



**NATIONAL UNIVERSITY OF LOJA
EDUCATION, ART AND COMMUNICATION
AREA**

ENGLISH LANGUAGE CAREER

THEME:

The Methodology and the use of supplementary material and their influence in the learning of the English Language with the students at “Pío Jaramillo Alvarado” high School. Morning Section. Academic Year 2010-2011.

Thesis project previous to obtain the Licentiate's Degree in Sciences of education English Language Specialization

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CERTIFICATION

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CERTIFY

That the present thesis called: **The Methodology and the use of supplementary material and their influence in the learning of the English Language with the students at "Pío Jaramillo Alvarado" High School. Morning Section. Academic Year 2010-2011**, carried out by : Rosa Patricia Cano and Héctor Astudillo León, fulfills the requirements established by the general norms for the graduation in the National University of Loja, therefore I authorize the presentation for the pertinent legal ends.

Loja, May 2011

Dra. Carmen Dávila
Thesis ´ Director

AUTHORSHIP

The results of the research, criteria, analysis and conclusions exposed in the present thesis, are exclusive responsibility of the authors.

Rosa Patricia Cano Guamán

Héctor Fernando Astudillo León.

ACKNOWLEDGEMENT

We leave evidence from our sincere gratefulness to the National University of Loja to the Education Art and Communication Area, and to the English Language Career, that permitted us to learn in its university classrooms and offered us a high quality of education.

In the same way our permanent gratitude to the teachers who work in the English Language Career and specially to the Doctors Carmen Dávila and Carmen Ojeda who directed our research work with their wise knowledge and experiences and they made possible to achieve our biggest dream to become good professionals.

With love and affection

THE AUTHORS

DEDICATION

It is dedicated to God and the Virgen del Cisne for their spiritual support. To my parents, my dear sister and brothers for supporting me. To my husband that is in the sky and my little son Rubén Sebastián for his love, help and comprehension.

ROSA

With love and affection I thank to God, to my parents, grandparents, siblings and to my girlfriend Alexandra who helped and motivated me with patience, wise and advice. All of them have collaborated in some way to cheep me up and get one of my biggest goal.

HECTOR

INDEX

Contents

PRELIMINARIES

Certification	ii
Authorship	iii
Acknowledgement.....	iv
Dedication	v
Index	vi
a. Theme	vii
b. Summary	viii
c. Introduction	1
d. Revision literature	4
e. Resources and methods	12
f. Results	19
g. Discussions	51
h. Conclusions	55
i. Recommendations	56
j. Bibliography	57
k. Annexes	58

Project

THEME

THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE ON THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL. MORNING SECTION. ACADEMIC YEAR 2010-2011.

SUMMARY

The present research work entitled: **The Methodology and the use of supplementary material and their influence on the learning of the English Language with the students at “Pío Jaramillo Alvarado” High School. Morning Section. Academic year 2010-2011**, has been developed with the purpose of researching about the methodology and the use of supplementary material that teachers use in the learning of the English language of the before mentioned high school. Within this objective we wanted to analyze the influence of the methodology and the use of supplementary material in the learning of the English Language with the students at “Pío Jaramillo Alvarado” High School. Morning Section. Academic year 2010- 2011. In the development of the present research work we have made use of the scientific method as the main one which has helped to find the true about the researched object. And we also used as particular methods the **analytical – synthetic method, inductive- deductive method, statistical method and descriptive method**. To develop this research work we applied the instrument of the survey to the students and the English teachers, to process the information the researchers have used the descriptive statistics which had helped us to represent the information in a descriptive way. The main results of the investigation are: the English teachers do not have a good knowledge about methods, techniques and strategies in teaching the English language, besides in the researched institution there is a little use of supplementary didactic material by teachers in their classes for that reason the majority of the students do not like this subject and some of them feel tired, stressful and bored during the class period.

a. INTRODUCTION

The methodology and the use of supplementary material for the teaching of the English language in the educational institutions have not been taking into account as factors that affect the students' learning, due to the application of traditional methods, strategies and techniques and the little use of supplementary material into the English language learning process.

The English language teaching process in middle schools have faced a lot of difficulties related with the poor knowledge of teachers about diversified methodology that let them improve the learning of the students. The teaching is only by means of rules and grammar patterns that do not help students to learn the language communicatively.

On the other hand teachers most of the time uses the book becoming their classes monotonous and boring. Nowadays there are a lot of sources which could be used by teachers and students to learn the English language. However, they do not look for other material that let them motivate and encourage students to become English language users.

These problems have involved us in the following problem: Why do English teachers do not apply a good methodology and they do not have the enough didactic material to develop their classes, and the Institution does not offer them the support that permits them to teach their students.

The specific objectives that guided this work were, to describe the methodology that teachers apply in the learning of the English language and to identify how supplementary material help to the students in the learning of the English language at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

The outlined hypotheses were, the methodology and the use of supplementary material are contributing in the learning of the English language and that the learning of the English language is increased by the use of supplementary material that teachers use with the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

During the research work we have used different methods: the first one was the descriptive method which helped us to identify the methodology and supplementary material that teachers use in the researched High School, the empiric method to get the empiric data through the instruments previously designed, the deductive one to give a logical explanation of the observed facts and to establish the main conclusions, the scientific method to develop the phases of observation, enquiry and verification of the researched object.

Among the techniques that we have used is the survey which let us know the phenomenon in a participative and experiential way and it was applied to teachers as well to students in order to know the problem situation.

The present work includes the following contents:

First, it has the *introduction* that presents the thesis work in its whole parts and it also describes the main problem that was the motivation to develop this research.

Then, *the revision of literature* where the main categories of the variables mentioned in the hypotheses are synthesized and which served as indicators to prove through a logical analysis the stated hypothesis. Next, it has the summary that describes briefly, clearly and in an effective way the pertinence of the research and it summarizes the main conclusions and outcomes that we got through this thesis work.

It also contains *the materials and methodology* used during the research process where the methods, techniques, procedures and instruments were used in the research process, and it also gives a reference about the researched population.

After that the results are presented in tables and graphs to facilitate their interpretation and analysis of the data, describing the results and considering the ones that are the most representative and it also presents the verification of the stated hypothesis through a descriptive analysis.

Finally it concludes the conclusions which have been possible to draw after contrasting the information of the instruments applied to teachers and students, establishing the logical relation among them with the specific objectives stated in the project. And it also helped us to give some recommendations according to the conclusions in order to improve the learning of the English language in the researched High School.

b. REVISION LITERATURE

METHODOLOGY

The word methodology is formed by a term method and the Greek noun logos, it means explanation judgment treatise, study and when they are together, they are defined by:

- The study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological.
- Study of the nature of language skills (listening, speaking, reading and writing) and their procedures for teaching.
- Evaluation and comparison of method for teaching language.
- Most often, methodology is understood to mean methods in a general sense, and in some cases, it is even equated to specific teaching techniques. It does (or should) in fact mean and involve much more than that.

METHODS

Method is defined like procedures to obtain specific object because its Greek composition is formed by META, which means way, and THODOS that means

direction. Method is constituted in the way, direction, strategy of a science, the process that helps to discover the nature of the object of the study.

A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviours and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

TYPES OF METHODS

Audio- lingual: (ALM), students learn by memorizing phrases in order to learn common patterns in the language.

Silent way: method, students work out grammar rules based on example sentences.

Communicative approach: is the most common method. This approach focuses on meaningful communication, rather than precise grammar and usage

Total physical response: method teaches by having students respond physically to language. This may include miming, gesturing or dancing and is usually for younger students.

The grammar translation method: Theory of language: Teachers and students use their native language with little active use of the target language. The way to learn vocabulary is in isolated word.

Theory of learning: Teacher gives elaborated explanations of grammar, which provides the rules for putting words together. Instruction often focuses on the form

and inflection of words. Students start reading difficult texts early in the course of study. This theory pays little attention to the content of texts treating them as exercises in grammatical analysis.

Direct method: This method provides more comprehensible input than the methods discussed so far, but it still focuses too much on grammar. The teacher uses examples of language in order to inductively teach grammar; students are to try to guess the rules of the language by the examples provided. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation. Accuracy is sought and errors are corrected.

Suggestopedia: Suggestopedia classes are small and intensive, and focus on providing a very low-stress, attractive environment (partly involving active and passive "seances" complete with music and meditation) in which acquisition can occur.

Natural approach: In the Natural Approach, the teacher speaks only the target language and class time is committed to providing input for acquisition. Students may use either the language being taught or their first language. Errors in speech are not corrected; however, homework may include grammar exercises that will be corrected. Goals for the class emphasize the students being able use the language "to talk about ideas, perform tasks, and solve problems." This approach aims to fulfil the requirements for learning and acquisition, and does a great job in doing it. Its main

weakness is that all classroom teaching is to some degree limited in its ability to be interesting and relevant to all students.

SUPPLEMENTARY DIDACTIC MATERIAL

As long as the evaluation systems evolve, new disciplines appear school terms are enlarged, new techniques are applied, new plans of schooling are born, projects of technifying personnel are implemented, etc. the teacher over and over feel the necessity to handle quickly new didactic resources to impart teaching better. Since the teachers transmit their knowledge, teaching is mainly audiovisual, since to teach they deserve their best, all possible resource, the sense of hearing and the student's sightseeing. In the former modes of teaching and for long years, only the auditive perception was demanded; now we know how unreliable memory it is. A long time later, after writing appeared, paper and the first didactic resources such as the board initially known as a sandy surface to be used by the teacher with a piece of wood, when visual perception was used, whose harmonic process is safer.

For a long time the classic resources were enough to awake and get the attention at these two senses. Nowadays it is demonstrated that two other systems can be added to permit a more active teaching, with greater interest in more concrete at all fields in grades of education. For these reason, teachers, masters, and pedagogues in general conscientious of that imperative are focused on the use of modern pedagogical resources, synthesized on didactic equipment. When mentioning "Modern Didactic

Equipment” we obviously remind the use of the cinema, television, tape recorder and so on. We think, they wanted to be much importance on the so-called audiovisual materials, considering as the only “noble” resources for the active and concrete teaching. Undoubtedly, a few material deliverers have persuaded convincing teachers or on convincing themselves, that pedagogic possibilities of their production were proportional to their complexity and price. The problem lies on what conception and finish of these materials should be the concern and deal of teachers since they are the most suggested understanding its usage.

However other materials much more modest, less expensive, have given excellent results, have been preferred by many teachers well capable and familiarized with pedagogic processes of their lessons. They are not attracted by the very expensive materials, heavy complex and difficult to install, those which frequently need special environments. However we will see these same materials, used according to specific rules, may become worthy resources for the teacher.

LEARNING

Learning is the process by means an activity starts or suffers a transformation for the exercise. As a result, it is all change of behavior that it is results of any experience, which a person confronts the posterior situations in a different way to the last. Learning manifestation consist on a modification of the behavior that it results of experience or exercise.

It is to say, learning is the process by means of we communicate or transmit special or general knowledge about any subject and, without doubt these knowledge serve us to develop any skill and the most important assimilating new knowledge that today or also in the future these knowledge will serve us to confront different obstacles that we find in our life.

Learning is a process that it starts when people birth and it finish when people died. Learning is synonymous of change and transformation it prompts to person to involve in an appropriate way to the cultural, social and physic atmosphere that is around him.

Likewise, “learning can be consider like a product or result of a social interaction and since this point of view it is a social process both its contents and its forms in which it originates. A person learns from other person and another people too, in this interaction he/she develops his/ her practices and reflexive intelligence, He/ she is building new knowledge or mental representations lengthwise of his/her life, it is to say that the first one help to the acquisition of other, for this reason learning can be consider like a product or result of the education and not only a simple pre-requirement for generating new learning; so the education will originates the conductor thread, the head of the development”

So, learning involves changing of thinking, feeling and acting forms. Don't forget that a person only learns when he /she confronts some situations which they don't have suitable answer of behavior; it prompts them to look for and discover answer.

Finally, and synthesizing all of these opinions, we can say that “learning is a construction and reconstruction process of people who learn knowledge, behavior forms, attitudes, values, feelings and expression forms that they produce in social interaction conditions, in a concrete socio- historical medium, according to a person’s knowledge level, his/her interests, state of mind, attitudes and values toward different spheres of social and personal reality, these carry them to the personal development and in other occasion to people’s development with which he/she interacts

In the learning process, students firstly assimilate and then she/he adapts the assimilated. It is as if the organism explores the ambience, it takes some of its parts, it transforms them and next it finishes incorporates itself in relation to its mental schemes of assimilation, mental schemes that permit subsequently the incorporation of new concepts and so that the development of them.

Psychology explains the learning origins like a unique and integral of human behavior process since there aren’t learning forms totally independent and differentiated. Learning is the result of individual cognitive processes by means of which they assimilate information (concepts different to the contexts where they were learnt, likewise learning build new mental meaningful and functional representations knowledge).

On other hand the simple “know something more” supposes a behavior change as a consequence of the result of a practice or experience “know is power”. To learn not only consists on assimilate but also it consists on consolidate, restructure, eliminate knowledge that we already have.

“Learning are activities that students make for getting the educational objectives that they pretend” since it is here in this process where students turns into an active processor of information with what they produce knowledge that it permits to know and transform the reality moreover to develop their capacities.

c. RESOURCES AND METHODS

TYPE OF RESEARCH

The research work was developed by the field work process; it is a no experimental research, due to it is located in the socio- educative field with a descriptive tendency. This research permitted to organize, analyze and interpret information; it will be subjected to inferential studies allowing setting down the population's conclusions based on the sample study.

METHODS

Scientific method: this method was used in the theoretical frame of our thesis since it has concepts, opinions and logical analysis and it is not only limited to a group of piled ideas; it was the whole information that we gathered it from different bibliographical sources such as: internet, books etc.

Analytical – synthetic method: this method helped us to define the theories that sustain our study object.

Inductive - deductive method: this method permitted us to know from general knowledge until arriving to particular knowledge and vice versa therefore we left the general theories to be able to define with laws or specific principles our study topic so that to get some conclusions.

Statistical method: it allowed us to represent statistical and graphical way the students and teachers' information gathered through the surveys applied at Pío Jaramillo Alvarado high school, morning section.

Descriptive method: it is necessary to interpret and analyze objectively the obtained results through the surveys. Also it helped us to prove the hypothesis and redact the final inform of the investigation.

TECHNIQUES

Survey Technique: the survey was applied to the population objective, in this case 5 English teachers and 208 students at “Pío Jaramillo Alvarado High School”. Morning section.

Bibliographical technique: this technique helped us to collect the bibliographical information related with the study object: methodology, supplementary material and learning.

PROCEDURES

Due to the population at Pío Jaramillo Alvarado high school was very extensive the researchers considered to take a sample of 208 students and five English teachers. This sample was through *statistical formula* which facilitate us to work better.

After having the population sample we went on with surveys to get teachers and students' information through a questionnaire, the questions were referent to our theme of investigation and the hypotheses accept or reject them.

Once we corroborated the hypotheses we emitted our own conclusions with their recommendations.

POPULATION AND SAMPLE

The National University of Loja has a good mission that is working with the society therefore, the researchers believe very important to link directly with the Pío Jaramillo Alvarado High School. Morning Section. Academic year 2010- 2011.

The population that the researches have decided to work is 208 students and five English teachers; therefore we think to take into account the sample that is detailed to follow:

SAMPLE

Formula:

$$n = \frac{PQ \times N}{(N - 1) \frac{E^2}{K^2} - PQ}$$

PQ= Primer Quartile

N= Population

n = sample

K= Constant of proportionality

E= Standard Error

- **Development:**

$$n = \frac{(0.5)(0.5)x630}{(630-1)\frac{0.08^2}{2^2} - (0.5)(0.5)}$$

$$n = \frac{(0.25)x630}{(629)\frac{0.0064}{4} - (0.25)}$$

$$n = \frac{157.5}{1.0064 - (0.25)}$$

$$n = \frac{157.5}{0.7564}$$

$$n = 208$$

- **SAMPLE DISTRIBUTION**

The following statistic formula will help to the researchers to distribute the sample:

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

F= Distribution Factor

n= Sample Size

N= Population

Replacing the values in the statistic formula:

✓ **STUDENTS OF 8TH YEAR OF BASIC EDUCATION**

$$F = \frac{208}{630}$$

$$F = 0.3302(130)$$

$$F = 42.93$$

$$F = 43$$

✓ **STUDENTS OF 9TH YEAR OF BASIC EDUCATION**

$$F = \frac{208}{630}$$

$$F = 0.3302(125)$$

$$F = 41.28$$

$$F = 41$$

✓ **STUDENTS OF 10TH YEAR OF BASIC EDUCATION**

$$F = \frac{208}{630}$$

$$F = 0.3302(142)$$

$$F = 46.89$$

$$F = 47$$

° STUDENTS OF FIRST YEAR OF HIGH SCHOOL CURRICULUM

$$F = \frac{208}{630}$$

$$F = 0.3302(104)$$

$$F = 34.34$$

$$F = 34$$

° STUDENTS OF SECOND YEAR OF HIGH SCHOOL CURRICULUM

$$F = \frac{208}{630}$$

$$F = 0.3302(78)$$

$$F = 25.75$$

$$F = 26$$

° STUDENTS OF THIRD YEAR OF HIGH SCHOOL CURRICULUM

$$F = \frac{208}{630}$$

$$F = 0.3302(51)$$

$$F = 16.84$$

$$F = 17$$

STUDENTS' SAMPLE AT PIO JARAMILLO ALVARADO HIGH SCHOOL.

MORNING SECTION. ACADEMIC YEAR 2010- 2011.

VARIABLE	POPULATION	SAMPLE
Students of 8 TH year of Basic Education	130	43
Students of 9 TH year of Basic Education	125	41
Students of 10 TH year of Basic Education	142	47
Students Of First Year Of High School Curriculum	104	34
Students of second Year Of High School Curriculum	78	26
Students of third Year of High School Curriculum	51	17
English teachers	5	5
TOTAL	<i>Students</i>	208
	<i>Teachers</i>	5

f. RESULTS

Students' surveys

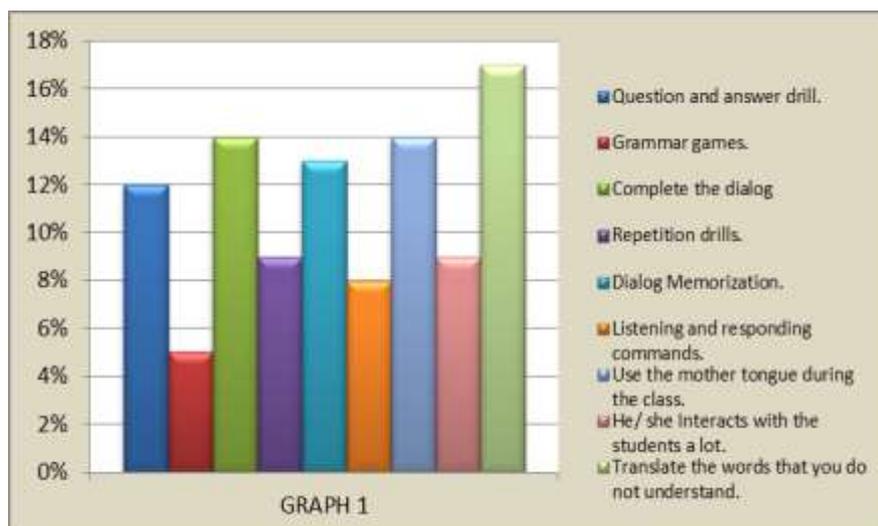
The methodology.

