

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMUNICATION

ENGLISH LANGUAGE CAREER

THEME:

“THE DIDACTIC RESOURCES AND THEIR INCIDENCE IN THE DEVELOPMENT OF SKILLS IN THE STUDENTS OF JULIO ERNESTO CELI ROMAN HIGH SCHOOL OF JIMBURA PARISH. ACADEMIC PERIOD 2007-2008.

This thesis previous to obtain the Licentiate's degree in sciences of Education English specialization.

Authoresses: María Germania Jiménez Jiménez.

Paola Elizabeth Seraquive Valarezo.

Thesis Director: Thesis Director: Mg. Carmen Dávila.

LOJA – ECUADOR

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III. Authorship

All the criteria, concepts presented in this researching work, are for their authoresses, absolute responsibility.

This work can be used as consultant resource, for teachers and students who wants to get information about the didactic resources.

IV. Acknowledgement

Firstly, we thank to "National University of Loja", teachers of the English language career, especially to Mg. Carmen Davila, for their support during the elaboration of this researching work, as well as the educational authorities; teachers and students of "Julio Ernesto Celi Román" high school, for their collaboration in the realization of this work.

V. Dedication

I dedicate this work firstly, to God, my family and in an special way to my mother's memory, who gave me all her support, trust in me and taught me to improve day by day, everybody helps me with their to my teachers whose teaching have motivated myself to continue my studies and be better every day.

María Germania Jiménez.

This work is dedicated to God, my mother who has been a great support for me and shows me that if you want to reach something, the way is not easy but with effort you can do it and my brothers.

Finally, to all people who have contributed with us, for doing this work.

Paola Elizabeth Seraquive Valarezo.

VI. Summary

The use of didactic resources in the teaching has been a great tool of supporting, mainly in a foreign language; they help to get certain objectives that want to get during the class. The main objective of this research is to describe how the didactic resources incide in the development of skills in the students of "Julio E. Celi R." , of Jimbura Parish in the academic period 2007-2008, to compile the information were used the direct observation and survey techniques, applied to teachers and students respectively.

For processing the information the inductive – deductive, analytical methods were used; and, the descriptive method to elaborate the report.

Among the main results of the researching work we found: the lack of didactic resources and the application of them, the use of traditional material, the few interest in students and the limitation of technological and economic resources.

Referring to qualification of teachers, they receive training from GRADLE Project, about didactic resources elaboration, and other topics related to the teaching learning process.

VII. Introduction

Conscious of the difficulties that teachers and students face in the teaching learning process of a foreign language, we consider that is important to implement methods and techniques that contribute to raise the educative quality. The didactic material fulfill with certain functions that help to improve and develop the students' skills, such as: motivate, determine and retain the knowledge, facilitate the learning, etc.

To get this purpose, we outline to describe how the didactic resources incide in the development of skills in students, to establish the causes that limit the development of the receptive and productive skills, to determine what kind of didactic resources the teachers used for developing the basic skills, how they apply, and what results they have obtained of them.

Among the principal motivations generated to carry out this researching is to answer to the problematic of the educative institution, related to the didactic resources and their incidence in the development of student's skills in "J.E.C.R." High school of Jimbura Parish 2007 2008.

The general hypotheses outlined that oriented the researching work are: The use of didactic resources incide in the development of skills in the English Language. The use of didactic resources and the development of skills are two variables that contribute in the teaching learned process.

The thesis developed is made up by three chapters distributed in the following way:

The chapter one describes in a detailed way the methodological process carried out for the researching realization, taking account the basic concepts related to

the investigated object and the precise instrument to be applied, followed investigated population.

In chapter two, the exposition and discussing of results obtained are detailed by means of statistic tables, and bar graphs with help of descriptive statistics facilitating the comprehension of the interpretation of the quantitative data. Also it contains the contrastation and verification of hypotheses properly.

Finally, in chapter three presents the conclusions and recommendations gave, that show the reality refers to the use or didactic resources and the possible alternatives of solutions next to the bibliography and the respective annexes corresponding to the researching project and researching instruments.

Hoping, that the performed researching work serves as an information source or work reference for all people who are interested to know the importance of the use of didactic resources in the English language teaching.

CHAPTER ONE

CHAPTER ONE

1. METHODOLOGY OF THE RESEARCHING

1.1 Design of the researching

Our work is a researching no experimental but it is descriptive character, because it is located in the educative-social ambit. The researchers carried out surveys and observations, the study of documents and the description of facts of the reality investigated to discover the process of results of the researching.

1.2 Methods for the development of the researching

To develop this thesis, according to planned from the researching project we used *the inductive method*, to discover principles or general laws, starting from facts or phenomena particular and *the deductive method*, which permit us give concepts, definitions, laws or general norms to get conclusions, consequences that

examine particular cases based on general affirmations presented. The process of these methods is:

- ❖ Observation of the problem
- ❖ Selection and approach of the problem
- ❖ To point out objectives and hypotheses
- ❖ Description of techniques and instruments used
- ❖ Verification of hypotheses
- ❖ Comparison of results with theory existent for enriching knowledge

Also, we used the *analytical method*, through we analyze the results and establish comparisons between contents and the reality, and **descriptive method** which is necessary for the rational interpretation and objective analysis of the information obtained through the different instruments and to prove the hypothesis and the redaction of final report

1.3 Techniques

The instruments applied in the project of research were: direct *observation and the survey*, the same one that help us to determinate this project. The *observation technique* carried out in the "Julio Ernesto Celi Roman" High School for four weeks by means of an observation guide which contains items with their respective indicators use of frequency.

The *survey* applied to teachers and students of this high school, with the purpose to obtain the necessary information for the development of this researching. The survey contains eight items with their respective indicators.

1.4 Investigated population

The researching work, performed in the "Julio Ernesto Celi Román" high school, is based on the information taken from teachers and all students of this establishment due to, the population is small.

In the following chart, the number of teachers and students are detailed for a better comprehension.

School	Nº Teachers	Nº Students
Julio E. Celi Román	2	100

1.5 Process used in the application of instruments and compilation of the information

The information collected was obtained through the application of surveys to teachers and students of this educative institution with the purpose to get quantitative appreciation about the use of didactic resources and development of skills, the same ones that were easy to understand.

Also, using direct observation technique done to all student population, we can realize of the educational reality and the problems that institution has, objective of which was to know the causes that limit the development of the skills the kind of didactic material used in the teaching and the students' response in front of the application of them.

After to conclude with the collection of data, the information was simplified considering the topics consulted to teachers and students.

1.6 Processing, analysis and interpretation of the information.

The Tabulate data was developed in a qualitative form. To present the data were used: categorical charts with the quantitative data expressed in absolute terms and percentage presented by statistic tables and bar graphs.

With the data presented we carried out the interpretation of them based on the theoretical frame presented in the project. Through abstractions, inferences, comparative analysis, contrasting and deductions we establish the interpretations according to data.

Later we interpreted data and in depth analysis and the conclusions were elaborated related to the objectives of the researching.

1.7 Contrastation and Verification of Hypothesis

Then to conclude with the researching process and the reality approached, variables and hypotheses were contrasted and assumed the corresponding decisions supported by qualitative and quantitative data established during the field researching. The specific hypotheses were verified by empirical method.

To obtain and make the conclusions, we reviewed the outlined objectives in the researching project relating with their limitations and advances.

1.8 Elaboration of the report and alternatives

As a result of the researching and the most relevant problems that incide in the development of skills , we outlined the possible solutions to replace the lack of technology and budget in this educational institution by means of proposal of alternative material to generate interest in the students therefore they can develop their skills.

CHAPTER TWO

CHAPTER TWO

2. EXPOSITION AND DISCUSSION OF THE RESULTS

REPORT OF THE FIELD RESEARCH

Teacher's inquiry
Universe of investigation

Teachers	High School
2	"Julio Ernesto Celi Román"

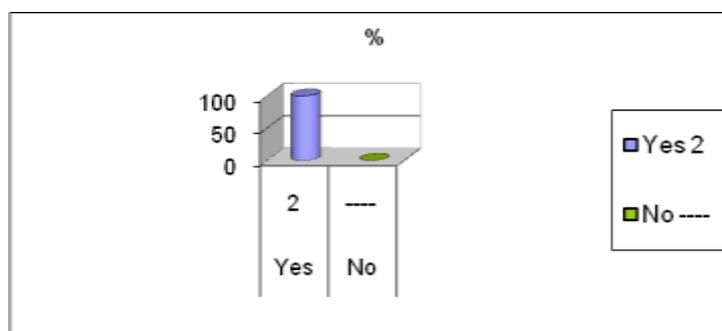
We had worked with a questionnaire of 8 questions and we obtained the following results:

1. - Do you use didactic resources for teaching?

variable	f.	%
Yes	2	100
No	-----	

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.



INTERPRETATION: According to these data, both teachers said that they use Didactic Resources. They represent 100 %. The didactic resources are the link between words and the reality; they are those that help to teachers to improve the teaching, so they facilitate the student's comprehension in an objective way. Also these give spaces of participation for the necessary contextualization and transference of knowledge.

The didactic material should be a motivation technique in all classes where teachers propose themselves to illustrate and concrete the topic through something more than words such as, newspapers, magazines, videos, projections, etc.

2. - Do you elaborate your own didactic resources for teaching?

variable	f.	%
Yes	2	100
No	----	0
Total	2	100

T.1 = Teacher 1

T.2 = Teacher 2

Why? T. 1 It helps to the students' comprehension.

T. 2 They motivate the students and they pay more attention

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses

INTERPRETATION: In this question the two teachers answered that they elaborate their own Didactic Resources because these help the students' comprehension and motivate them, so they pay more attention.

For mentioned above, the teaching learning process is given in a correct and effective way. Before all, the teacher is compromised with the use of didactic resources under the best conditions.

It is not enough that teachers have the necessary knowledge about the subject if they don't know how to teach. It is a teacher's task within the possibilities to prepare the lesson with the proper teaching resources, to impress students and guide them towards new learning experiences. There are diverse options for selecting resources, when a teacher makes the planning has to use the appropriate material to obtain the wished results and get the established objectives.

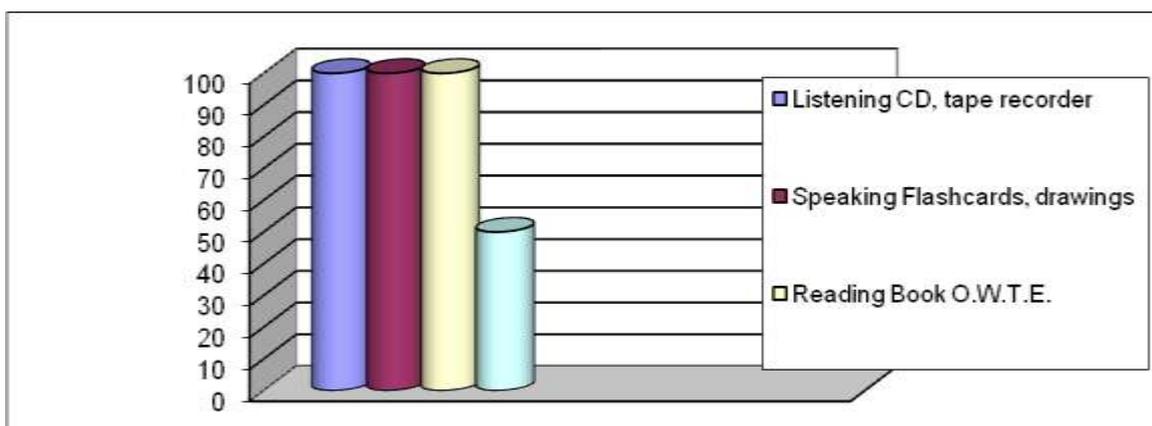
3. - What kind of didactic resources do you use for developing listening, speaking, reading and writing skills?

I. Skills	Variable	f.	%
Listening	CD, tape recorder	2	100
Speaking	Flashcards, drawings	2	100
Reading	Book D.W.T.E.	2	100
Writing	Drawings, photos, posters, cards	1	50

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.

Book O.W.T.E: "Our World Through English."



INTERPRETATION: The two teachers use CD, tape recorder for developing listening skill, both of them use flash cards and drawings for developing speaking skill, in the reading skill the teachers said that they only use the texts that are in the official book **"Our World Through English"**, nevertheless, just one of them use drawings, photos, posters and cards to develop writing skill.

As we can see the use of Didactic Resources by the teachers is limited for developing the four basic skills, because there are, a lot of materials that are cheap and easy to make. Also, the application of several resources would permit that

students can practice through them and improve their skills domain. Some of the different didactic resources can be used are: gadgets to move letters, word wheel, chart with pockets and others.

4. - Does the High School have the necessary resources for teaching the English language?

