizes the main conclusions and outcomes that we got through this thesis work.

In the first part, it has the introduction that presents the thesis work in its whole parts and it also describes the contextual frame of the problem that got us to develop this research.

Then, it includes the revision of the Literature where we synthesize the main variables of our hypothesis and which served as indicators to prove through a logical analysis the stated hypothesis.

It also contains the materials and methodology used during the research process where we describe the methods techniques, procedures and instruments that have been used in the research process, and it also gives a reference about the researched population.

It presents the obtained results in the research instruments that were applied as to the teachers as well to the students and the respective interpretation and analysis of every question.

After that it describes the discussion of the questions with the percentages more representative and the verification of the stated hypothesis through a logical descriptive analysis.

It also refers to the conclusions which the group has arrived after having contrasting the information of the different instruments applied, establishing the logical relation among them with the specific objectives stated in the project.

Finally, it presents the recommendations or possible solutions to the problematic found and which worth the whole process of research developed in the researched institution and which could serve to improve their weaknesses regard to the use of didactic resources into the learning of the English Language.

d. REVISION OF LITERATURE

THE DIDACTIC MATERIALS

CONCEPT

¹“Coming from Latin material, materies, materia, more didaktikos to teach, that is, the group of objects and gadgets using in teaching so it will be more profitable and more beneficial to learn.

Terminologically is know by several names or terms with a similar meaning, didactic aids, didactic resources and educative means, however the most common term is didactic material, understanding the group of material means that intervening facilitates the teaching and learning process and it has the objective of facilitating the communication between teacher and student and awaken students interest adequately to the mental and physical characteristics of facilitating the activity between teachers and students in relation to contents and methodology.

Didactic resources in teaching are the nexus between words and reality. Ideally it will be that all learning is carried is out within a real life situation, if possible. Didactic resources must substitute for real life presenting it in the best possible way so that it facilitates the objectiveness of the students”.

¹ [Http://www.nla.gov.au](http://www.nla.gov.au)

CLASSIFICATION OF THE DIDACTIC MATERIAL

With the purpose to facilitate the study and the comprehension of the didactic resources we will classify the didactic material in two groups:

- Permanent and informative material
- Illustrative and experimental material

Permanent material.

As its name indicates it is the material that is always used, and which is indispensable in the teaching and learning process, such as the board and the chalk or markers.

Educative centers exist which supply the most recent technology and the necessary material to develop the educative phenomenon; also there are establishments, where it is estimated that audiovisual didactic material is not existent, permanent material is always present in any educational centers.

Illustrative material

The use of the illustrative materials had difficulties in the past, so that the material as well as the equipment should have asked for an advance because it was difficult to prepare and apply.

Nowadays the illustrative materials are more common in all countries especially in those areas when they have the elaboration facilities and

maintenance. The illustrations are creative resources, realistic and demonstrate much interest and attention on the students. These aids are instruments that use the teacher to improve the quality of the teaching of any subject.

The illustrative materials have the following advantage:

- a) It completes and perfects meaning of the oral communication or written, exact and concrete information.
- b) Facilitates the comprehensions, enriches the knowledge by means of logical process.
- c) The audiovisual aids mix theorization and verbalism to give place to concrete and objective contents.
- d) Using the world as mean of Communications by means of a modern methodology.

Nerveless all illustrative material is not totally satisfactory by themselves since it needs the hand of the students.

LEARNING

“What is learning? Knowledge and understanding reside in mind of the learner, obtaining multiple perspectives we can deepen our understanding of Learning and its significances”²

² <http://www.definition.org.learning> definitions

Common definitions

- According to a commonsense view of learning it is: The acquisition of new knowledge and it has application for how to teach, such as presenting information to learners (in books, lectures, etc.) and how to assess such as testing to see how much of the presented material students can remember
- Learning is retention and transfer of knowledge, retention is the ability to remember what we have learnt and transfer, is the ability to use what was learned to solve problems.

Meaningful Learning Theory

What's meaningful learning?

It refers to the concept that the learned knowledge is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts in our brain.

When meaningful learning occurs, the information is accumulated in a relational manner. That is, the brain stores them together because they are related to each other. Now, when one fact is recalled, the other facts are also recalled at that moment:

- **Active.** We interact with the environment, manipulate the objects within it and observe the effects of our manipulations.

- **Constructive.** Activity is essential but insufficient for meaningful learning. We must reflect on the activity and our observations, and interpret them in order to have a meaningful learning experience.
- **Intentional.** Human behavior is naturally goal-directed. When students actively try to achieve a learning goal they have articulated, they think and learn more. Articulating their own learning goals and monitoring their progress are critical components for experiencing meaningful learning.
- **Authentic.** Thoughts and ideas rely on the contexts in which they occur in order to have meaning. Presenting facts that are stripped from their contextual clues divorces knowledge from reality. Learning is meaningful, better understood and more likely to transfer to new situations when it occurs by engaging with real-life, complex problems
- **Cooperative.** We live, work and learn in communities, naturally seeking ideas and assistance from each other, and negotiating about problems and how to solve them. It is in this context that we learn there are numerous ways to view the world and a variety of solutions to most problems. Meaningful learning, therefore, requires conversations and group experiences.

FUNDAMENTAL PRINCIPLES OF MEANINGFUL LEARNING

Following this perspective on meaningful learning, there is growing consensus among teachers that learning is most effective when:

- Learners are active partners in the process, rather than passive recipients of information and data.
- Learners are engaged in learning by doing.
- Learners are engaged in problem-solving tasks and activities.
- Learners are engaged in critical reflection during and after their activities.
- Learning is situated within the context of real-world or authentic problems.

e. MATERIALS AND METHODS

RESOURCES

Human resources

- Buri Rojas Jorge Fernando: Researcher.
- Torres Jimenez Romel Iban: Researcher.
- Students of 8th, 9th and 10th years of Basic Education of “27 de Febrero” High School
- English Teachers of the same institution

Institutional resources

- Libraries
- National University Of Loja
- Area of Education, Art and Communication

Material resources

- Stapler
- Clips box
- Cds
- Bond paper
- Pens
- Copies
- Bibliography
- Printing of the project
- Transport
- Internet
- Computer

DESIGN OF THE RESEARCH

The group has considered that this research theme is a non-experimental research because the group did not manipulate the variables in the group of students and teachers who participated in this project.

In a non-experimental work the process is developed in a descriptive way. The researchers make no attempt to manipulate the phenomena under research, and based on insights and logical deduction they prove the hypotheses.

METHODS

Scientific method: It helped to understand concepts and definitions such as: observation, problem statement, hypothesis, demonstration of the hypothesis, conclusions and recommendations, which were used during the process of this research work.

With this method we got relevant information through the research of concepts from different sources like books, thesis projects and the internet.

Descriptive method: it allowed to do the observation and the description of facts, phenomenon and cases, which were important in the research work. All of them helped in the collection, tabulation, analysis and interpretations of the information about the didactic materials applied by the English teachers and the influence in the student's meaningful learning acquisition,

with the use of the survey applied to English teachers and students of the 8th, 9th and 10th of “27 de Febrero” Technical High School of Loja city.

Deductive and Inductive Method: were used as particular methods, which followed an analytic-synthetic process of the data obtained in the applied instruments and the contrasting of them with the theoretical referents through the study of the facts and phenomena that in this case, was the different kind of didactic materials and meaningful learning with the aim to present; the analysis, definitions and concepts and in a that way extracted the respective conclusions.

TECHNIQUES

The survey: this technique was applied to the English teachers and students of 8th, 9th and 10th Years of Basic Education at “27 de Febrero” Technical High School of Loja City, through some questions, which helped to know the didactic materials applied by the English teachers and its influence in the meaningful learning acquisition, in addition the hypothesis has been demonstrated through the logical analysis of the results.

POPULATION AND SAMPLE:

In the “27 de Febrero” Technical High School, has a population of six English teachers and 316 students in the 8th, 9th and 10th basic years.

Therefore the research instruments were applied to all the six English Teachers, because the population was minimum, and to 76 students of Basic Education who were chosen in the following way:

STUDENTS POPULATION OF THE 8th, 9th AND 10th, BASIC YEARS OF THE “27 DE FEBRERO” TECHNICAL HIGH SCHOOL OF LOJA CITY, SCHOOL YEAR 2007 – 2008

BASIC YEARS	STUDENTS POPULATION
Eight basic year of the High School	116
Ninth basic year of the High School	102
Tenth basic year of the High School	98
Total	316

To establish the sample size who answered the survey was necessary the use of the following Statistic formula:

$$n = \frac{N}{1 + N(e)}$$

n = sample size

N = population

e = maximum admissible error

The maximum error was 1% because the social investigation is adequate to obtain a reliable sample, replacing the values in the Statistic formula:

$$n = \frac{316}{1 + 316(0.01)}$$

$$n = \frac{316}{4.16}$$

$$n = 75.96 = 76$$

SAMPLE DISTRIBUTION

The following Statistic formula distributed the sample.

$$F = \frac{n}{N}$$

F = Distribution factor

n = sample size

N = Population

Replacing the values in the Statistic formula:

$$F = \frac{76}{316}$$

$$F = 0.24$$

This factor was multiplied by the student’s population in the three basic years of the “27 de Febrero” Technical High School which allowed to distribute the sample in the following way:

STUDENT’S SAMPLE IN THE 8th, 9th AND 10th, BASIC YEARS OF THE “27 DE FEBRERO” TECHNICAL HIGH SCHOOL OF LOJA CITY, SCHOOL YEAR 2007 – 2008

BASIC YEARS	STUDENTS POPULATION	STUDENTS’ SAMPLE
Eight basic year of the High School	116	28
Ninth basic year of the High School	102	24
Tenth basic year of the High School	98	24
TOTAL	316	76

TEACHERS’ POPULATION = 6

STUDENTS SAMPLE = 76

f. RESULTS

TEACHERS AND STUDENTS' SURVEY

HYPOTHESIS No. 1

The frequent use of permanent and informative material do not help to get meaningful learning in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008

To prove this hypothesis we have stated the following questions:

- 1. Which of the following statements do better define the didactic material to you?**

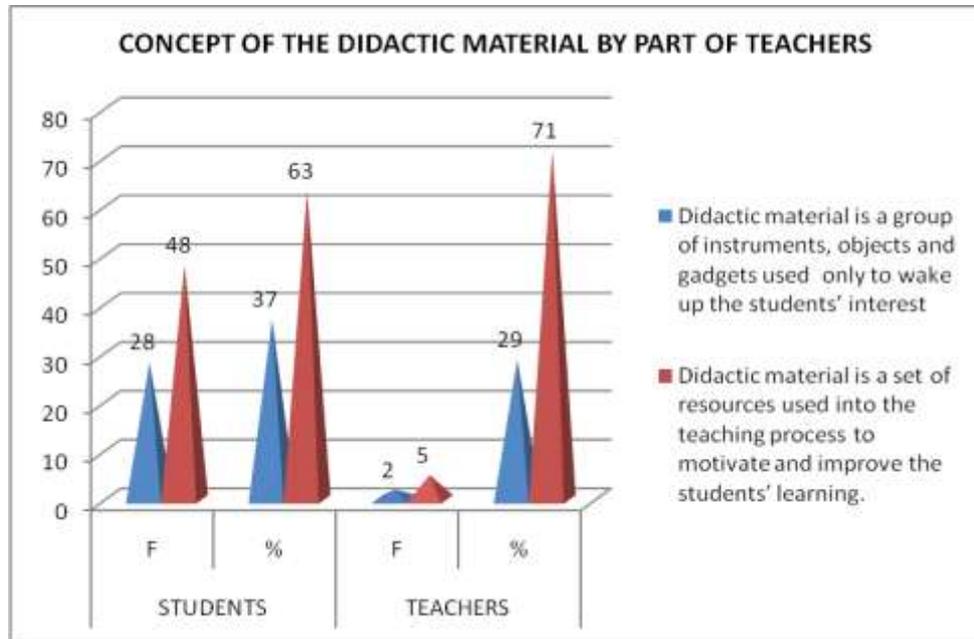
a) Table No. 1

CONCEPT OF THE DIDACTIC MATERIAL BY PART OF TEACHERS	STUDENTS		TEACHERS	
	F	%	F	%
Didactic material is a group of instruments, objects and gadgets used only to wake up the students' interest	28	37	5	71
Didactic material is a set of resources used into the teaching process to motivate and improve the students' learning.	48	63	2	29
Total	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 1



c) Analysis

According to the statistics table above, 63% of students pointed out that didactic material is a set of resources used into the teaching process to motivate and improve the students' learning; while 37% of them matched the wrong concept of didactic resources which mentions that didactic material is a group of instruments, objects and gadgets used only to wake up the students' interest.

About teachers 71% of them answered the first concept and 29% of them agreed with the second concept that was wrong.

As we can perceive, teachers as well as students are conscious about the real concept of the didactic resources and their role in the English language learning process. It is important that teachers understand how didactic resources can help students to set a meaningful learning. They do not only awake the students' interest but, they are the nexus between words and reality and it is necessary to be aware of how the information is transmitted to the brain through sight, hearing, touch and taste in the students. Furthermore, they act on the intelligence and then later it can differentiate the images through real objects in the conscience of the individual.

2. Does your teacher use didactic material, in the English classes?

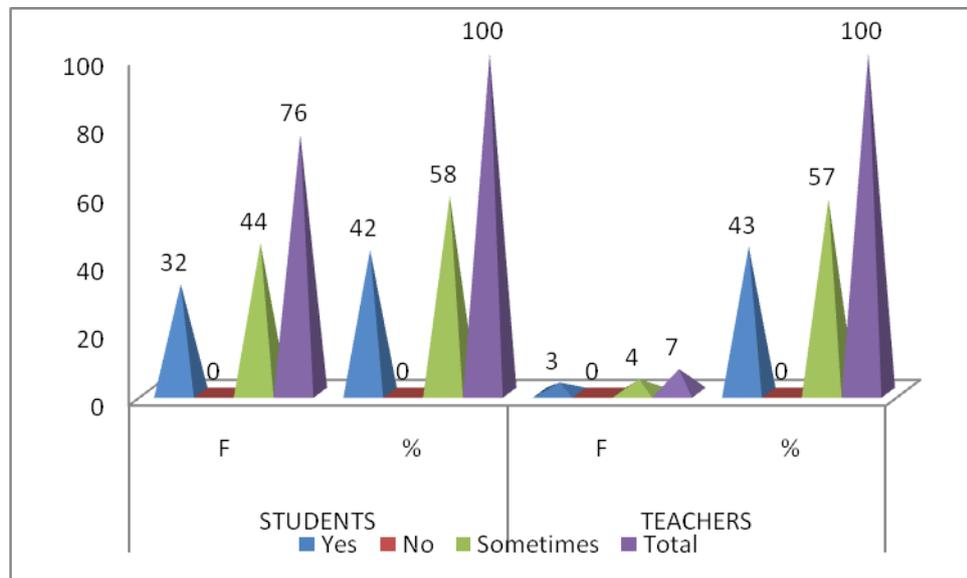
a) Table No. 2

USE OF DIDACTIC MATERIAL IN CLASS	STUDENTS		TEACHERS	
	F	%	F	%
Yes	32	42	3	43
No	0	0	0	0
Sometimes	44	58	4	57
Total	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph Nro. 2



c) Interpretation

According to the results; 42% of students answered affirmatively to the question about use of didactic material in class; while other 58% of them said that teachers only sometimes use didactic material in the English class.

By the other hand 43% also told us that they use didactic resources in class, while 57% of them said that sometimes use didactic resources in class.

We should remember that the success of an English class always depends on the aids and materials that the teacher and student use into the teaching and learning process. Didactic material has the

objective of motivating the student to work, investigate, discover and to construct giving the opportunity of enriching the experience of the students thus bringing them closer to reality and offering him the opportunity to perform better; But if teachers only sometimes take resources to class it will not help students to get a long term learning.

3. How often does your teacher carry out didactic material to the English class?

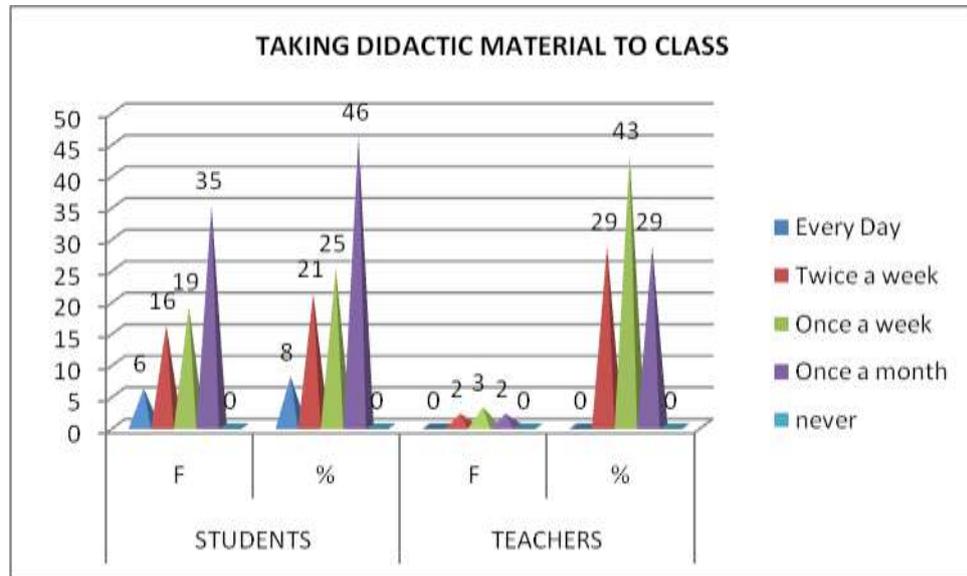
a) Table No. 3

TAKING DIDATCIC MATERIAL TO CLASS	STUDENTS		TEACHERS	
	F	%	F	%
Every Day	6	8	0	0
Twice a week	16	21	2	29
Once a week	19	25	3	42
Once a month	35	46	2	29
Never	0	0	0	0
Total	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 3



c) Interpretation and Analysis

Analyzing the data in the graph we can notice that 46% of students answered that teachers take didactic material once a month; 25% of them said that the resources are brought to class once a week; 21% of students pointed out that didactic resources are used twice a week and 8% of them pointed out every day.

