NATIONAL UNIVERSITY OF LOJA

EDUCATION, ART AND COMMUNICATION AREA

ENGLISH LANGUAGE CAREER

THE USE OF DIDACTIC RESOURCES APPLIED IN THE COMMUNICATIVE APPROACH, IN TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE, IN "MONS. ALBERTO ZAMBRANO" HIGH SCHOOL OF OLMEDO CITY. 2010-2011.

Thesis, previous to obtain the Licentiate Degree in Science in Education, English Language Specialization.

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CERTIFICATION

DRA. MGS. BERTHA RAMÓN RODRÍGUEZ
DIRECTOR OF THESIS,

CERTIFIES:

That the present research about: **THE USE OF DIDACTIC RESOURCES APPLIED IN THE COMMUNICATIVE APPROACH, IN TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE, IN "MONS. ALBERTO ZAMBRANO" HIGH SCHOOL OF OLMEDO CITY. 2010-2011**; developed by the applicants Flavio Fernando Jiménez Gaona and Adriana Celeste Peñaloza Apolo, has been guided and revised according to the National University of Loja requirements; therefore authorizes its presentation and support.

Loja, February 2011

Dra. Mgs. Bertha Ramón Rodríguez
DIRECTOR OF THESIS

AUTHORSHIP

The ideas and criteria exposed in the present research work as well as the results and conclusions are responsibility of the authors.

AUTHORS:

……………………………………..   …………………………………………..
Flavio Fernando Jiménez Gaona   Adriana Celeste Peñaloza Apolo

ACKNOWLEDGEMENT

DEDICATORY

With lots of love and affection to Gad, my parents, brothers, my wife and especially to my son Jeik; who are the reason of my life.

FLAVIO

To my parents, brother and sisters, who helped me in all moments with value to finish my career. To my family Danilo and Sofía for being with me, I love them with all my heart.

ADRIANA

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THE USE OF DIDACTIC RESOURCES APPLIED IN THE COMMUNICATIVE APPROACH, IN TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE, IN "MONS. ALBERTO ZAMBRANO" HIGH SCHOOL OF OLMEDO CITY. 2010-2011.

2. SUMMARY

The research about "The Use of Didactic Resources applied in the Communicative Approach, in Teaching-Learning Process of English Language, in Mons. Alberto Zambrano High school of Olmedo city during 2010-2011" was performed to describe how this curricular component affects the teaching-learning process of the English language in students of this educational center.

The study is focused in the use of instructional materials applied in the communicative approach for English teaching and it was directed to 369 students and 3 teachers of Mons. Alberto Zambrano High school.

In the bibliographical analysis of this research we used the deductive method, to collect data we applied the survey technique which was applied to a sample of 57 students and 3 English teachers who helped us to fulfill this work. To analyze and interpret the information we employed the inductive and descriptive methods. The final report was constructed by using the descriptive method too.

As a result of the research, we found that this institution does not have enough didactic resources available for English teaching; conventional methodology predominates over communicative one. Most of applied materials are also conventional; new information and communication technologies are not still used in English teaching and students' achievements in English are also limited.

Communicative approach conceptualization is incomplete in teachers and its application is limited by the little use of instructional materials. The textbook is the most used instructional material; it helps in teaching learning process

of English language and it is also highly accepted in teachers as well as in students.

According to the present work, the main problems that limit the teaching learning process at the researched institution are the limited instructional material, wide contents, high number of students and little students' motivation.

Eventually, we formulated the respective recommendations and suggestions.

3. INTRODUCTION

The use of didactic resources into the school teaching learning process has a high importance level, because it is a basic component of curriculum. In language teaching its significance does not decrease, but it becomes still more interesting due to its extraordinary contribution in students' knowledge, motivation, interests and the learning styles stimulated through it.

The theme related to "The Use of Didactic Resources applied in the Communicative Approach, in Teaching-Learning Process of English Language, in Mons. Alberto Zambrano High school of Olmedo city during 2010-2011" originated like a desire of one member of the research group who works in this institution for contributing in the solution of the problematic generated in the teaching learning process of the English language, particularly in the use of didactic resources applied into the communicative approach.

On the other hand our particular interest in the theme was the relevance gained for it into the educational practice, especially in language teaching in last years.

In this way, the main problem we proposed to research was "How does the use of didactic resources applied in the communicative Approach affect the Teaching Learning Process of the English Language in students at Mons. Alberto Zambrano High school?" Moreover, as derived troubles we also researched if English teachers use the instructional materials into the communicative approach, and how they use the textbook in the teaching learning process of the English language.

As specific objectives we have proposed two. The first is to verify the use of Instructional Materials applied into the Communicative Approach and the second one to determine if the Textbook applied by teachers supports the Teaching Learning Process of the English Language.

The general hypothesis which guided our study is "The use of Didactic Resources applied in the Communicative Approach affects significantly the teaching Learning Process of the English Language, in students at Mons. Alberto Zambrano High school"

The methodology to develop the research work is supported in the inductive, deductive and descriptive methods; as well as following the scientific method scheme. It was also used the observation, bibliographic and survey techniques; the main instruments employed are: observation card, bibliographic cards and a questionnaire applied in 57 students and 3 teachers of the researched institution.

The present work is structured in 11 sections: In section one; it is quoted the research theme delimited in space and time. Then, in section two, it is presented a summary which gives a general idea about the thesis contents as well as the most important results of the research.

The section three contains the introductory part, where it is contextualized the study problem, its pertinence, applied methodology and the organizational part of the work. After, in section four is the revision of literature that gets together the main theoretical supports related to the variables of the study problem.

Next, in section five are detailed the materials, methods, techniques and instruments applied in the research work. The section six includes a wide exposition of the analysis and interpretation of results which are expressed through statistics charts and graphs.

In section seven, it is presented the discussion of results, where are confronted some ideas in order to contrast with the established hypotheses. After that, in section eight they are detailed the study conclusions according to the found results.

The section nine has the respective recommendations based on the previous conclusions. Moreover, in section ten there is a wide list of books, files,

websites and other documents used as bibliographic supports in the construction of the present work.

Finally, the last section is formed by the annexes which contain the previous research project.

REVIEW OF LITERATURE

4. REVIEW OF LITERATURE

1. TEACHING LEARNING PROCESSES

1.1. Teaching

This word has a countless number of idiomatic applications which makes impossible to summarize in a definition only its whole meaning. Several philosophers, didactics and specialists in education have intended to give completed definitions about teaching, but it only has caused large discussions not only in relation with what is teaching, but also about how to teach and the content of that teaching.

In our work we will quote the following statement, which is only one of the several concepts given to this term: "Teaching is the process to communicate or transmit specific or general knowledge about a subject"[1] So that, both teaching as well as learning requires of a communicator teacher; who must communicate emotions, feelings, knowledge, attitudes and values.[2]

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[1] JIMÉNEZ, A. and JAPÓN, R., 2009. Los procesos metodológicos que aplican los docentes en el aprendizaje de los referentes teóricos del Área de Lenguaje y Comunicación … Thesis presented in the Education, Art and Communication Area. Educaión Básica Career in the National University of Loja.

[2] TENUTTO, Marta and others. 2004, *Escuela para maestros*-Enciclopedia de Pedagogía Práctica. Cadiex International. s.a.Montevideo. p. 544

The teaching process is a more complex activity of that we generally know, because the pedagogical act can be analyzed from different points of view: the explicit (observable data), and the implicit (that is not observable). In the last one they are shown the unconscious meanings of teaching such as ideology which acts from the hidden. At the same time, teaching can be understood from levels of comprehension, e.g. epistemological, pedagogical, institutional, sociological, psychosocial, and so on.[3]

The teaching act is also called "didactic act" and its elements are **a subject who teaches** and other **who learns**; **a content** which is transmitted and must be learnt, **a strategy** that allows learning and the **educator's activity** during that process.

1.2. Learning

In general, learning can be understood as "the acquisition of a stable behavior through the practice"[4] Its study has been a concern of psychologists fundamentally, and from that results have come up several theories; some of them show the learning which takes place in any subject and others have researched about the **school learning**.

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[3] Ibidem, cit.# 2

[4] ENCARTA. 2009. Diccionario de la Real Academia Española.

Particularly, school learning is a very complex process, because of the variety of aspects on which we have to decide such as: planning, curricular development, evaluation, institutional participation matters, etc. "Therefore, the training of teachers as true pedagogues is an important work if we want to get an effective educational system"[5]

As we have mentioned in learning general conception, it keeps up permanent relationships with practice, but the most important thing of its production takes root in the variety of perception relationships with environment. To learn is the most universal occupation and a mean to make progress in any life stage, therefore it is also important to point to the school period where autonomous and directed activity is organized and integrated in a curriculum.

1.3. Curriculum components

When we refer to the curriculum, we are talking about teaching-learning process organized into the educative phenomenon and the wide system of activities which are proposed in the educational center in order to reach an integral formation of the student; that is to say the school learning.

[5] BLIOTECA SALVAT DE GRANDES TEMAS, 1973, *La nueva pedagogía*. Nro. 67, SALVAT EDITORES, S.A-Barcelona and EDITIONS GRAMMONT, S.A.-Lausanne, pp. 33

There are different ways of organizing and fulfill the teaching-learning process: the common class, seminaries, individual work, work group and so on. The elements which intervene in school teaching-learning process or curriculum can be summarized as follow.

Curriculum components	
QUESTIONS	**ELEMENTS**
What to teach for?	**Objectives and Skills**: Educational objectives are explicit formulations about abilities, attitudes and skills which the formation process attempt to reach in the subject of an educational situation. Skills are presented as a joint of knowledge which bring near the learner **to think what to do** and **knowing to do** of the science.
What to teach?	**Contents**: These are the themes to develop during a didactic unit. There are conceptual contents (to know), procedural contents (knowing to do) and attitudinal contents (knowing to be).
How to teach?	**Methodology**: Its role is the study of procedures, ways, teaching materials, the programs carried out by each study area and the relationship among methods, school level and learner's age.
When to teach?	**Sequence**: It is the organization in contents development to guarantee order and logical progression in their presentation to potentiate the transference processes.
What to teach with?	**Didactic resources**: These are supports in the teaching-learning process. Their efficiency required taking into account the ending objectives, type, level and size of the learning group, available resources, easiness of getting them, cost, maintenance, training of teachers, learners' activities and attitudes, etc.
Did it fulfill?	**Evaluation:** This process points to analyze or study the teaching-learning process as a whole, including all factors which intervene in its development.

Authors: Flavio Jiménez and Adriana Peñaloza

1.4. Language Teaching: Methodological trends and prevailing points

Methodological trends are theoretical views of language and the nature of language proficiency into approaches and methods in language teaching.

- **Traditional-Grammatical trend:** This trend is characterized for its emphasis in the learning of grammar rules and its application of these rules. It has guided foreign language learning since antiquity and still is widely practiced although there is no literature that offers justification for it and instead of there is not theoretical defenders, they are thousands the practitioners.

- **The Direct or Natural methods:** It is based in the natural way in which children learn first languages. The basic premise of Direct Methods is that second language learning must be more like first language learning. It gives a lot of attention to oral interaction, spontaneous use of language, no translation between native and foreign languages, and no analysis of grammar rules; by the way, grammar is taught inductively.

- **Situational or Oral trend:** It considers speech as the basis of language, and structure the heart of speaking ability. New language points are introduced in situational way; drills and structures for oral practice are

overused. It also pays special attention to vocabulary, word order, structural and content words, and repetition.

This trend considers these three processes in learning a language: receiving the language or materials, fixing it into memory by repetition and using it in actual practice until it becomes a personal skill. Therefore, main classroom activity is the oral practice of structures and the knowledge of them must be linked to situations in which they could be used.

- **Structural-Behaviorist trend:** Language is considered as a system of structurally related elements and those into a language are rule-governed. Mechanical drills are used for internalizing habits (inductive learning of patterns).

This theory considers foreign language learning as a process of mechanical habit formation and it is based on the behaviorist psychology of Skinner which establishes that humans possess a repertory of behaviors that occur so: a stimulus, serves to elicit behavior; a response, triggered by a stimulus; and reinforcement, which serves to mark the response as appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future.

- **Cognitive trend:** Its main feature is the grammatical representation of the forms (some practices of traditional grammar). According to this approach, the learning of a language consists in acquiring a conscious control of its structures. The acquisition of generalization and transformational rules (over cognitive attention to the rules), and interrelation form-sense is another argument. It is a deductive theory arguing that children subconsciously acquire a system of rules.

- **Communicative trend:** It conceives the communication as system for the expression of meaning. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. The functions of language (identify, reporting, denying, accepting, etc.), and notions which are the context or situations (personal identification, time, space, etc.) are important categories of language to get the correct communication. [6]

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[6] BROWN, Douglas (2001:21-22) *Teaching by Principles*, Editorial Longman, Second Edition. Now in UNL. Documento del curso taller del Idioma Inglés, Nivel II, parte I. Carrera de Docencia del Idioma Inglés del Área de la Educación, el Arte y la Comunicación. Loja-Ecuador, Noviembre 2002-Marzo 2003.
Cfr. RICHARDS, Jack and RODGERS, Theodore. RICHARDS, Jack and RODGERS, Theodore. 1986. *Approaches and Methods in Language Teaching.* Cambridge University Press. Cambridge pp. 31-42; 64-66
Cfr. http://usuarios.lycos.es/Cantemar/Metodologia.html Date of reference: 12-01-2009
http://coe.sdsu.edu/people/jmora/ALMMethods.htm Date of reference: 12-01-2009

2. THE COMMUNICATIVE APPROACH IN LANGUAGE TEACHING

2.1. Approach, method and technique in language teaching

- **Approach**: According to Richards J. and Rodgers Th., approach is the level at which assumptions and beliefs about language and language learning are specified; in opinion of the same authors that is to say an approach refers to the theories about the nature of language and languages learning that serve as the source of practices and principles in language teaching; within one approach, there can be many methods.

  As we can understand in the definition, an approach is analyzed in two aspects:

  > a. *A theory of the nature of language*
  > – An account of the nature of language proficiency
  > – An account of the basic units of language structure
  >
  > b. *A theory of the nature of language learning*
  > – An account of the psycholinguistic and cognitive processes involved in language learning
  > – An account of the conditions that allow for successful use of these processes (**Richards and Rodgers 1986:28**)[7]

- **Method:** "Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be

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[7] RICHARDS, Jack and RODGERS, Theodore. 1986: 28. Ibidem cit. #6

presented"[8]. From his point of view the method is theoretically in relationship to an approach, is organizationally determined by a design, and in the practice it is realized in a procedure or technique.

- **Technique:** "Technique is the level at which classroom procedures are described"[9] They are the specific activities manifested in the classroom, they are consistent with a method and therefore in coherence with an approach as well.

2.2. Communicative approach definition

Communicative Approach or Communicative Language Teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities which facilitate learning, the roles of teachers, learners and materials in the classroom.

It derives from a multidisciplinary perspective which includes linguistics, psychology, philosophy, sociology, and educational research. This approach has been present in the elaboration and implementation of programs and methodologies that promote the development of functional

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[8] Ibidem. cit. # 6
[9] Ibidem. cit. # 6

language ability through learners' participation in communicative

activities since 1970s.

Principles of the Communicative Approach to ESL	
PRINCIPLE	**APPLICATION**
Authentic materials are used	Teacher uses newspaper columns, job advertisements, weather reports, menus, catalogues…
One function can have many different forms	Students can communicate for a specific purpose in many ways.
Students need to learn cohesion and coherence	Teacher uses activities such as scrambled sentences.
Errors are tolerated to a certain extent.	Other students and teacher ignore errors.
Encourage cooperative relationships among students; opportunity to negotiate meaning.	Teacher uses strip stories; students work together to predict next picture.
The social context of the communicative is essential.	Teacher uses role-plays.
Learning to use language forms appropriately is important.	Teacher reminds student of the role they are playing or the particular situation they are in and how that impacts on the communication; teacher encourages students to develop independent learning skills.
Teacher acts as advisor/facilitator.	Teacher moves from group to group, offering advice and answering questions; teacher collaborates with students to select goals, content and processes.
Speakers have choices in communication of *what* to say and *how* to say it.	Students and teacher suggest alternative forms that could be used
Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.	For homework, students are asked to listen to a debate on the radio or watch one on television.

Author: http://www1.american.edu/tesol/CA%20Characteristics.pdf [10]

2.3. Communicative competence

Canale and Swain's (1980: 27)[11] version of communicative competence includes at least four dimensions as follow:

- **Grammatical competence** understood as the grammatical domain and lexical capacity.

- **Sociolinguistic competence** refers to an understanding of the social context where the communication takes place; relationships, shared information and the purpose of their interaction.

- **Discourse competence** is the interpretation of individual massage elements and how meaning is represented in relationship with the entire discourse or text.

- **Strategic competence** refers to the coping strategies that communicators employ to start, finish, maintain, repair and redirect communication.

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[11] ZHUANG Xin, M.A., *Sino-US English Teaching, ISSN1539-8072, USA. Sep. 2007, Volume 4, No.9 (Serial No.45)*. College of Foreign Languages, Zhejiang Gongshang University, Hangzhou 310035, China.

3. THE INSTRUCTIONAL MATERIALS IN THE COMMUNICATIVE APPROACH

3.1. Definition and background

The concept of didactic materials is a multi-meaning expression. Taking into account the etymology of these words, we found that they come from the Latin *materia* = matter and from the Greek *didaskô* = to teach[12]. So that, we understand this words are used to describe the set of objects and tools which help in the teaching practice to make more profitable, meaningful and easier the learning process.

Several names are given them, such as: didactic resources, didactic aids, didactic means, pedagogical supports, didactic or instructional materials; but all terms are related to the kind of materials used in the teaching learning process.

Centuries ago, at the time of the Egyptian civilization, the use of the didactic resources were present in the paintings on walls to show predictions, past events, customs, and so on; while in other cultures metals and stones were taken to impart their knowledge. Throughout the history the didactic aids have changed from the use of the drawings and

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[12] PAREDES, Jennifier and others 1996. *The utilization of didactic resources for the teaching and learning of the English language in the evening schools of Loja city,* thesis presented in the Faculty of Philosophy, Letters and Science in Education, UNL. pp. 4-10

stones to the use of sophisticated computers and other advanced technology today.

3.2. Characteristics of the didactic resources

Choosing what we are going to use in the classroom is a responsibility we have to do carefully. The main step is maybe to consider the features of people to whom they are directed to. They must be preferred which make possible fantasy and symbolism to help the playful and imaginative ingredient, these are also preferred which prioritize objective data and facts, and so on.

According to Tomlinson (1998), quoted by Hearn and Garcés (2003: 229,230) the educational materials in general should:

- To be impressionable.
- To help students to feel well.
- To serve improving self-esteem.
- To work outstanding and significant themes.
- To make students well-disposed to learn.
- To use a genuine language.
- To emphasize the linguistic aspects of input.
- To respect the different learning styles.
- To give the opportunity of using the target language in communicative way.
- To give the opportunity of developing own abilities.
- To take into account learner' attitudes.
- To be exploited with no too much controlled practice proposals.
- Give opportunity of getting feedback.[13]

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[13] HEARN, Izabella y GARCÉS, Antonio (Coords.) 2003. *Didáctica del Inglés para Primaria*, PEARSON EDUCACIÓN, Madrid, pp. 229,230

3.3. The didactic resources as components of the curriculum

The school curriculum is characterized by its systemic quality. Its components are: objectives, contents, sequence, methodology, didactic resources and evaluation. So that, as components of this organized system methods and teaching resources which are determined by the objectives and contents cannot be separated.

According to this, didactic resources or instructional materials are considered "facilitators of the teaching process which answer to the question what to teach with?" They represent the material component of that pedagogical process… to motivate and activate the relationships given there…"[14]

That is to say, they symbolize the material component in school educational process, which serve to build the essential representations of knowledge and abilities acquired by learners, as well as to promote their interaction.

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[14] MINISTERIO DE EDUCACIÓN Y CULTURA 2004. *Estrategias Educativas para el Aprendizaje Activo*. Programa de Mejoramiento y Capacitación Docente a Nivel de Bachillerato. La Asociación de Facultades Ecuatorianas de Filosofía y Ciencias de la Educación. Pp. 114-115

3.4. Classification of the instructional materials

Stressing the limits of our researching, we believe it is suitable to quote the grouping made by Richards and Rodgers (1986:79), because of their view of instructional materials is directly related with the nature of our research work.

According to their point of view, on which we are agreed with, a wide range of materials are used to support the Communicative Approach. Practitioners of this approach view materials as a way of influencing the quality of classroom interaction and language use.

Materials' main role is to encourage communicative language use. Jack C. Richards and Theodore S. Rodgers group three kinds of materials used to support Communicative Language Teaching. They are: Text-based materials, Task-based material and Realia.

- **Text-based material**: There are a variety of textbooks designed to support the Communicative Approach. Their contents suggest a kind of grading and sequencing of language practice, different from those found in structurally organized books.

- **Task-based material**: A huge quantity of games, role plays, simulations and other task based activities have been designed to support

communicative teaching classes such as: handbooks, cue and activity cards, pair communication practice materials, student interaction practice booklets, etc.

- **Realia**: They are probably the oldest form of instructional material, but their effectiveness in helping students to connect language to reality cannot be underestimated. Realia are especially useful and important for teaching children.

Some proponents of the Communicative Approach suggest the use of authentic materials in the classroom which include signs, magazines, advertisements, newspapers as well as graphic and visual sources to allow communicative activities like: maps, pictures, symbols, graphs and charts. They are also used several objects to promote communicative exercises.

3.5. Technology in the language classroom

The school cannot be out of social changes; therefore students must be trained in the use of these technological tools which will allow them to access to information and communication society. From this point of view, learning of a foreign language is an essential complement in this information and communication age.

New technologies as a resource into foreign language classrooms have a lot of acceptance today. So, when we hear about technology, we first think in computer technology; mostly because computers have saturated our daily home and workplace contexts, but technology involves everything from audio tape and CD players to video and of course computers. In other words we refer to computers and materials implicated in their use: Language laboratories, DVDs, MP3, MP4, CD-ROMs, Internet, and so on.

Last advances in educational applications of computer hardware and software have provided a rapidly growing resource for language classrooms. CALL is one of the applied linguistic more widely spread and updated areas; lots of studies refer to the characteristic and advantages on using computers.

The practical applications of Computer Assisted Language Learning are growing at such a quick pace that it is almost impossible for a language teacher to keep updated in this field. But it is important at least we must consider some CALL applications in our teaching and the benefits of including a computer component in language training.

Together CALL there are other kind of resources named software without content, such as word processors (e.g. Microsoft WordPad, Microsoft Word) and browsers (e.g. Microsoft Explorer, Netscape) The use of a

word processor program is a good advantage in language teaching and learning, because of it is not required advanced equipment and it is easy of using. On the other hand browsers are free of charge use and allow visualizing web pages on line (direct connection) as well as off line (without connection)[15]

4. THE TEXTBOOK IN LANGUAGE TEACHING

4.1. Textbook or coursebook

Nowadays, there are a variety of English language teaching textbooks available in the market. Some of which are supported by visual aids, taped audio material, and those which stress on some specific aspect of English, such as: intonation, writing, reading, etc. Others deal special kinds of English like the language of medicine or engineering, and there are also textbooks which offer language according to learning stage, age, nationality, native language, size of the class, etc.

Sometimes, textbooks are designed according to the specification of a National Ministry of Education for use in Secondary Schools, and the writers are familiar with the interests, backgrounds and abilities of the

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[15] HEARN, Izabella and GARCÉS, Antonio (Coords.) 2003: 244-251. Ibidem, cit. # 13
BROWN, Douglas (2001: 143) Ibidem, cit. # 6

pupil who will use the text; it is like **"Our World Through English"** textbook series, which are designed for the teaching of English in Secondary Schools in our country.

There is no doubt that textbooks are source of information, stimulus and investigation, and although some authors argument that textbooks generate repetition; however, if they are used correctly can give us some advantages such as:

– To provide clear known situations to practice language in context.
– To guide the contents to be taught by giving them a degree of continuity and providing a sense of security for the student's achievements
– To help in accomplishing students' objectives. [16]

Izabella Hearn also points to some similar advantages of a correct use of textbooks in this way:

- Teachers make use of selected materials by professional people, with updated and well sequenced contents which help enough input for students.

- They allow teachers to learn how to make programings, design activities, sequence contents, etc.

- They help with complementary material (CD, CD-ROM)

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[16] CUNNINGSWORTH, Alan. 1984. *Evaluating and Selecting EFL Teaching Materials*. Athenaeum Press Ltd. Great British, pp. 2-4

- Textbooks also suppose security and time saving for teachers

- These written resources give students organized material to work alone HEARN, Izabella (2003:225-227)

4.2. Use and abuse of the textbook

In last years, textbooks have evolutioned so much. In fact most of English Teachers use a course book to develop the teaching of English language. Some of them use only one and take their students through it from beginning to end, while others (only few), work in creating their own teaching program, or take information from different books and adapt it if necessary.

Textbooks need to be used actively, that is to say, the teacher must formulate objectives with the learners' needs in mind and after choosing a textbook which will help to achieve those objectives and neither his aim must be to finish all book contents, but its mastery.

Brown Douglas asserts that the most common form of material support for language instruction comes through textbooks. Then, first concern is not to choose a textbook, but to find a creative use of the one which has

been chosen to work. That is to say, your challenge is to make the best use of the textbook you have.

Textbook adaptation is significant in lesson planning because you can see if the textbook lesson you present is appropriate for your particular students, their level, ability, goals and the available time.[17]

A trouble in the use of textbook is that although it is consider an auxiliary resource, in practice it is found as the exclusive resource applied by teachers. Currently, textbook instead of being a teacher's servant, it has become his master; because there is the tendency of working with it more than other didactic resource. It is closely linked to teacher's work. In the matter, it is considered that most of time in school work is made on or in relationship to the textbook (Simancas1998; 78)[18]

Some limitations in their use are noted bellow:
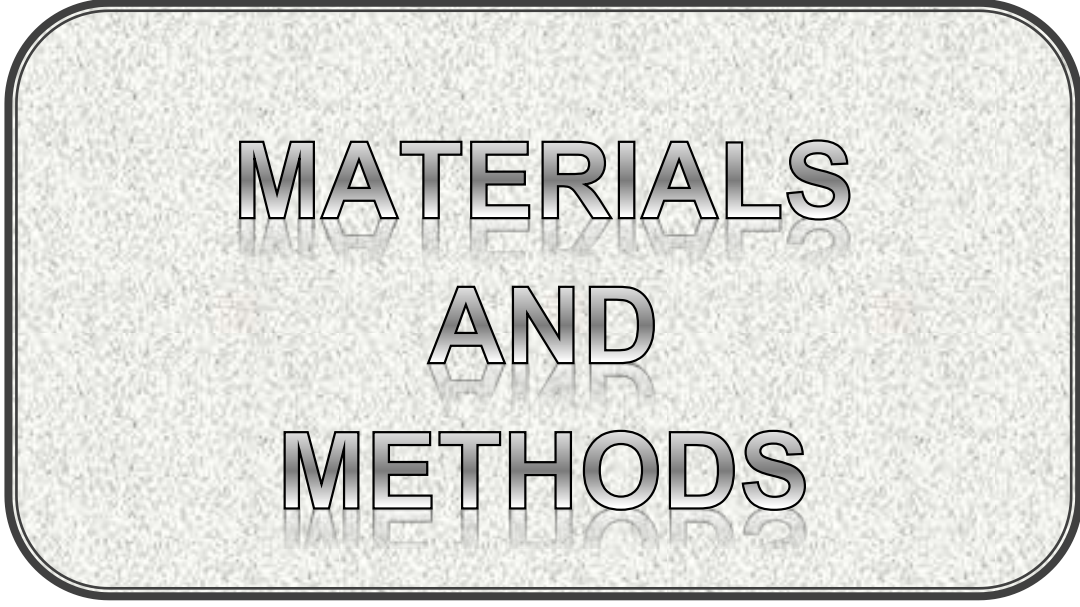
- They do not adapt to concrete group needs, because they are designed in standard way.