1. Choose the techniques that your teacher develops during the English classes.

Techniques that your teacher develops	f	%
Question and answer drill.	136	12%
Grammar games.	52	5%
Complete the dialog	152	14%
Repetition drills.	101	9%
Dialog Memorization.	138	13%
Listening and responding commands.	86	8%
Use the mother tongue during the class.	149	14%
He/ she Interacts with the students a lot.	97	9%
Translate the words that you do not understand.	182	17%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

As you can observe in the graph, 182 students corresponding 17% mentioned that teacher translates the words that they do not understand, 152 learners (14%) said that teachers asks to complete dialogues, 149 students (14%) responded that teacher uses the mother tongue during the class, 138 learners (13%) answered that teachers make dialogue memorization, 136 students (12%) replied that teachers make questions and answer drill, 101 students (9%) commented that teachers carry out repetition drills, 97 students (9%) answered that teachers interact with the students a lot, 86 students (8%) responding that teachers make listening and responding commands, 52 students (5%) said that teachers develop grammar games.

According to the obtained results, we realized that teachers develop different techniques in class such as: question and answer drill, complete the dialogue, dialogue memorization, etc.

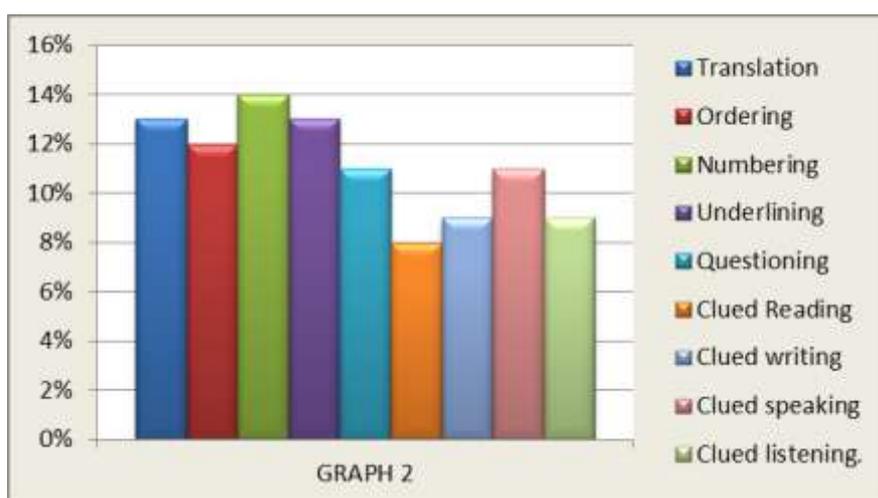
A good methodology is the main cue to get a successful class and also obtain meaningful learning in students; methodology is understood as methods in a general sense and in some cases, it is even equated to specific teaching techniques, study of the nature of language skills (listening, speaking, reading and writing) and their procedures for teaching, and the technique is any of a wide variety of exercises, activities or tasks used in the language classroom to achieve lesson objectives.

It is important to point out that the methodology and techniques applied by the English teachers' play an important role into the learning process, they involve using innovative strategies in order to get good results; for this reason teacher must choose the best methods and techniques to increase students' attention and make the class easier and funnier.

2. What activities does your teacher apply to teach you English? Tick them.

Activities that your teacher applies	f	%
Translation	151	13%
Ordering	140	12%
Numbering	162	14%
Underlining	148	13%
Questioning	127	11%
Clued Reading	88	8%
Clued writing	101	9%
Clued speaking	129	11%
Clued listening.	105	9%

SOURCE: Students' survey
AUTHORS: Researchers



INTERPRETATION

From 208 students surveyed 170 students (12%) manifested that teachers use the dictionary to teach their students ,162 students (11%) commented that teachers applied numbering, 151 students (10%) said that teachers translate, 148 students (10%) answered that teachers make to underline, 140 students (10%) declared that teacher carry out ordering, 129 students (9%) expressed that teachers perform clued speaking, 127 students (9%) answered that teachers carry out questioning, 105 students (7 %) clue listening, 101 students (7%) clued writing, 88 students (6%) clued reading, 75 students (5%) mentioned that practice scanning and 71 students (5%) answered skimming.

There are many activities to teach English efficiently and also achieve meaningful learning but teachers must be carefully into the selection of the activities, if teachers apply different activities they will get positive and encouraging results and consequently the students' predisposition will increase.

Before teaching strategies that promote active students' participation and engagement, we'll take a brief look at learning styles, another important aspect of learning that is useful to factor in to assignment and activity design. If everyone learned the same way, it would be easy to choose teaching strategies to optimize learning.

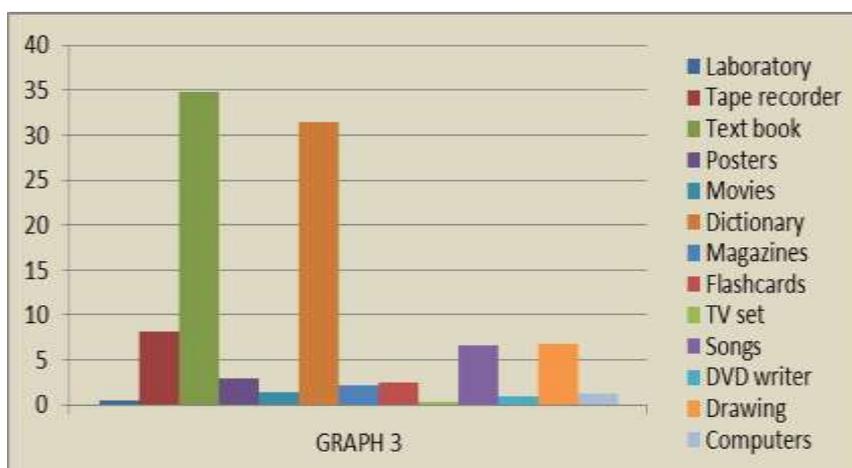
The supplementary didactic material

1. What material does your teacher use to teach you English?

What materials does the teacher uses?	f	%
Laboratory	3	1%
Tape recorder	45	8%
Text book	191	35%
Posters	16	3%
Movies	8	1%
Dictionary	173	32%
Magazines	12	2%
Flashcards	14	3%
TV set	2	0.4%
Songs	36	7%
DVD writer	5	1%
Drawing	37	7%
Computers	7	1%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

From 208 students surveyed, 191 students (35%) expressed that the material that teachers use to teach them is the text book, 173 students (32%) said the dictionary, 45 students (8%) manifested tape recorder, 37 students (7%) declared drawings, 36

students (7 %) answered songs, 16 students (3%) considered posters, 14 students (3%) said magazines, 8 students (1%) manifested computers, 7 students (1%) computers, 5 students (1%) DVD writer, 3 students (1%) answered laboratory and 2 students (0.4 %) manifested TV set.

As you can observe 35% of the students expressed that the teacher use the textbook, 32% said dictionary and 8% tape recorder. For a long time the classic resources were enough to awake and get the students attention. Nowadays it is demonstrated that the didactic material is an indispensable resource that permit a more active teaching, also it allows students to assimilate better and faster the language.

These resources bring this reality closer, and solve the problems of lack of discipline and attention in class. Besides it is important to remark that teachers do not make their work by themselves.

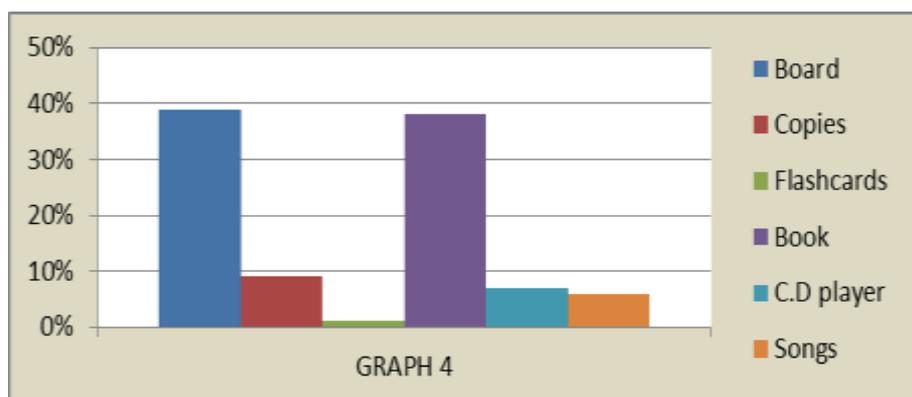
Most of the times, teachers follow some methodological approaches to create effective learning environment, or they may follow course books designed by publishing houses to cover with their teaching needs. Supplementary materials are any source that complements the teachers' work.

3. When you practice listening, what kind of didactic material does your teacher employ to develop this activity? Tick them.

<i>Didactic material that Teacher employs to practice listening.</i>	<i>f</i>	<i>%</i>
Board	200	39%
Copies	45	9%
Flashcards	5	1%
Book	192	38%
C.D player	37	7%
Songs	28	6%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

As we can observe 200 students corresponding to the 39% answered that their teachers employ the board to develop listening, 192 students (38%) expressed the book, 45 students (9%) manifested copies, 37 students (7%) declared C.D player, 28 students (6%) considered songs and just 5 students (1%) expressed flashcard. In this question we can notice that 39% of the students manifested that their teachers employ the board when they practice listening, 38% said the book, 9% answered copies and just 7% expressed C.D player for this reason the researchers consider that

listening is an essential skill for communication and didactic materials are instruments that help us to achieve any goal; that is, auxiliary material which the students develop the learning process, there are many listening materials available for creating listening tasks such as audiotapes, textbooks and songs but these materials must be selected carefully, according to the pupil's interest, needing, level of difficulty and motivation.

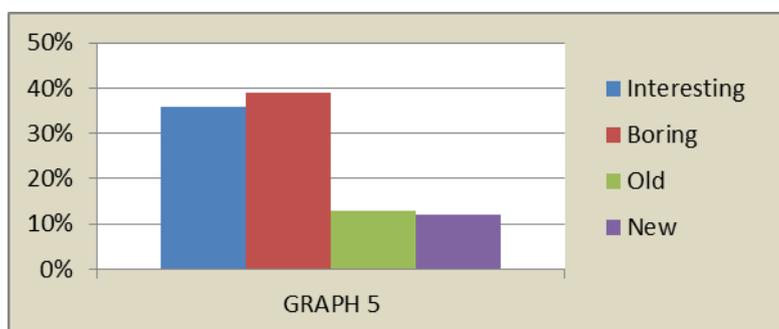
However, teachers should find a balance in the use of these resources because if they are overused, the learning process may be lowered. Besides, its selection and use will depend on the teachers' needs and teaching conditions.

4. **How is the material that your teacher uses to teach you?**

Material that your teacher uses	f	%
Interesting	89	36%
Boring	96	39%
Old	32	13%
New	30	12%
TOTAL	247	100%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

As we can observe there are 81 students (39%) who thought that their teachers' material is boring 75 students (36%) who considered that their teachers' material is interesting, but on the other hand there are 27 students who answered that the material is old, and there are 25 students who expressed that the material is new so that they only represent the 12%.

Respecting to this question a high percentage of the students answered that the material that teachers use to teach them is boring, so we can mention that attracting the attention of the students is one of the most important tasks, and the simplest didactic resources for teaching English are real objects, which can be used in several ways, on the other hand the material must be in good conditions in order to get the students attention. Besides exist less expensive materials that have given excellent results to develop a dynamic and interesting class.

5. What supported material to learn English would you like the institution to have? Mention please.

INTERPRETATION

Referring to the question 35% of the students expressed laboratory because it will permit them to perform different task and the most important to check the pronunciation of the words on the other hand 14% manifested that they need a DVD writer and TV set 11% mentioned computers 7% declared projector 6% indicated

posters 4% explained movies and songs and the 2% said tape recorder, flashcards, dictionaries and magazines.

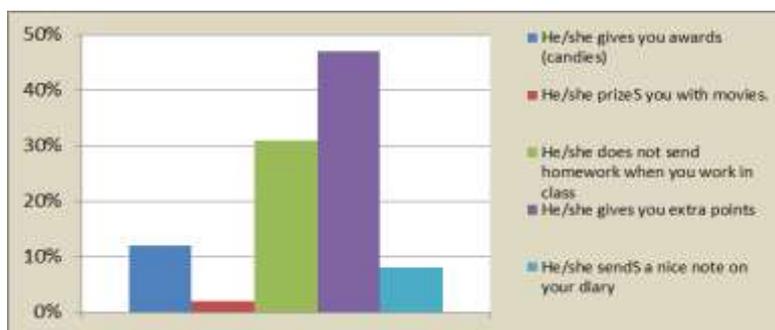
As you can observe the 35% of the students answered that they would like to have laboratory, 14% expressed DVD writer and TV. Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning, meanwhile Technology, such as OHP, slides, and video, audio tape recorders, video cameras, and computers, supports instruction/learning. Nevertheless it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

6. How does your teacher motivate you to learn English? Tick please.

How does your teacher motivate you to learn?	f	%
He/she gives you awards (candies)	32	12%
He/she prize you with movies.	5	2%
He/she does not send homework when you work in class	80	31%
He/she gives you extra points	121	47%
He/she send a nice note on your diary	20	8%
TOTAL	258	100%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

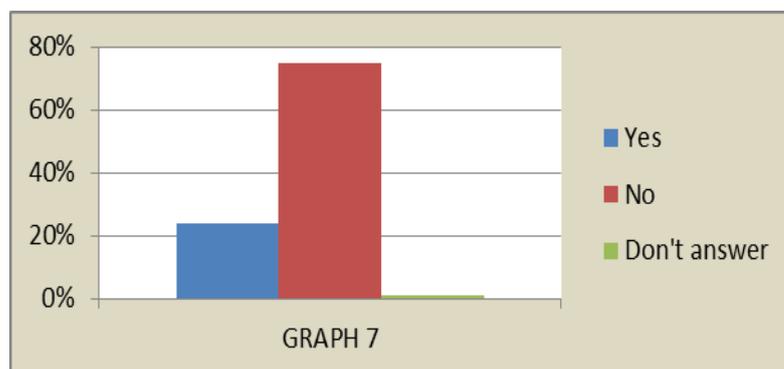
As can you observe in this paragraph, 121 students equivalent to 47% answered that your teacher gives extra points to motivate them, 31% rejoined that she does not sent homework when the students work in class, 12% responded that teacher gives them award like candies, 8% replied that teacher sends a nice note on your diary and 5 students (2%) mentioned that teacher prizes them with movies. In this question 47% of the students said that teachers give extra point to motivate them, 31% expressed that their teachers does not sent homework when they work in class, however it is important that motivation is the knowledge that the students have before the teaching action, and the like and enjoy the students experience and feel in class.

We think that it is very necessary and important to motivate to the students and the way to motivate the students is prepare activities to make them work in group, because when teacher encourage them, they can learn in better and easy way the foreign language and therefore they pay more attention into class.

7. Do you think that the didactic material that your teacher uses to teach you is enough for learning English?

The didactic material that your teacher uses is enough to learn English	f	%
Yes	51	24%
No	155	75%
Don't answer	2	1.0%
TOTAL	208	100%

SOURCE: Students' survey
AUTHORS: researchers



INTERPRETATION

As you can notice from 208 interviewed students, 155 of them equivalent to the 75% answered that the didactic material that teacher uses to teach them it is not enough to learn English but 51 students corresponding to the 25 % mentioned that is not necessary more material because to learn English is sufficient the book and the dictionary and 2 students (1 %) don't answer this question.

Researchers could evidence that greater part of English teachers are not using the

sufficient and adequate didactic material to teach their students and in view of that as ex students mention that the supplementary didactic material is an aid to solve the problems of lack of discipline and attention in class. For that reason we consider very important the use of real objects.

Also the majority of the students at Pío Jaramillo Alvarado high school mentioned that teachers do not use didactic material, and when they use it, it is old and boring consequently the material does not call the students' attention.

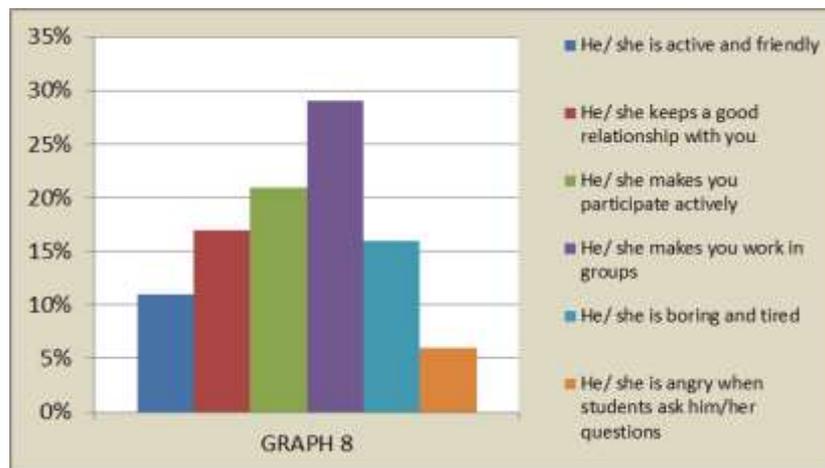
Moreover it is important to mention that other materials much more modest, less expensive, have given excellent results, and have been preferred by many teachers well capable and familiarized with pedagogic processes of their lessons, also mimic language, gestures and corporal expressions help students to understand English easiest, fastest and most meaningful.

8. Match. How is your teacher during the English class?

How is your teacher during the English classes?	f	%
He/ she is active and friendly	72	11%
He/ she keeps a good relationship with you	110	17%
He/ she makes you participate actively	135	21%
He/ she makes you work in groups	192	29%
He/ she is boring and tired	105	16%
He/ she is angry when students ask him/her questions	40	6%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

If you observe the answer in this questions you can notice that 192 students (29%) said that teacher makes them work in groups, 135 students (21 %) considered that teacher makes them participate actively, 110 students represented (17%) answered that teacher keeps a good relationship with them, other 105 students (16%) expressed that teacher is boring and tired, and 40 students corresponding to the 6 % mentioned that teacher is angry when they ask any question her.

In this answer we can notice that some English teachers at Pío Jaramillo Alvarado have a good methodology to work with their students because they make students work in groups, make them participate actively, also some teachers keep a good relationship with their students.