On the other side, 29% of teachers answered that they take didactic material twice a week; 42% of them mentioned that they bring resources once a week and other 29% of them said that they take material once a month.

We know that the use of didactic material can be the difference between a successful or a failure class especially when the teacher works with students at beginning levels in secondary. The frequent use of them into the English teaching learning process of a foreign language is essential because the teacher through illustrations does not need to explain the meaning of the words, he or she just shows the picture and students understand. However, if the use of didactic resources is so isolated as students refer, just once per month teachers will not get any meaningful learning of the English Language.

4. How effective are permanent and informative material into the teaching learning process?

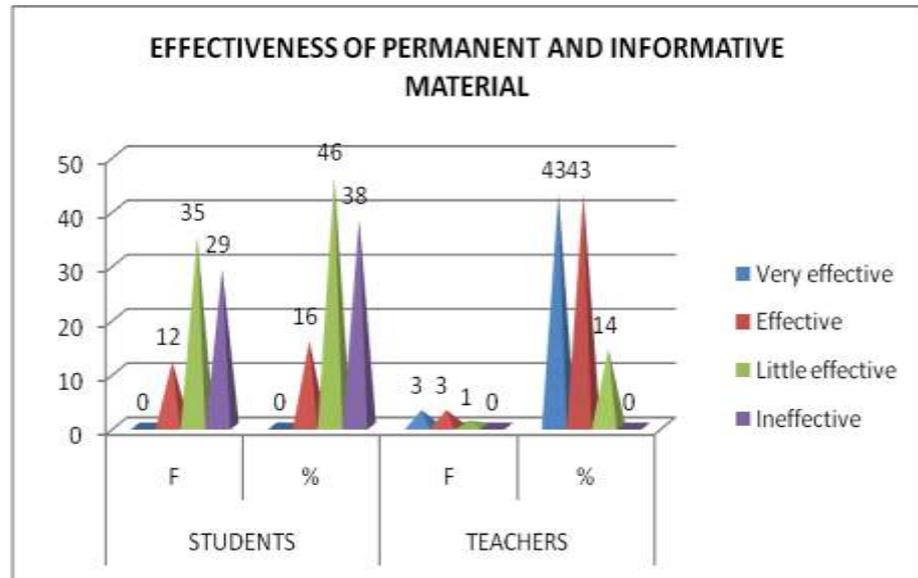
a) Table No. 4

EFFECTIVENESS OF PERMANENT AND INFORMATIVE MATERIAL	STUDENTS		TEACHERS	
	F	%	F	%
Very effective	0	0	3	43
Effective	12	16	3	43
Little effective	35	46	1	14
Ineffective	29	38	0	0
Total	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 4



c) Interpretation and Analysis

As we can see the obtained results in the graph we have that 16% of students answered that permanent and informative material is effective to teach English; 46% of them told us that it is little effective and other 38% of students said that it is ineffective into the teaching learning process.

By the other hand 43% of teachers manifested that permanent and informative material is very effective, 43% held that it is effective and 14% of them matched that it is little effective.

As its name said permanent material is the traditional one used every day such as: board, eraser and markers; while the informative one refers to text books, dictionaries, magazines, maps and graphs among others. So that if teachers are using permanent and informative material rather than audiovisual or the last technologies into the English teaching learning process of the English language they are involved in a traditional context of teaching and consequently they will not get meaningful learning with their students.

5. During the English class, how often does your teacher use the following permanent and informative material?

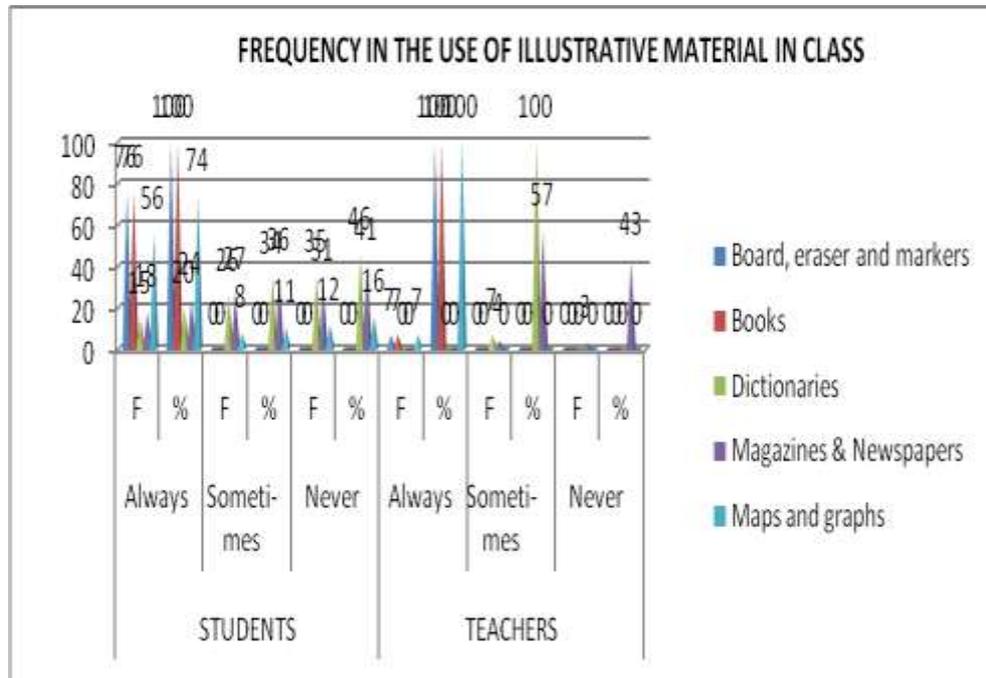
a) Table No. 5

FREQUENCY IN THE USE OF PERMANENT AND INFORMATIVE MATERIAL IN CLASS	STUDENTS						TEACHERS					
	Always		Sometimes		Never		Always		Someti- mes		Never	
	F	%	F	%	F	%	F	%	F	%	F	%
Board, eraser and markers	76	100	0	0	0	0	7	100	0	0	0	0
Books	76	100	0	0	0	0	7	100	0	0	0	0
Dictionaries	15	20	26	34	35	46	0	0	7	100	0	0
Magazines & Newspapers	18	24	27	36	31	41	0	0	4	57	3	43
Maps and graphs	56	74	8	11	12	16	7	100	0	0	0	0

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 5



c) Interpretation and Analysis

According to the students' information teachers use during the English Teaching learning process different permanent and informative material in diverse frequency in the following way: the **board, eraser and markers** according to teachers' opinion **always** are used in class in a 100%; the **text** also is also **always** used, according to 100% of students and teachers answers; the **dictionaries** regarding to students: 20% matched **always**, 34% **sometimes** and 46% **never** used while teachers 100% pointed out to **sometimes** used: About magazines and newspapers which is informative material the students indicated; 41% that is **always** used, 36% **sometimes** and 4% **never**; while 57% of teachers also answered **sometimes** and 43% of them pointed out that **never**; and finally about maps and graphs regards to students: 75% of them

matched **always**, 11% **sometimes** and 16% **never** but 100% of teachers said that maps and graphs are **always** used in class.

As we can see most of students matched that permanent material such as: board, eraser and markers are always used in class and the same tendency shows the informative material such as: books and maps and graphs but dictionaries, magazines and newspapers are used only sometimes which means that additional informative material is not used by the English teachers in class. We know that the use of traditional resources has been typical to teach any subject and we also realize that it is not very effective because it do not wakes up the students' interest but if teachers complement these resources with informative material they would really get meaningful learning of the English language with their students.

B: HYPOTHESIS No. 2

The lack of illustrative and experimental material is related to the low achievement in the English language of the students of 8th, 9th and 10th years of Basic Education at “27 de Febrero” Technical High School. Academic period 2007-2008.

6. From the concepts below, which of them better describes the illustrative and experimental material?

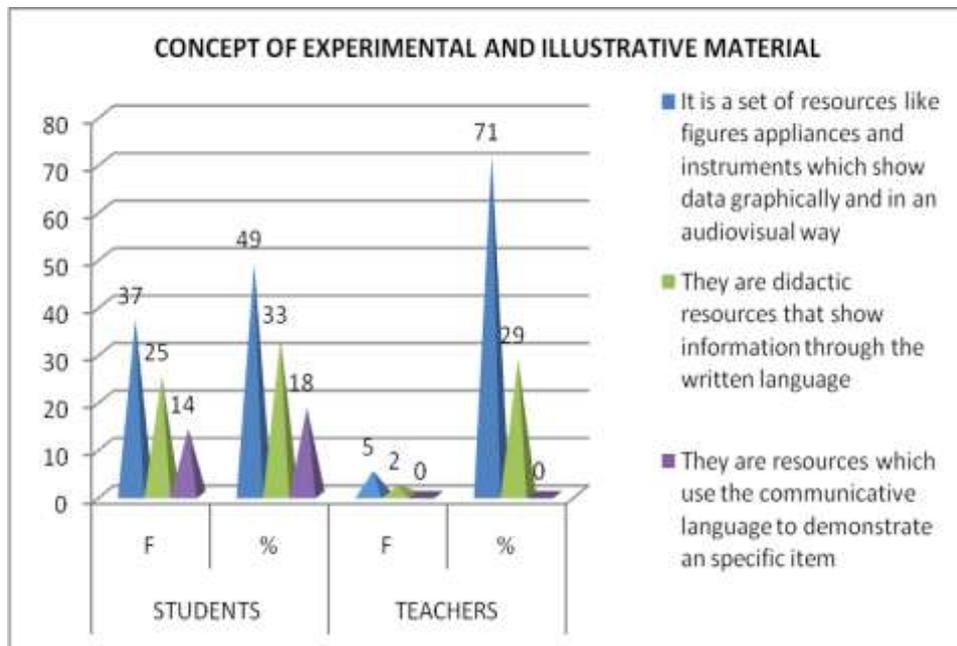
a) Table No. 6

CONCEPT OF EXPERIMENTAL AND ILLUSTRATIVE MATERIAL	STUDENTS		TEACHERS	
	F	%	F	%
It is a set of resources like figures appliances and instruments which show data graphically and in an audiovisual way	37	49	5	71
They are didactic resources that show information through the written language	25	33	2	29
They are resources which use the communicative language to demonstrate an specific item	14	18	0	0
Total	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 6



c) Interpretation and Analysis

The results in the graph show that 49% of students recognized the concept of experimental and illustrative material as a set of resources like figures appliances and instruments which show data graphically and in an audiovisual way; 33% matched that these materials are didactic resources that show information through the written language and 18% pointed out the third concept that says that they are resources which use the communicative language to demonstrate an specific item.

Regards to teachers 71% matched the first concept while 29% of them pointed out the second concept.

The theory indicates that illustrative material is the one used by teachers to illustrate a content and they can be: synoptically chart, overhead projector, films, films trips and television while experimental material are the ones that allow the students to work by themselves and with the teachers' guidance such as: laboratory, tape recorders and computers. So that it is so important that most of teachers and students identify these types of didactic resources, as we can see in the results, and how they can be used to support the teaching of the English language because these are so useful into this process.

7. Does your teacher use experimental and illustrative material besides the official book?

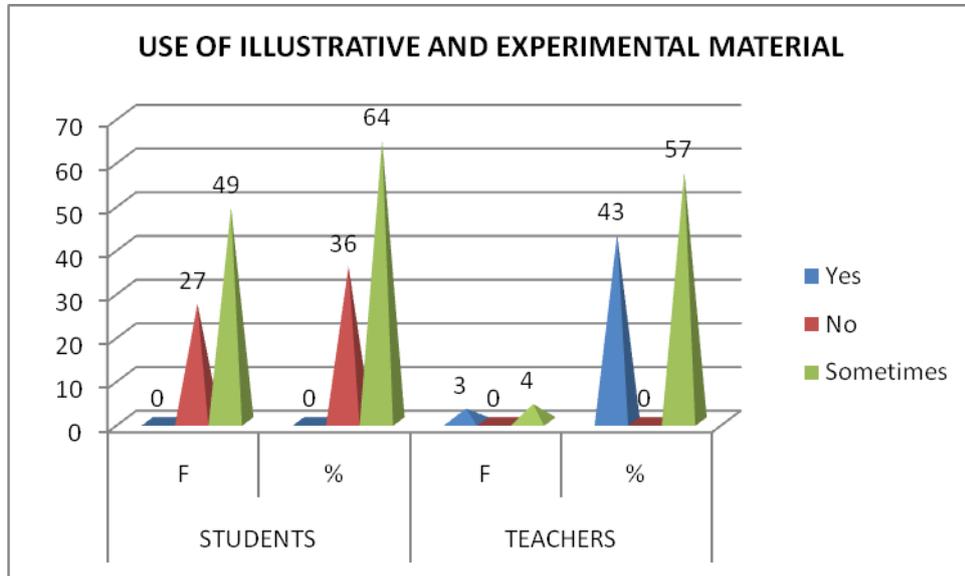
a) Table No. 7

USE OF ILLUSTRATIVE AND EXPERIMENTAL MATERIAL IN LCASS	STUDENTS		TEACHERS	
	F	%	F	%
Yes	0	0	3	43
No	27	36	0	0
Sometimes	49	64	4	57
Total	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 7



c) Interpretation and Analysis

The information provided in the graph shows that 64% of students and 57% of teachers agreed in the answer matching that illustrative and experimental material is used sometimes; 43% of teachers indicated that they use these materials and 36% of students matched that these resources are not used to teach the English Language because they do not have a laboratory for the English subject.

The use of illustrative and experimental is so important to learn a new language because it facilitates the comprehension of contents, they are eye-catching for that reason they get students' attention easily and what is more important they support the students'

learning. It is necessary to say that illustrative material can be elaborated by teachers and students and the experimental resources on the opposite are too expensive. But if teachers only sometimes use these kinds of resources, that would be impossible to get meaningful learning with the students into the teaching process of a foreign language.

8. Which of the following illustrative material do you elaborate?

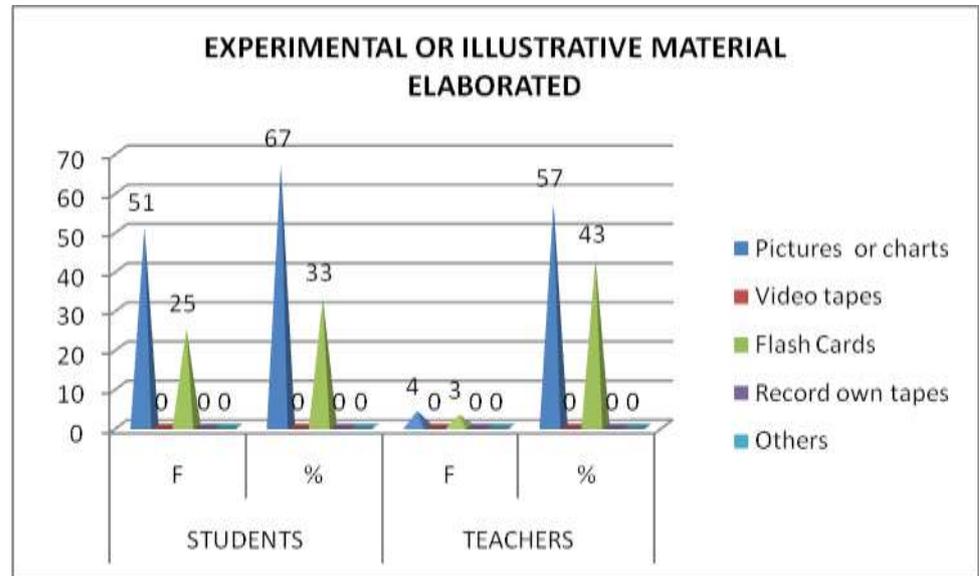
a) Table No. 8

EXPERIMENTAL OR ILLUSTRATIVE MATERIAL ELABORATED	STUDENTS		TEACHERS	
	F	%	F	%
Pictures or charts	51	67	4	57
Video tapes	0	0	0	0
Flash Cards	25	33	3	43
Record own tapes	0	0	0	0
Others	0	0	0	0
Total	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 8



c) Interpretation and Analysis

From the obtained information we have that 67% of students answered that teachers elaborate pictures or charts and 33% of them also mentioned that teachers elaborate flash cards and nobody pointed to video or record tapes.

Looking upon the teachers 57% matched that they elaborate pictures or charts and 43% held that they elaborate flash cards, no one observe to video or record tapes.

