



NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART, AND COMMUNICATION

ENGLISH LANGUAGE CAREER

THESIS

THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT "27 DE FEBRERO" HIGH SCHOOL, ACADEMIC YEAR 2009-2010.

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CERTIFICATION

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CERTIFIES:

After having revised and carried out the respective corrections of the present research work named: “THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT “27 DE FEBRERO” HIGH SCHOOL, ACADEMIC YEAR 2009-2010”, under the responsibility of María del Rocío Mendoza Rosillo, I authorize to continue with the legal procedures for its presentation.

.....
Dra. Carmen Dávila

THESIS DIRECTOR

AUTHORSHIP

The results, judgments, the analysis of the information and conclusions emitted in this thesis, are of the authoress' exclusive responsibility.

María del Rocío Mendoza

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THE AUTHORESS

DEDICATION

My gratitude to God and to the Cisne' Virgin for having guided and let me reach this goal, also I dedicate this work to my husband and my son for their understanding and unconditional support, which gave me strength and courage to conclude this work.

María del Rocío Mendoza Rosillo.

INDEX

Cover page	i
Certification	ii
Authorship	iii
Acknowledgment	iv
Dedication	v
Index	vi
A. Title.....	7
B. Summary.....	8
C. Introduction	9
D. Review of Literature	13
E. Materials and methods	36
F. Results	44
G. Discussion	100
H. Conclusions	106
I. Recommendations	108
J. Bibliography	110
K. Annexes	113

A. TITLE

“THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT “27 DE FEBRERO” HIGH SCHOOL, ACADEMIC YEAR 2009-2010”,

B. SUMMARY

The present research work titled: **“THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH , 9TH , AND 10TH YEARS OF BASIC EDUCATION AT “27 DE FEBRERO” HIGH SCHOOL, ACADEMIC YEAR 2009-2010”**, has as general objective: “To research the influence of the didactic material and the classroom language in the learning of English with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010”.

In this investigation, the *scientific method* was used through a logical and systematic procedure to discover the truthfulness of the facts. The *inductive* and *deductive* methods were employed to study, to analyze and to extract the respective conclusions about the topic. The *analytic-synthetic* method served to analyze the empiric information after applying the instruments. The *descriptive* method was useful to elaborate the description of the problem, to draw up the objectives, to define the theoretical frame, to determine the hypotheses and to select the techniques which permitted the collection and interpretation of the information in a coherent way. To make possible the collection and organization, processing, analysis of the data a survey for teachers and students and a direct observation to teachers `classes were applied

The obtained results through the applied surveys proved most of teachers only use the text book as main resource, they do not introduce extra activities to motivate their students to practice the language in class, methods and techniques are presented in a traditional way, they do not use English in their classes and they use a lot of translation.

In conclusion, most of the teachers do not use enough material in their classes, so it is important to complement the book with extra material to achieve an effective students' learning; the given results have evidenced that most of teachers introduce the language in a traditional way, however they are responsible to look for the best alternatives that permit students to discover and explore their abilities of learning; on the other hand, most of the teachers use grammar translation method in their classes avoiding to develop students' skills, creativity and self steam, finally the students do not have a good English learning level, but the teachers have to apply appropriate methods, techniques and strategies that permit students to improve the students' learning.

C. INTRODUCTION

The present research work, whose topic is: "THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH, has as theoretical reference resources and definitions connected with didactic material and classroom language and their use in the learning of the English Language with the students of "27 DE FEBRERO" High School of Loja city.

This research work has as purpose to know how the didactic material and classroom language used by teachers influence in English student`s learning on Basic Education of "27 de Febrero" High School.

To understand this problem statement, it is necessary to know, the didactic material is an essential instrument, always useful and complementary, which serves to facilitate the comprehension of the topics during the teaching learning process. So that the lack of use of didactic material by teachers origin that the students lose the interest in the learning of the language and as consequence they do not get a meaningful learning.

By other side, the classroom language is to encourage students to speak English in class, through essential phrases that allow them communicate in the language freely; moreover, the appropriate use of the classroom language by the teacher permits that the students get more knowledge about it. However if teachers do not teach the language correctly, they will not help students to improve their learning.

For the development of this research work the scientific, deductive-inductive, analytic-synthetic, and descriptive methods were applied. Moreover a survey to teachers and students was applied, and a direct observation of the class was carried out. The sample was constituted by 5 teachers and 84 students of Basic Education.

According to this problem statement the following research problem was stated: How do the use of the Didactic Material and the Classroom Language influence in the Learning of English with the Students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School? Academic Year 2009-2010, with the following sub problems: “How does the didactic material used by teachers contributes in the learning of the English language? And “What classroom language do the teachers use to improve the English learning?

The reasons that motivated to carried out this research work was to pay on evidence the problems with respect to the use of the didactic material and the classroom language applied by teachers and then to suggest the possible alternatives of solution that permit to improve the learning of the English with the students of Basic Education of the researched institution.

On the other hand, the specific objectives that were established are: “To establish if the didactic material used by the teachers contributes in the learning of English

language and “To determine if the classroom language used by teachers help to improve the English language learning.

In the same way, the general hypothesis is: “The use of the didactic material and the classroom language influence in the learning of English.

The methodology in the *first* part mentions the *theme* that was established to develop the present research work.

The *second* part contains a *summary* of the research work; which includes the theme, the materials and methods used, the main obtained results, the conclusions and recommendations.

The *third* part shows the *introduction* where it is detailed all the process of the research, starting by the theme and a brief explanation of its variables, the main problem and its sub problems, specific objectives, general hypothesis, the most important theoretical references, materials and methods used in the development of the work, results, conclusions and recommendations.

Fourth, it contains the *Review of Literature* with the theoretical references that helped to analyze and contrast the obtained results of teachers and students’ surveys, which allowed detecting the most relevant problems and in this way to elaborate the conclusions and recommendations.

Fifth, it encloses the *materials and methods* used to carry out this work through a systematic order, which includes: the design of investigation, the methods, techniques, instruments and procedures; in addition, the population and sample used on it.

Sixth, it presents the *obtained results* from surveys applied to the teachers and students, the results are shown in statistical charts and graphic representation. Finally, the results were analyzed, interpreted and contrasted with the theoretical references.

Seventh, it contains the *discussion* carried out to contrast and verify the hypotheses.

Eighth, it indicates the *conclusions* that show the real situation of “27 de Febrero” High School, especially in relation with the use of didactic material and the classroom language applied by teachers.

Ninth, refers to proposed *recommendations* as alternative to the different problems found in the researched institution.

The *tenth* part shows the *bibliography* used to recollect all information that contains the theoretical frame.

And finally, the *eleventh* part includes the *annexes* as: the project and the instruments used to develop of the research work.

D. REVIEW OF LITERATURE

1. THE DIDACTIC MATERIAL

1.1. DEFINITION OF DIDACTIC MATERIAL.

Didactic material refers to that aids or resources that facilitate the teaching and the learning in the educative context, stimulating the function of the sounds to accede in an easy way to the acquisition of the concepts, abilities, and attitudes. The didactic materials are instruments that help us to achieve any goal; it is an auxiliary material with which the students develop the learning' process.

1.2. MAIN FUNCTIONS OF THE DIDACTIC MATERIAL.

1. To give the student a variety of resources in the learning
2. To stimulate the interest and motivation of the student
3. To approach the participants to the reality
4. To facilitate the communication between teacher and students
5. To serve as complement of the didactic techniques
6. To save the time ¹
7. To help the student to improve the skills of the language.
8. To stimulate the senses and the imagination.

¹ Leontief AN. Artículo de introducción sobre la labor creadora de LS Vygotsky. Vygotsky LS. Obras escogidas. Madrid: Visor; 1991.

9. Development of skills
10. To help the student feel safety on the knowledge of the language
11. To serve as guide in the learning.
12. To incentive the interest of the students to know the thematic of the study.
13. To serve as instrument mediator of learning
14. To serve as agent motivator in the accomplishment of tasks
15. To evaluate the knowledge and skills of the student

1.3. HOW SHOULD THE DIDACTIC MATERIAL BE CHOSEN?

The material should be chosen very carefully by the teacher. It will be chosen according to: the topic of teaching, at the level of knowledge of the students and the teacher should have a clear objective of teaching.

A teacher should take into account that, to teach is not only *“to give the class”* the teacher should take a time to choose correctly the resources or didactic materials, since; these will be the tools that enrich the teaching learning-process of the students.

1.4. CHARACTERISTICS OF THE DIDACTIC MATERIAL.

Each didactic material has characteristics well specifics. Some of these are based in its image; others in the sound, etc. permitting to the students discover things and develop their motive activity.

There are some characteristics that the teacher should take into account in the moment to choose the didactic materials to use. The selection will depend of the objectives that teacher wants to reach.

Here, some characteristics that the didactic material should have:

- Durables and varied
- Secure (doesn't have elements dangerous)
- Suitable to each age²
- To focus the topic of teaching
- To be clear, specific and easy to catch on
- To invoke the attention of the students
- It should be appropriate according to the topic of teaching.
- To have the size and enough shape

1.5. THREE IMPORTANT SUPPORTS TO USE THE DIDACTIC MATERIALS

To use didactic materials with students always has been risked, so is necessary that the teacher take into account three aspects:

The technological support: the teacher should be sure that the materials are in excellent condition to use. For example: radio, laboratory, computer, CDs, tape recorder, video, etc.

²MOREIRA, Matilde. Teaching Planning. UTPL 1995 Unit 2. Pp. 18-28

Didactic support: the didactic material should be prepared according to the topic, at the students' learning level, and at the curriculum.

Support space: the space should be appropriate according to the number of students, the time, methodology to use³, etc.

1.6. KINDS OF DIDACTIC MATERIAL.

1.6.1. AUDIOVISUAL MATERIAL

These materials allow observing the image and to listen the sounds, so that it helps to attract the attention of the students and serve of support for the teacher, these materials is full of images and sounds that facilitate students the comprehension of the topic during the teaching learning process.

For example: video, data-shows, programs on TV, film, games, computer, laboratory, etc.

The audiovisual material can be only visual or audio material:

1.6.1.1. VISUAL MATERIAL.

The visual material is a special didactic system which is useful to focus the knowledge of the student, with emphasis this material is used to develop the learner's

³ BLAZQUEZ, F., CABERO, J., LOSCERTALES, F. (1994). "Un estudio sobre la integración de los medios y recursos tecnológicos en la Escuela". En Memoria de José Manuel López Arenas."

the visual mentality. For example: real objects, people, overhead projector, slides, flash cards, charts, etc.

1.6.1.2. AUDIO MATERIAL.

The audio material is necessary to practice listening activities. There is a great variety of this material as: songs, CDs, radio, tape recorder, cassettes, etc. they are important tools to learn the correct pronunciation of the English language.

The main difference between these digital educational resources and many others is that they do not ask for a special training or a teacher's preparation to use it.

Advantages

- The sound can be listened anywhere of the classroom
- It can be used to practice activities of listening.
- It is easy to use

Disadvantages

- The student can have any physical problem to listen; he/she does not understand the topic
- If there is not electricity the teacher could not develop the task
- If the sound is not clear, the students cannot listen to.

1.6.2. ILLUSTRATIVE MATERIAL.

The illustrative material is very useful in the learning; it helps to clarify topics that are not understood by students, since it is elaborated with exciting decorations, images or words to attract the learner' attention, besides it is excellent to teach vocabulary, and grammar.

There is a great variety of this material, for example: picture cards, card games, board games, calendars, clocks, maps, posters, magazines, etc.

1.6.3. PERMANENT MATERIAL.

Permanent material is the most common and frequent that the teacher has in the classroom, for this reason is considerate as permanent material. For example: markers, blackboard, eraser, chocks, etc.

1.6.4. COMPLEMENTARY MATERIAL.

The complementary material is all material that teacher uses as additional to other material and it serves to reinforce the topics.

For example it can be: a globe, representations about body, graphic schemes, books, workbooks, illustrations, newspaper, magazines, toys, building blocks, etc. the contents' combination of the book with the complementary material permits teacher

explains better the class, also the students can understand and get a good knowledge of the language.

1.7. IMPORTANCE OF THE DIDACTIC MATERIAL IN THE TEACHING LEARNING OF THE LANGUAGE.

Here, the importance of the didactic material as **educative resource**, it helps students to improve the skills of the language and allows them to develop their imagination and to be more creative.

The didactic material has had an important increase in the Education. The forced memorizations and the physical threats stopped and left to be viable methods many years ago, opening the way to the stimulation of the senses and the imagination.

The didactic material is essential in the teaching learning because of it encourages student's interest to know the topics of study; stimulate the curiosity to learn new things in class; help students to visualize their attention in the learning, and motivate them in the accomplishment of his/her tasks.

According to: **Educating Emma Uribe**, the didactic material is important because of “the student learns of the concrete to the abstract, and if he/she has difficult in the learning, he/she will learn better touching and observing the things”

1.8. HOW THE DIDACTIC MATERIAL INFLUENCE ON THE LEARNING

According to the study made by Marques, P. (2005) the didactic material is a essential instrument in the teaching learning , because through it the teachers can transmit the teaching of those topics that result difficult to understand for some students. Also, the didactic material influences on the learning, since permits an active communication between teacher and students so that them acquire a reciprocal confidence and therefore the leaning is most effective and certain. However, the researcher considers that didactic material influence on the learning, it besides of its objective quality, the teacher should consider its specific characteristics (contents activities, teaching) which should are on concordance with determined aspects on the educative context⁴.

Also, the study of BADIA, A. and BARBERA, E. (2005) consider that the didactic material influence in learning because stimulate the sounds to accede on an easy way the acquisition of the concepts, attitudes, or skills⁵.

⁴ MARQUES GRAELLS, Pere. Universidad Autónoma de Barcelona. Departamento de Pedagogía Aplicada. Facultad de Educación, Selección de materiales didácticos y diseño de intervenciones educativas (2005)

⁵ BADIA, A. BARBERA, y colaboradores. Revista de Educación a distancia, número monográfico III. La ilustración de aprendizaje auto dirigido (2005) Barcelona

1.9. EFFICIENCY OF THE DIDACTIC MATERIAL ON THE LEARNING

The efficiency of the didactic material in the learning of the students in the classroom will depend of teachers who play an important role on any educative model of the society.

Based on the concept of didactic, we can say, it is a pedagogical discipline with practical character, whose specific objective is the technique of teaching, which consists on to incentive and guide students on the learning efficiently. Also the didactic is a systematic joined of principles, rules, resources and specific procedures that teacher should know and have to apply to guide with safety the students; taking into account the educative contexts⁶.

The didactic material will be effective if includes efficiently: the student, teacher, objectives, subject and method of teaching. On this space the teachers have a high mission; they are agents and guiders of learning, since through their knowledge and experiences, they pay on practice the news situations of learning, which have to be significant and to promote the interaction between groups, the development of social skills, abstract learning, design of problem and its resolutions based on the invention.

⁶ Brown, W, Lewis, B y Harclergard, F “Instrucción audiovisual. Tecnología. Medios y métodos”. Editorial Trillas México.

2. CLASSROOM LANGUAGE

2.1. DEFINITION OF CLASSROOM LANGUAGE

Classroom Language is the habit of the language that is used on a regular base in classroom like giving instructions of praise, for example “Take out your books” or “Please sit down”. This is language that teachers should to use in class and to make that students hear. The students when are learning the language should not be forced to leave their mother tongue, they should be encouraged to use the second language but giving them an adequate environment where the learning is more authentic.

Classroom Language is the way how teacher helps students to get the knowledge of the language, through appropriate methods, techniques and strategies of learning.

Classroom language is help students to progress the dependence of the book and teacher, through essential phrases that allow them communicate in the language without fear.

2.2. WHY CAN TEACHING CLASSROOM LANGUAGE CAUSE A CHALLENGE?

Teachers often experience difficulties when trying to integrate classroom language in a lesson. *The difficulty often lies in that many second language teachers have learned the language themselves after childhood,* so are not exposed to authentic classroom

language. Those teachers must make a particular effort to seek out what the correct language is in order to create the most authentic experience for the students. Students often encounter difficulties when the form in the target language does not make sense in their mother tongue; students must learn to accept that different languages work in different ways⁷.

2.3. HOW CAN CLASSROOM LANGUAGE BE TAUGHT?

Teach the students the classroom language require a process. *Start with short commands*, maybe just one word such as “Sit”. *Then the teacher can progress to a longer command*, such as “Sit down please” and eventually students can learn alternate phrases that mean the same think, for example “Take a seat”.

Make sure the students know what this language is for. *Do not leave them out of the learning process*; they should know that while more they use the language, more they will develop habits to use the language in the most natural way possible. Once you introduce the concepts, use them! Employ them as much as possible so the students become accustomed to them and eventually are able to use them as well.

2.4. INTRODUCTION IN THE ACTIVE CLASSROOM LEARNING.

Valuing the diverse resources that the learning of the English language bring to students in the classroom and being sensitive to their unique needs can serve *to build*

⁷ <http://www.eltnews.com/features/kinds-world/2001/06/encourage-classroom-language.html>

an instructional environment that can benefit all students. Current education research and reform focus on increasing students' participation in instruction and on basing instruction on the real – life needs of students. *An active learning includes elements that address the special language related needs and cultural differences of students who are learning English.* There are four keys of instructional elements to active learning.

- **The classroom should be useful and accepting by all students**

All students are able to focus on and enjoy learning more when the school and classroom make them feel safe- comfortable with themselves and with their environment. *Teachers can increase comfort levels through structured classroom rules and activity patterns, explicit expectations, and genuine care and concern for each student.*

- **Introduce activities to maximize opportunities for language use.**

Opportunities as: make sustained dialogues are decisive to challenging students' abilities to communicative ideas, formulate questions, and use language for higher order thinking. Each student, at his or her own level of proficiency, should have opportunities to communicative meaningful in this way.

- **Introduce tasks should involve students as active participants**

Students contribute and learn more effectively when they are able to play a role in structuring their own learning, when tasks are oriented toward discovery of concepts and answers to questions, and when the contents is both meaningful and challenging.

- **Introduce support materials for students understanding.**

Teachers should ensure that students understand the concepts and materials being presented. For the learning of the English language is necessary provide support material for the students' understanding of instruction of the English language⁸.

2.5. HOW CAN STUDENTS BE DISCOURAGED FROM USING THEIR NATIVE LANGUAGE AND ENCOURAGED TO SPEAK ONLY IN ENGLISH?

While the students are making activities that involve them in the language, they will be participating in enjoyable speaking activities. The problem is that their enjoyment may tempt them to fall into their native language from time to time.

When this happens, you might find it helpful to remind them that every member of the class has a common aim: to improve his or her English. In fact, one of the guiding principles of the material offered here is to foster a spirit of cooperation and friendship in the class and to give students the feeling that they are all members of a

⁸ McLaughlin (1992). Myths and misconceptions about second language learning: What every teacher needs to unlearn. National Center for Research on Cultural Diversity and Second Language Learning. Washington, D.C: Center for Applied Linguistics.

team with a common purpose and a role to play in the success of the course. Agree together on this rule: "*Only English may be spoken in our class.*" That may sound like a tall order, but it is something

That may sound like an order, but it's something everyone should aim for. Here are some ideas that teachers may use to help to your students if they are finding difficult to follow the English-only rule:

- Remind them that your class may be their only opportunity to use English during the week.
- Demonstrate what to do before the class is split into pairs or groups, using one of your more confident students as your own partner while the others listen. This will help everyone get into the discussion or role play more quickly.
- Whenever you overhear a pair or group speaking their own language, remind them firmly of the rule.
- Separate students who persistently use their native language, and put them with students who do use English in class.
- Make sure everyone knows simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it is difficult to break the habit. To help everyone learn and remember this, make a list of these phrases on the board (or put them on a poster for the classroom) and add additional similar phrases as the need arises:

Who's going to begin?

Which role are you going to take?

Whose turn is it?

2.5.1. HOW SHOULD THE STUDENTS WORK TOGETHER IN THE CLASSROOM?

The majority of the activities are most effective when learners work together in pairs or small groups of three to five students. The larger the class, the more these student-centered activities make sense because:

- They give everyone a chance to speak;
- They allow meaningful conversations to develop, as opposed to isolated language practice; and
- They free learners from the fear of losing face in front of the whole class.

3. ENGLISH LANGUAGE LEARNING

3.1. IMPORTANCE OF THE ENGLISH LANGUAGE.

English language will improve young people's life in many ways. They will be able to enjoy reading and understand books and literatures as well as internet contents that are abundantly published in English. In a simple word, English enable young expand their knowledge in all areas, and they are better prepared for higher education⁹.

Honestly, speaking, it is highly essential to know the language for communication. In general, the most popular language is English. In this computer age, English is the language that anyone should understand. So to say, it has become as an ideal language for expressing our feelings. First, we have to learn the language and then we have to gain fluency in the language. Unless we have the fluency in English language, it would not be possible to work with the computer. If you do not know English, then you would be in need of a translator to do the job.

3.2. SOME TECHNIQUES FOR ENGLISH TEACHING LEARNING.

Before, to know some techniques, you should recognize the definition of a technique. *Technique* is a tool of specific action, established by the teacher and carried out by teacher with the purpose to reach a significant learning. The techniques help to build the positive learning and to reach the objective of the teaching.

⁹ENGLISH LANGUAGE. [http://edition.cnn.com/video/?/video/international 2008/02/btc.cassie.kcd.school.cnn](http://edition.cnn.com/video/?/video/international/2008/02/btc.cassie.kcd.school.cnn)
http://EzineArticles.com/?expert=Raghu_Sundaram

Here some techniques that will be very important in the English teaching learning¹⁰.

Notes technique¹¹.- it consists, to take notes but the most important and relevant of the class, which it will help to the students to assimilate in a good way the contents of the class.

Summary technique- it is used to synthesize the content of the text and will help to facilitate the comprehension and study of the topic and get of a text all that is interested to know and want to learn.

Repetition technique- it is used to suggest that students hear the language being used and use it themselves more than once.

Role playing- in this technique, some participants assume a role different from their own identity, to represent a real or hypothetical problem with a view that can be understood and analyzed by the group.

Underline technique- it has as objective show the essential ideas of the text. Is very useful that the students underline the most important words and principles ideas, it will help to understand better the contents and enrich their knowledge.

¹⁰ <http://www.mingoville.com/>

¹¹ Dictation 1 – “Correction techniques “. Submitted by admin on 23 June, 2002-13-00
These notes on dictation come from a talk presented by Edna Equihua

Telling stories technique- there are some benefits the students can take from storytelling. First, after having a storytelling the students can learn some things whether they are good or even bad. Second, sometimes storytelling can improve the students imagination of the things covered inside.

Narration technique- it is a technique whereby one or more performers speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters.

Conceptual map- it permits to enrich the concepts with additional information, categorizations, immediate searches and a group of functions that stimulate the learning and the creation of the knowledge in the students.

Error correction- it consists; the earlier the students find out what their mistakes are and correct those them, the more learning will take place.

Drama technique- it can help shape drama sessions and increase the effectiveness of drama as an educational tool.

Participation technique- it is as part of a widely used methodology, are considered tools which permit an active participation of teachers and students in the teaching-learning process.

Brainstorming technique- it consists, in the generation of ideas; it can be in individual way or in groups. It is collective open activity that stimulate also to the shy student to participate.

2.6. ENGLISH TEACHING METHODS.

Method: A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students' roles and behaviors and secondarily with such features as linguistic and subject-matter objectives.

The acquisition of the English language must be guided through methods, which these will serve to the teacher in the teaching-learning process. The most known are:

Grammar Translation Method.- with this method the student memorizes inflexible words, syntactic rules are used by them to translate from native to target language and vice versa; it is most commonly method used in schools because it does not require teacher to be fluent; *however, least effective method of teaching.*

Audio-lingual Method- it consists in the depth in the use of dialogs and audio based on the assumption that language learning is acquired mainly through imitation, repetition, and reinforcement; influenced by psychology.

Natural Approach: The teacher becomes a facilitator. Collaborative learning and take in interaction is important. Students and teacher select and organize curriculum contents.

Natural approach emphasis on vocabulary and not grammar; focus on meaning, not form; use of authentic materials instead of textbook.

Direct Method: The native language is not used at all in the classroom, and the student must learn the new language without formal instruction; based on theories of first language acquisition

Silent Way Method: It is based on the principle that the teacher should be silent as much possible in the classroom and the learner should be encouraged to produce as much language as possible.

Total Physical Response Method: students play active role as listener and performer, must respond to imperative drills with physical action.

Suggestopedia Method: students always wait comfortable and relaxed and learn through memorization of meaningful texts.

Communicative Language Teaching or the “**communicative approach**”- emphasizes learning of the language through genuine communication. Learning a new language is easier and more enjoyable when it is really meaningful. Grammar,

pronunciation, and vocabulary are, of course, necessary parts of effective communication.

In *Communicative Language Teaching* (1991), expert **David Nunan** lists these five basic characteristics¹²:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enrichment of the learner's own personal experiences as important contributing elements to classroom learning.
- An effort to link classroom language learning with language activities outside the classroom.

3.6. ELEMENTS THAT INFLUENCE ON THE ENGLISH LANGUAGE LEARNING

There are three elements that are considerate important in the learning, and they are:

¹² <http://www.nunan.info/>
http://en.wikipedia.org/wiki/language_educacuion#cite_note_4

3.6.1. MOTIVATION

Is an attraction toward an objective that to suppose an action by an individual and to permit accepting the effort requiring to get that objective. The motivation is composed of necessities, desires, tensions, inconvenience, and expectations. To constitute a previous step to the learning and it is the motor of the same. The absence of motivation complicates the task of the teacher¹³.

3.6.2. THE HUMOR

The humor creates an affective or positive environment inside the classroom where the students and the teacher enjoys the learning together. The humor allows to the students to express themselves without fear to make the ridiculous or criticism, also the anxiety and stress are reduced and the students are encouraged to take more risks in using their second language.

3.6.3. THE COMMUNICATION

It serves to stimulate the flow of the information, the exchange between teacher and students. It permits a true dialogue talkative, it is an influential element in the formation of personality, because when is involved as person and are considerate its

¹³ Comunidad Educativa. Apoyo Curricular. N° 251 Mayo 98. Cap. “La motivación: investigación en el aula”.

necessities and reasons in the learning, it intervenes actively in the formation of their values and their preparation for the life¹⁴.

3.6.3.1. THE COMMUNICATION INSIDE THE CLASSROOM.

The communication inside the classroom is important, but if it is not made in the same direction is to say, the teacher will prepare the contents toward the students and if they are not introduced in the talkative process it will be insufficient, because there are not opportunities to the dialogue and the exchange, moreover, there is not an interactive space and the students do not participate by many reasons: To be afraid to make mistakes, because they have not been motivated or the students did not have a opportunity, etc.

¹⁴ Banny, M y Johnson, L (1971) Dinámica grupal en la educación. Edit. Pueblo y Educación, La Habana

E. MATERIALS AND METHODS

MATERIALS

To make possible the development of this investigation the following materials were used: books, dictionaries, magazines, paper, copies, stapler, perforator and clips box. In addition, the technical resources used were: computer, printing, CDs, flash memory and internet.

METHODS

In this research work, *the scientific method* was used which permitted through a logical and systematic procedure, to discover the truthfulness of the facts and then verify or deny them, also this method served to develop the phases of the observation, putting the object on evidence, and after that the verification of the hypotheses according to the variables through empiric data and the theoretical references. Finally, it was useful to deduce the conclusions based on the obtained results in the field work and contrasted with the theory.

As particular methods, deductive-inductive, analytic-synthetic, and descriptive methods were used.

Deductive-Inductive method was used on all the process of the research because it helped to do an analysis and synthesis of the work, going from general to particular and vice versa.

Analytic-synthetic method served to analyze the empiric information after applying the respective instruments and then to derive the conclusions according to the obtained results.

Descriptive method served to describe the actual situation of the cases, facts and phenomena and gave the necessary elements to compare or to evidence the truthfulness of the facts based on the interpretation of the collected information. Also it served to make a deep description of the researched problem, before giving the final inform.

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information a survey and a direct observation were used.

The **survey** was previously prepared and structured by a questionnaire that contained closed and multiple choice questions, the same that was composed with the indicators established in the consistence matrix. The survey was applied to the English's teachers and students of eighth, ninth and tenth years of Basic Education at "27 de Febrero" High School. To apply this instrument was necessary to take a sample of the population.

The **observation** technique served to collect information, the same that contained specific parameters connected with the variables of the outlined problem, besides it

helped to gather information about the use of the didactic material and the classroom language used by teachers in the English teaching learning process.

A **direct observation** to the classes dictated by teachers of Basic Education of the researched High School was carried out; this technique was developed during one week period, equivalent to ten classes' period, which permitted to observe how the teachers develop the English teaching learning process in the classroom. It was in order to obtain truthful information about the researched problem.

PROCEDURES

To process of the information

The information was obtained through a teachers and students' surveys applied, and also a direct observation to the classes dictated by teachers. The processing of the information is detailed in the following way:

The tabulation of the information was carried out through a descriptive way; it was contrasted with the information according to the indicators analyzed in the questions.

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

The results of the direct observation were analyzed in a descriptive way; the same that was ordered according to the variables and contrasted with the theoretical

information; then, these were detailed on charts with their respective graphic representation and analysis.