- Textbooks are very foreseeable, canceling the surprise element which becomes students tired.

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[17] Cfr. BROWN, Douglas. 2001: 136-143. Ibidem, cit. # 6

[18] http://redalyc.uaemex.mx/redalyc/pdf/360/36010204.pdf Date of reference: 15-03-2010

- In the same way, they leave little space for teacher's and student's autonomy and creativity, especially when the book is consider as exclusive material and it is not an aid.

- Textbooks exhaust teachers as well as students because of them contain more than necessary material.

- Contents presented in textbooks are strange to local reality.

In some teachers is present this idea: to work without a textbook is to think that teaching process is not possible. Therefore, today there are new proposals based and centered on flexibility and opening of curriculum, investigation, relationship with environment and by means of that to produce transformations on the pedagogical practice in teachers and students.

MATERIALS AND METHODS

5. MATERIALS AND METHODS

▪ **Resources**

- **Human:**

  - Research Equipment: Flavio Fernando Jiménez Gaona

    Adriana Celeste Peñaloza Apolo

  - Thesis' Director: Dr. Mgs. Bertha Ramón Rodríguez

  - English Language Career of the National University of Loja

    Authorities

  - Authorities, English teaching staff and Students of Mons. Alberto

    Zambrano High school of Olmedo city

- **Material:**

  - PEI Document of Mons. Alberto Zambrano Palacios High School

  - Bibliography according to the research theme

  - Internet

  - Office material

  - Computer

  - Field instruments: Observation guide and Questionnaires

- **Institutional:**

  - Education, Art and Communication of the National University of Loja Library
  - Technique Particular University of Loja Library
  - Provincial Directorate of Education of Loja Library
  - Municipal Library of Loja city
  - Casa de la Cultura Núcleo de Loja Library
  - Personal Library of Dr. Malco Jiménez Castillo

- **Design of the research**

To carry out the study about the use of the didactic resources applied in the communicative approach, in the teaching learning process of the English language at Mons. Alberto Zambrano High School we used the descriptive research, because all the elements which are part of the study object were detailed and analyzed employing the data that we got through the application of the teachers' and students' surveys. It was not an experimental research because we did not manipulate any variable.

- **Methods, techniques and instruments**

  - **Methods:**

    This work was carried out employing the methods and techniques own of the scientific research, because they guide to generate transformation and change in the study object.

    Scientific method: Through its analysis and synthesis processes it helped us to discover the causes and effects among facts, variables and components of our study object. It also supported us during all the process; from the problem construction, theoretical frame composition, deduction of particular consequences, hypotheses testing until the introduction of the study conclusions.

    Descriptive method: It was used to make the description of the facts, phenomena; collect and make a rational interpretation as well as the data analysis about the study object in order to achieve the objectives of the research.

    Deductive method: This method by means of its analytical-synthetical processes helped us in the bibliographic analysis of the problem.

Inductive method: We applied this method to analyze and interpret the information of the applied instruments in teachers and students, starting from the understanding of partial facts to arrive at the knowledge of the whole study object.

▪ **Techniques and instruments**

Observation technique: This technique was applied in direct way to make the first contact with the study object. Through it we collected and registered the pertinent information to its later analysis and contrast. The instrument applied was an observation guide we used at the beginning to identify the main as well as the specific problems to guide the research.

Bibliographical technique: We used this technique to gather and organize the bibliographical compilations from primary or secondary sources to build the theoretical frame support of our study. The instruments applied were textual and summary cards employed in concepts and ideas organization to build the theory of our study.

Survey technique: Through this technique was used taking into account the researched problem to get the necessary data and opinions from people involved in our research in order to classify,

tabulate, analyze and make the corresponding hypotheses demonstration as well as to arrive to the conclusions and recommendations our research work. The instrument applied was a questionnaire with free, limited and semi limited questions about the problem variables and indicators.

- **Procedure**

The investigation process was performed in the following stages:

First stage: In this part we made a visit at Mons. Alberto Zambrano High school of Olmedo city, to request the permission to carry out the research. It was accepted by the Institution Headmaster considering that one member of the research group work there. We also had the opportunity for applying an observation card to have a first view with our study object.

Second stage: Here we made the gathering of the bibliographical documentation to build the conceptual frame to support our study which was made in the main Libraries of Loja city, personal books and websites.

Third stage: In this stage we made the application of the surveys to collect data. Students' survey was directed to 57 students, 28 in Second year and 29 in Third year of High School Curriculum while, the teachers' survey was applied to 3 English teachers.

After that, we made the analysis and interpretation of the information applying the descriptive statistics. To construct the statistics charts and graphs we were helped by Microsoft Excel 2010 program. Next we proceeded to contrast the hypotheses which were analyzed, interpreted and demonstrated through the respective qualitative data and percentages taken out directly from the statistics charts and graphs.

Fourth stage: Eventually we established the conclusions and recommendations of the study and proceeded to construct the final investigation report of results following the model proposed by the National University of Loja and the research group ideas.

- **Population**

Our research took place at Mons. Alberto Zambrano High School of Olmedo city and it was guided to a population of 369 students. However, to make the information manageable; it was taken a sample of 57

students who represent a percentage of 15.44% of total population and 3 English teachers that represent 100%.

To select the students sample we applied the statistics formula showed in the respective project. It was also intentional, 28 in Second year and 29 in Third year of High School Curriculum. We chose in this way because, we considered those students had a wider experience in the teaching learning process of the English language and their criteria helped us more authentic information about the problem.

RESULTS

6. RESULTS

TEACHERS' AND STUDENTS' SURVEY

- **Hypothesis 1:**

The little use of Instructional Materials limits the application of the Communicative Approach.

TEACHERS' SURVEY

1. In your experience as English teacher, what reasons motivate you to use instructional materials?

Statistics chart N° 1

Reasons which motivate teachers to use instructional materials		
REASONS	**F**	**%**
They are a guide	1	17
They help in motivation	2	33
They favor interaction	3	50
		100

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 1

Reasons which motivate teachers to use instructional materials

17 %

50 %

33 %

- These are a guide
- These help in motivation
- These favor interaction
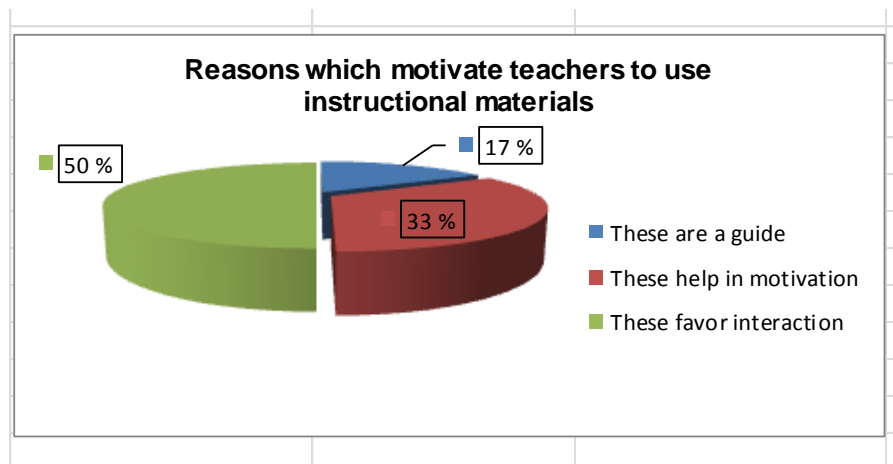
Interpretation:

From the survey applied in English Teachers at Mons. Alberto Zambrano High School of Olmedo city, we can identify the reasons that motivate them to use instructional materials are the interaction that these provide in class with an acceptance of 50%, the motivation that they generate in students with a 33% of approval and their role as a guide into the teaching learning process manifested in a percentage of 17%.

One of the main roles of instructional materials is to provide rapport between students, teachers and themselves. They also work as mediator tools of the teaching learning process. Therefore, they affect enormously in the active participation; in individual as well as in collective way on the object of knowledge favoring motivation too.

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As research group, we consider that teachers at the researched institution have clear ideas from their experience about the importance and advantage of using didactic resources into the teaching learning process.

2. Choose the Instructional materials you apply in your teaching practice.

Statistics chart N° 2

Instructional materials applied by teachers		
INSTRUCTIONAL MATERIALS	F	%
Text based material: Textbook, Dictionary	6	33
Task based material: Worksheets	3	17
Realia: Real objects,	3	17
Other: Board, Audio script CDs	6	33
		100

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 2

Instructional materials applied by teachers

- Text based material: Textbook, Dictionary — 33%
- Task based material: Worksheets — 17%
- Realia: Real objects, — 17%
- Other: Board, Audio script CDs — 33%
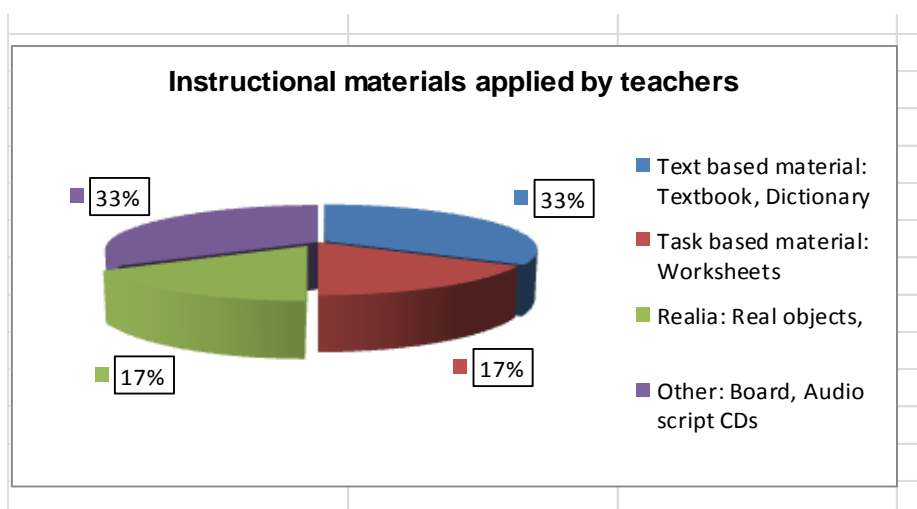
Interpretation:

According to the previous statistics chart, we found that teachers from the researched high school applied mostly the didactic aids based on the text based materials which is expressed in 33%. In the same percentage (33%) are also used other resources such as the board and audio script CDs. Task based material follows with a percentage of 17%, which is also shared with the resources grouped in Realia (17%).

The Communicative Approach has a countless of instructional materials which support and guarantee its application; that is to say, the unique condition is that they promote real communication in learners. These materials are grouped in text based material, task based material and realia.

Taking into consideration the information provided at the studied institution, we have that instructional materials applied are not so much varied. There is a privilege in using conventional materials such as: textbook, dictionary, board and worksheets (understanding last ones as simple photocopies, because adaptation is not present in them). On the other hand, innovational materials have little space in the teaching learning process.

It is also noticed that in the researched high school, teachers have not still explored the limitlessness quantity of resources provided through the information and communication technologies which nowadays are present everywhere. They have basically restricted to use the classic ones generating routine and loss of motivation in students about English language, because this kind of material only provides limited opportunities for developing real communication activities.

3. In your institution, how do you describe the use of Instructional Materials applied in the teaching learning process of English language?

Statistics chart N° 3

Opinions about the use of instructional materials in English teaching		
OPINIONS	**F**	**%**
Good	1	33
Limited	2	67
TOTAL	**3**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 3

Opinions about the use of instructional materials in English teaching

33; %

67; %

■ Good
■ Limited
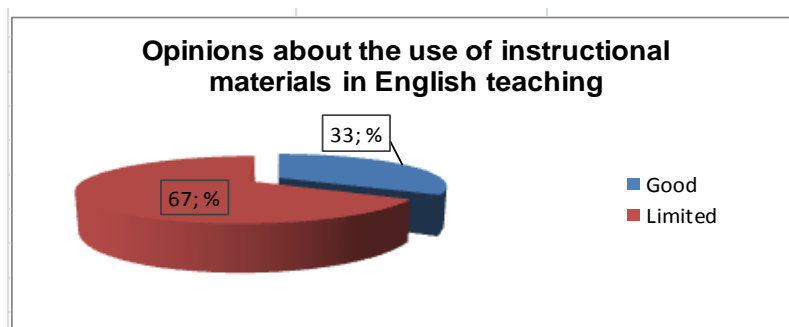
Interpretation:

In the description made about the use of instructional materials applied into the teaching learning process of English language at Mons. Alberto Zambrano High School, 67% of teachers judge that it is limited; while a percentage represented in 33% qualifies it as good.

The didactic resources as basic component of the teaching learning process must be directly related to the rest ones, but in particular way with objectives and methodology. Without a well use of materials it is not possible to reach the objectives because they are tools used to execute particular methodologies and serve as a bridge between learners and the object of knowledge.

According to the compile data we infer that the use of didactic materials in the researched institution is limited. Teachers argument that situation is originated mainly in the little availability of instructional materials in the educational center. Moreover, they mention that the economical factor as serious obstacle to get personal materials. This statement makes us to think that they have not explored the possibility of designing their own materials which could solute in anyway the deficit of these ones.

4. Which statements do you think characterize Communicative Language Teaching?

Statistics chart N° 4

Teachers' conceptions of Communicative Approach		
TEACHER'S CONCEPTIONS	**F**	**%**
A method of teaching	3	27
Contextualization is basic	3	27
Language is a habit	3	27
Materials come from realia	1	9
Teaching speaking	1	9
TOTAL		**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 4
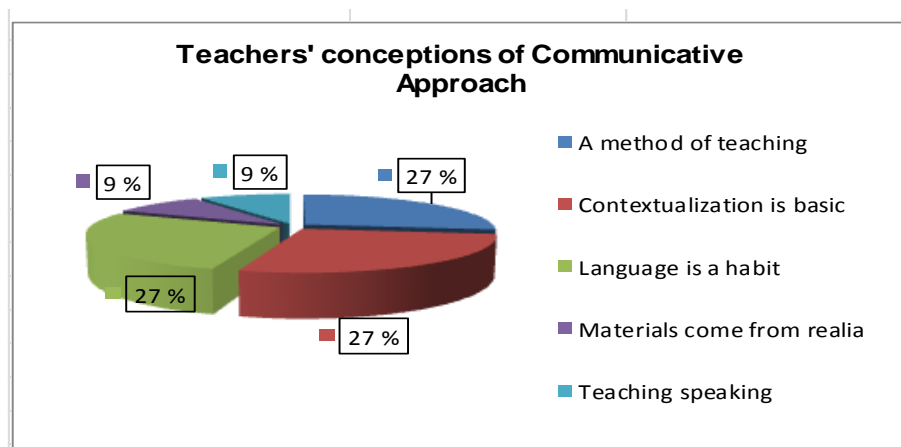
Interpretation:

From teacher's ideas relate to Communicative Language Teaching, it appears the conception like a method of teaching with an acceptance of

43

27% together the notion of contextualization as basic premise and the belief that language is a habit, statements that share similar percentages (27%). Other ideas such as materials come from realia rather than textbooks and Communicative approach concerns only teaching speaking have a hardly recognition of 9%.

Some analysts and supporters of Communicative approach conclude that it is an "approach" rather than a method, because of into its principles can fit several methods. Then, we are talking about a wide horizon of methodological possibilities of application out of the limits of an only method.

Conceptualizing this approach involves having an open mind to explore thousands of opportunities for teaching; situation that is not clearly conceived by teachers of the researched High School and of course, there is the necessity of orientate their teaching practice in a strong theoretical base.

This unfamiliarity with Communicative Approach theory affects teachers because they become in empirics of education and make some mistakes at the time of applying concrete methodologies. For instance they conceive language is a habit and error free or believe that Communicative Approach concerns teaching speaking only. Ideas that

belong to this approach, such as contextualization is a basic premise and the use of realia have lower acceptance.

5. What do you mean by Communicative Competence?

Statistics chart N° 5

Definitions about Communicative Competence.		
DEFINITIONS	**F**	**%**
Speaking fluently	1	33
Ability to use specific language	1	33
Develop language skills	1	33
TOTAL	**3**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 5
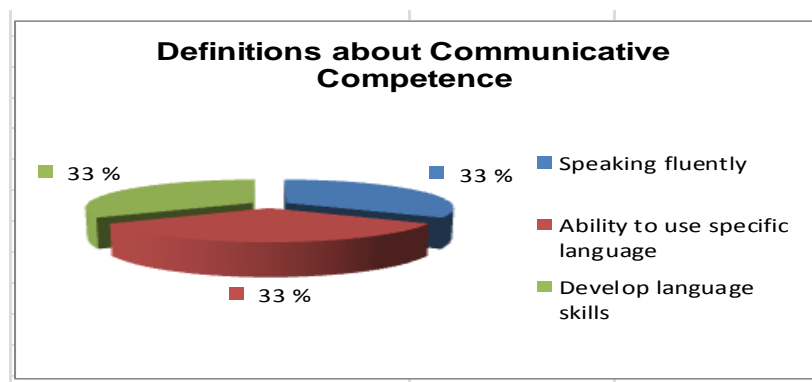
Interpretation:

The gathered information in this chart shows us, what inquired teachers mean by Communicative Competence. In this way we can observe that

statements like: It is the ability to use specific language understandable in both speaker listener, to develop the four basic language skills and speaking fluently share the same percentage of 33%.

Four dimensions at least identified communicative competence: grammatical, sociolinguistic, discourse and strategic competence; that is to say its meaning is not limited to an only domain (grammatical or sociolinguistic, etc.) but it involves a set of micro-competences domain.

Our investigation group deduces that teachers at Mons. Alberto Zambrano High School, have a partial idea about what communicative competence stands for. In fact, each inquired people give his/her own point of view about it and of course, we also infer they develop this according to their own personal beliefs without solid theoretical basis.

Their criterion is not complete at all; therefore it is so important to have a complete and theoretically founded idea to which join common efforts as teachers and institution in general.

6. How do you consider the application of the Communicative Approach in your teaching practice?

Statistics chart N° 6

Opinions about the application of the Communicative Approach		
OPINIONS	**F**	**%**
Good	1	33
Limited	2	67
TOTAL	**3**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 6

Opinions about the application of the Communicative Approach
67 % | 33 % | Good | Limited
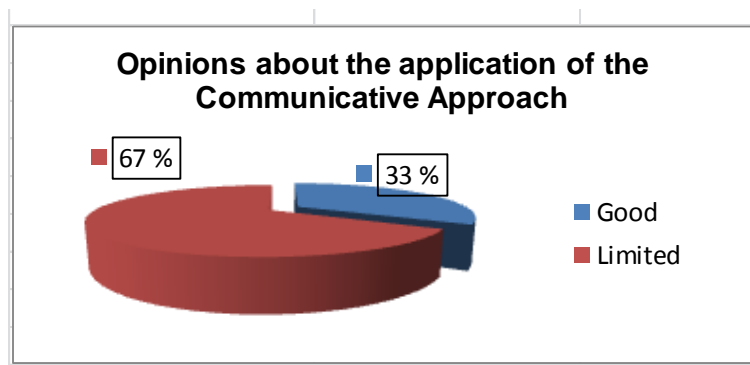
Interpretation:

A 67% of teachers point to that application of the Communicative Approach into the teaching learning process of English language at the researched institution is limited, while 33% consider its usage is good.

The Communicative Approach is characterized by being so much flexible. Its application is summarized in the theory of learning which points to those activities must involve real communication, be used for carrying meaningful tasks and language which is meaningful to the learner supports the learning process. Therefore, in its appliance in great manner depends on the creativity of teachers because there are hundreds of possibilities.

Most of teachers at the researched institution admit that application of Communicative Approach in their teaching practice is limited. They say that it happen due to the low students' motivation about English language and the little availability of instructional material to this aim.

10. Do you use extra material to reinforce students' knowledge?

Statistics chart N° 7

Extra material used by teachers to reinforce students' knowledge		
EXTRA MATERIAL	**F**	**%**
Real objects	3	38
Worksheets	2	25
Dictionary	2	25
Audio CDs	1	13
TOTAL	**8**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 7

Extra material used by teachers to reinforce students' knowledge

- 13 %
- 25 %
- 38 %
- 25 %

- Real objects
- Worksheets
- Dictionary
- Audio CDs
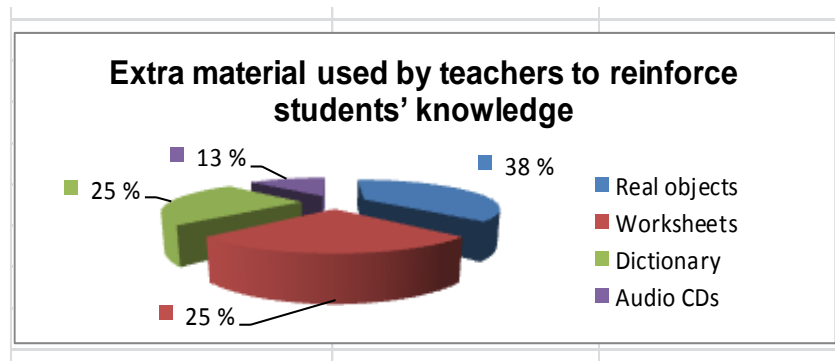
Interpretation:

In this part of the survey we asked teachers if they use extra material to reinforce student's knowledge and all inquired people answered positive (100%). To verify this information we also solicited them to write the kind of material they employ and we got that real objects occupy a percentage of 38%, followed by the use of worksheets and the dictionary with 25%. Moreover, the usage of audio script CDs appears represented in 13%.

The use of extra material to reinforce students' knowledge have a motivational role into the teaching learning process because of, it allows to avoid the routine and monotonous use of an only textbook. Moreover, this gives the opportunity of exploiting a variety of learning styles which are so important in language teaching.

Once more, in this part of the survey it is confirmed that there is a little and habitual use of the instructional materials applied in the communicative approach at the researched institution. Teachers assure to use extra material, but when they were consulted about the materials they employ, their answers show these kind of resources are very few and conventional in relation to the variety of them into the mentioned approach. Indeed, it is also clearly evidenced in the information they gave us in the question number 2.

12. In your teaching practice, which of the following factors limit this process?

Statistics chart N° 8

Factors that limit the teaching learning process of English language		
LIMITING FACTORS	**F**	**%**
Very wide contents	3	25
Limited didactic aids	3	25
Numer of students	3	25
Motivation	2	17
Methodology	1	8
		100

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 8

Factors that limit the teaching learning process of English language

- Very wide contents — 25 %
- Limited didactic aids — 25 %
- Numer of students — 25 %
- Motivation — 17 %
- Methodology — 8 %
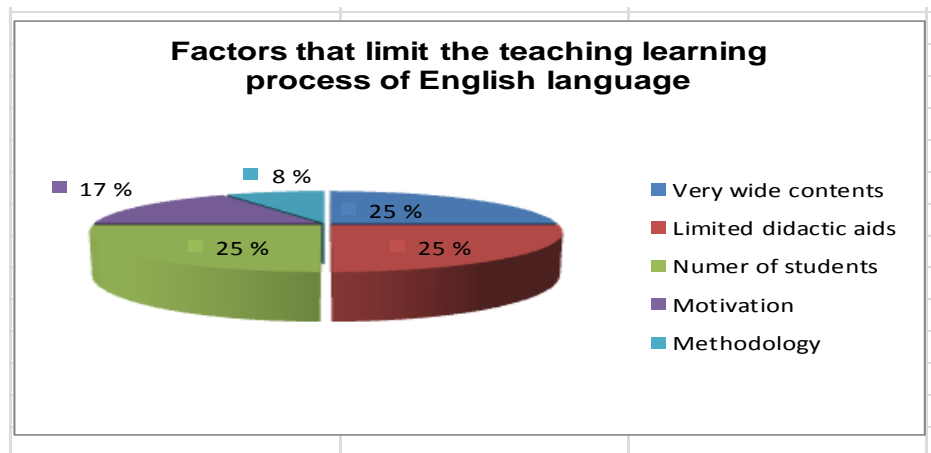
Interpretation:

According to the information provided in this chart we have that 25% of the factors which limit the teaching learning process of the English language belong to the wide contents of the textbook (OWTE series). With a similar percentage (25%) follows the limited didactic aids available to work in this subject and 25% is also pointed to the number of students. The motivational factor follows with a representation of 17% and finally the methodology occupies 8%.

Taking into accountant that the teaching learning process of foreign languages involves several implicit and explicit factors, the last ones such us: wide contents, limited didactic aids, number of students or the motivation can be at least partially solved through methodology.

Remember that learners catch what teachers communicate them, but it has a lot of importance the way how it is communicated.

English language teachers at the researched institution have identified which ones favored this process and those which need to be improved to guarantee a sure and successful development of English language. At the moment the textbook seems to be the unique real help in this process. They do not also give so much importance to the methodological aspect on which most of the mentioned troubles have their origins.