Mark with (X)

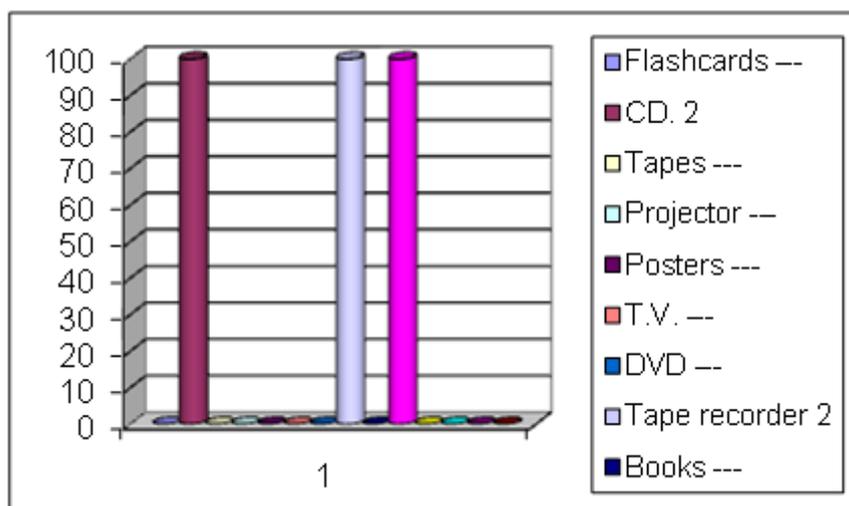
Variable	f.	%
Yes	---	0
No	2	100
Flashcards	---	0
CD.	2	100
Tapes	---	0
Projector	---	0
Posters	---	0
T.V.	---	0
DVD	---	0
Tape recorder	2	100
Books	---	0
Dictionaries	2	100
Pictures	---	0

Screens	---	0
Magazines	---	0
Maps	---	0

Why? Both of them said that the High School does not have the necessary budget to buy the material

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.



INTERPRETATION: Both teachers confirmed that the High School does not have the necessary didactic resources for teaching the English language, due to there is not budget to buy the material. The didactic material should be presented in every school of any kind such as: public, particular, fiscal missionary, day high school and night high school for a better learning of the students, but, it is important that the teacher tries to adapt to the school conditions, also, has to create or use new materials that go according to the students' necessities and the economic limitations to develop the teacher learning process effectively.

However, it is possible to educate only with the teacher, but it is impossible to do it just with didactic material, didactic organization or methods.

5. - Do you think that the applied resources for teaching incide in the development of students skills?

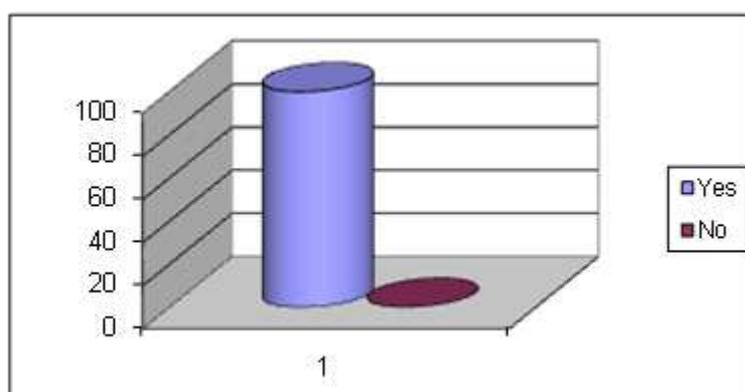
Variable	f.	%
Yes	2	100
No	---	0
total	2	100

Why? T. 1. - The students' achievement is better if they feel encouraged and the didactic resources help to do it.

T. 2.-When there are the enough resources as: audiovisual material or another ones, the students would reinforce their knowledge and improve the development of the basic skills.

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses.



INTERPRETATION: In this question, both answered affirmatively, because the students' achievement is better when they are encouraged through the didactic resources. However, one of them said that the lack of audiovisual material or another ones difficult the development of skills and limit the knowledge in the students.

The use of the didactic resources improves the relationship among teacher and students, because they feel confidence and participate in an active way inside the classroom. Hence, it is important that teachers try to use with more frequency the didactic resources so they can supply the lack of technology in their institution.

6. - Do the didactic resources generate interest in the students for the class?

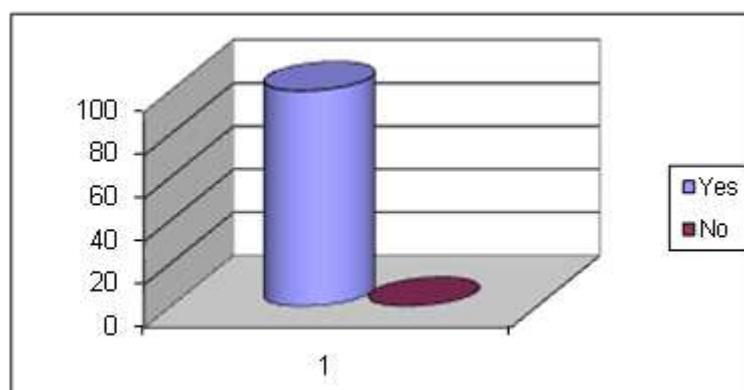
Variable	f.	%
Yes	2	100
No	---	0
Total	2	100

Why? T. 1. They make a dynamic, interesting and easy class for teaching-learning process

T. 2. The use of the didactic resources catches the students' attention and reinforces the learned

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses.



INTERPRETATION: According to the results the teachers consider that the didactic resources generate interest in the students for the class, due to, they facilitate the teaching learning process, in other words, the didactic resources have the function to support and clarify the learning. Within the basic function of the didactic resources is to give opportunities those that have been taught to show the aptitudes and develop the specific skills, concrete and illustrate the learned.

It is important to make clear that the motivation is an internal condition that depends on external encouragements to wake up interest to the group, motivate the students, determine and retain knowledge, encourage the participation, give opportunities to show the aptitudes and develop the specific skills, facilitating the effort of learning.

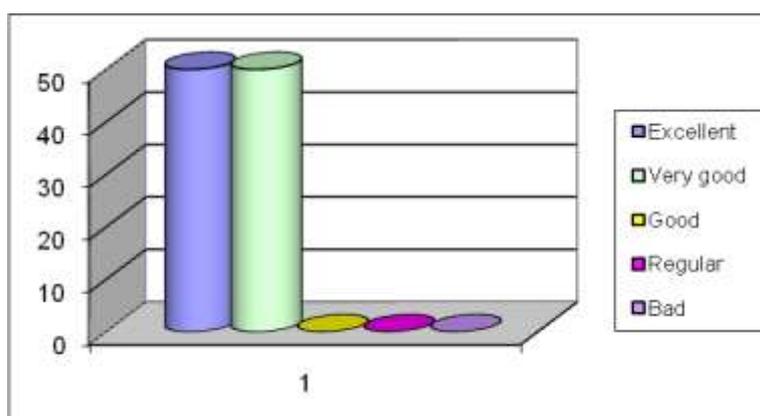
The specific functions help students to be autonomous, to awake the scientific curiosity in the students for motivating them and maintain their attention, to relate the experience, previous knowledge, with the new learning and to improve the creativity.

7. - How do you grade the influence of the didactic resources in the development of skills?

Variable	f.	%
Excellent	1	50
Very good	1	50
Good		0
Regular		0
Bad		100

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses.



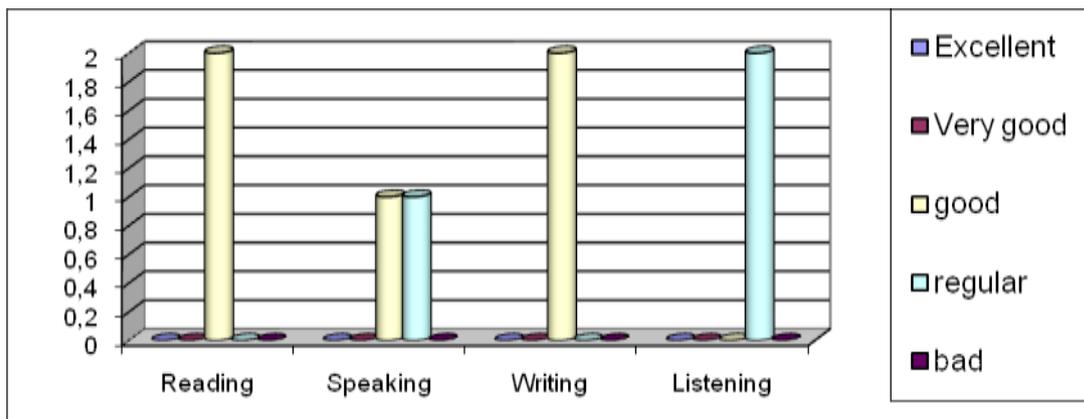
INTERPRETATION: Related to this question one teacher grades the influence of the didactic resources in the development of skills as excellent, while the other teacher grades them as very good. In summary both coincide that the didactic resources are very important in the teaching learning process. It is worthy to explain that the didactic resources determine the learning process of students since when the teacher knows the didactic value of each of them (function and effectiveness) can stimulate the attention, enthusiasm and motivation of the students inducing them to participate, practice and develop their skills for getting an adequate domain.

8. - The development of skills in the students is:

skills	VARIABLE					%
	Excellent	Very good	good	regular	bad	
Reading	---	---	2	---	---	100
Speaking	---	---	1	1	---	100
Writing	---	---	2	---	---	100
Listening	---	---	---	2	---	100

SOURCE: Survey applied to teachers of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.



INTERPRETATION: Referring to this question the two teachers express that their students are good in the reading skill, while in the speaking skill, it changes because, one said that students are good and the other demonstrates that his students are regular, on the other side, referring to the writing skill they coincide that their students have a good level. Similarly in listening skill the students reach a regular level.

In front of these results, we can realize that the students' level is acceptable, according to the development of skills, it means that the lack of practice does not permit that students develop the basic skills completely.

For learning a new language it is necessary to develop the language skills: listening, speaking, reading and writing in an integral way. We consider these skills as

indispensable conditions to know and domain the English language for expanding our cultural, scientific, technological, horizons etc.

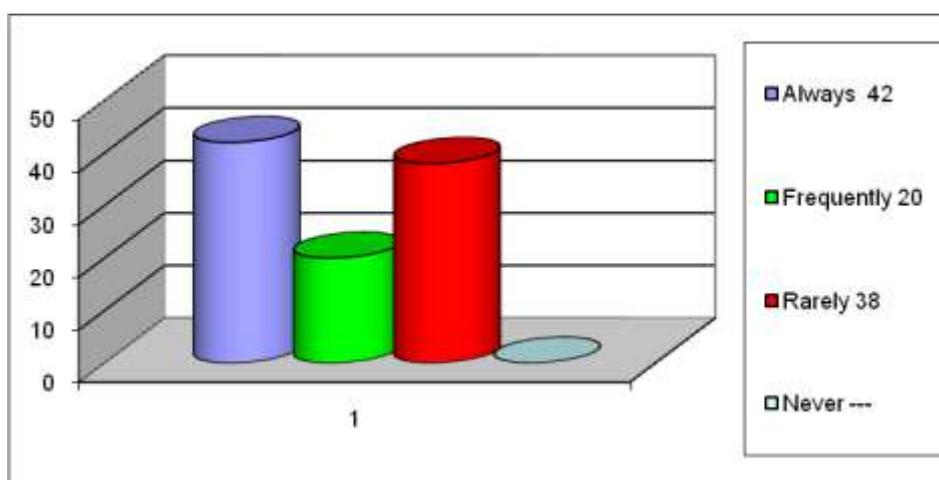
Student's inquiry

1. - How frequently does your teacher use didactic resources?

variable	f.	%
Always	42	42
Frequently	20	20
Rarely	38	38
Never	---	0
total	100	100

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.



INTERPRETATION: 42 % of the students answered that the teachers "*always*" use didactic resources. 38 % maintain that the teachers "*rarely*" use didactic resources. 20 % said that the use of didactic resources is "*frequently*".

According to these data, the students affirm that the teachers "*always*" use didactic resources; this means that with help of materials, the learning is better. However, 38 % said the teachers "*rarely*" use material. On the other hand the 20 % said that teachers use didactic resources *frequently*; we can see that most of students affirm that their teachers use didactic resources. Besides in the observations done in the development of classes, we can prove that not always teachers use didactic resources.

Students get the best learning especially in English when teachers use several materials and didactic resources so they improve the comprehension and permit to increase the development of skills.