It is very important that teachers keep a good relationship with the students, in addition teachers need to be active, friendly, dynamic and patient and this way the students pay more attention and get interest to learn, and they do not have fear to participate in class, so they feel secure of themselves when they participate.

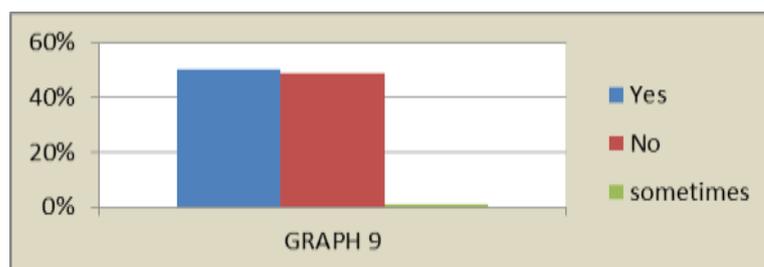
But as you know all the teachers do not have the same interest to plan and teach to the students, for that reason at Pío Jaramillo Alvarado high school is not the exception because some students commented us that teachers are boring and tired, moreover some of them are angry when students ask them any question. In this part the researchers manifested that teachers must be patient and confident in front of their students to obtain positive results in the learning.

9. Do you like English classes environment?

Do you like English?	f	%
Yes	105	50%
No	101	49%
sometimes	2	1%
TOTAL	208	100%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

From 208 interviewed students 105 of them corresponding to the 50 % mentioned that they like English, 101 students (49%) answered that they do not like this language and 2 students represented (1%) commented that they like English

sometimes is say only when teacher explain well and give to understand them.

A half interviewed students at Pío Jaramillo Alvarado high school manifested that they like English because they consider that learn another new language is very important and interesting because nowadays people who do not know English are limiting to work and travelling to another country, also some of them commented that they like it because they have studied it for several years in academies and the English that they are studying in the high school it is not according to the level of them.

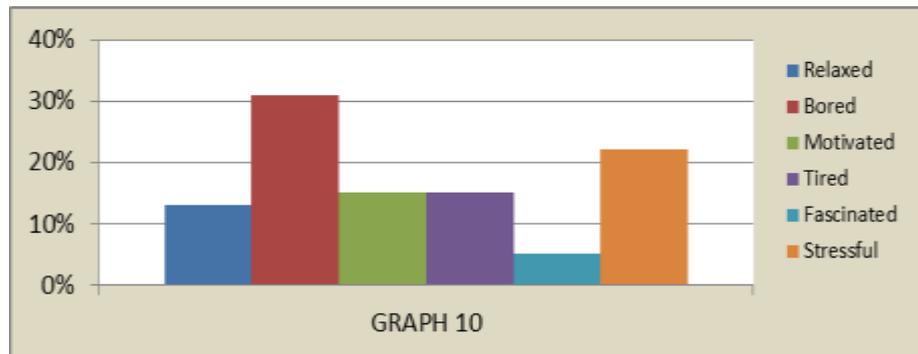
On the other hand another percentage said that they do not like English for the reason that they do not understand to the teacher, likewise teachers do not explain well, also some of them mentioned that some teachers do not speak English fluently, as well as sometimes the teachers are confused, wrong and on occasions teachers do not focus on the topic, therefore students said that they need to correct the teacher.

10. How do you feel during the English classes?

How do you feel in classes?	f	%
Relaxed	42	13%
Bored	103	31%
Motivated	48	15%
Tired	48	15%
Fascinated	16	5%
Stressful	71	22%

SOURCE: Students' survey

AUTHORS: Researchers



INTERPRETATION

According to the results obtained in this question, 103 students (26%) answered their classes are boring, 71 students (18%) commented that the English classes are stressful, 62 learners (16%) responded that during the period classes they feel interested in learning English, 48 students (12%) answered that they feel tired in English classes and another 48 students (12%) commented that they are motivated in class, 42 students (11%) manifested that they are relaxing during the English classes, 6 students (4%) mentioned that they fascinated this foreign language.

As you can see in this answer the majority of the students mentioned that English classes are boring and stressful, the researchers could state that these factors are due to teachers are not using the correct didactic material and adequate methodology to teach their students.

Besides some students mentioned that they feel boring in class because teachers don't explain them in a good way; moreover some teachers developed their classes only in English and students do not understand which reduce students' interest in learning English.

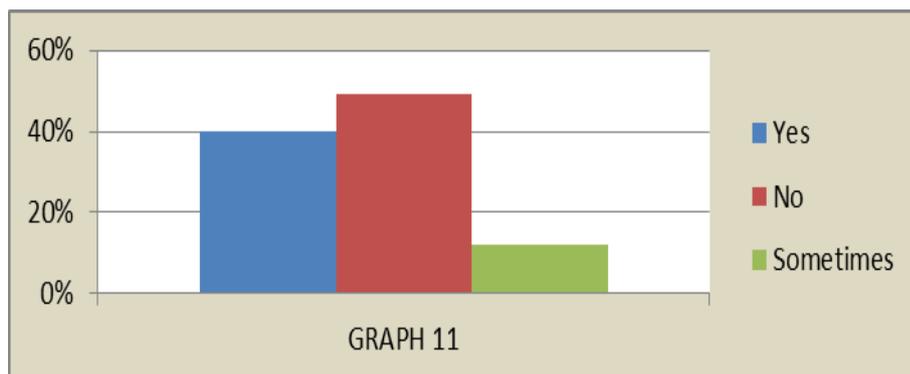
Another percentage of students also commented that English classes are stressful because teachers are not creative and dynamic therefore students would want that their classes could be more interesting, active and mainly participative and interactive, and a few percentage of learners responded that during the period classes they feel interest in learning English because nowadays it is very important and interesting, in addition they fascinate English because this is a favorite subject.

11. Do you understand the English classes?

Do you understand English?	f	%
Yes	83	40%
No	101	49%
Sometimes	24	12%
TOTAL	208	100%

SOURCE: Students' survey

AUTHORS: researchers



INTERPRETATION

As you can notice the results obtained in this question, 101 students 49% answered that they do not understand English, 83 students 40% commented that they understand English and 24 learners 12% mentioned that they sometimes understand English.

The majority of learners at Pío Jaramillo Alvarado high school said that they do not understand English due to some teachers only speak in English and do it very fast, further another teachers do not explain well, moreover teacher is confused with the pronunciation or the meaning of the words for those reasons students mentioned that they need to correct their teachers. Also the students said that they do not like the method that teacher applies since it is very boring.

And a little part of students said that sometimes they understand English and it is only when teacher explains well, while teacher is patient and some of them commented that they feel fear to ask any question to the teacher because teacher is angry.

Teacher 's survey

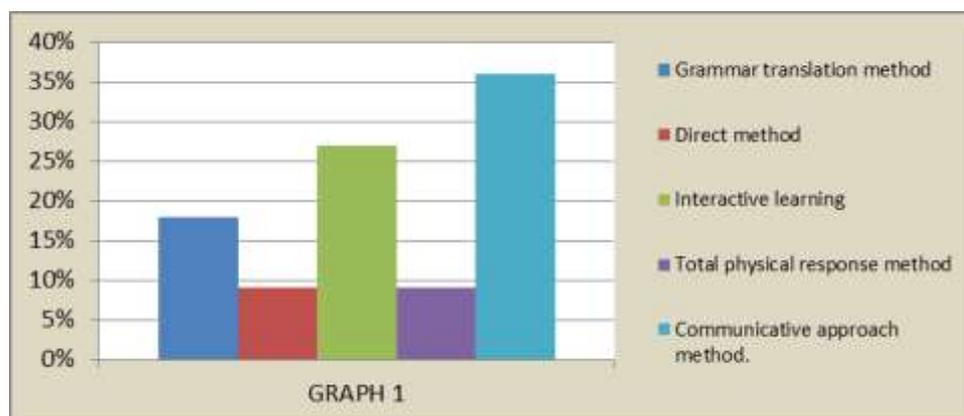
The methodology.

1. The methods that you employ in your classes are: tick them.

Methods that teacher employs	f	%
Grammar translation method	2	18%
Learner- centered learning.		
Direct method	1	9%
Audio lingual method		
Interactive learning	3	27%
The silent way method		
Total physical response method	1	9%
Natural approach.		
Communicative approach method.	4	36%
TOTAL	11	100%

SOURCE: Teachers' survey

AUTHORS: Researchers



INTERPRETATION

As we can observe in the graph 36% of the teachers manifested that they apply the communicative approach method 27 % of the teachers use the interactive learning method 18% answered grammar translation method and 9% said the direct method and total physical response.

In this question the 36% of the teachers expressed that they use the communicative approach method, but in contrast with the students answer we can realize that the teachers apply the grammar translation method. Method is defined like procedures to obtain specific object and also like a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviours and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials.

Nowadays there are different methods to teach English language however the Communicative Approach is the most common method. This approach focuses on meaningful communication, rather than precise grammar and usage. In the Audio-lingual Method (ALM), students learn by memorizing phrases in order to learn common patterns in the language. The Total Physical Response method teaches by having students respond physically to language. This may include miming, gesturing or dancing and is usually for younger students. With the Silent Way method, students work out grammar rules based on example sentences. These and other methods each have their pros and cons, so most teachers use a mixture.

It is important to point out that the methods play a very important role in the learning of the English language. It provides a set of activities and techniques which can be applied to make the classes easier and understandable. Nevertheless there are other elements that may have an impact in the teaching and learning process. These elements are mainly concerned with teachers, learners and class planning.

2. Match the methods with the corresponding activities.

- | | |
|-------------------------------------|------------------------------------|
| • <i>Grammar translation method</i> | Self- expression |
| • <i>Direct method</i> | dialog Memorization |
| • <i>Audio lingual method</i> | interacts with the students a lot. |
| • <i>The silent way</i> | repetition drills |
| | Bilingual vocabulary list |

INTERPRETATION

Teaching and learning is a dynamic process in which many elements interact to make this act possible and successful so that teachers play different roles according to the activities they perform and the relationships they establish with the students, the contents, the activities and materials.

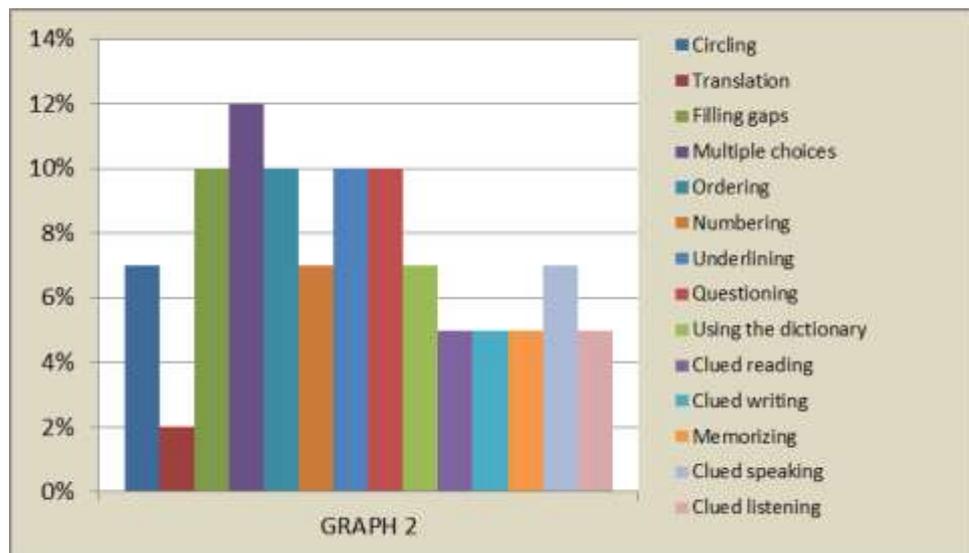
The roles they play exert some influence in the classroom communication; moreover the use of different methods, strategies and activities may help students become “more independent and autonomous learners”.

However it is important to remark that there is confusion with the activities derived from the methods in the application of these, for this reason the teachers should be very careful at the moment to choose the method and the corresponding activity in order to get success in the students’ learning.

3. What strategies do you develop in class to teach English? Tick them.

Strategies that teacher develops in class	f	%
Circling	3	7%
Translation	1	2%
Filling gaps	4	10%
Multiple choices	5	12%
Ordering	4	10%
Numbering	3	7%
Underlining	4	10%
Questioning	4	10%
Using the dictionary	3	7%
Clued reading	2	5%
Clued writing	2	5%
Memorizing	2	5%
Clued speaking	3	7%
Clued listening	2	5%

SOURCE: Teachers' survey
AUTHORS: Researchers



INTERPRETATION

As we can notice from 5 interviewed teachers, 5 of them corresponding to the 12% manifested that they apply the strategies multiple choices, 4 teachers (10%) answered questioning, underlining and filling gaps, 3 teachers (7%) responded clued speaking, circling, numbering and using dictionary, 2 teachers (5%) expressed clued reading,

clued writing, clued listening and memorizing, and just 1 teacher (2%) indicated that she translates their students.

There are many strategies to teach English language efficiently besides these strategies permit the students to develop and achieve meaningful learning, as well as there are many alternatives for language teaching there are many teachers who do not apply it in the classroom. If teachers apply different techniques and strategies they will get positive and encouraging results even better increase students 's preposition and make the classes funny and enjoyable. In addition strategies promote active engagement and participation of students in the classroom, and also it permits to accomplish the goals and enhance student learning.

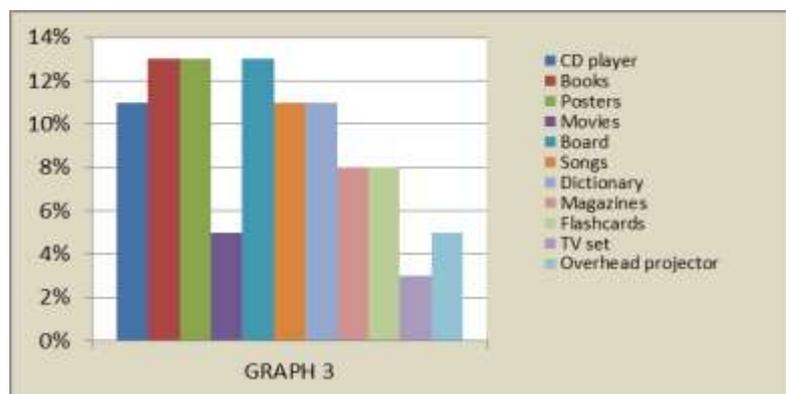
The supplementary didactic material

1. Tick the type of materials that you use to teach English.

Type of material that teacher uses	f	%
CD player	4	11%
Books	5	13%
Posters	5	13%
Movies	2	5%
Board	5	13%
Songs	4	11%
Dictionary	4	11%
Magazines	3	8%
Flashcards	3	8%
TV set	1	3%
Overhead projector	2	5%

SOURCE: Teachers' survey

AUTHORS: Researchers



INTERPRETATION

As we can observe 5 teachers equivalent to the 13% manifested that they use books, posters and the board to teach English, 4 teachers (11%) expressed tape record, dictionary and songs, 3 teachers (8%) answered magazines and flashcards, 2 teachers (5%) said movies and overhead projector and just 1 teacher (3%) mentioned TV set.

Contrasting with the students' answer also the majority of them equivalent to 27% answered that the didactic material that teacher uses to teach it is the text book, 25 % mentioned the dictionary 14% expressed worksheets and 7% said tape recorder.

Didactic materials are instruments that help us to achieve any goal; that is, auxiliary material which the students develop the learning process; these resources bring this reality closer, and are also an aid to solve the problems of lack of discipline and attention in class. The simplest didactic resources for teaching English language are real objects, which can be used in several ways

In addition it is important to point out that attracting the students attention is the most important task and the teachers can reach it if they use the appropriate didactic

material and from this way the teachers avoid the lack of attention and interest of the students in the learning of the English language.

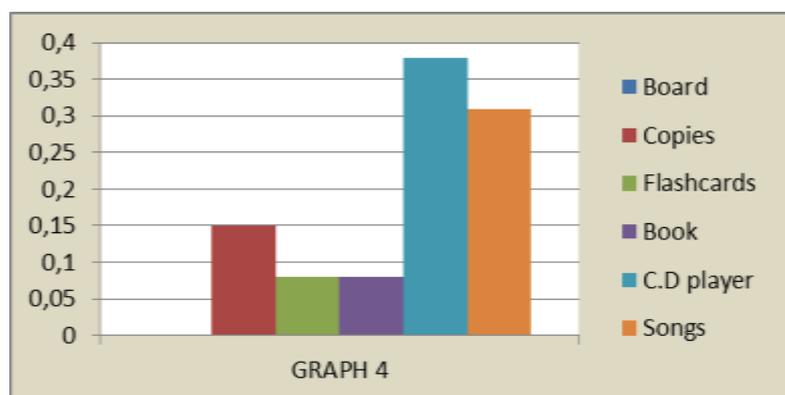
On the other hand materials help learning and teaching. It is true that in many cases teachers and students rely heavily on textbooks, and textbooks determine the components and methods of learning, that is, they control the content, methods, and procedures of learning. Therefore, it is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

2. When you do listening, what kind of didactic material do you use? Tick them.

Didactic material that teacher uses for listening	f	%
Board	0	0
Copies	2	15%
Flashcards	1	8%
Book	1	8%
C.D player	5	38%
Songs	4	31%

SOURCE: Teachers' survey

AUTHORS: Researchers



INTERPRETATION

As we can observe in the graph 5 teachers (38%) manifested that they use a C.D player to teach listening, 4 teachers (31%) expressed songs, 2 teachers (15%) answered copies and 1 teacher (8%) said flashcards and books.

Contrasting with the students' answer we are not agree, because 39% of the students expressed that their teachers use the board, 38% said the book, 9% mentioned copies, 7 declared C.D. player and 6% manifested songs.

Listening is a very important skill in the learning of the English language; however the C.D player and Songs are one of the most successful resources, but must be selected carefully according to the learners' interests, needs, level of difficulty and motivation.

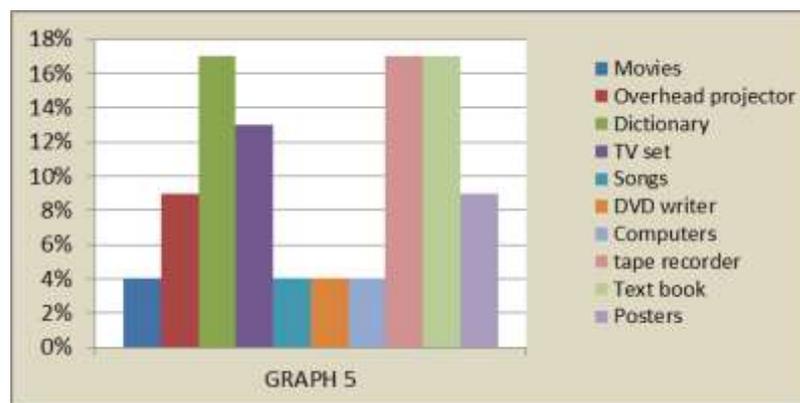
In addition one of the most popular resources is the video, since it is a good motivating force, because it provides a closer approach to reality through the ear and eye and keeps the students active.