As we can realize in the theory there are too many uses that teachers could give to resources that they have on hand, such as

the tape recorder and not only can be used to play a CD or a tape in class. Students for example can record their voices to check after the pronunciation or they can record a role play and broadcast it in a representation among other uses. Or the teacher can also use the camera of the cell phones to make video tapes. However, we notice that there is a lack of creativity by part of the teachers to use the experimental resources that is available in any English class.

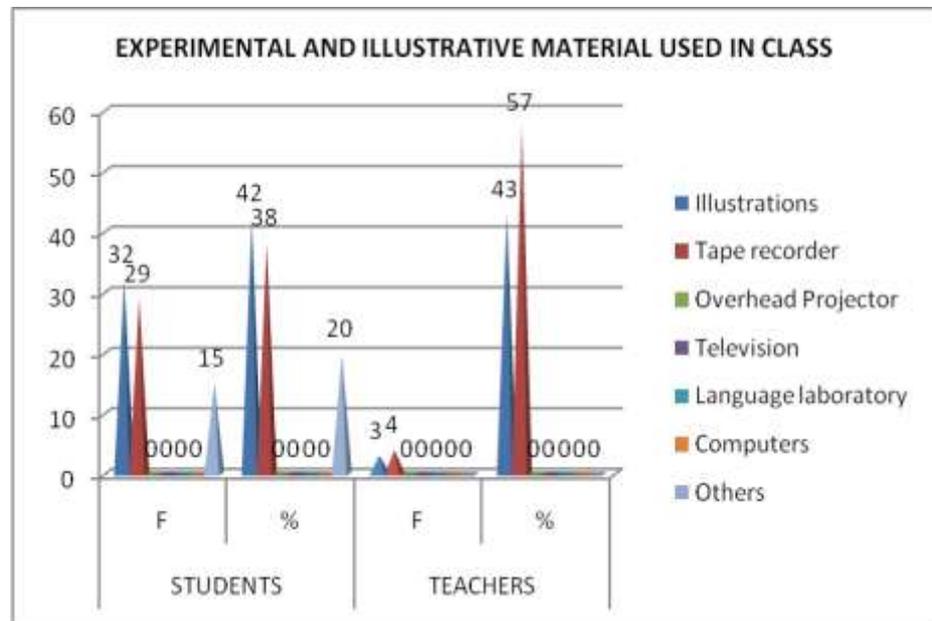
9. Which of the following illustrative and experimental resources does your teacher use in the class?

a) Table No. 9

ILLUSTRATIVE AND EXPERIMENTAL MATERIAL USED IN LCASS	STUDENTS		TEACHERS	
	F	%	F	%
Illustrations	32	42	3	43
Tape recorder	29	38	4	57
Overhead Projector	0	0	0	0
Television	0	0	0	0
Language laboratory	0	0	0	0
Computers	0	0	0	0
Others	15	20	0	0
TOTAL	76	58	7	100

SOURCE: Survey applied to Teachers and Students.
RESPONSIBLE: Research group.

b) Graph No. 9



c) Interpretation and Analysis

From the information obtained we have that 42% of students answered that teachers use illustrations in class and 38% of them matched the tape recorder, it is necessary to mention that nobody pointed out the use of the overhead projector, the laboratory neither computers.

Meanwhile, 43% of teachers also held the use of illustrations and 57% of them mentioned the tape recorder; no one matched any other resource.

In the researched institution they just count with some experimental material that is the tape recorder but it is important to mention that if teachers or students have a cell phone they could count with an excellent experimental video tape material.

Illustrations are also interesting material that can be made by teachers for example synoptically charts, flash cards with pictures, charts and any other illustrations that are very useful to facilitate the understanding of difficult contents to the students. However, the teachers in this institution do not elaborate illustrative material neither they count with enough experimental resources to improve the students learning of the English language.

10. How do you consider your English language learning?

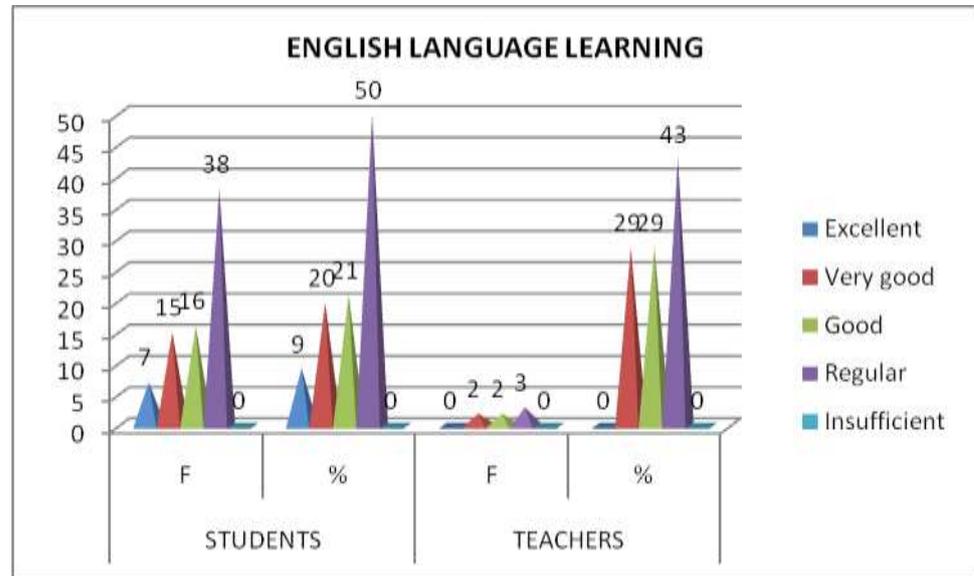
a) Table No. 10

ENGLISH LANGUAGE LEARNING	STUDENTS		TEACHERS	
	F	%	F	%
Excellent	7	9	0	0
Very good	15	20	2	29
Good	16	21	2	29
Regular	38	50	3	43
Insufficient	0	0	0	0
TOTAL	76	100	7	100

SOURCE: Survey applied to Teachers and Students.

RESPONSIBLE: Research group.

b) Graph No. 10



c) Interpretation and Analysis

The information obtained in the graph shows that 50% of students placed their learning as regular, 21% as good, 20% as Very good and 9% as excellent.

By the other hand 43% of teachers placed the students' learning level as regular, 29% as good, other 29% as very good and no one pointed out as excellent.

The frequency in the use of permanent material is not supporting the students' learning of the English language and the use of informative, illustrative and experimental material is so useful because they help to keep the students motivated and ready to

learn and through it students also are able to get meaningful learning easier than using permanent or traditional **material**. **Consequently** we can say that learning a new language is closely related to the didactic resources that the teachers use in the class.

g. DISCUSSION

To contrast and verify the hypotheses that our group have stated in the project; we used the obtained results through a logical descriptive analysis of the information gathered in the survey applied to the teachers as well to the students of 8th, 9th and 10th years of Basic Education at “27 de Febrero” High School.

HYPOTHESIS ONE

a) Statement

The frequent use of permanent and informative material do not help to get meaningful learning in the English language with the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical High School of Loja city, Academic year 2007 -2008

b) Demonstration

This hypothesis has been proved through the question number **ONE** of the survey where 63% of students and 71% of teachers identified the concept of the didactic resources, what means that they are conscious about the role that they have to support the students' learning in the English language teaching process.

The question number **TWO** which was about the use of didactic material in class, so 46% of students and 57% of teachers answered that only sometimes

teachers used didactic resources to teach English in class. This means that the English teaching learning process is not supported with enough didactic resources by part of the teachers in the researched institution.

In the question number **THREE**, 46% of students answered that teachers just take didactic material once a month while 43% of teachers held that they take resources at least once a week. As we can see according to these results teachers do not take didactic resources to the classes very often which is affecting the students' achievement in the English language subject.

The question number **FOUR**, was done to know the effectiveness of permanent and informative material and 46% of students said that they are little effective while 43% of teachers think that these material is effective to teach the English language. We know that permanent material could help into the teaching learning process but it is not effective to get meaningful learning.

In the question number **FIVE**, which was about the frequency in the use of permanent and informative material and we had that 100% of students' and teachers matched that the board, eraser, markers and books, which are permanent material are always used; while 46% of students and 43% of teachers said that dictionaries, magazines and newspapers, which are informative material, are sometimes or never used.

c) Decision

The research group based on the obtained results in the field work and after the demonstration with the respective questions in the applied surveys accepts the first hypothesis because the frequent use of permanent and informative material do not help to get meaningful learning in the English language with the students of 8th, 9th, and 10th years of Basic education at "27 de Febrero" Technical High School of Loja city, Academic year 2007 - 2008.

HYPOTHESIS TWO

a) Statement

The lack of illustrative and experimental material is related to the low achievement in the English language with the students of 8th, 9th and 10th years of Basic Education at "27 de Febrero" Technical High School of Loja city, Academic year 2007 -2008

b) Demonstration

As we can see in the second hypothesis we also have two variables the first one is the lack of illustrative and experimental material that is the independent one and the second is the low achievement of students in the English language that is the dependent one. So that we have proved this hypothesis we have the following questions:

In the question number **SIX**, which was about the concept of illustrative and experimental materials and 49% of students and 71% of teachers identified this kind of resources as a set of resources like figures appliances and instruments which show data graphically and in an audiovisual way, which was the correct definition. So that we can deduce that teachers and students know the importance of these resources to improve the learning of the English language with the students

We also have the question number **SEVEN**, which was about the use of illustrative and experimental material in class and we had that 64% of students 57% of teachers said that they just sometimes use this kind of material in class because they do not count with these in the institution.

In the question number **EIGHT**, we asked about the types of illustrative and experimental material that teachers use in class, where 42% of students pointed out illustrations while 38% of them matched the tape recorder; By the other hand 43% of teachers matched the illustrations while 57% of them answered the tape recorder. As we can see they only count with some tape recorders but teachers just use it to play CDs or tapes and we also realized that most teachers do not elaborate illustrations to help the learning of the English language.

The question number **NINE**, was about the elaboration of illustrative and usefulness in the experimental material and we had that 47% of students and

67% of students and 57% matched pictures and charts; 33% of students and 43% of teachers answered that they elaborate flash cards. We can deduce that even when teachers count with tape recorder they just use it to play CDs or tapes and we can also say that they do not elaborate enough illustrative material to work with.

In the question number **TEN**, we wanted to know about the students achievement where 50% of students and 43% of the teachers placed the students' learning of the English language in a regular level which corroborates that the students' achievement is related to the use of didactic resources.

c) Decision

Based on the results that the group has been able to accept the second hypothesis that states that lack of illustrative and experimental material is related to the low achievement in the English language with the students of 8th, 9th and 10th years of Basic Education at "27 de Febrero" Technical High School of Loja City, Academic Year 2007 -2008.

h. CONCLUSIONS

Once we have done the analysis of the obtained results in our research work about the use of didactic material and its relation with the meaningful learning with the students of 8th, 9th and 10th years of basic education at “27 de Febrero” Technical High School, we have arrived to the following conclusions:

- There is little use of didactic material in the English Language classess because teachers just once per month bring extra resources to teach a new topic.
- Teachers most of the time work with permanent material that is to say: board, eraser and markers and some informative material which are some maps and graphs and the textbook that they use constantly to teach the English Language.
- The researched institution has little experimental material but there is sub-utilization of it because teachers do not work with the overhead projector or the tape recorder to develop an interactive English class.
- Most of teachers do not elaborate illustrative material that let students to understand the contents easily and the teachers to support the English language teaching process.

i. RECOMMENDATIONS

- That the authorities of the institution establish a new policy which demands by part of teachers to teach using didactic resources at least twice a week. It would improve their teaching and would give better results in the students' learning.

- That teachers of the Institution bring didactic resources to class more often because they not only can work with the permanent material but informative such as: magazines, pamphlets, charts, pictures, bulletin boards, posters, rods, dictionaries among others.

- That the authorities of the institution get some training to the teachers about the uses that they can have with just one resource: for example with the tape recorder they can record the students voices and broadcast it later; they also can video tapes by using the cell phones and they can work with films with the television but it involves a specific planning and a good management of the technology.

- That the authorities also get some training for the teachers of the English language about the elaboration of didactic material especially the illustrative one that is easier and affordable by using the computer and the Internet nowadays.

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k. ANNEXES

PROJECT

1. THEME

THE USE OF DIDACTIC MATERIAL APPLIED IN CLASS BY THE ENGLISH TEACHERS AND ITS INCIDENCE IN THE MEANINGFUL LEARNING IN THE STUDENTS OF 8TH, 9TH, AND 10TH, BASIC YEAR OF THE “27 DE FEBRERO” TECHNICAL HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2007 – 2008

2. PROBLEM STATEMENT

2.1. BACKGROUND

³The "27 de Febrero" Technical high school was created with the aim of giving young students an integral education, with a traditional approach, with the objectives of the education and cultural law.

In meeting and by means of the ordinance N° 1002, on October 22 in 1958; it started with the name of "Dolores Gangotena de Ponce" on October 22 of 1960, by ministerial resolution, it changes its name by "27 De Febrero" Technical high school, which remains until now, the high school started to work in the corner of Sucre street, however in 1981 the high school was moved to a building located in la Tebaida

The "27 de Febrero" high school has the following organism: Teachers, a Rector, a vice-rector, general inspector and a secretary; there is one department which is divided in the following assignments, &f evaluation and control, the assignment of project elaboration, the pedagogical and technical assignment, the science and technology assignment, cultural, publication and social assignment.

In addition, the high school has the following technical craft subjects: Beauty, Tailor, Nutrition and Etiquette, additionally the following conventional specialties: Physic-Mathematics, Natural Science and Social Science; and technical specialties like computerized accountant, Spanish Secretarial. Besides, the institution offers its students medical dentist and laboratory service by the student welfare, also, there are 670

³ Information taken from the official magazine published by the "27 de Febrero" high school

female students and 80 teachers 8 of them are English teachers.

2.2. CURRENT SITUATION OF THE INVESTIGATION OBJECT

The present educative reform has great influence in the students meaningful learning, owing to this is like a law, and its imposed without a thoroughly analysis of the institutional environment and social facts, so that, the English language is thought traditionally and in some cases with no other thing than the workbook, focusing the memorization of the book contents, the obvious result is that the English language is a receptive subject and it is not a productive subject.

The "27 de Febrero" high school carry out a new academic project named "Institutional Project of Curriculum innovations" Whose objective is to get human growing through the team work, the investigation, the education in values and the creativity development, making of the classroom a workshop where students can practice what they have learnt

However, the "Institutional Project of Curriculum innovations" didn't have gotten the expected results, and it is because teachers had not been prepared suitable to apply those reforms and also because the institution does not have the needful infrastructure, and the English language is not a priority, because the high school has a laboratory for chemistry, Biology and Social Sciences but it does not have a laboratory for the English language practice.

In the Fiscal high school of our city the English Language has been taught with few or nothing didactic material and making use of the work book only, it is too important to know and recognize the elemental role of the didactic material to get a meaningful learning, specialty if what we are learning is a foreign language.

An important fact is that teachers do not associate the didactic material with the "Our World Trough English" book that includes enough methodology techniques for reading and writing as for listening and speaking too, but sometimes teachers have to work listening activities reading the tape-scripts given by the teacher's book to help them, because it is too difficult to get a tape record.

In this case, there is a contradiction when we asked teachers about the use of these basic appliances because the institution does not have enough tape recorders and although the OWTE book offers a lot of listening activities and they are not carried out suitably.

The audio-visual appliances are still a privilege of few high schools and English Institutes in our city, though, the OWTE book does not consider the audiovisual practice as relevant, because it does not include this kind of activities.

Another problem about didactic material is that teachers do not teach students the appropriate way of organizing the information acquired, by means of graphs, maps, flow charts, flash cards and others. In addition, teachers don't explain

their students the correct use, handle, and correct application of the dictionary, in this way students don not appreciate the real value of this important learning tool which can help them for getting meaningful learning by themselves.

With the before mentioned related to the use and application of didactic material in the "27 de Febrero" high school we obtain the main problem

2.3. RESEARCH PROBLEM

HOW DOES THE USE OF DIDACTIC MATERIAL APPLIED IN CLASS BY THE ENGLISH TEACHERS AFFECTS IN THE DEVELOPMENT OF MEANINGFUL LEARNING IN THE STUDENTS OF 8TM, 9TM AND 10TM BASIC YEAR OF THE "27 DE FEBRERO" TECHNICAL HIGH SCHOOL OF LOJA CITY, ACADEMIC YEAR 2007 - 2008?

2.3.1. DELIMITATION OF PROBLEMS

To carry out the investigative process is relevant to research some aspects related to meaningful learning for that reason we outline the following sub-problems

2.3.2. SUB-PROBLEMS

- How do the use of permanent and informative material help to get meaningful learning in the students of 8th, 9th and 10th basic year of the "27 de Febrero" technical high school of Loja city, academic year 2007 - 2008?
- What way the use of Illustrative and experimental material influence in the acquisition of meaningful learning in the students of 8th, 9th and 10th basic year

of the "27 de Febrero" technical high school of Loja city, academic year 2007 2008?

3. JUSTIFICATION

The education in our country is immerse in different problems both in social as human aspects too, but these problem are not happening in our city only, but in other places around the world too, so that, our challenger is to look for alternatives, that permit us to improve the new generations development (Children and young people) to get better opportunities in the future societies.