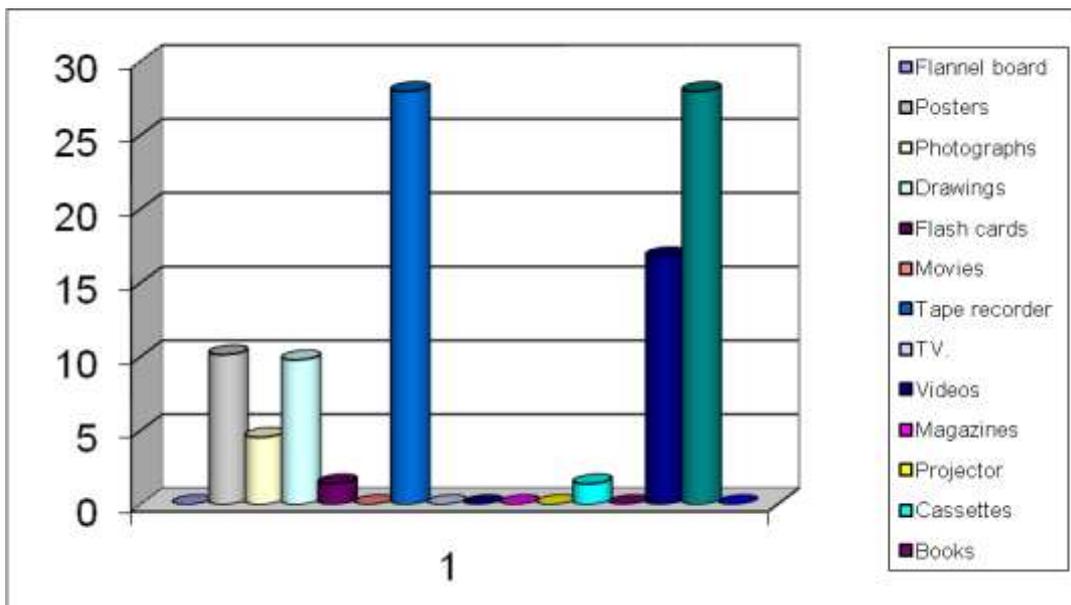
2. - Mark with (X) the kind of didactic resources that your teacher uses:

Variable	f.	%
Flannel board	---	0
Posters	29	10.14

Photographs	13	4.55
Drawings	28	9.79
Flash cards	4	1.40
Movies	---	0
Tape recorder	80	27.97
TV.	---	0
Videos	---	0
Magazines	---	0
Projector	---	0
Cassettes	4	1.40
Books	---	0
Dictionary	48	16.78
CDS	80	27.97
DVD	---	0
Total	286	100

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses.



INTERPRETATION: In this information, the highest percentage is 27.97 that correspond to CDs. and tape recorder, 16.78 % belongs to dictionaries, following by 10.14 % with posters, after we have 9.79% with drawings, 4.55% photographs, finally 1.40 % belongs to flashcards and cassettes.

As we can see *CDs.* and *tape recorder* are always used, it means that students count on a good material for developing listening skill, so it permits students to know the sounds of foreign language. Another material used by teachers is the *dictionary*, this is an indispensable material as the teacher as students because it helps to understand the meaning of a word facilitating the comprehension.

However, a lower percentage of materials applied are the *posters* it means that they are not used frequently. *Posters* represent an action or a sequence or actions with the purpose to catch students' attention so they facilitate their comprehension. On the other hand, there is a low percentage corresponding to drawings, is to say that teachers prepare a few material. We believe that drawings are so important in the teaching learning, so they are more intuitive and students understand better. Other kind of resource mentioned by a minority are *photographs*, this material is very useful to encourage the students and it has many educative applications like illustrating stories, works, or expose their ideas, but the lack of money makes difficult to use this material. Eventually, the materials less used are *flash cards* and *cassettes*, the last one is not used in nowadays, they are replacement by CDs. While flash cards still are useful techniques to teach, they make students look at the pictures and try to guess the meaning.

3. - Do the didactic resources generate interest for the topic?

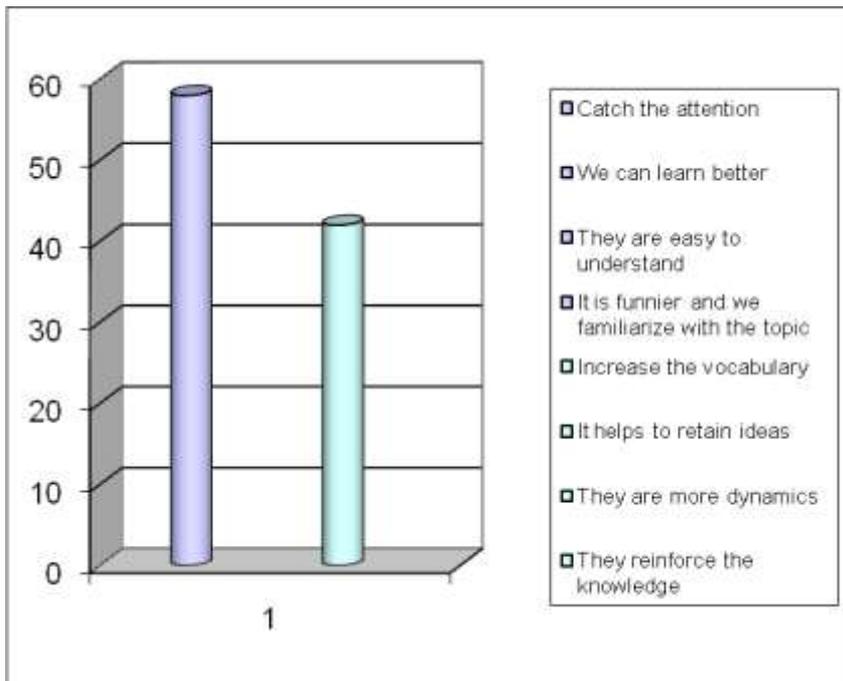
Variable	f.
Yes	100
no	---
Total	100

Why?

Variable	f	%
Catch the attention We can learn better They are easy to understand It is funnier and we familiarize with the topic	58	58
Increase the vocabulary It helps to retain ideas They are more dynamics They reinforce the knowledge	42	42
Total	100	100

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses.



INTERPRETATION: 100% Of the students said that the didactic resources generate interest for the topic. **58%** of them, answered that, the didactic resources catch the attention, are funny and familiarize with the topic, are easy to understand and students can learn better. And **42%** of the students manifested that the didactic resources increase the vocabulary, to retain ideas, they are more dynamic and reinforce the knowledge.

According to these results, all students feel interest for the topic when their teacher use didactic resources although there are a division among the students' opinions, but, the two groups reach an agreement that the didactic material are

very important. According to Imideo Nerici, the didactic resources help to set activities and spaces of participation for the necessary contextualization and transference of knowledge.

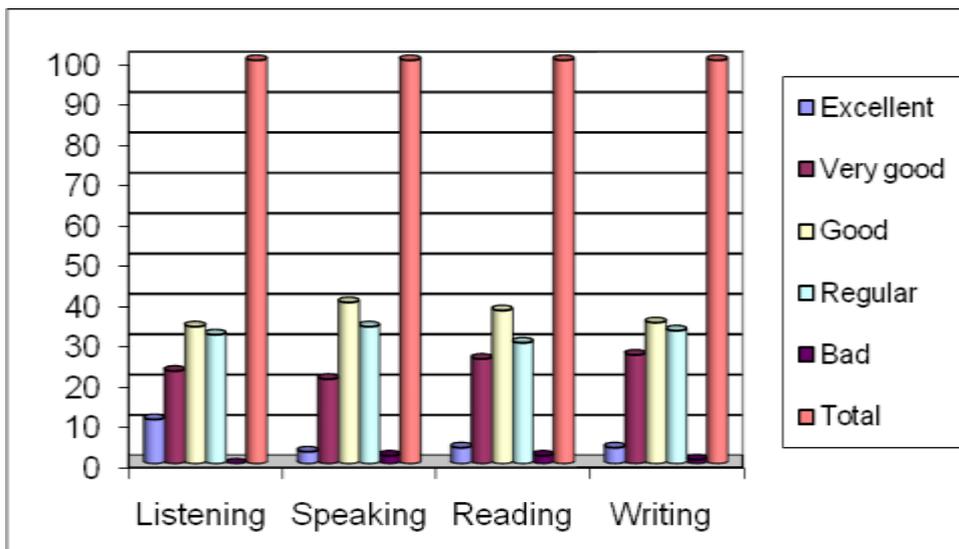
We think that the best way to guide the student to learn a foreign language is inducing through incentives (external) for motivating (internal) with the help of didactic resources, without despise the importance that teacher has the as irreplaceable entity inside the educative roll.

4. - According to the skills, your performance is:

Variable	Excellent	Very good	Good	Regular	Bad	Total
Listening	11	23	34	32	---	100
Speaking	3	21	40	34	2	100
Reading	4	26	38	30	2	100
Writing	4	27	35	33	1	100
%	5.5	24.25	36.75	32.25	1.25	100

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses.



INTERPRETATION: 36.75 % of the students are *good* in the development of the four skills, the 32.25 % are *regular*, 24.25 % are *very good*, 5.5 % are *excellent* and 1.25 % is *bad*

In accordance with this information and related to the students' performance in the four skills we can observe that the highest percentages belong to *good* and *regular* level, is to say that, students don't have a good domain of the skills, after that we have a percentage of 24.25 corresponding to *very good* it shows that, there is a minor percentage of students that have acceptable level, there are few students that are excellent but, also there is a minor percentage that are bad so, we can say

that, a great part of the students have a basic level, but, they need to get a good domain of the four skills to communicate in this language.

5. - Are you able to speak, read, listen and write correctly?

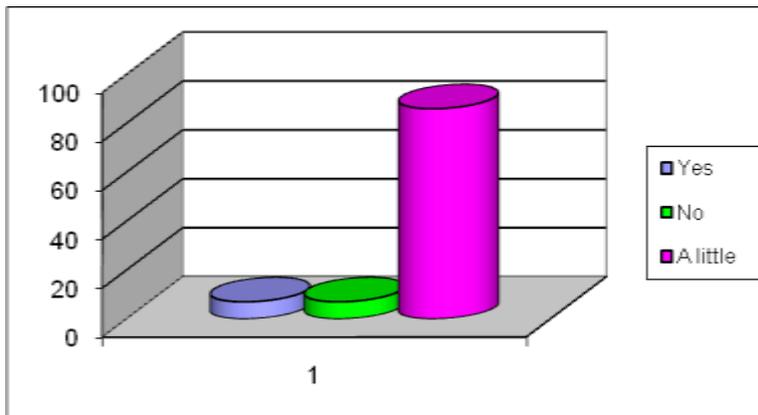
variable	f	%
Yes	7	7%
No	7	7%
A little	86	86%
total	100	100%

Why?

Yes	I like English, I understand my teacher
No	It is difficult, complicated, I do not like
A little	I need practice, I do not know vocabulary.

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.



INTERPRETATION: 86% of the students said that they can domain the four skills a little because they need practice and they don't know vocabulary.

7% of the students answered that they domain the four basic skills and other 7% of them said that they are not able to speak, read, listen and write in English because, they think English is difficult and complicated, also, they do not like English,

According to this data, most of the students are not able to handle the four skills, so it reflects a low development of them. However, there are few students that believe to have a good domain.

It shows that, the lack of interest, motivation and comprehension in the students makes that they don't attain to get a good English level. The didactic resources have as basic functions: to wake up interest to the group, to motivate students, to

determine and retain knowledge, and encourage the participation, so, if there is the enough material the students will be motivated for learning the English language.

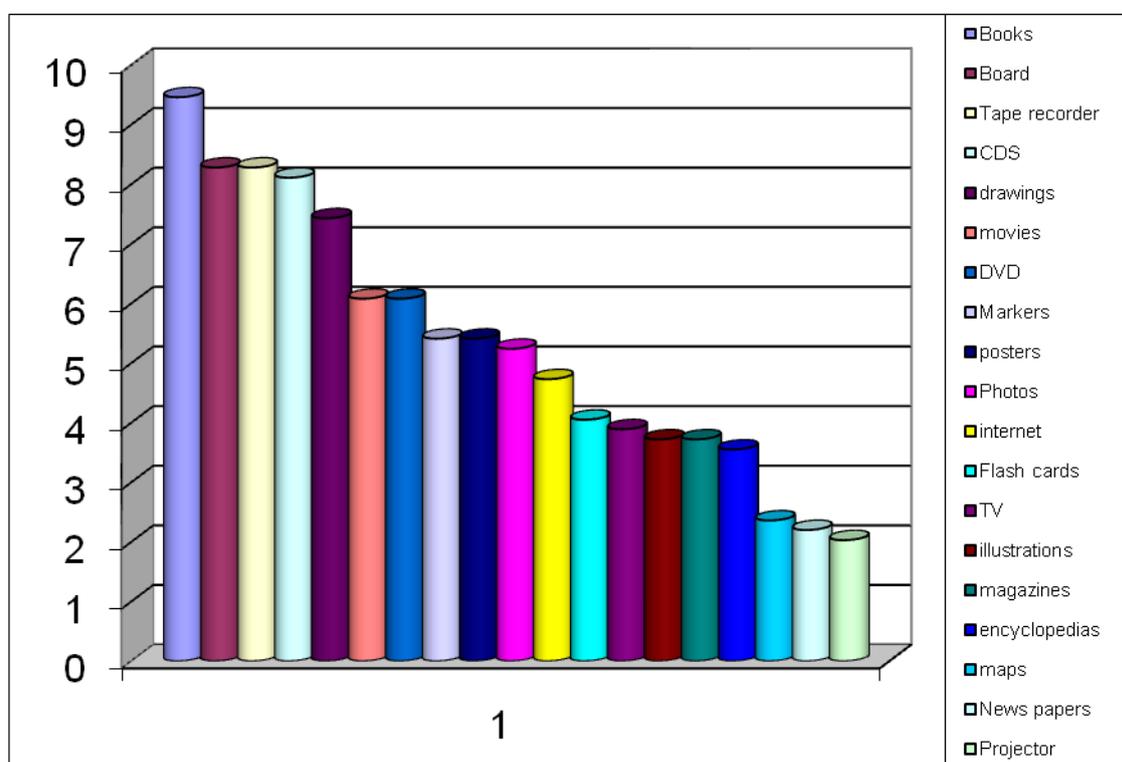
6.-From the list of didactic resources. Which of them do you believe that help you to develop your skills?

variable	f	%
Books	56	9.46
Board	49	8.28
Tape recorder	49	8.28
CDS	48	8.11
drawings	44	7.43
movies	36	6.08
DVD	36	6.08
Markers	32	5.41
posters	32	5.41
Photos	31	5.24
internet	28	4.73
Flash cards	24	4.05
TV	23	3.89
illustrations	22	3.72
magazines	22	3.72
encyclopedias	21	3.55

maps	14	2.36
News papers	13	2.20
Projector	12	2.03
total	592	100.03

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.