13. What do you consider important to improve the teaching learning process of the English Language in your High School?

Statistics chart N° 9

Aspects to improve in English teaching		
ASPECTS	**F**	**%**
Methodology	3	38
Increase the instructional material	3	38
Raise students' motivation	2	25
TOTAL	**8**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 9

Aspects to improve in English Teaching

- ■ 25 %
- ■ 38 %
- ■ 38 %

- ■ Methodology
- ■ Increase the instructional material
- ■ Raise students' motivation
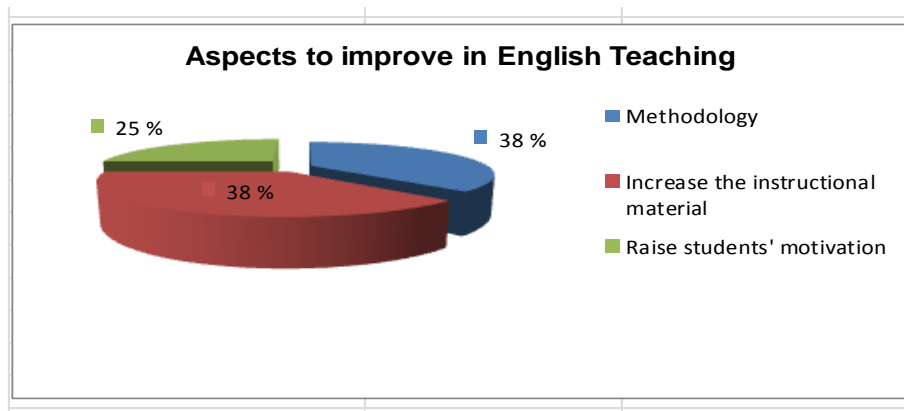
Interpretation:

In this part of the survey teachers were inquired about what they consider important to improve their teaching practice and a percentage of 38% expressed that methodological aspect must be better as well as the raising of students' motivation with 38% too, and finally the increase of instructional materials with 25% of acceptance.

As we have shown previously that explicit factors such as: methodology, motivation, instructional materials, etc. are elements which need to be applied linked into a curriculum to reach real success in language teaching; among all these one more time we emphasize in the important role of methodology to generate changes to improve the teaching practice.

It is clear that in Mons. Alberto Zambrano High School teachers have identified the main weakness of English language teaching. They recognize that methodology needs to be improved, instructional materials must also be increased and students' motivation needs to be improved. As research group we consider that the first one (methodology) is the base on which the other limitations must be faced.

STUDENTS' SURVEY

1. What Didactic Aids does your English teacher use to develop his/her classes?

Statistics chart N° 10

Didactic aids applied by teachers		
DIDACTIC AIDS	**F**	**%**
Text based material	113	23
Task based material	118	24
Realia	222	45
Other	35	7
		100

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 10

Didactic aids applied by teachers

7 % 23 %
45 % 24 %

Text based material
Task based material
Realia
Other
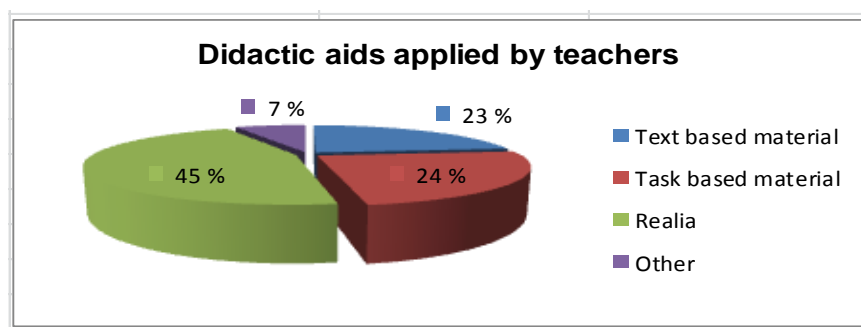
Interpretation:

From the instrument applied in students we can observe that realia occupies the highest percentage (45%) as the kind of material experimented by them into learning process. Task and text based materials follow with 24% and 23% respectively; while the use of other materials like The Information and Communication Technologies (ICTs) do not have so much importance and they are known only by 7% of students.

The experience with the real world is an effective way of learning in general and especially foreign languages. Some proponents of Communicative Approach suggest using authentic materials in the classroom, because they connect learners to reality. On the other hand text and task based materials also support communicative language teaching through a huge quantity of instructional resources.

As research group, we consider that the characteristic of the inquired institution "Technic High School" provides a huge variety of resources from the reality which can be taken into account by teachers; however, other kinds of instructional materials that represent the majority have not transcended the limits of a conventional and monotonous way of using them. Dictionaries, board, magazines and the textbook followed from

beginning to end, have been the most common practices in English language teaching so far.

In relation to Information and Communication Technologies, they have not been still included to develop that process.

2. How do you describe the use of Instructional Materials applied by your teacher?

Statistics chart N° 11

Description of the Instructional Materials applied by teachers		
DESCRIPTION	f	%
Interesting	32	56
Very good	12	21
Little interesting	13	23
T O T A L	57	100

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 11

Description of the Instructional Materials applied by teachers

13 %
12 %
32 %

■ Interesting
■ Very good
■ Little interesting
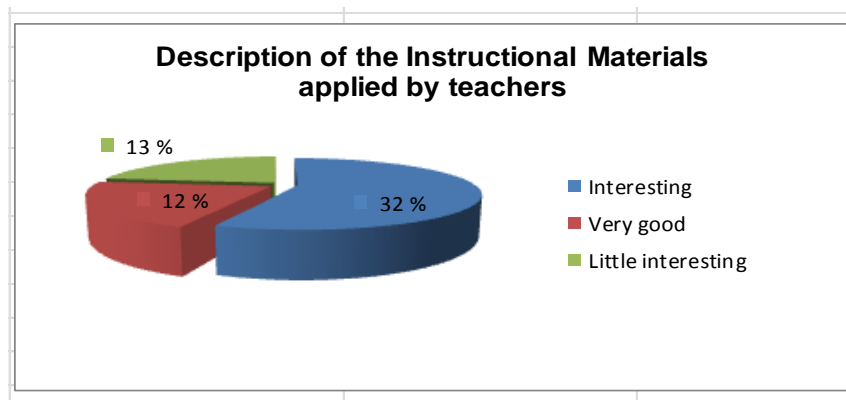
Interpretation:

In students' criteria about instructional materials applied by teachers there is a domain in who consider that it is interesting with 56%, followed by a 23% that asses them as little interesting and finally with a minimum difference 21% who consider them very good.

Materials in general must be impressionable, help students to feel well disposed to learn and self-confident, potentiate different learning styles, etc. In order to use the target language in communicative way and developing in learners own abilities and interests.

At Mons Alberto Zambrano High School students have a positive view about instructional materials. They value their importance in learning, although they also recognize that instructional materials are limited when they declare materials "in spite of being little, they are interesting" Therefore, it is convenient to surpass this limitation, especially providing innovative and variety of materials used into communicative frames.

3. Point to which activities does your English teacher usually do in her/his class?

Statistics chart N° 12

Class activities developed by teachers		
ACTIVITIES	**F**	**%**
Translation of texts	52	15
Gives vocabulary lists	49	14
Insolated sentences	54	16
Teaches contextualizing	35	10
Teaches grammar rules	36	10
Underlying texts	36	10
Uses mimes/graphs	41	12
Games	12	3
Practising in real	29	8
		100

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 12
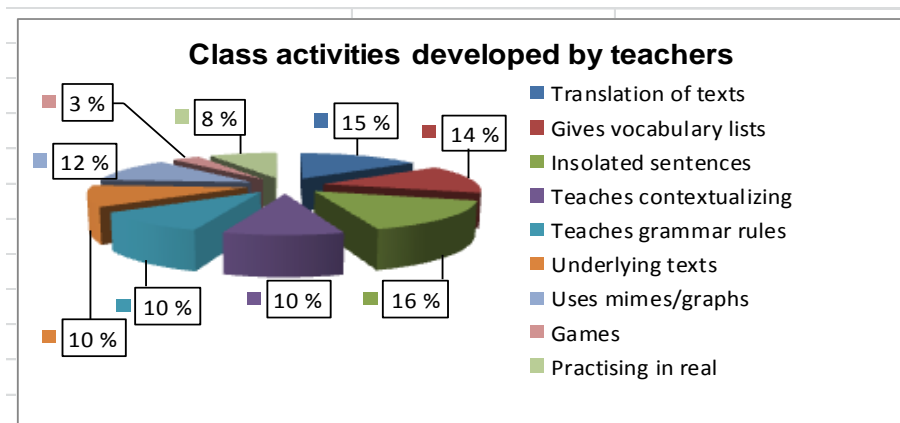
Interpretation:

According to the information provided in this chart, the practicing of language in insolated sentences occupies 16% of the activities

developed by English teachers in their classes. An acceptance of 15% belongs to translation of texts while 14% of activities relate to vocabulary verb lists, followed by the use of graphs with 12%. Other activities in class are the practicing of grammar rules with 10%, underlying texts is applied in 10% as well as the contextualization with 10% too. Activities like practicing language in real situations have a low utility percentage of 8%. Finally the use of games represents only 3% of all activities.

Into the Communicative Approach for language teaching there is a movement toward more and more innovated teaching and learning strategies and techniques to promote communication. Activities provide exercises which allow learners to reach communicative objectives through sharing information and interaction. Functional communication activities involve comparisons, noticing similarities or differences, discovering missing features, giving instructions, etc. and social interaction activities that include conversations, role playing, simulations, etc.

This means that traditional practices based on passive translation of paragraphs, the teaching of grammar rules in insolated sentences or the large lists of vocabulary words do not generate any communicative or interactive activity. However at the researched institution this kind of practices have still well acceptance and they domain over the rest of activities.

6. Does your teacher use extra material to reinforce your knowledge in the English Language?

Statistics chart N° 13

Extra material used by English teachers		
MATERIALS	**F**	**%**
Yes	41	72
No	16	28
TOTAL	**57**	**100**

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 13

Extra material used by English teachers

28 %
72 %
Yes
No
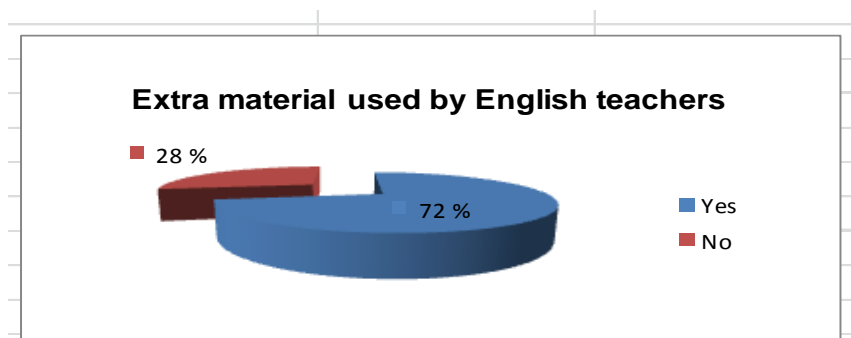
Interpretation:

In this part of the survey a percentage of 72% of students affirm that teachers use extra material to reinforce their knowledge, while 28% say that teachers do not use extra materials to support language classes. As complement of this information students were asked to explain what materials their teachers use and they answered that dictionary is mainly used, followed by worksheets (these understood as photocopies), the

board, graphs, magazines and videos (the last two ones are in Spanish only to support contents).

One of the functions of didactic material is the Diversification function which means that material must contain a variety of pictures, texts, activities and other plans to provide learners with tools for developing all their capacities taking into account that materials are not a mean themselves, but a mean to reach the learning objectives. In the same way the success in materials is not only in their use, but how are they used by teachers.

The compiled information in the survey guide us to conclude that teachers at Mons. Alberto Zambrano High School use little extra material to reinforce students' knowledge and they have the tendency of using only the conventional instead of innovational material or own designed ones. Here we refer the aspect of utilization as well as the skill of handling.

9. According to your criterion, how would you like to learn the English Language?

Statistics chart N° 14

Students' preferences for learning English language		
PREFERENCES	**F**	**%**
Information and Communication Technologies	48	29
Music	40	24
Games	33	20
Interesting tasks	20	12
New techniques and materials	16	10
Mind graphs, pictures and drawings	10	6
		100

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 14

Students' preferences for learning English language

- New Technologies — 29 %
- Music — 24 %
- Games — 20 %
- Interesting tasks — 12 %
- New techniques and materials — 10 %
- Mind graphs, pictures and drawings — 6 %
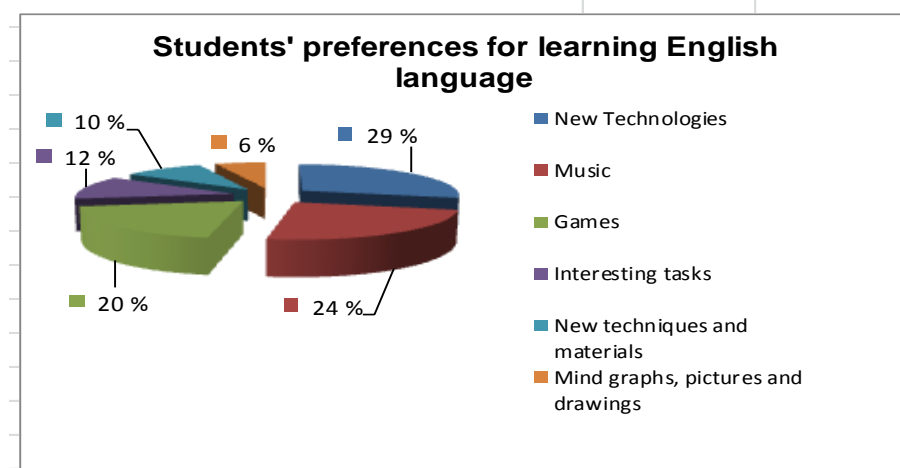
Interpretation:

From the instrument applied in students we have that 29% of acceptance belongs to the tools provided by Information and Communication Technologies (ICTs). 24% of interest is in favor of learning through music

and 20% by games. In the same way, 12% of suggest to improve the quality of activities and 10% of acceptance belongs to the use of new techniques and materials. At the end are mind maps, pictures and drawings with 6% of support.

Nowadays the tools provided by new technologies are interest and motivation sources. Most of learners motivate when they use the ICTs and as we know it is one of the learning motors. Another aspect favored by technology is the interaction because students always are active with computers, videos, CD-Rooms, etc.

Music and games are another way of promoting learning for students, due to through these they get relaxing and motivating. Music as well as games explore and use several learning styles, which are essential for group and autonomous learning.

At Mons. Alberto Zambrano High School, students are interested in experiencing new ways of learning. They feel attracted by modern technology as well as music and games, which means they need a change in the conception of language learning. Therefore, teachers should study the possibility of including these resources in their teaching practice.

- **Hypothesis 2:**

The use of the Textbook supports the Teaching Learning Process of the English Language, in students at "Mons. Alberto Zambrano" High School.

TEACHERS' SURVEY

7. Do you believe that the textbook you use is pertinent to your students' level?

Statistics chart N° 15

Pertinence of the textbook applied by teachers		
PERTINENCE	**f**	**%**
Yes, It is pertinent	3	100
No	0	0
TOTAL	**3**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 15

Pertinence of the textbook applied by teachers

0 %

100 %

- Yes, It is pertinent
- No
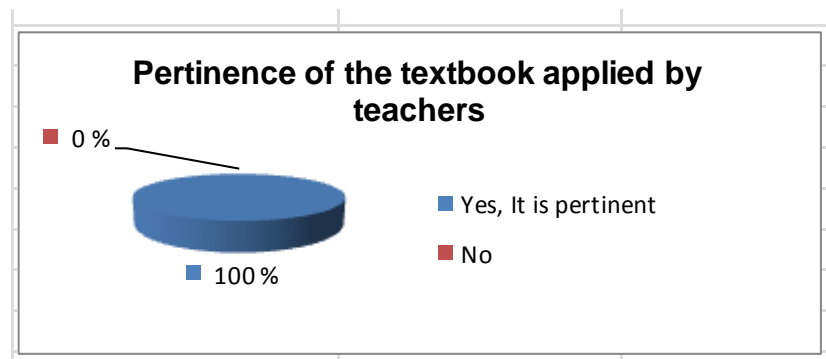
Interpretation:

In this chart we can observe that 100% of inquired teachers consider the textbook for English teaching is appropriate to their students' level.

At present times textbooks have progress so much. Today we find even those which on specific aspects of language: writing, reading, grammar, etc. or other special kind of contents like language for medicine. Considering that most of English teachers use a textbook to develop the teaching of English language, it is important to point to that first concern is not to choose a textbook, but to find a creative use for the textbook which we have to work. In other words the real challenge is to make the best use of it.

From the data provided in this part of the instrument applied in teachers we can deduce that the textbook applied in their teaching practice has a well acceptance in them. In fact, this kind of aid has become in the first instructional material and most of times it is the only one used to develop the teaching learning process of the English language at Mons. Alberto Zambrano High School.

Teachers say that in OWTE book series the difficulties are gradually increased according to students' age and knowledge and these develop the four language basic skills. They only point to a little difficult which is

generated when students start studying English in Eighth Year of High School Curriculum, because in the country most of students have not received this subject in their first stages of studies.

8. How often do you use the textbook in your teaching practice?

Statistics chart N° 16

Frequency in which the textbook is used by teachers		
FREQUENCY OF USE	**F**	**%**
Always	2	67
Usually	1	33
TOTAL	**3**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 16

Frequency in which the textbook is used by teachers
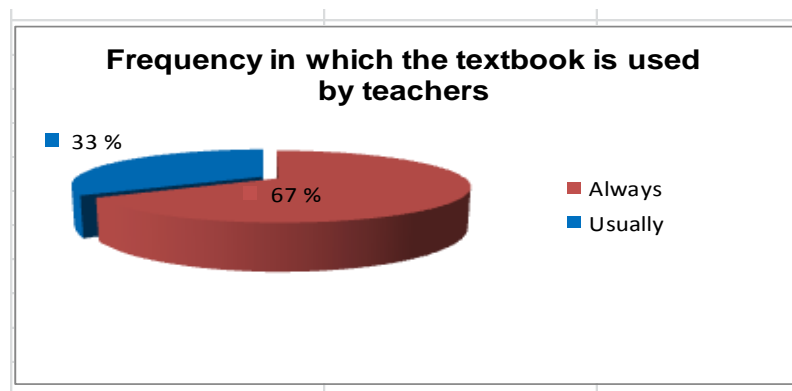
Interpretation:

According to the information provided in the chart 67% of teachers express they always use the textbook to develop their teaching practice,

and a percentage of 33% declare that they usually use that resource in classes.

The usage of books has been always in the center of discussions on how effective is that use. Current specialists' advices suggest making a flexible use of the textbooks taking into accountant that the aim must not be covering book contents, but their mastery.

That is to say books must not be taken from their beginning to the end. Therefore, textbook adaptation is very significant in lesson planning because teachers decide if it is appropriate for their particular students' level and abilities.

The textbook applied in the teaching learning process of English language at Mons. Alberto Zambrano High School is the kind of material on which all activities related with the development of that process turn around. This is the reason why it has a high percentage of approval by teachers who have become it the main aid and even the only one most of the times. They comment that this is their guide and the main material available for all students and only few times it is interchange with other material.

9. What effectiveness level do you grade the use of the textbook in students'

achievements?

Statistics chart N° 17

Effectiveness of the textbook in students' achievements		
EFFECTIVENESS LEVEL	**F**	**%**
High	0	0
Middle	3	100
Low	0	0
Very low	0	0
TOTAL	**3**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 17

Effectiveness of the textbook in students' achievements

0 %   0 %   □ High
0 %   100 %   ■ Middle
          □ Low
          □ Very low
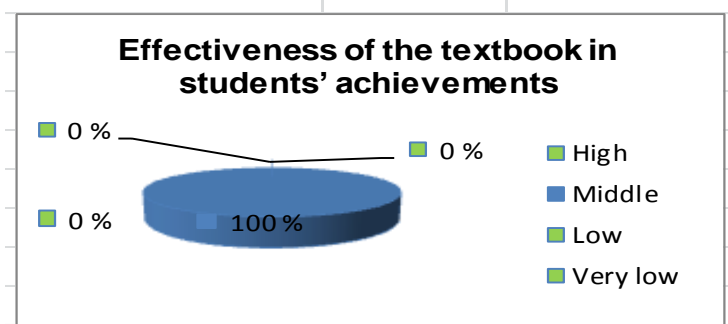
Interpretation:

In this part of the survey we can observe that all teachers (100%) grade

the effectiveness of textbook as middle.

The effectiveness of a textbook depends directly in the way it is used by teachers according to learners' needs and objectives; but students' achievements depend on a variety of factors related to motivation, sympathy for the subject, materials, teacher's methodology, etc. so that, the textbook is only an element which can affect in positive or negative way depending on its usage.

From the perspective of the textbook as the main English language teaching resource applied at the researched institution, its influence on students' achievements is middle considering that other factors also interact in students' knowledge. However, teachers' ability of using this material must be improved as well as other issues emphasized by them and related to the deficient students' motivation by the subject and the limited attractive activities in class because these last ones are in relationship with their ability of using the textbook.

11. In your opinion, how do you assess the development of teaching learning process of the English Language in your educative center?

Statistics chart N° 18

Valuation of the teaching learning process of English Language		
VALUATION	**F**	**%**
Very good	1	33
Limited	2	67
TOTAL	**3**	**100**

Source: Survey applied in teachers
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 18

Valuation of the teaching learning process of English Language

33%

67 %
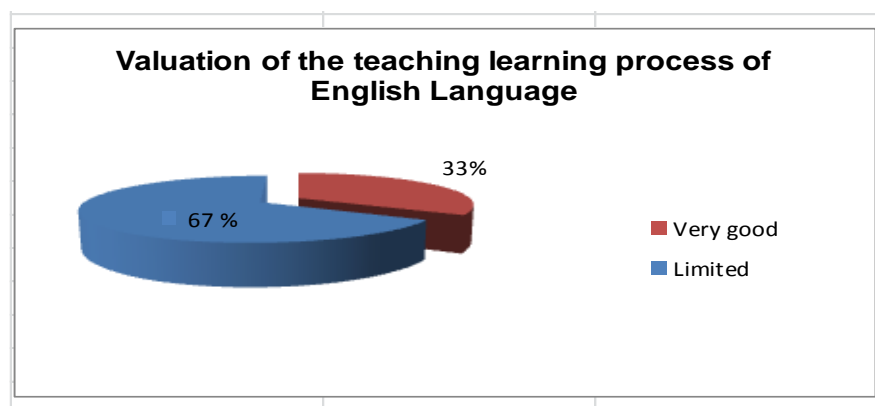
■ Very good
■ Limited

Interpretation:

In this part of the survey applied in teachers we have that 67% of teachers accept the teaching learning process of English language is limited, while a 33% considers it is very good.

The development of the teaching learning process of English as well as other foreign languages involves several situations. On one hand the physiological, motor skills and age conditions; on the other hand the links with all components of curriculum: objectives, contents, methodology, materials, etc., of course without forgetting some personal circumstances of learners such as: interest, likes, motivation which in most of times are decisive.

From teachers' opinions the investigation group can deduce that in Mons. Alberto Zambrano High School the teaching learning process of English

language is limited, situation that is demonstrated in the little development of language skills and the generalized poor proficiency level of students when they leave school.

STUDENTS' SURVEY

4. How often does your teacher use the textbook in her/his classes?

Statistics chart N° 19

Frequency in which the textbook is used by teachers		
FREQUENCY	**F**	**%**
Aways	8	14
Usually	31	54
Sometimes	18	32
TOTAL	**57**	**100**

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 19

Frequency in which the textbook is used by teachers

14 %
32 %
54 %

Always
Usually
Sometimes
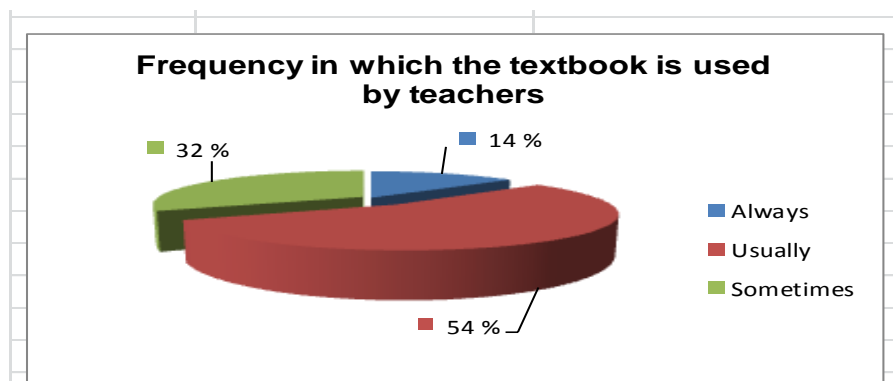
Interpretation:

54% of students reveal that teachers usually use the textbook to develop their classes, 32% of them assert that sometimes teachers use the textbook and a percentage which represents 14% of students, say their teachers always use this kind of material.

The most common form that foreign languages are taught is through a textbook. Therefore teachers must make a flexible use of it in order to keep students motivated; that is to say the textbook works like a bank of ideas to help teachers to make the best use of it according to particular learners' features.

At the researched institution there is a close dependence on the textbook. Students assure this kind of material is a well guide to get knowledge because it helps to practise language. They recognize that textbook has been a good help for teachers as well as students, although they also express that sometimes its use is has become in routine.

5. Describe the use of the textbook applied by your English teacher.

Statistics chart N° 20

Description of the textbook applied by teachers		
DESCRIPTION	F	%
Interesting	17	30
Good	32	56
Little interesting	7	12
Boring	1	2
TOTAL	**57**	**100**

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 20

Description of the textbook applied by teachers

12 %   2 %   30 %

56 %

- Interesting
- Good
- Little interesting
- Boring
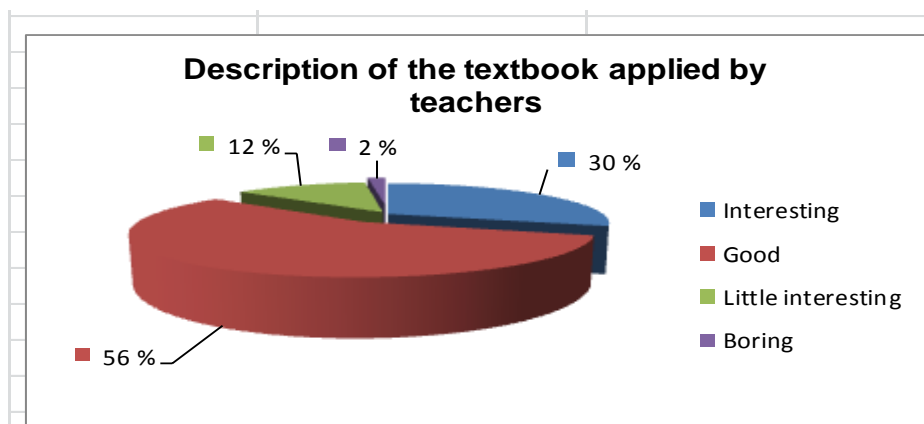
Interpretation:

A percentage of 56% of students describe the use of the textbook applied

by teachers as good followed by 30% of who assert this use is

interesting. 12% of students say that the use of this kind of material is

little interesting and finally a low percentage of 2% consider that the use of this resource is boring.

The success or failure of using a textbook is in the way it is applied by teachers. For that reason book adaptation plays a very important role in language teaching, because it allows teachers to design the contents according to learners' age and knowledge.

Students at Mons. Alberto Zambrano High School feel that the textbook used by teachers has a positive impact in their learning. They consider that this material allows them to practice language and it gives new and interesting topics which enlarge knowledge in other subjects. It also facilitates students' as well as teachers' work because it is the most used material.