The goal of this research is aimed to show the necessity of a deep didactic approach, in the way to apply the didactic material to the acquisition of meaningful learning in the student's educative process, which will allow both teachers and students to structure a horizontal relation with quality learning and no just quantities learning.

We trust that with our research which will describe everything related with the didactic material, will contribute in the students learning acquisition although, there are a lot of researches and studies about didactic material but like simple descriptions of them, rather than giving practical focus for the use and application of the resources in order to get meaningful learning. In this way, when the results of our research have been known, by the English teachers and students will be benefit because they will have the opportunity to know and apply appropriate didactic material in order to teach better an specific lesson, getting in this way Meaningful learning, for that reason it is an original and relevant research.

The growing in knowledge and the training in the English language field that we obtain during the English language Career at the "Universidad Nacional de Loja", we got significant bibliography, the knowledge about instruments to get and the correct use of methods and techniques for their processing.

All of those aspects make of the present research a trustworthy source of information to carry it out into the practice. Eventually we have sufficient capacity and knowledge as well as great interest in finishing our academic work, because, with this research we are fulfill a previous institutional requirement to obtain the degree of licentiate in English language

4. OBJECTIVES

4.1. GENERAL OBJECTIVE

- To analyze the didactic materials applied by the English teacher and their influence in the meaningful learning of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 – 2008

4.2. SPECIFIC OBJECTIVES

- To research about permanent and informative material applied by English teachers to get meaningful learning in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008.

- To describe the Illustrative and experimental material used by the English teachers to facilitate the acquisition of meaningful learning of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007-2008.

CHAPTER 1

LEARNING

1.1. Introduction

⁴What is learning? Knowledge and understanding reside in mind of the learner, obtaining multiple perspectives we can deepen our understanding of Learning and its significances:

1.2. Common definitions

- According a commonsense view of learning it is: The acquisition of new knowledge and it has application for how to teach, such as presenting information to learners (in books, lectures, etc.) and how to asses such as testing to see how much of the presented material students can remember
- Learning is retention and transfer of knowledge, retention is the ability to remember what we have learnt and transfer, is the ability to use what was learned to solve problems

1.3. Traditional learning definitions

- Traditionally, learning is the ability to memories the information given by teachers and it just involves the retention and reproduction of this knowledge

⁴ <http://www.definition.org.learning> definitions

- Learning is not related to experience with events or objects, therefore there is not effort to integrate new knowledge with existing concepts in cognitive structures

1.4. Modern Definitions

Next we have some modern definitions about the nature of learning:

- "Give a man a fish and he eats for a day, teach him how to fish, and he eats for life". This is a common known aphorism that underscores the centrality of learning and education in development. All development activities involves the learning of some process or product
- "We can define learning as continuous changes that take place in our behavior for the purpose of adjusting ourselves to needs of life" (Saucier)
- "Learning can not be effective or useful without effort directed to a specific goal. Learning experiences are meaningful when they are connected with ones interest of life. When they are useful today and tomorrow, when they involve research and answers to problems instead of memories formal exercises. There is also learning when common events are analyzed in every detail" (Gates)

1.5. THEORIES OF LEARNING

The fundamentals understood as usual and global by many education pedagogues are going to be explain, we will offer

an explanation and a description of each of the most relevant learning theories.

We are conscious that there are more theories than the ones we are going to describe, so that is almost impossible to classify them strictly. Most of the pedagogues are followers of one preconceived theory so it is difficult to assign an author to each theory. It is worth to mention the fact that all these theories intended to explain the learning process. Following we will take them into consideration:

1.5.1. Conductist or Behaviorism Theory

⁵This theory in psychology is a very substantial field: follow the links to the left or right for introductions to some of its more detailed contributions focused on how people learn in the real world. Conductist or Behaviorism is primarily associated with Pavlov (classical conditioning) in Russia and with Thorndike, Watson and particularly Skinner in the United States (operant conditioning), here some main characteristics.

- Behaviorism is dominated by the restriction of its effort to emulate the physical sciences, which involve a refusal to speculate about what happens inside the organism.
- In educational settings, behaviorism implies the dominance of the teacher, as in behavior modification programs. It can, however, be applied to an understanding of unintended learning.

For our purposes, behaviorism is relevant mainly to:

- Skill development, and
- The conditions of learning.

⁵ <http://www.definition.org.learning> definitions

1.5.2. Conditioning theory

⁶Robert Mills Gagné was an American educational psychologist best known for his "Conditions of Learning". Gagné pioneered the science of instruction during the Second World War for the air force with pilot training. Later he went on to develop a series of studies and works that helped codify what is now considered to be 'good instruction'. He also was involved in applying concepts of instructional theory to the design of computer based training and multimedia based learning.

A major contribution to the theory of instruction was the model called "Nine Events of Instruction" which are the following:

1. Gain attention
2. Inform learner of objectives
3. Stimulate recall of prior learning
4. Present stimulus material
5. Provide learner guidance
6. Elicit performance
7. Provide feedback
8. Assess performance
9. Enhance retention transfer

Gagne's work is sometimes summarized as the "Gagné Assumption". The assumption is that different types of learning exist, and that different instructional conditions are most likely to bring about these different types of learning.

⁶ [Http://findarticles.com/articles](http://findarticles.com/articles)

1.5.3. Constructivist theory

Over a period of six decades, Jean Piaget conducted a program of naturalistic research that has profoundly affected our understanding of child development. Piaget called his general theoretical framework "genetic epistemology", because he was primarily interested in how knowledge developed in human organisms. Piaget had a background in both Biology and Philosophy and concepts from both these disciplines influences his theories and research of child development.

The concept of cognitive structure is central to his theory. Cognitive structures are patterns of physical or mental action that underlie specific acts of intelligence and correspond to stages of child development. There are four primary cognitive structures (development stages) according to Piaget and they are:

1. **Sensorimotor.** - In the Sensorimotor stage (0-2 years), intelligence takes the form of motor actions.
2. **Preoperations.** - Intelligence in the preoperation period (3-7 years) is intuitive in nature.
3. **Concrete operations.** - The cognitive structure during the concrete operational stage (8-11 years) is logical but depends upon concrete referents.
4. **Formal Operation.** - In the final stage of formal operations (12-15 years), thinking involves abstractions.

Cognitive structures change through the processes of adaptation: assimilation and accommodation. Assimilation

involves the interpretation of events in terms of existing cognitive structure whereas accommodation refers to changing the cognitive structure to make sense of the environment. Cognitive development consists of a constant effort to adapt to the environment in terms of assimilation and accommodation. In this sense, Piaget's theory is similar in nature to other constructivist perspectives of learning.

While the stages of cognitive development identified by Piaget are associated with characteristic age spans, they vary for every individual. Furthermore, each stage has many detailed structural forms. For example, the concrete operational period has more than forty distinct structures covering classification and relations, spatial relationships, time, movement, chance, number, conservation and measurement.

Formalization of the Constructivist theory

⁷Mean Piaget, articulated mechanisms by which knowledge is internalized by learners. He suggested that through processes of accommodation and assimilation, individuals construct new knowledge from their experiences. When individuals assimilate, they incorporate the new experience into an already existing framework without changing that framework, this may occur when individual's experiences are aligned with their internal representations of the world, but may also occur as a failure to change a faulty understanding; for example, they may not notice events, may misunderstand input from others, or may decide that an event is an accident and is therefore unimportant as information about the world.

⁷ [Http://es .wikipedia.org/wiki/theories of learning](http://es.wikipedia.org/wiki/theories_of_learning)

In contrast, when individuals' experiences contradict their internal representations, they may change their perceptions of the experiences to fit their internal representations. According to the theory, accommodation is the process of reframing one's mental representation of the external world to fit new experiences.

Accommodation can be understood as the mechanism by which failure leads to learning: when we act on the expectation that the world operates in one way and it violates our expectations, we often fail, but by accommodating this new experience and reframing our model of the way the world works, we learn from the experience of failure or others failure.

It is important to note that constructivism itself does not suggest a particular pedagogy in fact; constructivism describes how learning should happen, regardless of whether learners are using their experiences to understand a lecture or attempting to design a model airplane. In both cases, the theory of constructivism suggests that learners construct knowledge. Constructivism as a description of human cognition is often associated with pedagogic approaches that promote active learning by doing.

1.5.4. Meaningful Learning Theory

⁸David Ausubel is a psychologist who advanced a theory which contrasted meaningful learning from rote learning. In Ausubel view, to learn meaningfully, students must relate new knowledge (concepts and propositions) to what they already know. He proposed the notion of an advanced organizer as a way to help students link their ideas with new material or concepts.

Ausubel's theory of learning claims that new concepts to be learned can be incorporated into more inclusive concepts or ideas. These more inclusive concepts or ideas are advance organizers. Advance organizers can be verbal phrases, or a graphic. In any case, the advance organizer is designed to provide, what cognitive psychologists call, the "mental scaffolding: to learn new information. Learning that is most effective is a process that is situated within the context and the culture of the learning community. This is called ***meaningful learning***.

The Role of Context, Culture and Community in Meaningful Learning:

Learning design that focuses on the transmission of information has been found to be ineffective in the long run. Contemporary views on learning see it as an active and recursive process. This perspective is driven by greater recognition of the essential role of the 'learning context' in knowledge construction and understanding. This is the *constructivist* perspective on learning. It is grounded in the

⁸ [Http://www.definitions.org/meaningful-learning theory](http://www.definitions.org/meaningful-learning-theory)

belief that learning and cognition are most potent when situated within a meaningful *context*, and within the *culture*, and the *community* within which learner's live. The constructivist view of learning is one in which there is a process of developing understanding through problem-solving and critical reflection. As an active process, learning is most effective and efficient when learners are engaged in *learning by doing*. This approach also highlights the importance of the learning group in the learning process. It argues that learning, and the development of understanding, is a social process which comes about as a result of learners acting upon authentic problem situations in groups, through dialogue, discussion, and debate. Instructional designs that embody the constructivist perspective of learning make use of scenarios, problems, incidents, stories and cases that are realistic or authentic (i.e., that reflects real use situations). These activities 'situate' and 'anchor' all learning experiences, and in this constructivist approach, assessment of learning outcomes is closely tied to the learning context.

1.5.5. Defining Meaningful Learning

What's meaningful learning?

⁹According to Jonassen, meaningful learning is:

- **Active.** We interact with the environment, manipulate the objects within it and observe the effects of our manipulations.
- **Constructive.** Activity is essential but insufficient for meaningful learning. We must reflect on the activity and

⁹ [Http://www.definitions.orh/meaningful-learning-definitions](http://www.definitions.orh/meaningful-learning-definitions)

our observations, and interpret them in order to have a meaningful learning experience.

- **Intentional.** Human behavior is naturally goal-directed. When students actively try to achieve a learning goal they have articulated, they think and learn more. Articulating their own learning goals and monitoring their progress are critical components for experiencing meaningful learning.
- **Authentic.** Thoughts and ideas rely on the contexts in which they occur in order to have meaning. Presenting facts that are stripped from their contextual clues divorces knowledge from reality. Learning is meaningful, better understood and more likely to transfer to new situations when it occurs by engaging with real-life, complex problems
- **Cooperative.** We live, work and learn in communities, naturally seeking ideas and assistance from each other, and negotiating about problems and how to solve them. It is in this context that we learn there are numerous ways to view the world and a variety of solutions to most problems. Meaningful learning, therefore, requires conversations and group experiences.

¹⁰Wiske provides another perspective about meaningful learning with a focus on subject matter content. She calls for teaching subject matter that is:

¹⁰ [Http://www.definitions.org/meaningful-learning-theory](http://www.definitions.org/meaningful-learning-theory)

- Central to the domain or discipline, every academic discipline has elements that are regarded by those in the field as the ideas and methods of inquiry that are central and controversies that are enduring. Teaching aimed at meaningful learning encompasses these aspects
- Accessible and interesting to students. Topics must be significant from a student's perspective. Teaching about the Monroe Doctrine, for example, must enable students to make meaning from its tenets in the here and now.
- Exciting for the teacher's intellectual passions. For a topic to be generative, the way it is taught is as important as the substance. The teacher's curiosity, zeal and genuine wonder are infectious and serve as a model for students to imitate.
- Easily connected to other topics, whether inside or outside the discipline. Students benefit most when they can link their previous experiences and knowledge to other important ideas.

According to our point of view Meaningful learning refers to the concept that the learned knowledge is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts in our brain.

When meaningful learning occurs, the information is accumulated in a relational manner. That is, the brain stores

them together because they are related to each other. Now, when one fact is recalled, the other facts are also recalled at that moment.

1.5.6. Fundamental Principles of Meaningful Learning

Following this perspective on meaningful learning, there is growing consensus among teachers that learning is most effective when:

- Learners are active partners in the process, rather than passive recipients of information and data.
- Learners are engaged in learning by doing.
- Learners are engaged in problem-solving tasks and activities.
- Learners are engaged in critical reflection during and after their activities.
- Learning is situated within the context of real-world or authentic problems.
- Assessment of learning outcomes is closely aligned with the learning context and the learning activities.

1.5.7. The Motivation Role in the meaningful learning what is student's motivation?

¹¹Student's motivation naturally has to do with students desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Although students may be

¹¹ HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial

equally motivated to perform a task, the sources of their motivation may differ.

A student who is INTRINSICALLY motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" Another crucial assumption regarding to the meaningful learning, concerns the level and source of motivation for learning. According to Von Glasersfeld sustaining motivation to learn is strongly dependent on the learner's confidence in his or her potential for learning. These feelings of competence and belief in potential to solve new problems.

How to motivate students

A process called attribution retraining, which involves modeling, socialization, and practice exercise, is sometimes used with discouraged students. The goals of attribution retraining are to help students to

- a) Concentrate on the tasks rather than becoming distracted by fear of failure;
- b) Respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up
- c) Attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of ability.
- d) Other potentially useful strategies include the following: portray effort as investment rather than risk

Because of the potential of student's motivation, it is crucial that parents, teachers, and school leaders to devote themselves fully to stimulate and maintain the students motivation to learn.

1.5.8. The teacher 's role as facilitator to get meaningful learning

¹²According to the meaningful learning theory, instructors have to adapt to the role of facilitators and not teachers. Where a teacher gives a didactic lecture which covers the subject matter, a facilitator helps the learner to get to his or her own understanding of the content.

¹³In the former scenario the learner plays a passive role and in the latter scenario the learner plays an active role in the learning process. The emphasis thus turns away from the instructor and the content, and towards the learner.

This dramatic change of role implies that a facilitator needs to display a totally different set of skills than a teacher. A teacher tells, a facilitator asks; a teacher lectures from the front, a facilitator supports from the back; a teacher gives answers according to a set curriculum, a facilitator provides guidelines and creates the environment for the learner to arrive at his or

¹² HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial

¹³ [Http://www.wilipedia.org/meaningful-learning](http://www.wilipedia.org/meaningful-learning)

her own conclusions; a teacher mostly gives a monologue, a facilitator is in continuous dialogue with the learners.

A facilitator should also be able to adapt the learning experience by using his or her own initiative in order to guide the learning experience to where the learners want to create value.

The learning environment should also be designed to support and challenge the learner's thinking. While it is advocated to give the learner ownership of the problem and solution process, it is not the case that any activity or any solution is adequate. The critical goal is to support the learner in becoming an effective thinker. This can be achieved by assuming multiple roles, such as consultant and coach.

CHAPTER 2

THE DIDACTIC MATERIALS

2.1 CONCEPT

¹⁴Coming from Latin material, materies, materia, more didaktikos to teach, that is, the group of objects and gadgets using in teaching so it will be more profitable and more beneficial to learn

Terminologically is know by several names or terms with a similar meaning, didactic aids, didactic resources and educative means, however the most common term is didactic material, understanding the group of material means that intervening facilitates the teaching and learning process and it has the objective of facilitating the communication between teacher and student and awaken students interest adequately to the mental and physical characteristics of facilitating the activity between teachers and students in relation to contents and methodology

Didactic resources in teaching are the nexus between words and reality. Ideally it will be that all learning is carried out within a real life situation, if possible. Didactic resources must substitute for real life presenting it in the best possible way so that it facilitates the objectiveness of the students

¹⁴ [Http://www.nla.gov.au](http://www.nla.gov.au)

2.2 ORIGEN

The didactic material is a fundamental element in the teaching and the learning process is the component of the action of teachers and students to direct towards inter-learning, is an essential aspect betterment of the quality knowledge that the students will acquire.

It starts with the desire of man to aim his fantasy of communicating with others making the teaching more understandable.

The application of didactic material goes back to ancient times and it is obviously that there is a need of an auxiliary that allows easy development teaching which facilitates clear comprehension and finally the teachers make less verbal effort to appropriately explain his message in its transmission to the students. They are then helpful and efficient motivators for students to contribute quickly, sure and objective learning. As the teaching system develops and applies new techniques, new plans of massive scholarticing originate; or personal technical projects became elaborated teachers fell the need to dispose urgently and quickly new didactic means in order to make better the teaching process.

For this reasons teachers, educators and in general pedagogues being conscious of such imperative, are more and more oriented toward the use of auxiliary means synthesized in didactic equipment which is being modernized thanks to the original processes.

2.3 HISTORY

Looking at history, we can say that the didactic material like all the areas of human knowledge has gone through a series of transformations during its existence.