INTERPRETATION: According to the results the most useful materials mentioned are **from 9.46% to 5.24 %** these are: books, board, tape recorder, CDS, drawings,

movies, DVD, markers, posters, photos. Also point out: internet, flash cards, TV. Illustrations, magazines, encyclopedias, maps, news papers, and projector which represent from **5.24% to 2.03%**.

Related to this information, the students consider that the materials that would help them to understand the class are: books, board, tape recorder, CDS, drawings, movies, DVD, markers, posters, photos. And with a lower percentage they indicated internet, flash cards, TV. Illustrations, magazines, encyclopedias, maps, news papers, and projector. As we can see, there are several kinds of didactic material such as: *permanent material* (board, markers), these ones are not considered as didactic material but, they are necessities in the development of the class are the fundamental element for creating authentic class environment, they help to improvise and expose visual symbols that are managed in the presence of the students in a short period of time; *informative material* (books, magazines, newspapers, encyclopedias) train students to understand the printed letter that is, they habituate to the intelligence of the thought, to offer students a richer language than the oral explanation, so they increase students' capacity to express their own thoughts; *visual illustrative material* (posters, flash cards, photos, drawing,

illustrations) they help to increase the motivation, observation exercises, oral exercises, interpretation and appreciation exercises.

Audiovisual material (movies, videos, tape recorder, TV, DVD, internet) their function is to help that the language in class be more real and entertaining, to maintain the students' attention, to introduce a topic as part of practice of a language.

It means that, the students need to work with different kinds of didactic material to develop their skills in an effective way, so, each type of material has its own advantages and functions.

7. - In your opinion. Do you believe that the use of the didactic resources would help you to understand the classes better?

Variable	f.	%
Yes	100	100
No	----	
total	100	100

Why?

Yes	They improve the comprehension, increase the vocabulary and generate interest.	50
	They facilitate the learning, the class would be fun, and they help to catch ideas.	50

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School

ELABORATION: The authoresses.

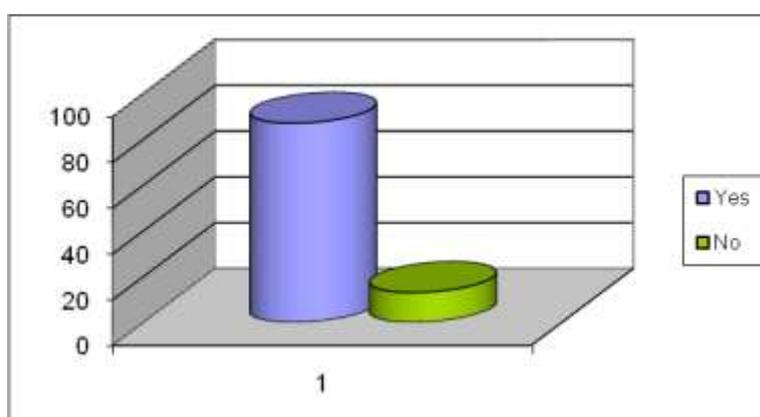
INTERPRETATION: 100% of students answered affirmatively, so that everybody coincides that the use of didactic resources would help them to understand better the class. Even though, they have some reasons that divide into groups which represent 50% respectively, in the first group the students said that these materials **improve the comprehension, increase the vocabulary and generate interest.** The other group answered **they facilitate the learning, the class would be fun, and they help to catch ideas.** Both of them argue the importance that didactic resources have and explain how much they can help to learn in class.

8. - Does the teacher carry additional didactic resources?

Variable	f.	%
Yes	87	87
No	13	13
Which ones	Copies, drawings, posters, cuttings, songs, flash cards, illustrations, magazines, photos, dictionary, CDS.	
Total	100	100

SOURCE: Survey applied to students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.



INTERPRETATION: 87% of the students said that their teacher carries additional didactic resources, and 13% of them answered no. Among the additional resources that the teachers use in class they mentioned: copies, drawings, posters, cuttings, songs, flash cards, illustrations, magazines, photos, dictionary, and CDs.

Related to this information, there are some resources that the teachers use in a personal way, it means, that the institution does not have the enough material for teaching English, for that reason the teacher has the necessity to elaborate and create his own material, so that, they can adapt it to the students' necessities and improve the teaching quality. As we mentioned before, there are several kinds of material easy to elaborate and cheap for teaching like: *material for manipulation* (gadgets to move letters, word wheel, chart with pockets) *material to show* (block of charts, hanging objects, mobile box, mobile shelf, mobile tube).

RESULTS OF THE OBSERVATION

The observation is made up by charts according to the four basic skills (listening, speaking, reading writing), with items related to the kind of didactic resource used by teachers and the development of the specific skills in the students.

From the observation done in the "J E C R" (Julio Ernesto Celi Roman) High School, we obtained the following results, about the Didactic Resources used by the teachers.

Didactic resources used to develop listening skill

Listening resources	frequency									
	always		frequently		often		rarely		never	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Flash cards							x	x		
Photos								x		
Prints										
Drawings								x		
Screens										
CDS							x	x		
TV:										

Illustration										
Movies										
Opaque projector										
Videos										
Tape recorder							X	X		

T1= Teacher 1 (Basic level)

T2= Teacher 2 (High level)

Specific listening skills of the students of J.E.C.R. High school

Variable	f.		%	
	Basic level	High level	Basic level	High level
To understand instructions	6	9	16.67	23.07
To infer the meaning of words.	5	7	13.89	19.94
To identify reinforcements, contradictions, etc.	21	18	58.33	46.15
To recognize and domain characteristics on narrations, descriptions, etc.	4	5	11.11	12.82
To recognize the contextual meaning or the discourse.	0	0	0	0
To interpret linguistic symbols	0	0	0	0
To respect turns on the conversations	0	0	0	0
<i>Total</i>	36	39	100	101

SOURCE: Observation done to teachers and students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses

INTERPRETATION: According to these results, the teachers use listening resources rarely, such as: flash cards, CDS, and tape recorder, although, one of them also uses photos, drawings and illustrations. This influence in the development of students' listening skill, because they cannot get a good domain of the specific listening skill as the basic level as high level. However, the second one, is better than the basic level, due to, their teacher use more didactic resources.

The student needs a reason to listen, and the teacher should create this necessity, giving tasks according to the kind of the text that the student should learn to process.

Didactic resources used to develop speaking skills.

Speaking resources	frequency									
	always		frequently		often		rarely		never	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Flannel board										
Photos										
Illustrations								X		
Drawings								X		
Block of charts										

Chart with pockets										
Flash cards							X	X		
Transparency										
Mobile shelf										
Mobile box										
Mobile tube										
Word wheel										

T1= Teacher 1 (Basic level);

T2= Teacher 2 (High level)

Specific speaking skills of the students of J.E.C.R. High school

Variable	f.		%	
	Basic level	High level	Basic level	High level
To articulate and pronounce the words correctly	0	0		
To participate in dialogues and conversations actively	0	0		
To adapt the intonation, rhythm, gestures and the tone of voice	0	0		
To formulate questions according to the circumstances	0	0		
To formulate oral instructions	2	8	10	30.77

To narrate real or imaginary facts	0	3	0	11.54
To describe objects, characters, etc. orally	18	15	90	57.69
Total	20	26	100	100

SOURCE: Observation done to teachers and students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.

INTERPRETATION: Related to the speaking skill, we can observe that the materials used by the teachers are limited, so, one of them only use flashcards and the other teacher uses illustrations, drawings and flash cards for this skill, but he uses these materials rarely.

According to this results, we can realize that the limited use of material, affects the development of speaking skill, so in both cases (basic level and high level)these are not satisfactory, because this is a productive skill, which we can express our feelings, thoughts, ideas etc. For developing this skill, it is important that teacher offer opportunities for oral guided practice.

Didactic resources used to develop reading skill

Reading resources	always		frequently		often		rarely		never	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Flannel Board										
Dictionary			x					x		
Newspaper										
Opaque projector										
Internet										
Mobile box										
Books										
Magazines										
Signs		x								
Overhead projector										
Hanging objects										
Lyrics songs							x	x		

T1= Teacher 1 (Basic level)

T2= Teacher 2 (high level)

Specific reading skills of the students of J.E.C.R. High school

Variable	f.		%	
	<i>Basic level</i>	<i>High level</i>	<i>Basic level</i>	<i>High level</i>
To read orally with clearness and intonation	0	0		
To read orally with fluency, clearness, rhythm, intonation and expressiveness.	0	0		
To follow written instructions	8	17	6.20	12.69
To classify elements of the text (dates, characters, etc.)	20	28	15.50	20.90
To identify elements of the text (dates, characters, etc.)	20	28	15.50	20.90
To deduce the meaning of words and sentences	5	7	3.88	5.22
To elaborate simple definitions	11	19	8.53	14.18
To look at the dictionary	65	35	50.39	26.11
<i>Total</i>	129	134	100	100

SOURCE: Observation done to teachers and students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.

INTERPRETATION: In reading skill, there are few resources that teachers apply in class, these are: dictionary, it is used frequently by one of them, the other teacher uses it rarely. Teacher 2 also uses signs on the wall with phrases like: greetings, commands, class words. Additionally, we observed as additional material the lyrics songs that both teachers use, which help to develop reading, listening and speaking skills. It motivates students and they feel stimulated, but, it is necessary to employ more resources for improving the development of the specific reading skills in the students, so they still do not get a good handle of all of them.

Through the reading, we receive information. For developing it, the teacher needs to give determined tasks. These tasks have to be appropriate to develop this skill or, to determine reasons to read according to the organization of different kinds of texts, that students should learn to process.

Didactic resources used to develop writing skill

Writing resources	frequency									
	always		frequently		often		rarely		never	
	T1	T2	T1	T2	T1	T2	T1	T2	T1	T2
Dictionary			x					x		
Gadget to move letters										
Internet										
Chart with pockets										

T1= Teacher 1 (basic level)

T2= Teacher 2 (high level)

Specific writing skills of the students of J.E.C.R. High school

Variable	f.		%	
	<i>Basic level</i>	<i>High level</i>	<i>Basic level</i>	<i>High level</i>
To write words in a correct way	16	17	27.59	34.69
To select, wide and adequate vocabulary	0	0	0	0
To get a logical sequence in the written text	13	9	22.41	18.37
To construct families of words according to their meaning	0	0	0	0
To use rules of general writing	15	11	25.86	22.45
To use signs correctly according to its punctuation	0	0	0	0
To maintain the fundamental parts of the structure	14	12	24.14	24.49
Total	58	49	100	100

SOURCE: Observation done to teachers and students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.

INTERPRETATION: The resources used in writing skill by two teachers are dictionary; it is used frequently by the teacher one and rarely by the teacher two.

Relating to this information, there is the lack of interest for preparing didactic material to develop this skill. The students' performance according to the specific writing skills is regular (in the basic level) and good in the high level because they have more practice.

Writing is a productive skill too, to develop it; the teacher should give written patterns of language in form of text and offer an adequate guided practice.

As we could observe in these charts, teachers apply the didactic resources few times, and they use only some of them in the four skills. We have to understand that the improvement of the English language teaching is in the didactic resources, so they facilitate the teaching learning process.

Before applying a didactic environment, a teacher ought to know the psychological, social and pedagogical foundation, of the educational communication. When the experience of learning is more real and concrete, the students will have a better comprehension, integrating the three aspects (psychological, pedagogic and

didactic), it is logical, if it is possible to overcome the priority of contents and go beyond them, this is, to prepare techniques and instruments where, teacher develops the teaching of those contents.