7. In your opinion, how do you grade your achievements in the use of the English Language?

Statistics chart N° 21

Students' achievements in the use of English language		
VALUATION	**F**	**%**
Very good	6	11
Limited	48	84
Deficient	3	5
TOTAL	**57**	**100**

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 21

Students' achievements in the use of English language

- 5 %
- 11 %
- 84 %

Legend:
- Very good
- Limited
- Deficient
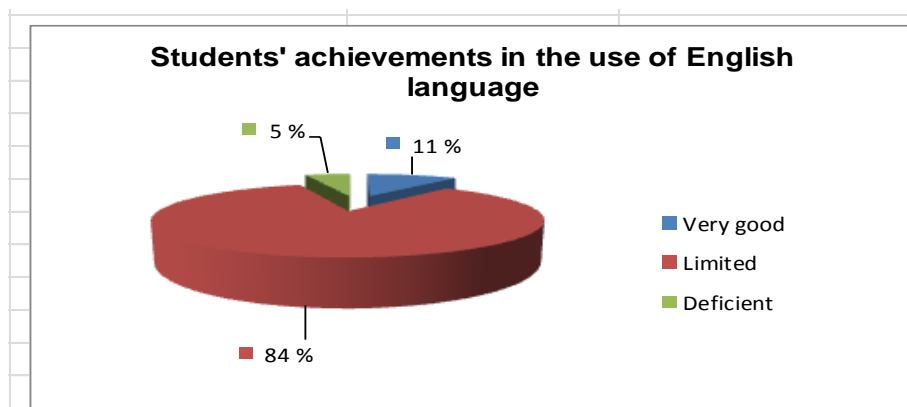
Interpretation:

According to the information provided in the chart, 84% of students stress their achievements in the use of English language are limited. Then, we have a low percentage of 11% who consider their competence is very good, followed by a little group represented in 5% that asserts they have a deficient knowledge about the use of English language.

Achievements in the teaching learning process are conditioned by several factors which are related to students' motivation, available material, learning environments, teachers' methodology, etc. However, although the processes are more important than results, those help to know where the weaknesses are and test how effective the teaching practice is.

We consider that in the researched institution the results of this process are not encouraging. It is demonstrated in the little development of language skills. Among the causes pointed to by students is that using English language is difficult for them; they do not feel motivated about this subject and consider that teachers' methodology is not so good.

8. Your experience in English learning has been:

Statistics chart N° 22

Students' experience in English learning		
VALUATION	F	%
Interesting	12	21
Very good	29	51
Little interesting	16	28
TOTAL	**57**	**100**

Source: Survey applied in students
Authors: Flavio Jiménez and Adriana Peñaloza

Graph N° 22

Students' experience in English learning

- 28 %
- 21 %
- 51 %
- Interesting
- Very good
- Little interesting
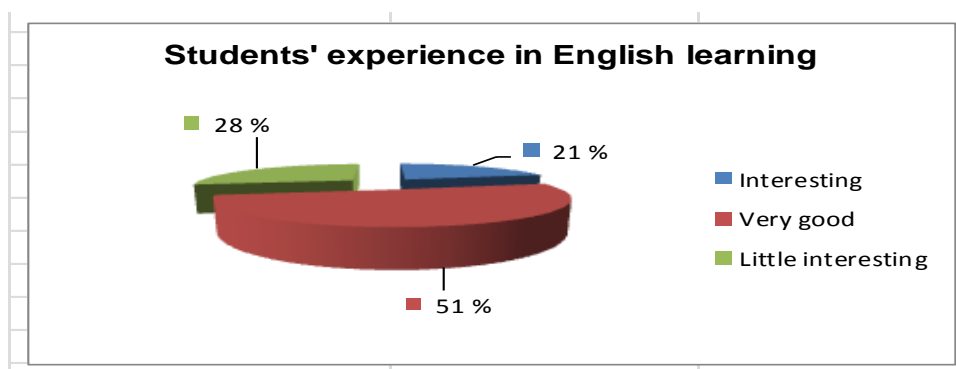
Interpretation:

According to the information compiled in this part of the survey, we can say that 51% of students have a positive experience about English language. A percentage of 28% express their experience have been little interesting while 21% of them point to this experience as an interesting fact in their lives.

The challenge of learning a foreign language groups people according to their attitudes about it. First are people who enjoy learning languages. Secondly are who are indifferent about languages but understand their importance, so that they are disposed to learn a little. Other group we can say that it is formed by people who are not against studying languages whenever it does not require effort. The highest group is formed by who feel indifferent about languages and they do not do anything to learn.

Students at the researched institution seem to be clearly lined in both groups. First are who learn because understand the importance of English today and secondly are learners who feel indifferent about language. Fortunately this time the highest group is the first which means that things can be better if teachers and authorities in this High School take into account students' opinions about this process.

They value the importance of English, its contribution with other subjects by amplifying knowledge in the different textbook topics; although, there are other who express they do not have a reason for learning it, see routine classes, consider that material given is not enough or think learning a foreign language is not possible. These observations can be important to become learners' language experience more pleasant.

DISCUSSION

7. DISCUSSION

A. Hypothesis 1

- **Statement**

  The little use of Instructional Materials limits the application of the Communicative Approach.

- **Demonstration**

  The previous assertion is based on the conception of instructional materials as basic component of the school curriculum, because of its close relationship with the rest of elements, mainly with objectives, contents and methodology. It also has a very important role into the communicative approach for language teaching which is to promote communicative language use.

  From the study carried out at "Mons. Alberto Zambrano High School" we can deduce that, the use of the instructional materials as important aspect of language teaching, it has been neglected by

teachers who have reduced it to the use of few and conventional materials that do not help to generate communication and they are not in relationship with the other components of the curriculum, becoming in one aspect that limits the application of the communicative approach.

We base this statement in the criteria which come from the answers to questions number 2, 3, 6 and 10 of teachers' survey; and 1, 2, 3, 6 and 9 of students' survey. In their analysis and interpretation we can clearly make evident our affirmation when teachers as well as students recognize that there are little available instructional materials in the researched institution. Moreover, teachers affirm that the application of the communicative approach into the teaching learning process of English language is limited; even its conceptualization is not so clear in teachers.

- **Decision**

According to the gotten data through the application of the instruments, and after the respective interpretations derived from these; the research group accepts the formulated hypothesis.

B. Hypothesis 2

- **Statement**

  The use of the Textbook supports the Teaching Learning Process of the English Language, in students at "Mons. Alberto Zambrano" High School.

- **Demonstration**

  The present statement is based in the fact that most of English language courses and teachers make use of a textbook to develop the teaching learning process. In this way, a variety of uses are given to it and which affect the teaching learning process quality in language teaching.

  The study carried out at "Mons. Alberto Zambrano" High School, reveals us that, this kind of material has a high acceptance level in teachers as well as in students who emphasize some positive aspects about its use. They assure that it is the main and sometimes the unique material around which the teaching learning process develops and they also consider it is an important tool that facilitates and develops English language skills in students.

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These declarations are evidenced on the answers and opinions given to the questions number 7 and 8 of teachers' survey; and 4 and 5 of students' survey. These criteria show us that the textbook is a good allied to develop the teaching leaning process of English and it is highly accepte4d in teachers as well as in students at the researched High school.

- **Decision**

After applying the instruments and from the information compiled through these, the resultant interpretations as well as their contrast with our ideas; the research group accepts the established Hypothesis.

CONCLUSIONS

8. CONCLUSIONS

Finished doing the analysis and interpretation of the compiled information; and supported by the theoretical foundations which allow us to describe the reality at the researched institution, the research group arrives to the following conclusions:

- At Mons. Alberto Zambrano High School there is a limited use of the instructional materials applied in the communicative approach which restricts its application.

- The researched institution does not have any kind of material to work in this subject; the little available resources for the teaching of English are gotten by teachers of this subject only.

- Most of instructional materials applied by English teachers are conventional. The board, textbook and dictionary are the common aids used every day by everyone to support the teaching learning process of the English language. On the other hand, they have not still considered the possibility of designing their own materials and neither have they explored the tools provided through the new information and communication technologies to solve that deficiency.

- Among teachers there is a different and partial conceptual domain related to the communicative approach theory which also limits its application.

- The textbook is the most used instructional resource at Mons. Alberto Zambrano High School. Therefore, around it develops all the teaching learning process of English language and teachers as well as students describe as positive its application.

- The extra materials to support the use of the textbook are few and conventional. In fact, most of times it is used as the unique available resource.

- Students' achievements in English language are low at the researched institution, which is demonstrated in the limited development of language skills.

- Students are interested in exploring other resources to learn English language such as: the tools provided by the new information and communication technologies, music, games, more interesting tasks and new techniques and materials.

- Into the methodological aspect there is a prevalence of traditional practices such as: the translation of texts and the study of insolated vocabulary lists and sentences.

- According to English teachers the main factors that limit the teaching learning process of the English language at Mons. Alberto Zambrano High School are related to: very wide contents, limited didactic aids, high number of students and the little students' motivation. In fact, they consider important to achieve methodology, instructional materials and motivation in order to improve this process.

RECOMMENDATIONS

9. RECOMMENDATIONS

In relation to the established conclusions we formulate the following recommendations:

- Teachers at Mons. Alberto Zambrano High School should explore all variety of instructional materials applied into the communicative approach in order to potentiate its application.

- We suggest to the researched institution's authorities through their management to provide the English area with updated materials to facilitate the teaching learning process of this important subject.

- To escape from the conventional and routine instructional material we recommend teachers to renewal the teaching materials by designing their own ones, adapting them to students' needs and level; and why not by starting to exploit the varied tools which provide the new information and communication technologies.

- Teachers should study the possibility of working in study circles, to have the opportunity of sharing information and reach the enough awareness about communicative approach theory. These kinds of meetings are to

clarify ideas and concepts together as well as to look for the best way of applying them in the teaching practice.

- Taking into account the high acceptance level of the textbook, because there is any complain against it, however we consider pertinent to suggest teachers to make a more flexible use of this material. Do not take it from the beginning to the end, but adapting it to their students' interests to avoid its use becomes a routine practice.

- As a complementary material to the textbook activities we recommend teachers once more to look for or build other support materials which stimulate different learning styles to help students in their language learning.

- We consider that teachers at Mons. Alberto Zambrano High School should work in providing students tools to reach a strong development of language skills in order to justify all the time, resources and efforts directed to this aim.

- To become students motivated by English subject, we propose teachers to include in their planning their students' interests, needs and abilities; which mainly are related to music, games, fashion and so on. They need experience a change in the teaching techniques as well as in the instructional materials.

- We suggest teachers to review their teaching practice and to make efforts to exile conventional teaching activities and including more exciting, attractive and innovator practices to avoid becoming students bored.

- To face the wide contents of school curriculum, we recommend teachers to plan taking into account students' characteristics, available time and timetables in order to fulfill all yearly planning. Then, in the matter of the high number of students we suggest to work with pair, group and other controlled techniques.

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ANNEXES

11. ANNEXES

RESEARCH
PROJECT

NATIONAL UNIVERSITY OF LOJA

EDUCATION, ART AND COMMUNICATION AREA

ENGLISH LANGUAGE CAREER

PROJECT

THE USE OF DIDACTIC RESOURCES APPLIED IN THE COMMUNICATIVE APPROACH, IN TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE, IN "MONS. ALBERTO ZAMBRANO" HIGH SCHOOL OF OLMEDO CITY. 2010-2011.

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Loja-Ecuador
2010

1. THEME

THE USE OF DIDACTIC RESOURCES APPLIED IN THE COMMUNICATIVE APPROACH, IN TEACHING-LEARNING PROCESS OF ENGLISH LANGUAGE, IN "MONS. ALBERTO ZAMBRANO'' HIGH SCHOOL OF OLMEDO CITY. 2010-2011.

2. PROBLEMATIC

At present times, the Educative System in our country faces a variety of politic, social, economic and pedagogical problems. It is true that the central government attempts to achieve this crisis, and all involved sectors have also made some suggestions to solve this problematic; however, it is not possible to reach a serious commitment to define a National Educational Project which contains solutions to short, medium and long term.

It is also known that Ministry of Education, Universities and Teachers difficulty get agree to attempt the solution of educational crisis manifested in the deficient investigation, limited real training and update teaching, little curriculum renewal, low budget assigned for educational sector, low academic achievements, etc.

In this context, the intention in the present work is to separate us from the big troubles to face particular aspects which can have possibility of solving; because of they are directly related to our daily practice as executioners of the teaching process.

In this way, we consider that the teaching of English as Foreign Language in most of Educational Institutions has not been the exception into the crisis

described little before. By the way, this faces several inconveniences generated from different angles related to methodology, motivation, academic achievements, **materials**, evaluation, unsuitable programs which no longer work in our cultural and socio-economic current challenges, etc. generating a hostile environment which teachers must face.

This issue acquires most importance because of in last decades, the teaching of English as foreign language has played an important role into educative, technological, social, political, economic and cultural development around the world.

According to studies, nowadays we know that 70% of the world population is multilingual and English is one of the most spoken foreign languages around the world. "More than three hundred million people in the world speak English, and it is the principal language in over thirty countries."[1]Therefore the use of foreign languages has become a necessary tool often used by human beings to support links with the rest cultures of the world.

In the Curriculum of Ecuadorian Educative System, English also occupies an important place through CRADLE Project, which was established by Ministry Agreement No. 2511 in 1993, and its ratification No. 1944 in 1996 that determines the obligatory teaching of English Language in Secondary Level of Ecuadorian education.

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[1]PONCE, Rita and others. 2005, *OWTE Student´s Book N° 1,* Third edition, CRADLE Project, EDIMPRES. Quito.p. 4

From a general historical point of view, we can notice that some current worries about Foreign Languages, are the same of many years ago, and those have inspired the innovations of modern methods, which always have agreed in the questions about **how to teach foreign languages**.

Kelly (1969) and Howatt (1984) quoted by Richards, J. and Rodgers Th. (1986:1) [2]have also explained that many current issues in language teaching are not especially new, but all today's controversies reflect contemporary answers to questions asked throughout language teaching history. Then, it is clear that foreign language learning has always been an important practical concern.

Jack Richards and Theodore Rodgers remind us that along the story all methods to foreign language teaching "have reflected recognition of changes in the kind of proficiency students' needs, such as a movement toward oral domain instead of reading comprehension as a goal in language study" (*Ibidem*); so that, the tendency of language learning has been always the communicative purposes.

That is how the known Communicative Approach started to win place in language teaching and it has had so much acceptance in last decades with the premise of using language in a communicative way instead of the linguistic competence of traditional methods, however we are still far of

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[2]RICHARDS, Jack and RODGERS, Theodore. 1986. *Approaches and Methods in Language Teaching.*Cambridge, Cambridge University Press. p. 1

following their proposals. An explanation of it is that the little success achieved in this area does not justify all the time, energy and economic resources assigned for this objective.[3]

In spite of the innovations made by the CRADLE Project, the results have not changed a lot, because to achieve we need more than a program joined to an idea of nationalism, but a program open wide to the globalized world which allows a safe learning without losing the own identity.

On the other hand, we have the presence of the didactic resources, issue that in last years has gained great development and importance into the teaching practice in general and in particular way in Foreign Language Teaching due to their relevance as essential components of the teaching process and support of the most varied methodologies. Moreover, **didactic aids** always have been an effective way of increasing interaction among teachers, students and processes when teachers are conscious about their role and try new materials in students to encourage them in their learning.

Teacher of course, must become in "**an organizer of resources** and **a resource himself"**[4] so that, the organization and use of resources becomes an important issue of study; in fact, it is the essence of the present research work.

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[3]UNIVERSIDAD NACIONAL DE LOJA. Documento del Seminario-taller *"El proceso de la investigación científica "*Carrera de Docencia del Idioma Inglés del Área de la Educación, el Arte y la   Comunicación. Enero 2004. Loja-Ecuador.
[4]BREE and CANDLIN (1980: 99) Ibidem, RICHARDS, Jack and RODGERS, Theodore. 1986:77 op.cit.p.# 5

Every institution or teacher has access to different kind of Didactic Materials, although there are variety of them which are of common use (board, texts, cards, etc.) and other such as the audiovisual aids which have been a privilege of few people; nevertheless, our view is that the trouble of didactic aids is not only the availability of resources, but their correct use.

In fact, the author Ives Palau refers materials in these words: "none material for expensive, valuable or modern can be efficient by itself; all materials are died without teacher's effort"[5]

The previous statement makes us to think that the key of the didactic aids is in the way how we manage them and it has a very important impact into the development and success of our teaching practice.

In a first recognition to our study object, we can point to that "Mons. Alberto Zambrano High School" is located in Olmedo city. It was founded by the priest Mons. Jorge Guillermo Armijos in 1977.[6]The Institution has own building, although its recreational spaces are very small.

There is a video room which is not appropriate at all. Areas like Physics, Chemistry and Computer science have own laboratories. There is also a little farm and in relation with the Teaching Staff are 31 teachers that cover about

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[5]IVES G., Palau, N.D. *Manual de los medios didácticos*. Editorial Universo s.a. Perú. p. 7

[6]DOCUMENTO del PEI. *Proyecto Educativo Institucional del colegio Mons. Alberto Zambrano2005 "Paz y Democracia"* Olmedo-Loja. pp. 3-5, 9-17

90% of institutional needs. Its academic offer is: Complete Basic Education and Specialties in Agricultural, Computer and General Sciences.

Nowadays, it is an institution around which rotates all the economic and cultural aspect of this town located at the north west of Loja province. Like most of educational institutions it has some weaknesses such us an out of order library, a limited access to electronic communication and classrooms' space is not appropriate due to the increase of students in last years.

In the academic field, the current challenges generated by the central government through Ministry of Education, have had a high impact. The Institution experiments a change stage, so, authorities are interested in making a renewal of some basic curricular documents. One of them is the Institutional Educative Plan (PEI) made to work from 2005 until 2009, which needs to be updated.

In relation with students, there are 369. Most of them come from rural areas and a big problem that they must to face is the limited available means of transport. At present time the most serious problem determined in students is a low academic achievement in general.

In relation with English language teaching, there are three teachers who impart this subject. In the institution there is not language laboratory and the library does not have any useful material to work this subject. Teachers work

with "Our World Through English" textbook supplied by Ministry of Education and a big trouble they face is when students go to Eighth Year of Basic Education, because most of them do not have any basic knowledge about English and it is so difficult to start with the book activities.

The audio-CD provided with the textbook, sometimes cannot be used because there is not a CD player assigned to this activity. Although, the video room is shared among all areas, the institution does not have audiovisual material for English teaching and the few available didactic aids are gotten by teachers.

The use of didactic aids in general seems to be very limited; this can be verified in the teachers' planning and development of the class. They do not include the variety of resources needed to develop the teaching practice, and which is more the dependence on the textbook is unique. These facts have generated a low students' motivation due to the routine and of course their participation is very limited. English classes do not have a clear aim to fulfill and of course there is not a well development of language.

Under these circumstances teacher's action must play a very important role to provide students materials which help to create the necessary conditions to get interaction into the classroom; although, it has not been possible so far and consequently results are not encouraging.

All this facts have guided us to propose the study related to: **The use of Didactic Resources applied in the Communicative Approach, in Teaching Learning Process of the English Language**, and to formulate the following problem:

- How does the use of Didactic Resources applied in the Communicative Approach affect the Teaching Learning Process of the English Language, in students at "Mons. Alberto Zambrano" High School?

Moreover, to give a clear explanation of the main trouble we will point to the following sub-problems which have been visualized in the researched institution**:**

- Do the teachers use the Instructional Materials into the Communicative Approach in students at "Mons. Alberto Zambrano" High School?

- How do the teachers use the textbook in the Teaching Learning Process of the English Language in students at "Mons. Alberto Zambrano" High School?

The present project will be carried out with English teachers and students at "Mons. Alberto Zambrano "High School of Olmedo city. This institution has

given us the necessary access to fulfill our objective and it is important to point to the cooperation of the authorities of National University of Loja which will be essential in the development of our work. There is also enough bibliography about the present theme and for these reasons we consider that it is possible to carry out this work during 2010-2011 school year.

3. JUSTIFICATION

The search of explanations to the big problems has been a constant concern in human beings throughout the history, who through investigation has gotten huge changes in all aspects of social life. That work has been the pilaster for education in National University of Loja and mainly into English Language Career, in order to contribute with solutions to relevant problems of this specific area.

In spite of the limitations that investigation has into the educative field, we consider it is important to keep on with this effort, because it is the only way of contributing the change our social order. Particularly, we think that our theme about the use of the didactic resources is justified in the following:

As educators, conscious of our commitment with the transformation of society in general and specifically interested in the study as well as in the solution of the different problems that concern the teaching learning process of English Language, we consider the present work as an opportunity to contribute and enrich our knowledge about the current problematic, with which we have had important experiences in our teaching practice.

We are convinced that this researching will produce significant knowledge related to the role of instructional materials into the teaching practice and other substantial relationships as components of curriculum.

It will also promote a new attitude toward use and promotion of the conventional and modern didactic aids in the investigated population. Moreover, it is well known that today English has gained a huge space in the communication around the world and it has opened wide the discussion about what means contribute better in its learning, so that, the present problem has lots of contemporary relevance and this singular aspect can contribute significantly at present times.

The present project is going to benefit directly to students and English teachers at "Mons. Alberto Zambrano" High School, because the description and explanation of this problem will give them useful ideas for changing attitudes, reinforces successes and correct errors. In an indirect way it will contribute to other people interested in our investigation, who are going to find here valuable information and conclusions.

Other point in our favor is that we have admittance to the researched institution and the human and economic resources to achieve the present project. It is also important to point to that we can collect the necessary bibliography in libraries of Loja city, personal textbooks and several websites to support theoretically our study.

Finally as undergraduates of the English Language Career, it is a previous requirement to obtain the degree in Sciences of Education, English Language Specialization.

4. OBJECTIVES

4.1. General objective:

- To describe how the use of Didactic Resources applied in the Communicative Approach affects the Teaching Learning Process of the English Language in students at "Mons. Alberto Zambrano" High School.

4.2. Specific objectives:

- To verify the use of Instructional Materials applied by Teachers into the Communicative Approach.

- To determine if the use of the Textbook applied by teachers supports the Teaching Learning Process of the English Language.

5. THEORETICAL FRAME

In the present theoretical frame it is important to propose and analyze some theoretical compilations in which our investigation will be based on, to understand and give entire explanations about the study object.

To develop this important component of our project, we will make a logic description of each element that makes part of the problem and other significant theory that will help us to support our investigation.

In the same way, we have separated in different chapters the most relevant components related with the central problem to make easier their description and understandable the different relationships that we have found in the present study object.

CHAPTER   I

1. TEACHING-LEARNING PROCESSES

1.1. Didactics

Teaching as well as Learning are two wide categories which in school learning are studied by Didactics. Taking into account the nature of our work we are going to refer both processes specifically, but first we will start by citing the Didactics' concept of Imideo Nérici in his book <u>Hacia una didáctica general dinámica</u>, (1973:54) in which he writes this word comes from the Greek language: *didaskein*= teaching and *tékne* = art; so that, it is the art of teaching.

Nowadays, Didactics is understood as the science which has directed its studies to try the educative phenomena and in order to justify its principles it has based on other sciences such us: Biology, Sociology, Philosophy and Psychology. The same author defines Didactics as "the science and art of teaching"[7]considering a science because of, it bases

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[7]Cfr. NÉRICI, Imideo G. (1973) *Hacia una Didáctica General Dinámica*, Buenos Aires, Kapelusz, pp. 54-57

are upon other scientific studies and an art due to it possess its own procedures and rules to guide a safe learning process.[8]

The author Imideo N. also refers to the existence of a general and particular didactics. The first one destined for studying all principles and techniques valid for teaching any subject and the second one directed for teaching each particular subject. It is in the last one that we are going to point to our work further on, in the theory related to English as Foreign Language didactics.

1.2. Teaching

This word has a countless number of idiomatic applications which makes impossible to summarize in a definition only its whole meaning. When we refer to teaching process the most common and spread popular belief is which establishes a causal relationship between teaching and learning. However, we know that there is a close link between both processes, but it is not a cause-effect relation. By the way, Fernstermacher quoted by Marta Tenutto (2004:544) sustains that "If there was not the possibility of learning, it would not have sense the teaching"[9]

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[8] According to art critics the importance of an art is founded on the existence of rules, because an art without rules simply it is not an art.

[9] TENUTTO, Marta and others. 2004, *Escuela para maestros*-Enciclopedia de Pedagogía Práctica. Cadiex International. s.a.Montevideo. p. 544

We can say that teaching is a communicative act, so that both teaching as well as learning requires of a communicator teacher; who must communicate emotions, feelings, knowledge, attitudes and values.

Teaching is the process performed in function of the individual who learns and its objective is to promote learning efficiently. This act is also called "didactic act" and its elements are **a subject who teaches** and other **who learns**; **a content** which is transmitted and must be learnt, **a strategy** that allows learning and the **educator's activity** during that process. Moreover, teaching is reciprocal because there is a mutual transformation teacher-student.

Several philosophers, didactics and specialists in education have intended to give completed definitions about teaching, but it only has caused large discussions not only in relation with what is teaching, but also about how to teach and the content of that teaching. For that reason most of educational conceptions in teachers are sustained more in ideas elaborated and justified from the common sense than on scientific basis.

Then, we can understand that teaching is a more complex act of what we generally know, because the pedagogical act can be analyzed from different points of view: the explicit (observable data), and the implicit (that is not observable). In the last one they are shown the unconscious meanings of teaching such as ideology which acts from the hidden. At

the same time, teaching can be understood from levels of comprehension, e.g. epistemological, pedagogical, institutional, sociological, psychosocial, and so on.

From this point of view, we can say that teaching conceptions depends on the theoretical model in which the teacher is based on. Nowadays, the attention is focused on finding suitable ways to develop the educative process; because in those ones are hidden conceptions which come from the different theoretical trends mentioned in the pedagogic field.

The author Philip W. Jackson remembers us that students learn of their teachers other things out from the transmitted contents. He calls them implicit teachings; moreover, he establishes that these teachings become in attitudes and features which affect us even all life.[10]

1.2.1. Teaching trends

In this part of our work, we consider important to cite to the American philosopher and psychologist John Dewey who at the beginning of last century explained that main aspect in teaching process is the design of learning environments, where learners should interact.

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[10] Ibidem. TENUTTO, Marta and others. 2004:556-558. op.cit.p.# 18

From his point of view, a teaching model could be considered as a description of a learning environment. In general, we can say that teaching models are an attempt of establishing the rules about how to do the institutionalized transmission of knowledge.