The later generations of Russian progressive educators efficiently accompanied the lesson with didactic demonstrations. The great Russian Educator K D Ushinski said about the visible forms "This course of study of the concrete to the abstract of the representation of the idea is so natural and is created in such psychic laws that only its need can be denied that in general to take into account the teaching of the demands of the human nature"

Taking into account what goes beforehand; Ushinski recommended the utilization of didactic material in the teaching process of different subjects, standing out in particular the History, "Our spirit he said, learns in an especially easy way, clear and stable that is perceived by sight and, therefore can always represent itself as a description. The successive histories that occurred in known places and environments whose course can be traced on the map is inculcated more solidly in the spirit and is echoed in it with ease, that for me success is an empty undetermined"

2.4 CHARACTERISTICS OF THE DIDACTIC RESOURCES

2.4.1 According to its utilization

¹⁵Didactic material activates the sensory tracts such as hearing, sight, smell, touch and taste, a combination of various senses often occur at the same time.

Helping aids awaken and maintain the student interest and has the custom of adopting a receptive mental attitude, which promotes maximum learning. When varied teaching material is used to make the class less tiring and the teacher and students have more enthusiastic attitude, the variety of resources utilized allows more attention to be given to individual differences.

¹⁶The materials prepared specifically, for specific teaching themes have the costume of being more effective, for example, a well designed model about certain geological characteristics can better illustrate than photography including an excursion to the place in question. To be a really efficient aid, didactic material should

- be adequate for the learning level of the student and be easily managed and understood
- Respond to the study programs and all the equipment should be in perfect working conditions
- Should be introduced to the class at the appropriate moment to clarify doubt or resolve conflicting point of view

¹⁷We should remember that the success of an English class always depend upon the materials that the teacher and

¹⁵ [Http://www.infodiv.unimelb.edu](http://www.infodiv.unimelb.edu)

¹⁶ HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition.

¹⁷ [Http://www.teachers-guide.org.edu](http://www.teachers-guide.org.edu)

student use in the teaching and learning process. Didactic material has the objective of motivating student to work, investigate, discover and to construct giving the opportunity of enriching the experience of the students thus bringing them closer to reality and offering him and opportunity to perform better.

The following is a list of the most frequently used material in the classroom:

Magazines, texts, printer matter, pamphlet, overhead sheets, index cards, flannel graphs, experiments, laboratories, television, radio, slides, blackboard, chalk, erasable markets.

2.4.2 According to its development

The didactic material should be developed in a clear, precise and easy way to manage:

- According to study plans and programs
- should be simple and taken for the immediate environment
- Should be developed by the students following and explanation by the teacher
- should be developed according to the economic situation of the high school
- Can be acquired in distribution homes that have laminated sheets and real illustrations that help in the development of the class
- Can be developed according to the students own interest

- The developed material should motivate students through color, size and form
- With an adequate interpretation and correct identification
- Should be elaborated to facilitate personal expression and promote the free exchange of information

Elaborate didactic resources that:

- Permit perception and easy understanding of what is being learning
- Permit, promote and active critical and creative teaching of students
- Permit the enrichment of vocabulary
- Permit a complete and effective observation

2.4.3 According to its perception

It is related to the psychological focus, through this process students became conscience of the world that surround their eyes, ears, nerve endings of the skin, are the first means of contact with the environment

There are more sensory organs are the instruments of perception that collect information for the nervous system. The nervous system coverts in into electric impulse that are transmitted to the brain where a chain of chemical reactions are producing resulting in the fixation of the object inner conscious later leading to communication and which should lead to learning

Two perceptive principles exist: First perception is made up of many sensory messages that are no separated but

are structured in complex patterns, these come to form the base of knowledge that the people acquires about the world that surrounds them: Second the individual only reacts to a small part of the surrounded stimulus in any given moment.

Imideo Nerici, in his work on a general dynamic didactic emphasizes the function of the sensory organs in relation to the percentage of learning in the following manner:

- 1 % by means of taste
- 1.5% by means of touch
- 3.5% by means of the smell
- 11% by means of the hearing
- 83% by means of sight

In referring to attention, the investigation show the following data

- 10% is learned by reading
- 20% is learned by listening
- 30% is learned by seeing
- 50% is learned by doing

Through, sight, hearing, touch and taste things pierces the brain, later to be transmitted to the conscience of the subject matter, furthermore, it acts on the intelligence and then later it can differentiate the images of true objects in the conscience of the individual. It is worth noting that harmonizing the receptive impression by the sense, with the psychic sensitiveness and this conscience logic ideas are development judgments are molded and concepts are show, this is justified by John Locke, when he says that "All knowledge proceeds

from the senses" By means of the sensory organs one comes to appreciate the quality of the real object and didactic material or it can be expressed through the facilitating of perceptive function experience, the following considerations are listed below.

- Without perception there can not be deliberate behavior
- The behavior is the result of past experiences and the starting point for future perceptions
- The subject of perception and its perceived world can not exist independently
- Perception is a personal experience not transferable
- What is perceived is linked to the past, which has meaning for the future, which in turns helps in the interpretations

2.5 CLASSIFICATION OF THE DIDACTIC MATERIAL

With the purpose to facilitate the study and the comprehension of the didactic resources we will classify the didactic material in two groups:

- **PERMANENT AND INFORMATIVE MATERIAL**
- **ILLUSTRATIVE AND EXPERIMENTAL MATERIAL**

2.5.1 Permanent material.

As its name indicates it is the material that is always used, and which is indispensable in the teaching and learning process, such as the board and the chalk or markers.

Educative centers exist which supply the most recent technology and the necessary material to develop the educative phenomenon; also there are establishments, where it is estimated that audiovisual didactic material is

not existent, permanent material is always present in any educational centers.

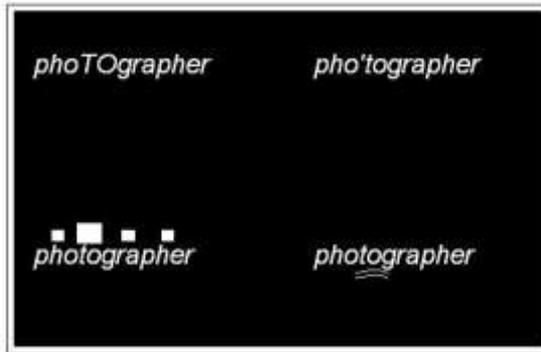
2.5.1.1 The Board

¹⁸The most versatile piece of teaching equipment is the board, whether; this is of the more traditional chalk - dust variety or the whiteboard, written on with markers pens. Boards provide a motivating focal point during work class grouping. We can use board for variety of different proposes including:

Note pad: Teachers frequently write things up on the boards as these come up during the lesson. They might be words that they want students to remember, phrases which students have not understood or seen before, or topics and phrases which they have elicited from the students when training to build up a composition plan, for example:

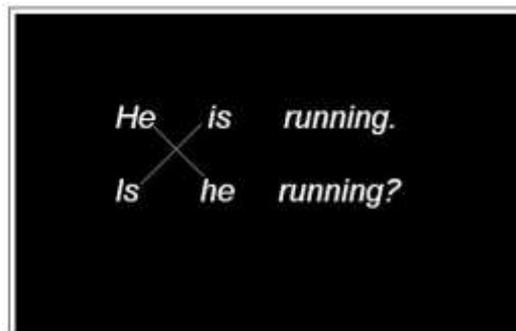
Where we write up words we can show how that the word is stressed so that students can see and hear the words at the same time. We can sketch in intonation tones or underline features or spelling too. We can group words according to their meaning or grammatical function. Some teachers use different colors for different aspects of language

¹⁸ HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial



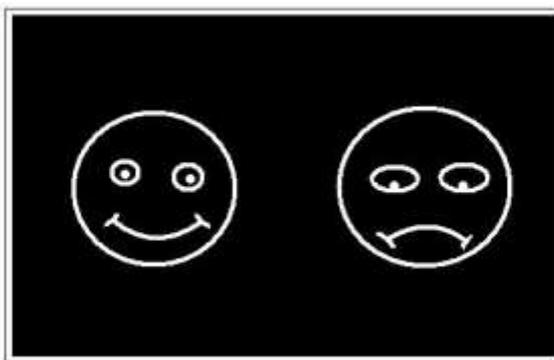
Explanation aid:

Board can be used to explanation too, where, for example, we show the relationship between an affirmative sentences and a question by drawing connecting arrows. We can show where words go in a sentence by indicating the best positions diagrammatically, or we can write up phonemic symbols or draw diagrams of the mouth for example, to show how the word or sound is pronounced. The board is ideal for such uses:



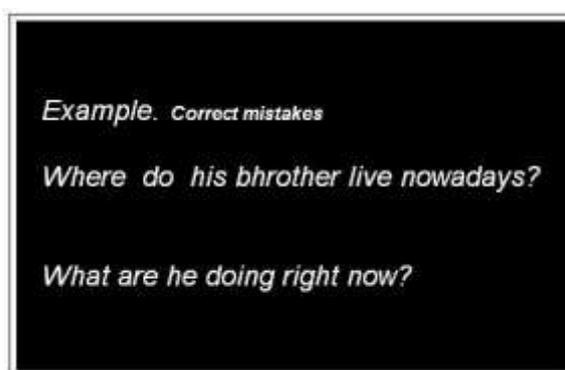
Picture frame:

Boards can be used for drawing picture of course, the only limitation being our artistic ability, but even those who are not artistically gifted can usually draw a sad face and a happy face. What is more, this can be done wherever it is required because; the board is always there, helping students to understand concept and words like this pictures:



Public wordbook

¹⁹A typical procedure is to write up fill-in sentences or sentences transformation items, for example, and have individual students come up to the board and write a fill-in item, or a transformed sentence. That way the whole class becomes involved in seeing what the correct version is. Teachers sometimes write mistakes they have observed in a creative language activate on the board. They can ask class remembers who think they know how to correct them:



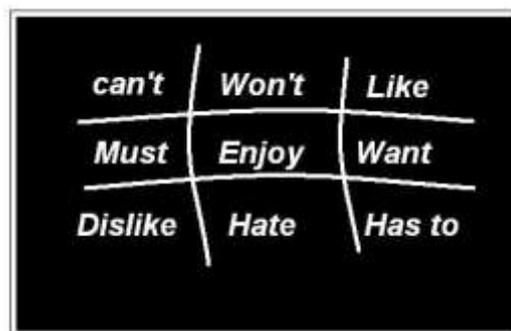
Game board:

²⁰There are a number of games that can be played using the board. With noughts and cruses, for example, teachers

¹⁹HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial

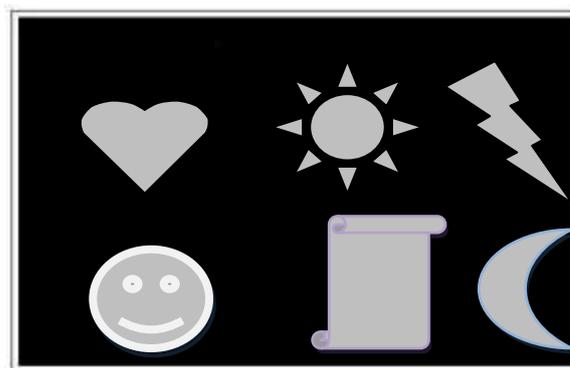
²⁰<http://www.wikipedia.org.boards-in-teaching>

can draw night box frames and write different words or categories in each box. Teams have to make sentences or questions with the words and if they can get write they can put they symbol (O or X) on the square to draw their wining straight line. A popular spelling game involves to teams who start off with the same word. Each team has half the board. They have to film up their side with as many words as possible, but each new word has to start with the last letter of the word before:



Notice board:

Teachers and students can stick thing on the board- pictures, posters announcements, charts, etc. This is especially useful if they are metallic board so that magnet can be used:



Tips in the use of the board

- Handwriting on the board should be clear and easy to decipher

- We should organize our material in some way too, so that the board doesn't just get covered in scrawls in a random and distracting fashion
- We should draw a column on one side of the board and reserved that for new words
- We can put the days or the lessons programmed in the left hand column, and use the middle of the board for grammar explanations or games
- It is not a good idea to turn our back to the class while we write on the board, especially if this goes on for some time
- It is important to involve the students with board word as much as possible, either, getting them to tell us what to write, or using them to actually do the writing themselves
- When the class is over, courteous, teachers clean the board and leave it ready for their colleagues.

2.5.1.2 The eraser:

It is a basic education resource for erasing the board after to, explaining something to the class, or while it rather shows how writing errors can be made. The eraser has the facility of cleaning all that has been written by the teacher and the students, furthermore its easy to handle because of its size and heavy and can be developed by the students themselves because of it simple material, been and indispensable resource in the development of the class for what has been and is being used in all levels of educative establishments, preschool, primary, middle and superior levels.

These resources are very economical because they can be made with simple material such as wool, strips of cloth and cotton.

2.5.1.3 Maps and Graphs

²¹**Maps.-** A map is a picture of a place. Different maps show different information. No one map can show everything. Several activities are presented to assist in teaching about maps.

- Mapmakers use north, south, east, and west to describe direction.
- Mapmakers usually orient their maps to show north at the top.
- It is possible to describe the relationship of one place to another. One place is north, south, east, or west of another place. This kind of orientation is known as relative location.
- Using longitude and latitude, a grid of imaginary lines created by geographers, it is possible to identify the absolute location of any point on the Earth's surface.
- The relationship between a distance on the map and the corresponding distance on the ground is known as scale.
- Using the distance scale, it is possible to determine the actual distance on the ground between two points shown on a map:

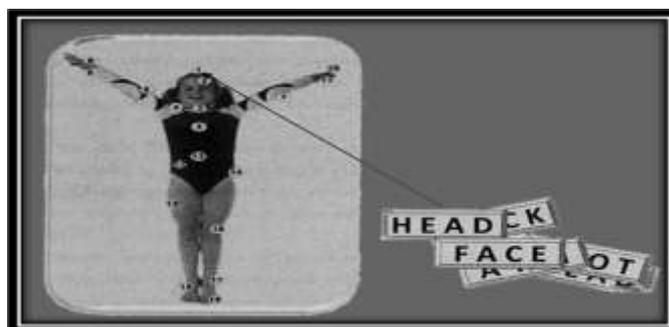
In the following map we can see clearly the political division of Ecuador, in this example we can teach student

²¹ [Http://interactive2.usgs.gov/learningweb/teachers/mapsshow_act2](http://interactive2.usgs.gov/learningweb/teachers/mapsshow_act2)

several terms related with maps like North, South, East and West etc. Point out that these subdivisions of a degree allow geographers to be precise in stating a location.



²²**Graphs.** - Material of this kind is invaluable particularly for younger learners, and teachers of children find that they constantly use them. However, if you have time, this type of material can be largely home-made: glossy magazines in particular are excellent source of small graphs but there are a great variety of larger graphs like the human body diagram, or diagrams about farm animals, etc. This kind of graphs can be made by the teacher or the students themselves cutting and pasting small graphs related with the theme (the planet). Here we have an example of graphs which can be easily made by the whole class.



²² http://interactive2.usgs.gov/learningweb/teachers/graphsshow_act3

In this example we have a diagram of the human body and small pieces of carton with the names of the parts of the body. Working with this material, we can easily teach and practice with young students the parts of the human body, asking them to match the names with the correct number in the graph.

2.5.1.4 Bits and pieces.

Of course there is no limit to the various bits and pieces which we can bring into the classroom. In may be photographs of our family, letters we have received or even a pet. Just as children in primary school are often asked to "show and tell" about subjects they hold dear, so we can base lesson sequences on subjects that we can think our students might find interest-though of curse this has to be done with discretion and a large dose of common sense about what will be appropriate in terms of age and culture.

Real objects

With beginners and particularly children, "real" or lifelike Items (plastic fruit, clock faces or telephones to simulate a phone conversation) are useful for teaching the meanings of words, this Items can provide as good starting-point for a variety of language work and Communications activities.



We can find an object with an uncertain use and ask students to speculate what it is for (*It might be / could be / probably is*) and/or design various explanations to account for it (*It is used for-ing*). The class could vote on the best idea.

Some teachers use a soft ball to make learning more enjoyable. When they want a students to say something ask a question, o give an answer, they throw a ball to the student who then has to give an answers:

Language cards

Many teachers put a variety of card and posters around the classroom. Such posters can have notes about language Items on them, or be a collection of ways of apologizing or inviting, for example. Sometimes, with new students groups, teachers get students to write about themselves on a card and put they photographs next to what they have written so that the class all know who everyone is (See *the graph below*).



²³Students can also make presentation posters of projects they have worked on. In multinational classes, many students enjoy providing short guides to their origin places (Countries, cities, towns, etc). Cards are also useful for matching activities, where students have to find another student in the class with the similar card or one that has the answer to the question on his or her card:

Cuisenaire rods

These are small blocks of wood of different lengths; each length is a different color (See the figure below). The rods are featureless, and are only differentiated by their size and color. They are simple, but they are useful for a wide range of activities.