Performance of students' skills, in front of the use of the didactic resources applied by the teachers of "J.E.C.R." High school

Skills	performance									
	Excellent		Very good		Good		Regular		Bad	
	B.L.	H.L.	B.L.	H.L.	B.L.	H.L.	B.L.	H.L.	B.L.	H.L.
Listening						X	X			
Speaking						X	X			
Reading						X	X			
writing						X	X			

B.L = Basic level

H.L= High level

SOURCE: Observation done to teachers and students of "Julio Ernesto Celi Roman" High School.

ELABORATION: The authoresses.

INTERPRETATION: The limited use of didactic resources influence in the students' performance. As basic level as high level is low in all skills, so students of basic level are regular, because they do not have enough practice so they do not get a domain of the basic skills, On the other hand, the students of the high level get a good performance. It shows that the students of high level were motivated by their teacher who uses more didactic materials in the class according to our observations.

The lack of technology, in this high school impedes that students can develop the basic skills, so the audiovisual resources are very important, these resources permit, to move in the time and spaces, the direct interaction with the students, analysis, to discuss, to compare, and to improve the dynamic of the group.

Yet, there are lots of didactic resources that a teacher can use for supplying the lack of technology, such as: materials for manipulation, which permit that students have different objects, they could select and manipulate. Another resource can be the material to show, they help us to facilitate the students' comprehension and they can expose their ideas through them.

2.1 Contrastation and Verification of Hypotheses

2.1.1 Hypothesis One:

Statement. - The use of Didactic resources generate interest in the students of "Julio Ernesto Celi Roman" high school.

Demonstration. - In this hypothesis we support according to the results obtained from teachers and students of "Julio Ernesto Celi Román" high school.

1. - In the inquiry proposed to teachers, in question six, 100% of teachers say that the didactic resources generate interest in the students for the class, because the didactic resources make classes more dynamic, interesting and easy in the teaching-learning process. Additionally the use of the didactic resources catches the students' attention and reinforces the learned.

In addition, in question 3 of the students' inquiry 100% confirm that didactic resources generate interest for the topic, so they affirm that the use of didactic resources catch their attention, they are easy to understand, familiarize with the topic and through the didactic resources the students increase the vocabulary, reinforce the knowledge, help them to retain ideas.

2. - In question 7 teachers grade the influence of didactic resources as Excellent 50 % and very good 50 %. Both coincide that the didactic resources are very important for the development of basic skills for example: when teacher shows some didactic material like: flash cards, students feel stimulated and participate, becoming the class more active and practicing the basic skills, in this case reading and speaking.

3.- Related to the development of skills, in question 8 teachers maintain that there are good and regular students, depending on the skill, such as: in reading skill the students' level is good, in speaking skill there are good and regular students, in writing skill students are good and in listening skill students reach a regular level.

According to the students' results, referring to handling skills, in question 4 the highest percentage is 36.75% with good level and 32.25% with regular, it means that students have an acceptable level.

4.-Finally related to our observations done we confirm that the teacher who uses more didactic resources adequately obtains better resources than the teacher who uses less didactic resources.

Decision. - For all the information mentioned above this hypothesis is confirmed. In the sense that, the use of didactic resources generates interest in the students of "Julio Ernesto Celi Roman", but, it is important that the didactic material be appropriate for teaching and teacher should know how to manipulate and how to apply the material in class

2.1.2 Hypothesis Two

Statement. - The kind of didactic resources applied by the teachers for developing the receptive and productive skills are traditional.

Demonstration. - To prove this hypothesis we support in the following results obtained through the pertinent instruments, as direct observation, surveys applied to teachers and students.

1. - In the teachers' survey, question three, 100% of them use for listening skill only CD and tape recorder, for speaking skill flashcards and drawings, for reading skill the texts that are in the official book " Our World Through English" and for writing skill 50% of teachers use drawings, photos, posters and cards.

As we can see the use of didactic resources by teachers is limited and traditional for developing the basic skills.

We can say that, the didactic resources used by teachers of "J.E.C.R." high school are traditional, because they are materials that have been used since long time ago for example: board, chalk / board markers, tape recorder, posters, etc.

Nowadays, there are several audiovisual materials and interactive programs that permit to the student to involve in teaching learning process, practicing and developing more their skills as productive as receptive.

2. - In question four 100% of teachers said that the high school does not have the necessary resources such as an English laboratory well equipped for example: data show, Internet, audiovisual material in general.

3. - In the observations, we detect that teachers use a few materials for developing the basic skills, especially in reading and writing skills and these materials are used rarely.

Decision .- For all presented data the hypothesis is accepted, in the sense the didactic resources applied by teachers of " J.E.C.R" high school for developing productive and receptive skill are traditional with regard to material utilization.

CHAPTER

THREE

CHAPTER THREE

3. CONCLUSIONS AND RECOMMENDATIONS

3.1 Conclusions

After we have finished the researching work we conclude:

1.- The use of didactic resources generate interest in the students as a result, students feel stimulated when teacher carries didactic material consequently they reinforce the learning, increase the vocabulary and involve in the teaching learning process.

2. - The students have better level when the teacher uses more didactic resources which are indispensable to concrete and illustrate those that are explaining verbally.

3. - The lack of didactic audio visual material limit the development of productive and receptive skills.

4. - The use of traditional didactic material applied by teachers and the lack of practice of students impede the development of skills.

5. - The few interest that exists in some students and the disregard about the importance of the English language hinder the learning of the English language.

6. - The lack of technology and economic resources make more difficult the teaching learning process, because technological material makes the teaching to be more objective, concrete and approach to students to reality.

3.2 Recommendations

In front of the problems found in the researching related to use of the didactic resources and the lack of them, we recommend the following:

1. The didactic resources should be used to get an objective and not only to cheer up to the class this is, to guide the students to they work by themselves and discover with their own effort the knowledge that are explained by teacher, improving through the experience.
2. The didactic resources should be varied, changeable, pedagogic and organized in the use; each material has its own limitations and sometimes ones need each other for giving a global and dynamic vision of the message.
3. The didactic resources should be according to the age, topic, and first of all it has to be suitable with the environment, also it is recommendable to review the material before its utilization refer to its possibilities of use and functioning. The help of audiovisual elements can and should be applied with the same efficiency, as in general education as in the acquisition specialized knowledge.

4. We suggest that, as much as possible, students should elaborate their own didactic material so that they participate in an open house and through them, students develop their skills. The didactic material should be situated in an appropriated place being easy access.
5. Related to the few interest in some students we think that students should be stimulated by means of reading contests, writing poems, festival song, dramatization, etc.
6. In front of the lack of supporting by the governments, it is necessary that the authorities, parents and students of "J.E.C.R" high school, work to acquire technological material through bingos, raffle, and typical food.

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ANNEXES

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMUNICATION

ENGLISH LANGUAGE CAREER

THEME:

“THE DIDACTIC RESOURCES AND THEIR INCIDENCE IN THE DEVELOPMENT OF SKILLS IN THE STUDENTS OF JULIO ERNESTO CELI ROMAN HIGH SCHOOL OF JIMBURA PARISH. ACADEMIC PERIOD 2007-2008.

**Project of thesis previous to get the
Licentiate’s degree in sciences of
Education English specialization.**

Authoresses: María Germania Jiménez Jiménez.

Paola Elizabeth Seraquive Valarezo.

Thesis Director: Mg. Carmen Dávila.

LOJA – ECUADOR

2007-2008

I. THEME:

"THE DIDACTIC RESOURCES AND THEIR INCIDENCE IN THE DEVELOPMENT OF SKILLS IN THE STUDENTS OF JULIO ERNESTO CELI ROMAN HIGH SCHOOL OF JIMBURA PARISH. ACADEMIC PERIOD 2007-2008.

2. PROBLEM STATEMENT

In front of the problem described before about the didactic resources and the development of skills in the "Julio Ernesto Celi Roman" High School we present the following general problem.

- How the Didactic Resources incide in the development of skills in the students of "Julio Ernesto Celi Roman" High School of Jimbura Parish?

II. SUBPROBLEMS

In this way the aspects with major transcendence of the problem that we investigate that affects the development of the skills related with the didactic resources we outline the sub problems:

- ❖ The students of "J.E.C.R." High School have a limited development of the receptive and productive skills of the English language.
- ❖ The kind of the didactic resources used by the teachers impede the development of the receptive and productive skills.

2.1 Background

The Particular Catholic "Julio Ernesto Ceil Roman" High School was founded by the Dioceses of Loja in 1970 due to; the public elementary school was destroyed by an earthquake at the end of 1969.

After an agreement between the Dioceses of Loja and the Direction Provincial of Education it became as Fiscalmissionary elementary school.

At the beginning, it was created with six grades and six teachers included the principal, for its running was built a block of metallic structure with 6 classrooms that are still running.

In 1981 the Fiscalmissionary high school was founded with the same name of the school, its running began from April 15th of the same year. On July 1st with legal authorization the high school began its running. On June 29th it started the running the second year of the basic education in 1982. On June 1st in the academic year 1983-1984 the establishment got the authorization for the third year of basic education.

Since December 30th the first, second and third years of the high school curriculum were implemented among (1984-1985); (1985-1986); (1986-1987) periods with the specialization of Social Science.

The educative community of "Julio Ernesto Ceil Roman" is made up by 19 teachers and two belong to the English area. The average of students registered in this high school is about 100 students. "Julio Ernesto Celi Roman" has given about 21 promotions to the service of community in the Social Science specialization.

The "Julio Ernesto Celi Roman" educative establishment offers basic education and high school curriculum. Besides it gives human -Christian formation, intellectual and social to the childhood and youth of Jimbura, with the purpose that they can continue their superior studies and therefore promotes the development of values and capacities as: responsibility, identity, autonomy, honesty, solidarity, creativity, and love with the purpose that the youth can be useful to the society.¹

¹ DOCUMENTO de la Reforma Institucional del Colegio "J.E.C.R

The academic organization is made up by Headmaster, Teachers, Administrative and Service Staff.

2.2 Problematization

English has become an important language that has to be learned by all people who wants to get a better chance in the life.

It is spoken for over millions of people around the world so it is an important mean of communication in any country, especially on business world.

The Ecuadorian government has made an agreement with the British government to improve the English learning in high schools using the book "Our World Through English", however there are a lot of problems in the English Teaching Learning Process, especially in the "Julio Ernesto Celi Roman" high school where we have noticed that the English teachers face a lot of difficulties related to the English Teaching Process. We can say that in this high school there is not enough didactic resources to teach the English, consequently the lack of these ones affect the students' achievement.

We know that the teachers need to be trained in the elaboration and use of didactic material however; the teachers of "Julio Ernesto Celi Roman" high school do not have this knowledge so they face trouble in the English Teaching Learning Process.

The Didactic Resources play an important role in the students' learning because, it motivates and encourage to the students to learn and they can develop the skills. When teacher do not use didactic material, the classes get boring and traditionalist, which influences the students' achievement.

There are several kinds of didactic resources for improving the teaching process such as ; permanent, informative, illustrative or audiovisual material which the teachers can employ for developing the skills (listening-speaking, reading-writing) in the students .

The use of the didactic resources contributes to illustrate the teaching for those teachers that want to teach in an effective way. Also the didactic resources give the opportunity to show the student's aptitude and the development of specific skills.

However in the "Julio Ernesto Celi Roman" high school, the teachers work with the official English book and they find it makes difficult the teaching learning process.

2.3 Delimitation of the Researching

As a researching group, we think that the didactic resources are so important to get the students' attention in the teaching learning of the English language hence the use of them contribute to get a better development of the basic skills.

To continue we delimitate our researching work in the following way:

Temporary. - The researching proposal includes the academic period between 2007-2008, in an analytical, critical and descriptive investigation about the didactic resources and their incidence in the development of the skills.

Space. - This researching is developed in the "Julio Ernesto Celi Roman" High School of Jimbura parish, Espindola Canton - Loja Province.

3. JUSTIFICATION

To set the learning in the students it is important the use of the Didactic resources even, if we want to teach a foreign language.

Unfortunately in our province, the English teachers do not give the enough importance to them due to; they only work with the official book "Our World through English".

However, there are several didactic resources which are economic and easy to elaborate.

For this reason, we think that is important to research how the use of the didactic resources incide in the development of skills, therefore, this work is orientated to know the educative reality related to the use and application of these.

Our researching work is justified, if we consider that in "Julio Ernesto Geli Roman" High School of Jimbura Parish, there is a very complex problematic situation related with the existence of didactic and technological resources.

Finally, the researching proposed is justified because we have human, economical and material resources for its execution; like that we have the facilities to access to the institution to obtain the necessary empirical information.

4. OBJECTIVES

4.1 GENERAL OBJECTIVE

- To describe how the didactic resources incide in the development of skills in the students of "Julio Ernesto Celi Roman" High School.

4.2 SPECIFIC OBJECTIVES

- ❖ To establish the causes those limit the development of the receptive and productive skills.
- ❖ To determine what kind of didactic resources the teachers use for developing the receptive and productive skills.