Graphic representation

The graphic representation of the data was carried out in statistical charts, expressed in percentages and numbers, related to the indicators.

Analysis and interpretation

The analysis of the information was made in comparative studies, verification and interpretation of the data picked up with the theoretical frame determined in the investigated project.

Verification of the hypotheses

The hypotheses were verified contrasting the specified data in the theoretical frame and the variables with their respective indicators.

Also, it was carried out a total revision of the investigation, contrasting with the theme, objectives, hypotheses and theoretical frame to the elaboration of the final report, achieving a logical relation among these elements.

Formulation of the conclusions

The conclusions were elaborated based on a specific analysis of the results, and they served to suggest some recommendations to the authorities of the researched

institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

POPULATION AND SAMPLE

The “27 de Febrero” High School at the present time had a population of 537 students corresponding to the section of Basic Education and 5 teachers of English, this information was detailed in the following way:

The **survey** was applied to 84 students; this sample was obtained through a statistic procedure.

In the same way, the **survey** was applied to 5 teachers, and to carry out this work was necessary all the involved population.

The **direct observation** involved only the teachers; because through it was possible to recollect reliable information about the researched problem, also it helped to verify in a good way the outlined hypotheses.

COURSES	POPULATION
Eighth year of Basic Education	211
Ninth year of Basic Education	168
Tenth year of Basic Education	158
TOTAL	537
Teachers	5

The sample of the population of the students from 8th, 9th and 10th years of Basic Education was taken at random in every parallel. With teachers were convenient to work with all the population because there were 5 English teachers which was a small group.

The sample was taken through this formula:

$$n = \frac{N}{1+N \cdot e}$$

n= Sample size

N = Population

e= Maximum error admissible (1%)

$$n = \frac{537}{1+537(0.01)}$$

$$n = \frac{537}{6.37}$$

$$n = 84.3 = 84$$

Sample distribution

To get a sample by course, the following formula was used:

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

F = Distribution factor

n = Sample size

N = Population

$$F = \frac{84}{537}$$

$$F = 0.156$$

This result (**0.156**) was multiplied by the number of students of every year of Basic Education, the results were: eighth 34, ninth 26 and tenth 24, then this result was divided by the number of parallels of each year, therefore in this way was obtained the sample per course.

Then the sample was detailed in the following chart:

COURSES	GROUPS	SAMPLE	
Eighth year of Basic Education	A	5	34
	B	5	
	C	6	
	D	6	
	E	6	
	F	6	
Ninth year of Basic Education	A	4	26
	B	4	
	C	6	
	D	4	
	E	4	
	F	4	
Tenth year of Basic Education	A	4	24
	B	5	
	C	5	
	D	5	
	E	5	
TOTAL			84

F. RESULTS

SURVEY APPLIED TO THE ENGLISH TEACHERS

1. Do you use didactic material to teach English?

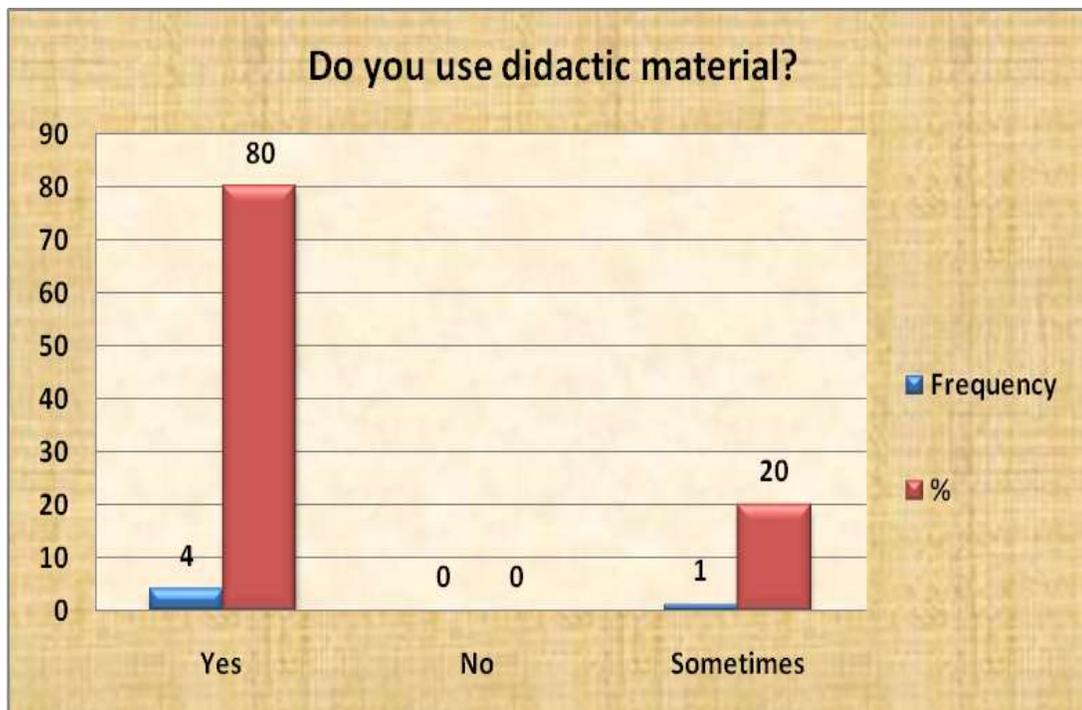
a) Statistic Chart

Do you use didactic material?	Frequency	%
Yes	4	80
No	0	0
Sometimes	1	20
Total	5	100

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

According to this question, 80% of teachers used *didactic material*; and only 20% of them *sometimes* used didactic material to teach.

The obtained results showed most of teachers use didactic material in the classroom, since they think that it is important in the teaching of English language, as we know the learning has a process. Contrasting this information with the theory, the didactic material is essential in the learning because it facilitates the teaching learning in the educational context; stimulate the function of the sounds to accede in an easy way to the acquisition of the concepts, abilities, and attitudes. Also, the didactic material is an instrument that helps us to achieve any goal; it is an auxiliary material by means of which the students develop the learning process.

However, in the direct observation was observed, most teachers did not use didactic material, and the main resource of teaching was the book.

2. Do you consider the use of didactic material influence on the English language learning?

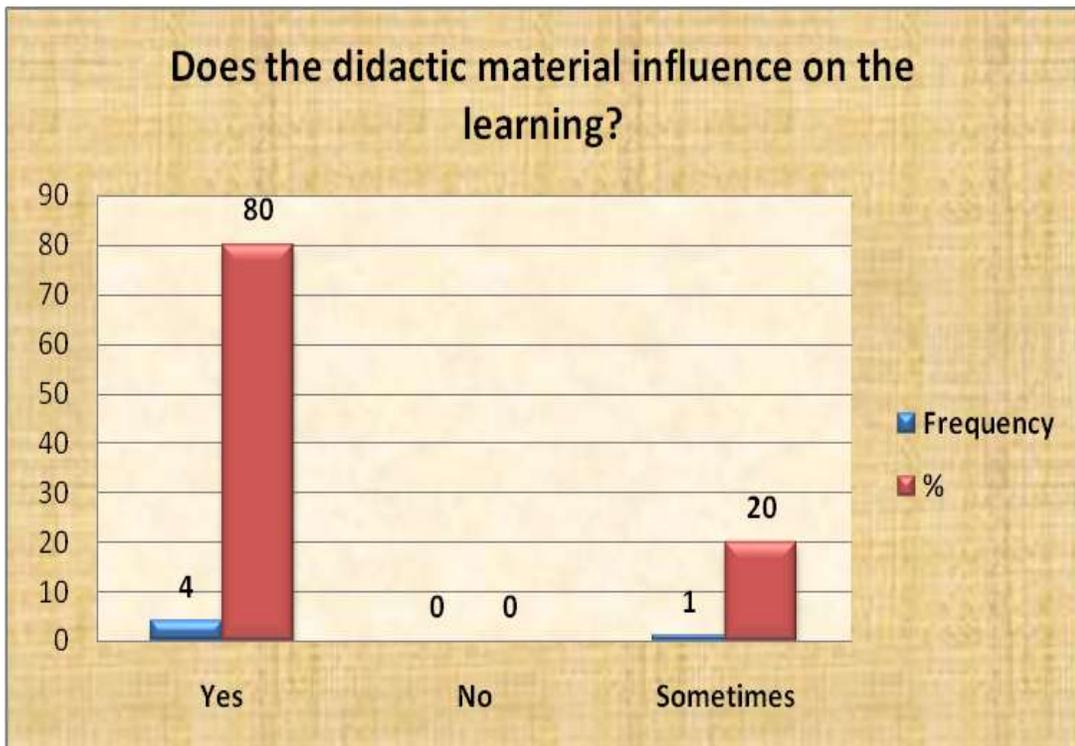
a) Statistic chart

Does the didactic material influence on the learning?	Frequency	%
Yes	4	80
No	0	0
Sometimes	1	20
Total	5	100

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and interpretation

In this question 80% of teachers thought the *didactic material influence on the learning*; and 20% of teachers answered *sometimes*.

According to the obtained results, most of teachers considered that the use of didactic material is positive in the learning. Evaluating the results with the theoretical references, the didactic material influences on the teaching learning process, because through it the teacher can facilitate the teaching of those topics that result difficult to understand for some students. Also, the didactic material influences on the learning, because it permits an active communication between teacher and students so that they acquire a reciprocal confidence and therefore the learning is most effective and certain.

3. The didactic material you use in the classroom, helps you:

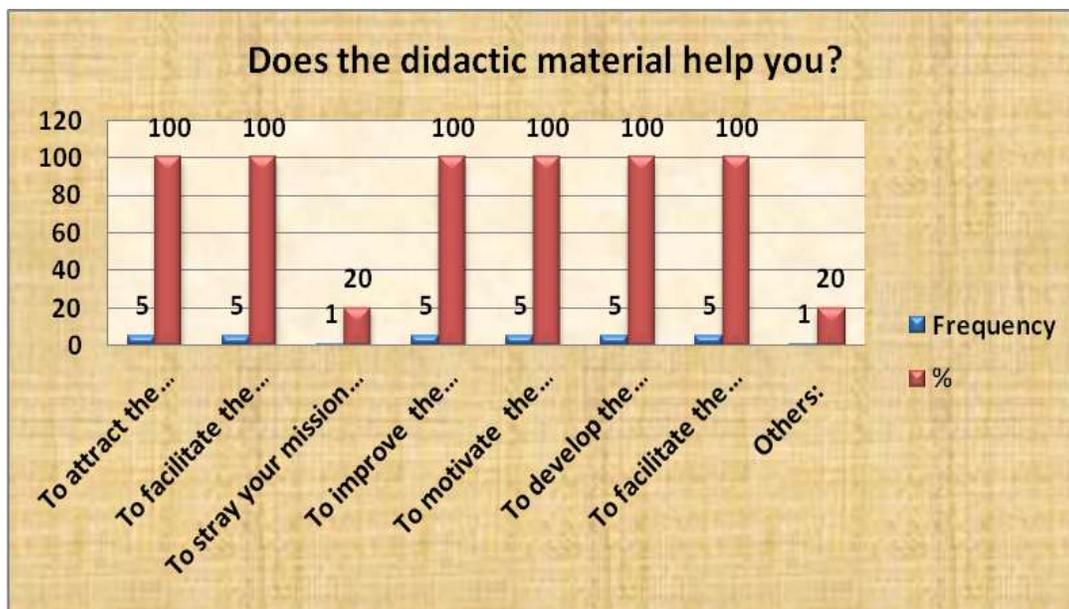
a) Statistic chart

Does the didactic material help you?	Frequency	%
To attract the students' attention	5	100
To facilitate the comprehension of the topics	5	100
To stray your mission of teaching	1	20
To improve the learning of the students	5	100
To motivate the leaning	5	100
To develop the English language skills	5	100
To facilitate the teaching	5	100
Others:	1	20

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation

In the teachers' survey, 100% of them affirmed that the didactic material helps to *attract the students' attention, facilitate the comprehension of the topics, improve the learning of the students, motivate the learning, develop the English language skills and facilitate the teaching*; 20% of teachers established that the didactic material helps them *to stray your mission of teaching and others*.

The obtained results showed the teachers recognize the importance of the didactic material. Comparing the results with the theory, it is effective and functional to apply various and interesting materials and activities with moderate challenge to *attract and stimulate the attention and curiosity of the students* in the learning since, the English

learning is a little different from other subjects, which need the students develop the four skills clearly as: listening, speaking, reading and writing. On the other hand, the didactic material facilitates *the comprehension of the topics*, since if the teacher provides students of a useful material they will understand easier the explanation of them and the learning will be more helpful. Moreover, the didactic material helps teacher to *facilitate the teaching* because of it makes the learning most comprehensive for the students. Another thing, the didactic material *improves the learning of the students*, because with it the students can practice the skills of the language in an ordered and appropriate way. Also, the didactic material is the tool that serves to *motivate the learning*, since the English language learning has its own characteristics and needs the learners remember more, practice more and communicate more. Students' motivation is decisive for the learning. English teachers are organizers or leaders in teaching. They have responsibility to increase their students' inclination to perform freely and actively on English learning.

However, it is important to mention, the main function of the didactic material is to allow students *to develop the skills of the language* as: ***listening skill*** is considerate the most difficult to some students, but the constant use of audio material helps students to familiarize your hearing with different sounds, accents, and pronunciation of the language, so that they will not have problem to develop this skill; on the other hand, ***speaking skill*** is acquired by students when they practice the pronunciation of the words constantly and an appropriate material will facilitate them to leave the fear

to speak; also, *reading skill* needs that students get a habit of learning, and the material as: magazines, books, newspapers, etc, help students to grow in the learning of this skill; finally, *writing skill* can be acquired if the teaching is complemented with an suitable material that facilitate the development of the learning.

4. What audiovisual, visual, audio, complementary and illustrative material do you use to teach?

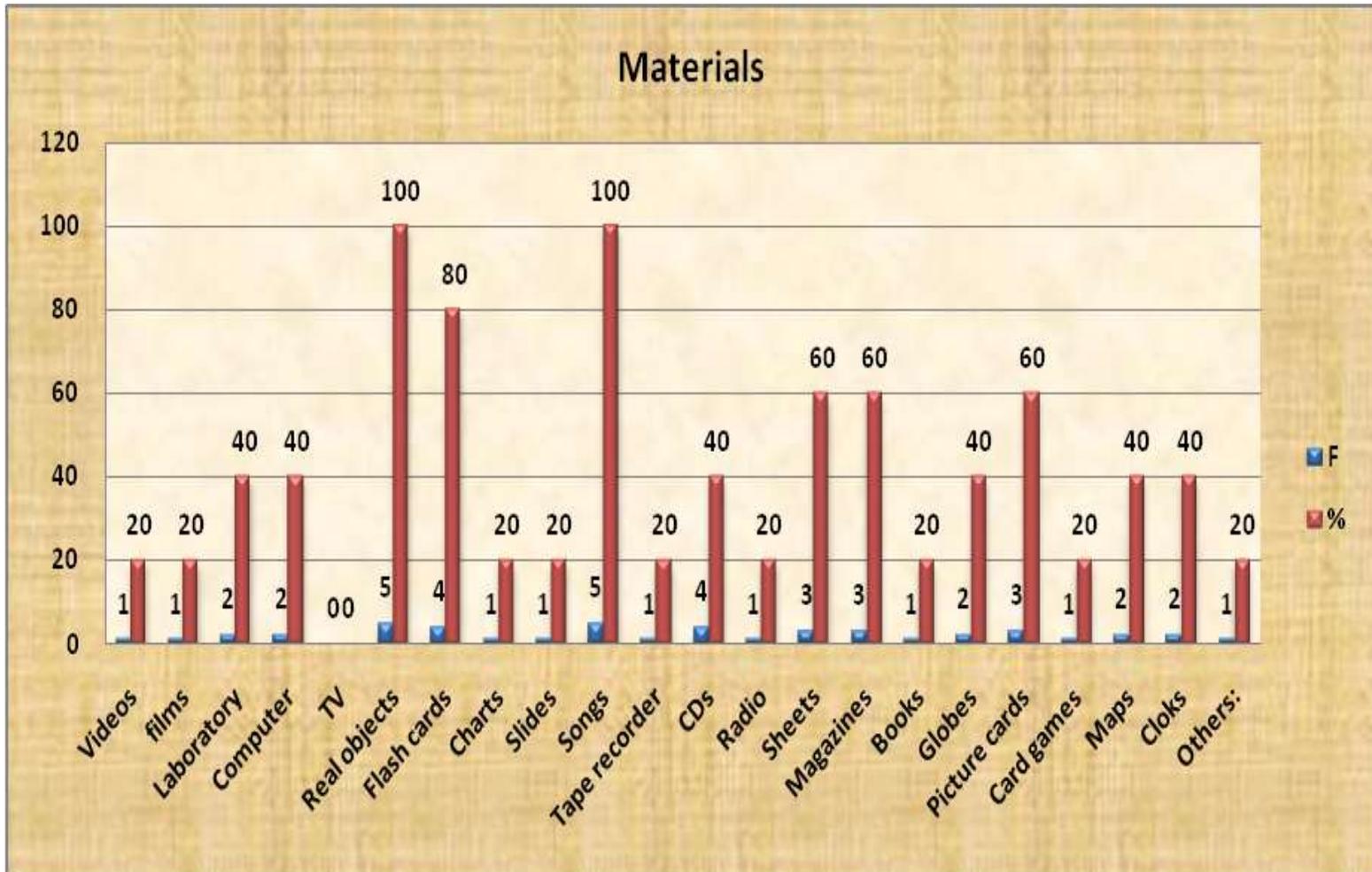
a) Statistic chart

Materials	F	%
Videos	1	20
films	1	20
Laboratory	2	40
Computer	2	40
TV	0	0
Real objects	5	100
Flash cards	4	80
Charts	1	20
Slides	1	20
Songs	5	100
Tape recorder	1	20
CDs	2	40
Radio	1	20
Sheets	3	60
Magazines	3	60
Books	1	20
Globes	2	40
Picture cards	3	60
Card games	1	20
Maps	2	40
Clocks	2	40
Others:	1	20

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation

In the applied survey, 100% of teachers worked with *real objects* and *songs*; 80% of teachers used *flash cards*; 60% of teachers worked with *sheets*, *magazines* and *picture cards*; 40% of teachers used *laboratory*, *computer*, *CDs*, *globes*, *clocks* and *maps*; and 20% of teachers used *videos*, *films*, *charts*, *slides*, *tape recorder*, *radio*, *books*, *card games*, and *other materials*.

With the obtained results, it could be noticed most of teachers use visual and audio material to teach, contrasting the results with the theory; these kinds of didactic materials are very useful in the teaching of English. The *visual material* is a special didactic system which it is useful to focus the knowledge of the student; with emphasis this material is used to develop the learner's visual mentality. By other side, the *audio material* is necessary to practice listening activities because they do not need a special training or a teacher's preparation to use it.

But, it is evident that the teachers do not often use the *illustrative* and *complementary* material to teach and as we know, the *illustrative material* is very useful in the learning; it helps to clarify topics that are not understood by students, since it is elaborated with exciting decorations, images or words to attract the student' attention, besides it is an excellent material to teach vocabulary, and grammar. Finally, *complementary material*: the contents' combination of the book with the

complementary material allows teacher explains in a good way the class; also the students can understand and get the knowledge of the language.

However, in the direct observation of the class was noted, most of the teachers did not use any kind of didactic material to support the class.

5. Which of these characteristics, does the didactic material have?

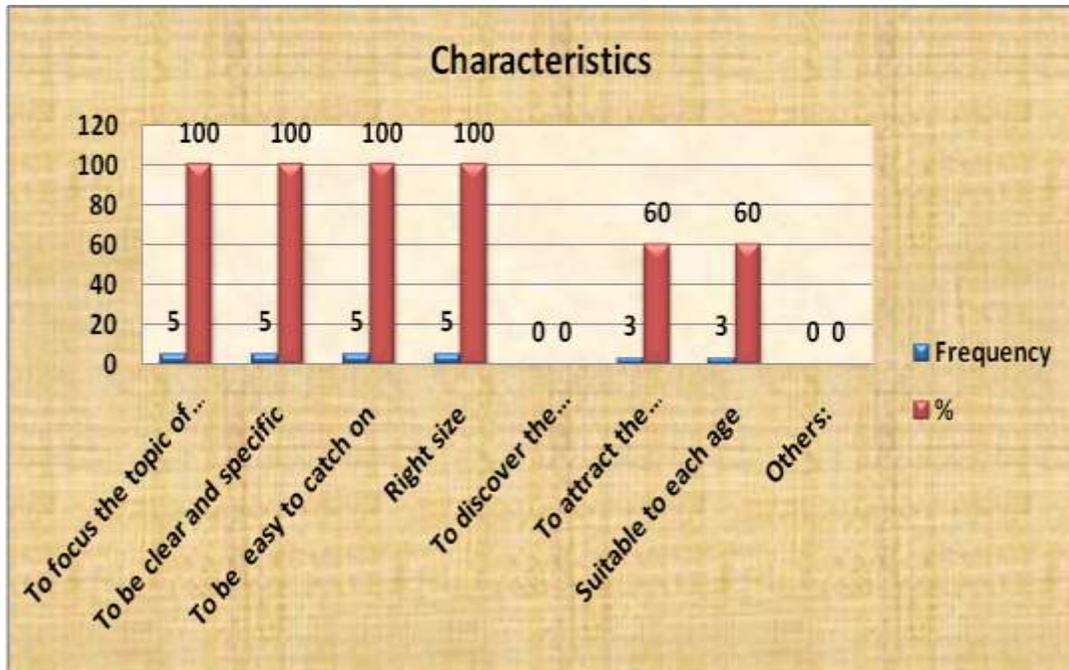
a) Statistic chart

Characteristics	Frequency	%
To focus the topic of teaching	5	100
To be clear and specific	5	100
To be easy to catch on	5	100
Right size	5	100
To discover the weakness of the learning	0	0
To attract the students' attention	3	60
Suitable to each age	3	60
Others:	0	0

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

According to this question, 100% of teachers affirmed that didactic material has as characteristics: to *focus the topic of teaching*, *be clear and specific*, *easy to catch on* and *to have right size*; and 60% of teachers answered that some of its characteristics are: to *attracts the students' attention* and should be *suitable to each age*.

The obtained results showed the teachers know the characteristics of the didactic material. Contrasting the results with the theory, each didactic material has specific characteristics, some of these are based on its image; others in the sound, etc. permitting to the students discover things and develop their abilities. The didactic

material reunites some characteristics as: to focus the topic of teaching, to be clear and specific, easy to catch on, to invoke the students' attention, to have the right size and shape suitable so that the students can understand, to be appropriate according to the topic that teacher is going to develop, durables and varied, certain(does not have elements dangerous), suitable to each age.

However, in the observation was evident, most of teachers did not present didactic material, for that reason was impossible examines if the didactic material fulfilled with the appropriate characteristics.

6. In your opinion, does classroom language improve the English language learning?

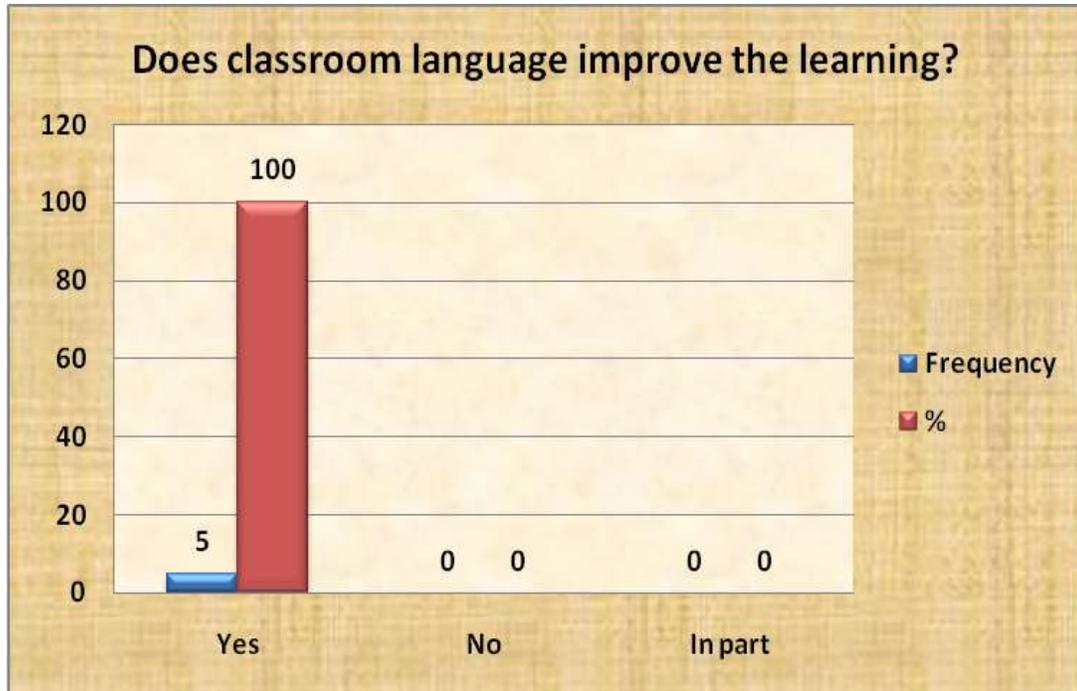
a) Statistic chart

Does classroom language improve the learning?	Frequency	%
Yes	5	100
No	0	0
In part	0	0
Total	5	100

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and interpretation

According to the teachers' answers 100% of them considered *classroom language* improves the English language learning.

The results demonstrated the teachers affirmed classroom language is important on the learning. To contrast this information, first, it is necessary to know the definition about it. *Classroom language* is to encourage students to speak English in the classroom, through essential phrases that allow students communicate in the language without fear. Continuing with this analysis, the appropriate use of classroom language will help to improve the learning and permit students to familiarize with it. It is the

tool that teacher should give students to develop the learning on an efficient way and besides will help them to progress the dependence of teacher and of the book because when the students are learning they should not be forced to leave their mother tongue, they should be encouraged to use the second language but giving them and suitable environment where the learning will be more authentic and useful.

7. How do you introduce your students in the active classroom learning?

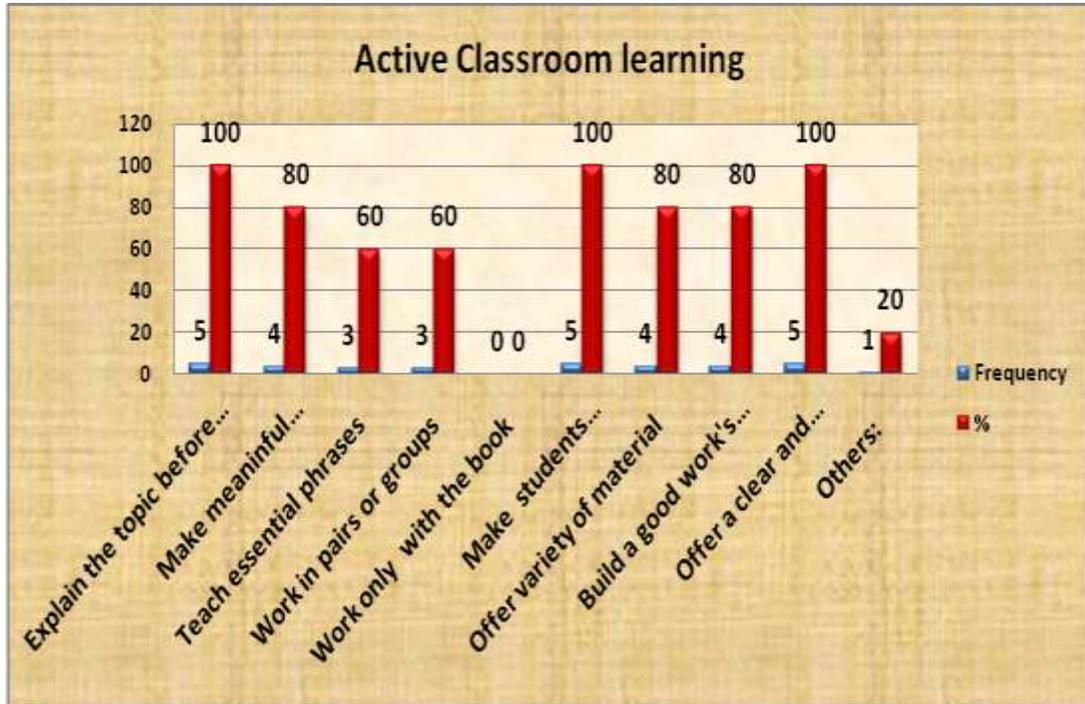
a) Statistic chart

Active classroom learning	Frequency	%
Explain the topic before to start the class	5	100
Make meaningful conversations	4	80
Teach essential phrases	3	60
Work in pairs or groups	3	60
Work only with the book	0	0
Make students participate in class	5	100
Offer variety of material	4	80
Build a good work's environment	4	80
Offer a clear and spontaneous use of English	5	100
Others:	1	20

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and interpretation:

In the applied survey, 100% of teachers affirmed that they *explain the topics before to start the class, make students participate in class, and offer a clear and spontaneous use of English*; 80% of teachers answered that they *make meaningful conversations; offer variety of material and build a good work' environment*; 60% of teachers established that they *teach essential phrases and work in pairs or groups*; and finally 20% of teachers chose the option *others*.