Daniel Feldman, an Argentine specialist quoted by Marta Tenutto (2004:575) points to the features from which teaching models can be analyzed:

a. All teaching model hide a conception about how works the learner's mind.
b. These models hide a conception how to learn better.
c. All models have a conception about how are related the teaching and learning.
d. They also give a grade of responsibility to teacher and teaching (planning).
e. Teaching models define a specific type of environment. (Marta Tenutto, 2004:575)

Throughout the story it is possible to distinguish two ways of understanding the teaching process. The first conceive this process as a simple transmission of knowledge. The second one in change promotes the action as condition and guarantee of this process. Those postures belong to the big historical pedagogical movements: the traditional trend and the active or new trend which encloses some theories.

The first one has been part of the majority educational institutions throughout the story. Although nowadays it does not have theoretical defenders, they are counted thousands of practitioners. During centuries, those pedagogical schemes kept unaffected.

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In its apogee, Traditional trend made an important change in the way of guiding teaching, but later it became a few dynamic system and non-suitable for innovations; therefore when new conceptions appeared to renew educational practice, they promote important changes which opened a constant pedagogical innovation.[11]Although, new changes appeared traditional philosophy still survives in current education.

The second one stands for a movement occurred in the 19th century, when education starts a new course which promoted that learner participates actively in the same teaching. Ever since, educational problems became the main concerns in most governments. In majority of countries have intended educational reforms with the purpose of eliminate the school differences reflected in the social ones[12]

Step by step the new trend has left individualism and idealism, characteristics of its first stages. It is based on dialectics and genetic psychology (Jean Piaget) Here teacher becomes an auxiliary in learner's development. He has the responsibility of discovering his students' interests and makes that life experiences provide more motivation than lessons based in books which are consider a supplement of other learning ways.

[11] www.monografias.com Enfoque tradicional versos enfoque contemporáneo de la didáctica. Date of reference: 08-08-2009
MINISTERIO DE EDUCACIÓN Y CULTURA 2004. *Estrategias Educativas para el Aprendizaje Activo*. Programa de Mejoramiento y Capacitación Docente a Nivel de Bachillerato. La Asociación de Facultades Ecuatorianas de Filosofía y Ciencias de la Educación, pp. 114-115
[12] BIBLIOTECA SALVAT DE GRANDES TEMAS, 1973, *La nueva pedagogía*. Nro. 67,SALVATEDITORES,S.A-Barcelona and EDITIONS GRAMMONT, S.A.-Lausanne, p. 33

1.3. Learning

As we have mentioned lines before the relationship between learning and teaching process is not causal, however when we refer to learning process, we have to do it in its own space as well as in relationship with teaching.

Learning keeps up permanent relationships with practice, but the most important thing of its production takes root in the variety of perception relationships with environment. Learning is a topic of wide dedication in the current psycho-pedagogical field. To learn is the most universal occupation and a mean to make progress in any life stage, it is also important to point to the school period where autonomous and directed activity is organized and integrated in a curriculum.

The study of learning process has been a concern of psychologists fundamentally, and from that results have come up several theories. Some of them show learning which takes place in any subject and others have researched about **school learning**.

Particularly, school learning is a very complex process, because of the variety of aspects on which we have to decide such as: planning, curricular development, evaluation, institutional participation matters, etc.

"Therefore, the training of teachers as true pedagogues is an important work if we want to get an effective educational system"[13]

1.4. Curriculum components

When we refer to the curriculum, we are talking about teaching-learning process organized into the educative phenomenon and the wide system of activities which are proposed in the Educational Centre in order to reach an integral formation of the student; that is to say the school learning.

The teaching-learning process includes three intimately linked aspects: 1) the scientific knowledge required by learners according to the respective level. 2) the formation of their consciousness on the base of that knowledge and 3) the achievement of a behavior eminently practice in the first two mentioned aspects.

There are different ways of organizing and fulfill the teaching-learning process: the common class, seminaries, individual work, work group and so on. The elements which intervene in school curriculum can be summarized as follow:

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[13]Ibidem, BIBLIOTECA SALVAT DE GRANDES TEMAS. *La nueva pedagogía*. 1973:24.op.cit.p.# 22

SCHOOL TEACHING-LEARNING PROCESS	
QUESTIONS	COMPONENTS
What to teach for?	Objectives and skills
What to teach?	Contents
How to teach?	Methodology
When to teach?	Sequence
What to teach with?	Didactic resources
Did it fulfill?	Learning evaluation

1.4.1. Objectives and skills

In their most general meaning **objectives** are related to the purpose or intention of a human action. All human activities are guided toward the acquisition of objectives, goals and purposes.

Educational objectives are explicit formulations about abilities, attitudes and skills which the formation process attempt to reach in the subject of an educational situation.

Learning objectives are defined as technical statements consider the arrival point of all teachers' action, and in this way they guide actions that allow achievements.

When objectives are established it must be asked and answered questions like these: What are the big course purposes? The main concepts to develop? The essential knowledge? They must be clearly expressed and established in function of the learner to point to the capacities which he will have when the course finish.[14]

Skills are presented as a joint of knowledge which bring near the learner to think what to do and knowing to do of the science. The aim of develop thinking skills is not opposite to teach conceptual contents, but it points to complement knowledge. Intellectual capacity and knowledge together, constitutes the intellectual competence.[15]

1.4.2. Contents

They are the base of plans and study programs. Contents are the themes or sub-themes to develop during a didactic unit, the means to reach the skills development, goals and instructional objectives.

The huge development of science and technology in 20th century has created the constant necessity of re-establish the contents of study programs in order to satisfy this society in continuous change. At present

[14]Cfr. ARCOS, Miguel N.D. *Un Punto de Vista Didáctico-Cómo Elaborar Guías de Aprendizaje*. Manual para Maestros. Destrezas, Actitudes, Valores de la Reforma Curricular Consensuada. Loja. pp. 27-37

[15]MEC: 1997 CONSEJO NACIONAL DE EDUCACIÓN, Reforma Curricular Para la Educación Básica.   Quito. pp. 86

times we face a big problem in this field, because of information and contents get out of date quickly; so that when teachers choose them must organize in a careful, logical and systematic way according to students' needs, institution and community.

In the Ecuadorian Curricular Reform are made some suggestions in relationship with contents such us:

− They should be sequential and functional

− They should of moderated extension

− It is important to determine the contents according to the number of weekly periods assigned in the plan of studies.

− They will be selected according to the evolutionary development of the students. MEC (1997: 39)

In relationship with the type of contents we can point to the following:

− Conceptual contents (to know): they are related with different areas of knowledge.

− Procedural contents (knowing to do): They are related with the operational capacity.

– Attitudinal contents (knowing to be): Their purpose is the personality development to live in society, values and behavior norms for the living together among human beings.[16]

1.4.3. Methodology

It gives the answer to the question "How to teach". Etymologically, methodology is the theory of method. Didactic methodology apart from studying the pedagogical didactic methods, its role is the study of procedures, ways, teaching materials, the programs carried out by each study area and the relationship among methods, school level and learner's age.

The teacher has in his hands the application of the most adequated methods, techniques and activities according to the subject's nature, objectives, contents, individual differences and the school age of learner in order to reach a quality education. However, into the teaching-learning process there are methods which must be privileged; it is the case of the active methods, work in groups and the work through investigation.

Into methodology, it is also essential to point to the importance of learning activities, because they are a combination of objectives,

[16] Ibidem. TENUTTO, Marta and others. 2004: 738-743.op.cit.p.# 18
Ibidem. MEC: 1997: 113-119.op.cit.p.# 26

contents, procedures, techniques and didactic resources. In them we must include different learning moods: reading, writing, observation, investigation, analysis, discussions, etc. and different types of resources such as: bibliographical, audiovisual, realia, etc.

1.4.4. Sequence

It is the organization in the contents development, to guarantee order and logical progression in their presentation. Here it is convenient to take into consideration the significant learning where contents must have: a logical presentation, the possibility of connecting with students' previous knowledge, the establishment of a great number of relationships between contents and the possibility of potentiating the transference processes. Some criterions of sequence can be:

- From the most simple to the most complex
- From the most immediate to the most mediate
- From the concrete to the abstract
- From observation and experimentation to reflection and formation of theories.

1.4.5. Resources and didactic material

Didactic resources are supports in the teaching-learning process. Their efficiency requires taking into account the following aspects:

− Ending objectives,

− Type, level and size of the learning group

− Available resources, easiness of getting them, cost, maintenance, training of teachers.

− Learners' activities and attitudes

− Learners' level

− Etc.

There are other aspects which must be analyzed about resources and didactic materials such as: their selection, functions, importance and so on, but we will make a description of that further on in the chapter related to Didactic Resources.

1.4.6 Evaluation

It is a process, because it is controlled by a systematization of steps or stages. This process points to analyze or study the teaching-learning process as a whole, including all factors which intervene in its development to help or obstruct it.

Evaluation has a formative, continuous and integral, systematic and guidable character (Ezequiel Ander-Egg)[17]

Ecuadorian Curricular Reform considers evaluation as an integral and permanent process that identifies, analyzes and takes decisions in relation to the achievements and deficiencies in the processes, resources and results in function of objectives and skills reached by students. In the same way, it presents some evaluation's types:

In relationship with the included subjects:

– Self-evaluation

– Co-evaluation

– Hetero-evaluation

In relationship with the time in which it takes place:

– Diagnostic or initial

– Formative or in the process

– Total or ending **(Marta Tenutto 2004: 756-762)**[18]

To fulfill this process are used some techniques and instruments such as:

Observation: - Qualification scales

[17]Ibidem. TENUTTO, Marta and others. 2004: 751. op.cit.p.# 18
[18]Ibidem. ARCOS, Miguel N.D: 57-70. op.cit.p.#26
MEC 1998. *Manual de Evaluación del Aprendizaje*. Orientaciones Técnicas para Evaluar en la Reforma Curricular. Quito pp.3-10

- Control lists

- Assessment scales

- Graphic scales

- Descriptive scales

Survey: - Questionnaire

- Inventory

- Interviews

- Attitude scales

Tests: - Practice tests

- Objective tests

- Mixed tests.

1.5. Criticism to learning theories

Throughout some decades different theories have described and analyzed several kinds of learning, reason why they have been partial approaches to some aspects of the learning process, and in few opportunities their principles refer to the school learning. They take into account just some variables that intervene in this process without consider the ethic, cultural and social aims that teaching-learning process involves.

Learning theories offer us limited and simple models which allow us to think how learn a subject at the same time to differentiate several aspects involved in learning process.

Let's remember in school the students face up to complex learning situations, they are influenced by innumerable ways, variables and the several actors who intervene into the classroom; they learn from their books, classmates and teacher; that is to say from things which are out of the curriculum. Apart of specific knowledge and abilities they also learn attitudes, emotions, social behaviors and other reactions which are manifested like imperceptible changes.

Some current educative models have follow down in the pedagogic technicality, and worried in prioritize methods, strategies, instruments or technic means; they have lost the importance of educative process, its fundamental sense that is the person in growth.[19]

Into educative ambit a big weakness of learning theories has been the dissociation between theory and practice, it is so clear the disjoining between researchers and educational designers on one side and teachers on the other; the firsts project what the other ones have to

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applied in the classroom. That is to say teachers are simple executors of what think who do not live the real experience into the classroom.[20]

1.6. The renewal of didactics

The new pedagogy is which take into account the social challenges, mainly the needs of future society. Federico Mayor Zaragoza, an ex-director of UNESCO (1987-1999), refers to future education in this way: *"*when we look forward the future, we look so many uncertainties about what will be the future of our sons…*"* We are sure that human society must transform. In the evolution toward fundamental changes of our life styles and behaviors, education plays an essential role.

"Education is the strength of future, because it constitutes one of the most powerful instruments to make the change. To make those reformations, it is necessary to look toward a large period to the world of future generations because we have a great responsibility with them."[21]

Two motivations can be pointed to as main purposes into the renovation of teaching. One of them is the necessity of a new behavior in the man as a consequence of the accelerated social changes and in the other hand the consideration of the new knowledge reached about the learning process.

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[20]Ibidem. TENUTTO, Marta and others. 2004:523. op.cit.p.# 18
[21]Ibidem. MEC. 2004:65-68. op.cit.p.# 22

Imideo Nerici remember us that this kind of teaching intends to correspond to the challenges of an epoch and the new role of man in the society, so that, we can point to new teaching is guided to:

– Place the learner in contact with the reality, because it is inside of that where he   has to live and act.

– Relate to all subjects as a whole and it with the environment, that is to say motivation must be based on the reality in which the learner lives.

– Guide learning through the own learner experience, so that he learns to learn.

– Promote in learners the reflection, a critical thought and creativeness.

– Accustom the learner to work in group, because it is so important to get success in the world today.

– Etc.[22]

1.7. Education in the context of twentieth century

The challenges of education in this century are so different of those required many years ago; all the technological advances have caused several in all aspect of social life, which make necessary another kind of human proficiency. In a newspaper article written by Enrique Izquierdo

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[22]Ibidem. NÉRICI, Imideo G. 1973:62-63. op.cit.p.# 17

Arellano, he says that to develop learning capability it is perhaps the most important academic-educational obligation for every element of Educational system (teachers, educative authorities, and family parents) and it will be the main ability of twenty first century.

Learning to learn today has become in a high priority needed for teacher as knowledge mediator as well as for learner like the user of that knowledge. He adds, "Learning to learn is the mean and at the same time the goal in human life"[23]

We are living in the first quarter of the twenty-one century, and even before its beginnings have been ready started discussions on the changes that this century should operate into the educational ambit. The objectives of these debates have been to comment on and draw attention to about the benefits and disadvantages that brings the globalization in Latin America.[24]

According to the author Marques Graelles, the Information Society, known also as Knowledge Society, it is characterized by the continuous scientific advances and the tendency to the economic and social globalization. The massive dissemination of the data processing, telematics, the audiovisual means and mass media in all social and

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[23]IZQUERDO, Enrique. "*El aprendizaje en la formulación del conocimiento*" UNE-Loja, Comité Ejecutivo. Órgano de información oficial de la UNE de Loja. "El Educador" Año 2 No. 13, Junio 2007.
[24]http://www.portal.educar.org/americalatina/docentes, Date of reference: 08-08-2009

economic strata, through which provide us new communication channels and huge information sources, new values and outlines of social behavior and so on, shaping in this way our sight of world in which we are living.[25]

With the Information Society appears a new manner of culture. The culture of the screen (called by the author Arenas: 1991) superimposes to the personal contact or the book culture. Moreover together the physical environment in which we interact, today we make use of cyberspace, virtual environment that increase our possibilities of accede to the information and communication with others.

As a result of this, the author Umberto Eco (1993) distinguishes two extreme positions: Those who consider a decadent culture disintegrable of the moral and others who has a positive attitude about the new culture. These are the most relevant characteristics of the new society, quoted by the same author:

- Technological innovation. (High technological development although social underdevelopment)
- Deep reorganization of the economic system. (Economy based upon: information, globalization and organization in net)
- Changes into the labor world. (Executor worker replaced by the qualified one, use of technology in all work fields)
- Social changes. (Have appeared new family association models). And so on.[26]

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[25] http://www.monografias.com/trabajos15/ciencia-actual/ciencia-actual.shtml La educación en el siglo XXI. Date of reference: 08-08-2009
[26] http://www.portal.educar.org/americalatina/docentes, Date of reference: 08-08-2009

Educational environments in the Information Society every time exert major influence with the aid of the mass media present everywhere. Therefore, to face the challenges of new society it has been necessary a continuous training which has moved companies to enable employers to carry out their activities and the unofficial powerful education given through mass media and the new internet environments has done every time more suitable educational institutions are involved in updating and renewal of their knowledge throughout life.

In this context, new educational challenges into the Information Society (IS) according to author Antonio Aguilera, the fact of facing a new social, political, economic and cultural organization; propose new challenges in the educational intervention. It is evident the growing importance that information is acquiring in the actual society which is not exclusive patrimony of the world of working, but of all human activities.

For well or bad, education does not escape from the influence of these changes, therefore, before this new situation and taking into account what to teach, education must develop:

- The processes instead of products; procedures instead of contents.
- Teach to think instead of teaching done thoughts.
- Development of abilities, such as: selection, analysis and interpretation of information instead of providing information which would become obsolete quickly.[27]

[27] http://www.wikipedia.http. Nuevos desafíos para la educación en la Sociedad de la Información. Date   of reference: 08-08-2009

On the other hand, education must be based on the development of values and criteria personally assumed to judge critically the relevant information about reality.

In the matter of how to teach, nowadays education needs new methodologies characterized by linking the group with the individual, a personalized attention with the team work; because be active member of a group require of having something available to give, in other words individual excellence is not contradictory but complementary with collective work.

It also has to promote a major living together in the pedagogical work, new technologies and methodologies such as: study and self-learning guides which make teachers free of their work of give information or refill formularies and leave them enough time for spending it in the personal attention of learning in favor of the different rhythms of each student as well as in generating group activities. (Tedesco, 1995; Aguilera y García, 2000)[28]

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[28] http://es.wikipedia.org/wiki/tecnolog%C3%C3%ADas-de-la-informaci%C3%B3n Nuevos desafíos para la educación en la Sociedad de la Información. Date of reference: 08-08-2009

CHAPTER II

2. TEACHING AND LEARNING OF ENGLISH AS SECOND ORFOREIGN LANGUAGE

2.1. English as second language

Approximately 375 million people speak English as their first language and it is probably the third language more widely spread by number of native speakers after Mandarin Chinese and Spanish, but if we consider native and non-native speakers it is probably the most commonly spoken language in the world.[29]

English is also widely used like second as well as official language around the world. English language is increasing day by day and used as an important tool for interaction among non-native speakers unifying huge territories and diverse populations and cultures. Moreover, some knowledge of English has become a requirement in a variety of occupations and professions; so that, about a billion people speak English at least in basic level today.

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[29] http://www.about.comEducation English as second language. Date of reference: 08-08-2009

Cfr. CUNNINGSWORTH, Alan. 1984. *Evaluating and Selecting EFL Teaching Materials*. Athenaeum Press Ltd., Great British, pp. 62,63

In our country the teaching of a foreign language like English has been widely spread through the Ministry of Education in Secondary Schools. Learning a foreign language means give student a wide knowledge about the linguistic and cultural aspects of the language object of study as well as to introduces him into this reality in a practical way.

In other countries it is normal to use a mother tongue at home and an official language at work; therefore, in this area is important that children start to learn foreign languages at an early age and the main objective must be to get the communication through the tongue. It is necessary that students acquire abilities, skills and knowledge that allow them to express in the target language because to know a foreign language means to be able of start a dialogue and enjoy it without fear.

Verbal and corporal language must be joined because both allow good comprehension and develop the expression through different levels of the language. The most important thing to remember, however, is that teaching is not the terminal objective of what happens in the classroom. In the end, it is the changes in the students' behavior upon which success and failure depend"[30]

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[30]LEWIS, Michael and HILL, Jimmie. 1985.*Practical Techniques for Language Teaching.* Language Teaching Publications, England. pp. 8

2.2. Native and foreign language

A half century ago, Bloomfield criticized the bad situation in which was the language teaching. He belief that to teach a language without know its nature; it involved simply a loss of pretty years in the child's life and the achievement of poor results.

Unfortunately, that point of view has the same validity as many years ago. This failure is part of a mistaken conception about spoken language, the way how it operates and the learning process of a language in general. The speech or language is a human activity highly complex, which involves a high number of mental and motor operations.

Because of all human beings achieve to learn their native language at early years; it gives place to a wrong idea of thinking that learning and domain of a language is a very easy achievement which does not need a specialized training.

The audio-oral skills required to develop oral fluency in the native language are achieved after some years of constant practice about the structural patterns, vocabulary and language sounds. However, when we talk about second language learning, the troubles that adult student has to face are of different type.

On one hand, the physiological conditions of learner no longer have the same plasticity than in childhood and his auditory perception as well as his linking organs do not have the same capacity to react to the training required by language. Motor skills required by language, develop with less facility, and while it is major learner's age, bigger will be the difficulty.

Native language habits in an adult learner are deeply rooted in his subconscious and the native language structure tends to infer in the introduction of other linguistic scheme in conflict with the patterns of the mother tongue. The force of the language mother patterns makes learning a second language for adults a very different matter than learning the first one.[31]

Because of teaching of a foreign language generally starts after some years of formal instruction in the mother tongue and it has been made through writing, the learner believes language as a written communication form; therefore he leaves in a second place the oral communication which is the real essence of language.

Language learning needs: first to learn its phonological system (phonetic and phonemic). It mainly depends on training the ear to perceive foreign language´s sounds, to differentiate these between them and with those of the native language. On the other hand the graphic representation or

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[31]Ibidem. UNIVERSIDAD NACIONAL DE LOJA,2004.op.cit.p.# 6

writing is not a correct guide for pronunciation. This is the reason why it is necessary to emphasize in oral language than on written in a foreign language, in first stages especially.

2.3. Second language acquisition

The investigation in language involves clarity to point to the troubles originated of the teaching or learning languages action, because its nucleus is the tongue, the speech and the language. It is considered that language is represented by a code: graphic, semantics, arbitrary.

Due to it is part of a social dynamic it is alive, vital and active. The speech and the word are represented through their morphological, syntactic, stylistic aspects and their connotation makes us to understand that learning languages is more than learning another subject, because language constitutes the essence of the human being.

According to the author Malkibas, language follows this acquisition or formation process:

Internal tongue → receptive tongue → expressive tongue → oral comprehension → oral expression → written comprehension → written expression. (Ibidem. UNL. 2004)

The internal language is developed at the early age (0 to 12 months). The ear should be stimulated because at the age of 28 weeks children are completely developed and these incentives are the foundation for their future speaking.

Studying languages must open us the doors to new opportunities, only in this way it has sense and can be justified the efforts and time spent in them. However, this challenge divides learners in four groups:

The first group is built by people who enjoy learning languages, the second one is constructed by people who are indifferent about languages but understand their importance, so that they are disposed to learn a little.

The third type is formed by people who are not against studying a language whenever it does not require effort and the last group, which is the highest, is formed by people who feel indifferent about languages and they do not do anything to fulfill their objective. Obviously, people of the first group will reach success in studying a language; while people of the group fourth it is possible that never achieve nothing. (Ibidem. UNL. 2004).

Learning a second language is not a group of easy steps that can be followed as a set of instructions stage by stage. It is a complex process

that involves an enormous number of variables. There are a lot of aspects that second language learning courses are unable to domain of a second language. Only few people learn fluency into the classroom, so that few aspects of a language can be learnt; therefore it is contradictory to attempt to reach this process in a book simply.

In our reality, a big problem which the student has to face is the triple action required by learning English language, where learner must write in English in one manner; pronounce in distinct way of what is written and to write in a language which is different of his mother tongue.

Other challenge for our students is to comprehend the grammatical construction, because it is different in our language, a clear example is the interrogative sentences which in Spanish are made only by changing the corresponding voice intonation, but in English they follow a rigid and unchangeable grammatical order.[32]

2.4. How students learn a foreign language

Exactly, how we learn our own or a foreign language it is not still completely certain, but we know in general what involves the language learning process. In our work we are going to mention the importance of

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[32]GONZÁLEZ C., Mercedes. "La enseñanza del idioma Inglés en los establecimientos de nivel medio" *Educando 1*, Comité Ejecutivo de la UNE-Loja, abril 2007, pp. 4,5

the following kinds of learning, which have been quoted by Adrian Doff in his book *Teach English* (1988:231-239)

- **Learning by heart:** It is a traditional approach to learning, and many people still attempt to learn languages by means of set sentences, dialogues, and texts by heart. This kind of learning is likely to be most useful in learning things which are fixed and limited, and it's often a practical way of mastering certain fixed items in a language (e.g. irregular past tense forms).

  The disadvantage of it as strategy for learning is that language is not something limited and finite; using a language involves understanding and producing an infinite variety of sentences, so that, set sentences by heart only enable us to give fixed answers, but it does not allow us to understand the great diversity of language we need to understand and use. It's clear that language is not learnt as a series of instructions, but a set of skills, in other words learning a language means to learning to use those skills.

- **Forming habits by drilling and repetition:** This view of how language is learnt sees it as a development of a set of habits that we learn by imitation and which gradually become automatic (similar to mechanical activities for instance walking or swimming). This view has the central idea that children learn their first language by imitating their parents and

by reinforcement on the part of the parents (parents reward correct sentences).

This view of language is associated with the behaviorist school of psychology; applied to learning a second language it emphasizes the importance of repetition and drilling.

There are two aspects against this view of language learning. The first fact is that in using languages we continually require to produce new sentences which we have never used or heard before, and it is difficult to do this if learning depends entirely on imitation and reinforcement. The other argument is that researching suggests that children do not learn their first language only by imitation; they often produce sentences which they could never have heard from adults; therefore, they develop them independently.

- **Acquiring rules:** It is a third view of the language learning process which considers learning as a system of rules. While we learn a language, we are exposed to samples of language which we can understand and acquire the rules of the language (acquiring rules means to understand and use the language correctly) and apply them in an unlimited number of original sentences.

However, during this process in our own or second language we will make some mistakes which are conceived natural part of the acquisition process that need to be totally avoided. Of course, applying rules that is important in language learning in the case of our mother tongue is a subconscious process, in a target language the best way of acquire them it is also subconsciously rather than conscious learning grammar.[33]

2.5. Methodological trends and prevailing points

Methodological trends are theoretical views of language and the nature of language proficiency into approaches and methods in language teaching.

- **Traditional-Grammatical trend:** This trend is characterized for its emphasis in the learning of grammar rules and its application of these rules. It has guided foreign language learning since antiquity and still is widely practiced although there is no literature that offers justification for it and instead of there is not theoretical defenders, they are thousands the practitioners.

- **The Direct or Natural methods:** It is based in the natural way in which children learn first languages. The basic premise of Direct Methods is

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[33]DOFF, Adrian. 1988. *Teach English*. A training course for teachers. Cambridge University Press in association with   The British Council. Great Britain. pp. 231-239

that second language learning must be more like first language learning. It gives a lot of attention to oral interaction, spontaneous use of language, no translation between native and foreign languages, and no analysis of grammar rules; by the way, grammar is taught inductively.

- **Situational or Oral trend:** It considers speech as the basis of language, and structure the heart of speaking ability. New language points are introduced in situational way; drills and structures for oral practice are overused. It also pays special attention to vocabulary, word order, structural and content words, and repetition.

This trend considers these three processes in learning a language: receiving the language or materials, fixing it into memory by repetition and using it in actual practice until it becomes a personal skill. Therefore, main classroom activity is the oral practice of structures and the knowledge of them must be linked to situations in which they could be used.

- **Structural-Behaviorist trend:** Language is considered as a system of structurally related elements and those into a language are rule-governed. Mechanical drills are used for internalizing habits (inductive learning of patterns).

This theory considers foreign language learning as a process of mechanical habit formation and it is based on the behaviorist psychology of Skinner which establishes that humans possess a repertory of behaviors that occur so: a stimulus, serves to elicit behavior; a response, triggered by a stimulus; and reinforcement, which serves to mark the response as appropriate (or inappropriate) and encourages the repetition (or suppression) of the response in the future (Skinner).