5. THEORETICAL FRAME

CHAPTER ONE

The didactic resources

Definition

Characteristics

Importance

Basic functions of didactic resources

Proper environment for the use of didactic resources

Integrative use of the teaching resources

CHAPTER TWO

2. Classification of the didactic material

2.1 Permanent material of work

- board

- chalk or marker

- flannel board

2.2 Informative Material

- books

- dictionaries

-encyclopedia

-magazine

-newspaper

2.3 Visual illustrative Material

-posters

-flashcards

-photos

-print

-drawings

-songs

-screens

-illustration

2.4 Audiovisual Material

-transparency

-movies

-opaque projector

-overhead projector

-magnetic recordings

-videos cassettes

- Internet
- CDs.
- TV

2.5 Materials for manipulation

- gadgets to move letters
- word wheel
- charts with pockets

2.6 Material to show

- block of charts
- hanging objects
- mobile box
- mobile shelf
- mobile tube

CHAPTER THREE

3. Development of the basic skills

3.1 Concept

3.2 Basic skills

3.3 Receptive skills (Listening-Reading)

3.4 Productive skills (Writing-Speaking)

Theoretical Frame

CHAPTER ONE

1. THE DIDACTIC RESOURCES

1.1 Definition. –“The didactic resources are the link among words and the reality; they are those that help to teachers to improve the teaching as a result they facilitate the student’s comprehension in an objective way.”²

1.2 Characteristics: The main characteristics that didactic resources should have are:

- ✓ Interesting
- ✓ Easy understanding
- ✓ Specific and clear
- ✓ It should be as natural as possible
- ✓ Easy management
- ✓ It could be economic
- ✓ It has to be well elaborated
- ✓ It has to be according to the age
- ✓ It has to be related with the topic

² NERICI, Imideo G, Hacia una Didáctica General dinámica PG. 329

1.3 Importance

The didactic material should be present in every educational schools of kind such as: public, private, fiscal missionary , day high school and night high school for a better learning of the students.

The didactic resources should have conditions that facilitate a didactic conversation guided to orientate the learning, they give students a didactic help to access contents effectively.

Also they help to purpose activities and spaces of participation for the necessary contextualization and transference of know ledges.

1.4 Basic functions of the didactic resources

The didactic resources have the following functions:

- ✓ To wake up interest to the group
- ✓ To motivate the student
- ✓ To determine and retain knowledge
- ✓ To change the stimulations
- ✓ To encourage the participation
- ✓ To facilitate the effort of learning

- ✓ To give opportunities to show the aptitudes and development of specific skills.
- ✓ To concrete and illustrate those that is been taught

Specific functions

- ✓ To help the autonomy.
- ✓ To awake the scientific curiosity in the students for motivating them and maintain their attention.
- ✓ To relate the experience and previous know ledges with the new learning
- ✓ To improve the creativity³.

1.5 Proper environment for the use of didactic resources

Inside that it can mention about the conditions for an appropriate environment in a classroom, it needs to have where teaching will be allowed with didactic resources. These conditions depend of aspects as:

number of students, type of resource, location of the classroom, amount of light and darkness, possibility of movement of the instruments of support additive conditions, schedule, content, intentionally, and visibility.

"Rivas Acosta mentions that, in the learning process it is important the participative experience and the observation, because through experience the

³ INTERNET, WWW. GOOGLE.COM, Material Didáctico

students understand whatever contact or participation with the external world and the impressions coming from it. We have to understand that the improvement of the English language teaching is in the didactic resources, it finds the best possibility for the teacher to emulate the external environment at all its varieties and forms of content, besides that, before applying a didactic material a teacher ought to know the psychological, social and pedagogical foundations of the educational communication. When the experience of learning is more real and concrete the students get a better comprehension of the contents. Integrating the psychological, pedagogic and didactic aspects, it is logic, it is possible to overcome the priority of contents and go beyond, this is, to prepare techniques and instruments where the teacher develops the teaching of those contents.

There are other resources that serve to promote the students' participation in learning among these are: games, role -plays, observations, excursions, murals, caricatures, museums, puppets, clubs, cuttings, etc.

They are very appropriate for evaluating programs, units, and selection of contents, etc.

1.6 Integrative use of the teaching resources

It is worthy to explain that the didactic resources determine the learning process of students since when the teacher knows the didactic value of each of them (function and effectively) can stimulate the attention, enthusiasm and motivation.

The integrative use of resources also depends on the important factor of teachers' academic formation, their conception of education, the didactic resource and, obviously the level of communication that they keep with the students. It is a teacher's task within his possibilities to prepare the lesson with the proper teaching resources, to impress the students and conduct them towards new learning experiences.

Finally, it is convenient that teacher knows the characteristics of the group to manage their potentialities and exploit their creativity better. In general, it is convenient that the students know the objectives they want to achieve at the end of each session according to the type of resource that decide to use. It is recommendable that student knows the following information: theme, unit, general and specific objectives, sources of information, bibliography.

The teacher's role and the use of the didactic resources

Before all, teachers are compromised with the use of didactic resources under the best conditions. They have to have diverse options for selecting resources, those he could profit to obtain the established objectives taking account of the limitations that demand its flexibility.⁴

⁴ PEDAGOGIC, Pack of Educational Communication, "Use of Means" Doctorate Cycle

CHAPTER TWO

CLASSIFICATION OF THE DIDACTIC MATERIAL

Permanent material of work

The permanent didactic resources are those that are used all time and these are:

Board. - It is the fundamental element for creating an authentic class environment, it is a mean to improvise and expose visual symbols that are managed in the presence of the audience in a short period of time. There are some kinds of boards like:

Portable board. - It is made by light wood and pliable, this is a resource very useful for the teacher so it adapts to any situation.

Steel board vitrified. - it offers some important advantages, its surface is soft , smooth and painted of dark green color, it is recommendable to avoid the visual fatigue.

Plastic white board. - Nowadays, it is the most common and useful that replaced to the wood boards, with the purpose to eliminate the dust that produce the chalk.

Chalk or marker. - it is recommendable to have enough provision of chalk or marker so it does not have to lack during the class and they should be of different colors to emphasize some aspects as grammar, vocabulary, etc.

Flannel board. - this is a didactic mean that sometimes replace to the board, it is constituted by a rectangle of flannel bring close to the wall or any flat surface, some figures made by cardboard with sandpaper that permits to stick to the flannel.

The flannel board permits to teacher an easiest work than the board so it has the advantage to change the position of figures, being the teaching more intuitive and pleasant.

Another advantage that it has is that you can change the position of the figures so students can not confuse. Also it is an element that motivates students and it can help them to understand the topics that teacher explains.

In front of these advantages it has some disadvantages:

- ◆ It demands a careful planning of the topics simplifying and dividing them.
- ◆ It compels to prepare beforehand the suitable material.
- ◆ To acquire a certain specialization for using the flannel-board with assurance and effectively.

2.2 Informative materials

Books. - These are the most useful and traditional resources in the schools.

Nowadays, they are considered by an auxiliary mean.

However, what is the didactic value that the books have?

Many arguments continue their validity, and probably in the future.

Among these arguments we have:

The books train students to understand the printed letter that is, they habituate to the intelligence of the thought.

Books offer students a richer language than the oral explanation, because they increase students' capacity to express their own thoughts.

Books permit to review the topics already explained by the teacher.

Although books are very important and they have a great pedagogic value it should be shared with other didactic means.

The new scholar books have left to be printed letter and alternate the texts with photos, drawings, and illustrations. In some cases as reading texts are a mean of self education and learning.

The books are a source of suggestions, judgments, and comparisons with stimulate contents provoking personal answers, observations and experiences.

In this way, the modern books prepare the student to find new ways and solutions.

Kinds of books: According to the kind of user, the books classify in:

Scholar books. - They are those that are used by students with the purpose to find solutions. These can be divided in *basic and complementary books*. The first ones are those that support with precise contents to acquire the knowledge that require the level of course.

Complementary books reinforce and assist to the previous. While that basic books are used daily in the classrooms the complementary books are used in an accidental and auxiliary way.

Teacher books. - They are divided into groups:

Consultation books are used by teacher to amplify, extend and specialize in a determined theme.

Didactic guides are the exercises and activities order according to the contents of each topic and unit; these stimulate and suggest to the teacher their own exercises and tasks.

Dictionary.-The dictionary is an indispensable material as the teacher as students, it helps us to understand the meaning of a word and it explains in

an orderly way voices of one or more languages, of a science or subject determined.

Also it increases the vocabulary, and it will tell us the parts of speech such as: n= noun, v= verb, adj= adjective, adv= adverb, Prep=preposition, conj=conjunction.

- **Encyclopedia.** - This is a didactic resource that is used as a consultation instrument, it contains information of all sciences, and arts, it permits student to increase the knowledge in different fields of sciences and can improve the learning.

Also, it permits to visualize illustrations, that helps to assimilate the knowledge consequently student gets a permanent learning.

Magazines. - These are written publications about different subjects, and they have a great didactic value so they can be used to look for information or themes of interest.

Newspapers. - These can be use as a help resource for students and through them they can reinforce their learning and find new alternatives to encourage their interest for reading.

2.3 Visual illustrative Material

Posters. - These portray in a showy way an idea, thought, or feelings.

Posters represent an action or a sequence of actions and they can be made up by cuttings from newspapers, magazines, photos or drawings.

These are stick on the wall with the purpose to catch students' attention and to facilitate their comprehension about different topics. They can be changeable.

Flash cards. - These are set of cards with words on a side and the drawings on the other side, these cards are techniques to teach self learning, they have been used for many years and you can get them in the bookstores or elaborate by yourself.

When teacher shows flashcards the students look at the pictures or words and they try to guess the meaning.⁵

Photographs. - The photography is a hobby very popular and useful to encourage the learning in class. These have many educative applications. For example, the students can elaborate their own slides or photos in black and white or color for illustrating stories, works, or expose their ideas about historical facts to put on a scene of the past and to take photographs.⁶

Prints. - These are visual resources used in elementary school to bring near students to reality of the studied facts. Photos, illustrations, cuttings, magazines and newspapers, drawings, pictures, stimulate the studies in a prominent way.

The prints can be used if they are projected by means of the opaque projector so if they are very small it difficult the sight of the students.

By means of prints teachers can teach to students to look details and make deep interpretations.

⁵ WAGNER, Bety Jane, STUARD, Arthur, Como hacer facilmente material didáctico, PG, 11

⁶ WAGNER, Bety Jane, STUARD, Arthur, Como hacer facilmente material didáctico, pg, 75.

In a general way, the prints can be used in the classroom for:

- Motivation
- Observation exercises
- Oral exercises
- Interpretation exercises
- Appreciation exercises
- Illustration

Drawings.- the draws are a powerful auxiliary for teachers ,they give a more objective sense to the teacher is teaching. Every teacher should make an effort to draw on the board or on a cardboard, consequently the words are more intuitive and the students can understand better. Teacher does not need to be an artist but only is necessary that show the ability for drawing.

Also, the student should be stimulated to draw as a result the work acquired better signification.

Signs. - They are informative elements; the texts that are employed on posters, didactic murals, flannel board, etc, and enhance or explain the illustrations.

The elaboration of the signs should be careful so that they are not inexpressive or secondary in a context.

The size of the signs should be according to its importance and the space for example, the most important topics require signs bigger than the signs of less importance.

Screen. - This material helps to project the image clearly, it should have the adequate size therefore, the audience can appreciate those that are exposed satisfactory. There are some kinds of screens like the linen and translucent screens.

Anyway, any kind of screens that we use help us to fulfill expositions or explanations about certain topic or subject.

Illustrations. - Here are included: drawings, posters, caricatures, stories, graphics, diagrams, etc, that help to reinforce the teacher's word and contribute to develop the observation in the student.

All kind of illustrations have to adequate to the students' psychology. The use of the illustrations always has to have a didactic purpose.

For this purpose, it is necessary to select the most adequate and them have to be reinforce with the teacher's word. The illustrations are an excellent mean for developing the observation habit.

The caricatures and short stories are employed to fix simple concepts and wake up the interest. The biggest illustrations should be show to all students while, the smallest illustrations are used to work with small groups or individually. These materials can classify in topics.

2.4 Audiovisual Material

The audiovisual resources associate the additive and visual elements. The Audiovisual materials are called multisensory resources.

Objectives:

- To wake up the interest and catch the attention
- To contribute to retain the visual image
- To facilitate the intuitive and suggestive perception of the topic
- To help for a better comprehension
- To contribute to form exact concepts especially in difficult topics
- To improve the learning
- To make the teaching more objective and concrete
- To strengthen the critical spirit through the analysis⁷

Advantages of audiovisual resources:

The audiovisual resources are used to transmit educative programs such as: Canada, France and Brazil. In Britain, the Open University give courses of superior studies through the radio, television and the regional support centers.

The audiovisual materials can make that teachers cannot make for themselves;

⁷ INTERNET, WWW.GOOGLE.COM, Medios Visuales y Audiovisuales.

to move in the time and space, to show phenomenon, to show process, to repeat the times needed an explanation. It permits that the teacher dedicates to make more important things as: the direct interaction with students, to analyze, to discuss, to compare, problematization of the theoretical contents and to enrich the dynamic of the group.