Contrasting the results with the theoretical references, an active learning includes elements that address the special language related to students' needs and cultural differences of who are learning English. There are four keys of practical elements to active learning and they are: ***the classroom should be useful and accepting by all students***, since they enjoy the learning when the school or classroom makes them feel safe-comfortable with themselves and with their work' environment. ***Introduce activities and give opportunities for language use***: is fundamental to make dialogues to challenging students' abilities to communicative ideas, since these give the opportunity students to participate in class. ***Introduce tasks to involve students as active participants***; the tasks should be oriented toward discovery the concepts and challenging answers to questions. ***Provide support material for students understanding***: teachers should ensure that students understand the concepts so that they have to offer variety of material that allows students' understanding.

In conclusion, the results showed most of teachers introduce the students appropriately in the active classroom learning. However, in the direct observation of the class was noted, some teachers did not introduce these activities. Most of them only guided the teaching according to the instructions of the book.

8. What techniques do you use to teach English?

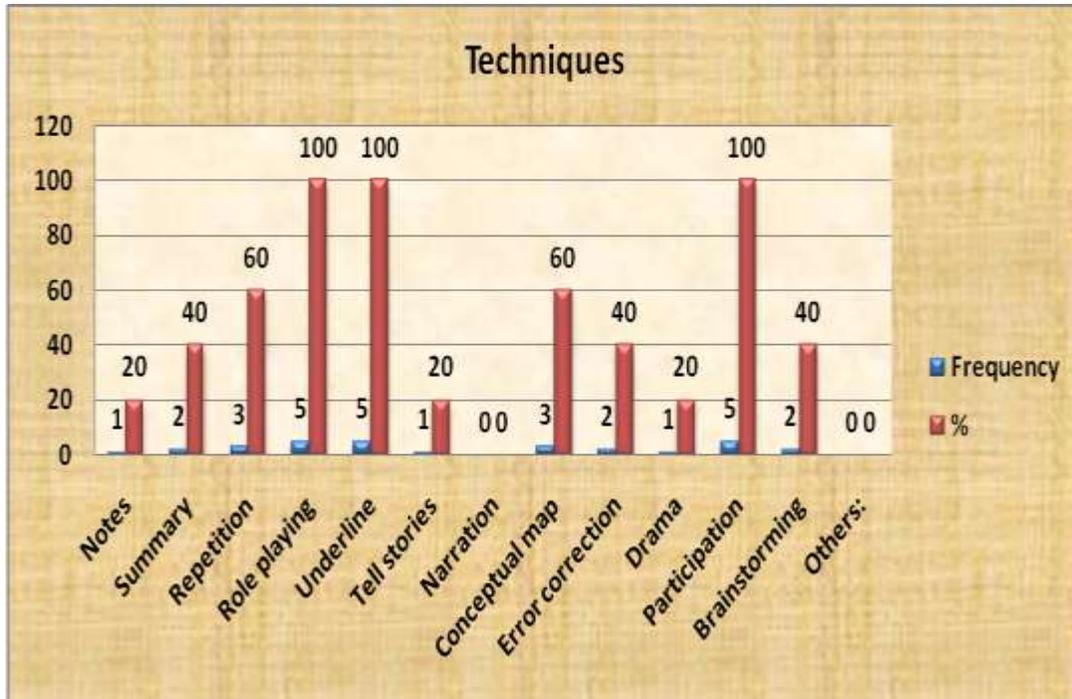
a) Statistic chart

Techniques	Frequency	%
Notes	1	20
Summary	2	40
Repetition	3	60
Role playing	5	100
Underline	5	100
Tell stories	1	20
Narration	0	0
Conceptual map	3	60
Error correction	2	40
Drama	1	20
Participation	5	100
Brainstorming	2	40
Others:	0	0

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

According to this question, 100% of teachers used *underline*, *role playing* and *participation techniques*; 60% of teachers applied *conceptual map*; and *repetition techniques*; 40% of teachers used *summary*, *error correction* and *brainstorming techniques*; 20% of teachers applied *note*, *tell stories* and *drama techniques*.

The obtained results demonstrated most of teachers use underline, role playing and participation techniques to teach. Evaluating the results with the theory, *underline technique* is useful because it shows students the essential ideas of the text; while

role playing technique facilitates learning through the simulation of an actual event; on the other hand, *participation technique* allows the active participation of teachers and students in the teaching learning process.

Also, conceptual map and repetition techniques are often used by teachers, as we know; *conceptual map technique* allows students to enrich the concepts with additional information; moreover, *repetition technique* allows students to hear and imitate new language many times and it is useful to learn pronunciation and develop the listen skill.

On the other hand, teachers sometimes used summary, error and brainstorming techniques to teach, which the theory shows; *summary technique* facilitates students the comprehension of the topic that he/she is interested to know and want to learn; while, *error correction technique* helps students to correct their own mistakes; and finally, *brainstorming technique* consists in the generation of ideas and help students to lose the shyness to participate in class.

In addition, the techniques less used by teachers are: note, tell stories, drama and narration techniques, but, according to the theory they are also crucial in the learning; since *notes technique* allows students to learn the most relevant of the class; on the other hand, *tell stories* facilitates students to learn some things whether they are good or even bad and help to develop the imagination of the students; in addition,

drama technique helps students to lose the shyness; and finally *narration technique* allows students to enrich their vocabulary and lose the fear to speak.

Although, the teachers affirmed that they use techniques to teach the English language; in the direct observation was observed most of them did not use these techniques to inculcate the language.

9. What methods do you use to teach English?

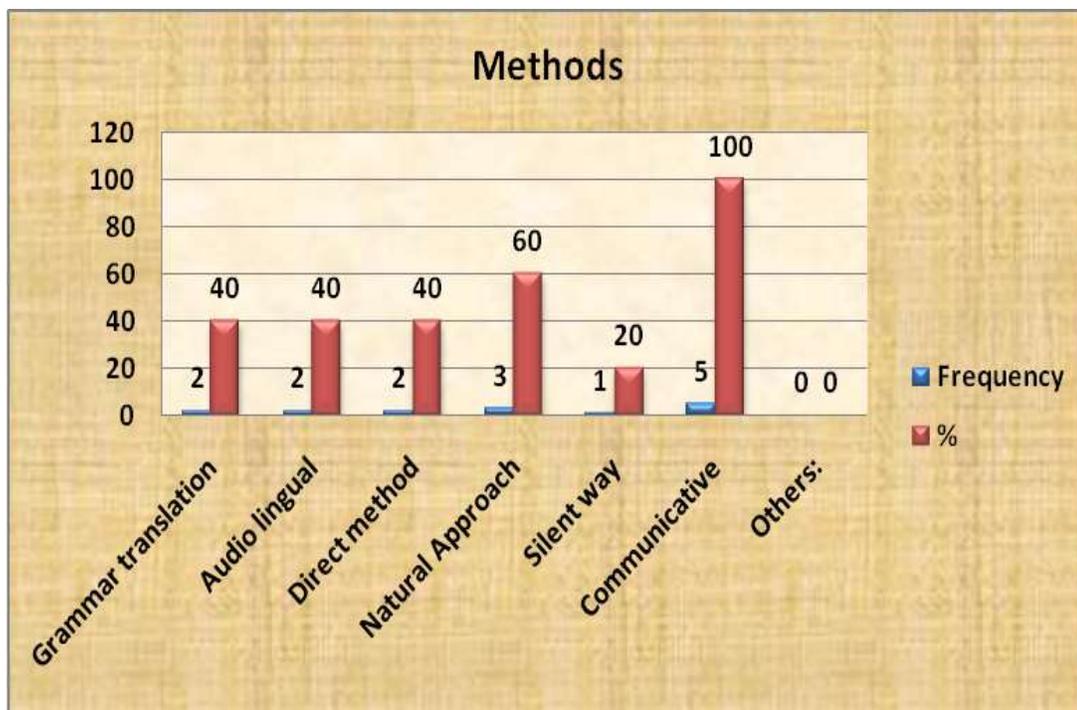
a) Statistic chart

Methods	Frequency	%
Grammar translation	2	40
Audio lingual	2	40
Direct method	2	40
Natural Approach	3	60
Silent way	1	20
Communicative	5	100
Others:	0	0

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

In the applied survey, 100% of teachers chose *communicative approach*; 60% of teachers used *natural approach*; 40% of teacher worked with *grammar translation*, *audio lingual* and *direct method* and finally 20% of teachers applied *silent way method*.

Analyzing the obtained results, the method employed by teachers is the communicative approach. Contrasting this information with the theory, this method at the present time is considerate like the most appropriate method on the English

teaching learning process, since *communicative approach* emphasizes the language learning through the interactive communication. It focuses on reliable and meaningful exchange of new information and on authentic materials. Communicative approaches give emphasis to social contexts of learning, interaction among students.

On the other hand, the teachers often used *natural approach*, with this method the teacher becomes a facilitator. Collaborative learning and interaction is important. Students and teacher select and organize curriculum contents.

The results showed that the teachers sometimes apply: audio lingual, direct, and silent way methods; as we know, *audio lingual method* consists on the use of dialogues and audio based on the assumption that language learning is acquired mainly through imitation, repetition, and reinforcement; influenced by psychology; while, *Direct Method*: the native language is not used at all in the classroom, and the student must learn the new language without formal instruction; based on theories of first language acquisition; also, some teachers apply *grammar translation method*, with this method the student memorizes inflexible words, syntactic rules are used by them to translate from native to target language and vice versa; it is most commonly method used in schools because it does not require teacher to be fluent; however, this is the least effective method of teaching.

Finally, the method less used by teachers is *silent way method* which is based on the principle that the teacher should be silent as much possible in the classroom and the learner should be encouraged to produce as much language as possible.

While, the results showed that the teachers applied methods to teach, in the direct observation of the class was detected, the method most used by them is the grammar translation.

10. To motivate students to practice English in the classroom you:

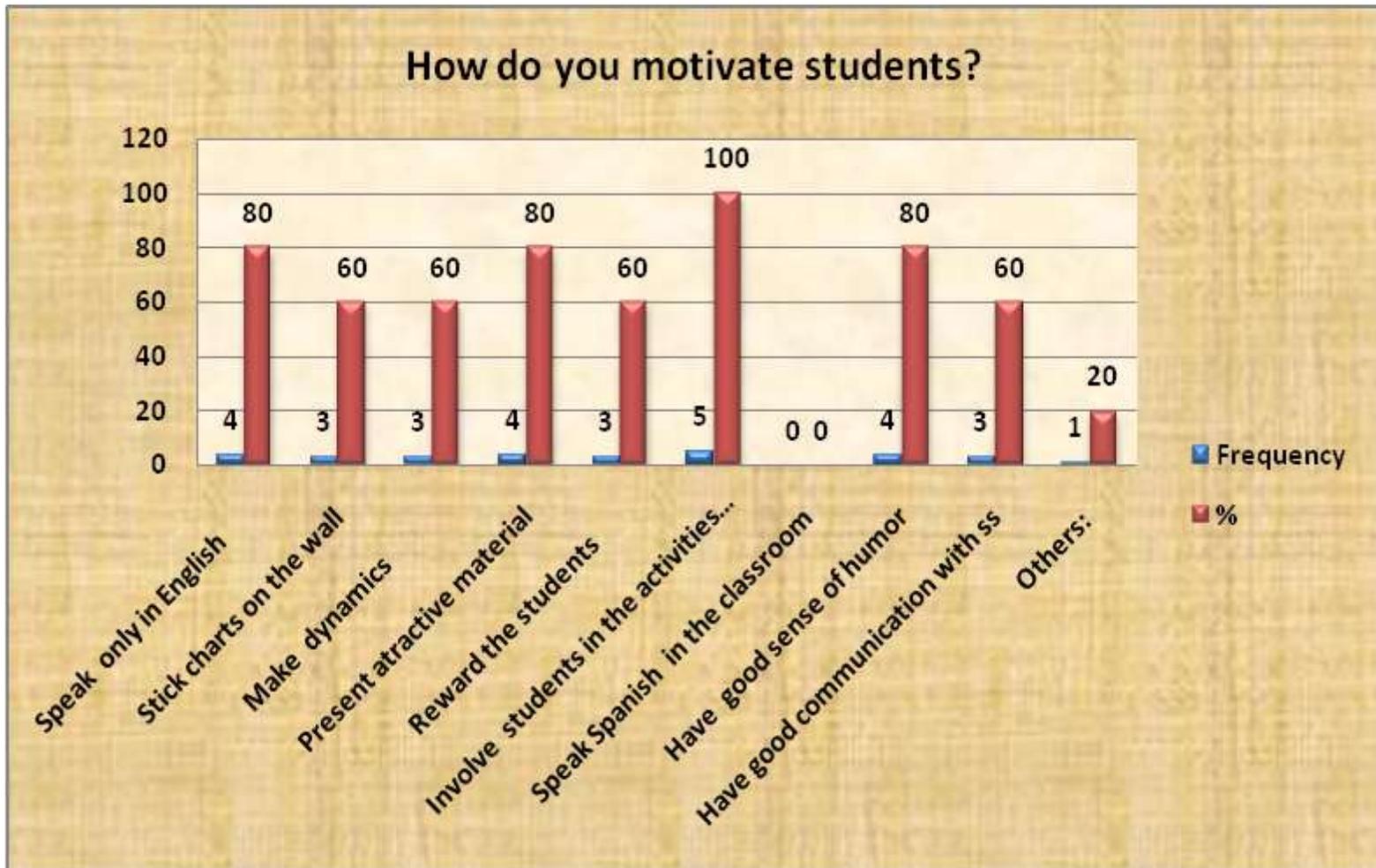
a) Statistic chart

How do you motivate students?	Frequency	%
Speak only in English	4	80
Stick charts on the wall	3	60
Make dynamics	3	60
Present attractive material	4	80
Reward the students	3	60
Involve students in the activities of class	5	100
Speak Spanish in the classroom	0	0
Have good sense of humor	4	80
Have a good communication with the students	3	60
Others:	1	20

Source: teachers' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

In the applied survey, 100% of teachers affirmed that they to motivate students to practice English in class, they *involve students in the activities of class*; 80% of teachers answered that they *speak only in English, present attractive material, and have good sense of humor*; 60% of teachers answered that they *stick charts on the wall, make dynamics, reward the students and have a good communication with the students*; and 20% of teachers chose the option *others*.

The results showed, the teachers *involve students in the activities of class*, which is positive for the learning, since it makes students feel motivated and pay more interest in the English language learning.

On the other hand, most of teachers affirmed that they *speak only in English, present attractive material, and have good sense of humor*. Comparing this information with the theory, *to speak only in English* motivates students to make an effort to understand and learn the language; also, *to present attractive material* helps teacher to visualize the learning on the students; while, *to have good sense of humor* reduces tension and improves classroom environment, increases pleasure, and facilitates learning.

Also, some teachers answered that they *stick charts on the wall*; as we know the phrases are essential because allows students familiarize with the language;

moreover, *to make dynamics* using the language is an effective technique to teach, because while the students are developing the activities they are practicing and learning the language; on the other hand, *to reward students* is a good strategy to motivate them to learn the language; and finally *to have good communication with students* is important since they can expose their ideas as they understood or consequently it helps teachers to enrich their knowledge through of the new ideas that the students have.

The results showed, most of teachers made activities to encourage students to practice the language in the classroom, but in the direct observation was noted, most of teachers did not carry out these activities

11. How do you consider the English learning level of your students?

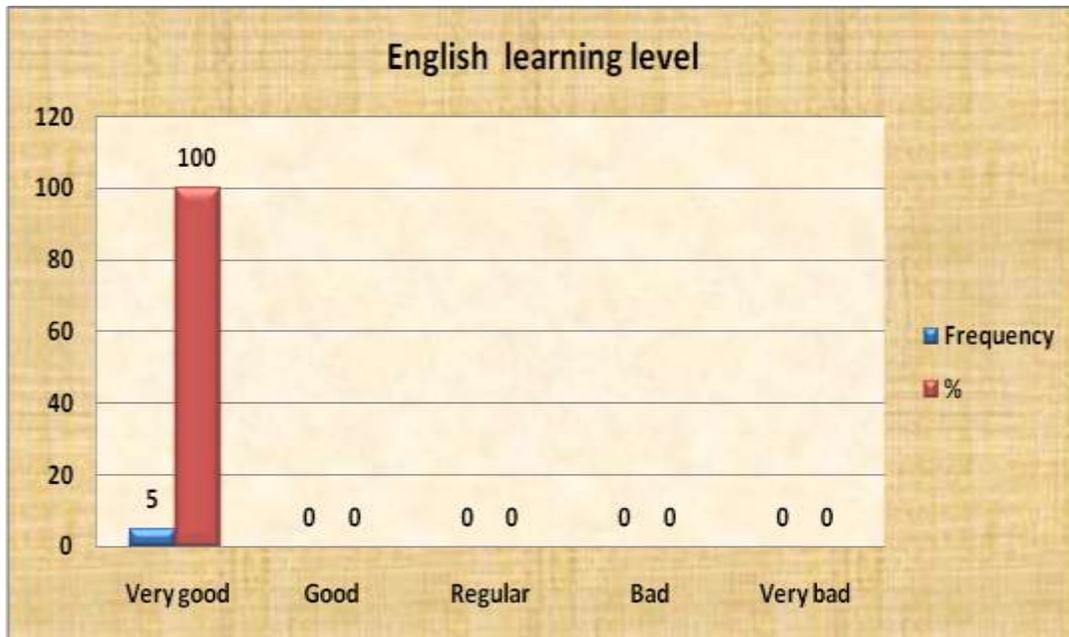
a) Statistic Chart

English learning level	Frequency	%
Very good	5	100
Good	0	0
Regular	0	0
Bad	0	0
Very bad	0	0

Source: teachers' survey

Responsible: Authoress

b) Graphic representation



c) Analysis and Interpretation:

In this question, 100% of teachers affirmed that students' learning is very *good*.

According to teachers' answers, their students have an excellent English learning level, which make to think that the teachers use suitable didactic material, make enough activities, apply techniques, methods and strategies of learning that permit them teach the English language appropriately.

However in the direct observation was evident, the students did not a good level of learning, since they had difficulty to develop the English language skills.

SURVEY APPLIED TO THE ENGLISH STUDENTS

1. Does your teacher use didactic material to teach English?

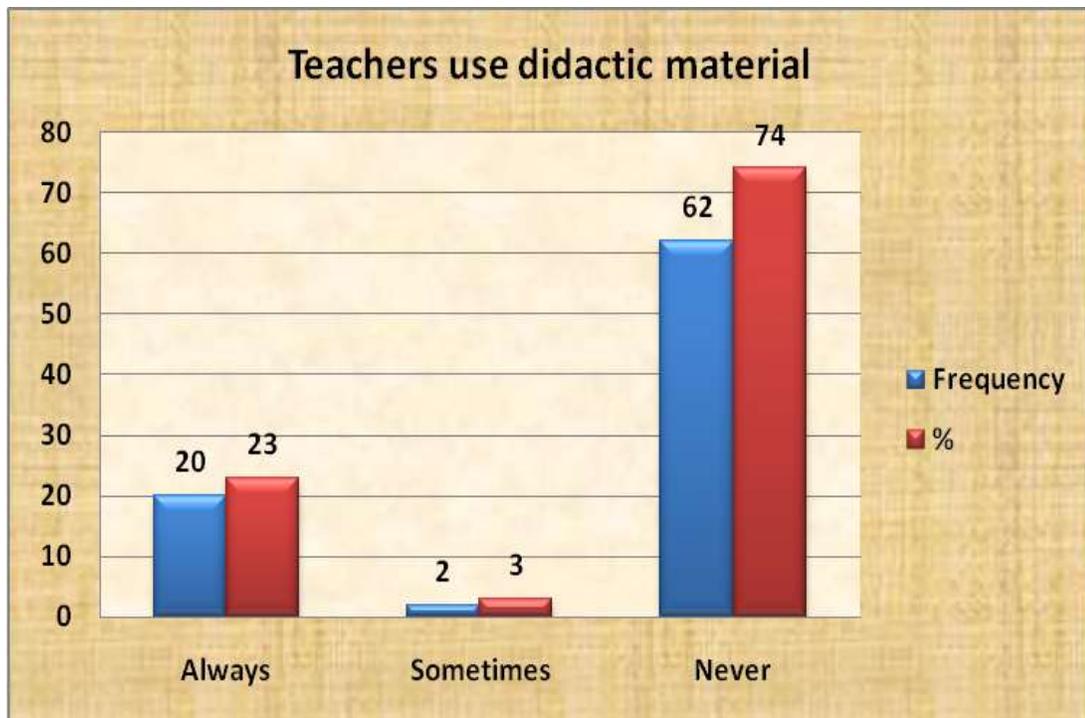
a) Statistic Chart

Teachers use didactic material	Frequency	%
Yes	20	23
No	62	74
Sometimes	2	3
Total	84	100

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

In this question, 74% of students answered that their teachers do *not use didactic material* to teach; 23% of students affirmed that teachers *employ* didactic material; and 3% of students answered that teacher uses *sometimes* didactic material.

The obtained results of the students' survey showed, most of teachers do not use didactic material to teach, but the theory has demonstrated that the didactic material is essential in the teaching learning of the English language, because it facilitates the comprehension of the topics, *encourages* student's interest to know the topics of study, *stimulates* the curiosity to learn new things in the class, and *motivates* them in the accomplishment of their tasks.

On the other hand, in the observation carried out was verified, most of teachers did not use didactic material, so that this information coincide with the students' answers.

2. Do you consider the use of didactic material by teachers influence on the English language learning?

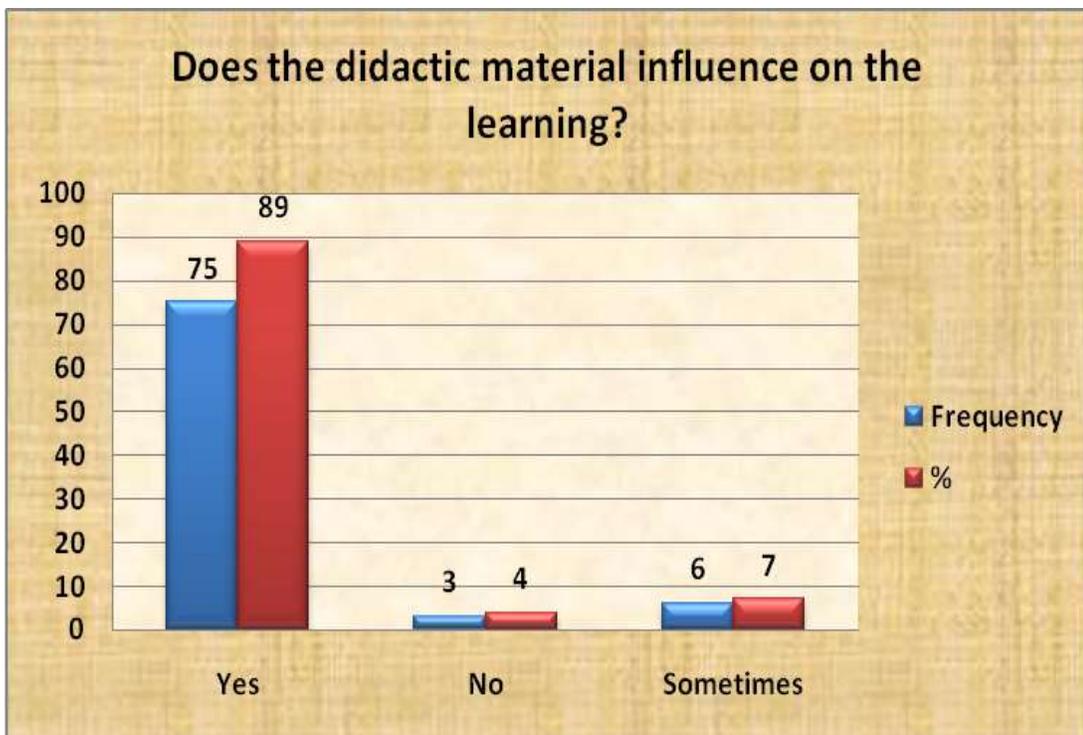
a) Statistic chart

Does the didactic material influence on the learning?	Frequency	%
Yes	75	89
No	3	4
Sometimes	6	7
Total	84	100

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and interpretation

In this question 89% of students affirmed that the *didactic material influence on the learning*; 7% of teachers answered *sometimes*; and 4% of them answered that it *do not influence* in the learning.

According to this information, most of students considered that the use of didactic material is positive in the learning. Evaluating the results with the theoretical references, the didactic material influences on the teaching learning process, because through it the teachers can transmit the teaching of those topics that result difficult to understand for some students. Also, the didactic material influences on the learning, because it permits an active communication between teacher and students so that them acquire a reciprocal confidence and therefore the leaning is most effective and certain.

Therefore, the results demonstrated that the students know the importance that didactic material has in the learning.

3. The didactic material your teacher uses in the classroom, helps you:

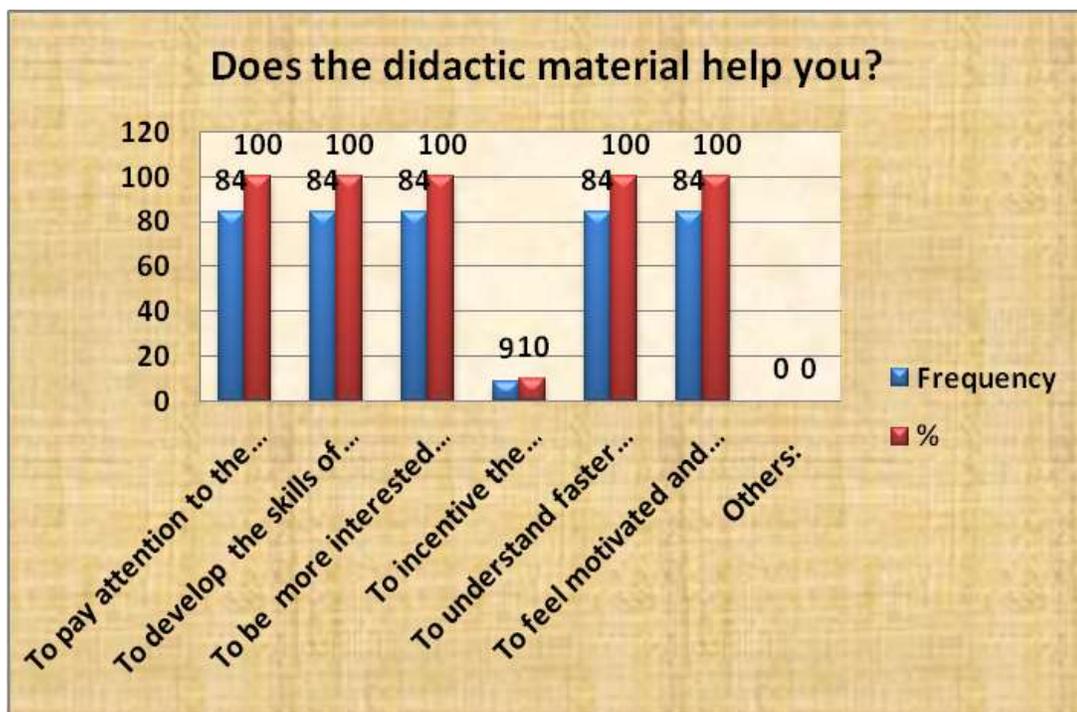
a) Statistic chart

Does the didactic material help you?	Frequency	%
To pay attention to the class	84	100
To develop the English language skills	84	100
To be more interested on the learning	84	100
To incentive the confusion in class	9	10
To understand faster the topic taught	84	100
To feel motivated and participate in class	84	100
Others:	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

In the students' survey, 100% of them affirmed that the didactic material helped them to *pay attention to the class, develop the English language skills, to be more interested on the learning; understand faster the topic taught; and feel motivated and participate in class*; and only 10% of them considered that the didactic material *incentives the confusion in class*.

The results showed that, most of students consider the didactic material important in the learning. Comparing the results with the theory, the didactic material is essential in the teaching learning of the language, because it helps teacher to make the class more dynamic and interesting, invokes the students' attention, feel motivated and pay more interest in the learning. The frequent use of didactic material also facilitates the comprehension of the topics taught and helps students to develop the skills of the language.

Also in the direct observation of the class was evident that the students paid most interest in the class when teacher presented didactic material to explain it.