3. List the materials the institution provides you to teach English?

Materials that institution provides	f	%
Movies	1	4%
Overhead projector	2	9%
Dictionary	4	17%
TV set	3	13%
Songs	1	4%
DVD writer	1	4%
Computers	1	4%
tape recorder	4	17%
Text book	4	17%
Posters	2	9%

SOURCE: Teachers' survey

AUTHORS: Researchers



INTERPRETATION

As we can observe in the chart 4 teachers (17%) manifested that the institution has tape recorder, text book and dictionary to teach English language on the other hand 3 teachers (13%) expressed TV set, 2 teachers (9%) said posters and overhead projector, and only 1 teacher (4%) mentioned movies, songs, DVD writer and computers.

For the teaching of the English language in a better way and that the students assimilate the knowledge it is necessary that the institution provide all kind of facilities in order to improve the learning because the materials like songs, videos and also computers are becoming increasingly popular for Teaching English as Foreign 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 creates an autonomous learning –the pupils 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. Nonetheless, not all schools are technologically speaking well equipped, so teachers should be able to make the most with the resources and equipments which are available.

4. What supported material to teach English would you like the institution to have? Mention please.

Referring to this question we can notice that 50% of the teachers expressed laboratory because it allows the students to work actively and it improves the assimilation of contents on the other hand, 17% of the teachers manifested tape recorder individual dictionary and a space to keep the didactic material.

In contrast with the students' answer the teachers coincide because the majority of the students 35% responded that they would like to have a laboratory, 14 % expressed DVD writer and TV set, with this percentage we are not agree because, 17% of the teachers mentioned tape recorder, individual dictionary and a space to keep the didactic material. It is important to mention that the materials like tape recorder and dictionaries must be provided by the institution because it will allow the teachers to develop and teach English language furthermore it let the students awake the interest of the language.

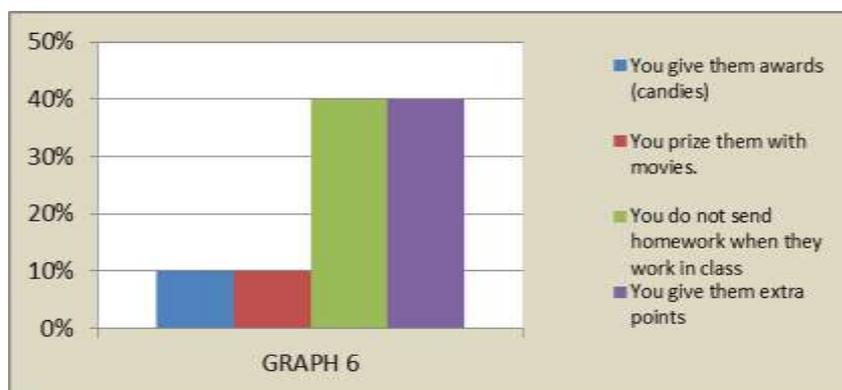
On the other hand the Technological resources such as: OHP, slides, video and audio tape recorders, video cameras, and computers, supports instruction/learning. However, not all schools are technologically speaking well equipped, so teachers should be able to make the most with the resources and equipments which are available.

5. How do you motivate your students to learn English?

How do you motivate your students to learn?	f	%
You give them awards (candies)	1	10%
You prize them with movies.	1	10%
You do not send homework when they work in class	4	40%
You give them extra points	4	40%
You send a nice note on their diary		

SOURCE: Teachers' survey

AUTHORS: Researchers.



INTERPRETATION

As can you observe in this paragraph, 4 teachers corresponding to 40 % answered that they do not send homework when students work in class, other 40 % of teachers commented that they give extra points to the students, 1 teacher (10%) responded that she gives awards like candies to the students, and other 10% manifested that she

prizes with movies to the students and neither of them send a nice note on the diary as a motivation to learn English.

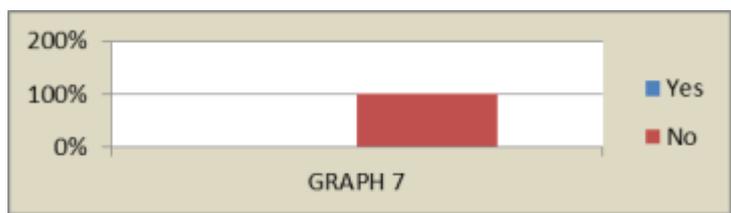
The majority of English teachers at Pío Jaramillo Alvarado motivate their students, for that reason they have clear that motivation is the knowledge that the students have before the teaching action, and the like and enjoy the students experience and feel in class. The researchers think that is very necessary and important to motivate to the students because when teacher encourage them, they can learn in better and easy way this language and therefore students pay more attention into class.

6. Do you think that the didactic material that you use is enough for teaching English?

Is enough the didactic material that you use to teach English?	f	%
Yes	0	0%
No	5	100%
TOTAL	5	100%

SOURCE: Teachers' survey

AUTHORS: Researchers



INTERPRETATION

As you can notice from 5 interviewed teachers, 5 of them equivalent to the 100 % answered that the didactic material that they use to teach their students it is not enough to learn English.

All interviewed English teachers at Pío Jaramillo Alvarado high school mentioned that the didactic material that they use, it is not enough for teaching English but the researchers mention that teachers need to be creative to prepare didactic material because as we know when the institution does not have laboratory or a TV set etc. other materials much more modest, less expensive, have given excellent results, and have been preferred by many teachers well capable and familiarized with pedagogic processes of their lessons.

The supplementary didactic material is an aid to solve the problems of lack of discipline and attention in class. For that reason the researchers consider very important the use of real objects.

g. DISCUSSION

Contrasting and verification of the hypothesis

a) Statement

The methodology and the use of supplementary material that teachers apply to teach English language contribute to improve the learning of the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

To contrast and verify the hypothesis that our group have stated in the Project; we used the obtained results from the logic analysis of the information gathered from teachers and students at “Pío Jaramillo Alvarado High School; this information have let us prove if the hypotheses are positive or negative and after this, to establish the respective conclusions and suggest the best recommendations to improve the methodology to teach English language.

b) Demonstration

The first hypothesis has two variables the methodology and the use of supplementary material that the teachers apply which are the independent one and the second variable that is the learning of the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

This hypothesis has been proved through the following questions:

The question number one, where we asked about the methods that teachers employ in their classes, even when 36% the teachers said that they use communicative approach, 182 students corresponding 17% mentioned that teacher translates the words that they do not understand and use the mother tongue in class which are characteristic of the traditional methodology.

In the question number two, which refers the activities that teacher applies 11% of the students expressed using the dictionary, numbering and ordering however the majority of the teachers said dialogue memorization.

c) Decision

The research group based on the obtained results and after the demonstration with the respective questions rejects the hypothesis, because we have proved that the methodology and the use of supplementary material are not contributing in the learning of the English language at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

Hypothesis two

a) Statement

The learning of the English language is increased by the use of supplementary material that teachers use with the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

b) Demonstration

As we can see in the second hypothesis we also have two variables the first one, the learning of the English language , which is the independent variable and the second one that the use of supplementary material that teachers use with the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

So to prove this hypothesis we have the following questions:

The question number four, which refers the material that teacher use to teach English 35% of the students and 13% of the teachers expressed the text book.

In the question number five, to know the kind of material that teachers employ when they develop listening 39% of the students answer the board and book however 38% of the teachers said the C.D player.

In the question number nine, which refers what supported material would you like the institution to have 35% of the students and 50 % of the teachers expressed laboratory.

In the question number ten, we asked about how teachers motivate their students 47% of the students and 40% of teachers mentioned that he / she gives extra points.

In the question number eleven which refers the material that teachers use is enough to teach English the 75% of the students and 100% of the teachers said no.

c) Decision

The research group based on the obtained results and after the demonstration with the respective questions reject the hypothesis because we have proved that teachers are not using supplementary material to help the students to increase their learning of the English language at “Pío Jaramillo Alvarado” High School. Morning Section. Academic Year 2010- 2011.

h. CONCLUSIONS

- Some English teachers at Pío Jaramillo Alvarado High School are not applying a good methodology to teach their students even when they say that they are working with communicative and interactive methodology. Translation is predominant in the methodology that the teachers of the researched High School use during the English teaching learning process, which is not advisable because students do not familiarize with the target language and we can say that it is a typical characteristic of traditional methodology.
- Most of English teachers at Pío Jaramillo Alvarado High School are not using supplementary material to complement the teaching process. They just work with the book, the board and dictionaries which are not enough to get meaningful learning with the students.
- Pío Jaramillo Alvarado High School does not have enough resources such as a laboratory, CD player and television etc. to practice the English language and help students to increase their knowledge in this language.
- English teachers at Pío Jaramillo Alvarado High School motivate their students by giving extra points and do not send homework, which is not the best way to motivate the students to learn the language.

i. RECOMMENDATIONS

- That English teachers at Pío Jaramillo Alvarado High School should get self training by using the Internet about methods, strategies, techniques that help students to learn the language communicatively and get some fluency and real application of the language learnt. That the teachers eliminate the translation of their methodology because this methodology does not give good results and interferes in the learning of the English language. They must take their classes totally in the English because it helps students with acquisition and exposure to the target language and their learning is better.
- That English teachers choose and use the best supplementary didactic material according to the methodology that they are going to use in their classes and in relation to the students' needs and interests. Didactic material could help them to solve the problems of lack of attention in class and they will motivate students to learn the English language.
- That authorities of the researched institution implement the laboratory, so that teachers have access to the internet where they can get a lot of supplementary material which can support the English classes or can be used as extra class material for students to work at home and get better their learning in the target language by taking advantages of their abilities in the use of technology.

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- <http://coe.sdsu.edu/people/jmora/almmethods.htm>
- <http://www.google.com.ec/search?hl=es&q=teaching+methodology&met>
- http://gs.fanshawec.ca/cdr/how_do_i_choose_a_teaching_metho.htm

k. ANNEXES

ANNEXES

PROJECT

1. THEME:

THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS AT “PIO JARAMILLO ALVARADO” HIGH SCHOOL. MORNING SECTION. ACADEMIC YEAR 2010-2011.

2. PROBLEM STATEMENT

2.1 Background

Pío Jaramillo Alvarado high school.

The Experimental “Pío Jaramillo Alvarado” High School of the Loja city was created on December 9th 1966 by means of ordinance N° 42 with the modality of Basic Cycle, when Dr. Otto Arosemena Gomez was the president of Ecuador and Dr. Carlos Larreategui Mendieta was the corresponding Minister of Education. Moreover the deputies Dr. Arsemio Vivanco Neira and Dr. José Castillo Luzuriaga who collaborated in the creation of the same, also Dr. Eduardo Andrade Jaramillo, in that time that he was the director of Education of our City and after he became the first Headmaster of this important High School.

The main purpose of its creation was to cover the demand of the Education of the feminine sector, because they could not attend to the morning High School. The academic activities began in 1967, and they started working in various places of our city, because they did not have the enough economic resources to acquire its own building, besides it is important to mention that this Institution started with Mathematics and Social Sciences Specialization.

In 1979, they acquired their own building in which they are working nowadays. Now the Institution has three specializations these are: Basic Sciences, Computing and Accountant, besides it has three sections, and a Semi-Presential Section where the

students attend all the Saturdays, this Section only has the Accountant specialty. The Institution actually has 8 English teachers and 1243 students in the three sections and especially in the Morning Section there are 630 students, the head master of this High School is Lic. Manuel Carrera.

➤ **MISSION**

The mission is that the bachelors that are forming and were formed in this important Educational Institution, respond to the challenges of the new millennium, moreover their great commitment on the teaching, the research, the culture diffusion and the service to the community, forming bachelors or technicians with knowledge, capacities, skills, and values that besides be inserted significantly in productive processes, and they contribute to look for alternatives of solution that solve the problems of the South Region.

➤ **VISION**

The Vision of this Institution is to constitute in a leader Institution of the middle Education in the South Region of Ecuador, and using technological resources of high quality with a new educative orientation, with teachers training and modern laboratories to cover their necessities with a high organization level and planning, and help in the formation of highly qualified human resources so that they are inserted with facility to the work and the University and also offer them short

technical careers, that employ the research, extension with a high level of prestige and excellence.¹

2.2 Current situation of the research

Nowadays English language is a very important universal and indispensable language, besides in some countries it is considered like the main vehicle of the knowledge moreover it has been converted like an essential factor of the Academic Formation and of the professional development of people. English is also the language of the news and the world information. Many specific writings are published in English; this language is spoken in hotels, tourist attractions, airports, business centers, stores, etc; since the necessity to communicate in English has become a common place in the business, politics and especially in the Education.

When teachers refer about English language they consider important the use of methodology in the learning of this language, because it involves them “How to teach” the English class to the learners, besides the use of the methodology permit them to employ and develop some methods, strategies, techniques and so on. So It is important to mention that if teachers have a clear knowledge about methodology they understand it well, moreover it is very important the use of some skills or abilities and supplementary material to call students’ attention.

¹Pío Jaramillo Alvarado high school: secretary

Methodology is also considered like the study of pedagogical practices in general (including theoretical underpinnings and related research) besides is important to consider that methodology is involved with a variety of methods that permit to the learners to understand in a better way this foreign language, the methods are: Grammar translation method, direct method, audio-lingual method, the silent way, the total physical response, natural approach, and communicative approach, these methods are more employed in the learning of the English language.

Methods help to the teachers to discover the strategies, and the procedures to obtain specific objectives and how to develop a really English class, therefore the researchers consider that the knowledge and the appropriate use of it, all the methods before mentioned help to the learners increase their knowledge and to develop the student's skills. As we know to get a good learning of the English language the teachers don't only need to employ good methods, also it is necessary to apply appropriate didactic material because it helps to familiarize them with the pedagogic process of their lessons and obtain excellent results in the learning of this foreign language .

When the researchers mention about the didactic material they are referring to television, tape record, text books posters, movies, flashcards, magazines and so on, all these material permit to the teachers to transmit their knowledge and to catch the students' attention. On the other hand it is important to mark that the learning is a process that it starts when people birth and it finishes when people died. The students

learn from the teacher and the teacher from the students, in this interaction they develop their practice and reflexive intelligence, and they build a new knowledge in their life, for this reason learning can be considered like a product or result of the education and not only a simple pre- requirement.

Therefore, learning is a construction and reconstruction process of people who learn knowledge, behavior forms, attitudes, values, feelings and expression forms that they produce in social interaction conditions. To spite that in our city there are some high schools of national rename, these register a low academic quality in the basic, middle, and superior levels of education; as we know almost all the problems that we can evidence in the institutions are due to the economic factors. Pío Jaramillo Alvarado high school institution of middle education level, it is part of our problematic because it lack of necessary equipment in laboratories and more didactic material to learn the English language, besides this institution doesn't possess the enough economic resources to finance and to bring to the English teachers the supplementary didactic material to teach their students and trough of it their students can pay interest to learn this foreign English.

It is important to mention that nowadays exist a lot of strategies, methods, techniques to teach English, but in the Pío Jaramillo Alvarado High School the authorities don't give a good importance at this language because some of the teachers could mention us that they don't receive trainings to update their knowledge. Likewise we could evidence in the classrooms that some of the English Teachers start classes without a

motivation, besides they directly start with the book and they are only based in it to ask and answer for information their students neither apply any supplementary didactic material to call the students' attention.

As we know all these problems have a consequence especially with the students because they don't pay attention in class and we could witness when we went there in addition we could evidence that reason when we ask to the students they mention that English is boring and don't motivate their students, in spite of they don't apply a good methodology and all the supplementary didactic material to teach in a better way the learning of this important language, and as always all problem has a consequence therefore we can notice that in this high school the students have the little interest to learn and study this language, moreover in some cases they mentioned that they do not like it.²

2.3 RESEARCH PROBLEM

Nowadays, in spite of the importance of the English language and the significance of the methodology, in most Educative Institutions of our city especially the Public High Schools do not give a good importance at this foreign language. The Experimental "Pío Jaramillo Alvarado" High School has some problems that are affecting the learning of the students.

²Www. Google.com (English Teaching Methodology: The use of Didactic Material: Learning a new Language)

English teachers do not apply a good methodology and they do not have the enough didactic material to develop their classes, and the Institution does not offer them the support that permits them to teach their students. Referring about methods into the Learning of the English language, the teachers do not employ them in their classes moreover they have a little knowledge about methods. The unique methods that the teachers employ in their classes are: the communicative approach method, and the grammar translation method.

English teachers manifested that to develop the four basic skills (**listening, speaking, reading and writing**) they work especially in **writing skill** the following strategy: brainstorming ideas. **In reading** they develop the strategies such as: reading for details, scanning, underline skimming, translation and guessing meaning from context. **In listening skill** the English teachers manifested that they cannot develop it in a better way because they do not have tape recorder, T.V neither laboratory and when they have listening activity the English teachers use their own tape recorder and develop this skill using a strategy that is listening for a purpose.

On other hand, we can evidence that the English teachers do not apply the supplementary didactic material and only a little group of them prepare their own material.

Previous observation and the corresponding pilot surveys the researchers could notice that 100% of the English teachers consider very important to learn the English language because it language gives to the people some new opportunities such as traveling another country, to find a good work , to be excellent English teachers and so on.

According to the information gathered by students about methodology and language skills 19% of the students said that the teachers teach reading, also they mentioned that 17% practice writing, although 17% said grammar and 29% manifested reading and pronunciation, besides 15% the teachers introduce vocabulary, and 11% the English teachers make their students translate.

About didactic material 100% of the students manifested that their teachers only work with the text book and 22% of them work with pictures, although 15% use the tape record, 10% flashcards and wall chat 10.30%, they consider very important the English language, but the lack of the supplementary material do not permit them to develop this language in a better way.

In addition, the English teachers mentioned that other big problem is that the institution does not possess the enough economic resources to finance and to bring them the supplementary didactic material to teach their students and trough of it that their students pay interest to learn this foreign English.³

³pilot survey applied to the English Teachers and students at Pío Jaramillo Alvarado High School

2.4 DELIMITATION OF THE RESEARCH

- a. **Temporal:** As ex students of the National University of Loja of the English Language Career, we consider making this research inside the period 2010-2011.
- b. **Spatial:** The researchers consider developing this research in a specific Institution called “Pío Jaramillo Alvarado” High school. It is located on Bolivar Street between Lourdes and Catacocha streets, with the purpose to know the Methodology and the use of supplementary material in the learning of the English language.
- c. **Observation Units:**

To have a good communication, to help, to constructive critical, to know and acquire some new knowledge from other people is very important to be in contact with the people, for that reason the research group considers linked with the students and English teachers at Pío Jaramillo Alvarado High School with the Morning Section during the academic year 2010- 2011 because all them will help us to develop and improve our research.