- **Cognitive trend:** Its main feature is the grammatical representation of the forms (some practices of traditional grammar). According to this approach, the learning of a language consists in acquiring a conscious control of its structures. The acquisition of generalization and transformational rules (over cognitive attention to the rules), and interrelation form-sense is another argument. It is a deductive theory arguing that children subconsciously acquire a system of rules.

- **Communicative trend:** It conceives the communication as system for the expression of meaning. This theory emphasizes the semantic and communicative dimension rather than merely the grammatical characteristics of language, and leads to a specification and organization of language teaching content by categories of meaning and function rather than by elements of structure and grammar. The functions of language (identify, reporting, denying, accepting, etc.), and notions which

are the context or situations (personal identification, time, space, etc.) are important categories of language to get the correct communication. [34]

2.6. The use of techniques and strategies in language teaching

When we use strategies and techniques in general we are looking for concrete answers to solve a particular matter. In this part of our research work we consider pertinent to analyze some theory related to the most useful techniques and strategies involved into the methodological process of Communicative Language Teaching, but first it is important to make a previous revision of these terms in general.

So, we will cite some statements made by the author Marco Lalaleo, who says that new educational proposals based on any educational improvement, recommends teachers to take into account some methodological criteria related with the use of active techniques which allow student to develop a critical, creative and participative attitude by means of concrete material and other didactic resources.

[34]BROWN, Douglas (2001:21-22) *Teaching by Principles*, Editorial Longman, Second Edition. Now in UNL. Documento del curso taller del Idioma Inglés, Nivel II, parte I. Carrera de Docencia del Idioma Inglés del Área de la Educación, el Arte y la Comunicación. Loja-Ecuador, Noviembre 2002-Marzo 2003.
Cfr. RICHARDS, Jack and RODGERS, Theodore. 1986: 31-42; 64-66.op.cit.p.# 5
Cfr. http://usuarios.lycos.es/Cantemar/Metodologia.html Date of reference: 12-01-2009
http://coe.sdsu.edu/people/jmora/ALMMethods.htm Date of reference: 12-01-2009

New ways of making education and teaching activity must be characterized by a frequent use of pair and group work; and to do that it is necessary the use of strategies and techniques of constructive learning because they have some interesting benefits like these:

Facilitate interpersonal communication.
Allow discovering learning styles.
Help to discover, analyze and understand, conceptualize, define and expound themes.
Allow to be closer to concrete reality to analyze, rethink, plan and evaluate personal or group actions in function of them.[35]

On the other hand, the use of learning strategies is not an aim itself, but a mean to promote learning; that is to say it is more important the process and interpersonal dynamic instead of the results of using games and dynamics.

In the same way, new education forces teacher to turn his theory in practice, take a new option in teaching method and promote a new approach about the way of learning (Marco Lalaleo. 1999:33)

The concept of these terms have also generated different interpretations made by several authors, however the objective of our work is not the discussion of their concept but to describe how both of them contribute in the teaching-learning process. For that reason we will mention a comprehensive definition for learning strategy made by the same Author

[35]LALALEO, Marco. 1999. *Estrategias y técnicas constructivas de aprendizaje*. SERIE AYUDAS PEDAGÓGICAS N° 1. Primera edición, Quito-Ecuador, pp. 15,16

and the definition of technique by Douglas Brown, which we consider suitable to our description.

Strategy is a term that comes from military ambit where it is understood as "the art of planning" and the steps or stages which take part of the strategy are called techniques or tactics.

From that point of view **learning strategies** are defined "as a process of taking conscious and intentional decisions in which learners choose and realize in a coordinated manner the necessary processes to carry out with a determined learning requirement" (Marco Lalaleo. 1999:26-27)

A technique in words of Douglas Brown is defined "as a superordinate term to refer to various activities that either teachers or learners perform in the classroom" It includes all tasks and activities (BROWN, Douglas. 2001); and heads that implementation of techniques in the classroom of foreign language can be expressed in two main categories:

1. Principled teaching.   Your teaching is derived from, and gives feedback to, a set of principles that form the skeleton of an overall approach to language learning and teaching. At this stage you should have… a broad understanding of how learners learn and how teachers can best facilitate that process… your approach must be dynamic…

2. Contexts of learning. Part of your principled approach to learning and teaching involves an understanding of who your learners are. How old are they? How proficient are they? What are their goals in language learning? ... (Douglas Brown 2001:128)

CHAPTER III

3. THE COMMUNICATIVE APPROACH IN LANGUAGE TEACHING

3.1. Communication and society

A great linguist of the twentieth century, Edward Spair referred to communication as the "dynamic aspect of the human society". There is not a society without a web of extreme complication, with partial or total comprehensions established between the members of organized units in any size or complexity. The same researcher says that language, "the most explicit type of communicative behavior, it is the communication process by excellence in all known society".[36]

In all activities, the use of the language is necessary; it is the fundamental mean of communication, although it is not the unique one, because the language is more than a system for communication. It involves whole person, culture, education, customs, etc. There are many possible languages: auditory, visual, tactile, etc. Language is the ability

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[36]Cfr. BIBLIOTECA SALVAT DE GRANDES TEMAS, 1973, *Lingüística y Significación*. No. 13, SALVAT EDITORES, S.A.- Barcelona and EDITIONS GRAMMONT, S.A.- Lausanne. pp. 4-10

that human beings have to express and exchange between people knowledge, information, thoughts, feelings and sensations.

Communication is full of surprises and it is this element of unexpectedness and predictability which makes communication what it is, and for which it is so hard to prepare the student by conventional teaching methods.

We also must take into account that meaning is conveyed not only through language, but also through bodily contact, physical proximity, orientation, bodily posture, gestures, head-nods, facial expression, eye movement and even appearance, as well as are important the non-linguistic aspects of speech like the speed at which a person speaks, how loud or softly he speaks, the pitch and the quality of his voice.

Verbal and non-verbal aspects of communication should interrelate in a teaching program. The same learning process is a communication process through which teacher explains, presents stimulus, guides activities and thinking, gives conditions for students apply what they have learnt to promote more learning by means of the resource of the communication.

3.2. Approach, method and technique in language teaching

In these lines of our work, we consider pertinent to refer some conceptions about the terms **approach** and **method** in language teaching. To this purpose we will cite to Jack Richards and Theodore Rodgers, who clarify these terms based on a model proposed by the American applied linguist Edward Anthony (1963: 63-7) They say:

"approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described" (Jack Richards and Theodore Rodgers. 1986:15)

According to these authors a **Method** is theoretically related to an approach, is organizationally determined by a design, and is practically realized in a procedure (techniques); in change **Approach** refers to theories about the nature of language and languages learning that serve as the source of practices and principles in language teaching; within one approach, there can be many methods. **Techniques** are the specific activities manifested in the classroom, they are consistent with a method and therefore in harmony with an approach too.

As we can understand in the definition, an approach is analyzed in two aspects:

a. *A theory of the nature of language*
 − An account of the nature of language proficiency
 − An account of the basic units of language structure

b. *A theory of the nature of language learning*

- An account of the psycholinguistic and cognitive processes involved in language learning
- An account of the conditions that allow for successful use of these processes (Richards and Rodgers, 1986:28)

3.3. History of the Communicative Approach

Its origins are found in the changes of the British language teaching tradition dating from the late 1960s. By the end of the sixties it was clear that the Situational approach was slowly disappearing. The basic idea of this approach was that communication is more than learn grammar and vocabulary in an insolate way. To be communicative in a foreign language indeed, learner must develop the capacity to be understandable in socially appropriated forms.

The American linguist Noam Chomsky demonstrated that structural theories of language were incapable of accounting for the fundamental characteristic of language (the creativity and uniqueness of individual sentences). Other British applied linguists emphasized another fundamental dimension of language – the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery structures.

The changes in educational realities in Europe helped in the work of looking for different approaches to foreign language teaching. Quickly there was the need to teach adults the major languages of the European Common Market. The Council of Europe, a regional organization for cultural and educational cooperation took its part by promoting the formation of the International Association of Applied Linguistics.

In addition the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson and other British applied linguists had a great influence on the theoretical basis for a Communicative or Functional Approach to Language Teaching or simply Communicative Language Teaching (the terms Notional-Functional Approach and Functional Approach are also used).[37]

Wilkins in his writings described two types of meanings: notional categories (concepts such as time, sequence, quantity, location, frequency) and categories of communicative function (requests, denials, offers, complaints).[38] Nowadays, proponents see Communicative Language Teaching as an approach which aims to make communicative competence the goal of language teaching as well as the development of procedures for the teaching of the four language skills.

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[37] Cfr. http://www2.vobs.at/ludescher/Alternative%20methods/communicative_language_teaching.htm Date of reference: 15-06-2009.
[38]Ibidem. UNL,2003.op.cit.p.# 52

3.4. Approach of the Communicative Language Teaching

In the **Theory of language** the main principle of Communicative Approach is to conceive language as communication. The goal of language teaching is to develop communicative competence. According to Canale and Swain (Richards and Rodgers 1986:71), communicative competence is identified in four dimensions as follow:

Grammatical competence understood as the grammatical domain and lexical capacity.

Sociolinguistic competence refers to an understanding of the social context where the communication takes place; relationships, shared information and the purpose of their interaction.

Discourse competence is the interpretation of individual massage elements and how meaning is represented in relationship with the entire discourse or text.

Strategic competence refers to the coping strategies that communicators employ to start, finish, maintain, repair and redirect communication.

The **Theory of learning** in the Communicative Language Teaching points to three principles: **a) Communication principle**: activities that involve real communication promote learning, **b) Task principle**:

activities in which language is used for carrying out meaningful tasks promote learning and **c) Meaningfulness principle**: language which is meaningful to the learner supports the learning process.

3.5. Design of the communicative language teaching

According to the author Piepho, quoted by Richards and Rodgers (1986: 73-79) **General Objectives** of Communicative Language Teaching are discussed in these levels:

1. *an integrative and content level (language as a means of expression)*
2. *a linguistic and instrumental level (language as an object of learning)*
3. *an effective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others);*
4. *a level of individual learning needs (remedial learning based on error analysis);*
5. *a general educational level of extra-linguistic goals (language learning within the school curriculum). (Piepho, 1981)*

The Syllabus is other essential aspect in Communicative Language Teaching. One of the first proposed syllabus models was the notional syllabuses of Wilkins, which specified the semantic-grammatical categories (frequency, motion, location) and the categories of communicative function that learners need to express (travel, business, introductions, education, shopping, etc.) as well as the vocabulary and grammar needed. At present there are several models which are

coherent with the Communicative Approach, some of these are organized so: Structural, functional, instrumental; Functional; Notional; Interactional; Task-based; Learner generated; etc. and others like these designed by Ministry of Education in some countries.

The types of learning and teaching activities compatible with the communicative approach are unlimited, provided of exercises which allow learners to reach the communicative objectives through sharing information and interaction. Classroom activities are designed to focus on completing tasks that involve negotiation of information and information sharing.

Littlewood, (Richards and Rodgers:1986), points to two type of activities: **a)**functional communication activities, that includes tasks where learners make comparisons in sets of pictures, notice similarities or differences, discover missing features, give instructions, follow directions, etc. and **b)**social interaction activities, which include conversation and discussion sessions, dialogues and role plays, simulations, skits, improvisations and debates.

Learner roles in the Communicative approach are different from those found in traditional foreign language classrooms, because of its emphasis on the process of communication, instead of mastery of language forms. Breen and Candlin (Ibidem.1986:77), describe the

learner roles as negotiator between himself, the learning process and the object of learning. The implication of the learner is that he should contribute as much as he gains and in that way he learns in an interdependent way.

On the other hand, several **Teacher roles** are mentioned by defenders of Communicative Language Teaching to support it. The role of counselor, facilitator of the communication process, participants´ tasks and texts; organizer of resources, guide, researcher and learner, needs analyst, group process manager, and so on.[39]

The **role of instructional materials** in the communicative approach is to promote communicative language use. Currently three types of materials are used in this approach: text-based, task-based and realia which will be described later in the present work.

3.6. Procedure of the communicative approach

Proponents of the Communicative Approach mention that its procedures are evolutionary. At the beginning of a foreign language course, specially in secondary schools, they suggest to present brief dialogues, preceded

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[39]Ibidem. BROWN, Douglas (2001:35). UNL,2003.op.cit.p.# 51

by motivation; then is suitable to do oral practice preceded by models. After that, it is useful to work with questions and answers based on the dialogue topic and students personal experiences.

The process can continue the study of basic communicative expressions and their use with familiar vocabulary. At this stage is important that learner discovery of generalizations or rules; while oral interpretative and production activities guide learner to freer communication activities. Next, sampling of written work is exercised and eventually comes the evaluation of the learning which must be oral (Richards and Rodgers. 1986: 80-82)

3.7. Advantages of communicative approach

First it is important to show this approach has a great degree of theoretical consistency as well as reflect a more humanistic approach to teaching because of, it gives priority to interactive processes of communication.

From its beginnings Communicative Approach has had a good acceptance by linguists, language specialists, publishers and institutions. The adoption of this approach raises significant issues for teacher training, materials development, testing and evaluation.

The greatest advantage of the Communicative Approach is that students learn by doing, developing by means of real communication skills and strategies they need to produce meaningful language in a social appropriate manner.

When this approach is applied into a student centered curriculum, where students participate in content selection and work in groups to complete communicative tasks, it creates the need students take a more active role in class and makes them more responsible for their own learning.

Another important aspect that is strengthly supported by this approach is the development of the four basic language skills: listening, writing, reading and speaking which are used in communicative activities.[40]

3.8. Structures and functions

The eventual objective of all English teaching is for students to know English, or at least to know enough English for whatever purpose they have in learning it. Therefore, a meaningful question is **what are the aspects of the language that need to be learnt?**

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[40] http://iteslj.org/t/ Things for ESL/EFL Teachers, date of reference: 27-10-2009

It is clear that students need to develop skills (listening, reading, speaking and writing) and the attention paid to each skill will depend on the students' needs and interests. Inside productive skills (speaking and writing), students need to learn words and phrases to express meaning in English; they also need to be able to produce basic structures correctly.

In speaking, it is necessary to learn the sound system, stress and intonation patterns; in writing, it is important learning the features of the writing system, such as spelling and punctuation. As we do not speak or write in insolated sentences, students will also need to learn ways to linking sentences together in connected speech or writing.

Within the receptive skills (listening and reading), students need to understand words and structures in their spoken and written forms, and understand the connecting devices that join them together.

Of course, these statements are not about how students learn or that all these things must to be separately taught; but a student who learns these aspects, will be able to understand connected speech and writing, and produce correct sentences in English.

Although this does not mean to know English, because language is not merely an abstract system used to make correct sentences; it is a way of communicating with other people. Therefore, knowing English must

mean to know how to communicate in English, because it involves not only producing language correctly, but using language for particular purposes (e.g. identifying, giving advice, etc.) which we know as functions or communicative functions of language.

Each function can be expressed by variety of different structures; to use them to express the communicative functions they need, that is, to do things through language and we consider that they have **communicative competence** in the language. That is to say students need to learn how to express these functions in English.

Functions give the lesson different emphasis, and allow students to be conscious why they practice particular structures, so they must practice structures for recognizable communicative purposes.[41]

3.9. Teaching communicative competence

The idea that Noam Chomsky had about communicative competence, in fact, was related to the linguistic competence, because, he did not consider any socio-cultural features of the fact that we talk to different people, in different situations and about different things.

[41]DOFF, Adrian. 1988:124-125.op.cit.p.# 49

Since, language does not occur in isolation, but in a social context and reflects social rather than linguistic purposes; for instance a child knows when and when not to speak, what to talk about with whom, when, where, and in what manner (he has communicative competence).Teachers must demonstrate students how language items are used, and in what situation they are appropriate, in short they must to teach students the use of language as well as its usage.[42]

The challenge is how to link linguistic competence and communicative competence, between skill-getting and skill-using. It is not easy because communication is based on the necessity to communicate, but it is usually absent in the classroom because everybody asks questions to which they already know the answer; there is too much control, there are no surprises.

The necessity, understood like doubt, unpredictability of an information hole, can be created in the classroom by the use of activities where students possess only a part of the total information (e.g. role play). These kinds of activities allow them to ask questions because they do not know the answer, and obviously they have a reason for listening to one other.

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[42]REVELL, Jane. 1979. *Teaching Techniques for Communicative English*. Last reprinted 1995. MACMILLAN PRESS LTD. London. pp. 5

3.10. Accuracy and fluency

Accuracy refers to language which is relatively error free and used appropriately, while Fluency refers to students being able to use the language to effectively communicate their ideas with relative ease and speed.

Traditional language teaching placed a great emphasis on accuracy and teachers were encouraged to correct mistakes, but teaching communicative competence requires of teachers a new attitude towards error.

Considering the aim is communicative competence, mistakes are considering a necessary part of a foreign learner's progress to reach mastery of the language. Teachers tend to believe beginners require only accuracy practice, and advance students only fluency practice. This is false, best language teaching offers both kind of practice at all levels (Ibidem. REVELL, Jane.1979:8)

When a student learn something new, he only will find how useful it is, if he tries it in different contexts. If he is always terrified of making errors, he will never get mastering that piece of language but his knowledge of it will be only partial.

Of course, mistakes must be corrected but without too much interference from teacher, who must be clear in what situation a particular language item is appropriate. It is also essential to take into account if is the emphasis of an activity on accuracy or on fluency because both are important.[43]

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[43]Ibidem. LEWIS, Michael and HILL, Jimmie 1985:35-36.op.cit.p.# 41

CHAPTER IV

4. THE INSTRUCTIONAL MATERIALS IN THE COMMUNICATIVE APPROACH

4.1. Definition and background

The concept of Instructional materials is a multi-meaning expression. Taking into account the etymology of these words, they come from Latin ***materia*** =matter and Greek ***didaskô*** = to teach.[44] We understand that they are the set of objects and gadgets which are used for teaching in order to make more profitable, meaningful and easier the learning process.

Several names are given them, such as: didactic resources, didactic aids, didactic means, pedagogical supports, didactic materials, or instructional materials; but all terms are related to the kind of materials which help in the teaching learning process.

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[44]PAREDES, Jennifier and others 1996. *The utilization of didactic resources for the teaching and learning of the English language inthe evening schools of Loja city,* thesis presented in the Faculty of Philosophy, Letters and Science in Education, UNL. pp. 4-10.

Didactic aids answers to the question: **What to teach with?** Some specialists conceive didactic means as simple mediator elements, but others consider a wider definition which involves students, teachers and the same teaching process. They defend didactic means as the mediator tools of the teaching-learning process that contribute to the active participation, in individual as well as in collective way on the object of knowledge.

Many centuries ago, at the time of the Egyptian civilization, the use of the didactic resources were present in the paintings on walls to show predictions, past events, customs, and so on. While in other cultures metals and stones were taken to impart their knowledge.

Throughout the history didactic aids have changed from the use of the drawings and stones to the use of sophisticated computers and other advanced technology.[45]

4.2. Curricular and classroom materials

It is the most common classification of the different kinds of materials in which teachers support their educational practice.

[45] www.monografias.com Los medios didácticos como componentes del proceso de enseñanza   aprendizaje. Date of reference: 08-08-2009
Ibidem. PAREDES, Jennifer 1996: 4-10. op.cit.p.# 71

Curricular materials involve that variety of resources that help us in taking decisions about what, how, when and what to teach for, in the different concretion levels. They start in a Basic Curricular Design. Then they pass to Educational Objectives, Organization and Functioning Regulations, and the Curricular Institutional Plan to finally arrive to the classroom practice. In other words, they help us to design our objectives, contents, methodology, materials and the way how we will evaluate the process.

Here can be also taking into account Ministry agreements, proposals of sequencing contents, institutional files and other theory. Their importance is justified in our duty as teachers because it is important to review some theory before answering the troubles that appeared when we plan a class. It is also essential to confront our teaching practice with different proposals made by people who study the different themes, because it is a magnificent opportunity to think and make a criticism ourselves.

Classroom or instructional materials are related with those resources used in a more concrete level. It is the material designed to work day by day the teaching learning process, the objectives for a certain time; the concepts, procedures and attitudes. But, it also involves the activities, the evaluation of that process, spatial organization, students and so on. Into this kind of materials are the textbooks, didactic guides and other variety of resources which we will describe further on at present chapter.

4.3. Importance of Didactic Resources

"People learn a language better if their experience in it is as full of meaning and as rich in images as possible. Meaning and mental images come only when connection is made with learners' own world of experience". This statement is a particular but very well aimed view of language learning and teaching made by Seth Lindstromberg in the introduction of his book of practical ideas for the language classroom (The Recipe Book 1990: xi) to emphasize the importance of real activities and available materials used in English classes.

The use of didactic resources brings countless benefits; therefore we make a feature of them in the following lines:

- Allow the stimulus of the auditory, visual and tactile senses.
- Develop the curiosity, observation spirit and a notion of the reality of what students want to learn.
- Help in students' motivation because they encourage them in learning.
- Illustrate, make a subject concept a concrete one.
- Allow teacher makes less verbal efforts to explain his massage.

Their main objective of Didactic Resources is to serve as **Communication Bridge** between teachers and students to reach

students' motivation, so that learning process becomes easier. Therefore, they must be in direct relationship with the other components of curriculum, such as: objectives, contents and methodology; in other words they are essential part into class development. Nowadays it is impossible to find a classroom without any didactic material, although it is only a board or a geographic map.[46]

In the first learning ways, it was only required the auditory perception; today we know what imperfect it is. Therefore when the writing, paper, and the first didactic aids like the board appeared; it was started to use the visual perception which is a surer process.

In language teaching the importance of a didactic resource is that it allows the development of productive skills (speaking and writing) as well as receptive ones (listening and speaking). Teacher's work is to exploit all potential of available didactic material, in order to provide learners the necessary input to develop the skills mentioned previously.

According to studies in this matter, the human being learns 7% of what he hears, while that he retains 87% of what he sees. Moreover, it has been demonstrated that we remember20% of what we heard, while it is possible to keep in mind 30% of what we see; so that if we combine the virtues of the auditory, visual and spatial memory it is possible to

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[46]IVES G., Palau.N.D:5,17,26.op.cit.p.# 7

remember at least 50% of what is heard and seen (Ibidem. Palau Ives G. s.d.:26)

The important fact is that didactic aids have not changed only in their design, but in their usage which is the most important thing. Years ago, the role of the didactic material was seen more illustrative; today it has other goals such as: to motivate students' work, to investigate, discover and construct.

Due to technological revolution, the education has become more dynamic, full of participation and investigation; and students no longer takes the traditional passive role, but they have the opportunity to be the first responsible of their own learning. On the other hand, we must to understand that the use of the didactic resources is not the solution for solving all problems that the teaching learning process of English language faces, but we believe them at least give us a possibility, therefore they deserve our attention.

4.4. The didactic resources as components of the curriculum

The teaching-learning process is characterized by its systemic quality. Its components are: objectives, contents, methods, procedures, means and evaluation. So that, as components of that process methods and

teaching resources, which are determined by the objective and content of education cannot be separated.

According to that, didactic means are consider "as <u>facilitators</u> of the teaching process, which answer to the question <u>what to teach with?</u> They represent the material component of pedagogical process… to motivate and activate the relationships given in that process…"[47] That is to say, they represent the material component of educational process, which serve to build the essential representations of knowledge and abilities acquired by learners, as well as to promote the interaction in that process.

The most important thing about instructional materials is to know that without them it is not possible to do any activity or at least something could be made but with a lot of limitations and restrictions.

4.5. Characteristics of the didactic resources

Choosing what we are going to use in the classroom is a responsibility that we have to do carefully. The main step is maybe to consider the features of people to whom they are directed to. They must be preferred

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[47]Ministerio de Educación y Cultura 2004:114,115.op.cit.p.# 22
www.monografias.com Los medios didácticos como componentes del proceso de enseñanza aprendizaje. Date of reference: 08-08-2009

which make possible fantasy and symbolism to help the playful and imaginative ingredient, these are also preferred which prioritize objective data and facts, and so on.

According to Tomlinson (1998), quoted by Izabella Hearn and Antonio Garcés (2003) the educational materials in general should:

_ To be impressionable.

_ To help students to feel well.

_ To serve to improving self-esteem.

_ To work outstanding and significant themes.

_ To make students well-disposed to learn.

_ To use a genuine language.

_ To emphasize the linguistic aspects of input.

_ To respect the different learning styles.

_ To give the opportunity of using the target language in communicative way.

_ To give the opportunity of developing own abilities.

_ To take into account learner' attitudes.

_ To be exploited with no too much controlled practice proposals.

_ To give opportunity of getting feedback.[48]

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[48]HEARN, Izabella y GARCÉS, Antonio (Coords.) 2003. *Didáctica del Inglés para Primaria*, PEARSON EDUCACIÓN, Madrid, pp. 229,230

4.6. Functions of the instructional materials

Materials carry out different functions in the classroom practice; nextly we will list some main functions of them:

- **Mediator function***:* Material is an instrument which fulfills a mediator role among contents, teachers and student. Teacher must use material to develop the educative process and approximate the selected contents to students.

- **Controller function***:* Some materials have physical, psycho-pedagogical and discipliner features that only can be used in determined circumstances. Some teachers give task instructions followed by other materials that could complete and make wider their ideas.

- **Orientate function***:* Materials contribute a set of suggestions and propositions for teachers who must concrete and adapt them in function of objectives, contents and particular needs they attempt to solve.

- **Diversification function***:* Materials must contain pictures, texts, activities and plans which allow students develop all their capacities.

- **Incentive function***:* the educative technology produces a stimulus to learn. Some materials are designed especially to motivate the development of some student's abilities or skills and knowledge.

- **Innovative function***:* Didactic materials promote changes in classroom's dynamic through teacher's work or student's action. Teacher's planning must take into account what materials will be applied and how they will be used according to contents he wants to develop.

- **Professionalize function:** When we use specific materials we can observe the process and its results. This let us to meditate about the use of materials and their didactic potential.

4.7. Classification of the instructional materials

Currently we have access to several materials and their use can make easier the learning processes because each student has the possibility of finding interesting elements, a stimulus to work in developing all his/her capacities. It is also necessary the combination of several materials in function of their potential and characteristics.

In the successful of teaching learning process of foreign languages are involved several elements and one of them is the instructional material. It would be absurd to deny that while more varied are resources applied in class, there are more possibilities to reach more productive teaching activities in teachers as well as in students.

We have found that there are several ways in which teaching materials are classified according to particular views. Ives Palau (s.d.) classifies them considering what he calls *didactics efficacy* which is related on how efficient is a material in the teaching process. Other studies take into account their main characteristic e.g. permanent, informative, illustrative and experimental material; and so on.

Stressing the limits of our researching, we believe it is suitable to quote the grouping made by J. Richards and T. Rodgers in their book Approaches and Methods in Language Teaching (1986:79)because of their view of didactic aids is directly related with the nature of our research work.