4. What audiovisual, visual, audio, complementary and illustrative material does your teacher use to teach?

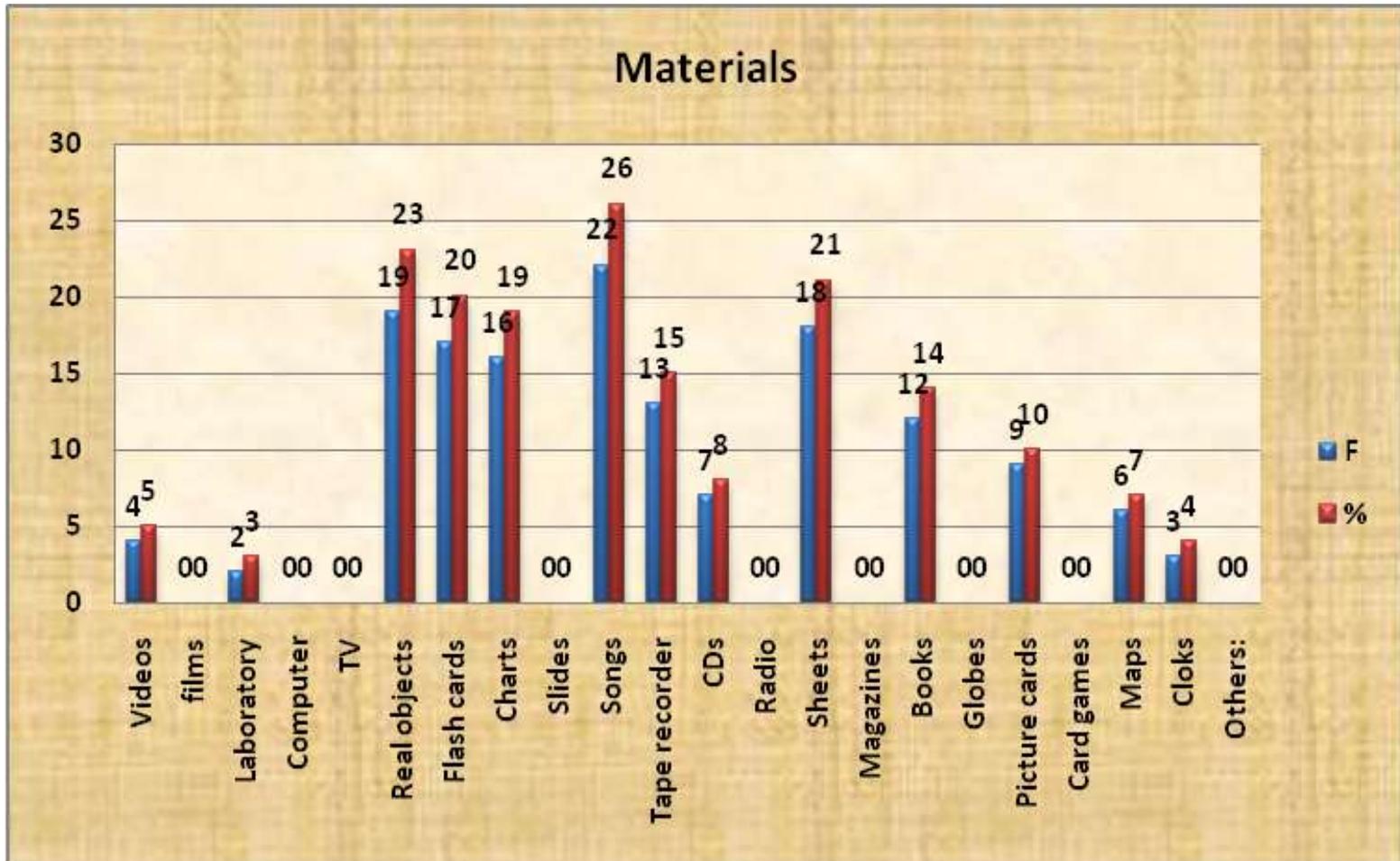
a) Statistic chart

Materials	F	%
Videos	4	5
Films	0	0
Laboratory	2	3
Computer	0	0
TV	0	0
Real objects	19	23
Flash cards	22	26
Charts	16	19
Slides	0	0
Songs	14	17
Tape recorder	13	15
CDs	7	8
Radio	0	0
Sheets	18	21
Magazines	0	0
Books	12	14
Globes	0	0
Picture cards	17	20
Card games	0	0
Maps	6	7
Clocks	3	4
Others:	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

In the applied survey, 26% of students answered that the teachers use *songs*; 23% of students affirmed that their teachers use *real objects* to teach; 21% of students affirmed that the teachers work with *sheets*; 20 % of students chose *flash cards*; 19% of students selected *charts*; 15% of them marked *tape recorder*; 14% of students chose *books*; 10% of students chose *picture cards*; 8% of them marked *CDs*; 7% of them selected *maps*; 5% of students chose *videos*; 4% of students chose *clocks*; and finally 3% of students selected *laboratory*.

The obtained results of the students' survey showed, some teachers use *songs* to teach. Evaluating the results with the theory, ***songs*** are one of the most successful resources, but they must be selected carefully, according to the student's interest, needs, level of difficulty and motivation.

On the other hand, the students answered that their teachers sometimes use visual material as: *real objects* and *flash cards*. As we know, ***real objects*** need no special preparation or material. Simple objects can be used for teaching vocabulary, improving pronunciation and spelling, to practice structures, to develop real situations, etc. ***Sheets*** are very useful in the learning of the language, since the teacher can evaluate the learning with practical tests, to give students additional information, to correct mistakes, to make practical writings, etc.

The results also showed that some teachers seldom use *sheets* to teach. **Flash cards** can be extremely helpful if correctly are used; single word can be used to order to build sentences and make transformations from affirmative to negative and interrogative sentences.

While, the materials less used by teachers are: *picture cards, maps, videos, laboratory, magazines, CDs*, and the materials never employed by teachers are; *charts, films, books, card games, clocks* and *others*.

Contrasting this information with the theoretical references, **the video** is the most popular resource since it is a good motivating force; it provides a closer approach to reality through the ear and eye and keeps the students active. **Pictures cards** serve to show students structures, physical descriptions or play to guess whom the card represents, to form a story or order them according to it. **Maps** are very useful, especially if you want to teach locations as: rivers and mountains, cities, countries, and others place. **Magazines** give you additional information; they are practical to teach vocabulary. **Laboratory** can use to practice activities of listening, speaking, reading, and writing it is excellent tool to do a connection between the four skills of the language; **charts** are useful for showing very simple pictures, usually of a single object or action. **Card games** it can be made into language if you want to concentrate on games where some kind of language interaction is taking place, you can also play card games simply for relaxation. **Films** are useful to practice the pronunciation.

Books are also very suitable, since they provide an individual access to culture in general, and develop reading skills, as well as an autonomous learning and an interest on reading.

Therefore, the obtained information of the students' answers demonstrated, the teachers do not often use these materials; which the results were verified with the observation carried out, since most of teachers worked only with the book.

5. Which of these characteristics does the didactic material have?

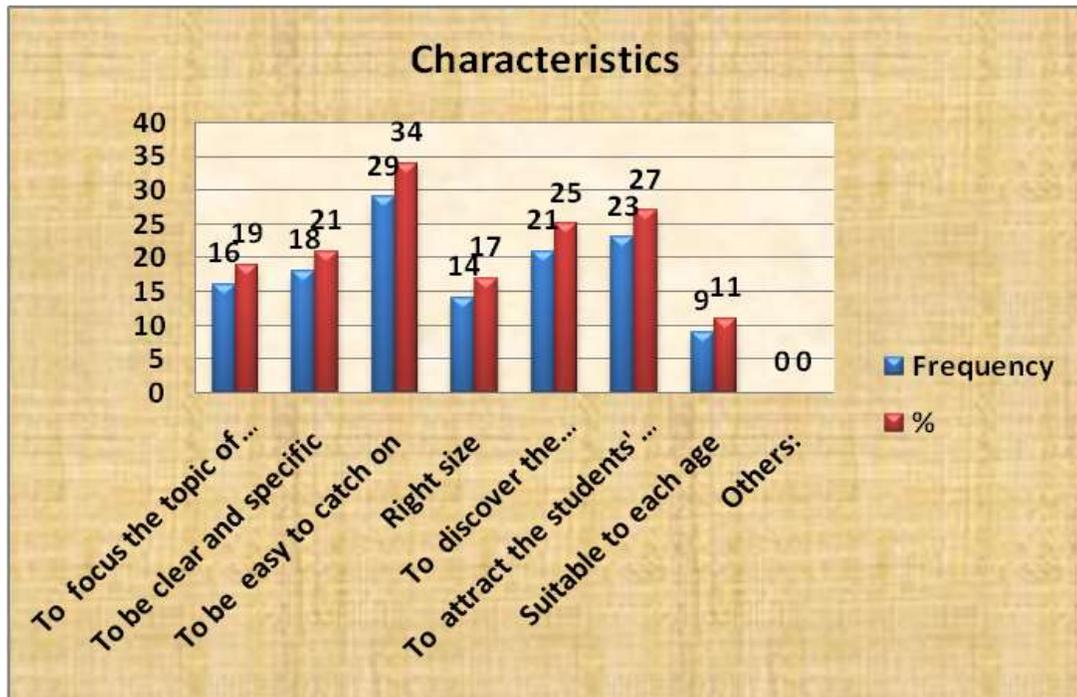
a) Statistic chart

Characteristics	Frequency	%
To focus the topic of teaching	16	19
To be clear and specific	18	21
To be easy to catch on	29	34
Right size	14	17
To discover the weakness of the learning	21	25
To attract the students' attention	23	27
Suitable to each age	9	11
Others:	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) A analysis and interpretation:

In the applied survey, 34% of students answered that a characteristic of the didactic is *to be easy to catch on*; 27% of students chose *to attract students' attention*; 25% of students chose *to discover the weakness of the learning*; 21% of them answered *to be clear and specific*; 19% of students marked *to focuses the topic of teaching*; 17% of students selected *right size*; and 11% of students chose *suitable to each age*.

The results showed a great number of students do not identify the characteristics of the didactic material, but according to the theory didactic material has specific characteristics, some of these are based on its image; others in the sound, etc. permitting to the students discover things and develop their skills. The didactic material has some characteristics as: to focus the topic of teaching, to be clear and specific, to be easy to catch on, to invoke the attention of the students, to have the right size and appropriate shape so that the students can understand, to be suitable according to the topic that teacher is going to develop, durables and varied, secure (does not have elements dangerous), appropriate to each age.

Also, some students considered as characteristic of the didactic material this point: to *discover the weakness of the students in the learning* but it is not a characteristic of it. Therefore, it demonstrated an high percentage of students do not know them.

6. In your opinion, does classroom language improve the English language learning?

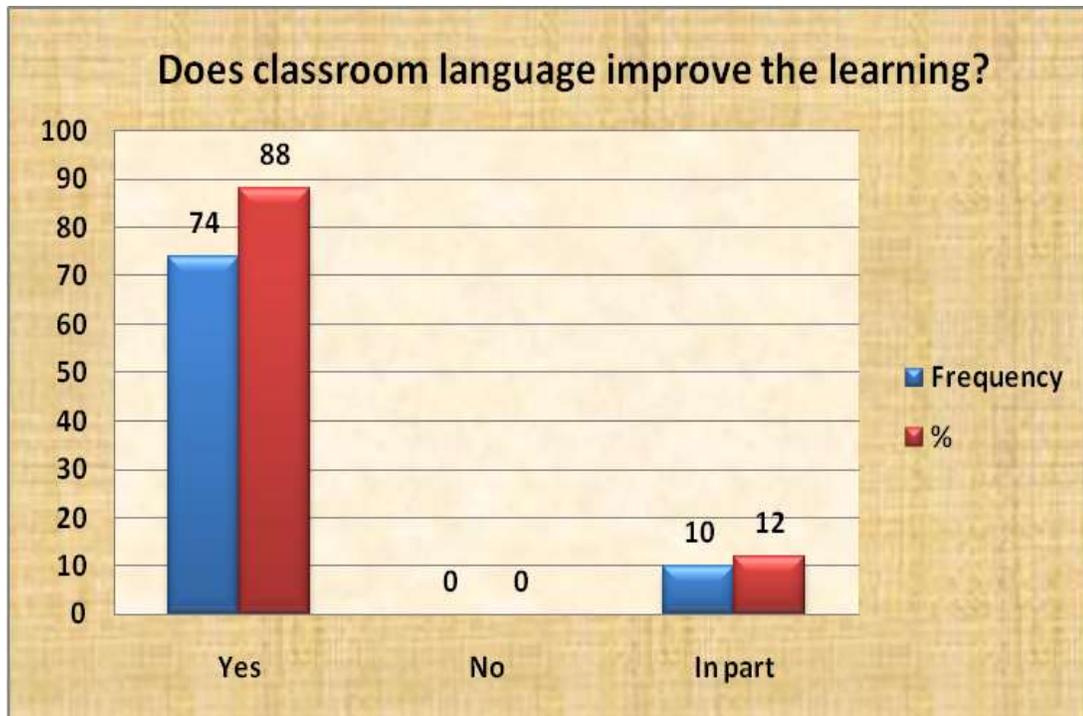
a) Statistic chart

Does classroom language improve the learning?	Frequency	%
Yes	74	88
No	0	0
In part	10	12
Total	84	100

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and interpretation

According to the students' answers 88% of them affirmed that classroom language improve the learning; while 12% of them answered that it helps to progress in part the English Language Learning.

The results demonstrated the students considered that classroom language improve the learning. To contrast this information, first it is necessary to know the definition about it. *Classroom language* is to encourage students to speak English in the classroom, through essential phrases that allow students communicate in the language

without fear. Continuing with this analysis, the appropriate use of classroom language will help to improve the learning and permit students to familiarize with it. It is the tool that teacher should give students to develop the learning on an efficient way and besides will help them to progress the dependence of teacher and of the book because when the students are learning they should not be forced to leave their mother tongue, they should be encouraged to use the second language but giving them and suitable environment where the learning will be more authentic and useful.

7. How does your teacher introduce you in the active classroom learning?

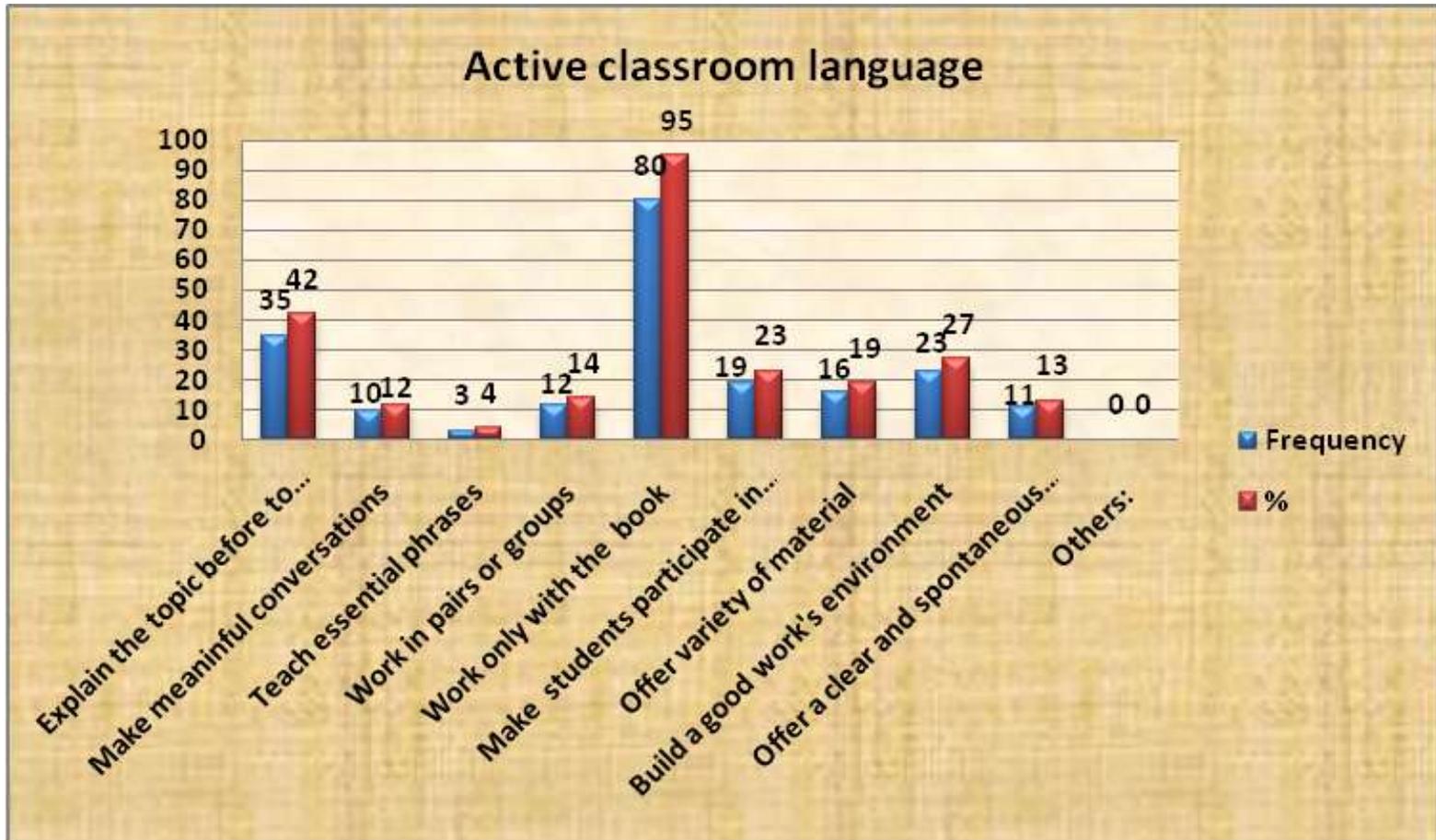
a) Statistic chart

Active classroom learning	Frequency	%
Explain the topic before to start the class	35	42
Make meaningful conversations	10	12
Teach essential phrases	3	4
Work in pairs or groups	12	14
Work only with the book	80	95
Make students participate in class	19	23
Offer a variety of material	16	19
Build a good work's environment	23	27
Offer a clear and spontaneous use of English	11	13
Others:	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

In this question, 95% of students answered that the teachers *work only with the book*; 42% of students affirmed that their teachers *explain the topic before to start the class*; 27% of students answered that their teachers *build a good work's environment*; 23% of students consider that their teachers *make students participate in class*; 19% of students answered that the teachers *offer a variety of material*; 14% of students established that teachers *work in pairs or groups*; 13% of students marked that teachers *offer a clear and spontaneous use of English*; 12% of students answered that teachers *make meaningful conversations*; and 4% of students answered that the teacher *teaches essential phrases*.

The obtained results of the students' survey confirmed, most of teachers work only the book, but the theory says: the *book* is resource that serves teacher to guide the teaching and promote the learning of the students, therefore, the teaching learning is most effective if the teacher complements the contents of the book with appropriate didactic material and correct use of classroom language. On the other hand, the book is considerate as a didactic resource, however, it has some disadvantages as: the included information is sometimes limited and should be modify every time, many books are very expensive, the content of some books is ambiguous and do not facilitate the interaction with others didactic materials, also, some books incentive student to the memorization and the learning is reduced.

Also, in the direct observation carried out was noted, most of teachers did not often introduce activities to teach the language. The main resource of teaching of some teachers was the book.

8. What activities does your teacher make or suggest you to do when are teaching the language?

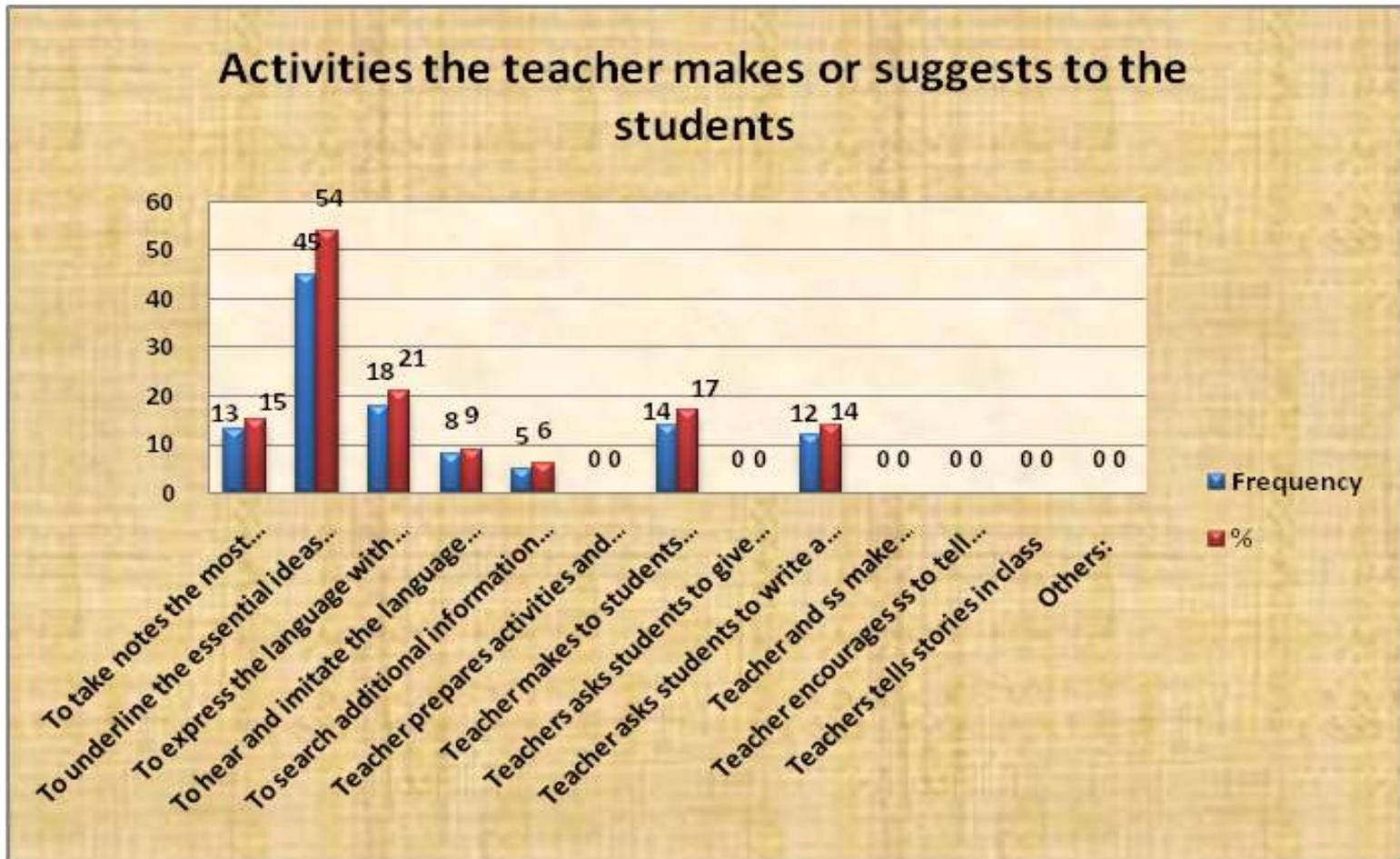
a) Statistic chart

Activities the teacher makes or suggests students	Frequency	%
To take notes the most important of the class	13	15
To underline the essential ideas of the text	45	54
To express the language with their own words	18	21
To hear and imitate the language many times	8	9
To search additional information to enrich the L.	5	6
Teacher prepares activities and give a role each student	0	0
Teacher makes to students participate in class	14	17
Teacher asks students to give many ideas	0	0
Teacher asks students to write a paragraph	12	14
Teacher and you make dramatizations in class	0	0
Teacher encourages students to tell stories in class	0	0
Teachers tells stories in class	0	0
Others:	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

According to this question, 54% of students affirmed that the teacher suggest them *to underline the essential ideas of the text (UT)*; 21% of them answered that their teachers recommend them *to express the language with their own words (ST)*; 17% of students chose that the *teacher makes students to participate in class (PT)*; 15% of students answered that their teachers advise them *to take notes the most important of the class (NT)*; 14% of students marked that the *teacher asks students to write a paragraph and correct the mistakes (ECT)*; 9% of students established that the teacher suggests them *to hear and imitate the language many times (RT)*; and 6% of students chose the option *to search additional information to enrich the learning (CMT)*.

According to the students' survey, most of teachers used underline techniques to teach. Evaluating the results with the theory, ***underline technique*** is useful because it shows students the essential ideas of the text.

Some teachers used ***summary technique***: it facilitates students the comprehension of the topic that he/she is interested to know and want to learn.

On the other hand, the teachers sometimes applied ***participation technique***: it allows the active participation of teachers and students in the teaching learning process; ***notes technique*** helps students to learn the most relevant of the class; ***error***

correction technique helps students to correct their own mistakes; *repetition technique* allows students to hear and imitate new language many times and it is useful to learn pronunciation and develop the listen skill and *conceptual map technique* helps students to enrich the concepts with additional information.

However, according to the students' survey, the techniques never used by teachers are: role playing, brainstorming, tell stories, drama and narration techniques, but the theory says : *role playing technique* facilitates learning through the simulation of an actual event; while, *brainstorming technique* consists in the generation of ideas and help students to lose the shyness to participate in class; *tell stories* facilitates students to learn some things whether they are good or even bad and help to develop the imagination of the students; also, *drama technique* helps students to lose the shyness; and finally *narration technique* allows students to enrich their vocabulary and lose the fear to speak.

The obtained results of the students' survey showed, most of teachers did not use techniques to teach frequently, also this information could be confirmed with the direct observation carried out to the English' classes.

9. Which of these methods do you think that your teacher use to teach English?

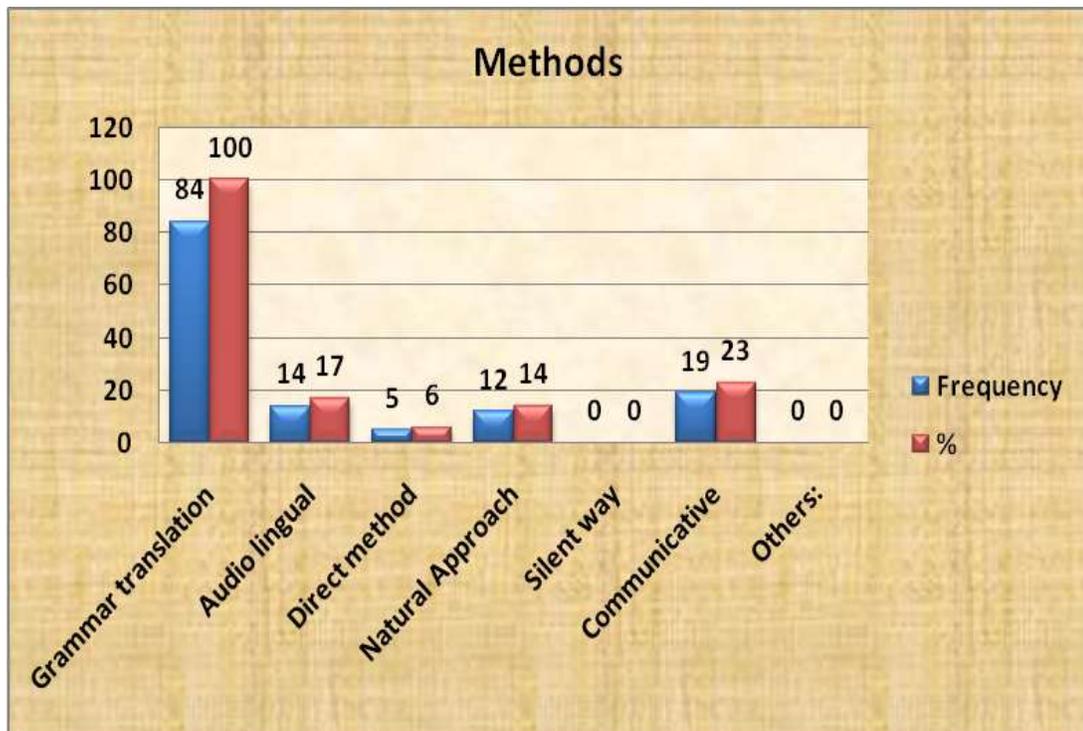
a) Statistic chart

Methods	Frequency	%
Grammar translation	84	100
Audio lingual	14	17
Direct method	5	6
Natural Approach	12	14
Silent way	0	0
Communicative	19	23
Others:	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation

Analyzing this question, 100% of students affirmed that teachers *use grammar translation method to teach*; 23% of students chose *communicative method*; 17% of students marked *audio lingual method*; 14% of students chose *natural approach*; and 6% of students chose *direct method*.

According to students' survey, the teachers used ***grammar translation*** to teach. Contrasting the result with the theory the theory this method is based in the memorization of the words and rules used to translate the native language to target language and vice versa. The grammar is taught deductively by presentation and study of grammar rules, which are then practiced through translation exercises; the students' native language is the medium of instruction.

Also, some students affirmed that their teachers apply the ***communicative approach***, evaluating these results with the theory; it is an excellent method to teach English, because it is based in the authentic communication.

As a result, mainly the teachers used grammar translation method to teach; also in the observation carried out was proved, most of teachers worked with this method, since they translated their classes.