English Teachers:

- Dra. Bertha Ramón
- Licda. Rosa Granda
- Licda Beatriz Valarezo.
- Dr. Vicente Guerrero.
- Licda Marcia Jaramillo.
- Lic. Jose Pilco.
- Licda. Rosario Correa.
- Licda. Euralia Serrano.

Students of eighth, ninth and tenth years of Basic Education and first, second, and third year of High School Curriculum.

d. Sub problems:

As ex students of the English language career, we consider important to mention some sub- problems that are affecting in the learning of the English language at Pio Jaramillo Alvarado High School.

- ❖ Is the methodology that the English teachers apply in their classes appropriate to develop a good learning of the English language?
- ❖ Are the didactic materials enough to increase the knowledge about English Language and do they call the learners attention?
- ❖ Does the institution offer to the English teachers the appropriate didactic resources that permit them to teach English language?

- ❖ Do the teachers give real importance to the learning of the English language?

After we have analyzed all of these consequences, the research group decided to determine the following problem which is:

How are the methodology and the use of supplementary material affecting the learning of the English Language with the students at “Pío Jaramillo Alvarado” High School. Morning Section. Academic year 2010- 2011?

3. JUSTIFICATION

The Modular Academic System for Transformation objects is applied in our university so that, it is one of the most important principles of links with the society through the investigation of problems of the reality the same that are meanly affecting a determinate population.

The research group will carry out this research work that has as focus of study: The Methodology and the use of supplementary material and their influence in the learning of the English language with the students at “Pio Jaramillo Alvarado” High School. Morning section. Academic year 2010-2011.

The applied problem refers to the educative aspects, and it has a logic advised process, observation, and viable information. Besides it has a period of time and will be develop in the academic year 2010- 2011 moreover it is original because it had not been took from other researcher works, the problem had been constructed for our perceptions fundamentally through observation, and applied interviews to English teachers and students initially carried out. The present research work is justifiable for three essential reasons: **academically** because it is a contribution to finish with succeed our career, **socially** because it is a problem that is linked with the Public educative institution Pio Jaramillo Alvarado High School, and it takes an important sample of 208 students and eight English teachers in the morning section. And

culturally because we will know the methodology and supplementary didactic material that teachers apply to develop the learning of the English language and also we will come up with some conclusions and recommendations for the solution of the detected problems in the mentioned Institution.

It is important to mark that when someone studies enrich his/her theoretical knowledge through the recompilation bibliography and practical we can learn so much through the interaction with the affected society. Besides this learning is very important because as future English teachers this will help us to identify and study some problems that can be affecting to our specialty that is English language and at the same time to give to these problems possible alternatives of solution.

4. OBJETIVES

4.1 General objectives

- To analyze the influence of the methodology and the use of supplementary material in the learning of the English Language with the students at “Pío Jaramillo Alvarado” High School. Morning Section. Academic year 2010-2011.

4.2 Specifics objectives

- To describe the methodology and the use of supplementary material that teachers apply in the learning of the English language with the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010-2011.
- To identify how supplementary material help to the students in the learning of the English language at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010-2011.
- To elaborate the corresponding conclusions and recommendations in order to contribute in the learning of the English Language at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010-2011.

5.1 METHODOLOGY

5.1.1 Definition of methodology

The word methodology is formed by a term method and the Greek noun logos, it means explanation judgment treatise, study and when they are together, they are defined by:

- Study of practices and procedures used in the teaching, principles and believe that are include in the same.
- The study of pedagogical practices in general (including theoretical underpinnings and related research). Whatever considerations are involved in "how to teach" are methodological.
- Study of the nature of language skills (listening, speaking, reading and writing) and their procedures for teaching.
- Evaluation and comparison of method for teaching language.
- Most often, methodology is understood to mean methods in a general sense, and in some cases, it is even equated to specific teaching techniques. It does (or should) in fact mean and involve much more than that.

5.1.2 METHODS

5.1.2.1 Definition of methods

Method is defined like procedures to obtain specific object because its Greek composition is formed by META, which means way, and THODOS that means direction. Method is constituted in the way, direction, strategy of a science, the process that helps to discover the nature of the object of the study.

A generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviours and secondarily with such features as linguistic and subject matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts.

5.1.3 TYPES OF METHODS	
<ul style="list-style-type: none">➤ The grammar translation method.➤ Direct method.➤ Audio- lingual.➤ Silent way.	<ul style="list-style-type: none">➤ Communicative language teaching approach.➤ Suggestopedia➤ Natural approach➤ Total physical response.

5.1.3.1 THE GRAMMAR TRANSLATION METHOD

Grammar-translation usually consists of an explanation of a grammatical rule, with some example sentences, a bilingual vocabulary list, a reading section exemplifying the grammatical rule and incorporating the vocabulary, and exercises to practice using the grammar and vocabulary. Most of these classes are taught in the student's first language.

The grammar-translation method provides little opportunity for acquisition and relies too heavily on learning. Latin and Ancient Greek are known as "dead" languages, based on the fact that people no longer speak them for the purpose of interactive communication. Yet they are still acknowledged as important languages to learn (especially Latin) for the purpose of gaining access to classical literature, and up until fairly recently, for the kinds of grammar training that led to the mental dexterity considered so important in any higher education study stream.

Latin has been studied for centuries, with the prime objectives of learning how to read classical Latin texts, understanding the fundamentals of grammar and translation, and gaining insights into some important foreign influences Latin has had on the development of other European languages.

The method used to teach it overwhelmingly bore those objectives in mind, and came to be known (appropriately!) as the Classical Method. It is now more commonly known in Foreign Language Teaching

Importance of grammar translation method.

It is hard to decide which is more surprising - the fact that this method has survived right up until today (alongside a host of more modern and more "enlightened" methods), or the fact that what was essentially a method developed for the study of "dead" languages involving little or no spoken communication or listening comprehension is still used for the study of languages that are very much alive and require competence not only in terms of reading, writing and structure, but also speaking, listening and interactive communication. How has such an archaic method, "remembered with distaste by thousands of school learners" (Richards and Rodgers, 1986:4) persevered?

It is worth looking at the objectives, features and typical techniques commonly associated with the Grammar Translation Method, in order to both understand how it works and why it has shown such tenacity as an acceptable (even recommended or respected) language teaching philosophy in many countries and institutions around the world.

Objectives of grammar translation method:

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that (for their students at least) the most fundamental reason for learning the language is to give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds

of grammar, reading, vocabulary and translation skills necessary to pass any one of a variety of mandatory written tests required at high school or tertiary level.

Some teachers who use the method might also tell you that it is the most effective way to prepare students for "global communication" by beginning with the key skills of reading and grammar. Others may even go so far as to admit that they think it is the "least stressful" for students, because almost all the teaching occurs in and students are rarely called upon to speak the language in any communicative fashion. More conservative teachers from more conservative countries are even likely to be put out by anyone merely questioning the method, and a typical response could be "because that's the way it's always been done - it's the way I learned and look; now I'm a professor". The point being, the method is institutionalized and considered fundamental. Such teachers are probably even unaware that the method has a name and can be compared alongside other methods.

Comments about grammar translation method.

Many people who have undertaken foreign language learning at high schools or universities even in the past 10 years or so may remember many of the teaching techniques listed above for the Grammar Translation Method. They may also recall that the language learning experience was uninspiring, rather boring, or even left them with a sense of frustration when they travelled to countries where the language was used only to find they could not understand what people were saying and struggled mightily to express themselves at the most basic level. Very few modern language-teaching experts would be quick to say that this is an effective language

teaching method, and fewer would dare to try to assert that it results in any kind of communicative competence. As Richards and Rodgers (1986:5) state, "It is a method for which there is no theory. There is no literature that offers a rationale or justification for it that attempts to relate it to issues in linguistics, psychology, or educational theory. Yet the Grammar Translation Method is still common in many countries - even popular. Brown attempts to explain why the method is still employed by pointing out:

"It requires few specialized skills on the part of teachers. Tests of grammar rules and of translations are easy to construct and can be objectively scored. Many standardized tests of foreign languages still do not attempt to tap into communicative abilities, so students have little motivation to go beyond grammar analogies, translations, and rote exercises."⁴

5.1.3.2 THE DIRECT METHOD

Several approaches have been called the "direct method"; the approach evaluated here involves all discussion in the target language. The teacher uses examples of language in order to inductively teach grammar; students are to try to guess the rules of the language by the examples provided. Teachers interact with the students a lot, asking them questions about relevant topics and trying to use the grammatical structure of the day in the conversation. Accuracy is sought and errors are corrected.

⁴ Larsen-Freeman, Dianne, 2000: *Techniques and Principles in Language Teaching (2nd Edition)*, New York: Oxford University Press.

This method provides more comprehensible input than the methods discussed so far, but it still focuses too much on grammar.

Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create communicative competence in students, began to experiment with new ways of teaching language. Teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation did not - namely oral communication, more spontaneous use of the language, and developing the ability to think in the target language. Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method. The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned. The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively. One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and Berlitz Method are now world-renowned.

Still, the Direct Method was not without its problems. As Brown (1994:56) points out, "(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use." By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of scholastic language learning orientated around reading and grammar skills. However, the Direct Method continues to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well-known "Audio-lingual Method" expanded from starting half way through the 20th century.

5.1.3.3 THE AUDIO-LINGUAL METHOD

An audio-lingual lesson usually begins with a dialogue, which contains the grammar and vocabulary to be focused on in the lesson. The students mimic the dialogue and eventually memorize it. After the dialogue comes pattern drills, in which the grammatical structure introduced in the dialogue is reinforced, with these drills focusing on simple repetition, substitution, transformation, and translation.

While the audio-lingual method provides opportunity for some acquisition to occur, it cannot measure up to newer methods, which provide much more comprehensible input in a low-filter environment. The next revolution in terms of language teaching methodology coincided with World War II, when America became aware that it needed people to learn foreign languages very quickly as part of its overall military operations.

The "Army Method" was suddenly developed to build communicative competence in translators through very intensive language courses focusing on aural/oral skills. This in combination with some new ideas about language learning coming from the disciplines of descriptive linguistics and behavioural psychology went on to become what is known as the Audio-lingual Method (ALM).

Objectives of audio- lingual method.

Just as with the Direct Method that preceded it, the overall goal of the Audio-lingual Method was to create communicative competence in learners. However, it was thought that the most effective way to do this was for students to "overlearn" the language being studied through extensive repetition and a variety of elaborate drills. The idea was to project the linguistic patterns of the language (based on the studies of structural linguists) into the minds of the learners in a way that made responses automatic and "habitual". To this end it was held that the language "habits" of the

first language would constantly interfere, and the only way to overcome this problem was to facilitate the learning of a new set of "habits" appropriate linguistically to the language being studied.

1. Very little use of the mother tongue by teachers is permitted.
2. Successful responses are immediately reinforced.
3. There is great effort to get students to produce error-free utterances.
4. There is a tendency to manipulate language and disregard content.

Typical Techniques of Audio-lingual method.

Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* (1986:45-47) provides expanded descriptions of some common/typical techniques closely associated with the Audio-lingual Method. The listing here is in summary form only.

1. Dialog Memorization: (Students memorize an opening dialog using mimicry and applied role-playing).
2. Backward Build-up (Expansion Drill): (Teacher breaks a line into several parts; students repeat each part starting at the end of the sentence and "expanding" backwards through the sentence, adding each part in sequence).
3. Repetition Drill: (Students repeat teacher's model as quickly and accurately as possible).

4. Chain Drill: (Students ask and answer each other one-by-one in a circular chain around the classroom).
5. Single Slot Substitution Drill: (Teacher states a line from the dialog, then uses a word or a phrase as a "cue" that students, when repeating the line, must substitute into the sentence in the correct place)
6. Multiple-slot Substitution Drill (Same as the Single Slot drill, except that there are multiple cues to be substituted into the line)
7. Transformation Drill: (Teacher provides a sentence that must be turned into something else, for example a question to be turned into a statement, an active sentence to be turned into a negative statement, etc)
8. Question-and-answer Drill: (Students should answer or ask questions very quickly)
9. Use of Minimal Pairs (Using contrastive analysis, teacher selects a pair of words that sound identical except for a single sound that typically poses difficulty for the learners - students are to pronounce and differentiate the two words)
10. Complete the Dialog: Erased from a line in the dialog - students must find and insert).
11. Grammar Games: (Various games designed to practice a grammar point in context, using lots of repetition)

Comments of Audio- Lingual Method.

Just as with the Direct Method, the Audio-lingual Method represents a major step in language teaching methodology that was still aimed squarely at communicative competence. A teacher that can use the method well will generally be able to create what appear to be very "productive" students. The extensive and elaborate drills designed to facilitate over learning and good "language habit forming" were an innovative addition to the techniques used to practice language, and many of them are featured as essential parts of "communicative" methods that followed the Audio-lingual Method. The method's original appearance under the name "The Army Method" is apt, and from it, one ought not to be surprised that the method is all about highly controlled practice involving extensive repetition aimed at "habit forming". If you can imagine a squad of new military recruits doing marching drills in the exercise yard, listening to the terse commands and repeating the movements in various combinations until they become second nature and do not need to be "thought about", then you have yourself an effective picture of how the Audio-lingual Method essentially works and creates the desired result. The experts representing descriptive linguistics at that time can be seen as disseminating the patterns required to perform the various marching drills piece by piece, and the behavioural psychologists dictated the various ways for the drills to be repeated in order to create an effective habit-forming process.

The (however slightly simplified) picture presented above ought to also indicate to the modern, enlightened and eclectic language teacher the obvious ways in which the Audio-lingual Method falls far short of the overall goal of creating sustainable long-term communicative competence in language learners. The linguistic principles upon which the theory was based emphasized surface forms of language and not the "deep structure". Cognitive principles aimed at explaining how learners learn and develop independent concepts were to change considerably in the period following the Audio-lingual Method.

Still, there are reasons why the method is still popular, and perhaps even appropriate in certain educational contexts. In countries where one of the prime objectives of learning English is to take and achieve successful results in a variety of tests, and where many learners are not intrinsically motivated to learn English but do so because they feel they have to, the method is not without merits. The term "practice makes perfect" was coined at a time when the concept of practice was synonymous with repetition, and if English is seen as just "another subject to be learned", then the philosophy of repeating the required patterns until you get them right without needing to think about them does have a lot of supporters.

In my personal opinion, however, one of the key responsibilities of the modern day teacher of any discipline is to actively create and build intrinsic motivation in their learners, to empower them with the ability and confidence to "learn how to learn", to develop a sense of responsibility for their own development, and to regard peers as

possible sources of learning as well. They should also be encouraged to experiment with and formulate their own ongoing set of language rules, and to deduct through active independent application where and how the rules need to be adapted. The idea that errors are a natural and even necessary part of the learning process needs to be encouraged and supported. The Audio-lingual Method does nothing to address those issues, and as a whole is little more than a very effective way of running highly teacher-orientated classrooms designed to produce language users whose proficiency stems from some kind of "auto pilot" mentality.

There are ways in which the practice involved in the Audio-lingual Method can be applied to approaches that have a bigger picture in mind. Audio-lingual-based drills can be adapted and used in combination with effective error correction techniques to create an approach that is sensitive to affective factors, and can be followed up with techniques designed to create more independent experimentation and application. I do not in any way recommend it as a holistic approach to language teaching, but there are certainly aspects and techniques from the method that are effective if used properly and in combination with an appropriate range of other activities. This new method incorporated many of the features typical of the earlier Direct Method, but the disciplines mentioned above added the concepts of teaching linguistic patterns in combination with something generally referred to as "habit-forming".

This method was one of the first to have its roots "firmly grounded in linguistic and psychological theory" (Brown 1994:57), which apparently added to its credibility and probably had some influence in the popularity it enjoyed over a long period of

time. It also had a major influence on the language teaching methods that were to follow and can still be seen in major or minor manifestations of language teaching methodology even to this day.

Another factor that accounted for the method's popularity was the quick success it achieved in leading learners towards communicative competence. Through extensive mimicry, memorization and over-learning of language patterns and forms, students and teachers were often able to see immediate results.

This was both its strength and its failure in the long run, as critics began to point out that the method did not deliver in terms of producing long-term communicative ability. The study of linguistics itself was to change, and the area of second language learning became a discipline in its own right. Cognitive psychologists developed new views on learning in general, arguing that mimicry and rote learning could not account for the fact that language learning involved affective and interpersonal factors that learners were able to produce language forms and patterns that they had never heard before.

The idea that thinking processes themselves led to the discovery of independent language rule formation (rather than "habit formation"), and a belief that affective factors influenced their application, paved the way toward the new methods that were to follow the Audio-lingual Method.

5.1.3.4 THE SILENT WAY METHOD

In addition to affective theories relative to language learning, another challenge to the Audio-lingual Method was under way already in the sixties in the form of the Cognitive Code and an educational trend known as "Discovery Learning." These concepts most directly challenged the idea that language learning was all about mimicry and good habit-formation. An emphasis on human cognition in language learning addressed issues such as learners being more responsible for their own learning - formulating independent hypotheses about the rules of the target language and testing those hypotheses by applying them and realizing errors.

Objectives of Silent Way Method

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach. The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitating or memorizing them - Brown (1994:63) expresses this as being a process whereby "students construct conceptual hierarchies of their own which are a product of the time they have invested."

In addition to the idea that students become more autonomous learners and "develop their own inner criteria for correctness" (Larsen Freeman, 1986:62), another key objective was to encourage students to work as a group - to try and solve problems in the target language together.

Based on these principles and using the techniques described below, it was hoped that students would eventually be able to actively use the language for self-expression, relating their thoughts, feelings and perceptions.

5.1.3.5 SUGGESTOPEDIA METHOD

Suggestopedia classes are small and intensive, and focus on providing a very low-stress, attractive environment (partly involving active and passive "seances" complete with music and meditation) in which acquisition can occur. Some of the students' first language is used at the beginning, but most in the target language. The role of the teacher is very important in creating the right atmosphere and in acting out the dialogues that form the core of the content. Suggestopedia seems to provide close to optimal input while not giving too much emphasis to grammar.

In the late 70s, a Bulgarian psychologist by the name of George Lozano introduced the contention that students naturally set up psychological barriers to learning - based on fears that they will be unable to perform and are limited in terms of their ability to

learn. Lozano believed that learners may have been using only 5 to 10 percent of their mental capacity, and that the brain could process and retain much more material if given optimal conditions for learning. Based on psychological research on extrasensory perception, Lozano began to develop a language learning method that focused on "desuggestion" of the limitations learners think they have, and providing the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential. This method became known as Suggestopedia (but also - rather confusingly - Desuggestopedia) - the name reflecting the application of the power of "(de)suggestion" to the field of pedagogy.

One of the unique characteristics of the method was the use of soft Baroque music during the learning process. Baroque music has a specific rhythm and a pattern of 60 beats per minute, and Lozano believed it created a level of relaxed concentration that facilitated the intake and retention of huge quantities of material. This increase in learning potential was put down to the increase in alpha brain waves and decrease in blood pressure and heart rate that resulted from listening to Baroque music. Another aspect that differed from other methods to date was the use of soft comfortable chairs and dim lighting in the classroom (other factors believed to create a more relaxed state of mind).