- ✓ The audiovisual resources help to the language in class be more real and entertaining.
- ✓ To have something to observe and maintain the students' attention is to make the class more interesting.
- ✓ They can be used for lessons helping to show a new language or introduce a topic as part of practice of a language.

Each material have their own limitations and sometimes ones need each other (called complementary) to give a global and dynamic vision of the message.

"The audiovisual materials, no matter how elaborated, rigorous and complete they be, Never will substitute to the teacher in any level

*Systematic teaching. Either they pretend: they had been elaborated to help the teacher, no for replace.'*⁸

Classification of the audiovisual resources:

The audiovisual resources are classified in: visual, auditory and mixed.

To continue we describe some of them:

Transparenciy. - These are simple squares of projection films in a screen or on the wall, the transparencies are easy to make with our own camera, they can show cultural materials full color and create and stimulate to control the speaking practice or free conversation.

Movies. - These help to increase the students' vocabulary so when they have the opportunity to watch an English movie, they pay more attention for understanding and assimilate the different sounds in the speech and improve their pronunciation. It is an enjoyable way to learn a new language.

⁸ NERICI, Imideo, G. Hacia una Didáctica General Dinámica.

Opaque projector. - This can be used for present objects like a page in a book or in an illustration in a dark room, the main advantages of this mean is any material can be showed.

Over head projector. - The teacher projects and write in transparent plastic. The over head projector overcomes to the problem to show the back to students for writing on the board, thus the material can be elaborated previously.

Magnetic recordings. - The importance that the magnetic recordings have as a teaching instrument of foreign languages is known widen. They main advantage consists in their capacity to produce the sounds of foreign languages with exactness and fidelity, time after time and without alter.

The present language laboratories give the opportunity to make several activities of study in small groups or individually:

- All the students can listen in a simultaneous way the same lesson, or can hear different lessons at the same time.

- Students listen and answer aloud, and they hear the lesson material and their own answers in phones.
- Students can make oral tests recording their answers, which will be evaluated by the teacher later.

The sounds of the word give a variety of useful resources for learning. Often, several mechanical improvements have been made in the recording and production of sounds; they are shown by multitude of laboratories, satellite stations, and others.

Videos. - It is the more useful and applied resource as complementary support to the printed mean.

There are regulated teaching videos which are included inside of the study of each subject or class. The no regulated teaching videos are of informative types, documentary or dramatic that have a distinguished cultural function.

The regulated teaching videos can classify into categories:

Independents. - Their use doesn't need any type of printed or audiovisual supports. These can have a motivated function and introduce the student in the several disciplines with the purpose that the students make a careful study in the contents pointed out for the video.

Integrates. - These are part of an "instructive packet" with other printed documents, visual or sonorous. They are used as support, that is, as supplementary help to the learning process. Also, they can have a substitute character, when these present contents that offers special difficulties of explanation by means of conventional didactic methods.

Internet. - is the biggest net of the world. It is composed by thousands of independent nets that use a protocol or common language to communicate among them: TCP/ IP: or Transmission Control Protocol/ Internet Protocol.

These nets join all kind of computers: big, small; public or private access; universitaries; governmental; military; etc, 160 countries around the world.

In this mean people find enormous quantities of information about any topic in major part this information is free, therefore Internet is very useful for

everybody, it is an instantaneous, economic and efficient mean of communication through its e-mail and other interchange means.

It is a very important tool as the teacher as the students to look information, consult or communicate with other people.

2.5 Materials for manipulation

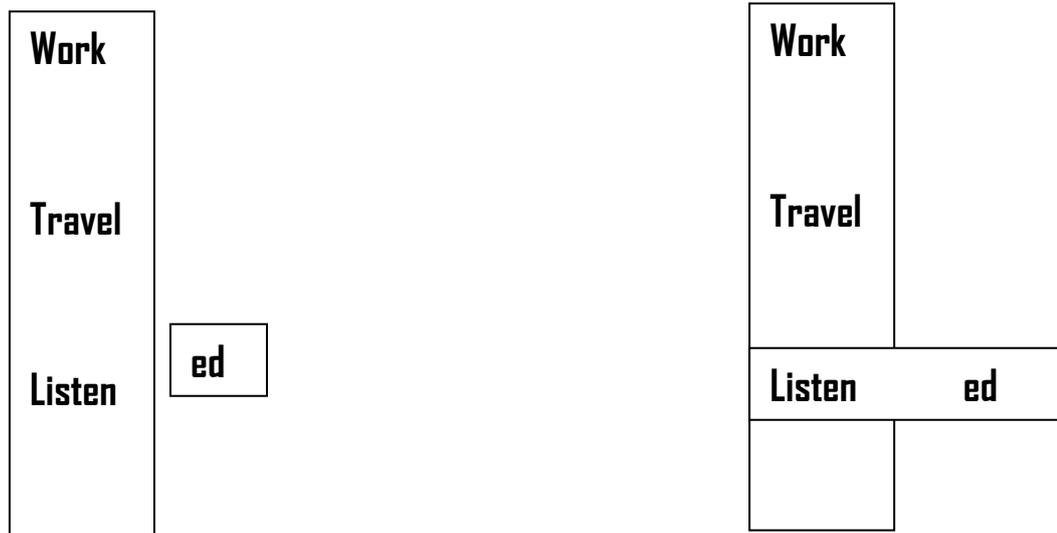
It is necessary that the students have different objects they could select and manipulate. Among other materials we point out:

Gadgets to move letters. - This kind of material permits us to introduce words, grammar rules, phrases, etc. It is advisable for the use of this material to select words known by the students. Then the task will become easier in forming words according to the rule we want to practice. This material is made by a piece of perforated cardboard where the ending of a word is written. Through its holes or grid paper ribbon is sent with words for our students to select the ones they need to form with that ending.

In this example it is showed how to form the past tense in some regular verbs.

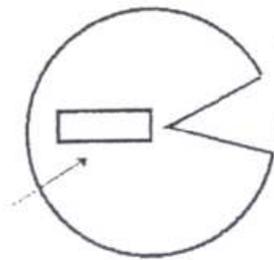
We have to add – **ed** on the cardboard. The student will find the word they may

form according to the rule. The example will agree with the rule and others will be against the rule so that students could select them according to their knowledge.⁹



⁹ CEAC, Editions, How to make a Didactic Material Easily, PG, 30.

Word Wheel.-It is the more useful material for learning phonetics. It may be done for two and seven letter words. To make a word wheel you have to cut wheels of cardboard, each piece of cardboard will be smaller to the previous ones letting a black on the borders, in the smaller and bigger hole wheel; in such a way it will allow us to form 3 or 4 letter words . the next step is to join them though out the center and write across the front window. The words to teach will be written. Thus, all the words will stay accurately orientated. Example



Window

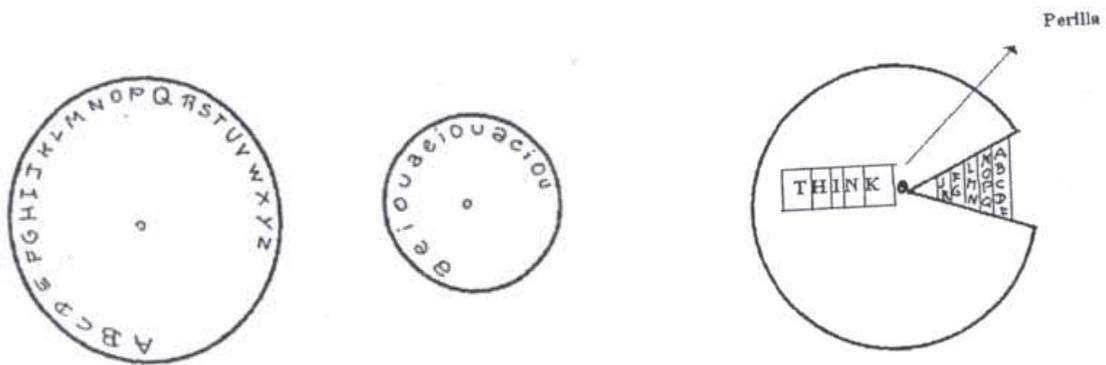
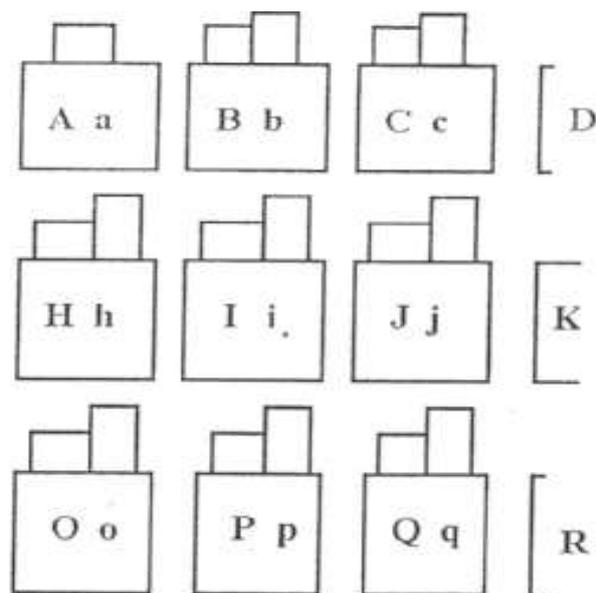


Chart with pockets.- The murals are home or commercial envelopes stuck with staples with lots of applications. In languages they can not locate classified words or to place graphs for the student to say his name. They also serve for training phonetics. Cards with words may be classified according to the parts of the sentence or just to use the chart to create stories, write on different sheets of paper ideas of characters, scenarios, and problems they could state to people by placing them in three pockets entitled: "Who?", "Where?", "When?", respectively.

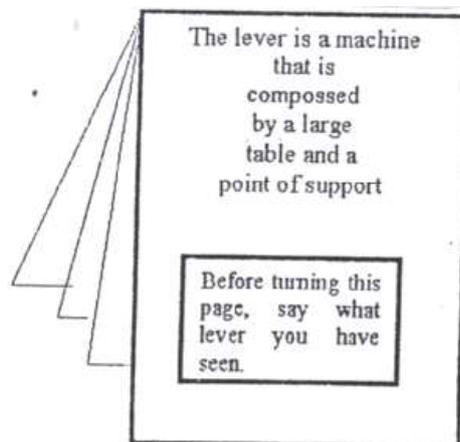


2.6 Material to show

There are some types of material to show they help us to facilitate the students' comprehension. Here we present some of them:

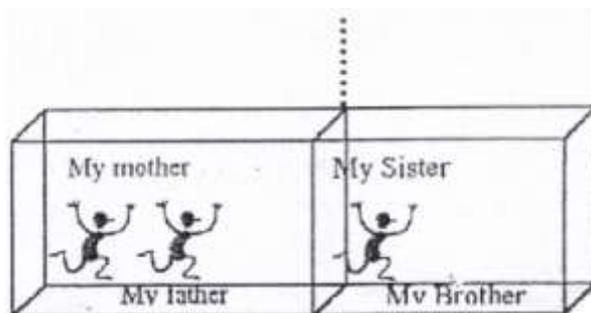
Block of charts .- It is only a set of charts of the same size joined at the top, making some holes at the top side, inserting in them some nails to pass a metal ring conforming a block. It last for a long time and is easy to handle; it serves to introduce series of information. Each chart may conclude into an exercise or question that the student has to make or answer before going to the next chart and check if he has answered it correctly.

The nails may be easy acquired in ironworks or stores. Here we illustrate an example:



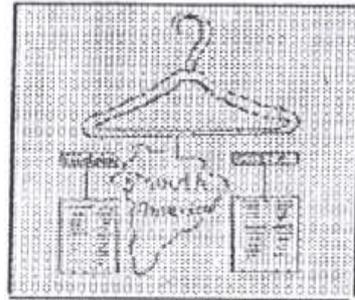
Mobile box.- If you want to expose five aspects of a work at the same time, make mobile boxes and hang them on the rope placed as we have explained. Take six pieces of cardboard or strong paper and write or draw heading on all of them, except one or just stick over illustrations, writings or reports.

The blank space will be on the top side of the box; hang by the center with a thread and a knot at the extreme of it, passing the other through a small hole or stapling the thread to the paper. Then staple the six sheets to make a box and hang it tying the thread to the rope.



Mobile shelf.-Another very simple object to expose consists on a hanging mobile shelf. Series of reports are written on cards and hang with threads on the shelf. On the other side of the card may be done drawing or diagrams. The shelf is hung to the rope.