10. To motivate you to practice the English in the classroom your teacher:

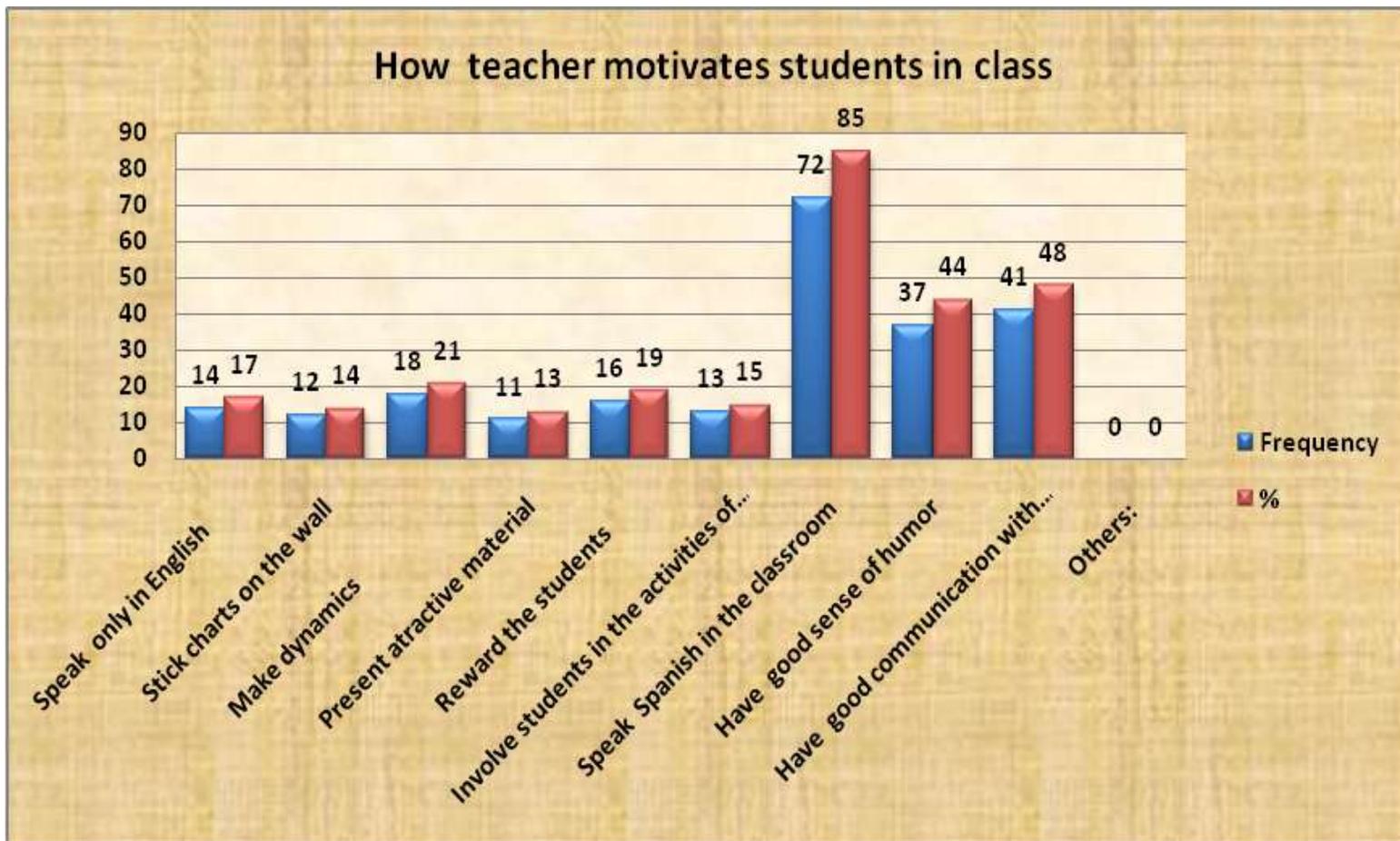
a) Statistic chart

How teacher motivates students in class	Frequency	%
Speak only in English	14	17
Stick charts on the wall	12	14
Make dynamics	18	21
Present attractive material	11	13
Reward the students	16	19
Involve students in the activities of the class	13	15
Speak Spanish in the classroom	72	85
Have good sense of humor	37	44
Have a good communication with the students	41	48
Others:	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and interpretation

In this question, 85% of students affirmed that their teachers *speak Spanish in the classroom* ; 48% of students answered that their teachers *have a good communication with them*; 44% of students established that *teachers have good sense of humor*; 21% of students answered that teachers *make dynamics*; 19% of students chose the option *reward students*; 17% of students answered that teachers *speak only in English*; 15% of them established that teachers *involve students in the activities of the class*; 14% of the students affirmed that teachers *stick charts on the wall*; and 13% of students answered that the teachers *present attractive material*.

According to the obtained results, most of students affirmed that the teachers *speak Spanish in the classroom*. But, evaluating the results with the theory, the teacher should speak the foreign language in the classroom, because the constant practice helps students to familiarize with the language, and moreover it motivates them to make effort to understand and learn it.

On the other hand, some students established that the teachers *have a good communication with them*, as we know, the communication is essential in the learning because the students can expose their ideas as they understood or consequently it helps teachers to enrich their knowledge through of the new ideas that the students have.

Also, some students determined that their teachers *have a good sense of humor*. In the learning is useful the humor because reduces tension and improves classroom environment, increases pleasure, and facilitates learning.

While, according to the students, the teachers did not make *dynamics* frequently, however, they are essentials in the learning because permit an authentic communication between teacher and students, moreover they serve to practice speaking and to enrich the vocabulary; also, to *reward students* is a good strategy to motivate students to make effort to learn the language; whereas, *involve students in the activities of the class* is constructive for the learning, since the students feel motivated and pay more interest in the learning of the language; moreover, *stick charts on the wall* with essential phrases allows students familiarize with the language; while, to *present attractive material*, helps teacher to attract the attention of students and the learning is most helpful.

Finally, this information showed, most teachers did not make these activities and in the observation carried out also was detected the same problem.

11. How do you consider your English learning level?

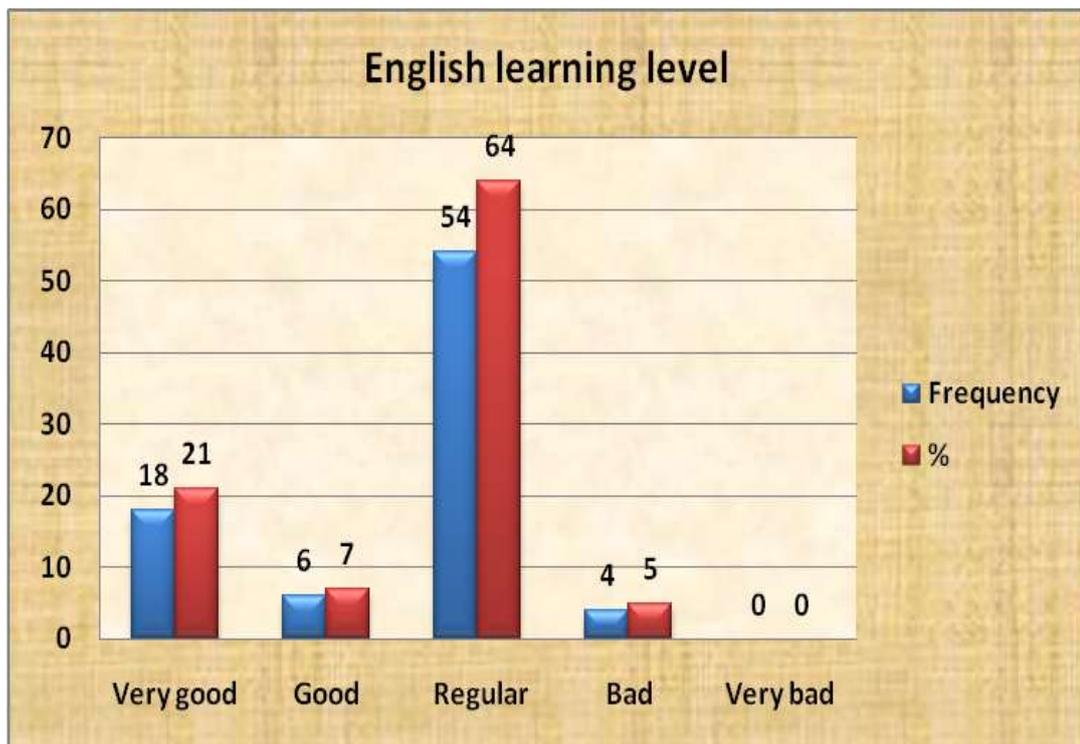
a) Statistic Chart

English learning level	Frequency	%
Very good	22	26
Good	6	7
Regular	52	62
Bad	4	5
Very bad	0	0

Source: students' survey

Responsible: The authoress

b) Graphic representation



c) Analysis and Interpretation:

According to this question, 62% of students agreed that their English learning is *regular*; 26% of students affirmed that their learning is *very good*; 7% of students answered that their learning is *good*; and 5% of students marked that their learning level is *bad*.

According to the obtained results, the English learning level of the students is not good, the same that was noted in the observation carried out to the teachers' classes, because the students had many difficulties with this subject, most of them could not develop the English language' skills.

Therefore, this information showed, the teachers are not teaching the language appropriately and their answers were not sincere.

G. DISCUSSION

To contrast and verify the hypotheses of this research work, the results of the analysis and interpretation of the collected information as teachers as students of the eighth; ninth, and tenth years of Basic Education from: 27 de Febrero High School of Loja City were used, with the purpose to prove if the proposed hypothesis are asserted or denied and of this way give the conclusions and suggest some recommendations about the little use of the didactic material, and the suitable classroom language used by English teachers of this institution.

HYPOTHESIS ONE

a) Statement

The little use of didactic material by the teachers influence on the learning of the English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.

b) Demonstration

The hypothesis one has two variables, the first one is the little use of didactic material by the teachers and the second one is the learning of the English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.

To prove this hypothesis was necessary to take into account the following questions:

The question number **ONE**, 80% of teachers answered that they use didactic material to teach, since they think that didactic material is very important in the teaching of the language, while 74% of students answered that the teachers do not use didactic material. Therefore, this information demonstrates that the teachers were not sincere with their answers. Moreover, with the direct observation was proved; most of teachers did not use didactic material to teach.

The question number **TWO**, 80% of teachers answered that the didactic material influence in the learning, because through it they can facilitate the teaching; and 89% of students agreed with them.

The question number **THREE**, 100% of teachers affirmed that the didactic material helps to *attract the students' attention, facilitate the comprehension of the topics, improve the learning of the students, motivate the learning, to develop the English language skills and transmit the teaching* and, 100% of students affirmed that the didactic material helped them to *pay attention to the class, develop the English language skills, to be more interested in the learning; understand faster the topic taught; and feel motivated and participate in class*. Also, in the direct observation of the class was noted, the students demonstrated a significant change when teachers presented didactic material to explain the class.

In conclusion, the teachers and students agreed that the didactic material is very useful in the teaching learning of the English language.

The question number **FOUR**, 100% of teachers used real *objects* and *songs*. However, 26% of students chose *songs*; but in the direct observation was examined, most of teachers did not use these materials frequently.

Finally, the question number **FIVE**, 100% of teachers considered as characteristics of the didactic material these points: to *focus the topic of the teaching, to be clear and specific, easy to catch on, and right size*. While, 34% of students thought that the didactic material should *be easy to catch on*; 27% of them answered it should attract *the students' attention and* 25% of students believed that it *discovers the weakness of the learning*. Therefore, the results showed, most of teachers knew the characteristic of the didactic material. But, a great number of students did not identify them.

c) **Decision**

Based on the obtained results through the applied surveys to teachers and students and the direct observation of the class, **the hypothesis one** is affirmed since the little use of the didactic material influence in the learning of the students.

HYPOTHESIS TWO

a) Statement

The classroom language used by teachers is not suitable to improve the English language learning of the students of 8th, 9th, 10th years of Basic Education at “ 27 de Febrero” High School, Academic year 2009-2010.

b) Demonstration

The hypothesis two has two variables, the first one is the classroom language used by teachers and the second one is the English language learning of the students of 8th, 9th, 10th years of Basic Education at “ 27 de Febrero” High School, Academic year 2009-2010.

To verify this hypothesis were taken into account the following questions:

The question number **SIX**, 100% of teachers answered that classroom language improve the English Language learning because it helps students to familiarize with the language and the learning is most effective and 88% of students agreed with them.

The question number **SEVEN**, 100% of teachers answered that they *explain the topic before to start the class, make students to participate in class and offer a clear and spontaneous use of English*; however 95% of students answered that *the teachers work only the book*. Moreover, in the direct observation carried out was

confirmed, most teachers did not make enough activities to introduce the students in active classroom learning and the resource most used by them was the book.

The question number **EIGHT**, 100% of teachers chose: *role playing, underline, and participation techniques*, while 54% of students chose this option: *to underline the essential ideas of the text*, this information is connected with *underline technique* and other percentage between highest was 21% of students chose this information: *to express the language with own words*, it has relation with *summary technique*. Also, in the observation carried out was detected, most of teachers did not use these techniques and the teaching was guided in a traditional way, since they followed the instruction only of the book.

In the question number **NINE**, 100% of teachers chose: *communicative approach*. However, 100% of students selected: *grammar translation method*. Also, in the observation carried out could be observed, the teachers translated their classes to Spanish. Therefore, the results let to mention most of teachers teach the language through grammar translation method.

The questions number **TEN**, 100% of teachers involved *students in the activities of the class*, and 80% of them *spoke only in English, presented attractive materials, and had good sense of humor*, while 85% of students affirmed that their teachers *speak Spanish in the classroom*. Also, in the observation carried out was

evident, most of teachers did not prepare activities to help students to improve the learning of the language.

Finally, the question number **ELEVEN**, 100% of teachers affirmed that their students have *a good level of learning*, but 62% of students answered that their level of learning is *regular*. On the other hand, in the observation carried out was noted most of students did not have a good level of learning of English, since most of them did not develop the English language skills.

a) Decision

Based on the obtained results through the surveys applied to teachers and students and in the direct observation of the class, **the hypothesis two** is affirmed since has been proved, the classroom language used by teachers is not suitable to improve the English language learning of the students.

H. CONCLUSIONS

After having analyzed and interpreted the collected information through surveys applied to teachers and students and the direct observation of the class; it can establish the following conclusions and recommendations.

- Most of teachers do not use enough didactic material to teach, they go through only with the book, which affect the students' learning, since the didactic material helps them to assimilate faster the explanations of the teacher.
- Teachers and students of Basic Education at "27 de Febrero" High School agree that the didactic material influences in a useful way on the English learning, since it attracts the students' attention, facilitates the comprehension of the taught topics, motivates learning, helps to develop the English language skills and makes it easier. However, most of teachers don't use didactic material when teach, which limits the students' learning.
- Most of teachers teach the language in a traditional way, since they develop the guided classes only with the book contents, which obligate students to follow its instructions, moreover the applied grammar translation method makes students dependent on the teacher and they don't make effort to learn the language.
- Most of students agree that there are not enough classroom activities which motivate them to practice the language in an effective way.

- Most of students of Basic Education of “27 de Febrero” High School do not have a good English learning level, because the teachers do not apply enough methods, techniques and strategies that help them to improve their learning.

I. RECOMMENDATIONS

- The teachers should search useful information that permits them to know how the didactic material helps in the teaching learning of the English language, since the book is an instrument that serves as a guide the teaching and it should be complemented with suitable didactic material to achieve an excellent students learning level.

- Teachers should use didactic material as much as possible in their classes, moreover, it will be more useful if they take into account some suggestions as: to plan the class before to start it, search the appropriate material and methodology for each topic, prepare activities according to students learning level, search the space and verify that the technological resources are working when they are going to use them.

- The teachers should stop this traditional method of teaching, because it is very ambiguous and does not permit to improve the students' learning; they have to look for alternative methods that allow them insert activities and materials that complement the contents of the book, so that the students can develop an authentic learning of the language.

- Teachers should try to introduce in their classes different classroom activities in advance. For example: dynamics, games, pair work, group work,

descriptions or maybe to reward the students' effort, etc which will motivate the students to participate and practice the language appropriately.

- The teachers have to apply as much as possible methods, techniques and strategies that facilitate the students to know and learn the language and consequently it will help them to improve their English learning level.

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NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART, AND COMMUNICATION

ENGLISH LANGUAGE CAREER

PROJECT

THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT "27 DE FEBRERO" HIGH SCHOOL, ACADEMIC YEAR 2009-2010.

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LOJA - ECUADOR

2010

1. THEME

THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT “27 DE FEBRERO” HIGH SCHOOL, ACADEMIC YEAR 2009-2010

2. PROBLEM STATEMENT

2.1. BACKGROUND

The present project of thesis is going to be done at “27 de Febrero” High School during the period 2009-2010.

The “27 de Febrero” High School was founded on October 22 in 1958 by Luz Zapater, Rosario Piedra, and Carmita Rengel, and they worked as teachers at the beginning.

When this institution started, it did not have its own building and in a rented house was located, after some years it was moved at Sucre and Quito Streets where worked for a long time, but the number of students increased quickly, the space was reduced and not enough for the normal development of the academic activities; the physical structure of the building was very old and resulted a risk for the students, for this reason this institution was moved at other place.

In 1999, the authorities and the community obtained a land in the sector of “La Tebaida” and the High School there was built and all the activities were developed in this place. This institution began with 37 students, 3 teachers and the first specialty, Female Handicraft and Trade was.

In 1962, the degree ceremony with the students of the High School Curriculum students in Female Handicraft was carried out, and then in 1970 began the High

School Curriculum in Modern Humanities with two specialties: Social Science and Mathematics, Physical-Chemical Biological. Then 1990, this institution carried out a project to implement the High School Curriculum specialty in On-Line Accounting and for the 2008-2009 periods they are going to get the first promotion of High School Curriculum in Business and Management, and Accountant Management.

The institutional curriculum is oriented on the pedagogic pattern of the Formative Integral System, and at the present time, it has the specialties of: Physical-Mathematics, Chemical-Biological, Social Science, Accounting and Secretariat and all the specialties additional receive: Physical Culture, Laboratory of Natural Sciences, Music and English.

At the moment, this institution has as Principal the Dr. Genaro Sarango Jima, the High school has 900 students and 90 teachers with a high level of academic preparation, it motivates and demands the widening of the physic space, and for this reason they are building a new block of classrooms to offer a better atmosphere to the students whom are educating on it.

The vision of this institution is constituted in academic-formative space that facilitates to the students a practical knowledge of the values, a positive and progressive attitude about the comprehension, an approach to the investigation, a growing capacity of human-civic relationship and a permanent preparation to respond to the social labor that the life demands.

The mission of the “27 de Febrero” High School is to create a formative integral compromise, based on the respect and the solidarity towards the people around and any occupational environment that they will have in the future¹⁵.

¹⁵ Document of the 27 de Febrero High School and
Consulted on <http://www.colegio27defebrero>, Wednesday, October,22 2008

2.2. CURRENT SITUATION OF THE RESEARCHED OBJECT

The teaching of the English Language in “27 de Febrero” High School since it was founded until now has had a significant progress, but this institution also has been affected for the educative politics carried out by the governments, the same have not permitted the progress of the English teaching in this institution and consequently these have influenced in the low level of knowledge of the language that most of the students have.

In this institution the teachers carry out the English teaching based on “**Our World through English**” book of the Ministry of Education, but this book contains topics that guide the teaching in a traditional way, and the students do not have a space to develop their abilities.

Therefore, the teachers should reinforce the topics of the book with the didactic material appropriate and the correct use of the classroom language, because these help to improve the learning of the language.

Others elements as, the lack of the laboratory and Audio-Visual aids, excess number of students in the classrooms and the lack of the didactic material limit the development of the English language teaching.

The teachers of this High School considers, that the teaching of the English Language has a great importance at the present time, since the English is a

language of global communication, it has allowed to the students to be integrated in the technological advances, and to be more competitive.

However, some teachers do not practice what they say, because in a direct observation carried out to their classes, the most of teachers did not present didactic material to reinforce the topics, they worked only the book, and the classroom language used by teachers was not suitable, because the most of them developed their classes in Spanish.

As it is known, the didactic material is an instrument that helps us to reinforce and to assure the new knowledge and through this the class can be dynamic and more comprehensible for the students.

Moreover, the didactic material is very important in the English Language teaching through it, the students can learn and understand with facility the language. As we know, this language requires a continuous and specific process to develop with efficacy the four abilities that the language has.

There is a great variety of didactic material that teacher can use such as: audiovisual: videos, computer, films, TV, laboratory, games, etc, but this material can be only Visual and audio. *Visual material*: For example: real objects, people, overhead projector, slides, flash cards, charts, puzzle, etc. *Audio* as: songs, CDS, radio, tape recorder, cassettes, etc. *Illustrative* as: picture cards, maps, card games, etc. *Permanent* as: the blackboard, markers, eraser, etc. and *Complementary* as:

books, sheets, copyright, magazines, a globe, representations about body, graphic schemes, etc. all these materials are very useful in the English teaching.

On the other hand, the correct selection of the didactic material is responsibility of the teacher, if he/she wants to get a positive achievement in the learning, and it has to be according to the topic, at the level of knowledge of the students and the teacher should have a clear objective about wants to teach.

Another thing, is evident that the English teachers at “27 de Febrero” High School do not have a good management about classroom language.

As we know, classroom language is to encourage students to speak English in the classroom, through essential phrases that allow them communicate in the language without fear. The correct use of the classroom language helps students to progress from dependence of the book; the teacher should “give them the necessary tools, and it is classroom language”¹⁶.

The classroom language is part of the learning; therefore, is very important that the teachers concentrate their teaching in the correct use of it. Also, is profitable that the teacher speak the language in the classroom as much as possible he/she can, it should be simple and natural, and to be according at the level of knowledge of the students.

¹⁶ “Planning, execution and evaluation of the teaching learning process in the elementary level institutions”, module IV, period 2006-2007, p.34

However, in the researched institution is obvious that the teachers do not apply a suitable classroom language, because the students do not have a good level of knowledge of the English, they have difficulties to understand the explanations of the teacher, the students cannot speak the English language, and neither can they use the grammar correctly. On the other hand, is evident, some students do not interested in the language, maybe they need to be motivated to learn the language and is very important that the teachers pay more interest and enthusiasm in the teaching.

In spite of these negative aspects that High School has, according to the Dr, Genaro Sarango Principal of this institution. He always has been worried to improve the teaching of the English language.

Making emphasis in these negative elements and the importance that didactic material and the classroom language have in the English learning, it has been believed convenient to carry out the research work with the following problem:

2.3. RESEARCH PROBLEM

HOW DO THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE INFLUENCE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT “27 DE FEBRERO” HIGH SCHOOL? ACADEMIC YEAR 2009-2010.

2.4. DELIMITATION OF THE RESEARCH

a) Temporal

The present research work will be develop during the period 2009-2010

b) Spatial

The physic space of the research work will be at “27 de Febrero” High School with the students of 8th, 9th and 10th years of Basic Education.

c) Observation Unit

According to the nature and characteristics of the research work is necessary to involve in the process the people that will contribute with this work:

- English teachers of this institution
- Students of Eighth, Ninth, and Tenth years of Basic Education

d) Sub problems

How does the didactic material used by teachers contributes in the learning of English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School?. Academic year 2009-2010

What classroom language do the teachers use to improve the English learning with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School? Academic year 2009-2010

3. JUSTIFICATION

The proposed research work it is justified itself, as it is known, there are difficulties in the learning of English with the students of Basic Education of the researched institution, the insufficient use of didactic material and the unsuitable classroom language used by the teachers which have not allowed that the students have a good English learning level.

The didactic material and classroom language are very useful inside the teaching-learning process. Therefore, the development of this work will allow students and teachers realize how the use of didactic material encourages the learning. Also it will help to improve the English Language Learning with the students and to find out new ways to teach and learn the language.

Moreover, this research work is considerate pertinent, because there is enough material about the investigated problem and the necessary resources to carry out it, in the same way it can serve to solve part of the problem in the use of the didactic material and the classroom language with the students of the Basic Education at “27 de Febrero” High School.

To sum up, this kind of work is a requirement that the National University of Loja demands to the students who are going to get the Licentiate’s degree in the English language Career. And it will also be carried out in the established period according to the timetable of the project.

Finally, it is justified, because this work will allow including some conclusions and recommendations based on the obtained results and the established theory which will be feasible to improve the problematic found in the researched institution.

4. OBJECTIVES

4.1. GENERAL OBJECTIVE

- To research the influence of the didactic material and the classroom language in the learning of English with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.

4.2. SPECIFIC OBJECTIVES

- To establish if the didactic material used by the teachers contributes in the learning of English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.
- To determine if the classroom language used by teachers help to improve the English language learning of the students of 8th, 9th and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010

5. THEORETICAL FRAME

CHAPTER I

5.1. DIDACTIC MATERIAL.

5.1.1. DEFINITION OF DIDACTIC MATERIAL

According to **Alexander Pope's** *an Essay on Criticism*. The term "*didactic*" "refers to the texts by extension, measure, such as film or television that are imposed with instructive realistic. The opposite of "didactic" is "**non-didactic**."

- **Didactic material** is an essential instrument, always useful and complementary, which can be used by the teacher *to transmit the teaching* and moreover it helps students to assimilate the learning.
- **Didactic material** refers to aids or resources that facilitate the teaching learning in the educative context, stimulating the function of the sounds to accede in an easy way to the acquisition of the concepts, abilities, and attitudes. The didactic materials are instruments that help us to achieve any goal; it is an auxiliary material with which the students develop the learning' process.

- **Didactic material** is a real resource that the teachers has and serve to facilitate the comprehension of the topics during the teaching learning process. Also it permits to present the topics and concepts of a subject with clear objectives and accessible forms.

5.1.2. MAIN FUNCTIONS OF THE DIDACTIC MATERIAL

- To give the student a variety of resources in the learning
- To stimulate the interest and motivation of the student
- To approach the participants to the reality
- To facilitate the communication between teacher and students
- To serve as complement of the didactic techniques
- Development of skills
- To save the time ¹⁷
- To help the student to improve the skills of the language.
- To stimulate the senses and the imagination.
- To help the students feel safety on the knowledge of the language
- To serve as guide in the learning.
- To incentive the interest of the student to know the thematic of the study.
- To serve as instrument mediator of learning

¹⁷ Leontief AN. Artículo de introducción sobre la labor creadora de LS Vygotsky. Vygotsky LS. Obras escogidas. Madrid: Visor; 1991.

- To serve as agent motivator in the accomplishment of tasks.
- To evaluate the knowledge and skills of the student

5.1.3. HOW THE DIDACTIC MATERIAL SHOULD BE CHOSEN?

The didactic materials help to the teacher to explain the class and improve his/her work, for this reason it should be chosen very carefully by the teacher. *It will be chosen according to the topic of teaching, at the level of knowledge of the students and the objective of teaching.*

A teacher should take into account that, to teach is not only “*to give the class*” the teacher should take a time to choose correctly the resources or didactic materials, since; these will be the tools that enrich the teaching learning-process of the students.

5.1.4. CHARACTERISTICS OF THE DIDACTIC MATERIAL

Each didactic material has characteristics well specifics. Some of these are based in its image; others in the sound, etc. permitting to the students discover things and develop their motive activity.

There are some characteristics that the teacher should take into account in the moment to choose the didactic materials to use. The selection will depend of the objectives that teacher wants to reach.

Here, some characteristics that the didactic material should have:

- Durables and varied
- Secure (doesn't have elements dangerous)
- Suitable to each age
- To focus the topic of teaching
- To be clear, specific and easy to catch on
- To invoke the attention of the students
- To be suitable according to the topic of teaching.
- To have an appropriate size and shape¹⁸

Also, the didactic material may result most effective in the achievement of the learning if the teacher considers besides of its objective quality, the specific characteristics as (contents, activities, teaching....) that should be on concordance with determined methodological aspects in the educative context.

Between these aspects are:

The educative objectives that the teacher pretends to achieve. The teacher should consider how the didactic material can help him/her to get it.

¹⁸ MOREIRA, Matilde. Teaching Planning. U.T.P.L. 1995. Unit 2. pp.18-28

The contents that will be presented using the material, these should be on concordance with the contents of the topic that teacher is working with the students.

The characteristics of the students that will use these materials: abilities, cognitive styles, interest, previous knowledge, and experience required in the use of these materials.

The characteristics of the context (physical space...). It will allow the teacher uses the didactic material to develop the teaching. A small space is not advised to use the material, although it can be excellent. For example, teacher wants to present an interactive program, but there are not enough computers, the classroom is deficient or there are a big number of students, in this condition, this material will not help teacher to reach his/her objective.

The didactic strategies that teacher can design considering the use of the material. These strategies involve: the order of the contents, all activities that can be proposed to the students, the associate methodology to each one, the educative resources that can be employed, etc¹⁹.

¹⁹Dr. MARQUÉS, G. Pere, "Departamento de Pedagogía Aplicada, Facultad de Educación, UAB. 2001 (última revisión: 17/08/05)
[Http://peremarques.pangea.org/orienta](http://peremarques.pangea.org/orienta)
Dinosaurio.com

5.1.5. THREE IMPORTANT SUPPORTS TO USE THE DIDACTIC MATERIALS

The use of didactic materials with students always has been risked, for this reason is necessary that the teacher take into account three aspects:

The technological support: the teacher should be secure that the materials are in good condition to use. For example: radio, laboratory, computer, CDs, video, tape recorder, etc.

Didactic support: the didactic material should be prepared according to the topic, at the students' learning level, and at the curriculum.

Support space: the space should be appropriate according to the number of students, the time, methodology to use²⁰, etc.

5.1.6. KINDS OF DIDACTIC MATERIAL

5.1.6.1. AUDIOVISUAL MATERIAL

These materials allow observing the image and to listen the sounds so that it helps to attract the attention of the students and serve of support for the teacher, these materials is full of images and sounds that facilitate students the comprehension of the topics during the teaching learning process.

²⁰ BLAZQUEZ, F., CABERO, J., LOSCERTALES, F. (1994). "Un estudio sobre la integración de los medios y recursos tecnológicos en la Escuela". En Memoria de José Manuel Lopez Arenas."