Other characteristics of Suggestopedia were the giving over of complete control and authority to the teacher (who at times can appear to be some kind of instructional hypnotist using this method!) and the encouragement of learners to act as

"childishly" as possible, often even assuming names and characters in the target language. All of these principles in combination were seen to make the students "suggestible" (or their fears of language learning "desuggestible"), and therefore able to utilize their maximum mental potential to take in and retain new material.

Objectives of Suggestopedia Method.

The prime objective of Suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication. Four factors considered essential in this process were the provision of a relaxed and comfortable learning environment, the use of soft Baroque music to help increase alpha brain waves and decrease blood pressure and heart rate, "desuggestion" in terms of the psychological barriers learners place on their own learning potential, and "suggestibility" through the encouragement of learners assuming "child-like" and/or new roles and names in the target language.⁵

5.1.3.6 THE NATURAL APPROACH METHOD

In the Natural Approach, the teacher speaks only the target language and class time is committed to providing input for acquisition. Students may use either the language

⁵ Richards, Jack & Rodgers, Theodore, 1986: *Approaches and Methods in Language Teaching*, New York: Cambridge University Press.

being taught or their first language. Errors in speech are not corrected; however, homework may include grammar exercises that will be corrected. Goals for the class emphasize the students being able use the language "to talk about ideas, perform tasks, and solve problems." This approach aims to fulfil the requirements for learning and acquisition, and does a great job in doing it. Its main weakness is that all classroom teaching is to some degree limited in its ability to be interesting and relevant to all students.

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties (Krashen and Terrell, 1983), based on Krashen's theories about second language acquisition.

The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken production to "emerge" of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language "acquisition" as opposed to language "processing", and there needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language.

As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning.

It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process. In early stages, students are not corrected during oral production, as the teacher is focusing on meaning rather than form (unless the error is so drastic that it actually hinders meaning).

Communicative activities prevail throughout a language course employing the Natural Approach, focusing on a wide range of activities including games, role-plays, dialogs, group work and discussions. There are three generic stages identified in the approach: (1) Preproduction - developing listening skills; (2) Early Production - students struggle with the language and make many errors which are corrected based on content and not structure; (3) Extending Production - promoting fluency through a variety of more challenging activities. Krashen's theories and the Natural approach have received plenty of criticism, particularly orientated around the recommendation of a silent period that is terminated when students feel ready to emerge into oral production, and the idea of comprehensible input. Critics point out that student will "emerge" at different times (or perhaps not at all!) and it is hard to determine which forms of language input will be "comprehensible" to the students.

These factors can create a classroom that is essentially very difficult to manage unless the teacher is highly skilled. Still, this was the first attempt at creating an expansive and overall "approach" rather than a specific "method", and the Natural

Approach led naturally into the generally accepted norm for effective language teaching:

5.1.3.7 THE TOTAL PHYSICAL RESPONSE METHOD

Total Physical Response, or TPR, involves the students listening and responding to commands given by the teacher such as "sit down" and "walk," with the complexity of the commands growing over time as the class acquires more language. Student speech is delayed, and once students indicate a willingness to talk them initially, give commands to other students.

Theory predicts that TPR should result in substantial language acquisition. Its content may not be always interesting and relevant for the students, but should produce better results than the audio-lingual and grammar-translation methods.

5.1.3.8 THE COMMUNICATIVE LANGUAGE TEACHING APPROACH METHOD.

The communicative approach does a lot to explain on the goal of creating “communicative competence” compared to earlier methods that professed the same objectives. Teaching students how to use the language is considered to be at least as important as learning the language itself.

“Beyond grammatical discourse elements in communication, we are probing the natural of social, culture, and pragmatic features of language. We are exploring pedagogical means for “real- life” communication in the classroom. We are trying to get our learners to develop linguistic fluency. We are equipping our students with tools for generating unrehearsed language performance “out there” when they leave the womb of our classes”. CLT is a generic approach, and can seem non- specific at times in terms of how to actually go about using practices in the classroom in any sort of systematic way. There are many interpretations of what CLT actually means and involves.

Basic features of CLT

David Nunan (1991: 279) lists five basic characteristics of communicative language teaching:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner’s own personal experiences as important contributing elements to classroom learning.

5. An attempt to link classroom language learning with language activation outside the classroom⁶.

TECHNIQUES

As researchers, we mention bellow some techniques to improve the teaching learning process such us:

Skimming	Ordering	Completion	Memorizing
Vocabulary	Numbering	Contest	Representatives
Scanning	Circling	Chain- action	Concentric circles
Matching	Clustering	Chain- events	Filling gaps
Underlining	Brainstorming	Chain- story.	Multiple choices
Pointing out	Riddles	Questioning.	Mind map
Cued- reading	Guessing from context	Role- play	Drawing
Cued- listening	Taking notes	Simulations	Cued- writing
Cued- speaking		Discussions	

All this techniques we consider that are very important to develop a dynamic class, because as we know a dynamic class is a space where there are high participation, high motivation and a lot movement.

Motivation: is defined by the knowledge the students have before the teaching action, and the like and enjoy the students experience and feel in class.

⁶ Prator, Clifford H. & Celce-Murcia, Marianne, 1979: "An outline of language teaching approaches." In Celce-Murcia, Marianne & McIntosh, Lois (Ed.), *Teaching English as a Second or Foreign Language*, Newbury House.

Also we mention some characteristic of a successful teaching activity:

- Learners talk a lot.
- Motivation is high.
- Participation is even.
- Acceptable level.
- Goal oriented.

Besides we consider very important that teacher needs to do a lesson plan, because as we know a lesson plan is a set of notes about what we are going to teach our students and how we are going to develop the class. It is related to what we want the students do and how they do it. Planning: is the only way by which a teacher can adapt any book.

5.1.4 DIDACTIC MATERIAL

5.1.4.1 Importance of didactic material

As long as the evaluation systems evolve, new disciplines appear school terms are enlarged, new techniques are applied, new plans of schooling are born, projects of tehcnifying personnel are implemented, etc. the teacher over and over feel the necessity to handle quickly new didactic resources to impart teaching better.

Since the teachers transmit their knowledge, teaching in mainly audiovisual, since to teach they deserve their best, all possible resource, the since of hearing and the student´s sightseeing. In the former modes of teaching and for long years, only the auditive perception was demanded; now we know how unreliable memory it is. A

long time later, after writing appeared, paper and the first didactic resources such as the board initially known as a sandy surface to be used by the teacher with a piece of wood, when visual perception was used, whose armonic process is safer.

For a long time the classic resources were enough to awake and get the attention at these two senses. Nowadays it is demonstrated that two other systems can be added to permit a more active teaching, with greater interest in more concrete at all fields in grades of education. For these reason, teachers, masters, and pedagogues in general conscient of that imperactif are focused on the use of modern pedagogical resources, synthesized on didactic equipment. When mentioning “Modern Didactic Equipment” we obviously remind the use of the cinema, television, tape recorder and so on. We think, the wanted to be much importance on the so- called audiovisual materials, considering as the only “noble” resources for the active and concrete teaching.

Undoubtly, a few material delivers have persisted a convincing teachers or on convincing themselves, that pedagogic possibilities of their production were proportional to their complexity and price. The problem lays on what conception and finish of these materials should be the concern and deal of teachers since they are the most suggested understanding its usage.

However other materials much more modest, less expensive, have given excellent results, have been preferred by many teachers well capable and familiarized with pedagogic processes of their lessons. They are not attracted by the very expensive

materials, heavy complex and difficult to install, those which frequently need special environments. However we will see these same materials, used according to specific rules, may become worthy resources for the teacher.

Quite apart of using at school some equipment dedicated to other tasks that are not exactly those of teaching or forming, it does not seem opportune to talk.

1.1.4.1 Types of didactic material	
<ul style="list-style-type: none"> ➤ building blocks ➤ overhead projector ➤ Toys ➤ Graphic organizer. ➤ Flash cards. ➤ TV set. ➤ DVD writer. ➤ Drawing ➤ Magazines ➤ Cut out ➤ Photographs ➤ Computer 	<ul style="list-style-type: none"> ➤ Tape recorder ➤ Laboratory ➤ Slides ➤ Geometrical shapes ➤ Borrowing cards ➤ Posters ➤ Maps. ➤ Work sheets ➤ Newspaper ➤ Cards ➤ Book and so on. ➤ Songs.

All these didactic materials are instruments that help us to achieve any goal; that is, auxiliary material which the students develop the learning process. Therefore, the **blackboard, computer and video** are resources, but the crucial element is the word, which is a limited resource, because it is an intermediary between the reality and us. It provides a mental representation of the actual element of reality, but it is from senses that we first approach reality. In this way, the most complete learning derives from the contact with reality, which is an impossible thing to do in the teaching centre.

These resources bring this reality closer, and are also an aid to solve the problems of lack of discipline and attention in class. According to a study by *Sanz Barrio ET Alii (Educative Technology. Zaragoza: Edelvives 1991)*, this is the percentage of data we retain in the learning process:

10% of readings

20% of what we listen

30% of what we see

50% of what we see and discuss

90% of what we say and do

The simplest didactic resources for teaching English as a second language are real objects, which can be used in several ways; we can write their names on them 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. Any auxiliary material may also be used for activities such as role-plays, like fancy-dresses, in order to provide realism and fun.

People are also a basic resource; 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 culture. Other common resource is, of course, the blackboard, which can be used as a TV program, writing down on it the date and current subject. It is important to plan what we are

going to write before doing it, and to erase the remaining notes of the former class. Any drawing or writing must be done big and clear enough for everyone to see it, and ordered in a logical way.

Attracting the attention of the students is one of the most important tasks, and learning how to do easy drawings, can help us. For this reason, we should avoid writing on it for a long time; we can ask the pupils to participate by repeating what is being written, and it is very important not to talk “to the board”, but turn to the pupils to do so. We should also use the eraser instead of writing in small gaps –for the sake of clarity.

Another hint is to use color markers 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.

The overhead projector has 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 or hide answers. **Flash cards** can be extremely helpful if correctly used; word cards containing one single word can be ordered to build sentences and make transformations from affirmative to negative and interrogative. Group work can also be promoted with activities like a contest to write

the longest sentence. In the other hand, with picture cards we can practice drills, by showing them in structures of the kind “he is got a...” If the cards represent famous characters, we can practice the physical descriptions, or play to guess whom the card represents. They can also be used to form a story, or to order them according to it. In the same way, wall charts are a useful visual input.

Slides, though 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, typical features of Great Britain or USA or any other English speaking country, or even to show drawings to write about.

One of the most popular resources is the **video**, since it is a good motivating force, because 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. The 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 drills**, trying to predict what it is going to happen in the projection, dramatizing or dubbing the dialogues, or ways of using the indirect speech, making a summary of the plot or practicing vocabulary or certain linguistic elements. These practices can also be applied when watching a theatre play in the second language, although it is usually quite difficult

to find. Dramatizations involve the students directly, raise their self-esteem and make them have a positive attitude to learning the English language. They are especially useful for developing oral communication and practicing the four skills. **Computers** are becoming increasingly popular for Teaching English as Foreign 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 creates an autonomous learning –the pupils 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.

Graded reading 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. The reading must be comprehensive, not oral, and selected according to the possible motivations of the pupils and the topic we want to deal with. The evaluation of the readings can be done by true/false or multiple choice questions, giving answers to make questions on them, completing mutilated texts, translating, relating drawings to the text, ordering different excerpts, summarizing the plot, asking about vocabulary and for a personal opinion and evaluation.

Games are also an important context to practice the second language, 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 second language.

Nevertheless, the game must be integrated in the didactic unit, and the goals intended subjected to: the classroom and the number of pupils, their previous knowledge and interest and the time and material available. Some interesting games are plays on words, action games, table games and logical problems. **Songs** are one of the most successful resources, but must be selected carefully, according to the pupil's interest, needing, level of difficulty and motivation. A presentation must be done before, dealing with the theme of the song, the group, etc.

And, after it, some extension activities can be done, asking for relations between the pupil and the content, their opinion, and their account of similar situations. Discussing the theme can be motivating, and some exercises about pronunciation and vocabulary can be done.⁷

⁷ By Sanz Barrio (*Educative Technology. Zaragoza: Edelvives 1991*)

1.2 LEARNING

5.2.1 Definition of learning

To learn is to acquire knowledge or skill. Learning also may involve a change in attitude or behavior. Children learn to identify objects at an early age; teenagers may learn to improve study habits; and adults can learn to solve complex problems. Pilots and aviation maintenance technicians (AMTs) need to acquire the higher levels of knowledge and skill, including the ability to exercise judgment and solve problems. The challenge for the aviation instructor is to understand how people learn, and more importantly, to be able to apply that knowledge to the learning environment. This handbook is designed as a basic guide to educational psychology. This chapter addresses that branch of psychology directly concerned with how people learn.

Besides learning is the process by means an activity starts or suffers a transformation for the exercise. As a result, it is all change of behavior that it is results of any experience, which a person confronts the posterior situations in a different way to the last. Learning manifestation consist on a modification of the behavior that it results of experience or exercise.

It is to say, learning is the process by means of we communicate or transmit special or general knowledge about any subject and, without doubt these knowledge serve us to develop any skill and the most important assimilating new knowledge that today

or also in the future these knowledge will serve us to confront different obstacles that we find in our life.

Learning is a process that it starts when people birth and it finish when people died. Learning is synonymous of change and transformation it prompts to person to involve in an appropriate way to the cultural, social and physic atmosphere that is around him.⁸

Likewise, “learning can be consider like a product or result of a social interaction and since this point of view it is a social process both its contents and its forms in which it originates. A person learns from other person and another people too, in this interaction he/she develops his/ her practices and reflexive intelligence, He/ she is building new knowledge or mental representations lengthwise of his/her life, it is to say that the first one help to the acquisition of other, for this reason learning can be consider like a product or result of the education and no only a simple pre-requirement for generating new learning; so the education will originates the conductor thread, the head of the development”

So, learning involves changing of thinking, feeling and acting forms. Don't forget that a person only learns when he /she confronts some situations which they don't have suitable answer of behavior; it prompts them to look for and discover answer.

⁸ VARIOS diccionario de las ciencias de la educación

Finally, and synthesizing all of these opinions, we can say that “learning is a construction and reconstruction process of people who learn knowledge, behavior forms, attitudes, values, feelings and expression forms that they produce in social interaction conditions, in a concrete socio- historical medium, according to a person’s knowledge level, his/her interests, state of mind, attitudes and values toward different spheres of social and personal reality, these carry them to the personal development and in other occasion to people’s development with which he/she interacts”⁹

In the learning process, students firstly assimilate and then she/he adapts the assimilated. It is as if the organism explores the ambience, it takes some of its parts, it transforms them and next it finishes incorporates itself in relation to its mental schemes of assimilation, mental schemes that permit subsequently the incorporation of new concepts and so that the development of them. Psychology explains the learning origins like a unique and integral of human behavior process since there aren’t learning forms totally independent and differentiated.

Learning is the result of individual cognitive processes by means of which they assimilate information (concepts different to the contexts where they were learnt, likewise learning build new mental meaningful and functional representations knowledge). On other hand the simple “know something more” supposes a behavior change as a consequence of the result of a practice or experience “know is power”.

⁹ www.monografias.com/trabajos7/proe/proe.shtml· conce

To learn not only consists on assimilate but also it consists on consolidate, restructure, eliminate knowledge that we already have. “Learning are activities that students make for getting the educational objectives that they pretend” since it is here in this process where students turns into an active processor of information with what they produce knowledge that it permits to know and transform the reality moreover to develop their capacities.¹⁰

5.2.2. LEARNING THEORY

Learning theory may be described as a body of principles advocated by psychologists and educators to explain how people acquire skills, knowledge, and attitudes. Various branches of learning theory are used in formal training programs to improve and accelerate the learning process. Key concepts such as desired learning outcomes, objectives of the training, and depth of training also apply. When properly integrated, learning principles, derived from theories, can be useful to aviation instructors and developers of instructional programs for both pilots and maintenance technicians.

Over the years, many theories have attempted to explain how people learn. Even though psychologists and educators are not in complete agreement, most do agree that learning may be explained by a combination of two basic approaches: behaviorism and the cognitive theories.

¹⁰ [http:// Dewey.uab.ca/pmarques/actodid.htm-inicio](http://Dewey.uab.ca/pmarques/actodid.htm-inicio).

Behaviorism

Behaviorists believe that animals, including humans, learn in about the same way. **Behaviorism** stresses the importance of having a particular form of behavior reinforced by someone, other than the student, to shape or control what is learned. In aviation training, the instructor provides the reinforcement. Frequent, positive reinforcement and rewards accelerate learning. This theory provides the instructor with ways to manipulate students with stimuli, induce the desired behavior or response, and reinforce the behavior with appropriate rewards. In general, the behaviorist theory emphasizes positive reinforcement rather than no reinforcement or punishment. Other features of behaviorism are considerably more complex than this simple explanation. Instructors who need more details should refer to psychology texts for a better understanding of behaviorism. As an instructor, it is important to keep in mind that behaviorism is still widely used today, because controlling learning experiences helps direct students toward specific learning outcomes.

Cognitive Theory

Much of the recent psychological thinking and experimentation in education includes some facets of the cognitive theory. This is true in basic as well as more advanced training programs. Unlike behaviorism, the cognitive theory focuses on what is going on inside the student's mind. Learning is not just a change in behavior; it is a change in the way a student thinks, understands, or feels.

There are several branches of cognitive theory. Two of the major theories may broadly be classified as the information processing model and the social interaction model. The first says that the student's brain has internal structures which select and process incoming material, store and retrieve it, use it to produce behavior, and receive and process feedback on the results.

This involves a number of cognitive processes, including executive functions of recognizing expectancies, planning and monitoring performance, encoding and chunking information, and producing internal and external responses.

The social interaction theories gained prominence in the 1980s. They stress that learning and subsequent changes in behavior take place as a result of interaction between the student and the environment. Behavior is modeled either by people or symbolically. Cultural influences, peer pressure, group dynamics, and film and television are some of the significant factors. Thus, the social environment to which the student is exposed demonstrates or models behaviors, and the student cognitively processes the observed behaviors and consequences.

The cognitive processes include attention, retention, motor responses, and motivation. Techniques for learning include direct modeling and verbal instruction. Behavior, personal factors, and environmental events all work together to produce learning.

Both models of the cognitive theory have common principles. For example, they both acknowledge the importance of reinforcing behavior and measuring changes.

Positive reinforcement is important, particularly with cognitive concepts such as knowledge and understanding. The need to evaluate and measure behavior remains because it is the only way to get a clue about what the student understands. Evaluation is often limited to the kinds of knowledge or behavior that can be measured by a paper-and-pencil exam or a performance test. Although psychologists agree that there often are errors in evaluation, some means of measuring student knowledge, performance, and behavior is necessary.