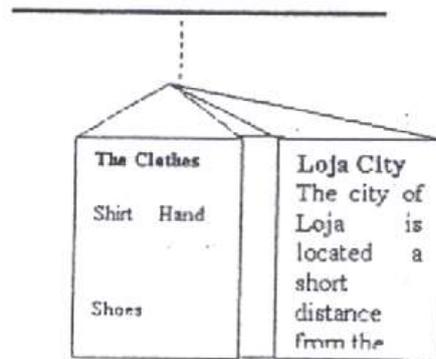
The mobile shelves provide good results in the subjects of science or society. For example each student may select a province or country writing on independent cards the climate, form of government, natural resources, principal cities, histories, arts, etc or he may talk about a specific aspect, words, verbs, etc. with their rules and exceptions.



Mobile tube.- To construct this mobile it is necessary a postal tube or a tube of tissue paper three charts of the same size, glue and thread. Firstly, make three vertical cuts in the tube with a knife or blade; they have to be the same length to the charts. Leave a space among the three cuts. Draw or stand at both sides of the charts the material you are going to expose following a determinate informative frequency, you may plastic them. Then put some glue on the borders of the charts and insert in the cut also glued. Repeat the same process to the two others in a way that when exposing you notice the sequence of the content.

Reinforce the mobile by doing holes on the top corner of the charts passing a piece of thread through them, make a hole at the top border and pass through

it inside-outside a piece of rope with a knot at the end. Then make a hole on the other extreme. Tie another rope in the center of the first one and tie it by the free extreme of the rope¹¹



¹¹ CEAC, Editions, How to make a Didactic Material Easily,pag:32

CHAPTER THREE

Development of the basic skills

Definition. -The term skill is derived from the Latin term **Dexter** that means skillful, clever.

The LAROUSSE dictionary define, skill is the ability, art, talent experience, facility, mastery.

A human skill can define as the combination of a process and a content or contents derived from constantly relative change of behavior.

Basic skills

The most of the skills are of cognitive type. The document of the Curricular Reform define to the skills as a "know" or a "know to make" like the quality or competence of people to apply or use a knowledge in an autonomy way when the situation requires.

For the learning a new language it is necessary as mean objective to develop the language skills: listening, speaking, reading, and writing in an integral way.

While you listen or read, the attention should be approached by mean of clear objectives, that is, certain information that you want to catch and make notes in a tidy form while it is received.

When the receptive phases finish it should go to a phase where you use the notes for reconstructing the essential information that had caught, creating an oral and written new text.

For the development of these skills is necessary to take into account how the skills present in real life, for example: people listen and catch a message with a purpose, no for repeating textually those that have been listened. These skills are based on the language, to make notes; they are related with the language learning.

Receptive skills

The receptive skills are those where the individual receives information through the senses to discern and interpret the information. They are based

on the language for example classification, sequence order, inference, deduces, elaboration of maps and graphs, summaries, etc.

Among the receptive we have:

Listening. - Its principal characteristics are: The silence maintained by the person who is listening and the selective attention that someone gives to listen, according to the purposes. Therefore, students need a reason to listen, and the teacher should create this necessity giving tasks according to the kind of text that students should learn to process , and they will be perform while they listen.

Specific listening skills:

1. To give the floor
2. To understand instructions.
3. To infer the meaning of words.
4. To identify reinforcements, contradictions, etc.
5. To recognize and domain characteristics on narrations, descriptions etc.
6. To recognize the contextual meaning of the discourse.
7. To interpret linguistic symbols.
8. To respect the turns on the conversations.

Reading. - Through the reading, we receive information, its principal characteristics are like to the listening skill, that is, and the person who is reading maintains silence, select and process information according to the necessities and purposes.

For developing the ability to listen, the teacher needs to give determined tasks; these tasks have to be appropriate to develop this skill or to determine reasons to read according to the organization of different classes of text that the student should learn to process.

Specific reading skills:

1. To read orally with clearness and intonation.
2. To read orally with fluency, clearness, rhythm, intonation, and expressiveness.
3. To follow written instructions.
4. To classify elements of the text (dates, characters, etc)
5. To identify elements of the text (dates, characters, etc)
6. To deduce the meaning of words and sentences.
7. To elaborate simple definitions
8. To look at the dictionary

Productive skills

The productive skills are those where the individual can express feelings, thoughts ideas, etc, through the speaking and writing skills.

Speaking. - This is a productive skill. It is used to give information. Its main characteristic is to use a system of sounds with meaning. For developing this skill, the teacher should give receptive experiences of patterns in form of language texts and offer opportunities for oral guided practice.

Specific speaking skills:

1. To articulate and pronounce the words correctly.
2. To participate in dialogues and conversations actively.
3. To adapt the intonation, rhythm, gestures and the tone of voice.
4. To formulate questions according to the circumstances.
5. To formulate watchwords or oral instructions.
6. To narrate real or imaginaries facts.
7. To describe objects, characters etc. orally.

Writing. - This is a productive skill too. It characterizes for using a Graphology system with meaning. To develop this skill, the teacher should give written pattern of language in form of text and offer an adequate guided practice.

Specific writing skills:

1. To write words in a correct way.
2. To select, wide and adequate the vocabulary.
3. To get a logical sequence in the written texts.
4. To construct families of words according to their order.
5. To use rules of general writing.
6. To use signs correctly according to its punctuation.
7. To maintain the fundamental parts of the structure.

6. HYPOTHESES

III. 6.1 GENERAL HYPOTHESIS

- The use of the Didactic Resources incide directly in the development of skills
in the English language.

6.2 SPECIFIC HYPOTHESES

- ❖ The use of didactic resources generates interest in the students
of "Julio Ernesto Celi Roman" high school.

- ❖ The kind of didactic resources applied by the teachers for developing
the receptive and productive skills are traditional.

8. METHODOLOGY

Our work is a researching of descriptive character and field through the Search of information in the different libraries of Loja city, personal notes and others, of which application we will make in the "Julio Ernesto Ceil Roman" high school of Jimbura parish.

For developing this project of researching we will use the *scientific method*, it will permit us give concepts, definitions, laws or general norms to get conclusions, consequences that will examine particular cases based on general affirmations presented. The process of this method is:

- Selection and approach of the problem
- To point out objectives and hypotheses
- Description of techniques and instruments used
- Verification of hypotheses

-Comparison of results with theory existent for enriching knowledge

Also we will use the *analytical method* through we will describe, the contents, dividing in parts to show, describe, and this way to explain the causes of facts and we can analyze better.

By means of *deductive method* we will analyze the hypotheses out lined the same one that can be rejected or confirmed.

Techniques

The instruments that we will use in this project of research will be direct *observation and the survey*, the same one that will help us to determinate this project. The *observation technique* we will carry out in the "Julio Ernesto Celi Roman" High School for four weeks by means of an observation guide which contains items with their respective indicators use of frequency.

The *survey* will be applied to teachers and students of this high school, with the purpose to obtain the necessary information for the development of this researching. The surveys contains eight items with their respective indicators.

To carry out the present work we will take 100 students as sample and the teachers that work in the English Area.

With the theoretical-scientific basis compiled for the effect, the hypotheses outlined will be demonstrated using the theoretical deductive method and we will use descriptive statistic to represent the results.

9. RESOURCES

MATERIAL RESOURCES

- Desk material
- Didactic resources
- Bibliography
- Internet
- Computer
- Physical space

HUMAN RESOURCES

The necessary resources for developing this researching project are:

- *Researchers team:*
María G. Jiménez J.
Paola Elizabeth Seraquive V.
- *Leading of the thesis project*
- *Adviser of the researching*

INSTITUTIONAL RESOURCES

- Biblioteca del Área de Educación, Arte y Comunicación.
- Biblioteca de la Dirección de Educación de Loja.

- Biblioteca Provincial " Dr., Ángel Felicísimo Rojas",
- Biblioteca de La Casa de la Cultura Núcleo de Loja.
- Biblioteca personal de la Dra. Matilde Moreira.

9. ESTIMATE

REPORT	COSTS (Dollars)
Acquisition of bibliography	30.00
Acquisition of desk material	100.00
Elaboration of the text	60.00
Copies of the project and thesis	50.00
Unexpected	120.00
Costs of the researching project	360.00

10. FINANCING

The costs that the researching demands will be financed by the integrants of the group, because there isn't financing by any public or private institution.

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ANNEXE TWO

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

English language career

Teacher's survey

Mr./Mrs Teacher this is a survey about "the didactic resources and their incidence in the development of skills" that will be analyzed by a researcher's group of the English career of the National University of Loja for developing of our researching.

1. -Do you use didactic resources for teaching?

2. - Do you elaborate your own didactic resources for the teaching?

Yes () No ()

Which? _____

3 - What kind of didactic resources do you use for developing?

ListeningSkill _____

SpeakingSkill _____

Reading Skill _____

Writing Skill _____

4-Does the high school have the necessary resources for teaching the English language? Mark with (x)

magazines () TV ()

maps () DVD ()

flashcards () Tape recorder ()

Tapes () Books ()

Cassettes () Dictionaries ()

Projector () Pictures ()
Posters () Over head projector ()
Yes () No ()

Why. _____

5. - Do you think that the applied resources for teaching inside in the development of students skills?

Yes () No ()

Why _____

-

6. - Does the didactic resources generate interest in the students for the class?

Yes () No ()

Why _____

-

7. - How do you grade the influence of the didactic resources in the development of skills.

Excellent () very good () good () regular () bad ()

8. - The developments of skills in the students are:

	Excellent	very good	good	regular	bad
Listening	()	()	()	()	()
Reading	()	()	()	()	()
Speaking	()	()	()	()	()
Writing	()	()	()	()	()

Thanks for your collaboration

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

English language career

Student's survey

Sr. / Sta. Esta es una encuesta sobre los recursos didácticos y su incidencia en el desarrollo de las habilidades lingüísticas que será analizada por un grupo de investigadores de la Carrera de idioma Inglés de la U.N.L. para el desarrollo de nuestra investigación.

1.- ¿Con que frecuencia utiliza su maestro el material didáctico?

Siempre () frecuente () rara vez () nunca ()

2.- Señale con una (x) el tipo de material didáctico que su profesor utiliza en clase.

Franelógrafo	()	videos	()
Carteles	()	revistas	()
Fotografías	()	proyector	()
Dibujos	()	casetes	()
Flash cards	()	libros	()
Películas	()	diccionarios	()
Grabadora	()	C D.	()
T V	()	D V D.	()

3.- ¿Los recursos didácticos generan interés por el tema?

Si () no ()

¿Porqué? _____

4.- En cuanto a las habilidades lingüísticas su rendimiento es:

	Excelente	muy bueno	regular	insuficiente
Escuchar	()	()	()	()
Hablar	()	()	()	()
Leer	()	()	()	()
Escribir	()	()	()	()

5.- ¿Está usted en capacidad de hablar, leer, escuchar, escribir en inglés de una manera correcta?

Si () no ()

¿Porque? _____

—

6.- ¿Del siguiente listado de recursos didácticos cuales considera Ud. que le ayudarían a desarrollar sus habilidades lingüísticas?

Pizarrón	()	cuadros sinópticos	()
Marcadores	()	dibujos	()
Libros	()	mapas	()
Enciclopedias	()	pápelo grafos	()
Revistas	()	películas	()
Periódicos	()	proyector	()
C D.	()	Televisión	()
Carteles	()	Internet	()
Tarjetas explicativas	()	casetes	()
Fotografías	()		

¿Porque? _____

—

7. - En su opinión ¿cree Ud. que el uso del material didáctico le ayudaría a comprender mejor las clases?

Si () no ()

¿Porque? _____

—

8.- ¿Aparte del material existente en el colegio, su profesor lleva material adicional para explicar sus clases?

Si () no ()

Señalecuals _____

—

Gracias por su colaboraci

MATRIX OF CONSISTENCE

THEME	PROBLEMS	OBJECTIVES	HYPOTHESES	CATEGORIES OF ANALYSIS
<p style="text-align: center;">THE DIDACTIC RESOURCES AND THEIR INCIDENCE IN THE DEVELOPMENT OF SKILLS IN THE STUDENTS OF "J.E.C.R." HIGH SCHOOL</p>	<p>General problem</p> <p>How the Didactic Resources incide in the development of skills?</p>	<p>General Objective</p> <p>-To describe how the didactic resources incide in the development of skills in the students of "J.E.C.R". high school</p>	<p>General hypothesis</p> <p>-The use of the Didactic Resources incide directly in the development of skills in the English language.</p>	<p>Central</p> <p>The Didactic Resources</p> <p>Classification of the Didactic Resources</p>
	<p>Sub problems</p> <p>-The students of "J.E.C.R" High School have a limited development of the receptive and productive skills of the English language.</p> <p>-The kind of didactic resources used by the teachers impede the development of the receptive and productive skills.</p>	<p>Specific objectives</p> <p>-To establish the causes that limited the development of the receptive and productive skills.</p> <p>- To determine what kind of didactic resources the teachers use for developing the receptive and productive skills.</p>	<p>Specific hypotheses</p> <p>- The use of Didactic resources generates interest in the students to develop the English skills.</p> <p>- The kind of didactic resources applied by the teachers for developing the receptive and productive skills are traditional.</p>	<p>Coordination</p> <p>Developing of linguistics skills</p> <p>Receptive skills</p> <p>Productive skills</p>

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