Uses for rods

For example, we can say that a particular rod is a pen or a telephone, a dog or a key so that by holding them up or

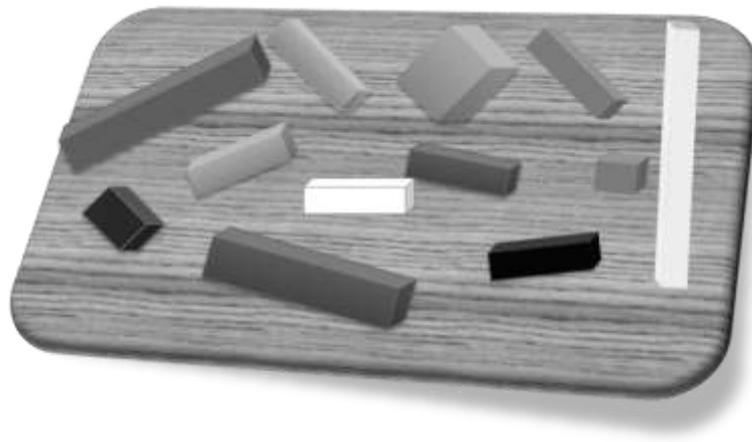
²³ http://interactive2.usgs.gov/learningweb/teachers/mapsshoe_act2

putting them together a story can be told. All it takes is a little imagination.

The rods can be used to demonstrate word stress too- if one is bigger than the other it shows where the stress should be.

²⁴We can also assign a word or a phrase to each of and students then have to put them in the right order (e.g. / I live *near to the school*)

Rods can be used to teach prepositions. Teachers can model with rods sentences like: The red one is on top of/beside/under/over/behind/among/etc *the green one is* they can show rods in different relative positions and ask students to describe them.



Rods are useful for demonstrating colors of course comparatives, superlatives and a whole range of other semantic and syntactic areas especially with intermediate or advance students:

²⁴ HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial

2.5.2 Informative Material

²⁵The information that the students need to obtain for study and to carry out their works can include a series of books, newspapers, magazines and other whose principal types are.

2.5.2.1 Books

Book is a set or collection of written, printed, illustrated, or blank sheets, made of paper, parchment, or other material, usually fastened together to hinge at one side. A single sheet within a book is called a leaf, and each side of a leaf is called a page. A book produced in electronic format is known as an e-book.

Books may also refer to a literature work, or a main division of such a work. In library and information science, a book is called a monograph, to distinguish it from serial periodicals such as magazines, journals or newspapers. The body of all written works including books is literature.

Books are very user-friendly "package" of material: they are light, easily scanned, easily stacked and do not need hardware or electricity. They are still and most popular method of packing large text and library of them is arguably the best way for learners to acquire a wide experience of foreign language reading.

It is very useful to have a collection of references books, extra-test books and teachers' hand books easily available to the teachers' staff; and regular reading of the

²⁵ [Http://www.wikipedia.org.didactic-material.edu](http://www.wikipedia.org.didactic-material.edu)

professional Journal can injects new ideas and update teachers on current thinking.

Types of books according to their contents

²⁶A common separation by content is **fiction** and **non-fictional** books. By no means are books limited to this classification, but it is a separation that can be found in most collections, libraries, and bookstores.

Fiction.- Many of the books published today are fictitious stories. They are in-part or completely untrue or fantasy. Historically, paper production was expensive; too expensive to be used for entertainment. An increase in global literacy and print technology led to the increased publication of books for the purpose of entertainment, and allegorical social commentary. Most fiction is additionally categorized by genre.

The novel is the most common form of fictional book. Novels are stories that typical feature a plot, setting, themes and characters. Stories and narrative are not restricted to any topic; a novel can be whimsical, serious or controversial. The novel has had a tremendous impact on entertainment and publishing markets. Comic books or graphic novels are books in which the story is told or illustrated with pictures.

²⁶ [Http://en.wikipedia.org/wiki/T-books](http://en.wikipedia.org/wiki/T-books)

²⁷**Non-fiction.-** In a library, a general type of non-fiction book which provides information as opposed to telling a story, essay, commentary, or otherwise supporting a point of view, is often referred to as a reference book. A very general reference book, usually one-volume, with lists of data and information on many topics is called an almanac.

²⁸**Encyclopedia.-** An encyclopedia is a book or set of books designed to have more in-depth articles on many topics. A book listing words, their etymology, meanings, etc. is called a dictionary. A book which is a collection of maps is an atlas, a more specific reference book with tables or lists of data and information about a certain topic, often intended for professional use, is often called a handbook.

Manuals.- Books with technical information on how to do something or how to use some equipment are called manuals. Other popular how-to books include cookbooks and home improvement books.

²⁹**Course book.-** For years methodologists have been arguing about the usefulness of course books, questioning their role, defending their use, worrying that they act as methodological straightjackets or promoting their value as agents of methodological change

- **Benefits:** good Course books are carefully prepared to offer a coherent syllabus satisfactory language

²⁷ <http://en.wikipedia.org/wiki/fiction-and-nonfiction-books>

²⁸ <http://en.wikipedia.org/wiki/encyclopedia>

²⁹ According to Hutchinson and Torres 1994, The text books as agent of change. ELT. Journal 48/4

control, motivating texts, tapes and other accessories such as, , video tapes, CD-ROMs, extra resources materials, and useful web links. They are often attractively presented. They provide teachers under pressure with the reassurance that, even when they are forced to plan at the last moment, they will be using materials which they can have confidence in.

They come with detailed teacher's guides, which not only provide procedures for the lesson in the student's book, but they offer suggestions and alternatives, extra activities and resources. The adopting of a new Course book provides a powerful stimulus for methodological development.

Students like Course book too since they foster the perceptions or progress as units and then books are completed. Course book also provide material which students can look back at for revision and at they best their visual and topic appeal can have a powerful and engaging effect.

- **Restrictions:** ³⁰Course book, used inappropriately, impose learning styles and content on classes and teachers alike appearing to be "almost perfect" over which they can have little control. Many of them rely on Presentation, Practice and Production as they

³⁰ Littlejohn, A 1998 The analysis of language teaching materials: inside the Trojan Horse. In Tomlinson, B (ed)

main methodological procedure despite recent enthusiasm for other teaching sequences.

Units and lessons often follow an unrelenting format so that students and teachers eventually became demotivated by the sameness of it all, and in their choice of topics. Course books can sometimes be bland or culturally inappropriate.

Options for Coursebook use: One solution to the perceived disadvantages of coursebooks is to do without them altogether, to use a "do-it-yourself (DIY). It offers students a dynamic and varied programme, if they can see its relevance to their own needs, it will greatly enhance their motivation and their trust in what they are being asked to do. It allows teachers to respond on a lesson-by-lesson basis to what is happening in the class, but, when teachers reject a fully DIY approach because of time, a lack of resources or a preference for other materials, they then have to decide how to use the Coursebooks they are working with. One way of doing it is to start at page one and keep going until the end of the book. But that will probably bore both the students and the teacher and has far less chance of answering the needs of a class than if the teachers use the book more creatively, adapting it in various ways to suit the situation they and their students are in.

When we plan a lesson around Coursebooks, we have a number of possible options:

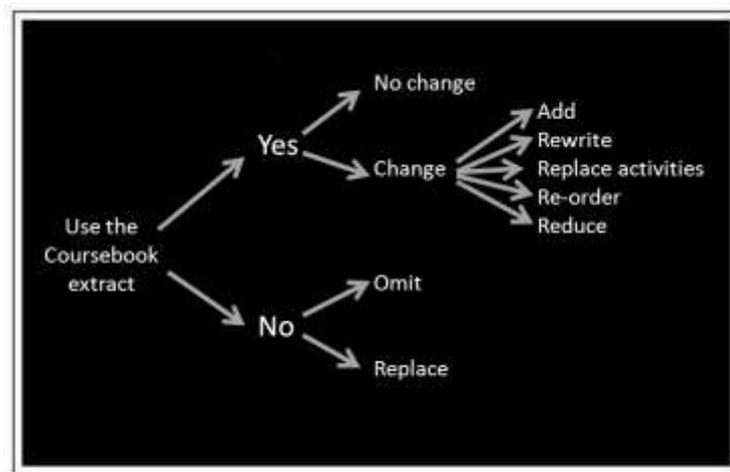
- **Omit and replace:** ³¹the first decision we have to make is whether to use a particular Coursebook lesson or not. If the answer is "no", there are two possible courses actions: The first is just to omit the lesson altogether. In this case we suppose that the student will not miss it because it does not teach anything fundamentally necessary and it is not especially interesting. When, however, we think the language or topic area is important, we will have to replace the Coursebook lesson with our preferred alternative. Although there is nothing wrong with omitting or replacing Coursebook material, it becomes annoying for many students if it happens too often, especially where they have had to buy the book themselves. It may also deny them the chance to revise, and their course may lose overall coherence.
- **To change or not to change?** When we decide to use a Coursebook lesson we can, of course, do so without making any substantial change to the way it is presented. However, we might decide to use the lesson, but to change it to make it more appropriate for our students. If the material is not very substantial we might add something to it, a role play after a reading text, perhaps, or extra situations for language practice. We might rewrite an exercise we do not especially like or replace one activity or text with

³¹ HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial

something else such as a download from the Internet, or any other home Item.

We could also re-order the activities in a lesson or reduce it by cutting out an exercise or an activity in all our decisions, however, it is important to remember that students need to be able to see a coherent pattern to what we are doing and understand our reasons for changes.

The options we have mentioned before for Coursebook use are summarized in the following figure:



Note-books

There is a large set of books that are made only to write private ideas, notes, and accounts. These types of books are rarely published and typically are destroyed or remain private. Notebooks are blank books to be written in by the user. Students and writers commonly use them for taking notes. Scientists and other researchers use lab notebooks to record their work. They often feature spiral coil bindings at the edge so that pages may easily be torn out.

Address books and calendar appointment

³²Address books and, and calendar appointment books are commonly used specially by teachers on a daily basis for recording appointments, meetings, personal information, students performance, etc.

Books for recording periodic entries by the user, such as daily information about a journey, are called logbooks or simply logs. A similar book for writing daily the owner's private personal events, information, and ideas is called a diary or personal Journal.

Uses for books

³³Aside from the primary purpose of reading them, books are also used for other ends:

- A book may be studied by students as the subject of a writing and analysis exercise in the form of a book report.
- A book may be evaluated by a professional writer in order to produce a published book review.
- A book may be read by a group of people to use as a spark for social or academic discussion, as in a book club.
- Books are sometimes used for their exterior appearance to decorate a room, such as a study.

³² HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial

³³ [Http://www.wikipedia.com.org/uses-for-books//](http://www.wikipedia.com.org/uses-for-books//)

Strategies in the use of the books:

a) Inference

It trains the student to recognize synonyms and antonyms. Deducing the meaning and the use of unfamiliar lexical items, understanding relations between parts of the text through lexical cohesion devices of synonyms and antonyms.

Many tests make use of the synonyms and antonyms to convey their messages more clearly. It is important for the students to be aware of these lexical relations as they often help to infer the meaning of unfamiliar words. Also it trains the students to recognize related words in the text. Understanding relations between parts of a text through lexical cohesion devices: lexical sets and collocations. In a test about a given subject, there will usually be a number of related words that are not synonyms but that help to create an atmosphere of conveyance and idea. Being aware that such relations exist and looking for them in a test is an important developing strategy of inference.

b) Understanding relation within the sentence

A book can be useful for: Also understanding relations within the sentences. In order to read efficiently and not to stumble on every word, it will be essential for the student to grasp the structure of the sentences they read at once. They should therefore be taught to discriminate quickly between what is essential in a sentence.

c) Improving reading speed

It develops word-recognition and word-comprehension speed. Recognizing the meaning of words as quickly as possible. Besides, the more common speed reading exercises that consist in teaming one's reading of a text, some preliminary exercises can help the student to overcome some of their difficulties in recognizing words and their meaning.

d) Skimming

The purpose of the skimming is simply to see what the text is about (e.g. whether it deals with the subject in the way that the reader requires of how it is organized). The reader skims in order to satisfy a very general curiosity about the text, and not to find the answer to a particular question. Skimming differs from general rapid reading in that the reading goes through the text extremely quickly, merely dipping into it or sampling it at various points. One of the reasons for practicing skimming is that it can be very useful as a study technique. It also helps the learner to organize the student thought and specific what's information he can get from the book, so that, his subsequent reading is more efficient.

e) Scanning

³⁴It means go true the text rapidly to research for specific pieces of information (e.g. a name, a date, etc) or to get an initial impression of whether the text is

suitable for giving a purpose (e.g. if a book, on gardening deals with a particular plant disease). There is a great range of texts suitable for scanning indexes, dictionaries, maps, advertisements, labels, reference material, business letters, etc. When you scan for specific information there will be other information that you don't need and you are not looking for. You need to learn to ignore it; pay no attention to it. Instead number to keep a question in mind as run your finger down the centre of the page or column and let the answer jump out to your mind. It will help us if we remember the following suggestions:

Consider what you already know about the topic before the topic, also, have question in your mind as you read. When you scan for specific information, have a pencil or left-tip making pen in hand and your question in mind. Mark the information as soon as you find it.

Besides it is advisable try not to worry about new words, you may see some of them several times in the same reading selection, each time you see one, it will probably add to your ability to guess the meaning.

2.5.2.2 The dictionary

It is a book which contains and explains information in alphabetical order all the words of one or more language of that or a determinate school subject. Numerous catalogues of important items of the same kind are

alphabetically ordered; also it is the grouping of all human knowledge.

Students frequently need to research language on their own, whether this is because they are studying for themselves, because they are correcting a piece of homework, because they are finding out about language as part of a project or a task, or because they are searching for the meaning of words in reading and listening texts.

³⁵**What dictionaries are for**

One of the mainstays of any language researcher is the dictionary. Many students understand this and, as a result, they buy themselves bilingual dictionaries because they fervently hope that they will find an instantly usable, translating a word they know in their language to the foreign language.

Although some words have only one meaning, you can find the meaning in a dictionary entry, which sometimes include an example, but most of them, however, have more than one meaning and often the same word can be more than one part of speech, and each part of speech can have different meaning, so that it can confuse students because they have to choose from the list of meanings the best option.

³⁵ HARMER Jeremy. THE PRACTICE OF ENGLISH LANGUAGE TEACHING, third edition. Longman editorial

When the dictionaries are well used, they provide just what the students are looking for, but dictionaries often fail to show students how words are used in the foreign language providing simple answers. Many bilingual dictionaries also fail to give sufficient information about grammatical context and connotations.

This does not mean that all bilingual dictionaries are bad, or that students should never use them. There are some excellent examples available now and students will always use them, especially at lower levels.

Training Students to use dictionaries

If we want students to use dictionaries it will probably not be efficient just to recommend a dictionary and tell them how useful it is. Even huge improvements have been made in dictionary design over the last few years- and even though there are a number of internet, CD ROM and DVD- Based dictionaries- still the riches of information can be extremely intimidating to some users.

Indeed the frequently dense design of some dictionaries may be enough to put them off altogether. In order to avoid these problems many teachers and materials designers put dictionary training in to a lesson sequences, so that students will see how to use them and what the benefit of such use are.

Thus we can make sure, for example, that students recognize the metaphorical meaning that are given and

that they identify typical lexical phrases which the word they are looking for occurs in - and which good dictionaries list clearly.

The following two examples show dictionary training in action:

Example 1:

The following example from a test book for elementary/ pre-intermediate learners is based on assumption that students will be using a bilingual dictionary and therefore points out to them some of the things they can find out from it:

How can a dictionary help us?
 A bilingual dictionary is very important for efficient language learning. A dictionary does not only tell you the meaning of a word. It also tells you the grammar, pronunciation and stress. It sometimes give you an example sentence to help you.

Stress
Pronunciation
Meaning

↓
↙
↘

Listen // 'lɪsn/ v. (to sth / sb) Escuchar. *He often listens to the radio*

Grammar
Example sentence

Dictionary abbreviations . What do they mean?

a) *Sth.* *Something*

b) *Sb.* _____

c) *N.* _____

d) *Adj.* _____

e) *V.* _____

f) *Prep.* _____

g) *Adv.* _____

Example 2:

One thing that the student need to discover is what the various abbreviations and definitions in the dictionary mean and how meanings are given and explained: The following exercise is designed for this purpose:

Look at the following dictionaries entries and answer the questions:

Swol-len / ' sweulen // the past participle of SWELL
Swollen / **adj** **1** a part of your body that is swollen is bigger than usual because of illness or injury: he bandage his swollen ankle. **2** a river that is swollen, has more water in it than usual **3** have a swollen head / be swelled-headed. **Br** to be to proud so that you think you are very clever or important

- a) What parts of speech swollen can be?
- b) How is swollen pronounced? How do you know?
- c) How many meanings of swollen are given? How do you know?
- d) What examples of swollen are given? How do you know?

2.5.2.3 Magazines and Newspapers

³⁶Information or publication, for notebooks, dedicated to diverse themes or just to one (Specialized magazines) and like a newspaper (Weekly or monthly) The magazine is differentiate from the newspaper in that it has a smaller amount of direct information and the predominance of general commentaries about common themes, also its articles do not captures the depth nor the extend of a book. The most general used magazines have graphic information. Imperative in these when pictures are substituted in a great deal for the printed word, magazines

2.5.3 Illustrative material

³⁷The use of the illustrative materials had difficulties in the past, so that the material as well as the equipment should have asked for an advance because it was difficult to prepare and apply.

³⁶ Own source of information...

³⁷Information taken from UNL, library (Education, Art and Communication Area)

Nowadays the illustrative materials are more common in all countries especially in those areas when they have the elaboration facilities and maintenance. The illustrations are creative resources, realistic and demonstrate much interest and attention on the students. These aids are instruments that use the teacher to improve the quality of the teaching of any subject.