According to their point of view on which we are agreed with, a wide range of materials are used to support the Communicative Approach. Practitioners of this approach view materials as a way of influencing the quality of classroom interaction and language use.

They point to materials' main role, is to encourage communicative language use and present three kinds of materials used to support Communicative Language Teaching; these are: Text-based materials, Task-based materials and Realia which will be describe in turn.

4.7.1. Text based materials

Currently, there are a variety of textbooks designed to support the Communicative Approach. Their contents suggest a kind of grading and sequencing of language practice, different from those found in structurally organized books. Instead of traditional dialogues, drills, or sentence patterns; they use visual cues, taped cues, pictures and sentence fragments to begin a conversation. They also enact role plays and other pair activities.

4.7.1.1 Textbooks

Nowadays, there are a variety of English language teaching textbooks available in the market. Some of which are supported by visual aids, taped audio material, and those which stress on some specific aspect of English, such as: intonation, writing, reading, etc. Others deal special kinds of English like the language of medicine or engineering, and there

are also textbooks which offer language according to learning stage, age, nationality, native language, size of the class, etc.

Sometimes textbooks are designed according to the specification of a National Ministry of Education for use in Secondary Schools, and the writers are familiar with the interests, backgrounds and abilities of the pupil who will use the text; it is like **"Our World Through English"** textbook series, which are designed for the teaching of English in Secondary Schools in our country.

There is no doubt that textbooks are source of information, stimulus and investigation, and although some authors argument that textbooks generate repetition; however, if they are used correctly can give us some advantages such as:

− To provide clear known situations to practice language in context.
− To guide the contents to be taught by giving them a degree of continuity and providing a sense of security for the student's achievements
− To help in accomplishing students' objectives.[49]

Izabella Hearn also points to some similar advantages of a correct use of textbooks in this way:

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[49]Ibidem. CUNNINGSWORTH, Alan. 1984:2-4. op.cit.p.# 40

- Teachers make use of selected materials by professional people, with updated   and well sequenced contents which help enough input for students.

- They allow teachers to learn how to make programing, design activities, sequence contents, etc.

- They help with complementary material (CD, CD-ROM)

- Textbooks also suppose security and time saving for teachers.

- These written resources give students organized material to work alone.

4.7.1.2. Learning styles in English language textbooks

The teaching of English Language, each time takes a more important place in the world today. Throughout twentieth century a variety of methods and linguistics theories have been applied, but in practice seem they have been insufficient to develop main language skills.

Neuro-linguistics Programing Studies give us some alternatives to achieve language comprehension by means of **Learning Styles** for language production. So that, we must to face that each student learns using a prevailing learning style over the rest of them, and teachers do

not apply a variety of learning styles when use a textbook as an exclusive source.

However, the acknowledgement of individual features collides with the unidirectional methodology of textbooks. Therefore, it is necessary to include learning styles theories in the use of textbooks and modify present teaching techniques. So that, if we know to select a textbook which takes into account different learning styles, we will be achieving our teaching style too.

On the other hand, creation of material to supply deficiencies in textbooks is the best way of potentiating to the maximum each student learning taking into account his/her individual learning style.[50]

4.7.1.3. Use and abuse of textbooks

In last years, textbooks have evolutioned so much, in their design intervene several opposing interests from the author, editor, market which domain publications, etc.

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[50] http://www.uned.es/revistaestilosdeaprendizaje/numero_2/tesis_zanuy.pdf Date of reference: 15-03-2010

In fact most of English Teachers use a course book to develop the teaching of English Language. Some of them use only one and take their students through it from beginning to end, while others (only few), work in creating their own teaching program, or take information from different books and adapt it if necessary.

Textbooks need to be used actively, that is to say, the teacher must formulate objectives with the learners' needs in mind and after choosing a textbook which will help to achieve those objectives and neither his aim must be to finish all book contents, but its mastery.

Brown Douglas asserts that the most common form of material support for language instruction comes through textbooks. Then, first concern is not to choose a textbook, but to find a creative use for the textbook which has been chosen to work. That is to say, your challenge is to make the best use of the textbook you have.

For instance, if the book has a teacher's edition, it is so important to consult it and use its suggestions as well as you fell they are appropriate. Textbook adaptation is significant in lesson planning because you can see if the textbook lesson you present is appropriate for your particular students, their level, ability, goals and the available time.[51]

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[51] Cfr. BROWN, Douglas. 2001. op.cit.p.# 51

A trouble in the use of textbook is that although it is consider an auxiliary resource, in practice it is found as the exclusive resource applied by teacher. Currently, textbook instead of being a teacher's servant, it has become his master; because there is the tendency of working with it more than other didactic resource. It is closely linked to teacher's work. In the matter, it is considered that most of time in school work is made on or in relationship with textbook (Simancas1998; 78)[52]

According to some analysts, the use of textbooks is justified to develop task which guide to a memoristic learning or cognitive routines. That is to say the knowledge of contents and skills like reading, spelling, record of data in memory, concepts without any link with previous student's knowledge and without the development of cognitive processes such us description, comparison, analysis or synthesis. Other analysts find some inconvenient in their use as we note bellow:

- They do not adapt to concrete group's needs, because they are designed in standard way.
- Textbooks are very foreseeable, canceling the surprise element which becomes students tired.

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[52] http://redalyc.uaemex.mx/redalyc/pdf/360/36010204.pdf Date of reference: 15-03-2010

- In the same way, they leave little space for teacher's and student's autonomy and creativity, especially when the book is consider as exclusive material and it is not an aid.

- Textbooks exhaust teachers as well as students because of them contain more than necessary material.

- Contents presented in textbooks are strange to local reality.

In some teachers is present the idea to do without of a textbook is to think that teaching process is not possible. Therefore, today there are new proposals based and centered on flexibility and opening of curriculum, investigation, relationship with environment and by means of that to produce transformations on the pedagogical practice in teachers and students.

4.7.1.4. A flexible use of textbooks

In fact, the communication model present in education is that established by the written text through a traditional trend which keeps and extends a mechanical and unidirectional model of it. It is important to consider that didactic material must have elements that make possible certain specific meaningful learning. Therefore, it is necessary to adapt books, graphics and other elements to student's and teacher's needs.

On the other hand teachers must be more active, abandoning the continuance of traditional practices to experiment and exploit new strategies and other available resources. They must generate independence of the textbook in all senses because it is useful but in none way indispensable to teach any subject.[53]

If our purpose is to reach an active class in which there is reflection and work about themes which are significant and source of motivation for students, the option is to make an opening use of the textbook. When information in books is excessive, it is no problem to omit that; in change when it is not enough we have to expand it by means of other sources.

In the same way if we consider necessary, we cannot use the textbook in linear way (that is to say to follow an order like this: theme number 1 first, then number 2, and so on) or if there is interest in a topic which is not contained in the book, it is necessary to look for information about it in other sources (web, mass media, newspapers, libraries, etc.)

Have recourse to other sources has positive aspects because to consult and confront different information sources helps to develop the critic sense. Then, the most sensible option would be to use a textbook and complement it with other kind of materials (add, eliminate, adapt …)

[53] http://egal2009.easyplanners.info/area03/3159_Maldonado_Balza_Henry.pdf Date of reference: 15-03-2010

without forgetting that textbooks should not become in the unique resource applied in the classroom (Cfr. HEARN, Izabella 2003; 227)

4.7.1.5. Other kind of text based material

- **Dictionary:** The materials of consult offer us information about different themes. The main goal is that the student learns the procedure of search, selection, analysis and synthesis of the information. A dictionary will tell you the parts of the speech, a word can be, usually with abbreviations: n. = noun, v. = verb, adj. = adjective, adv. = adverb, prep. = preposition, conj. = conjunction. The abbreviation appears before the meanings of the word with that part of the speech. Some words have only one meaning, but most words have more than one meaning.

Some dictionaries provide information on usage of words in different situations and on connotations of words with similar meaning. As the learner improves in English, it is important to use an English-English dictionary rather than bilingual dictionaries to help him learn to think in English.

It is well known we do not need to look up every word in a dictionary because we can guess the meaning from context, however we may use it for other purposes, for example, to find out the part of speech of a word

or to learn related words. To make that it is important to understand the organization of the dictionary such as: alphabetic order, headwords, derivatives, phonetic spelling and stress marks, definition and example sentences.[54]

- **Didactic guides:** These kinds of materials are specially designed for teachers. They are educative printed materials with the purpose of guiding thought indications that have relation with the objectives, content, methodology, activities, and evaluation of a course book. They always come with other material, in other words they show the possibilities of using the material into the classroom.

4.7.2. Task based materials

Numerous games, role plays, simulations and other task based activities have been designed to support communicative teaching classes, such as handbooks, cue cards, activity cards, pair communication practice materials and student interaction practice booklets.

- **Games:** These have proven to be a powerful tool for the teaching of English. Among their many benefits is the fact that they are relaxing,

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[54]UNIVERSIDAD NACIONAL DE LOJA. Documento del curso-taller *Técnicas de Traducción. Nivel V Parte II.* Carrera de Docencia del Idioma Inglés, Área de la Educación, el arte y la comunicación. Loja-Ecuador, Abril 2004.

enjoyable, good for establishing positive rapport between teachers and students, a good way to practice the language being learnt and a way to create a positive attitude towards the foreign language.

Language teaching can be enjoyable by using games. It does not mean language learning is easy, but it could be less difficult. Games are enjoyable for all kinds of learners and stages. Their goal in language teaching is visible and stimulating, that is outdoing others and improving on oneself, because of in a group or team activity, rivalry and cooperation go together.

Learning foreign language using games means to use them in situations and communicatively. The situations that bring a foreign language to life in the classroom are provided by gestures, touching things; by incidents, activities, pictures, dramatization; interesting stories spoken or print and of course by certain contests and games which link language with action.[55]

Communication games raise students' motivation, allow them to demonstrate their own knowledge at the same time they share it. Games also help to express linguistic as well as non-linguistic communication. They distract students' attention on the study of linguistic forms and

[55]LEE, W. R. 1979. *Language Teaching Games and Contests*. Oxford, Oxford University Press, first edition 1979, second edition 1986, ninth impression 1993. pp. 1-4
CRADLE Project. "*OWTE series GAMES*" EDIMPRES S.A. Quito, Enero 2008

instead use it. Games should not be used as marginal activities, when there is nothing to do in class; they should be central for the language teaching program.

Games in the strict sense have an objective to reach and are rule governed as activities with an informal design. They also serve to develop all language skills; in fact there are several types of games such as structure, vocabulary, spelling, number, pronunciation games, etc.

- **Role plays:** Role playing is an aspect of simulation. A whole situation is simulated in the classroom and the participants adopt roles which belong to it. These types of activities are valuable aids to language learning in primary as well as in secondary schools.

In last years, they have been used as means of bringing more interest into the teaching of adults; however children always enjoy more any sort of play acting, especially if it means dressing up as the characters of the story as well as dramatizing what they would like to be in real life, of course to reached efficiency is not the same with adults. Role playing helps to bring the language to life and to give learners some experience of its use as a mean of communication.

The success in this activity depends on teacher's preparation and on how well the teacher knows his learners, their interests, because he should

find out what appeals to them. When we do role play, we ask students to imagine:

– A role because they pretend to be a different person (e.g. a farmer)

– A situation since they pretend to be doing something different (e.g. do shopping)

– Both a role and a situation (e.g. a doctor asking about a health problem)

In role playing students improvise because they create a fixed situation, but they make up the exact words to say as they go along. Suitable roles and situations for school classes could be:

Roles

– People familiar to students from everyday life, e. g. parents, brothers, teachers, police officers, etc.

– Characters from the textbook, other books or television.

Situations

– Situations which students see or take part in everyday life, e.g. shopping, holydays, using local transport, etc.

– Fantasy situations from stories they read or from the textbook.

If role play is a new activity to the class or if the class is not advanced in the language, you could use role cards or cue cards to make this activity.[56]

4.7.2.1. Task based communication activities

- **Role cards:** A role play presents what the student has to do. Who he is, something about his background, his opinions about a given matter and they suggest the course of the action that the student must carry out. The purpose of having a role card written on a card is to ensure that a student only has a part of the total information, so that he doesn't know what the other players will say and do and he has to think and react quickly what to say. In this manner communication has its natural surprises as in real life.

- **Cue cards***:* A cue card makes more explicit reference to the actual things that the student will say. It gives students snatches of what he is going to say, a choice of things to say, a visual or functional cue.

    The importance of using cue cards is that the student has only his part on a conversation, so that he is forced to listen very carefully to the other person's opinions in order to make an appropriate answer. These

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[56]Ibidem. LEE, W. R. 1979:147-149.op.cit.p.# 92
  Ibidem. DOFF, Adrian. 1988:231- 240.op.cit.p.# 49

activities are suitable for students who don't have enough knowledge of English to take a dialogue. It is also suggested that students work in pairs, each member of the couple has one card, A or B, which only he sees.[57]

- **Worksheets:** They can be a great help to the teacher in organizing oral activities in pairs or small groups, and also for simple reading or writing tasks. Worksheets are exercises written or typed on sheets of paper, which are given out to the class and then collected at the end of the lesson, so that they can be used again. Some situations which using worksheets could be suitable are:

  – When textbooks do not give enough practice, teachers may find it useful to add exercises.

  – The exercises in textbooks may not be attractive or unsuitable for the class, in those cases the teacher can adapt them to the students' needs.

  – When it is necessary to organize the class in a particular way.

  – To make a change from the textbook to present the students something different.

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[57]Ibidem. REVELL, Jane. 1979:50-59, 83-89.op.cit.p.# 68

- We can also use worksheet to do activities like questionnaires, interviews, surveys, menus, addresses, etc.[58]

- **File card didactic***:* They are designing to orient students in different activities and exercises to learn contents and abilities that have activities of introduction, motivation, experiment, discovery, and synthesis. In language learning are suitable for vocabulary practices and to reach more interactive classes.

4.7.3. Realia

Realia are probably the oldest form of classroom aid, but their effectiveness in helping students to connect language to reality cannot be underestimated. Realia are especially useful and important for teaching children.

Some proponents of the Communicative Approach have suggested the use of authentic materials in the classroom. They include signs, magazines, advertisements, newspapers; graphic and visual sources which allow communicative activities like: maps, pictures, symbols, graphs and charts. It is also used several objects to help communicative exercises.

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[58]Ibidem. DOFF, Adrian. 1988:244-255.op.cit.p.# 49

- **Signs:** Signs are mainly provided by body movements and it is well known that in communication we use both verbal and non-verbal language, so that, signs give students the opportunity to learn and practice gestures, facial expressions and other paralinguistic was of communicating.

There are three principal ways of showing students what you want: your voice, your eyes and your hands. The main reason to use gestures is you avoid unnecessary language which can distract students when they need be quiet to work.

The following gestures are interested ones to try out: shaking your head, waving goodbye, pointing at something, giving a thumb up or down sign, putting your finger on your lips, hissing, standing your hand, etc. It works specially with younger secondary students, in pair work and with a multilingual class.[59]

- **Magazines:** These means are specialized on giving general information about common themes. The reading of magazines familiarized the students with the culture environment which maintain him in relationship with the community.

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[59]Ibidem. LEWIS, Michael and HILL, Jimmie. 1985: 41-42.op.cit.p.# 41

The use of magazines in language teaching helps to motivate the class and to encourage the student to learn due to the diversity of them; today we can find several kinds of them, such as: music, sports, theater, history, poetry, health, business, etc. This range of topics provides the language class with a variety of contexts and situations to be used especially in role plays activities. Magazines are also good providers of pictures for making flashcards.[60]

- **Newspaper articles and advertisements:** There are a lot of ways in which a teacher could use short or long articles to language teaching. Generally the articles are used to work in pairs with role play activities. It is important that students are familiar with the material in order to participate in the task spontaneously.

The teacher also may use those for intensive or extensive reading exercises, especially with advanced level learners. Newspapers in general are means of information as well as orientation about different important updated facts and in their articles contain a lot of reported speech; therefore, they are suitable for several activities.

It is important that students adopt the custom of consult and read the newspaper with educative and informative goals. In it we can find

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[60]Ibidem. PAREDES, Jennifer and others. 1996: 33-34.op.cit.p.# 71

information about any recently event which wakes interest or connection with the theme.[61]

4.7.3.1. Visual and audiovisual sources

- **The board***:* It is well known that the board is one of the most useful of all visual aids; it is always available and can be used for a variety of purposes without special preparation. For example: presenting new words, structures, pictures, charts, tables, diagrams, giving models, etc. our aim in using the board should be to make things clearer to the class and help to focus their attention.

  To use it effectively it is important to develop basic techniques of writing on the board and organizing the order of what we write. The following are some tips to take into account when we use the board:

  – Write clearly. The writing should be large enough to read from the back of the   class.

  – Write in a straight line. It is easy if the teacher only writes across a section of the board, not across the whole board.

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[61]Ibidem. REVELL, Jane. 1979: 63-66.op.cit.p.# 68

- Stand in a way that does not hide the board. It is half facing the board and half facing the class with the arm extended to allow students to see what the teacher is writing, and the teacher can see the students.

- Talk as you write. Teachers must say aloud what they are writing to involve the class even more they could ask students to suggest what to write.

- Use colored chalks to catch more attention.

- Do not use the board only for writing. You can use it for drawing pictures quickly to increase the interest of the lesson.

- **Flash cards:** These materials are cards with single pictures which can be held up by the teacher. They can be used for presenting and practicing new words and structures, and for revision. Some important points to remember in using flash cards are:

  - They should be large enough (at least 20x 14 cm.)
  - Pictures can be drawn with a thick pen, so that they are clear, or they can be also cut from a magazine because those pictures can be more interesting.
  - They should be made on pieces of white card in order to reuse them. (Ibidem. DOFF, Adrian. 1988:43-53; 84-86)

- **Pictures or drawings:** As well as flash cards, pictures or drawings make the meaning instantly clear, allow the students to see what they have to say or work about, eliminating any need for translation. They also provide

instant motivation for the students to say the words. The teacher should use photos or pictures cut out from magazines or drawn in home. They are good in picture-stories activities.

Drawings are usually done on the board. They are a good way of showing meaning and conveying situations to the class as well as to introduce a topic, new vocabulary, or as a preparation for reading text or dialogue. It is no necessary to be a good artist to make drawings because they should be as simple as possible, showing only the most important details.

A lot of information can be conveyed through very simple line drawings and stick figures which are easy to draw. The most useful drawings are:

_ Faces. - To express feelings and emotions such as: happiness, sadness, laughing, crying, surprise, anger or to indicate sex or age.
_ Stick figures. – These are used to present male and female as well as to show several actions by bending their legs and arms.
_ Places. – They are well to indicate buildings, towns and directions by a combination of pictures and words, e.g. school, zoo, bus station, church, etc.[62]

- **Real objects:** Real objects are in many ways the easiest kind of visual aid to use in class, because they do not need special preparation or extra materials. Simple objects can be used not only for teaching new vocabulary but also as prompts to practice structures and develop situations. The teacher can use things in the classroom and bring things

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[62]SELIGSON, Paul. 1997. _Helping Students to Speak_, Richmond Publishing. Spain. pp. 26

into the class, such as: food, seeds, clothes, containers, household objects, etc. and use them for several purposes. (Ibidem. DOFF, Adrian. 1988:*83*)

- **Mind maps and graphs:** Graphic organizers in general provide a visual holistic representation of facts and concepts and their relationship within an organized framework. They are useful for organizing different information obtained from textbooks, movies, and other sources. Mind maps and graphs can be used with a lot of strategies. Organized information helps students with their memory, note taking, test preparation, test taking and writing.

Teachers should use a number of information organization strategies. The type of organizer will depend on the nature of the information, the nature of the task, and the students' preferred learning style.

Other benefits on using these resources are:

− Aid in organizing and elaborating ideas.
− Relate new information to prior knowledge.
− Effectively store and retrieve information.
− Represent relationships among facts and concepts.

More useful and practical organizers are: mind map, spider map, T-charts, Y-chart, fishbone diagram, Venn compare-contrast organizer, hierarchical organizers, and so on. (UNL, 2003)

- **Charts:** They are large sheets of card or paper with writing, pictures or diagrams used for more extended presentation or practice, or to display more complex visual information, e.g. series of pictures telling a story, a table with different verb forms, etc. which are displayed on the wall or board, they are also called as wall charts or wall pictures. Some advantages of using charts are:

  - The teacher does not have to spend time in the lesson drawing on the board.

  - If a chart is prepared in advance, it is possible to draw the pictures carefully to make them more attractive (e.g. using colors)

  - The chart can be kept to reuse with the same class for reviewing or practicing other contents related with that theme.(DOFF, Adrian. 1988: 87-91.)

- **Metal plate:** They are figures or representations visuals that have similarity with something existent in reality. Images of the metal plate are characterized by two aspects:

– Figuratively. - More or less realism.

– Iconicity. - More or less abstraction.

Their basic function in the teaching-learning process is the translation of verbal symbols to visual symbols which permit us to attract attention and motivate learning activities to create new interests.

- **Audio scripts compact disks (CDs):** This recorded material is more and more frequently provided in most course books. This kind of aid is recorded on CDs and it is also available in printed form as an audio script.

When we use it, it is so important to consider the clarity of recordings and the kind of voices used, due to, most of them are made in studios by professional actors who sometimes distort the rhythm, intonation and stress of the speech. Therefore, it is essential to check that the spoken English in a recording is a normal, colloquial, spoken language.

Audio script material holds a good deal of potential to foreign language teachers, as it allows presentation and practice of language in a very well contextualized way.

- **Self-made audiotapes:** With the availability of an audiocassette recorder, we can create our own supporting materials in the form of

audiotapes. Audiotapes of conversations especially of people known to the students can be stimulating. Or just use your tape recorder to tape radio or TV excerpts of news, speeches, talk shows, etc., for listening techniques.

- **Video recorded material:** An obvious advantage of this resource over audio recorded material for language presentation is that the students have visual as well as aural input and they can make use of all the contextual clues provided by the gestures, the facial expressions of the speaker and by the situation in which he is speaking. Using videos makes the students' task not only easier but also more realistic; however the high cost of those materials and the necessary equipment make difficult their use and exploitation their evident potential.

- **Self-made videotapes:** Today that video cameras and recorders are also accessible; videotapes can be created for yourself in two ways: a) with a VCR you can record simple short television programs. Sometimes a very simple advertisement or a segment of the news makes an excellent audiovisual stimulus for classroom work. b) With a camera, you can try to create your own films (a story, a role play, a skit, etc.), and some of your students as central actors.[63]

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[63]CUNNINGSWORTH, Alan. 1984:52.op.cit.p.# 40

- **Retro projector**: It is one of the most useful didactic resources for the classrooms. It is also called Floodlight, because of it projects images on a screen and it has a special flat lens on which the drawings are placed. The pictures, charts, lists and graphics are drawn or reproduced previously on sheets of transparent acetate.

Transparencies help us to save paper and because can be reused again to feedback the same students or with another class. The retro projector is easy to handle and it's an authentic visual aid for teachers to catch students' attention and to improve their imaginative ability.

Other advantages of using the retro projector are:

- There is no need of erasing to change topics as when we use the board, it allows to present new pictures only with adding and subtracting acetate.
- The projected image shows great visibility.
- It is possible to use several documents (Ibidem. PAREDES, Jennifer. 1996 4-10.)

4.8. Information and communication technologies into education (ICTS)

Throughout the history, the modern Information and Communication Technologies (ICTs) are the last wave of a continuous change, because educational technology started to have great acceptance into educative field since sixties and seventies with the incorporation of the radio and

television, then in the eighties and nineties with the school texts, videos and computer as instruction aids, and in recent years the internet has displaced conventional technology.[64]

4.8.1. Functions of ICTS and the mass media

At present times, education is in general way influenced by Information society and particularly by new technologies that in meaningful way, cause impact in all levels of the educational world.

New generations tend to assimilate these changes as something normal, but, for who have lived in a more statics society they force us to make important efforts of formation, adaptation and change of conceiving and make things.

Since the informal educational environments, this adaptation process to that means has helped the phenomenon (work, family, entertainment, etc.). Then, it is obvious that school must include in learners the present culture, not the past one.

Therefore, the presence of the computer, video-camera or TV into the classroom it is important (for games, information, communication or

[64] http://vecam.org/spip.php? La educación en el contexto del siglo XXI. Date of reference: 08-08-2009

instruction objectives) as well as at home. In addition of the use and enjoyment of the technological means (classroom, home), that allows to develop educational activities (psychomotor, cognitive, emotional and social). New technologies can also contribute to integrate families through internet.

Into the educational field the most cited functions by educative literature that ICTs and mass media have are:

- Means of expression and creation of multimedia.
- Communication channels.
- Productivity instruments to process information.
- Open sources of information and resources.
- Cognitive instruments.
- Didactic aids. Etc. [65]

Advantages

Among main advantages that ICTs offer into educational field, we can refer to the following:

− Interest and motivation source: Most of learners motivate when they use the ICTs and as we know it is one of the learning motors.

− Interaction: Students always are active with computers.

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[65] http://vecam.org/spip.php Función de las Tecnologías de la información y comunicación en la educación. Date of reference: 08-08-2009

– Initiative development: Students frequent participation allows developing their own initiative, because they are obligated to take new decisions in the presence of the computer answers to their actions.

– Learning based on error: immediate feedback to computer´s answers allows students know their errors at the right moment in which they are produced and the program gives them opportunity to try new answers.

– Major teacher-student communication: the e-mail, forums, chat, etc. make easier the contact between teachers and students. In this way is suitable ask for doubts.

Disadvantages

We also have to face some difficulties when ICTs are part of the classroom practice. For instance, they can be also a mean of:

– Distraction: Sometimes learners can spend their time playing instead of working.

– Dispersion: Navigation through the attractive websites of internet, full of interesting aspects, turns away users from their objectives.

- Loss of time: Many times it is lost a lot of time looking for the necessary information because of the excess of available information.

- Non-trustworthy information: In internet there are lots of non-trustworthy, partial, incomplete, simple, wrong or obsolete information.

- Economic effort: when ICTs become basic work tools, it is necessary to buy personal equipment.

4.8.2. Technology in the language classroom

As a little background, we know technology started to be used into language classroom in the 1950s and 1960s with the apparition of language laboratories, where the students gathered to listen to native speakers modeling the drills of the current day's lesson.

There was lots of expectation in this new technology, but the students did not become communicative proficient speakers via the language lab; then, it is obvious that there were severe limitations to this new technological aid. The same happened in the 1980s, when computers appeared and were incorporating in language teaching. However, each

time emerge better and better ways of incorporating these powerful tools into our classrooms. (UNL. 2003)

As we have indicated in the chapter about Teaching-Learning Process, changes in current society have reached an accelerated rhythm which is in direct relationship with the technological advances. Whether we use or no new technologies as educational resource, social pressure makes them each time to influence more and more in the environment in which our labor develops.

The school cannot be out of social changes; therefore students must be trained in the use of these technological tools which will allow them to access to information and communication society. From this point of view, learning of a foreign language is an essential complement in this information and communication age.