For example: video, data-shows, programs on TV, film, games, computer, laboratory, etc.

Video: One of the most popular materials is *the video*, since it is a good motivating force; also it provides a closer approach to reality through the ear and eye and keeps the students active. A presentation of the projection through a previous activity will connect the visualization with a previous experience, and some exercises can be proposed to keep an active and comprehensive observation, like multiple choice question.

Games: they are also an important context to practice the L2, since it presents real communicative situations, not mere simulations, and have certain advantages: they encourage team work and the practice of all skills, the use of language in a creative way; they develop the communicative competence and stimulate the learning of a L2.

Computers: they are becoming increasingly popular for the learning of the language for its exclusive advantages: they allow a kind of interaction –with a program- and the process of learning is individualized, according to the abilities of the student. As it implies an active working, it improves the assimilation of contents and create an autonomous learning –the students learn to learn by themselves; also, the combination of the visual, sound and movement provides a very attractive presentation. Working with a computer may be similar to the textbook, but we can present the activity with a particular task, and test at the beginning and end, to check previous knowledge and learning.

The audiovisual material can be only visual or audio material:

5.1.6.1.1. VISUAL MATERIAL

Visual material is a special didactic system which is purposed to treating and giving the knowledge, with emphasis this material is used to develop the learner's the visual mentality. For example: real objects, people, overhead projector, slides, flash cards, charts, etc. to use visual material you should pay attention on some rules:

- Showing visual material to focus the attention on meaning, and helps to make the language used in the class real and alive.
- Having something to look at keeps the students' attention, and makes the class more interesting.
- Visual materials can be used and any stage of the lesson- to help in presenting new language or introduction a topic, as part of language practice and when reviewing language that has been presented earlier. Good visual materials are not just use once, but again, and can be shared by different teachers.

Here, some visual materials as: real objects, people, overhead projector, slides, flash cards, charts, etc.

Real objects (sometimes named “**realia**”): real objects are in many ways the easiest kind of visual material to use in class, as they need no special preparation or material. Simple objects can be used not only for teaching vocabulary but also as prompts to practice structures and to develop situations.

The simplest didactic materials for teach English are *real objects*, which can be used in several ways; we can write names and use them as a source for vocabulary – improving pronunciation and spelling-, integrate them in certain structures, as locative prepositions, comparatives, etc. We can also practice the definitions through them and operate with them: the “total physical response”, which is a fundamental aid for the effortless internalization of vocabulary.

Teacher can use things in the classroom and brings things into class food, clothes, containers, household objects, etc.

People: are also basic resources; physical descriptions can be practiced and bringing new people to the class, like native speakers can increase the interest of the pupils. Telling own experiences are also a source of approaching to the other culture²¹.

The overhead projector: have the same advantages of the blackboard, and some more, like the presentation of drawings or charts already prepared without losing time to do it in class. It is also useful that parts of books or notes can be reproduced, and a paper used to keep the focus

Slides: although not so popular are also good devices for their easy change and store. They are especially useful to show images of the other culture, the cities, countries, etc.

²¹ GARCIA, M Oscar, “Metodología de la enseñanza del Inglés
De: CAP, Materiales educativos: Inglés. Fco Lorenzo el alii. Sevilla Universidad de S.:1996

Flash cards: when the teacher uses flash cards, the students see the meaning to express, but they have to find the words themselves; they focus their attention on meaning and prevent the activity from being completely mechanical.

Flash cards can be extremely helpful if correctly are used; word cards contain a single word can be ordered to build sentences and make transformations from affirmative to negative and interrogative.

The flash cards can be helped up by the teacher. They can be used for presenting and practicing new words and structures, and for revision. The teacher can draw a picture on the flash cards, or stick on a pictures from a magazine; flashcards can also be used to show words or numbers.

For making good flashcards, we have to keep in mind these points:

- Pictures can be drawn, using a thick pen so that they are clear, or they can be cut from a magazine; pictures from magazines are often more interesting to look at, it is difficult to find pictures which are the right size and which are simple enough.
- If is possible, flashcards should be made of place of write card board, then they can be kept and used again.

Charts: are useful for showing very simple pictures, usually of a single object or action. But often teachers want to display more complex visual information, e. g. a series of pictures telling a story, a table of different verb forms, a diagram showing how a machine works or some places. The most convenient way of

showing such information is on a chart (sometimes named a wall chart' or a wall picture) a large sheet of paper or card which the teacher can either hold up for the class to see or display on the wall or the blackboard.

Advantages of showing these pictures or a chart

- The teacher does not have to spend time in the lesson drawing on the blackboard.
- As the chart is prepared in advance, it is possible to draw the pictures more carefully, and also to make them more attractive (e.g. by using color).
- The chart can be kept and use again with the same class (e.g. for review, or to practice a different tense) or use with other classes and by others teachers²².

5.1.6.1.2. AUDIO MATERIAL

The audio material is necessary to practice listening activities. There is a great variety of this material as: songs, CDs, radio, tape recorder, cassettes, etc. they are important tools to learn the correct pronunciation of the English language.

The main difference between these resources and many others is that they do not ask for a special training or a teacher's preparation to use.

Advantages

- The sound can be listened anywhere of the classroom
- It can be used to practice activities of listening.

²²MOREIRA, Matilde. Teaching Planning. U.T.P.L. 1995. Unit 2. pp.18-28

- It is easy to use

Disadvantages

- The student can have any physical problem to listen; he/she does not understand the topic
- If there is not electricity the teacher will not develop the task
- If the sound is not clear, the students cannot listen to.

Songs: Is one of the most successful materials, but must be selected carefully, according to the student's interest, needing, level of difficulty and motivation.

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students.

Tape: can represent communicative situations, like asking for addresses, where some cultural differences can also be perceived and explained. Other controlled linguistic practices can be the repetition of exercises, trying to predict what it is going to happen in the projection, dramatizing the dialogues, or ways of using the indirect speech, making a summary of the design or practicing vocabulary or certain linguistic elements.

5.1.6.2. ILLUSTRATIVE MATERIAL

The illustrative material is very useful in the learning; it helps to clarify topics that are not understood by students, since it is elaborated with exciting decorations,

images or words to attract the learner' attention, besides it is excellent to teach vocabulary, and grammar.

There is a great variety of this material, for example: picture cards, calendars, clocks, magazines, photos, posters, maps, charts, books, etc.

Picture cards: these can be drawings or cut-outs from magazines, or perhaps photos. It is easiest to kind these according and to size- really big ones for class work, and smaller ones for individually/pair/group work. Once you have sorted them for size, put them into topics or subjects areas, like “people”, “places”, “food”, etc.

Calendar: your calendar should show the date, the days, the weather and birthdays/specially days.

Clock: very simple clocks with movable hands are invaluable in the language classroom; it serves to tell the time.

Maps: you should have a map of the world or a globe in the classroom. A map of your local area is also useful, especially if it shows rivers and mountains etc.

Wall charts: there are a number of wall charts on the market with are made for the language classroom. Be on the lookout for charts for other subjects too, especially if you are going to do theme work or take part in projects working across the curriculum.

5.1.6.3. PERMANENT MATERIAL

Permanent material is the most common and frequent that the teacher in the classroom, for this reason is considerate as permanent material. For example: markers, blackboard, eraser, chalks, etc,

The blackboard: the blackboard is one of most useful of all permanent material; it is always available and can be used for various purposes without special preparation. Also it is used for presenting new words, showing spelling, giving a model for handwriting, writing prompts for practice, etc.

We should also use the **eraser** instead of writing in small gaps –for the sake of clarity. Another suggestion is to use **color chalk** to stress any element we want to focus on, like prepositions within a sentence, for instance. Writing the answers of the activities is helpful, since encourages the use of our visual memory –and then it can also be read more times, and finally the pupils can be asked to use it, introducing some differences.

Vocabulary	Tenses	Continuous
Basket	sell sold	he is talking
Beans	do/does did	they are talking
knife		

5.1.6.4. COMPLEMENTARY MATERIAL

The complementary material is all material that the teacher uses as additional to other material and it serves to reinforce the topics.

For example it can be: a globe, representations about body, graphic schemes, books, workbooks, illustrations, dramatizations, newspaper, magazines, toys, building blocks, etc. the contents' combination of the book with the complementary material permits teacher explains better the class, also the students can understand and get a good knowledge of the language.

Toys: cars, animals, furniture, etc. there are endless uses for toys in the language classroom. They also help to connect the students' world outside the classroom to what is happening inside the classroom.

Building blocks: Lego is wonderful, but expensive. Others types of building blocks-wooden or plastic- are just as versatile, and can become anything from cakes to houses.

Dramatizations: they involve the students directly, raise their self-stem and make them have a positive attitude to learning the L2. They are especially useful for developing oral communication and practicing the four skills.

Books: they are also very suitable, since they provide an individual access to culture in general, and develop reading skills, as well as an autonomous learning and an interest on reading. The reading must be comprehensive, not oral, and

selected according to the possible motivations of the students and the topic we want to deal with.

The book is a traditional resource used in the educative system. It is considerate as auxiliary of the teaching and promoter of the learning, its more significant characteristic is that it presents an order of leaning and a model of teaching. It can contain only writing or sometimes can contain a mixed of visual elements and writing.

The book has advantages and disadvantages:

Advantages:

- The reading helps to enrich the vocabulary
- It can include different opinions about the same topic.
- It communicates complex messages
- It is easy to use and bring out.

Disadvantages:

- The information should be modify every time
- Several books are very expensive
- The information can be limited
- They incentive student to the memorization and the learning is reduced.
- The content of some books is ambiguous and does not facilitate the interaction with didactic resources

Magazines can be used as didactic material because contain a variety of articles about an established topic; enclose designs with stimulating colors; the articles can be of: astronomy, science, sports, history, religion, movie, places, fame, etc, also they contain beautiful or dramatic illustrations and promote the reading, etc.

5.1.7. IMPORTANCE OF THE DIDACTIC MATERIAL IN THE ENGLISH TEACHING LEARNING

The didactic material is important in the English teaching learning, because *encourages* student's interest to know the topics of study; *stimulate* the curiosity to learn new things in class; and *motivate* to the student in the accomplishment of his/her tasks.

The didactic material has had an important increase in the Education. The forced memorizations and the physical threats stopped and left to be viable methods many years ago, opening the way to the stimulation of the senses and the imagination.

The didactic material can **impact** in the education of values since the students are very young. A good idea is that the teacher incorporates artistic pieces and material selected according to the topic that is going to teach, because it helps the students to visualize and focus their attention in the learning

According to: **Educating Emma Uribe**, the didactic material is important because of "the student learns of the real to the intangible, and if the student

difficult in the learning, he/she will learn better touching and observing the things”

5.1.8. HOW THE DIDACTIC MATERIAL INFLUENCE IN THE LEARNING

According to the study made by Marques, P. (2005) the didactic material is a essential instrument in the teaching learning , because through it the teachers can transmit the teaching of those topics that result difficult to understand for some students. Also, the didactic material influences on the learning, since permits an active communication between teacher and students so that them acquire a reciprocal confidence and therefore the leaning is most effective and certain. However, the researcher considers that didactic material influence on the learning, it besides of its objective quality, the teacher should consider its specific characteristics (contents activities, teaching) which should are on concordance with determined aspects on the educative context²³.

Also, the study of BADIA, A. and BARBERA, E. (2005) consider that the didactic material influence in learning because stimulate the sounds to accede on an easy way the acquisition of the concepts, attitudes, or skills²⁴.

²³ MARQUES GRAELLS, Pere. Universidad Autónoma de Barcelona. Departamento de Pedagogía Aplicada. Facultad de Educación, Selección de materiales didácticos y diseño de intervenciones educativas (2005)

²⁴ BADIA, A. BARBERA, y colaboradores. Revista de Educación a distancia, número monográfico III. La ilustración de aprendizaje auto dirigido (2005) Barcelona

5.1.9. EFFICIENCY OF THE DIDACTIC MATERIAL IN THE LEARNING

The efficiency of the didactic material in the learning of the students in the classroom will depend of teachers who play a important role on any educative model of the society.

Based on the concept of didactic, we can say, it is a pedagogical discipline with practical character, whose specific objective is the technique of teaching, which consists on to incentive and guide students on the learning efficiently. Also the didactic is a systematic joined of principles, rules, resources and specific procedures that teacher should know and have to apply to guide with safety the students; taking into account the educative contexts²⁵.

The didactic material will be effective if includes efficiently: the student, teacher, objectives, subject and method of teaching. On this space the teachers have a high mission; they are agents and guiders of learning, since through their knowledge and experiences, they pay on practice the news situations of learning, which have to be significant and to promote the interaction between groups, the development of social skills, abstract learning, design of problem and its resolutions based on the invention.

²⁵ Brown, W, Lewis, B y Harclergard, F “Instrucción audiovisual. Tecnología. Medios y métodos”. Editorial Trillas México.

5.1.10. DISTINCTION BETWEEN EDUCATIVE MATERIAL AND DIDACTIC MATERIAL

Educative material

This material is employed by teacher and it has as objective to establish the pedagogic premeditation, and a clear propose that the teacher wants to teach. The educative materials are texts that serve to increase the resources of information, the activities or the forms to present the topics that the teacher will work with the students. This material should have depth and clearness in its content and design, and it should help to motivate to the students. Also it serves the teacher as complement to enrich and facilitate the teaching.

These can be: a poem, illustration books, films, video, video game, etc.

Didactic material

This material is put directly on the hands of the students, and its effectiveness how is selected, it can help to improve the learning of the students. The didactic material is elaborates specifically to work with the students in the teaching-learning process²⁶.

²⁶ Alfonso Ortega Gutiérrez en <http://www.congresoaled2005.puc.cl/pdf/y>. “¿A que llamamos discurso en una perspectiva multimodal? Los desafíos de una nueva semiótica.”, de Rodney Williamson, en <http://www.puc.cl/letras/congresoaled2005/pdf/williamson.pdf>

CHAPTER II

5.2. CLASSROOM LANGUAGE

5.2.1. DEFINITIONS

- **Classroom language** is the habit of the language that is used on a regular support in classroom like giving instructions of praise, for example “Take out your books” or “Please sit down”. This is language that teachers should to use in class and to make that students hear. The students when are learning the language should not be forced to leave their mother tongue, they should be encouraged to use the second language but giving them an adequate environment where the learning is more authentic.
- **Classroom language** is to encourage students to speak English in the classroom, make sure they know simple essential phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it is difficult to break the habit. To help everyone learn and remember this, make a list of these phrases on the board (or put them on a poster for the classroom) and add additional similar phrases as the need of them.

- **Classroom Language** is the way how teacher helps students to get the knowledge of the language, through appropriate methods, techniques and strategies of learning.
- **Classroom language** is help students to progress the dependence of the book and teacher, through essential phrases that allow them communicate in the language without fear.

5.2.2. WHY CAN TEACHING CLASSROOM LANGUAGE CAUSE A CHALLENGE?

Teachers often experience difficulties when trying to integrate classroom language into a lesson. *The difficulty often lies in that many second language teachers have learned the language themselves after childhood, so are not exposed to authentic classroom language.* Those teachers must make a particular effort to seek out what the correct language is in order to create the most authentic experience for the students. Students often encounter difficulties when the form in the target language does not make sense in their mother tongue; students must learn to accept that different languages work in different ways²⁷.

5.2.3. HOW CAN CLASSROOM LANGUAGE BE TAUGHT?

When teaching classroom language, there are several strategies which a teacher can employ to facilitate the learning:

²⁷ <http://www.eltnews.com/features/kinds-world/2001/06/encourage-classroom-language.html>

Teach the students the classroom language require a process. *Start with short commands*, maybe just one word such as “Sit”. *Then the teacher can progress to a longer command*, such as “Sit down please” and eventually students can learn alternate phrases that mean the same think, for example “Take a seat”.

Make sure the students know what this language is for. *Do not leave them out of the learning process*; they should know that while more they use the language, more they will develop habits that help them to use the language in the most natural way possible. Once you introduce the concepts, use them! Employ them as much as possible so the students become accustomed to them and eventually are able to use them as well.

Here is a list of some of the most common phrases used for asking questions in the classroom. Learn the phrases and use them often.

Asking for something	Asking for something
Can I have a pen, please? Do you have a pen for me? May I have a pen, please?	What's "(the word)" in English? What does "(the word)" mean? How do you say "(the word in your language)" in English? How do you spell "(the word)"? How do you pronounce "(the word)"? Where's the stress in "(the Word)"?
Asking to repeat	
Could / Can you repeat that, please? Could / can you say that again, please? Pardon me?	Ask to help
	I don't understand. Can you help me, please? Is this right / wrong
Apologizing	
Excuse me, please. I'm sorry. Sorry about that. Sorry I'm late.	Saying Hello and Goodbye
	Good morning / afternoon / evening! Hello / Hi How are you? Goodbye Have a good weekend /day / evening / time!

5.2.4. INTRODUCTION IN THE ACTIVE CLASSROOM LEARNING.

Valuing the diverse resources that the learning of the English language bring to students in the classroom and being sensitive to their unique needs can serve *to build an instructional environment that can benefit all students*. Current education research and reform focus on increasing students' participation in instruction and on basing instruction on the real – life needs of students. *An active learning includes elements that address the special language related needs and cultural differences of students who are learning English*. There are four keys of instructional elements to active learning.

- **The classroom should be useful and accepting of all students**

All students are able to focus on and enjoy learning more when the school and classroom make them feel safe- comfortable with themselves and with their environment. *Teachers can increase comfort levels through structured classroom rules and activity patterns, explicit expectations, and genuine care and concern for each student*.

- **Introduce activities to give opportunities for language use.**

Opportunities as: make sustained dialogues are critical to challenging students' abilities to communicative ideas, formulate questions, and use language for higher order thinking. Each student, at his or her own level of proficiency, should have opportunities to communicative meaningful in this way.

- **Introduce tasks to involve students as active participants**

Students contribute and learn more effectively when they are able to play a role in structuring their own learning, when tasks are oriented toward discovery of concepts and answers to questions, and when the contents is both meaningful and challenging.

- **Introduce connections should provide support for students understanding.**

Teachers should ensure that students understand the concepts and materials being presented. For the learning of the English language is necessary provide supports for the students' understanding of instruction of the English language²⁸.

5.2.6. TEACHING IDEAS

1. How can students be discouraged from using their native language and encouraged to speak only in English?

While the students are making activities that involve them in the language, they will be participating in enjoyable speaking activities. The problem is that their enjoyment may tempt them to fall into their native language from time to time.

When this happens, you might find it helpful to remind them that every member of the class has a common aim: to improve his or her English. In fact, one of the guiding principles of the material offered here is to foster a spirit of cooperation

²⁸ McLaughlin (1992). Myths and misconceptions about second language learning: What every teacher needs to unlearn. National Center for Research on Cultural Diversity and Second Language Learning. Washington, D.C: Center for Applied Linguistics.

and friendship in the class and to give students the feeling that they are all members of a team with a common purpose and a role to play in the success of the course. Agree together on this rule: "*Only English may be spoken in our class.*" That may sound like a tall order, but it is something

That may sound like an order, but it's something everyone should aim for. Here are some ideas that teachers may use to help to your students if they are finding difficult to follow the English-only rule:

- Remind them that your class may be their only opportunity to use English during the week.
- Demonstrate what to do before the class is split into pairs or groups, using one of your more confident students as your own partner while the others listen. This will help everyone get into the discussion or role play more quickly.
- Whenever you overhear a pair or group speaking their own language, remind them firmly of the rule.
- Separate students who persistently use their native language, and put them with students who do use English in class.
- Make sure everyone knows simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it is difficult to break the habit. To help everyone learn and remember this, make a list of these phrases on the board (or put them on a poster for the classroom) and add additional similar phrases as the need arises:
Who's going to begin?

Which role are you going to take?

Whose turn is it?

2. How should the students work together in the classroom?

The majority of the activities are most effective when learners work together in pairs or small groups of three to five students. The larger the class, the more these student-centered activities make sense because:

- They give everyone a chance to speak;
- They allow meaningful conversations to develop, as opposed to isolated language practice; and
- They free learners from the fear of losing face in front of the whole class.

3. What is the teacher's role during pair or group work in the classroom?

While students are working in pairs or groups, move around the class and listen to each pair or group for a few moments. If you think it would be helpful, join in occasionally and offer encouragement, advice, or suggestions. Make notes on any important mistakes you hear while you are walking around – but do not spend time actually correcting students' mistakes while they are trying to express themselves.

The teacher has three main responsibilities in getting students involved in pair or group work:

- Getting things started (making sure everyone knows what to do and has the necessary vocabulary to do it – and telling them approximately how long the activity should take);
- Monitoring the pairs or groups at work and deciding exactly when to stop the activity;
- Leading a short follow-up discussion after each activity (answering questions, pointing out significant mistakes, and giving additional practice).

If your class does not have an even number of students, you may need to place some students in groups of three with two members of the group doing the same task. Rearrange pairs and groups frequently so that students are exposed to different speech styles and ideas. For some activities, you may want to place outgoing learners together so they do not intimidate others. In other situations, you may want the shy students paired with more outgoing partners so they can learn from them.

4. What should the teacher do when students make mistakes?

No student should be corrected every time he or she makes a mistake. If that happened, many students would become inhibited and afraid to speak at all! Actually, mistakes are an essential indicator of what still needs to be learned. On the basis of the mistakes you overhear, together with the types of questions students ask you, you can plan any additional practice your class may require. Students should certainly be corrected when they make serious errors, but it is

usually best to point out any mistakes that were made after everyone has completed an activity, rather than interrupting during the activity. While students are working in pairs or groups and you are going from group to group to listen in, you might be able to make the occasional discreet correction without interrupting the flow of the conversation.

It is usually better, however, to make a note of some of the errors you overhear and point them out later. In writing, where errors are more noticeable, accuracy is much more important. When marking students' written work, you cannot really overlook some of their mistakes as you might do if they were talking. However, it is helpful to show students which of their mistakes are more serious or less serious, and to distinguish among different kinds of mistakes.

5. How should the teacher use new vocabulary?

The definitions reflect the meanings of the words in the contexts in which they are used in the particular activity or task, rather than their meanings in universal contexts.

It is important to limit definition of vocabulary to those words that are essential to the task. Students can often complete an activity successfully without understanding every word. In fact, *learners should be encouraged to develop a tolerance for ambiguity so they do not panic when they see an unfamiliar word.* By focusing on essential vocabulary only, you can use your in-class time more efficiently.

Before presenting the definition of a word, *ask students if they can explain the word* and if they cannot, you can *ask students to look up the word in a good learner's dictionary*. Whenever possible, *encourage students to guess the meaning of a word from its context* – an important reading and listening skill. At first, students may need your guidance, but as their skill develops, they will be able to do this on their own. Explain that guessing the meaning of a word from its context involves:

- Looking in the text or at the other words in the vocabulary box for clues,
- Thinking about what they know about similar words, and
- Using their knowledge of the world.

If students do figure out meanings for themselves, they are more likely to remember the new words than if you define the word for them in English, or if you translate it into their own language.

Students may ask about other words that are not listed in the glossary for a particular activity.

For this reason, it is a good idea to preview the activities and the typescripts of the recorded material so as to be prepared to answer questions about any potentially difficult words.²⁹

²⁹ <http://www.cambridge.org/us/ELS/letstalk/support/ideas.htm>

6. How can a teacher help students build their vocabulary?

Recommend that students *circle or underline new and/or relevant words and expressions in their Student's Book*. Highlighting is particularly effective because that way the language they want to remember "jumps off" the page, reminding them of the vocabulary items and showing the words in context.

Students *should be encouraged to record new vocabulary in other ways as well*.

Suggest that they maintain a vocabulary notebook – organized in one of two ways:

- alphabetically (like a dictionary) or
- By topic or subject matter

CHAPTER III

5.3. ENGLISH LANGUAGE LEARNING

5.3.1. IMPORTANCE OF THE ENGLISH LANGUAGE

English language will improve young people's life in many ways. They will be able to enjoy reading and understand books and literatures as well as internet contents that are abundantly published in English. In a simple word, English enable young expand their knowledge in all areas, and they are better prepared for higher education³⁰.

Honestly, speaking, it is highly essential to know the language for communication. In general, the most popular language is English. In this computer age, English is the language that anyone should understand. So to say, it has become as an ideal language for expressing our feelings. First, we have to learn the language and then we have to gain fluency in the language. Unless we have the fluency in English language, it would not be possible to work with the computer. If you do not know English, then you would be in need of a translator to do the job.

³⁰ENGLISH LANGUAGE. <http://edition.cnn.com/video/?/video/international/2008/02/btc.cassie.kcd.school.cnn>
http://EzineArticles.com/?expert=Raghu_Sundaram

But, before to start with this chapter, is very important to know about teaching-learning process.

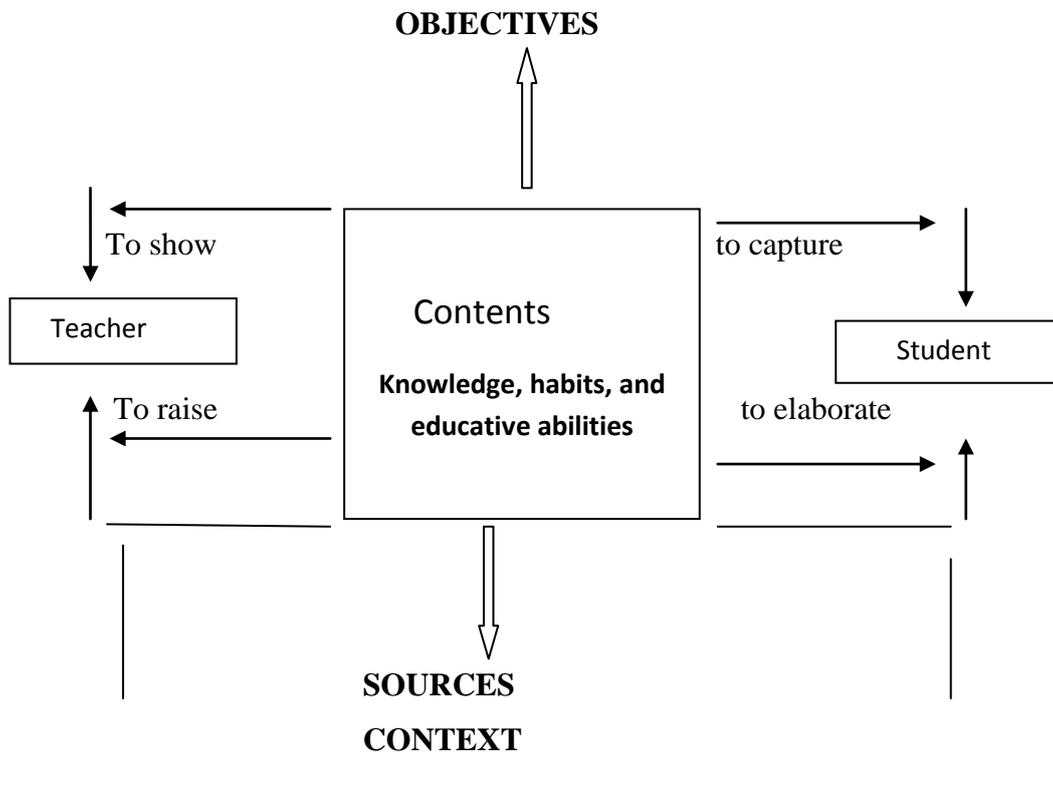
5.3.2. TEACHING -LEARNING PROCESS

It has as objective the formation of the student. The etymological reference of the term “teach” can serve as initial support: “teach” it is to show somebody or something unknown. It consists, somebody that know (a person who teach) and other person that does not know (who needs to learn) the person who teaches (the teacher) and the person who wants and needs to learn (the student).

Join with these components are the contents as: (curricular elements) and the procedures or instruments to teach or learn (resources).

When the teacher teaches, he/she has a goal (objective). The teaching is determined by physical conditions, social and cultural (context).

In the following figure are showed these basic elements:



According to these basic elements are:

1. **The process to teach** is an act, which the teacher shows educative contents (knowledge, habits, and abilities) to the student through a resource, whose objective is to reach a goal.
2. **The process to learn:** it is the complementary process to teach. To learn is the act, which the student gets and elaborate the contents expose by the teacher. The teacher can reach his/her objectives through of (techniques of study or intellectual work) this process of learning is made in function of objectives, which are or not identified whit the teacher and they are carried out inside of a determined context.

To carry out the educative experience is necessary to start by the conceptualization of its three dimensions:

3. **Education:** it is a group of knowledge, orders, and methods that allow students to develop the intellectual abilities, moral and physical. The education does not create abilities in the student, but it cooperates in their unwrapping and precision. (Ausubel y colbs., 1990).
4. **Teaching:** this process allows teacher transmit or communicate the knowledge about a subject, also it has objective the integral formation of the human person.
5. **Learning:** this concept is part of the structure of the education, for the one which the education includes the system of learning. It is the action to self teach and the time that retard this action. Also it is the process for the one which a person is prepared to give solutions to a problem.³¹

5.3.3. SOME STEPS TO TEACH ENGLISH AS SECOND LANGUAGE

When teachers are teaching English as a second language will need to keep in mind the following simple rules:

- **Use non-verbal cues.** Facial expressions, hand gestures, and other non-verbal cues are a great way to overcome the language barrier.