Combined Approach

Both the behaviorist and the cognitive approaches are useful learning theories. A reasonable way to plan, manage, and conduct aviation training is to include the best features of each major theory. This provides a way to measure behavioral outcomes and promote cognitive learning. The combined approach is not simple, but neither is learning.

5.2.3 Characteristics of Learning

Learning is Purposeful

Each student sees a learning situation from a different viewpoint. Each student is a unique individual whose past experiences affect readiness to learn and understanding of the requirements involved. For example, an instructor may give two aviation maintenance students the assignment of learning certain inspection procedures. One student may learn quickly and be able to competently present the assigned material. The combination of an aviation background and future goals may enable that student

to realize the need and value of learning the procedures. A second student's goal may only be to comply with the instructor's assignment, and may result in only minimum preparation. The responses differ because each student acts in accordance with what he or she sees in the situation.

Most people have fairly definite ideas about what they want to do and achieve. Their goals sometimes are short term, involving a matter of days or weeks. On the other hand, their goals may be carefully planned for a career or a lifetime. Each student has specific intentions and goals. Some may be shared by other students. Students learn from any activity that tends to further their goals. Their individual needs and attitudes may determine what they learn as much as what the instructor is trying to get them to learn. In the process of learning, the student's goals are of paramount significance. To be effective, aviation instructors need to find ways to relate new learning to the student's goals.

Learning is a Result of Experience

Since learning is an individual process, the instructor cannot do it for the student. The student can learn only from personal experiences; therefore, learning and knowledge cannot exist apart from a person. A person's knowledge is a result of experience, and no two people have had identical experiences. Even when observing the same event, two people react differently; they learn different things from it, according to the manner in which the situation affects their individual needs. Previous experience conditions a person to respond to some things and to ignore others.

All learning is by experience, but learning takes place in different forms and in varying degrees of richness and depth. For instance, some experiences involve the whole person while others may be based only on hearing and memory. Aviation instructors are faced with the problem of providing learning experiences that are meaningful, varied, and appropriate. As an example, students can learn to say a list of words through repeated drill, or they can learn to recite certain principles of flight by rote. However, they can make them meaningful only if they understand them well enough to apply them correctly to real situations. If an experience challenges the students, requires involvement with feelings, thoughts, memory of past experiences, and physical activity, it is more effective than a learning experience in which all the students have to do is commit something to memory.

It seems clear enough that the learning of a physical skill requires actual experience in performing that skill. Student pilots learn to fly aircraft only if their experiences include flying them; student aviation maintenance technicians learn to overhaul power plants only by actually performing that task. Mental habits are also learned through practice. If students are to use sound judgment and develop decision-making skills, they need learning experiences that involve knowledge of general principles and require the use of judgment in solving realistic problems.

Learning is Multifaceted

If instructors see their objective as being only to train their students' memory and muscles, they are underestimating the potential of the teaching situation. Students may learn much more than expected if they fully exercise their minds and feelings.

The fact that these items were not included in the instructor's plan does not prevent them from influencing the learning situation.

Psychologists sometimes classify learning by types, such as verbal, conceptual, perceptual, motor, problem solving, and emotional. Other classifications refer to intellectual skills, cognitive strategies, and attitudinal changes, along with descriptive terms like surface or deep learning. However useful these divisions may be, they are somewhat artificial. For example, a class learning to apply the scientific method of problem solving may learn the method by trying to solve real problems. But in doing so, the class also engages in verbal learning and sensory perception at the same time. Each student approaches the task with preconceived ideas and feelings, and for many students, these ideas change as a result of experience.

Therefore, the learning process may include verbal elements, conceptual elements, perceptual elements, emotional elements, and problem solving elements all taking place at once. This aspect of learning will become more evident later in this handbook when lesson planning is discussed. Learning is multifaceted in still another way. While learning the subject at hand, students may be learning other things as well. They may be developing attitudes about aviation-good or bad-depending on what they experience. Under a skillful instructor, they may learn self-reliance.

The list is seemingly endless. This type of learning is sometimes referred to as incidental, but it may have a great impact on the total development of the student.

Learning is an Active Process

Students do not soak up knowledge like a sponge absorbs water. The instructor cannot assume that students remember something just because they were in the classroom, shop, or airplane when the instructor presented the material. Neither can the instructor assume that the students can apply what they know because they can quote the correct answer verbatim. For students to learn, they need to react and respond, perhaps outwardly, perhaps only inwardly, emotionally, or intellectually. But if learning is a process of changing behavior, clearly that process must be an active one.

5.2.4 Learning Styles

Although characteristics of learning and learning styles are related, there are distinctions between the two. **Learning style** is a concept that can play an important role in improving instruction and student success. It is concerned with student preferences and orientation at several levels. For example, a student's information processing technique, **personality**, social interaction tendencies and the instructional methods used are all significant factors which apply to how individual students learn. In addition, today's culturally diverse society, including international students, must be considered.

The key point is that all students are different, and training programs should be sensitive to the differences. Some students are fast learners and others have difficulties; and, as already mentioned, motivation, experience, and previous training affect learning style. Any number of adjectives may be used to describe learning styles. Some common examples include:

Theories abound concerning right- or left-brain dominance. In general, those with right-brain dominance are characterized as being spatially oriented, creative, intuitive, and emotional. Those with left-brain dominance are more verbal, analytical, and objective. However, the separate hemispheres of the brain do not function independently. For example, the right hemisphere may recognize a face, while the left associates a name to go with the face. The term dominance is probably misleading when applied to brain hemispheres; specialization would be a more appropriate word.

Learning style differences certainly depend on how students process information. Some rely heavily on visual references while others depend more on auditory presentations. For example, visual students learn readily through reading and graphic displays, and auditory students have more success if they hear the subject matter described. Another difference is that some learn more easily when an idea is presented in a mathematical equation, while others may prefer a verbal explanation of the same idea. In addition, where hands-on activities are involved, students also learn by feel. This is sometimes called kinesthetic learning.

Information processing theories contain several other useful classifications. As an example, in the holistic/serialist theory, the holist strategy is a top-down concept where students have a big picture, global perspective. These students seek overall comprehension, especially through the use of analogies. In contrast, the serialist student focuses more narrowly and needs well-defined, sequential steps where the

overall picture is developed slowly, thoroughly, and logically. This is a bottom-up strategy.

Two additional information processing classifications describe deep-elaborative and the shallow-reiterative learners. Testing practices which demand comprehension, rather than a regurgitation of facts, obviously encourage students to adopt a deep-elaborative learning style. Detailed information on testing procedures, as well as curriculum design and instructor techniques, is included later in this handbook.

As indicated, personality also affects how students learn. Dependent students require a lot of guidance, direction, and external stimulation. These students tend to focus on the instructor. The more independent students require only a minimum amount of guidance and external stimulation. They are not overly concerned with how the lesson is presented.

Students with a reflective-type personality may be described as tentative. They tend to be uncertain in problem-solving exercises. The opposite applies to impulsive students. Typically, they dive right in with enthusiasm and are prone to make quick, and sometimes faulty, decisions.

The social interaction concept contains further classifications of student learning styles. Like most of the other information on learning styles, these classifications are derived from research on tendencies of undergraduate students.

Some generalizations about these classifications indicate that compliant students are typically task oriented, and anxious-dependent students usually score lower than

others on standardized tests. Discouraged students often have depressed feelings about the future, and independent students tend to be older, intelligent, secure, and comfortable with the academic environment. Attention seekers have a strong social orientation and are frequently involved in joking, showing off, and bragging. In contrast, silent students usually are characterized by helplessness, vulnerability, and other disconcerting behaviorisms.

Other studies identify more categories that are easily recognized. Among these are collaborative, sharing students who enjoy working with others, and competitive students who are grade conscious and feel they must do better than their peers. Participant students normally have a desire to learn and enjoy attending class, and avoidant students do not take part in class activities and have little interest in learning.

The existing learning environment also influences learning style. In real life, most students find it necessary to adapt to a traditional style learning environment provided by a school, university, or other educational/training establishment. Thus, the student's learning style may or may not be compatible.

Instructors who can recognize student learning style differences and associated problems will be much more effective than those who do not understand this concept. Also, these instructors will be prepared to develop appropriate lesson plans and provide guidance, counseling, or other advisory services, as required.

5.2.5 Principles of Learning

Over the years, educational psychologists have identified several principles which seem generally applicable to the learning process. They provide additional insight into what makes people learn most effectively.

Readiness

Individuals learn best when they are ready to learn, and they do not learn well if they see no reason for learning. Getting students ready to learn is usually the instructor's responsibility. If students have a strong purpose, a clear objective, and a definite reason for learning something, they make more progress than if they lack motivation.

Readiness implies a degree of single-mindedness and eagerness. When students are ready to learn, they meet the instructor at least halfway, and this simplifies the instructor's job.

Under certain circumstances, the instructor can do little, if anything, to inspire in students a readiness to learn. If outside responsibilities, interests, or worries weigh too heavily on their minds, if their schedules are overcrowded, or if their personal problems seem insoluble, students may have little interest in learning.

Exercise

The principle of **exercise** states that those things most often repeated are best remembered. It is the basis of drill and practice. The human memory is fallible. The mind can rarely retain, evaluate, and apply new concepts or practices after a single exposure. Students do not learn to weld during one shop period or to perform crosswise landings during one instructional flight. They learn by applying what they

have been told and shown. Every time practice occurs, learning continues. The instructor must provide opportunities for students to practice and, at the same time, make sure that this process is directed toward a goal.

Effect

The principle of **effect** is based on the emotional reaction of the student. It states that learning is strengthened when accompanied by a pleasant or satisfying feeling, and that learning is weakened when associated with an unpleasant feeling. Experiences that produce feelings of defeat, frustration, anger, confusion, or futility are unpleasant for the student. If, for example, an instructor attempts to teach landings during the first flight, the student is likely to feel inferior and be frustrated.

Instructors should be cautious. Impressing students with the difficulty of an aircraft maintenance problem, flight maneuver or flight crew duty can make the teaching task difficult. Usually it is better to tell students that a problem or maneuver, although difficult, is within their capability to understand or perform. Whatever the learning situation, it should contain elements that affect the students positively and give them a feeling of satisfaction.

Primacy

Primacy, the state of being first, often creates a strong, almost unshakable, impression. For the instructor, this means that what is taught must be right the first time. For the student, it means that learning must be right. Unteaching is more difficult than teaching. If, for example, a maintenance student learns a faulty riveting

technique, the instructor will have a difficult task correcting bad habits and reteaching correct ones. Every student should be started right. The first experience should be positive, functional, and lay the foundation for all that is to follow.

Intensity

A vivid, dramatic, or exciting learning experience teaches more than a routine or boring experience. A student is likely to gain greater understanding of slow flight and stalls by performing them rather than merely reading about them. The principle of **intensity** implies that a student will learn more from the real thing than from a substitute. In contrast to flight instruction and shop instruction, the classroom imposes limitations on the amount of realism that can be brought into teaching. The aviation instructor should use imagination in approaching reality as closely as possible. Today, classroom instruction can benefit from a wide variety of instructional aids to improve realism, motivate learning, and challenge students. Chapter 7, Instructional Aids and Training Technologies, explores the wide range of teaching tools available for classroom use.

Recency

The principle of **recency** states that things most recently learned are best remembered. Conversely, the further a student is removed time-wise from a new fact or understanding, the more difficult it is to remember. It is easy, for example, for a student to recall a torque value used a few minutes earlier, but it is usually impossible to remember an unfamiliar one used a week earlier. Instructors recognize

the principle of recency when they carefully plan a summary for a ground school lesson, a shop period, or a post flight critique. The instructor repeats, restates, or reemphasizes important points at the end of a lesson to help the student remember them. The principle of recency often determines the sequence of lectures within a course of instruction.

How People Learn

Initially, all learning comes from perceptions which are directed to the brain by one or more of the five senses: sight, hearing, touch, smell, and taste. Psychologists have also found that learning occurs most rapidly when information is received through more than one sense.

Perceptions

Perceiving involves more than the reception of stimuli from the five senses. Perceptions result when a person gives meaning to sensations. People base their actions on the way they believe things to be. The experienced aviation maintenance technician, for example, perceives an engine malfunction quite differently than does an inexperienced student. Real meaning comes only from within a person, even though the perceptions which evoke these meanings result from external stimuli. The meanings which are derived from perceptions are influenced not only by the individual's experience, but also by many other factors. Knowledge of the factors which affect the perceptual process is very important to the aviation instructor because **perceptions** are the basis of all learning.

Factors Which Affect Perception

There are several factors that affect an individual's ability to perceive. Some are internal to each person and some are external.

Physical Organism

The **physical organism** provides individuals with the perceptual apparatus for sensing the world around them. Pilots, for example, must be able to see, hear, feel, and respond adequately while they are in the air. A person whose perceptual apparatus distorts reality is denied the right to fly at the time of the first medical examination.

Basic Need

A person's **basic need** is to maintain and enhance the organized self. The self is a person's past, present, and future combined; it is both physical and psychological. A person's most fundamental, pressing need is to preserve and perpetuate the self. All perceptions are affected by this need.

Just as the food one eats and the air one breathes become part of the physical self, so do the sights one sees and the sounds one hears become part of the psychological self. Psychologically, we are what we perceive. A person has physical barriers which keep out those things that would be damaging to the physical being, such as blinking at an arc weld or flinching from a hot iron. Likewise, a person has perceptual barriers that block those sights, sounds, and feelings which pose a psychological threat.

Helping people learn requires finding ways to aid them in developing better perceptions in spite of their defense mechanisms. Since a person's basic need is to maintain and enhance the self, the instructor must recognize that anything that is asked of the student which may be interpreted by the student as imperiling the self will be resisted or denied. To teach effectively, it is necessary to work with this life force.

Goals and Values

Perceptions depend on one's **goals and values**. Every experience and sensation which is funneled into one's central nervous system is colored by the individual's own beliefs and value structures. Spectators at a ball game may see an infraction or foul differently depending on which team they support. The precise kinds of commitments and philosophical outlooks which the student holds are important for the instructor to know, since this knowledge will assist in predicting how the student will interpret experiences and instructions.

Goals are also a product of one's value structure. Those things which are more highly valued and cherished are pursued; those which are accorded less value and importance are not sought after.

Self-Concept

Self-concept is a powerful determinant in learning. A student's self-image, described in such terms as confident and insecure, has a great influence on the total perceptual process. If a student's experiences tend to support a favorable self-image, the student

tends to remain receptive to subsequent experiences. If a student has negative experiences which tend to contradict self-concept, there is a tendency to reject additional training.

A negative self-concept inhibits the perceptual processes by introducing psychological barriers which tend to keep the student from perceiving. They may also inhibit the ability to properly implement that which is perceived. That is, self-concept affects the ability to actually perform or do things unfavorably. Students who view themselves positively, on the other hand, are less defensive and more receptive to new experiences, instructions, and demonstrations.

Time and Opportunity

It takes **time and opportunity** to perceive. Learning some things depends on other perceptions which have preceded these learnings, and on the availability of time to sense and relate these new things to the earlier perceptions. Thus, sequence and time are necessary.

A student could probably stall an airplane on the first attempt, regardless of previous experience. Stalls cannot really be learned, however, unless some experience in normal flight has been acquired. Even with such experience, time and practice are needed to relate the new sensations and experiences associated with stalls in order to develop a perception of the stall. In general, lengthening an experience and increasing its frequency are the most obvious ways to speed up learning, although

this is not always effective. Many factors, in addition to the length and frequency of training periods, affect the rate of learning.

The effectiveness of the use of a properly planned training syllabus is proportional to the consideration it gives to the time and opportunity factor in perception.

Element of Threat

The **element of threat** does not promote effective learning. In fact, fear adversely affects perception by narrowing the perceptual field. Confronted with threat, students tend to limit their attention to the threatening object or condition. The field of vision is reduced, for example, when an individual is frightened and all the perceptual faculties are focused on the thing that has generated fear.

Flight instruction provides many clear examples of this. During the initial practice of steep turns, a student pilot may focus attention on the altimeter and completely disregard outside visual references. Anything an instructor does that is interpreted as threatening makes the student less able to accept the experience the instructor is trying to provide. It adversely affects all the student's physical, emotional, and mental faculties.

Learning is a psychological process, not necessarily a logical one. Trying to frighten a student through threats of unsatisfactory reports or reprisals may seem logical, but is not effective psychologically. The effective instructor can organize teaching to fit

the psychological needs of the student. If a situation seems overwhelming, the student feels unable to handle all of the factors involved, and a threat exists. So long as the student feels capable of coping with a situation, each new experience is viewed as a challenge.

A good instructor realizes that behavior is directly influenced by the way a student perceives, and perception is affected by all of these factors. Therefore, it is important for the instructor to facilitate the learning process by avoiding any actions which may inhibit or prevent the attainment of teaching goals. Teaching is consistently effective only when those factors which influence perceptions are recognized and taken into account.

Insight

Insight involves the grouping of perceptions into meaningful wholes. Creating insight is one of the instructor's major responsibilities. To ensure that this does occur, it is essential to keep each student constantly receptive to new experiences and to help the student realize the way each piece relates to all other pieces of the total pattern of the task to be learned. As an example, during straight-and-level flight in an airplane with a fixed-pitch propeller, the RPM will increase when the throttle is opened and decrease when it is closed. On the other hand, RPM changes can also result from changes in airplane pitch attitude without changes in power setting. Obviously, engine speed, power setting, airspeed, and airplane attitude are all related.

True learning requires an understanding of how each of these factors may affect all of the others and, at the same time, knowledge of how a change in any one of them may affect all of the others. This mental relating and grouping of associated perceptions is called insight.

Insight will almost always occur eventually, whether or not instruction is provided. For this reason, it is possible for a person to become an electrician by trial and error, just as one may become a lawyer by reading law. Instruction, however, speeds this learning process by teaching the relationship of perceptions as they occur, thus promoting the development of the student's insight.

As perceptions increase in number and are assembled by the student into larger blocks of learning, they develop insight. As a result, learning becomes more meaningful and more permanent. Forgetting is less of a problem when there are more anchor points for tying insights together.

It is a major responsibility of the instructor to organize demonstrations and explanations, and to direct practice, so that the student has better opportunities to understand the interrelationship of the many kinds of experiences that have been perceived. Pointing out the relationships as they occur, providing a secure and nonthreatening environment in which to learn, and helping the student acquire and maintain a favorable self-concept are key steps in fostering the development of insight.

Motivation

Motivation is probably the dominant force which governs the student's progress and ability to learn. Motivation may be negative or positive, tangible or intangible, subtle and difficult to identify, or it may be obvious.

Negative motivation may engender fear, and be perceived by the student as a threat. While negative motivation may be useful in certain situations, characteristically it is not as effective in promoting efficient learning as positive motivation.