In this part of our work, we are going to refer to bibliography related with new technologies as a resource into foreign language classrooms. So, when we hear about technology, we first think in computer technology, mostly because computers have saturated our daily home and workplace contexts; but technology involves everything from audio tape and CD players to video and of course computers. In other words we refer to computers and materials implicated in their use: DVDs, MP3, MP4, CD-ROMs, Internet, and so on.

- **Language laboratories:** Laboratories allow practical work which is a great advantage in language learning. But a laboratory needs a variety of special equipment, wide physical space, adequate ventilation, good illumination as well as facility to become dark enough to watch videos, furniture to work in groups, etc.

Of course, in language teaching the laboratory constitutes an excellent instructional resource. It permits the instructor to give greater individual attention to the student, electronic classrooms of language laboratories allows the native speaker to correct pronunciation or intonation problems.[66]

- **Computer Assisted Language Learning (CALL)**

Last advances in educational applications of computer hardware and software have provided a rapidly growing resource for language classrooms. CALL is one of the applied linguistic more widely spread and updated areas; lots of studies refer to the characteristic and advantages on using computers.

The practical applications of Computer Assisted Language Learning are growing at such a quick pace that it is almost impossible for a language teacher to keep updated in this field. But it is important at least we must

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[66]Ibidem.PAREDES, Jennifier. 1996:84-86. op.cit.p.# 71

consider some CALL applications in our teaching and the benefits of including a computer component in language training:

In relation with the use of computer:

– Rise motivational level.

– Contribute to a student centered learning.

– Help autonomous learning with an active role for the student.

– Variety in available resources and learning styles use, due to variety of stimulations and multi-sensorial answers involved.

In relation with CALL materials (CD-ROMs or Web material):

– The fun factor because of images, texts, animations, videos and sounds.

– High interaction level.

– Have self-evaluation activities in most of cases.

– Allow error correction and feedback immediately.

– Allows constructive learning and real-life skill-building in computer use.

In relation with the teacher they help in:

– Individualization in a large class.

‒ Take a facilitator role instead of instructor.

‒ Explore new teaching ways and methods

To use these resources, however we must consider the group of learners whom they are directed. Aspects as age, proficiency and linguistic objectives we intend to reach in order to choose the suitable ones.

Some CALL available resources described by Izabella Hearn y Antonio Garcés (2003:246) are: multimedia software, electronic dictionaries, general or thematic encyclopedias, interactive grammar programs, vocabulary interactive games, stories and readings, CD-ROMs with textbooks.

There is other kind of resources in CALL. It is the software without content, such as word processors (e.g. Microsoft WordPad, Microsoft Word) and browsers (e.g. Microsoft Explorer, Netscape) The use a word processor program is a good advantage in language teaching and learning, because of it is not required advanced equipment and it is easy of using. On the other hand browsers are free of charge use and allow visualizing web pages on line (direct connection) as well as off line (without connection)

Computer Assisted Language Learning is suitable to work with collaborative projects, peer-editing of compositions, e-mail, web page

design, reinforcement of classroom material, games and simulations, computer adaptive testing and speech processing.

- **Internet:** It is called "the net" computers joined between them through phones lines, coaxial cable, optic fiber, satellite, etc. these can interchange information in several format, text, graphics, audio and video. Among the internet tools are: e-mails, discussions groups, net news, base of dates, transference of archives, and the same CALL materials, etc.

The same Izabella Hearn distinguishes two types of resources: first are web pages which contain very tutored exercises and activities, these are similar to programs of multimedia CD-ROMs. Here we can find activities like: alphabet, chants, stories, games, etc. In the second type are web pages without tutored contents. These activities give students the opportunity of making contact with the surround world and using of more complex social abilities due to they have to develop pair or work activities.[67]

[67]Ibidem. HEARN, Izabella y GARCÉS, Antonio (Coords.) 2003: 244-251. op.cit.p.# 78
Ibidem. BROWN, Douglas (2001: 143) op.cit.p.# 51

4.9. Selection of didactic aids in language teaching

It is very important that teaching materials used in language teaching should take the learner forward as directly as possible toward his objectives, which should be decided first in line with the overall aim of the teaching program and then look for the materials related to these objectives. That is to say, our aims in teaching should determine the materials to be used and not vice versa.

We must know what language is for, and later select the teaching material which will help our students to use language effectively for their own purposes. Teaching must have a consideration of what students need to learn, in other words what they will do with English on completing their course. We should always remember that such materials and the activities they involve are a means to an end, and never an end in them.[68]

Acquiring a language is difficult and demanding students' need to be encouraged and stimulated as they progress; of course it is largely the teacher's job, but teaching materials can help them. Materials should be usable with whole classes of learners, with small groups, and with individuals because students need to be catered for both as individuals and as members of a group.

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[68]Ibidem. CUNNINGSWORTH, Alan. 1984:65-72.op.cit.p.# 40

4.10. Adapting materials to our aims

Writers of course books, who design material, may have greater experience or more extensive training than the average classroom teacher, but they do not have direct personal knowledge of each particular teacher's class, school and country. Therefore, the material they produce should be seen as a basis on which to build, an inexperienced material which can be fashioned by each individual teacher to meet his own needs and circumstances.

It is rare that a published material is wholly suited to an individual teaching situation, it is always necessary to give it some adaption and supplementation which adds a personal touch and makes the lesson more direct and relevant. So, most of materials can be seen as an **ideas bank**, a source of practical examples of ideas for teaching particular topics and an inspiration which stimulates the teacher's own creative potential.

Some practical examples of how to adapt materials could be:

a) **Base language-learning procedures on model of actual communicative language***:* Making dialogues communicative is not to work with strictly speaking given in printed form. Communicative dialogues allow students to develop their ability to produce the quick real-

time responses which are an essential feature of fluency in a conversational context. Role and cue cards are well, but it's better open dialogues.

b) **Make learning activities relevant and purposeful***:* Language is used for a variety of purposes, usually social; so, it is right that we should wish our language-learning activities to be purposeful in a social context, and by means of that become relevant to our learners. To get to that we must to personalize classroom activities so, students are learning about each other, expressing their own ideas and feelings and generally communicating about things that matter.

c) **Meet your learners' needs, both external and psychological***:* Adult and teenager learners need to feel that the material from which they are learning has relevance to the real world and at the same time relates positively to aspects of their own interests such as age, level of education, social attitudes, intellectual ability and level of emotional maturity.

d) **Using real-authentic language:** Teaching material at earlier stages of learning cannot and should not be composed of authentic language, but it is beneficial to the learner's confidence and motivation and through this to his learning performance to be able to cope with a limited amount of authentic language.

At earlier stages of learning, it is better to do that through reading; although, carefully selected listening material can also be used successfully, especially if the taped material can be used in a language lab or listening centre, so, each student can progress at his own speed. Some elements of authentic language provided for all stages are timetables, menus, notices and advertisements.

Before using any material it is a good idea to ask ourselves these significant questions:

What does the exercise actually get the learner to do?
What do I want the learner to do?
How can I get the exercise to do what I want it to do for the learner? (Cunningsworth, Alan.1984:66)

4.11. Aids are only aids if they help

In relation with this matter, Michael Lewis and Jimmie Hill cited before consider that flash cards, tapes, slides, pictures, wall-charts, video recordings and even textbooks "themselves are there to help the teacher.

They are not intended to replace the teacher". They add "But neither are they intended to be used for the sake of it" The authors augment: "there is no objective in drawing a picture, if the students already know what the

word means. There is no point playing a tape unless it adds something to the lesson" (LEWIS and HILL. 1985:59-60)

Sometimes, most teachers believe that audio-visual aids will make their lesson more interesting them alone. That is true if they are clearly integrated into the teacher's overall plan and contribute to that plan; but when aids are used for the sake of it have a tendency to confuse and annoy students.

As teachers frequently forget that the most exploited visual aid in almost every classroom is the board, and then it must not be a confused chaos of carless writing, words written in unusual angles or doodles.

Most of us are probable apt to use that, but even so, it is necessary to prepare key sentences and similar significant blackboard material before the class. If we are going to use a mechanical apparatus it must be prepared to work in the right moment to avoid unnecessary loss of time and students attention. "Aids help if they have been prepared by the teacher" (Ibidem, LEWIS and HILL. 1985)

We must be conscious that machinery will not solve all our problems. In the past large amounts of money were invested in language laboratories and only when students were subjected to them, people started to ask whether the quality of tapes justified the labs and to think about how and

why the laboratory could be helpful. It is only an example to point to that until the moment the big quantity and variety of didactic resources have not been exploited in appropriate way in spite of their enormous potential.

Obviously, if the use of didactic aids does not go together a revision of other themes like: educational practice, communicative processes produced into the classroom and so on; to incorporate new resources in the classroom does not guarantee a better educational quality.[69]

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[69]Ibidem. HEARN, Izabella y GARCÉS, Antonio (Coords.) 2003: 227-228. op.cit.p.# 78

6. HYPOTHESES

6.1. General hypothesis:

The use of Didactic Resources applied in the Communicative Approach affects significantly the Teaching Learning Process of the English Language, in students at "Mons. Alberto Zambrano" High School.

6.2. Specific hypotheses:

- **Specific hypothesis1:**

The little use of Instructional Materials limits the application of Communicative Approach.

- **Specific hypothesis 2:**

The use of the Textbook supports the Teaching Learning Process of the English Language in students at "Mons. Alberto Zambrano" High School.

7. METHODOLOGY OF THE RESEARCH

7.1. Design of the research

The study about the use of the didactic resources applied in the communicative approach, in teaching learning process of the English language at Mons. Alberto Zambrano High School will be used the descriptive research, because all the elements which are part of the study object will be detailed and analyzed employing the data that will be gotten through the application of the teachers' and students' surveys. It will be also a non-experimental research because we are not going to manipulate any variable.

7.2. Methods, techniques and instruments

- **Methods:**

This work was carried out employing the methods and techniques own of scientific research, because they guide to generate transformation and change in the study object.

Scientific method: Through its analysis and synthesis processes it will help us to discover the causes and effects among facts, variables and components of our study object. It is also going to support us during all the process; from the problem construction, theoretical frame composition, deduction of particular consequences, hypotheses testing until the introduction of the study conclusions.

Descriptive method: It will be used to make the description of the facts, phenomena; collect and make a rational interpretation as well as the data analysis about the study object in order to achieve the objectives of the research.

Deductive method: This method by means of its analytical-synthetical processes will aid us in the bibliographic analysis of the problem.

Inductive method: We are going to apply this method to analyze and interpret the information gotten through the instruments application in teachers and students. It will allow us to start from the understanding of partial facts to arrive at the knowledge of the whole study object.

- **Techniques and instruments**

Observation technique: This technique will be applied in direct way to collect and register the pertinent information about the study object to its

later analysis and contrast. The instrument to use will be an observation card which will help in identifying the main as well as the specific problems to guide the research.

Bibliographical technique: We are going to use this technique to gather and organize the bibliographical compilations from primary or secondary sources to build the theoretical frame of our research. The instruments applied will be textual and summary cards employed in concepts and ideas organization to build the theory of our study.

Survey technique: We shall use this technique taking into account the researched problem to get the necessary data and opinions from people involved in our research; in order to classify, tabulate, analyze and make the corresponding hypotheses demonstration as well as to arrive to the conclusions and recommendations our research work. The instrument to be applied is a questionnaire with free, limited and semi limited questions about the problem variables and indicators.

7.3. Population and sample

This research will take place at Mons. Alberto Zambrano High School of Olmedo city and it will be guided to a population of 369 students; however, to make the information manageable; it will be taken a sample

of 57 students who represent 15.44% of total population. 3 English teachers that impart the English subject will be also enquired. They represent 100%.

It is also an intentional sample. We took 28 students of Second year and 29 of Third year of High School Curriculum because, we consider those students have a wider experience in the teaching learning process of the English language and their criteria will help us with more authentic information about the problem.

In students' sample is estimated a confidence level of 0.90% approximately and to select it we employed the following statistics formula:

$$N = \frac{N \cdot \sigma \cdot Z^2}{(N-1) \; E^2 + \sigma^2 \cdot Z^2}$$

$$N = \frac{369 \cdot (0,5)^2 \cdot (1,645)^2}{(368) \cdot (0,1)^2 + (0,5)^2 \cdot (1,645)^2}$$

POPULATION CHART OF STUDENTS		
CLASS	**POPULATION**	**SAMPLE**
Year Eighth of Basic Education	64	
Year Ninth of Basic Education	68	
Year Tenth of Basic Education	52	
First year of High School Curriculum	62	
Second year of High School Curriculum	**56**	**28**
Third year of High School Curriculum	**67**	**29**
TOTAL FREQUENCY AND PERCENTAGE	**369=100%**	**57=15.44%**

POPULATION CHART OF TEACHERS		
SEX	**POPULATION**	**SAMPLE**
MEN	2	2
WOMEN	1	1
TOTAL FREQUENCY AND PERCENTAGE	**3=100%**	**3=100%**

7.4. Procedure

The research will be performed in the following stages:

- **First stage**: In this part we are going to make a visit at Mons. Alberto Zambrano High School of Olmedo city to request the permission to carry

out the research. Next, we shall also apply an observation card to have a first view of our study object.

- **Second stage**: We are going to gather the bibliographical documentation to build the conceptual frame to support our study, which will be carried out in the main libraries of Loja city, personal books and internet.

- **Third stage**: In this stage we are going to apply the surveys to collect data. The students' survey will be directed to 57 students, 28 in Second year and 29 in Third year of High School Curriculum while teachers' survey will be applied to 3 English teachers.

After that we will continue with the analysis and interpretation of the information using the descriptive statistics which will allow us to reach the confirmation or refutation of hypotheses, determine results and establish conclusions.

To build the statistics charts and graphs we are going to employ the Microsoft Excel 2010 program. Next we will proceed to demonstrate the hypotheses which will be analyzed, interpreted and demonstrated through the respective qualitative data and percentages taken out directly from the statistics charts and graphs.

- **Fourth stage**: Eventually we will establish the conclusions and recommendations of our study and we will proceed to construct the final investigation report of results following the requirements suggested by the National University of Loja.

8. RESOURCES

8.1. Human resources:

- Research Equipment: Flavio Fernando Jiménez Gaona

    Adriana Celeste Peñaloza Apolo

- Director of the project: Dra. Mgs. Bertha Ramón Rodríguez

- English Language Career of the National University of Loja Authorities.

- Authorities, English Teaching Staff and Students of Mons. Alberto Zambrano High school of Olmedo city.

8.2. Material resources:

- PEI Document of Mons. Alberto Zambrano Palacios High School
- Bibliography according to the research theme
- Internet
- Office material
- Computer
- Field instruments: Questionnaires and Observation guide

8.3. Institutional resources

- Education, Art and Communication of the National University of Loja Library

- Technique Particular University of Loja Library

- Provincial Directorate of Education of Loja Library

- Municipal Library of Loja city

- Casa de la Cultura Núcleo de Loja Library

- Personal Library of Dr. Malco Jiménez Castillo

9. TIMETABLE

ACTIVITIES	2009 DECEMBER			2010 JANUARY				FEBRUARY				APRIL				MAY				SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				2011 JANUARY				FEBRUARY			
	1	2	3	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Updating of the theme	x																																										
Problematic and justification				x	x																																						
Objectives and hypotheses						x	x																																				
Development of the theoretical frame								x	x	x	x	x	x	x	x	x	x	x	x																								
Methodology																				x	x	x																					
Approval of the project																								x	x																		
Sustentation of the project																										x	x																
Development of first chapter of the thesis																												x	x	x													
Development of second chapter of the thesis																															x	x	x										
Revision of the thesis draft																																					x	x					
Intregration of the tribunal																																								x	x		
Private defence of the thesis																																										x	
Public defence of thesis																																											x

10. BUDGET AND FINANCING

10.1. Budget of operation

EXPENSES	COST (U.S.D.)
➢ Acquisition of bibliography	230.00
➢ Office material	150.00
➢ Publication of material for the survey	60.00
➢ Edition of the text	100.00
➢ Photocopies of the thesis	200.00
➢ Transportation	400.00
➢ Unforeseen expenses	200.00
APPROXIMATED COST OF THE PROJECT	**1340.00**

10.2. Financing

The expenses required in the present research work will be solve by the researchers and there is not financing through any public or private institution.

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ANNEXES

ANNEX N° 1

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

OBSERVATION CARD

INFORMATIVE DATA
Name of the Institution: …………………………………………………………………
Class: ………………………………………………………………………………………
Date: ………………………………………………………………………………………

A. CLASSROOMS MATERIAL STRUCTURE

1. PHYSICAL CONDITIONS		YES	NO
a.	Adequate space		
b.	Good lighting		
c.	Personal desk		
d.	Good ventilation		
e.	Adequated floor		
f.	Good electric equipment		
2. DIDACTIC AIDS			
a.	Audiovisual material		
b.	Library		
c.	Textbook		

B. CLASSROOM ACTIVITIES

1. BEGINNING		YES	NO
a.	The teacher greet learners		
b.	The teacher seems authoritarian		
c.	The teacher seems sociable		
2. INTRODUCTION OF THE TOPIC			
a.	Teacher introduces the topic		
b.	Teacher writes the topic		
c.	Teacher allows students to discover the topic		
d.	Another:		

3. CLASS DEVELOPMENT		YES	NO
a.	Class is goal oriented		
b.	High motivation		
c.	Teacher achieves a well work environment		
d.	Students' participation is even		
e.	Material presented in a fresh, attention-catching way		
f.	Material well-sequenced for easy assimilation		
g.	Explanations lucid, use language acceptable level		
h.	Use non-verbal gestiure to reinforce meaning		
i.	Students talk a lot		
4. EVALUATION			
a.	Conversations		
b.	Questions and answers		
c.	Exposing		
d.	There is revision to promote a sense of achievement		
e.	There is a summary of what is learnt		
f.	Lesson ends effectively, with a bang rather than a whimper		
Describe how it is made: _____ _____ _____			

C. REACTIONS ABOUT THE CLASS

1. TEACHER' REACTIONS		YES	NO
a.	Uncertain		
b.	Self-confident		
c.	Prepared		
d.	Encouraging		
2. STUDENTS' REACTIONS			
a.	Interested		
b.	Uncertain		
c.	Uninterested		
d.	Tired		

ANNEX N° 2

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

SURVEY FOR TEACHERS

Objective: To verify the use of Didactic Resources applied in the Communicative Approach, in Teaching - Learning Process of English Language.

> **Dear Teacher:** We request you politely to answer with truthful information the following questionnaire, your answers will be so important to achieve the present work.

INFORMATIVE DATA

Name of the Institution: --

Location: Province: --- City/Town: -----------------------

INSTRUCTIONS: Mark with (X) or fill the blanks with the appropriate information.

A. IN RELATION TO THE INSTRUCTIONAL MATERIALS

1. In your experience as English teacher, what are the reasons that motivate you to make use of Instructional Materials in your teaching practice?

----

2. Choose the Instructional Materials you apply in your teaching practice?

a.	Texbook	( )	i.	Board	( )	p.	CD player	( )
b.	Dictionary	( )	j.	Flash cards	( )	q.	Video material	( )
c.	Games	( )	K	Pictures/drawings	( )	r.	Retroprojector	( )
d.	Worksheets	( )	l.	Real objects	( )	s.	Computer	( )
e.	Role cards	( )	m.	Mind maps/graphs	( )	t.	Data show	( )
f.	Cue cards	( )	n.	Charts	( )	u.	Television	( )
g.	Magazines	( )	o.	Audio scripts cds	( )	v.	Internet	( )
h.	Newspapers	( )						

Another ---

3. In your Institution, how do you describe the use of Instructional Materials applied in the teaching learning process of English Language?

a. Excellent ( )   b. Very good ( )   c. Good ( )   d. Limited ( )   e. Deficient ( )

Explain your answer---

B. IN RELATION TO THE COMMUNICATIVE APPROACH

4. Which of the statements bellow do you think characterize Communicative Language Teaching? (More than one option)

a. CLT is described as a method of teaching   ( )
b. Meaning is paramount   ( )
c. Grammar explanation is avoided in CLT   ( )
d. Translation as well as native language is forbidden   ( )
e. Both accuracy and fluency are goals in CLT   ( )
f. Contextualization is a basic premise   ( )
g. Language is a habit, so errors must be prevented   ( )
h. Any device which helps learners is accepted   ( )
i. Materials come from realia rather than textbooks   ( )
j. CLT only concerns teaching speaking   ( )

5. What do you mean by Communicative Competence?

----

6. How do you consider the application of Communicative Approach in your teaching practice?

a. Excellent ( )   b. Very good ( )   c. Good ( )   d. Limited ( )   e. Deficient ( )

Explain your answer--

C. IN RELATION TO THE USE OF THE TEXTBOOK APPLIED BY TEACHERS

7. Do you believe that the textbook you use is pertinent to your students' level?

Yes   (   )   No   (   )

Explain your answer---

     ----

8. How often do you use the textbook in your teaching practice?

a. Always (   )   b. Usually (   )   c. Sometimes (   )   d. Never (   )

Explain your answer? ---

----

9. What effectiveness level do you grade the use of the textbook in students' achievements?

a. High (   )   b. Middle (   )   c. Low (   )   d. Very low   (   )

Explain your answer? ---

----

10. Do you use extra material to reinforce students' knowledge?

Yes   (   )   No   (   )

Explain what materials do you use? ---

D. IN RELATION TO TEACHING-LEARNING PROCESS

11. In your opinion, how do you assess the development of teaching learning process of the English Language in your educative center?

a. Excellent (   ) b. Very good (   )   c. Good (   ) d. Limited (   ) e. Deficient (   )

Explain your answer? ---

----

12. In your teaching practice which of the following factors limit this process?

a. The contents are very wide   (   )
b. The textbook is not according to the students' level   (   )
c. There are few methodological orientations for teachers   (   )
d. The instructional materials available are limited   (   )
e. The number of students   (   )

Another ---

13. What do you consider important to improve the teaching learning process of the English Language in your High School?

THANK YOU.

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

SURVEY FOR STUDENTS

Objective: To verify the use of Didactic Resources applied in Communicative Approach, in Teaching Learning process of English Language.

> **Dear Student:** We request you politely to answer with truthful information the following questionnaire, your answers will be so important to achieve the present work.

INFORMATIVE DATA

Name of the Institution: --

Location: Province: -- City/Town: -----------------------

Class: ---

INSTRUCTIONS: Mark with (X) or fill the blanks with the appropriate information.

1. What Didactic Aids does your English teacher use to develop his/her classes?
(More than one option)

a.	Texbook	( )	l.	Real objects	( )
b.	Dictionary	( )	m.	Mind maps/graphs	( )
c.	Games	( )	n.	Charts	( )
d.	Worksheets	( )	o.	Audio scripts cds	( )
e.	Role cards	( )	p.	CD player	( )
f.	Cue cards	( )	q.	Video material	( )
g.	Magazines	( )	r.	Retroprojector	( )
h.	Newspapers	( )	s.	Computer	( )
i.	Board	( )	t.	Data show	( )
j.	Flash cards	( )	u.	Television	( )
k	Pictures/drawings	( )	v.	Internet	( )

Another --

2. How do you describe the use of Instructional Materials applied by your teachers?(One option only)

a. Interesting ( )   b. Very well ( )   c. little interesting ( )   d. Boring ( )

Explain your answer--

----

3. Point to which activities does your English teacher usually do in her/his class?
(More than one option)

a. Translation of texts ( )
b. Gives vocabulary and verb lists ( )
c. Making sentences ( )
d. Teaches vocabulary in context ( )
e. Teaches through grammar rules ( )
f. Underlining ideas in texts ( )
g. Uses of mimes and graphs ( )
h. Teaches through games ( )
i. Practicing language in real situations ( )

Another --

4. How often does your teacher use the textbook in her/his classes? (One option only)

a. Always ( )   b. Usually ( )   c. Sometimes ( )   d. Never ( )

Explain your answer? --
----

5. Describe the use of the textbook applied by your English teacher.(One option only)

a. Interesting ( )   b. Good ( )   c. little interesting ( )   d. Boring ( )

Explain your answer--
----

6. Does your teacher use extra material to reinforce your knowledge in the English Language?

Yes   ( )   No   ( )

Explain what materials does he/she use? --

----

7. In your opinion, how do you grade your achievements in the use of the English Language? (One option only)

a. Excellent ( )   b. Very good ( )   c. Limited ( )   e. Deficient ( )

Explain your answer--

‎ ---

8. Your experience in English learning has been: (One option only)

a. Interesting ( )   b. Very well ( )   c. little interesting ( )   d. Boring ( )

Explain your answer--

----

9. According to your criterion, how would you like to learn the English Language?

a. --   b. ---

c. --   d. ---

THANK YOU.

MATRIX OF THE PROJECT

THEME	PROBLEM	OBJECTIVES	HYPOTHESES	VARIABLES	INDICATORS
THE USE OF DIDACTIC RESOURCES APPLIED IN THE COMMUNICATIVE APPROACH, IN TEACHING LEARNING PROCESS OF ENGLISH LANGUAGE, IN "MONS. ALBERTO ZAMBRANO'' HIGH SCHOOL OF OLMEDO CITY. 2010-2011	**General Problem:** How does the use of Didactic Resources applied in the Communicative Approach affect the Teaching Learning Process of the English Language, in students at "Mons. Alberto Zambrano" High School? **Specific Problems:** - Do the teachers use the Instructional Materials into the Communicative Approach in students at "Mons. Alberto Zambrano" High School? - How do the teachers use the textbook in the Teaching Learning Process of the English Language in students at "Mons. Alberto Zambrano" High School?	**General Objective:** To describe how the use of Didactic Resources applied in the Communicative Approach affects the Teaching Learning Process of the English Language in students at "Mons. Alberto Zambrano" High School. **Specific Objectives:** - To verify the use of Instructional Materials applied by Teachers into the Communicative Approach. - To determine if the use of the Textbook applied by teachers supports the Teaching Learning Process of the English Language.	**General Hypothesis:** **H1**: The use of Didactic Resources applied in the Communicative Approach affects significantly the Teaching Learning Process of the English Language, in students at "Mons. Alberto Zambrano" High School. **Specific Hypotheses:** **H1**: The little use of Instructional Materials limits the application of the Communicative Approach. **H2**: The use of the Textbook supports the Teaching Learning Process of the English Language, in students at "Mons. Alberto Zambrano" High School.	**Dependent Variable:** • INSTRUCTIONAL MATERIALS IN THE COMMUNICATIVE APPROACH **Independent Variable:** • COMMUNICATIVE APPROACH **Independent Variable:** • TEXTBOOK **Dependent Variable:** • TEACHING-LEARNING PROCESS	– Text based material – Task based material – Realia – New technologies – Approach – Design – Procedure – Communicative competence – Course book – Abuse – Flexible use – Teaching-Learning – Curriculum components – TLP of English Language

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