³¹ Dr. NAVARRO, Rubén Edel, “el proceso de enseñanza aprendizaje

For example, when explaining the concept of tall, raise your hand high into the air. When explaining the concept of cold, shake and gossip with your teeth.

- **Use visual aids.** Sometimes a picture is worth a thousand words, and this is particularly true when teaching English as a second language. Visual aids can be used to teach everything from vocabulary to prepositions. In addition to instructional advantages, visuals keep lessons interesting for the learners. If possible, get access to an overhead or slide projector for effective presentations.
- **Put students in groups.** If the teacher is constantly talking, learners of English as a second language will never get a chance to practice. Group work gives students an opportunity to practice the language. Groups work the best with 2 to 5 people; with any more people, not everyone gets a chance to participate. It is also a good idea to group students with different first languages together when possible.
- **Use bi-lingual materials.** If the teacher speaks the same language(s) as the students, the situation will be greatly simplified. But not many teachers have the luxury of speaking the same language(s) of his/her students. Bi-lingual materials can help a teacher of English as a second language to draw on a student's native language without knowing it him/herself.

- **Repeat and repeat.** Teachers of English as a second language need to repeat everything at least three times. They should also vary the wording of their remarks. A student may know one set of vocabulary but not another – even when the topic of discussion is the same. Even if the student does understand a concept upon first explanation, he/she will still benefit from the repetition and variation of language. It will expose him/her to new words and phrases.
- **Do not over-correct.** Our first instinct as teachers of English as a second language is to correct student language errors. Over-correction, however, can make students indisposed to use the language. If afraid of being corrected every time they speak, students will simply stop speaking – and therefore learning – the language. Of course, there are appropriate times to correct language mistakes. If a concept – for example the past tense - has been discussed at length in class, it is appropriate to correct students when they form the past tense improperly.
- **Create a safe atmosphere.** Learning English as a second language is not an easy thing emotionally. Students will feel self-conscious about their lack of English ability and will thus be reluctant to use the language. The job of the teacher of English as a second language is to create a safe and supportive environment, one in which the student will be comfortable experimenting with

the language. That means that laughing at or putting down others cannot be tolerated in any way, shape, or form.

5.2.5. SOME TECHNIQUES FOR ENGLISH TEACHING LEARNING

Before, to know some techniques, you should identify the definition of a technique.

Technique is a model of specific action, established by the teacher and carried out by the teacher with the purpose to reach a real objective in the learning.

Here some techniques that will be very important in the teaching learning of English:³²

- **Notes technique**

It consists, *to take notes but the most important and relevant of the class*, which it will help to the students to assimilate in a good way the contents of the class. Is important what the students in their house one time reviews the notes and do any summary that it permits to the student understands the explained concepts and of this way they will not forget to learned.

³² <http://www.mingoville.com/>

- **Underlined technique**

It has as objective *show the essential ideas of the text*. Is very useful that the students underline the most important words and principles ideas, it will help to understand better the contents and enrich their knowledge. Also it will help them:

- To establish the attention in the most important.
- To elaborate easily summaries, and file card.
- To study easily

- **Summary technique**

The summary is the most important techniques of study. It is used to synthesize the content of the text and will help to facilitate the comprehension and study of the topic and get of a text all that is interested to know and want to learn. Also the summary will *serve to express with your own words the sense of the content without go out of the original text*. To do a good summary is necessary to read at least three times the text and understand the content.

- **Scheme technique**

It is the form to canalize, prepare and organize the contents of a text. It is to express graphically correctly the different ideas of the content and it can be comprehensible. The scheme is constituted by a series of significant words and they will permit to recognize the essence of the complete text. When you do a scheme is necessary that you express the principles ideas to the left and the secondary ideas to the right, because it will help to:

- To order and organize concepts and show the important information
- It will permit memorize in visual form the principles ideas that you are studying.

- **Repetition technique**

Students need to hear and imitate new language many times. Repetition is used here to suggest that students hear the language being used and use it themselves more than once.

New language should also be used meaningfully or unusually to give it associations that help it stick. It often happens that new language is remembered instantly because it is associated at first encounter with something unusual, humorous, pleasure, and interesting or of great personal importance.

- **Case studies techniques**

This technique focuses on the participants, to encourage reflection and critical thinking about a real or fictitious which before was described or illustrated. The case can be presented as a short paper or extended in the form of reading, film or recording.

Procedure:

- The instructor prepares a case corresponding to the content and objectives.
- The instructor presents the case to the group.
- Begin our analysis of the case individually or in small groups.
- The instructor leads a discussion about the views of participants and the rich.

- The group produces conclusions individually or in small groups, a report on the case exposed.

Applications:

To facilitate the analysis and exchange of ideas

To emphasize and develop skills in practical aspects of teaching

To explore different solutions to the same case

To encourage participation and responsibility of individuals in their own learning

- **Conceptual map technique**

The conceptual map is the fundamental instrument for the visual learning. It permits *to enrich the concepts with additional information, categorizations, immediate searches and a group of functions that stimulate the learning and the creation of the knowledge in the students.*

The creation and the use of the conceptual maps influence positively on:

- The visualization and the development of the conceptual representation.
- The formation of concepts
- Capacities of perception
- The role of the reflection and the intuition.
- The space abilities
- The solution of problems
- Is a resource to integrative learning

- **Role playing technique**

In this technique, some participants *assume a role different from their own identity*, to represent a real or hypothetical problem with a view that can be understood and analyzed by the group.

Procedures:

- The instructor prepares the statement of the problem, and the roles they represent.
- The instructor explains the group's purpose and role playing mechanics.
- The instructor asks as many volunteers as papers to be represented.
- The distribution of roles among volunteers can be by lot, assignment of the instructor or by consensus of the participants. The rest of the group is instructed to act as observers.
- The instructor presents the problem and set a time for representation.
- The volunteers represent the problem according to their roles

Applications:

To facilitate learning through the simulation of an actual event

To encourage group participation in solving problems

To achieve greater understanding through an experience of participants in a given situation

The participants to analyze their own behavior with the problem in question

The participants to receive feedback from the group.

- **Participation technique**

Participation techniques, as part of a widely used methodology, are considered tools which permit *an active participation of professors and students in the teaching-learning process.*

The characteristics of these techniques are their high motivation degree could be proved in the students, and this allowed higher Learning and assimilation, as well as a notable degree of creativity.

- **Brainstorming technique**

The brainstorming consists, in the generation of ideas; it can be in individual way or in groups. It is collective open activity that stimulate also to the shy student to participate.

The brainstorming permits *to the student to express his/her ideas and to listen when others students speak*, the students refine the knowledge or the precedent comprehension acquiring the new information and increasing the own level of perception.

Brainstorming, in which the students are encouraged to generate as many ideas on the topics as possible without judgment or critique when they are made, can be used in many learning contexts, whether solving a problem, generating questions to ask about a visual presentation, or summarizing the key points of a lecture.

Procedure:

- The instructor defines the topic.
- The instructor explains the purposes and mechanics to be used.
- Appointing a secretary who writes down the ideas that emerge from the group.
- Participants express ideas freely and spontaneously that they are happening in connection with the subject.
- The ideas are analyzed and grouped into related sets.
- The group produces a synthesis of the ideas and draws conclusions.

Applications:

To encourage creative thinking

To encourage critical opinion expressed in a free atmosphere

To promote the search for different solutions

To facilitate the participation of people with autonomy and originality

Complement other techniques such as Case Studies and Reading Annotated

- **Error correction technique**

This technique consists; the earlier the students find out *what their mistakes are and correct those themselves*, the more learning will take place. Therefore the best

procedure would be for one student to write his/her sentences on the back of a standing blackboard, or on a blackboard at the back of the classroom³³.

Another way would be for different students to copy the sentences they have written on the blackboard as soon as the teacher has finished dictating. (The copying and correction should be done one sentence at a time.) The important thing here is that the students find out immediately what their mistakes have been. Students can also exchange papers.

- **Grading Techniques**

Grades or scores are important psychologically for the student. I like to differentiate for the student two types of errors: "not so serious" and "serious." The "not so serious" are capitalization, punctuation, and spelling. The "serious" include all the other types of errors: missing grammatical and context clues, wrong words, etc.

-Decide what the scoring criteria will be before doing the exercise, Of course, the more serious error costs more points than the less serious - although the aim is for the students to have perfect papers.

-Mark one type of error with a circle and underline the other.

³³ Dictation 1 – “Correction techniques “. Submitted by admin on 23 June, 2002-13-00
These notes on dictation come from a talk presented by Edna Equihua

-Use different colored chalk (if available) on the blackboard to indicate the different kinds of errors.

- **Class discussing technique**

Discussions provide opportunities for students to demonstrate their knowledge of what they are learning in the classroom, as well as allowing for clarification, questions, and expressions of opinion. As the instructor, you can provide immediate feedback and correct misunderstanding. Discussions can be used to:

- To help students to identify and evaluate the logical and evidence that forms the basis of their own and others' positions.
- To give students opportunities to formulate applications of principles
- To help student to identify and formulate problems using information gained in reading or lectures.
- To use the resources of members of the group.
- To help students learn to think in ways those are particular to the discipline.
- To gain acceptance for information or theories counter to previous beliefs of students.

- **Questioning session's technique**

Using question techniques to proceed through a lecture, a problem solving session, a demonstration, or simply as a stand-alone can be an effective active learning technique.

Students learn to process concepts and information and to articulate that knowledge. Whether the questioning session works depends on how you ask, phrase, and pose the questions.

To reach the higher levels, you will have to ask questions that go beyond recall as: comprehension, application, analysis, synthesis, evaluation.

Some recommendations for questioning:

- Focus questions on learning objectives
- Phrase questions clearly and specifically
- Keep questions in sequence
- Ask questions at different cognitive levels
- Follow up on students responses
- Use questions that invite wide participation³⁴.

Examples:

How is their father?

What are the parts of body?

- **Drama Technique**

These drama techniques can help shape drama sessions and increase the effectiveness of drama as an educational tool. *They are drawn from a wide range*

³⁴ *Bowell, C.C., & Eison, J.A. (1991). Active learning: creating excitement in the classroom. ASHE-ERIC Higher Education Report, No.1. Washington, DC. George Washington University, School of Education and Human Development.*
Mapas conceptuales.” La gestión del conocimiento en la didáctica “ de Virgilio Hernández Forte, editado por Alfaomega Grupo Editor.(ISBN: 970-15-1076-3, 396pp)

of sources, including such drama gurus as Dorothy Heathcoat, Gavin Bolton and Augusto Boal. Most of these conventions are also demonstrated in the drama lessons for primary and secondary age-ranges.

- **Narration technique**

Narration is a technique whereby one or more actors speak directly to the audience to tell a story, give information or comment on the action of the scene or the motivations of characters. Characters may narrate, or a performer who is not involved in the action can carry out the role of 'narrator'. Narration allows introducing and learning the new vocabulary and the students loose the fear to speak.

- **Spotlight technique**

Spotlighting is a useful teaching technique for sharing work when you have divided the class into smaller groups. When it is time to show their work, ask all the groups to sit on the floor. Explain that you will walk around the room and as you get closer to each group, that group will stand up and show their work.

As you move away, they will sit down again so that they can watch other groups. This is an effective way of controlling the time each group takes to show their work and overcomes the problem groups often have of not knowing how to end an improvisation. Just like a real spotlight, it focuses the attention on one part of the room at a time and makes it clear as to which group is taking its turn.

- **Listening Game as a fun technique**

Listen to me....!!!!

Touch your nose!!!

Clap your hands!!!

Jump! Jump! Jump!

Can you imagine the students do those activities? They will be fun, will not they?

Students in their age have a lot of energy to move. As a creative teacher it is better for you to benefit their energy to acquire English. One of the technique can be applied is by using listening game.

This game actually appropriates for the students to gain a new vocabulary or simple sentence construction. It can work in small or even large classes. In small class, you can separate the students to two groups. Each group should stand in line and face to each other. You as a teacher stand in front of them and start realizing one by one magic words. For example, to acquire the names of human's body you say "nose", the students must appoint their own nose. If there is a student does a mistake, a friend in front of him will touch his nose. If the pair students the mistake, you will touch their nose. In case of constructing simple sentence, you can start giving your fun commands for them.

They must do as your command. If they do something mistake, give them some time to do own self. Then, you can continue your fun commands. In large class, you can set the students in circle position. Ask them to stand up and

give each of the one magic word. Every student must try to remember all words given to each of them. Choose a student by naming the word given, e. g. "nose". The "nose" comes into the centre of the circle. You start the game by mentioning the word the "nose" must look for. The "nose" then goes to the friend predictably has that word. If the "nose" catches a wrong friend, the friend must say what word s/he owns. Then, the "nose" goes to another friend until twice.

- **Telling a Story as an interesting technique**

Mommy, please tell me a story!

Wow! A nice request, isn't it?

As a teacher, telling a story for students is an interesting technique. It is because in their age, listening to a story is an interesting activity. With powerful teaching, the teacher can influence the students to be the ones he or she wants to.

There are some benefits the students can take from storytelling. First, after having a storytelling the students can learn some things whether they are good or even bad. Second, sometimes *storytelling can improve the students imagination of the things covered inside*³⁵.

- **Song as a fun technique**

Who does not like songs? Everyone surely likes them even students. Sometimes them who listen to a song will do something later on. They may follow that song,

³⁵ <http://fafamirza.Blogspot.com/2008/09/telling-story-as-interesting-technique.html>

move their body, and even whistle. They seem to enjoy the song. Why do kids like a song?

There are some reasons to answer the question.

1. Song is created from some chosen words;
2. Song is composed from melodious rhymes;
3. Song is noted as human needs.

From those features, it is possible then to take a song as a technique for teaching-learning English. Song can cover some expressions for the students to learn. Unfortunately, not all songs can be accepted by the students. Songs for them sometimes are boring. Therefore, for a song composer or a teacher should be selective for creating or choosing a song especially as a technique for acquiring English.

5.3.6. ENGLISH TEACHING METHODS

Method: A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and students' roles and behaviors and secondarily with such features as linguistic and subject-matter objectives. They are almost always thought of as being generally applicable to a variety of audience in a variety of contexts.

The acquisition of the English language must be guided through methods, which these will serve to the teacher in the teaching-learning process. The most important are:

- **Grammar Translation Method.-** with this method the student memorizes inflexible words, syntactic rules are used by them to translate from native to target language and vice versa; it is most commonly method used in schools because it does not require teacher to be fluent; *however, least effective method of teaching.*
- **Audio-lingual Method-** it consists in the depth in the use of dialogs and audio based on the assumption that language learning is acquired mainly through imitation, repetition, and reinforcement; influenced by psychology.

An important theory of structural linguistics was that the primarily medium of language is oral. Speech is language. Since many languages do not have a written form and we learn to “speak before we learn to read or write, it was argue that language is” primarily what is spoken and only secondarily what is written.”
- **Natural Approach:** Teaching approach where negotiation for meaning is critical. The teacher becomes a facilitator. Collaborative learning and take in interaction is important. Students and teacher select and organize curriculum contents.

Natural approach emphasis on vocabulary and not grammar; focus on meaning, not form; use of authentic materials instead of textbook.

- **Direct Method:** The native language is not used at all in the classroom, and the student must learn the new language without formal instruction; based on theories of first language acquisition.

- **Silent Way Method:** teachers remain passive observers while students learn, which is a process of personal growth; no grammatical explanation or modeling by the teacher. It is based on the principle that the teacher should be silent as much possible in the classroom and the learner should be encouraged to produce as much language as possible. The elements of the Silent Way, particularly the use of the color charts and the colored cuisenaire rods, grew out of Gattegno's previous experience as an educational designer of reading and mathematics programs.

- **Total Physical Response Method:** students play active role as listener and performer, must respond to imperative drills with physical action.

The teacher role plays an active and direct role. Here he is an instructor is the director of stage play in which students are the actors. The teacher who decides what to teach, who model and presents the new material, and who selects supporting materials for the classroom use.

- **Suggestopedia Method:** students always wait comfortable and relaxed and learn through memorization of meaningful texts.

In applications of suggestopedia to foreign language learning, Lozanov and his followers experimented with the presentation of vocabulary, reading, dialogs, role plays, drama and a variety of other typical classroom activities.

Some of the classroom methodology was not particularly unique. The primary difference lay in a significant proportion of activity carried out in soft, comfortable seats in relaxed states of consciousness, students were encouraged to be as “childlike” as possible, yielding all authority to the teacher and sometimes assuming the roles (and names) of native speakers of the foreign language. Students thus became suggestible. Lozanov (1979) described the concert session portion of a suggestopedia language class.

- **Communicative language Teaching:** The “communicative approach to the teaching of foreign languages” -also known as Communicative Language Teaching (CLT) or the “communicative approach”- emphasizes interaction as both the means and the ultimate goal of learning a language. Despite a number of criticisms it continues to be popular, particularly in Europe, where constructivist views on language learning and education in general dominate academic discourse. Although the 'Communicative Language Teaching' is not so much a method on its own as it is an approach.

What is the Communicative Teaching Method?

The “communicative approach to the teaching of foreign languages” -also known as *Communicative Language Teaching* (CLT) or the “communicative approach”- emphasizes learning of the language through genuine communication. Learning a new language is easier and more enjoyable when it is really meaningful.

Communicative teaching is based on the work of sociolinguists who theorized that an effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in the social context.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method two primary approaches may be taken. Some teachers prefer to teach a rule, and then follow it with practice. Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

The communicative approach is a flexible method rather than a rigorously defined set of teaching practices. It can best be defined with a list of general principles.

In *Communicative Language Teaching* (1991), expert **David Nunan** lists these five basic characteristics³⁶:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.

³⁶ <http://www.nunan.info/>
http://en.wikipedia.org/wiki/language_educacuion#cite_note_4

- An enrichment of the learner's own personal experiences as important contributing elements to classroom learning.
- An effort to link classroom language learning with language activities outside the classroom.

As these features show, the communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

First of all this is not a *method*, but an *approach* to teaching and learning a second language. The emphasis is on meaning versus the more traditional approach that emphasizes structural/grammatical competence. A communicative approach focuses on authentic and meaningful exchange of new information. Teachers pose genuine questions as opposed to display questions. An example of a display question is "Are you a student" versus a genuine question is "what does your uncle do for a living?" The emphasis is on authentic materials versus a traditional textbook. By using authentic materials, students see the connection to their own language and culture as they have the background knowledge to access this knowledge. Communicative approaches emphasize negotiation of meaning, social contexts of learning, interaction among students, information gap activities, cooperative learning, and role playing. There is an attempt to replicate the immersion of a natural language learning environment. Grammar is an important of the classroom, but it does not drive the curriculum.

5.3.4. LEARNING STRATEGIES

Before, to know some strategies of learning you should identify the definition of strategy.

Strategies are behaviors or thoughts that facilitate the learning. The strategies go from simple abilities of study, as to underline the principal idea until the process most complex of the thought, where is connected the previous knowledge with the new information. (Weinstein, Ridley. Dahl and Weber 1988- 1989).

The strategies of learning permits to the students carry out the learning in an ordered and adequate way. Here some strategies that will serve you:

- **Speak without Fear**

The biggest problem most people face in learning a new language is their own fear. They worry that they will not say things correctly or that they will look stupid so they do not talk at all. Do not do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, *learning English requires practice*. Do not let a little fear stop you from getting what you want.

- **Use all your resources**

Even if you study English at a language school it does not indicate you cannot learn outside of class. Using as many different resources, methods and tools as possible, will allow you to learn faster. There are many different ways you can improve your English, so do not limit yourself to only one or two. **The internet**

is a fantastic resource for virtually anything, but for the language learner it is perfect.

- **Surround yourself with English**

The absolute best way to learn English is to surround you with it. Take notes in English, put English books around your room, and listen to English language radio broadcasts, watch English news, movies and television. Speak English with your friends whenever you can. The more English material that you have around you, the faster you will learn and the more likely it is that you will begin “thinking in English.”

- **Listen to native speakers as much as possible**

There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The closer ESL / EFL students can get to this rhythm or flow, the more convincing and comfortable they will become.

- **Watch English films on TV**

This is not only a fun way to learn but it is also very effective. By watching English films (especially those with **English** subtitles) you can expand your vocabulary and hear the flow of speech from the actors. If you listen to the news you can also hear different accents.

- **Listen to English music**

Music can be a very effective method of learning English. In fact, it is often used as a way of improving comprehension. The best way to learn though is to get the lyrics (words) of the songs you are listening to and try to read them as the artist sings. There are several good internet sites where one can find the words for most songs. This way you can practice your listening and reading at the same time. And if you like to sing, fine.

- **Study as often as possible!**

Only by studying things like grammar and vocabulary and doing exercises, can you really improve your knowledge of any language.

- **Do exercises and take tests**

Many people think that exercises and tests are not much fun. However, by completing exercises and taking tests you can really improve your English. One of

the best reasons for doing lots of exercises and tests is that they give you a level to compare your future results with.

Often, it is by comparing your score on a test you took yesterday with one you took a month or six months ago that you realize just how much you have learned. If you never test yourself, you will never know how much you are progressing. Start now by doing some of the many exercises and tests on this site, and return in a few days to see what you have learned. Keep doing this and you really will make some progress with English.

- **Record yourself**

Nobody likes to hear their own voice on tape but like tests, it is good to compare your tapes from time to time. You may be so impressed with the progress you are making that you may not mind the sound of your voice as much.

- **Listen to English**

By this, we mean, speak on the phone or listen to radio broadcasts, audio books or CDs in English. This is different than watching the television or films because you cannot see the person that is speaking to you. Many learners of English say that speaking on the phone is one of the most difficult things that they do and the only way to improve is to practice.

- **Make speaking English relevant**

Students often are not aware of importance of English as an international language. A few initial class activities can make them interested and motivated.

- **Making English “real”**

The language became real for those who went, Extra-curricular activities like school trips to meet English-speaking people (e. g. school language “assistant”, a foreign footballer or musician who might be locally available) or to English-speaking places or events (e. g. a musical, a local museum tour in English rather than,) all make a difference. Students can suddenly be made to see the relevance of your efforts and that English is not just a hundred words to learn a term.

- **Speaking resources listening too**

Linguistically, it’s impossible to separate speaking from listening. The implication for the classroom is that students have to do a lot of listening (to us, cassettes, videos and each other). The more they do, the more their interest and desire to speak will be aroused.

- **Don’t forget pronunciation**

In their rush to get the syllabus, the first things teachers tend to omit from course books are the pronunciation exercises. The message this sends to students is that pronunciation isn’t important. But if our aim is to teach students to speak more in

class then the opposite is true. An increased amount of pronunciation work is inevitable, especially in countries where the L1 is very different from English, and it can be a lot of fun.

- **Do speaking activities for homework**

This can mean breaking others habits. For example, students will not learn to speak English if they only speak it in the classroom. They have to be able to practice speaking for themselves outside class. Speaking a foreign language requires a large effort from students³⁷.

- **Study English every day**

It is important to study English every day. However, do not exaggerate! Study for thirty minutes every day instead of two hours once a week. Short, strong practice is much better for learning than long periods on an irregular basis. This habit of studying English every day will help keep English in your brain fresh.

- **Study English by choosing topics that interest you**

One of the most important things to do is to study English using topics that you like. This will help motivate you because you will also be learning about a topic you find interesting while you study English.

³⁷Grim Fandango(Amazon.con.Amazon.co.uk)

“The communication in English language for acquisition and use of English language”. Module 3,level I. pag.39-40

- **Getting a good English dictionary**

You need a good English dictionary. An English dictionary is the most important thing that you will need when learning English. Successful English learners use their dictionaries all the time — that's how they learn to.

5.3.5. TEACHING STRATEGIES

There are a variety of teaching strategies that instructors can use to improve student learning. The links below will show you some ways to make your classes more engaging.

- **Collaborative-Cooperative learning.** Collaborative and cooperative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they don't require permanently formed groups.
- **Critical Thinking** - is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.
- **Discussion Strategies** - Engaging students in discussion deepens their learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

- **Experiential Learning** - Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.
- **Games/experiments/simulations** can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.
- **Humor in the Classroom** - Using humor in the classroom can enhance student learning by improving understanding and retention.
- **Inquiry –guided learning-** With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.
- **Interdisciplinary Teaching** - Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

- **Learner-Centered Teaching** - Learner-Centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.
- **Learning -Communities** bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the process by which individuals come together to achieve learning goals.
- **Problem-Based Learning** - (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers.
- **Service - learning** is a type of teaching that combines academic content with civic responsibility in some community project. The learning is structured and supervised and enables the student to reflect on what has taken place.
- **Teaching with Cases** - Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems,

analyze possible alternative actions and provide solutions with a rationale for their choices³⁸.

- **Team Teaching** - At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.
- **Read Aloud/Think Aloud: Make Your Thinking Visible-** When you read aloud or present a video of the story, stop to model comprehension strategies for your students. Let them *see* what effective readers *do inside their heads*. For example, when the fox says, "Look at that beautiful bird!" you may be thinking, who is the fox talking to? Is the crow beautiful? Why would the fox say that? Does the crow believe it? Would you? etc. These questions show the students how you reflect on the story, words, pictures, or language. They show how you begin to make predictions about what will happen next.
- **Writing-** it facilitates the development of reading and reading facilitates the development of writing. It is advised that children write every day and suggests writing activities involving individual words, sentences, and longer pieces, according to the children's skills. When children write, they engage with words and ideas and explore new meanings— they communicate. With pencil in hand, children can ponder an idea, change their mind, and devote

³⁸ <http://www.merlot.org/merlot/materials.htm?category=2299&&>

time to expressing themselves clearly. Writing is a tangible way for a child to demonstrate to teachers and peers what he or she knows. For children who are not fluent with English, it is also a critical window by which the teacher can glimpse gaps in knowledge or understanding.

- **Classroom Visual Aids- Use Graphical Organizers-** A graphical organizer can be very helpful in making abstract concepts more concrete. Fill in the graphical organizer together with your students, rather than present one already developed. As much as possible, students should create and manipulate the graphics. Revisit the graphical organizer during the unit so that the students can add their new knowledge and see how much they are learning. Active engagement is critical to the effectiveness of these tools.

- **Word Walls-** Students benefit from having word walls available to them for spontaneous writing, review and reinforcement. As with graphical organizers, you are constantly adding to it over time.

You may be familiar with one type of word wall, a set of large charts that list words sorted by their initial letter, that is, a list of words that start with the letter a, words that start with b, etcetera³⁹.

- **Comprehension Questions-** Implicit in the think-aloud process is the use of questions. Ask the children open ended questions that start with Why and

³⁹ McCarrier, A., Pinnell, G.S., & Fountas, I. C. (2000). Interactive writing: how Language & literacy come together, K-2. Portsmouth, NH: Heinemann

How, as well as Who, What, Where, and Did/Do/Does. Encourage the children to ask their own questions, using a variety of question forms.

- **Charts and Posters-** Charts and posters are additional ways to expose your students to print and word relationships. They can be as simple as a list of things to do, classroom rules, the daily schedule, or a diagram with labels.

5.3.6. THE MISTAKES'ROLE IN THE TEACHING LEARNING

Are the mistakes good or bad?

The mistakes are bad, if one had a choice between saying a sentence correctly and saying it with a mistake, nobody in their right mind would choose saying it with a mistake - and no teacher would recommend that. Similarly, no teacher would give a higher *grade* to a student who made more mistakes than another one.

The reason teachers sometime say that mistakes should not be avoided is that they believe one of two things (or both):

1. Those mistakes are an *inseparable* part of the learning process; therefore, the only way to avoid language mistakes would be to avoid speaking and writing in a foreign language, and that would be bad. ("Mistakes are inevitable")
2. Making mistakes, and correct them well, is a good way to learn a language.

“Mistakes are an inseparable part of the language- learning process and are a good way to learn English⁴⁰”

5.3.7. ELEMENTS THAT INFLUENCE IN THE ENGLISH TEACHING LEARNING

According to Davis (1993) **the motivation** is the key element that to encourage the person takes a decision to assume a position with respect a new situation.

Motivation: is an attraction toward an objective that to suppose an action by an individual and to permit accepting the effort requiring to get that objective. The motivation is composed of necessities, desires, tensions, inconvenience, and expectations. To constitute a previous step to the learning and it is the motor of the same. The absence of motivation complicates the task of the teacher⁴¹.

5.3.7.1. HOW THE STUDENTS CAN BE MOTIVATED?

To motivate the teacher to the student (ss) should considerate some aspects as:

- To explain to the students the educational previous objectives to that session.
- To justify to the students the utilization of the knowledge that the teacher want to transmit with the activities established.
- To carry out the activities in a logical way and ordered.

⁴⁰ [Htt://www.antimoon.com/other/myths.foraccent.htm](http://www.antimoon.com/other/myths.foraccent.htm).

⁴¹ Comunidad Educativa. Apoyo Curricular. N° 251 Mayo 98. Cap. “La motivación: investigación en el aula”.

- To propose activities to the students where they use different abilities for its solution.
- To take the mistakes as new moments to enrich the learning.
- To encourage the communication between the students and the good relationship, especially when they are working in group.
- To plan the reasoning and the comprehension as the better tool for the resolution the activities and conflicts.
- To apply the contents and knowledge acquires and next and near situations for the students.