The illustrative materials have the following advantage:

- e) It completes and perfects meaning of the oral communication or written, exact and concrete information.
- f) Facilitates the comprehensions, enriches the knowledge by means of logical process.
- g) The audiovisual aids mix theorization and verbalism to give place to concrete and objective contents.
- h) Using the world as mean of Communications by means of a modern methodology.

Nevertheless all illustrative material is not totally satisfactory by themselves since it needs the hand of the students.

2.5.3.1 Synoptically chart

It is a unit of names, figures, or other data presented graphically by manner that advises the existing relation among that it is most well known traditionally. It is recommended for its usefulness in the text which does not contain an excessive number of details because on the other hand its elaboration would become annoying. It is the result of analytical reading that permits analyzing the text for ideas and to establish among them a hierarchy.

To elaborate a synoptically chart you have to recognize the principle ideas, the secondary ideas that are derived from them and the possible particularize details and example that serves as a foundation for these secondary ideas.

In a synoptically chart the subordination relationship among the ideas stay shaped graphically and this allows that only one look will puts us in the theme.

If the reading had been previous underlined it will be easier to compose the synoptically chart, since it had been determined which are the more important ideas. The synoptically chart is not complete and only requires to have presented its parts and its structure. The parts of a synoptically chart are always the same.

- **Title**
- **Heading:** principal part in that it divides a synoptically chart.
- **Sub-divisional:** the sub-divisional are first, second or more categories, according to the recording of the idea or the particularity to which is referred
- **Numerical scheme:** These schemes use the numbers indo-arabies

The first heading is marked with the number 1, for example the subdivision of the first category will be 1.1, and the second category will be 1.1.1

2.5.3.2 Retro-Projector or Overhead Projector

³⁸These are useful for presenting visual or written material to classes: they are more vivid and attention-catching than boards they also save lesson time, since you can prepare the displays in

³⁸ Information taken from the library of the Education, Art and communication Area of the National University of Loja

advanced. However, this does mean added work in preparation! Another disadvantage is the need to carry them OHP from class to class, unless each classroom has its own-which is true only in the more affluent institutions. Like any other electrician equipment, OHPs are vulnerable to breakdowns: electricity failure or bulbs burning out.

2.5.3.3 Films.

Films are an excellent source of authentic spoken language material; it is also attractive and motivating. It is flexible: you can start and stop it, run forward or back, freeze frames in order to talk about them. There are many good programs on the market. We use film in order to motivate our audience or in order to show with clarity the development of one action; few means are as adequate as films (Movies), because of films mix sounds, movements, photographs and authentic colors.

From teachers point of view a film is just and audiovisual aid, and it should be used just like this. The film is one aid in which it serves to educator to corroborate how much it says or to demonstrate the utility of such propose, for that reason a film should be used carefully, it's to say we should choose what we are going to show, taking into account students level and also thinking on what we want to get or to demonstrate with the film. Projecting a film can origin two cases:

- a) The message of the film is not exactly the same we perceive, its to say; students can understand the message in a particular way, so that is important to clarify the purpose of this film before to show it, with the theme in mind we can facilitate

students understanding and call and keep the attention of the whole class of course.

- b) When a film is related to an exactly theme, is advisable to show it at the end of a lesson to get students commentaries that permit an open final conversation. In this case the films are a pleasant review of the explained theme and serves especially as an example or demonstration of what the teachers said before.

In many cases films are used as simple element of distractions to give information in a general way or to satisfy a simple curiosity. In this sense, the film can be an excellent mean to start a debate if the content is of social character.

The presentation of the films include a sketch of its arguments, content explanation, pointing out some ideas about the conclusions that can be acquired, but above all, call students towards the aspects of the films. This helps student to have a better reception and facilitates the comprehension of the film because in many occasions the language used in the films result difficult to understand confusing younger students.

A disadvantage is their lack of mobility: few video sets are portable, which means that classes need to be specially scheduled for video rooms; and of course there is the problem of occasional breakdowns and technical problems. When planning a video lesson, always have a "back-up" alternative lesson ready:

2.5.3.4 Film-trips

³⁹Film-trips have especial qualities and value well suited means for individuals and group instruction which can be used by teachers. Film-trips are audiovisual resources that have certain advantages:

³⁹ PENNY Ur. A Course in teaching, series editors: Marion Williams and Tony Wright

- It provides a way to disseminated information in an economic way.
- It constitutes a flexible and convenient resource. It can be showed easily by each student.
- It gives structure and order to the theme that is being represented to one other.

a) Film-trips in group learning.- it depends on the objectives carry on by the teacher and the conditions in which he is going to use taking into consideration de following aspects.

- Teachers should be able to use filmstrips
- Teachers need to develop a lesson that prepares the class
- During the exhibition teacher should motivate student participation. Details of these steps

b) The teacher preparation

Teachers should determine objectives, first by viewing the filmstrips that he/she thinks are applicable to the teacher's objectives and the characteristic of the groups. To observe the organizational content to read and guide book to work out a list of important words, make a list of questions to facilitate a discussion before showing them.

c) Development of significant context to study the filmstrips.

Exhibitions can be resources checking for predictions made and correcting mistakes, it is indispensable that the teacher has experimented with other techniques. To avoid stereotyped procedures, below we have some suggestions.

- Ask student to make a question during the exhibition.
- After that exhibition select the most important points.

d) Techniques in the use of filmstrips

- Return to the successive order of the chart in a filmstrip in spite of it having a fixed order.
- To make short expositions without looking to special gadgets on the projector

2.5.3.5 Television

⁴⁰Today television is considered the most efficient audiovisual resource which in today is cultural scope awakens spectator interest about themes which are viewed, Learning by television programs is used as a visual aid to teach determined subject and develop common programs.

The adequate preparation of students is important when it is followed by a television program. The enthusiasm and interest of a group should be constantly renewed which uses every possible outlet.

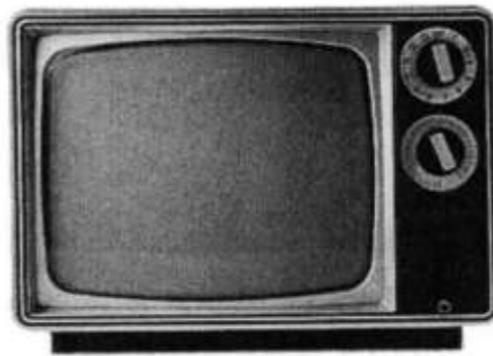
Students should take brief notes about the program to avoid missing important points of the problem. The final step should leave enough time to complete notes or outlines, this should occur immediately after the program has ended, while the theme is still fresh in their mind.

It is important to discuss and complement the theme giving opportunities to clarify any question. Teachers act as facilitators to guide the discussion which will synthesize each point by each group. When the teacher is guiding the meeting skillfully he/she will observe all good practice of facilitating to enrich the discussion at each essential point in the educational process.

⁴⁰ Information taken from the Education, art and communication area Library (UNL)

The most important program is relative to the learning: Language courses, especially university studies and good course lessons, well equipped libraries that will be able to aid students with their specific lessons.

Television usage today.- ⁴¹The television is one of the learning methods that teachers can use to bring technology to the classroom, to speak, explain, demonstrate and to plan successfully. It needs to be taking into considerations that television can establish a high grade of close relationship like dialogue or discussion.



The standard represents fundamental ideas of discussion and suggestions about ways in which visual aids can be used. It is necessary to ensure. That those things are attempting to be demonstrated or displayed are written in the same order that was explained while appearing on the screen the poster and graphs should be clear and single the drawings should be large, designs with capital letters well written in a concise way.

The television is an audiovisual resource that represents an excellent method and a strategy that facilitate the learning process:

⁴¹ PENNY Ur. A Course in teaching, series editors: Marion Williams and Tony Wright

2.5.4 Experimental material

⁴²The experimental materials are the resources that allow students to work by themselves and with teacher's guidance, with some experimental resources students can work individual or interact with a group work with different materials. In the experimental material we can point out two of the main resources in teaching language:

2.5.4.1 The laboratory

⁴³The modern language laboratory has between ten or twenty booths, each equipped with a tape desk, headphones, microphone, and now computers. The technology is organized in such a way that students can work on their own, can be paired or grouped with other students, or can interact (Through their headphones and microphones) on a one-to-one basis with the teacher.

The teacher can broadcast the same taped (or filmed) material to each booth, or can have different students or group of students work with different material. Students can interact with each other, and written tests can be sent to each computer screen. Language laboratories have three special characteristics which mark them out from other learning resources:

- **Double track:** The design of tapes and machines means that students can listen to one track on their tapes and record on another. They can then listen back not only the original recording on the tape, but also to what they themselves said into the microphone which is attached to their headset

⁴² PENNY Ur. A Course in teaching, series editors: Marion Williams and Tony Wright

⁴³ HARMER Jermy, THE PRACTICE OF ENGLISH LANGUAGE TEACHING, EDITORIAL Longman, Third Edition, 2005

- **Teacher access:** apart from the separated language booths, laboratories also have a console and slash or computer terminal manned by a teacher who can not only listen in to individual students, but can also talk, with the use of microphones and headsets with one student at time. Modern systems allow teachers to join both in pairs or groups, irrespective of their position in the laboratory.
- **Different models:** From the console the teacher can decide whether or not to have all the students working at the same time and speed by-lockstep because they are all listening to the master tape. In computer - equipped laboratories they can all watch a video which the teacher is broadcasting in their individual monitors.

Advantage of a language laboratory: the laboratories give students opportunities to work with audio tape machines, videos and computers, providing student both intensive and extensive listening and reading skills.

A well equipped laboratory has a lot of advantages but the most common ones are the following:

Comparing: The double track allows students to compare the way they said things with the correct pronunciation on a source tape. In this way they can monitor and get feedback on they own performance, even without the intervention of the teacher.

Privacy: student can talk to each other (Through the microphones), record onto the tape wind and rewind tapes or type on computer keyboard without disturbing their colleagues.

Individual attention: When teachers want to speak to individual student in a laboratory they can do so from the console. Unlike the situation in the classroom where this is offend difficult. The attention that teachers give to one student does not distract the others.

Learner Training: the language laboratory helps to train some students to really listen to what they say and how they say it. When they compare they pronunciation with the correct version on the tape they begin to notice the differences, and this awareness, over a period, helps them to hear and pronounce English better.

Activities in language laboratories

Repetition: ⁴⁴the simples' use of a double track laboratory is repetition. Student hears a word, phrase or sentence on the tape. A space (indicated by a bleep or a buzz signal) is left for them to repeat what they have heard, and the word, phrase, or sentence is then said again, so that they get instant feedback on whether they have spoken correctly. A basic pronunciation Item therefore, looks like this:

Tape Voice	Information
Buzz Signal	(Pause three seconds)
Tape Voice	Information

⁴⁴ HARMER Jermy, THE PRACTICE OF ENGLISH LANGUAGE TEACHING, EDITORIAL Longman, Third Edition, 2005

Drills: based on audio-lingual methodology language laboratories have often been used for substitution drills, using the same basic model as a repetition. The difference is that the student has to work out what to say (Based on a cue) before the tape voice then gives the correct response, as in the following example practicing the present perfect:

Tape Voice:	Do you watch TV every night
Cue:	Three nights
Buzz Signal:	(Pause)
Tape voice:	No, I haven't watched TV for three nights
Tape Voice:	Do you listen to the radio every day
Cue:	Last Monday
Buzz Signal:	(Paused)
Tape voice:	No, I haven't listened to the radio since last Monday

Speaking: Language laboratory can give student the opportunity of speaking (Apart from repetition and drilling) in a number of ways. They can record their own talks and speeches and then listen back to them and make adjustments in the same way as they draft and redraft written texts in a process-writing approach. Which they have recently been focusing on as in the following example for beginners:

Tape Voice:	What's your last name?
Buzz Signal:	(Paused)

Tape Voice:	What's your first name?
Buzz Signal:	(Paused)
Tape voice:	Where do you live?
Buzz Signal:	(Paused)

In a language laboratory individual students can play and replay questions until they are sure what they are being asked. From the console, teachers can listen in and give focused individual feedback too.

Pairing, double-plugging, and telephoning: almost any interactive speaking activity can be performed by students at different booth who are paired together (Or two of whom plug their headphones into the same machine). They can describe objects or people for other to identify. They can give directions for their pair to follow on a map and they can make decisions, or role-play dialogues. Together they can plan and tell stories.

Listening: listening of all kind can be practice in a language laboratory. Activities such as note-taking, dictation, finding differences between writing texts in a taped account of the same event, and answering comprehension questions can all be performed successfully in the laboratory setting. Tapes can be accompanied by writing word sheets.

Reading: students can read texts and then record they answers on tape. In computer-equipped laboratories both texts and answers can be supplied on the computer screen itself. Teacher can also have all students reading material from the same internet web site.

Writing and correcting writing: Language laboratories allow teachers to give individual, private spoken feedback on students, writing work. In computer equipped laboratories students can write at their individual machines and the teacher can then correct their work either orally or in writing since, he or she can look at each student's work from the console.

2.5.4.2 Records

They are instruments used to record and reproduce sounds which retain the message of a lecture, interviews, music and so on, for a long time.

Recording is more difficult than reproducing; for recording we need enough tape in relation to the time and for reproducing it's only necessary to push the control button and regulate the volume.

For recording we have to choose a suitable place without sudden noise and resonance, which impedes a high quality recording. During the recording stage be careful not to turn up the volume excessively because it impedes the recording in the same tape. The most important recording instruments in the tape record.

Tape records ⁴⁵The tape records have the following main advantages

- They have an automatic control
- They adjust and control volume transistorized completely

⁴⁵ HARMER Jermy, THE PRACTICE OF ENGLISH LANGUAGE TEACHING, 2005

- they have more than four reproductively tracks, which allows recording with various microphones
- The tape recording are completely electronic, the recording device is compose by two heads, the first one records and the second one reproduce
- The advantage of recording on a tape is that it may be erased at any time; the quality of a tape allows for repeating the process again and again.

The recording used in radio stations, for instance, interviews of narrations must be carried out with highest quality possible.

Today, small tape records reproduce very well. They can be easily transported because they are not heavy and small in volume.

These gadgets can be operated with batteries or electrical current; the batteries endure about 14 or 15 hours operating.

2.5.4.3 The computers

⁴⁶Computers are seen by many as an important teaching aid. These days learners need to be "Computer Literary", and since computers use language it would seem logical to take advantage of them for language learning. They enable individual work, since learners can progress at their own pace, and many programs include a self-check facility. Also, younger and adolescent learners in particular find the use of computers attractive and motivating. However, it takes time to train both teachers and students in their use. For teachers who are familiar with their use, computers can be invaluable for preparing materials such as worksheets or tests.

⁴⁶ PENNY Ur. A Course in teaching, series editors: Marion Williams and Tony Wright

What computers are for: Although computer use is still restricted to a fraction of the world's population, the use of computers (and the internet) in education generally, and in the teaching of English in particular, continues to increase at an extraordinary speed-quite apart from its use in language laboratories.

The main uses for computers in language teaching include the following:

Reference: One of the main uses of computers, either through the internet or on CD/DVD-ROMS, is as a reference tool. This can be connected to teaching, the English language or general facts about the world. There are already a number of popular encyclopedias available on CD-ROMS, (for example: Encarta, Grolier, Hutchinson, etc). And all sorts of other information are also available, whether it is plant life, animals, aircraft design, or music history.

One of the great advantages of computers is that with the right equipment we can do all this research at home or in self-access centers.

The greatest potential for the computers as a reference tool is, of course, the internet, where by accessing directories and search engines such as (AltaVista, Yahoo and Google), users can look for information of any subject.

Teaching and testing programs: language teaching software package, often supplied on CD-ROM, offer students the chance to study conversations and test, to do grammar and vocabulary exercises and even to listen to texts and record their own voices

Testing programs are also available on computers like texts which are then followed by comprehension questions which use answers on screen and can then check to see if they were right. They can also click on words in the texts for a quite definition.

A number of language tests have gone or are in the process of going electronic as well. Students can send their answers straight from the computer screen to the examinations centre.

E-mail exchange: ⁴⁷One of the main uses for computers which are hooked up to the internet is as senders and receivers of E-mails, allowing easy access to people all over the world. Getting students from different countries to write to each other has greatly increased both their English development and specially their motivations.

But the E-mails are often written in a special speaking- like in informal style. There is less of an obligation for grammatical correctness or even correct spelling. So while E-mailing makes promote written fluency, and while it may give students a real chance to communicate

Web sites: *almost any web site has* potential for students of English. They can go and visit a virtual museum for a project on history or sciences. They can go to a *web* site which offers information and lyrics from their favorite rock group and they can access timetables, geographical information, and weather facts.

There are also a number of sites designed especially for students of English as a foreign language where they can exchange e-mails, do

⁴⁷ [Http://www.wikipedia.org.emailusers/](http://www.wikipedia.org.emailusers/)

exercises and browse around reading different texts and playing games. The following web site, for example, provides practice in relative clauses.

The internet now allows that, for the first time, teachers and students have access to authentic English wherever they happen to be working

2.5.4.4 Producing didactic teaching materials.

⁴⁸Many of the pictures, cards, OHTs, or realia items which we bring into class will have been made or designed by teachers themselves. We may also want to record our own audiotapes or produce our own videotapes. Teachers who choose not to use Coursebook, end up producing a lot of materials themselves, but even we are using ready made material that we are happy with, we will still want to supplement it from time to time with material that we have prepared especially for our groups.