Positive motivation is provided by the promise or achievement of rewards. These rewards may be personal or social; they may involve financial gain, satisfaction of the self-concept, or public recognition. Motivation which can be used to advantage by the instructor includes the desire for personal gain, the desire for personal comfort or security, the desire for group approval, and the achievement of a favorable self-image.

The desire for personal gain, either the acquisition of possessions or status, is a basic motivational factor for all human endeavors. An individual may be motivated to dig a ditch or to design a supersonic airplane solely by the desire for financial gain.

Students are like typical employees in wanting a tangible return for their efforts. For motivation to be effective, students must believe that their efforts will be suitably rewarded. These rewards must be constantly apparent to the student during instruction, whether they are to be financial, self-esteem, or public recognition.

Lessons often have objectives which are not obvious at first. Although these lessons will pay dividends during later instruction, the student may not appreciate this fact. It is important for the instructor to make the student aware of those applications which are not immediately apparent. Likewise, the devotion of too much time and effort to drill and practice on operations which do not directly contribute to competent performance should be avoided. The desire for personal comfort and security is a form of motivation which instructors often forget. All students want secure, pleasant conditions and a safe environment. If they recognize that what they are learning may promote these objectives, their attention is easier to attract and hold. Insecure and unpleasant training situations inhibit learning.

Everyone wants to avoid pain and injury. Students normally are eager to learn operations or procedures which help prevent injury or loss of life. This is especially true when the student knows that the ability to make timely decisions, or to act correctly in an emergency, is based on sound principles.

The attractive features of the activity to be learned also can be a strong motivational factor. Students are anxious to learn skills which may be used to their advantage. If they understand that each task will be useful in preparing for future activities, they will be more willing to pursue it.

Another strong motivating force is group approval. Every person wants the approval of peers and superiors. Interest can be stimulated and maintained by building on this natural desire. Most students enjoy the feeling of belonging to a group and are

interested in accomplishment which will give them prestige among their fellow students.

Every person seeks to establish a favorable self-image. In certain instances, this self-image may be submerged in feelings of insecurity or despondency. Fortunately, most people engaged in a task believe that success is possible under the right combination of circumstances and good fortune. This belief can be a powerful motivating force for students. An instructor can effectively foster this motivation by the introduction of perceptions which are solidly based on previously learned factual information that is easily recognized by the student. Each additional block of learning should help formulate insight which contributes to the ultimate training goals. This promotes student confidence in the overall training program and, at the same time, helps the student develop a favorable self-image. As this confirmation progresses and confidence increases, advances will be more rapid and motivation will be strengthened.

Positive motivation is essential to true learning. Negative motivation in the form of reproofs or threats should be avoided with all but the most overconfident and impulsive students. Slumps in learning are often due to declining motivation. Motivation does not remain at a uniformly high level. It may be affected by outside influences, such as physical or mental disturbances or inadequate instruction. The instructor should strive to maintain motivation at the highest possible level. In addition, the instructor should be alert to detect and counter any lapses in motivation.

5.2.6 TYPES OF LEARNING

5.2.6.1 Interactive learning

This concept goes right to the heart of communication itself, stressing the dual roles of "receiver" and "sender" in any communicative situation. Interaction creates the "negotiation between interlocutors" which in turn produces meaning (semantics). The concept of interactive learning necessarily entails that there will be a lot of pair and group work in the classroom, as well as genuine language input from the "real world" for meaningful communication.

5.2.6.2 Learner –centered learning

This kind of instruction involves the giving over of some "power" in the language learning process to the learners themselves. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.

5.2.6.3 Cooperative learning

This concept stresses the "team" like nature of the classroom and emphasizes cooperation as opposed to competition. Students share information and help, and achieve their learning goals as a group.

5.2.6.4 Content-based learning

This kind of learning joins language learning to content/subject matter and engages them both concurrently. Language is seen as a tool or medium for acquiring knowledge about other things, instantly proving its usefulness. An important factor

in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When students study math or science using English as the medium, they are more intrinsically motivated to learn more of the language.

5.2.6.5 Task-based learning

This concept equates the idea of a "learning task" to a language learning technique in itself. This could be a problem solving activity or a project, but the task has a clear objective, appropriate content, a working/application procedure.

5.2.7 PRINCIPLES OF LEARNING.

5.2.7.1 Cognitive principles

- **Automaticity:** Subconscious processing of language with peripheral attention to language forms;
- **Meaningful Learning:** This can be contrasted to Rote Learning, and is thought to lead to better long term retention;
- **Anticipation of Rewards:** Learners are driven to act by the anticipation of rewards, tangible or intangible;
- **Intrinsic Motivation:** The most potent learning "rewards" are intrinsically motivated within the learner;
- **Strategic Investment:** The time and learning strategies learners invest into the language learning process.

5.2.7.2 Affective principles

- **Language Ego:** Learning a new language involves developing a new mode of thinking - a new language "ego";
- **Self-Confidence:** Success in learning something can be equated to the belief in learners that they can learn it;
- **Risk-Taking:** Taking risks and experimenting "beyond" what is certain creates better long-term retention.
- **Language-Culture Connection:** Learning a language also involves learning about cultural values and thinking.

5.2.7.3 Linguistic principles

- **Native Language Effect:** A learner's native language creates both facilitating and interfering effects on learning;
- **Interlanguage:** At least some of the learner's development in a new language can be seen as systematic;
- **Communicative Competence:** Fluency and use are just as important as accuracy and usage - instruction needs to be aimed at organizational, pragmatic and strategic competence as well as psychomotor skills.

6 HYPOTHESES

6.1 General hypotheses

- The methodology and the use of supplementary material are contributing in the learning of the English language with the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

6.2 Specific hypotheses

- The methodology and the use of supplementary material that the teachers apply to teach English language contribute to improve the learning of the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.
- The learning of the English language is increased by the use of supplementary material that teachers use with the students at “Pío Jaramillo Alvarado” High School. Morning section. Academic year 2010- 2011.

7 METHODOLOGY

7.1 Design of the research.

This present research work is based in the theoretical - empirical study which permits us to analyze the kind of methodology and the use of the supplementary material that is applying in the learning of the English language with the students at " Pío Jaramillo Alvarado" High School morning Section Academic year 2010 – 2011.

Into this processes of the research work we analyze the following activities:

- Construction of theme and problem of type educative, relevance and currently.
- Then we consider important to establish the objectives one objective general and three objectives specific.
- After also, we outline the hypotheses one general and two specifics, identifying the independent and dependent variables and through these we have defined the indicators the same that will help us to apply the surveys.
- Finally we develop the methodology in which we identify the methods, techniques and instruments that will be used in the research process.

Methods, techniques and instruments

7.1.3 Methods.

The present research work is of educative character the same will be developed through a simultaneous manner with the document, and using some methods, techniques and instruments the same that will help to the researcher to collect, analyze and describe our research work.

❖ Deductive method.

The deductive method in the present research work will help us to dissociate the facts that develop in the educative sector, especially in the learning of the English language from world, national and local level and exclusively at Pío Jaramillo Alvarado High School Morning section Academic Year 2010-2011.

❖ Descriptive method

This method will help us to observe the facts, phenomenon and cases, moreover to collect the data, tabulate, interpret, and analyze the data collected.

- ✓ Besides this important method will permit us to identify and delimitate our problem of the research work.
- ✓ To formulate the hypotheses the same that will be accept or reject for our group of the research work.
- ✓ To collect the important data to develop with succeed the research.

- ✓ Also this method will help us in the organization, and interpretation of the data,
- ✓ Besides, we will have the knowledge to extract some conclusion of the affected institution.
- ✓ Finally, it will permit us to redact the final work.

❖ **Explicative method**

This method will permit to the researchers to explain all the collect data through statistical charts.

❖ **Analytic- synthetic method**

The analytic method will help us to comment one by one of the survey' questions, and through this synthetic method will interpret all the results into of the tabulation.

7.2 Techniques and instruments

7.3.1 The surveys

It consist in formulate a set of questions that will permit us to collect the data for post analysis; it will be applied to the English teachers and students at “Pío Jaramillo Alvarado” high school. Morning section. Academic year 2010 – 2011.

7.3.2 POPULATION AND SAMPLE

The National University of Loja has a good mission that is working with the society therefore, the researchers believe very important to link directly with the Pio Jaramillo Alvarado High School. Morning Section. Academic year 2010- 2011.

The population that the researches have decided to work is 208 students and five English teachers; therefore we think to take into account the sample that is detailed to follow:

SAMPLE

Formula:

$$n = \frac{PQ \times N}{(N - 1) \frac{E^2}{K^2} - PQ}$$

PQ= Primer Quartile

N= Population

n = sample

K= Constant of proportionality

E= Standard Error

- **Development:**

$$n = \frac{(0.5)(0.5)x630}{(630-1)\frac{0.08^2}{2^2} - (0.5)(0.5)}$$

$$n = \frac{(0.25)x630}{(629)\frac{0.0064}{4} - (0.25)}$$

$$n = \frac{157.5}{1.0064 - (0.25)}$$

$$n = \frac{157.5}{0.7564}$$

$$n = \frac{157.5}{0.7564}$$

- **SAMPLE DISTRIBUTION**

The following statistic formula will help to the researchers to distribute the sample:

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

F= Distribution Factor

n= Sample Size

N= Population

Replacing the values in the statistic formula:

✓ **STUDENTS OF 8TH YEAR OF BASIC EDUCATION**

$$F = \frac{208}{630}$$

$$F = 0.3302(130)$$

$$F = 42.93$$

$$F = 43$$

✓ **STUDENTS OF 9TH YEAR OF BASIC EDUCATION**

$$F = \frac{208}{630}$$

$$F = 0.3302(125)$$

$$F = 41.28$$

$$F = 41$$

✓ **STUDENTS OF 10TH YEAR OF BASIC EDUCATION**

$$F = \frac{208}{630}$$

$$F = 0.3302(142)$$

$$F = 46.89$$

$$F = 47$$

° STUDENTS OF FIRST YEAR OF HIGH SCHOOL CURRICULUM

$$F = \frac{208}{630}$$

$$F = 0.3302(104)$$

$$F = 34.34$$

$$F = 34$$

° STUDENTS OF SECOND YEAR OF HIGH SCHOOL CURRICULUM

$$F = \frac{208}{630}$$

$$F = 0.3302(78)$$

$$F = 25.75$$

$$F = 26$$

° STUDENTS OF THIRD YEAR OF HIGH SCHOOL CURRICULUM

$$F = \frac{208}{630}$$

$$F = 0.3302(51)$$

$$F = 16.84$$

$$F = 17$$

➤ **STUDENTS' SAMPLE AT PIO JARAMILLO ALVARADO HIGH SCHOOL. MORNING SECTION. ACADEMIC YEAR 2010- 2011.**

VARIABLE	POPULATION	SAMPLE
Students of 8 TH year of Basic Education	130	43
Students of 9 TH year of Basic Education	125	41
Students of 10 TH year of Basic Education	142	47
Students Of First Year Of High School Curriculum	104	34
Students of second Year Of High School Curriculum	78	26
Students of third Year of High School Curriculum	51	17
English teachers	5	5
TOTAL	Students	208
	Teachers	5

8 ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1 Resources

8.1.3 Human resources

- Students and teachers at Pio Jaramillo Alvarado.
- Research group: Astudillo Hector and Cano Rosa.

8.1.4 Material

- Surveys
- Copies
- Internet

8.1.5 Technological resources

- Computer
- Photocopier
- Printer

8.2 BUDGET

Office material	\$150.00
Books.....	\$100.00
Copies.....	\$200.00
Computer.....	\$1000.00
Typing and Printing	\$200.00
Typing and Reproduction.....	\$200.00
Total	<hr/>
	\$1850.00

8.3 FINANCING

The present research work will be financed by the research group.

9. CHRONOGRAM OF ACTIVITIES 2010 - 2011

MONTHS ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY			
	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 THEME				X																				
PILOT SURVEYS						X																		
PRESENTATION OF THE FIRST DRAFT										X														
PROBING OF THE THEME						X																		
EXPLANATION OF THE FIRST MOMENT														X										
ELABORATION OF THE OBJECTIVES															X									
JUSTIFICATION																X								
METHODOLOGY																	X							
OBJECTIVES AND HIPOTHESES																	X							
PRESENTATION OF THE SECOND DRAFT																		X						
REDACTION OF THE FINAL INFORM																			X					
PRESENTATION OF THE FINAL INFORM																				X				
EXPOSITION OF THE FINAL INFORM																					X			

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- <http://www.google.com.ec/search?hl=es&q=teaching+methodology&met>
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ANNEX TWO



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMUNICATION
ENGLISH LANGUAGE CAREER
TEACHERS' SURVEY

As ex students of the English Language career, considering as part of our previous to obtain the Licentiate's Degree English Language Specialiality, we need to be familiar with different educational aspects that involve the learning of the English language, so that is the reason to ask you this required information which will help us to work in our investigative research.

1. The methods that you employ in your classes are: tick them.

- Grammar translation method ()
- Learner- centered learning. ()
- Direct method ()
- Audio lingual method ()
- Interactive learning ()
- The silent way ()
- Total physical response ()
- Natural approach. ()
- Communicative approach ()

2. Match the methods with the corresponding activities.

- | | |
|-------------------------------------|------------------------------------|
| • <i>Grammar translation method</i> | Self- expression |
| • <i>Direct method</i> | dialog Memorization |
| • <i>Audio lingual method</i> | interacts with the students a lot. |
| • <i>The silent way</i> | repetition drills |
| | Bilingual vocabulary list |

3. What strategies do you develop in class to teach English? Tick them.

- | | | | |
|---|-----|--|-----|
| <input type="radio"/> Circling | () | <input type="radio"/> Questioning | () |
| <input type="radio"/> Translation | () | <input type="radio"/> Using the dictionary | () |
| <input type="radio"/> Filling gaps | () | <input type="radio"/> Clued reading | () |
| <input type="radio"/> <i>Multiple choices</i> | () | <input type="radio"/> Clued writing | () |
| <input type="radio"/> Ordering | () | <input type="radio"/> Memorizing | () |
| <input type="radio"/> Numbering | () | <input type="radio"/> Clued speaking | () |
| <input type="radio"/> Underlining | () | <input type="radio"/> Clued listening. | () |

The supplementary didactic material

1. Tick the type of materials that you use to teach English.

- | | | |
|--------------------------------------|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> Tape record | <input type="checkbox"/> Board | <input type="checkbox"/> Flashcards |
| <input type="checkbox"/> Books | <input type="checkbox"/> Songs | <input type="checkbox"/> TV set |
| <input type="checkbox"/> Posters | <input type="checkbox"/> Dictionary | <input type="checkbox"/> Overhead |
| <input type="checkbox"/> Movies | <input type="checkbox"/> Magazines | <input type="checkbox"/> Projector |

Others.....

2. When you do listening, what kind of didactic material do you use? Tick them.

- | | | | |
|------------|-----|------------|-----|
| Board | () | Book | () |
| Copies | () | C.D player | () |
| Flashcards | () | Songs | () |

3. List the materials the institution provides you to teach English?

- | | | | |
|--|-----|----------------------------------|-----|
| <input type="radio"/> Laboratory | () | <input type="radio"/> Dictionary | () |
| <input type="radio"/> CD player | () | <input type="radio"/> TV set | () |
| <input type="radio"/> Text book | () | <input type="radio"/> Songs | () |
| <input type="radio"/> Posters | () | <input type="radio"/> DVD writer | () |
| <input type="radio"/> Movies | () | <input type="radio"/> Computers | () |
| <input type="radio"/> Overhead projector | () | | |

Others:

4. What supported material to teach English would you like the institution to have? Mention please.

.....
.....

5. How do you motivate your students to learn English?

- You give them awards (candies) ()
- You prize them with movies. ()
- You do not send homework when they work in class ()
- You give them extra points ()
- You send a nice note on their diary ()

Others

6. Do you think that the didactic material that you use is enough for teaching English?

Yes () No ()

Why?

.....

THANK YOU FOR YOUR COLLABORATION.

ANNEX THREE



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION ART AND COMUNICATION
ENGLISH LANGUAGE CAREER

STUDENTS' SURVEY

As ex students of the English Language career, considering as part of our previous to obtain the Licentiate's Degree English Language Specialiality, we need to know different educational aspects that involve the learning of the English language, so that is the reason to ask you this required information which will help us to work in our investigative research.

1. Choose the techniques that your teacher develops during the English classes.

- Question and answer drill.* ()
Grammar games. ()
Complete the dialog ()
Repetition drills. ()
Dialog Memorization. ()
Listen music and meditation. ()
Talk about ideas, perform tasks and solve problems. ()
Listening and responding commands. ()
Communication about real life. ()
Use the mother tongue during the class. ()
He/ she Interacts with the students a lot. ()
Translate the words that you do not understand. ()

2. What activities does your teacher apply to teach you English? Tick them.

- | | | | |
|-------------|-----|------------------|-----|
| Translation | () | Clued reading | () |
| Ordering | () | Clued writing | () |
| Numbering | () | Clued speaking | () |
| Underlining | () | Clued listening. | () |
| Questioning | () | | |

The supplementary didactic material.

1. What material does your teacher uses to teach you English.

- | | | | |
|--------------------|-----|-----------------|-----|
| Laboratory | () | TV set | () |
| Tape recorder | () | Songs | () |
| Text book | () | Building blocks | () |
| Posters | () | Toys | () |
| Movies | () | DVD writer | () |
| Overhead projector | () | Newspaper | () |
| Dictionary | () | Drawing | () |
| Magazines | () | Computers | () |
| Flashcards | () | Work sheets. | () |

Others.....

2. When you practice listening, what kind of didactic material your teacher employs to develop this activity? Tick them.

- | | | |
|------------|----------------|----------------|
| Board () | Flashcards () | C.D player () |
| Copies () | Book () | Songs () |

3. How is the material that your teacher uses to teach you?

- | | |
|-----------------|---------|
| Interesting () | Old () |
| Boring () | New () |

Others:

4. What supported material to learn English would you like the institution to have? Mention please.

.....
.....

5. How your teacher motivates you to learn English? Tick please.

- He/she gives you awards (candies) ()
- He/she prize you with movies. ()
- He/she does not send homework when you work in class ()
- He/she gives you extra points ()
- He/she send a nice note on your diary ()

Others:.....

6. Do you think that the didactic material that your teacher uses to teach you is enough for learning English?

Yes ()

No ()

Why?

.....

7. Match. How is your teacher during the English class environment?

- He/ she is active and friendly ()
- He/ she keeps a good relationship with you ()
- He/ she makes you participate actively ()
- He/ she makes you work in groups ()
- He/ she is boring and tired ()
- He/ she is angry when students ask him/her questions ()

Others:.....

8. Do you like English classes?

Yes ()

No ()

Why?

.....

9. How do you feel during the English classes?

Relaxed ()

Motivated ()

Stressful ()

Tired ()

Fascinated ()

Bored ()

10. Do you understand the English classes?

Yes ()

No ()

Why?

.....

THANK YOU FOR YOUR COLLABORATION