5.3.7.2. WAYS TO MOTIVATE STUDENTS IN ENGLISH LEARNING

“You can lead a horse to water, but you can’t make him drink.” Motivating students is a little like that. It involves not only leading them to English, but also making them thirsty for knowledge and understanding of English. As a language learning, English learning has its own characteristics that need the learners remember more, practice more and communicate more than other subjects. Students’ motivation is decisive for English learning. English teachers are organizers or leaders in teaching. They have responsibility to increase their students’ inclination to perform willingly and actively on English learning.

1. Using various and interesting activities

It is effective and functional to apply various and interesting activities with moderate challenge to attract students to stimulate their curiosity in English learning in view of intrinsic motivation, stimulation and the characteristic of language learning. Language learning is a little different from other subjects that need students to develop plainly in four skills of listening, speaking, reading and writing by remembering plenty of vocabulary, sentences and grammar, practicing and speaking more in class. Students are prepared to participate in English learning by Combining English with recreation and to realize that English learning can be interesting and fun with their involvement in which is the key to maintaining motivation throughout a lesson. Games are welcomed in English teaching especially in elementary schools.

2. Involving new and effective techniques

As some techniques have been employed in teaching, there are more choices and more methods for teachers to stimulate students' intrinsic motivation such as CALL (computer assisted language learning), multimedia, using Internet and educational software. These methods are innovative, interesting, practical and effective with colorful pictures, vivid voices, plentiful information and effective interaction that stimulate students' curiosity and interest and as well as promote their intrinsic motivation.

3. High expectation and using reward appropriately

High expectation and using reward appropriately are effective methods as superficial power to stimulate students in English learning.

The students need to refill by external energy such as teachers' high expectations, praise and some rewards. For example teacher says: "I know that you can all solve these problems if you work at it. Now get started and I'll help you if you run into some problems." These words show the teacher's emotional support and confidence in the student's abilities and as result the student who is especially introversive and shy to speak in class tries his or her best to overcome the problems with expectation. Moreover, during class, teachers can ask students to answer questions more often, which are more complete and precise, and allow more time to answer and give more encouragement to stir up their stimulation.

Meanwhile, as teachers, do not forget to give more effective and appropriate rewards, which must be explained why the student deserves it; avoid giving severe criticism which will lower student motivation and rewards excessively that students may rely on rewards as the reason for learning not for the knowledge itself

4. Create a relaxed and positive learning atmosphere

Atmosphere is important because it creates an environment that encourages both achievement and motivation. In a friendly atmosphere, students can feel secure and their sense of understanding and challenge as well as learning motivation can

be promoted. In English learning, students need a great deal of practice to speak in class, thus implementing some rules to ensure them make sufficient use of the practice time and at the same time to make them feel safe and comfortable and are away from criticism and laughing by making mistakes. Meanwhile, teachers should allow students to discuss broadly without the fear of expressing their own thoughts different from others. When students make some mistakes, teachers describe them as opportunities for improvement with warm comments, such as” This is a good experience for you. When you finally get it, you will have improved a lot.” with more smiles and encourages, teachers can have more interactions and stand closer to students. Next, before starting class and activity, teachers’ explanation of what students supposed to be learning and why they are learning it promote a sense of value and make students more clear and positive in learning English. Then teachers should present tasks with challenging in the principle of neither too easy nor too difficult that beyond the students’ capacity, because tasks that are too difficult discourage them from trying; tasks that are too easy produce boredom and decreased feelings of competence and self-efficacy (Hu Chundiao, 1990, p.460). And when students are dealing with the tasks, teachers should prepare to give supportive aids at any moment.

5. Cooperative activities

Cooperative activities are at optimal level to keep students feel safe and can stimulate their stimulation. Thus, more and more teachers use cooperative

activities in English teaching rather than competition, which is also relatively effective.

In cooperative activities, students can decrease fear of disappointment while communicate and exchange information effectively and involve with high emotion and efforts to solve problems. In this case, students who are reluctant and afraid to perform are drawn to participate to share their ideas. This method is suitable for higher level of students to communicate in English. For example, group discussing and doing project, which are complex and challenging, are a good way to enable students to work cooperatively with peers. And as teachers, it is more effective to provide helps and comment fairly on their work in time or ask students to make a self-evaluation about their projects. This enables students to focus on their learning process and allows them to see their progress. And self-evaluation gives students a sense of accomplishment and responsibility for learning⁴².

6. Providing opportunities for students to experience success

The most important use of learning English is to communicate with people by using the target language, but not all of the learners are active to use English especially when they frustrated by failure in English learning. The more ways we can give our students to use English, have fun with English and experience

⁴² Belyayev, B. V. (1963). *The psychology of Teaching Foreign Languages*. Oxford: Pergamon Press.
Brook, N. (1964). *Language and Language Learning*. New York: Harcourt, Brace and world.
Cheryl L. Spaulding. (1992). *Motivation in the classroom*. The United States: McGraw-Hill.

success in English learning, the more likely *International Education Studies* May, 2009 we are to keep all our students motivated and successful based on the theory of needs and beliefs. For instance, teachers can take five minutes out of every class time for students to do the “I am a teacher today” activity in which provides students an opportunity to change their role into teacher to teach other students English on class as a sense of success. During these five minutes, students can decide what to teach such as to review, to teach new words and to tell story.

7. Make students participate in all activities

One of the major keys to motivation is the active involvement of students in their own learning. Standing in front of them and lecturing to them (at them?) is thus a relatively poor method of teaching. It is better to get students involved in all activities, group problem solving exercises, helping to decide what to do and the best way to do it, helping the teacher, working with each other, or in some other way getting physically involved in the lesson. A lesson about nature, for example, would be more effective walking outdoors than looking at pictures.

5.3.8. HUMOR-DEFINITION

The humor creates an affective or positive environment inside the classroom where the students and the teacher enjoys the learning together. The humor allows to the students to express themselves without fear to make the ridiculous or

criticism, also the anxiety and stress are reduced and the students are encouraged to take more risks in using their second language.

5.3.8.1. WHY THE GOOD HUMOR IS IMPORTANT IN THE CLASSROOM?

Humor can be an effective tool in teaching and in creating the affective second language such as:

- Humor in the classroom reduces tension, improves classroom climate, increases enjoyment, increases student-teacher rapport and even facilitates learning.
- One reason for using humor is that. It can allow that the student loses the shyness and in your class to participate with the group.
- If it is used properly humor allows the student to feel a part of the class and possibly contribute without losing face, feeling exposed or vulnerable.
- This is of particular importance in a communicative classroom where the accent is on verbal authentic communication, participation and interaction.
- It is a way of reaching out to those students who are too afraid or nervous to attempt expressing themselves in their second language.
- It is important for the teacher to create a "positive atmosphere" for learning.
- Humor decreasing the anxiety and stress can, contribute to this positive classroom, to class unity and learning.
- It reduces the authoritarian position of the teacher, allowing the teacher to be a facilitator of the learning process.

5.3.9. COMMUNICATION

The communication is the most useful resource that a person has to express he/she ideas, feelings and thoughts to others people.

Inside the learning, the communication serves to design a good work's environment. *Good communication is essential in the acquisition of the language;* through it the teacher and the students can build a positive learning since, it permits that the students can expose their ideas as they understood or consequently help to the teacher to continue the positive knowledge through of the new ideas that the students have⁴³.

5.3.9.1. THE COMMUNICATION INSIDE THE CLASSROOM.

The communication inside the classroom is important, but if it is not made in the same direction is to say, the teacher will prepare the contents toward the students and if they are not introduced in the talkative process it will be insufficient, because there are not opportunities to the dialogue and the exchange, moreover, there is not an interactive space and the students do not participate by many reasons: To be afraid to make mistakes, because they have not been motivated or the students did not have a opportunity, etc⁴⁴

⁴³ Banny, M y Johnson, L (1971) Dinámica grupal en la educación. Edit. Pueblo y Educación, La Habana

⁴⁴ Korniev, N (1985). La comunicación humana. En: Aspectos socio psicológicos de la comunicación. Facultad de Psicología. Universidad de La Habana
Language Acquisition Teaching Methods english,french,spanish –Mumbai
<http://www.olx.in/q/language/c-279>

6. HYPOTHESES

6.1. GENERAL HYPOTHESIS

- The use of the didactic material and the classroom language influence in the learning of English with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.

6.2. SPECIFIC HYPOTHESES

- The little use of didactic material by the teachers influence on the learning of the English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.
- The classroom language used by teachers is not suitable to improve the English language learning of the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010

7. METHODOLOGY

7.1. DESIGN OF THE INVESTIGATION

The present methodology describes how this project is going to be developed through a systematic process.

The research work will not be experimental, because of the variables will not require being experimented; consequently the “documental investigation” will be used, since it will need the different bibliographic sources to support the theoretical frame of this project.

In addition, the development of the project is made with the intention to emphasize the fundamental aspects of the problematic; also it is used to find the suitable procedure that help to verify the hypothesis and possible alternatives of solution.

7.1.2. METHODS, TECHNIQUES AND INSTRUMENTS

7.1.2.1. METHODS

In this work, *the scientific method* will be used, because it will permit through a logical and systematic procedure, to discover the truthfulness of the facts and verify or deny them, also this method will serve to develop the phases of the observation, putting the object on evidence, and after that the verification of the

hypothesis according to the variables through empiric data and the theoretical references. Finally, it will be useful to deduce the conclusions based on the theory and the obtained results in the field work.

As particular methods, the deductive-inductive, analytic-synthetic, and descriptive methods will be used.

Deductive-Inductive method will be used on all the process of the research because it will help to do an analysis and synthesis going from general to particular and vice versa.

Analytic-synthetic method will serve to analyze the empiric information after applying the respective instruments and then to derive the respective conclusions according to the obtained results.

Descriptive method will serve to describe the actual situation of the cases, facts and phenomena and will give me the necessary elements to compare or to evidence the truthfulness of the facts based on the interpretation of the collected information. Also it will serve to make a deep description of the researched problem, before giving the final inform⁴⁵.

⁴⁵ ANDRADE I. Enrique, "Methods and Designs of Investigation" 10^{ma} Edition, p. 78-79; 96-97; 101-102

7.2. TECHNIQUES AND INSTRUMENTS

To obtain the empiric information, a survey and a direct observation will be used.

The **survey** will be previously prepared and structured by a questionnaire that will contain closed and multiple choose questions, and it will be related with the indicators established in the consistence matrix. The survey will be apply to the English's teachers and students of eighth, ninth and tenth years of Basic Education at "27 de Febrero" High School. To apply this instrument will be necessary to take a sample of the population.

The **observation** technique will serve to collect information and it will contain some specific parameters that include the variables of the outlined problem the same that will serve to gather information about the use of the didactic material and the classroom language that teachers use to develop the English teaching learning process.

A direct **observation** to the classes dictated by teachers of Basic Education of the researched High School will be carried out; this technique will be developed during one week period, equivalent to ten classes' period, which allows observing how the teachers develop the English learning process in the classroom. It will be in order to obtain open information about the researched problem.

7.3. PROCEDURES

7.3.1. To process of the information

After, the information will be obtained through of the teachers and students' surveys applied and a direct observation to the classes dictated by teachers. The processing of the information will be detailed in the following way:

The tabulation of the information will be carried out through in a descriptive way; it will be contrasted with the information according to the indicators that will be analyzed in the questions.

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

The results of the observation will be analyzed in a descriptive way; it will be ordered according to the variables and contrasted with the theoretical information; then, these will be put on charts with their respective graphic representation and analysis.

7.3.2. Graphic representation

The graphic representation of the data will be carried out in statistical charts, expressed in percentages and absolute values, related to the indicators.

7.3.3. Analysis and interpretation

The analysis of the information will be made in 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 investigated project.

7.3.4. Verification of the hypotheses

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

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

7.3.5. Formulation of the conclusions

The conclusions will be elaborate based on a specific analysis of the results and they will serve to suggest some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

7.4. POPULATION AND SAMPLE

The “27 de Febrero” High School has a population of 537 students corresponding to the section of Basic Education and 5 teachers of English, this information is detailed in the following way:

The **survey** will be applied to 84 students; this sample was obtained through a statistic procedure.

In the same way, the **survey** will be applied to 5 teachers and to carry out this work will be necessary all the involved population.

The **direct observation** will involve only the teachers; the same that will serve to recollect reliable information about the researched problem, also it will help to verify in a good way the outlined hypotheses.

COURSES	POPULATION
Eighth year of Basic Education	211
Ninth year of Basic Education	168
Tenth year of Basic Education	158
TOTAL	537
Teachers	5

The sample of the population of the students from 8th, 9th and 10th years of Basic Education will be taken at random in every parallel. With teachers will be convenient to work with all the population because there are 5 English teachers and it is a small group.

The sample was taken through this formula:

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

n= sample size

N = population

e= maximum error admissible (1%)

$$n = \frac{537}{1+537(0.01)}$$

$$n = \frac{537}{6.37}$$

$$n = 84.3 = 84$$

7.4.1. Sample distribution

To get a sample by course, the following formula will be used:

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

F = Distribution factor

n = Sample size

N = population

84

$$F = \frac{84}{537}$$

537

$$F = 0.156$$

This result (**0.156**) was multiplied by the number of students of every year of Basic Education, the results were: eighth 34, ninth 26 and tenth 24, then this result was divided by the number of parallels of each year, and in this way was obtained the sample per course.

Then the sample is detailed in the following chart:

COURSES	GROUPS	SAMPLE	
Eighth year of Basic Education	A	5	34
	B	5	
	C	6	
	D	6	
	E	6	
	F	6	
Ninth year of Basic Education	A	4	26
	B	4	
	C	6	
	D	4	
	E	4	
	F	4	
Tenth year of Basic Education	A	4	24
	B	5	
	C	5	
	D	5	
	E	5	
TOTAL			84

8. ORGANIZATION AND MANAGEMENT OF THE RESEACH

8.1. RESOURCES

8.1.1. HUMAN

- ✓ Researcher: Maria Mendoza
- ✓ Principal of the investigated Institution: Dr. Genaro Sarango Jima
- ✓ Eighth, Ninth, Tenth years of Basic Education
- ✓ English's Teachers

8.1.2. MATERIAL

- ✓ Books
- ✓ Dictionaries
- ✓ Magazine
- ✓ Bond paper
- ✓ Copies
- ✓ Stapler
- ✓ Perforator
- ✓ Clips box

8.1.3. TECHNICAL

- ✓ Computer
- ✓ Printing
- ✓ CDS
- ✓ Flash memory
- ✓ Internet

8.2. BUDGET

MATERIAL	AMOUNT	PRICE/UNIT (\$)	TOTAL PRICE (\$)
HP tricolor printer cartridge	2	24.00	48.00
HP black printer cartridge	3	22.00	66.00
Materials (perforator, stapler, clips box, cds, bond paper, pens, pencils, erasers, portfolios	.....	.....	60.00
Copies	2500	0.03	75.00
Transport	.....	.....	80.00
Text typing	.....	.....	100.00
Printing of thesis	12	10.00	200.00
Others	.....	200.00	200.00
TOTAL			829

8.3. FINANCING

The resources for the present investigation will be financed by the researcher.

9. CHRONOGRAM

Activities	Months	January 2010				February				March				April				may				June				July 2010			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project		x	x	x																									
Rectification of the project				x	x																								
Approval of the project						x	x	x																					
Checking and redesign of the research instruments									x																				
Application of the research instruments										x	x																		
Processing of the research												x	x	x	x	x	x												
Drawing conclusions and recommendations																				x	x	x							
Elaboration of the report																						x	x						
Private qualification of the thesis																								x	x	x			
Public sustentation and Graduation																												x	x

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CONSISTENCY MATRIX

THEME: “THE USE OF THE DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE LEARNING OF ENGLISH WITH THE STUDENTS OF 8TH, 9TH, AND 10TH YEARS OF BASIC EDUCATION AT “27 DE FEBRERO” HIGH SCHOOL, ACADEMIC YEAR 2009-2010

PROBLEMS	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
<p>General Problem -How do the use of the didactic material and the classroom language influence in the learning of English with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School? Academic year 2009-2010.</p> <p>Sub Problems -How does the didactic material used by teachers contributes in the learning of the English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School? Academic year 2009-2010.</p> <p>-What classroom language do the teachers use to improve the English learning of the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School? Academic year 2009-2010.</p>	<p>General objective -To research the influence of the didactic material and the classroom language in the learning of English with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.</p> <p>Specific objectives -To establish if the didactic material used by the teachers contributes in the learning of the English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.</p> <p>-To determine if the classroom language used by teachers help to improve the English language learning of the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010</p>	<p>General Hypothesis -The use of the didactic material and the classroom language influence in the learning of English with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.</p> <p>Specific Hypotheses -The little use of the didactic material by the teachers influence on the learning of the English language with the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010.</p> <p>-The classroom language used by teachers is not suitable to improve the English language learning of the students of 8th, 9th, and 10th years of Basic Education at “27 de Febrero” High School, Academic year 2009-2010</p>	<p>The didactic material</p> <p>Classroom Language</p> <p>English language learning</p>	<p>Indicators of the Hypothesis 1</p> <ul style="list-style-type: none"> - Definitions of didactic material - Functions - Characteristics -How choose the didactic material - Kinds of didactic material - Didactic material as educative resource - Importance of the didactic material -How the didactic material influence in the learning -Efficiency of the didactic material in the learning - How the didactic material help in the learning of the English <p>Indicators of the Hypothesis 2</p> <ul style="list-style-type: none"> - Definitions of classroom language -Encouraging classroom language use -Why can teaching in the classroom cause a challenge? -How classroom language be taught -Introduction in the active learning classroom -Teaching ideas -Importance of the English language -Teaching learning process -Steps to teach English as second language -Some techniques for English teaching learning -English teaching methods -Teaching strategies -Learning strategies -Elements that influence in the English language learning

TEACHER'S SURVEY

As student of English Language Career of the National University of Loja, ask you very politely, to answer the following survey in a clear and sincere way, due to the obtained information will be used for the development of the research work only with educational purposes.

1. Do you use didactic material to teach English?

Yes () No () Sometimes ()

2. Do you consider the use of didactic material influence on the English language learning?

Yes () No () Sometimes ()

3. The didactic material you use in the classroom, helps you:

To attract the students' attention () To stray your mission of teaching ()

To develop the English language skills () To motivate the learning ()

To facilitate the comprehension of the topics () To facilitate the teaching ()

To improve the learning of the students ()

Others:

4. What audiovisual, audio, visual, complementary and illustrative materials do you use to teach?

Audiovisual	Visual	Audio	Illustrative	Complementary
Videos ()	Real objects ()	Songs ()	Pictures cards ()	Sheets ()
Films ()	Slides ()	Tape R ()	Cards games ()	Magazines ()
Laboratory ()	Flash cards ()	CDs ()	Maps ()	Books ()
Computer ()	Charts ()	Radio ()	Clocks ()	Globes ()
TV ()				

Others:

5. Which of these characteristics, does the didactic material have?

To focus the topic of teaching () Right size ()

To be easy to catch on () To be clear and specific ()

To attract the students' attention () Suitable to each age ()

To discover the weakness of the learning ()

Others:

6. In your opinion, does classroom language improve the English language learning?

Yes () No () In part ()

7. How do you introduce your students in the active classroom learning?

Explain the topic before to start the class () Work in pairs or groups ()

Make meaningful conversations () Work only with the book ()

Teach essential phrases () Offer variety of material ()

Make students participate in class () Offer a clear and spontaneous use of E ()

Build a good work's environment ()

Others:

8. What techniques do you use to teach English?

Notes () Underlined () Error correction () Participation ()

Summary () Tell stories () Conceptual map () Brainstorming ()

Repetition () Narration () Role playing () Drama ()

Others:

9. What methods do you use to teach English?

Grammar translation () Direct method () Silent way ()

Audio lingual () Natural Approach () Communicative ()

Others:

10. To motivate students to practice English in the classroom you:

Speak only in English () Present attractive material ()

Stick charts on the wall () Involve students in the activities of class ()

Make dynamics () Speak Spanish in the classroom ()

Have good sense of humor () Have a good communication with the students ()

Reward the students ()

Others:

11. How do you consider the English learning level of your students?

Very good () Regular () Very bad ()

Good () Bad ()

THANKS FOR YOUR COLLABORATION

STUDENT'S SURVEY

As student of English Language Career of the National University of Loja, ask you very politely, to answer the following survey in a clear and sincere way, due to it obtained information will be used for the development of the research work only with educational purposes.

1. Does your teacher use didactic material to teach English?

Yes () No () Sometimes ()

2. Do you consider the use of didactic material by teachers influence on the English language learning?

Yes () No () Sometimes ()

3. The didactic material your teacher uses in class, helps you:

To pay attention to the class () To incentive the confusion in class ()
 To develop the English language skills () To understand faster the topic taught ()
 To be more interested in the learning () To feel motivated and participate in class ()

Others:

4. What audiovisual, audio, visual, complementary and illustrative materials does your teacher use to teach?

Audiovisual	Visual	Audio	Illustrative	Complementary
Videos ()	Real objects ()	Songs ()	Pictures cards ()	Sheets ()
Films ()	Slides ()	Tape R ()	Cards games ()	Magazines ()
Laboratory ()	Flash cards ()	CDs ()	Maps ()	Books ()
Computer ()	Charts ()	Radio ()	Clocks ()	Globes ()
TV ()				

Others:

5. Which of these characteristics, does the didactic material have?

To focus the topic of teaching () Right size ()
 To be easy to catch on () To be clear and specific ()
 To attract the students' attention () Suitable to each age ()
 To discover the weakness of the learning ()

Others:

6. In your opinion, does classroom language improve the English language learning?

Yes () No () In part ()

7. How does your teacher introduce you in the active classroom learning?

Explain the topic before to start the class () Work in pairs or groups ()
 Make meaningful conversations () Work only with the book ()
 Teach essential phrases () Offer variety of material ()
 Make students participate in class () Offer a clear and spontaneous use of E ()

Build a good work's environment ()

Others:

8. What activities does your teacher make or suggest you to do when are teaching the language?

To take notes the most important of the class ()

To underline the essential ideas of the text ()

To express the language with their own words ()

To hear and imitate the language many times ()

To search additional information to enrich the learning ()

Teacher prepares activities and gives a role each student ()

Teacher makes to the students participate in class ()

Teacher asks ss to give many ideas about the topic presented ()

Teacher asks ss to write a paragraph and correct the mistakes ()

Teacher and ss make dramatizations in class ()

Teacher encourages ss to tell stories in English ()

Teacher tells stories in class ()

Others:

9. Which of these methods do you think that your teacher use to teach English?

Grammar translation () Direct method () Silent way ()

Audio lingual () Natural Approach () Communicative ()

Others:

10. To motivate you to practice English in the classroom your teacher:

Speak only in English () Present attractive material ()

Stick charts on the wall () Reward the students ()

Make dynamics () Speak Spanish in the classroom ()

Have a good sense of humor () Have a good communication with students ()

Involve ss in the activities of the class ()

Others:

11. How do you consider your English learning level?

Very good () Regular () Very bad ()

Good () Bad ()

THANKS FOR YOU COLLABORATION

OBSERVATION GUIDE

This observation guide was made with the purpose to search truthful information in the researched institution, the following statements were prepared according to the variables of the planned problem, for the which the researcher took the following frequency adverbs as measure: Always (A), Often (O) Sometimes (S), Hardly ever (H) or Never (N), the same were put in the blank spaces according to the observation carried out to the teachers involved in the researched work.

- | | | 1. Didactic material |
|-----|-----------------|--|
| 1. | A O S H N | T. presented didactic material in the class |
| 2. | A O S H N | D. material attracted the attention of the students |
| 3. | A O S H N | D. material was selected according to the topic |
| 4. | A O S H N | D. material was clear and specific |
| 5. | A O S H N | D. material was the right size |
| 6. | A O S H N | D. material stimulated the interest of students |
| 7. | A O S H N | D. material was easy to understand |
| 8. | A O S H N | T. used only book during the class |
| 9. | A O S H N | T. used material to explain the topics |
| 10. | A O S H N | Ss paid attention to the class when teachers presented DM |
| 11. | A O S H N | T combined the material with the book to explain the class |
| 12. | A O S H N | With material, the students understood faster the class |
| 13. | A O S H N | The material helped students to feel motivated |
| 14. | A O S H N | T. used visual material as: charts, flash cards, real objects |
| 15. | A O S H N | V. material was clear |
| 16. | A O S H N | V. material helped to make the language interesting |
| 17. | A O S H N | V. material kept the students' attention |
| 18. | A O S H N | The didactic material incentive the confusion in class |
| 19. | A O S H N | T. presented audio material for each lesson |
| 20. | A O S H N | T. used A. material as: songs, films, videos, etc. |
| 21. | A O S H N | T. used the laboratory |
| 22. | A O S H N | T. used tape recorder for the listening activities |
| 23. | A O S H N | T. worked with interactive programs |
| 24. | A O S H N | T. read the tape script |
| 25. | A O S H N | How much time teacher repeated the tape script () |
| 26. | A O S H N | T. worked all listen activities |
| 27. | A O S H N | T. used TV to listen the activities |
| 28. | A O S H N | T. used I. material as: picture cards, maps, clocks, etc. |
| 29. | A O S H N | I. material attracted the attention of the students |
| 30. | A O S H N | I. material was designed correctly |
| 31. | A O S H N | I. material helped to understand the topic |
| 32. | A O S H N | T. used P. material as: blackboard, markers, eraser |
| 33. | A O S H N | T. used the blackboard to explain the topic |
| 34. | A O S H N | In the institution there was permanent material |
| 35. | A O S H N | T. bought this material |
| 36. | A O S H N | The material was prepared by teacher |
| 37. | A O S H N | T. used complementary material as: sheets, books, magazine etc. |
| 38. | A O S H N | C. material was clear and easy to understand |
| 39. | A O S H N | C. material helped to explain the topic |
| 40. | A O S H N | C. material was designed according to the topic |
| | | 2. Classroom language |
| 41. | A O S H N | T. encouraged the students to speak English in class |
| 42. | A O S H N | T. helped students to progress the dependence of the book |
| 43. | A O S H N | T. taught the L. through methods, techniques and strategies of l |
| 44. | A O S H N | T. introduced activities to use the language |

45. A O S H N T. taught essential phrases
 46. A O S H N T. explained the class before to start the class
 47. A O S H N T. offered variety of materials
 48. A O S H N T. made meaningful conversations
 49. A O S H N T. built a god works' environment
 50. A O S H N T. made challenging questions
 51. A O S H N T. gave confidence to the students
 52. A O S H N T. offered a clear and spontaneous use of English
 53. A O S H N T. prepared activities to use the language
 54. A O S H N T. used techniques to teach
 55. A O S H N The techniques used were effectives in the learning
 56. A O S H N T. involved the whole class in the learning
 57. A O S H N T. encouraged students-centered work
 58. A O S H N T. used methods to teach
 59. A O S H N T. maintained the control of the class
 60. A O S H N Students demonstrated interest in the topic
 61. A O S H N T. kept the students busy with meaningful tasks
 62. A O S H N The instructions were generally clear
 63. A O S H N Class time well-managed with a balance of activities
 64. A O S H N T. corrected the students 's mistakes
 65. A O S H N T. demonstrated to be a traditional teacher
 66. A O S H N T. worked with the students on (group, pair, individual)
 67. A O S H N T. explained the class with (gestures, translation others, etc.)
 68. A O S H N T. helped the students to build the new vocabulary
 69. A O S H N T. ignored the mistakes of the students
 70. A O S H N T. corrected every time the mistakes
 71. A O S H N T. corrected the mistakes after activities
 72. A O S H N T. encouraged to the students to participate on all activities
 73. A O S H N T. wrote on the blackboard and explained the new vocabulary

3. English Learning

74. A O S H N T. motivated to the students to learning the language
 75. A O S H N T. carried out the activities in a logical way and ordered
 76. A O S H N T. took the mistakes of students to enrich the learning
 77. A O S H N T. spoke only in English
 78. A O S H N T. made dynamics
 79. A O S H N T. prepared games
 80. A O S H N T. reward students
 81. A O S H N T. stuck charts on the wall
 82. A O S H N T. encouraged the communication in the students
 83. A O S H N T. remembered de last class before to begin the new class
 84. A O S H N T. always paid attention in the management of the language
 85. A O S H N T. had a good sense of humor
 86. A O S H N T. was tolerant and patient in the teaching
 87. A O S H N T. created a positive atmosphere for the learning
 88. A O S H N There was a good relationship between teacher and students
 89. A O S H N T. managed a good communication with the students
 90. A O S H N Students could communicative in English in class
 91. A O S H N Students had a good level of learning
 92. A O S H N Students could structure sentences in English
 93. A O S H N Students had problems in the learning
 94. A O S H N Students had excellent marks
 95. A O S H N Students had regular marks
 96. A O S H N Students had bad marks

INDEX

Cover Page.....	114
1. Theme.....	115
2. Problem Statement.....	116
3. Justification.....	124
4. Objectives.....	126
5. Theoretical Frame.....	127
6. Hypothesis.....	205
7. Methodology.....	206
8. Resources.....	214
9. Chronogram.....	216
10. Bibliography.....	217
11. Annexes.....	219
Consistency Matrix.....	220
Teacher's survey.....	221
Student's survey.....	223
Observation guide.....	225
Index.....	227