When we make our own materials for classroom use, they should have several characteristics that we must take care: will be legible, clear, attractive and durable so that we can use them more than once.

We can follow a simple five-stage procedure:

Planning: it is important to start with planning because of we need to decide what our aims and objectives are, what activity we want to involve the students in, how we want them to be grouped, and what the content of our materials should be, Once this is done we can move on to producing the materials, bearing in mind the characteristics we mentioned above

⁴⁸ PENNY Ur. A Course in teaching, series editors: Marion Williams and Tony Wright

Trialing: It is absolutely vital to try out our material before taking it into lesson. Ideally we will get a colleague or colleagues to comment on what we have made and slash on do the exercises we have written. If this is not possible we can get a friend or another student to go through it. In this way we can avoid problems and hope that other eyes will spot spelling mistakes or ambiguities which we missed.

Evaluating: When we have produced and trialed our material we take it into the lesson and use it. This is where we need to observe carefully in order to evaluate its appropriacy. That way we can redesign it for future use and/or come to conclusion about how or when to use it in the future. Evaluating material we have produced will also help us to make decisions about what materials to make in the future.

Classifying: When we have used material in the classroom we need to find some way of storing it and classifying it so that we can lay our hands on it quickly the next time we want to use it. We might want to do this alphabetically by topic, by vocabulary area or by grammar point. The way we organize our categorization is a matter of personal preference and style.

5. HYPOTHESIS

5.1. General Hypothesis

- The didactic materials applied by the English teachers have influence in the meaningful learning acquisition of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008.

5.2. Specific Hypothesis

- The frequent use of permanent and informative material do not help to get meaningful learning in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008.
- The lack of illustrative and experimental material is related to the low achievement in the English language of the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008.

OPERATIONALIZATION OF THE HYPOTHESIS

DEFINITION	CATEGORY	VARIABLES	INDICATORS
<p>GENERAL HYPOTHESIS The didactic materials applied by the English teachers have influence in the meaningful learning acquisition of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008</p>	<p>The didactic materials applied by the English teachers have influence in the meaningful learning acquisition of the English language.</p>	<p style="text-align: center;">DEPENDENT VARIABLE The didactic materials applied by the English teachers</p> <p style="text-align: center;">INDEPENDENT VARIABLE Influence in the meaningful learning acquisition of the English language</p>	<p>Importance of the didactic Material. Types of didactic material Principles for Producing didactic teaching Materials</p> <p>Learning definitions Theories of learning Meaningful learning theory Principles of meaningful learning. Characteristics of meaningful learning</p>
<p>SPECIFIC HYPOTHESIS The frequent use of permanent and informative material do not help to get meaningful learning in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008</p>	<ul style="list-style-type: none"> • Permanent material • Informative material • Meaningful learning 	<p style="text-align: center;">DEPENDENT VARIABLE Permanent and informative material</p> <p style="text-align: center;">INDEPENDENT VARIABLE Meaningful learning</p>	<p>Concepts Kinds Use Frequent Applications</p> <p>Meaningful learning fundamentals. Characteristics of meaningful learning.</p>

<p>The lack of illustrative and experimental material is related to the low achievement in the English language of the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008</p>	<ul style="list-style-type: none"> • Illustrative material • Experimental material • Meaningful learning 	<p>DEPENDENT VARIABLE Illustrative and experimental material</p> <p>INDEPENDENT VARIABLE Low students achievement</p>	<p>Use. kinds Frequencies Advantage Producing own teaching materials</p> <p>Strategies to get meaningful. The motivation to get meaningful learning</p>
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6. METHODOLOGY

To develop the present investigative work, we will do several activities, which will allow us to get knowledge about our investigative theme, as well as the objectives and the contrast of the hypothesis, supported on the following methods and researching techniques.

6.1. METHODS

6.1.1. Scientific method: the scientific method is a group of logical procedures which are very useful in a research work to discover and enrich the investigation and it has some steps for example: the direct observation of the situation of the problem to be investigated, problem statement, hypothesis' verification and conclusions, all of this steps will be develop in the present investigative work.

6.1.2. Descriptive method: This method consists in the observation and the description of facts, phenomenon, and cases which are interesting to develop this research. Both the observation and the description of facts will help us in the information's collection about the didactic materials that the teachers use, so that we will use surveys both for teachers as students too, for getting the necessary information, then, we will apply the corresponding analysis and interpretation.

6.1.3. Hypothetic-deductive method: it is a logical method which uses the cases, facts or particular phenomenon through the hypothesis to discover the real situation, this

method is important because we will use students sample to make the study about the techniques in reading comprehension and written production.

6.2. Techniques and procedures

To get qualitative valuations about the didactic material, its use and an application, we will use the survey, since this investigation instrument will allow us to obtain valid information to support the determined hypotheses in our investigative work.

The survey will be previously prepared and structured by means of the help of a questionnaire that will contain closed and multiple choose questions, which will be related with the indicators established in the operability matrix

It is important to mention that this instrument of collect information will be applied to the students and teachers of the eight, ninth and tenth years of basic education of the "27 de Febrero" high school, who will be chosen by means of a statistical way.

6.3. Population and sample

To know the population was necessary to take information from the official department of the "27 de Febrero" technical high school, where there were six English teachers and 316 students in the 8th, 9th and 10th basic years, that information is detailed in the following table

BASIC YEARS	STUDENTS POPULATION
Eight basic year of the high school	116
Ninth basic year of the high school	102
Tenth basic year of the high school	98
Total	316

To establish the sample size of the students of 8th, 9th and 10th basic year of the “27 de Febrero” technical high school, where the survey was applied to them, was necessary the use of the following statistic formula:

$$n = \frac{N}{1 + N(e)}$$

n = sample size

N = population

e = maximum admissible error

The maximum error was 1% because the social investigation is adequate to obtain a reliable sample, replacing the values in the statistic formula:

$$n = \frac{316}{1 + 316(0.01)}$$

$$n = \frac{316}{4.16}$$

$$n = 75.96 = 76$$

SAMPLE DISTRIBUTION

The following statistic formula distributed the sample.

$$F = \frac{n}{N}$$

F = Distribution factor

n = sample size

N = Population

Replacing the values in the statistic formula:

$$F = \frac{76}{316}$$

$$F = 0.24$$

This factor was multiplied by the student's population in the three basic years of the "27 de Febrero" technical high school which allowed to distribute the sample in the following manner:

BASIC YEARS	STUDENTS POPULATION	STUDENTS' SAMPLE
Eight basic year of the high school	116	28
Ninth basic year of the high school	102	24
Tenth basic year of the high school	98	24
TOTAL	316	76

TEACHERS' POPULATION = 6

STUDENTS SAMPLE = 76

6.4. Procedures

For the development of this stage has been detailed the following procedures:

6.4.1. To process the information

After of the obtained results by means of the application of the Survey, it will be carried out the processing of the information that is detailed in the following way:

The tabulation of the information will be carried out by means of the descriptive statistical tool and in quantitative form, which

will provide numeric data which will be contrasted with the information according to the indicators that are analyzed in the questions.

The obtained data of the students and teachers of English language will be organized with the purpose of achieving the logical classification of the questions, according to the relationship between the information and the specific hypotheses.

The graphic representation of the data will be carried out by means of charts and statistical squares with the data expressed in percentages and absolute values, with relationship to considered indicators.

The analysis of the information will be made by means of comparative studies, verification and interpretation of the data picked up to establish similarities, differences, consistencies, incongruities and contradictions with the theoretical frame determined in the investigation project

For the elaboration of the conclusions we will use the data analyzed and interpreted to determine if the objectives have been completed.

The hypotheses will be verified contrasting the specified data in the theoretical mark and the variables with their respective indicators.

Also, it will carry out a total revision of the investigation paying attention in the theme, objectives, hypothesis and theoretical frame to the elaboration of the final report, achieving a logical relation among these elements.

It's important to mention that, we will use bibliography, internet pages, books, documents, etc, to develop the chapters of our investigative work, which will help us to get theoretical references about didactic resources and meaningful learning acquisition, besides our investigation will be presented in a private way and finally it will be carried out the public sustentation of itself.

7. RESOURCES

7.1. Human resources

- Buri Rojas Jorge Fernando: Researcher.
- Torres Jimenez Romel Iban: Researcher.
- Dr. Bertha Ramón, Coordinator of the English Language Careen

7.2. Institutional resources

- Libraries
- National University Of Loja
- Education, Art and Communication Área.

7.3. Material resources

- Stapler
- Clips box
- Cds
- Bond paper
- Pens
- Copies
- Bibliography
- Printing of the project
- Transport

- Internet
- Computer

8. BUDGET

RESOURCES	COST (USD)
Office materials	35,50
Copies	10,06
Printing of the project	95,00
Bibliography	240,00
Transport	140,00
Internet	70,00
Computers	150,00
Others	35,00
TOTAL	775,56

9. CHRONOGRAM

N°	ACTIVITIES	DURATION	BEGINNING	END	2008														
					oct	nov	dic	ene	feb	mar	abr	may	jun	jul	ago	sep	oct	nov	dic
1	Theme selection	15d	lun 15/10/07	vie 02/11/07															
2	Elaboration of the Proyect	120d	lun 05/11/07	vie 18/04/08															
3	Presentation of the Proyect	15d	lun 21/04/08	vie 09/05/08															
4	Rectification of the Proyect	25d	lun 12/05/08	vie 13/06/08															
5	Revision of the Instruments of Investigation	25d	lun 16/06/08	vie 18/07/08															
6	Application of the Instruments of Investigat	10d	lun 21/07/08	vie 01/08/08															
7	Data analysis	30d	lun 04/08/08	vie 12/09/08															
8	Elaboration of the Final Report	25d	lun 15/09/08	vie 17/10/08															
9	Private Qualification of the Thesis	25d	lun 20/10/08	vie 21/11/08															
10	Public Sustentation of the Thesis	25d	lun 24/11/08	vie 26/12/08															

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ANNEXES



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
TEACHERS' SURVEY

Dear teachers.

The information that you give us, will be useful to know what kind of didactic material you use to teach in the high school you work at, and with this information we will develop our thesis project.

1. Which of the following statements do define better the didactic material to you?

- a. Didactic material is a group of instruments, objects and gadgets used in to wake up the students' interest ()
- b. Didactic material is a set of resources used into the teaching process to motivate and improve the students' learning. ()

2. Do you use didactic materials in your English class?

Yes () No () sometimes ()

Explain.....
.....
.....

3. How often do you carry out didactic material to your English class?

Every day	<input type="radio"/>
twice a week	<input type="radio"/>
Once a week	<input type="radio"/>
Once a month	<input type="radio"/>
Never	<input type="radio"/>

Why?.....
.....
.....

4. How effective are permanent and informative material into the teaching learning process?

Indicators

- Very effective ()
- Effective ()
- Little effective ()
- Ineffective ()

5. During the English class, how often do you use the following permanent and informative material?

Teaching resources	Always	Sometimes	Never
<input type="radio"/> Board	()	()	()
<input type="radio"/> Markers	()	()	()

<input type="radio"/> Maps, cards and graphs	()	()	()
<input type="radio"/> Real objects	()	()	()
<input type="radio"/> Books	()	()	()
<input type="radio"/> Encyclopedias	()	()	()
<input type="radio"/> Dictionaries	()	()	()
<input type="radio"/> Magazines & news papers	()	()	()

6. From the concepts below, which of them better describes the illustrative and experimental material?

()	Illustrative and experimental materials are a set of resources like figures, appliances and instruments which show data graphically and in audiovisual way.
()	Illustrative and experimental material are didactic resources that show information through the written language
()	Illustrative and experimental material are resources which use the communicative language to demonstrate and special item

7. Do you use the illustrative and experimental materials in your class besides the official book? If you use one or more, please tick them.

Yes () No () sometimes ()

Why:

8. Which of the following illustrative and experimental material do you use in your classes?

Illustrative and Experimental	Always	Sometimes	Never
Tape recorder	()	()	()
Overhead projector	()	()	()
Television	()	()	()
Language laboratory	()	()	()
Computers	()	()	()
Flash cards and Others	()	()	()

9. Which of the following illustrative and experimental material do you elaborate?.

()	Pictures or graphs
()	Video tapes
()	Flash Cards
()	Record own tapes
()	Others

Explain.....

10. How do you consider your student's achievement in the English Language in a term?

Excellent	19 to 20	<input type="checkbox"/>
Very good	16 to 18	<input type="checkbox"/>
Good	13 to 15	<input type="checkbox"/>
Regular	10 to 12	<input type="checkbox"/>
Insufficient	1 to 9	<input type="checkbox"/>



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMMUNICATION
STUDENTS' SURVEY

Dear students:

The information that you give us, will be useful to know what kind of didactic materials your teacher uses, with this information we will develop our thesis project, so we ask you to be the most sincere as possible.

1. Which of the following statements do better define the didactic material to you?

- a. Didactic material is a group of instruments, objects and gadgets used in class to wake up the students' interest ()
- b. Didactic material is a set of resources used into the teaching process to motivate and improve the students' learning. ()

Explain.

.....
.....
.....

2. Does your teacher use didactic material, in the English classes?

Yes () No () sometimes ()

Explain.

.....
.....
.....

3. How often does your teacher carry out didactic material to the English class?

Every day	<input type="radio"/>
twice a week	<input type="radio"/>
Once a week	<input type="radio"/>
Once a month	<input type="radio"/>
Never	<input type="radio"/>

4. How effective are permanent and informative material into the teaching learning process?

Indicators

- Very effective ()
- Effective ()
- Little effective ()
- Ineffective ()

5. During the English class, how often does your teacher use the following permanent and informative material?

Teaching resources	Always	Sometimes	Never
<input type="radio"/> Board	()	()	()
<input type="radio"/> Markers	()	()	()
<input type="radio"/> Maps, cards and graphs	()	()	()
<input type="radio"/> Real objects	()	()	()
<input type="radio"/> Books	()	()	()
<input type="radio"/> Encyclopedias	()	()	()
<input type="radio"/> Dictionaries	()	()	()
<input type="radio"/> Magazines & news papers	()	()	()

6. From the concepts below, which of them better describes the illustrative and experimental material?

()	Illustrative and experimental materials are a set of resources like figures, appliances and instruments which show data graphically and in an audiovisual way.
()	Illustrative and experimental material are didactic resources that show information through the written language
()	Illustrative and experimental material are resources which use the communicative language to demonstrate and special item

7. Does your teacher use experimental and illustrative material besides the official book?

Yes () No () sometimes ()

Why:

8. Which of the following material does your teacher elaborate his/her own resources? which ones?

()	Pictures or Charts
()	Video tapes
()	Flash Cards
()	Record own tapes
()	Others

Explain.

.....

9. Which of the following illustrative and experimental resources does your teacher use in class?

Which ones:

Illustrative and Experimental	Always	Sometimes	Never
Tape recorder	()	()	()
Overhead projector	()	()	()
Television	()	()	()
Language laboratory	()	()	()
Computers	()	()	()
Flash cards and Others	()	()	()

Why:

10. How do you consider your English language learning?

Excellent	19 to 20	<input type="checkbox"/>
Very good	16 to 18	<input type="checkbox"/>
Good	13 to 15	<input type="checkbox"/>
Regular	10 to 12	<input type="checkbox"/>
Insufficient	1 to 9	<input type="checkbox"/>

THEME	PROBLEM	OBJECTIVES	HYPOTHESIS
<p>The use of didactic material applied in class by the English teachers and its incidence in the meaningful learning in the students of 8th, 9th and 10th basic year of the "27 de Febrero" technical high school of Loja city, academic year 2007 - 2008.....</p>	<p>MAIN PROBLEM</p> <p>How does the use of didactic material applied in class by the English teachers affects in the development of meaningful learning in the students of 8th, 9th and 10th basic year of the '27 de Febr...ero" technical high school of Loja city, academic year 2007 - 2008?</p>	<p>GENERAL OBJECTIVES</p> <p>To analyze the didactic materials applied by the English teacher and their influence in the meaningful learning of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 - 2008</p>	<p>GENERAL HYPOTHESIS</p> <p>The didactic materials applied by the English teachers have influence in the meaningful learning acquisition of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008</p>
	<p>SUB-PROBLEMS</p> <ul style="list-style-type: none"> • How do the use of permanent and informative material help to get meaningful learning in the students of 8th, 9th and 10th basic year of the "27 de Febrero" technical high school of Loja city, academic year 2007 - 2008? 	<p>SPECIFIC OBJECTIVES</p> <ul style="list-style-type: none"> • To research about permanent and informative material applied by English teachers to get meaningful learning in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 - 2008 	<p>SPECIFIC HYPOTHESIS</p> <ul style="list-style-type: none"> • The frequent use of permanent and informative material do not help to get meaningful learning of the English Language with the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008

	<ul style="list-style-type: none"> • What way the use of Illustrative and experimental material influence in the acquisition of meaningful learning in the students of 8th, 9th and 10th basic year of the "27 de Febrero" technical high school of Loja city, academic year 2007 2008? 	<ul style="list-style-type: none"> • To describe the Illustrative and experimental material used by the English teachers to facilitate the acquisition of meaningful leaning of the English language in the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007-2008 	<ul style="list-style-type: none"> • The lack of illustrative and experimental material is related to the low achievement in the English language of the students of 8th, 9th, and 10th basic years of the "27 de Febrero" Technical high school of Loja city, Academic year 2007 -2008
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