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# UNIVERSIDAD NACIONAL DE LOJA

## ÁREA DE LA EDUCACIÓN, ARTE Y COMUNICACIÓN

### ENGLISH LANGUAGE CAREER

#### THEME

“THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8<sup>th</sup>, 9<sup>th</sup> AND 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO”. ACADEMIC YEAR 2009 - 2010”

This thesis is presented to get the Licentiate's degree in Science of Education, English language specialization.

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LOJA - ECUADOR

2011

## **CERTIFICATION**

Loja, September 27<sup>th</sup>, 2011

Mgs. Mariano Castillo

**TEACHER OF NATIONAL UNIVERSITY OF LOJA**

### **CERTIFIES:**

That the present research work titled "THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8<sup>th</sup>, 9<sup>th</sup> AND 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE "DANIEL ALVAREZ BURNEO" ACADEMIC YEAR 2009-2010, under the responsibility of the undergraduate students:, Mónica Cristina González Paladinez and Maria Alexandra Salinas Caillagua, has been directed, revised and analyzed carefully, according to the rules of National University of Loja, therefore I authorize its presentation.

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Mgs. Mariano Castillo

**THESIS DIRECTOR**

## **AUTHORSHIP**

All the results, concepts and opinions given in this research work are of the authoresses' responsibility. Also it can be used as bibliographic support.

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Mónica González

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Alexandra Salinas

## **ACKNOWLEDGEMENT**

We want to give our thanks first, to the National University of Loja, institution that gave us the opportunity to study; and to the English teachers, who contributed to our professional growth. Likewise, to Technological Superior Institute "Daniel Alvarez Burneo", the Rector, English teachers and students who made possible to carry out our research work.

Finally, we expressed our sincere thankfulness to Mgs. Mariano Castillo, who guided us efficiently during the development of our thesis.

Mónica and Alexandra

## DEDICATORY

I dedicate this research work first of all to God, then to my dear parents, my sister and my brother, who have given me their support to achieve this goal.

*Alexandra*

I want to dedicate this thesis to my parents, my sister, my brothers, my lovely husband Jorge, and especially to my baby Camilo Sebastian. All of them were my inspiration; they always encouraged me to get this aim.

*Mónica*

# INDEX

<b>CONTENTS</b>	<b>PAGES</b>
Cover Page .....	i
Certification .....	ii
Authorship .....	iii
Acknowledgment .....	iv
Dedication .....	v
Index .....	vi
<b>A. THEME .....</b>	<b>viii</b>
<b>B. SUMMARY .....</b>	<b>ix</b>
<b>C. INTRODUCTION.....</b>	<b>1</b>
<b>D. LITERATUREREVIEW.....</b>	<b>5</b>
<b>E. RESOURCES AND METHODS .....</b>	<b>23</b>
<b>1. RESOURCES.....</b>	<b>23</b>
1.1 Human.....	23
1.2 Material .....	23
<b>2. METHODS, TECHNIQUES AND INSTRUMENTS....</b>	<b>23</b>
2.1 Methods.....	23
2.2 Techniques and instruments.....	25
<b>3. PROCEDURES .....</b>	<b>26</b>
<b>4. POPULATIONAND SAMPLE.....</b>	<b>27</b>

<b>5. RESULTS</b> .....	29
1. TEACHERS' SURVEYS.....	29
2. STUDENTS' SURVEY.....	44
<b>F. DISCUSSION</b> .....	62
1. HYPOTHESIS ONE.....	62
2. HYPOTHESIS TWO .....	65
<b>G. CONCLUSIONS</b> .....	69
<b>H. RECOMMENDATIONS</b> .....	70
<b>I. BIBLIOGRAPIC</b> .....	71
<b>J. ANNEXES</b> .....	73

## **A. THEME**

“THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8<sup>th</sup>, 9<sup>th</sup> AND 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO”.ACADEMIC YEAR 2009-2010”.

## **B. SUMMARY**

The present research work titled: **THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8<sup>th</sup>, 9<sup>th</sup> AND 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO”.** **ACADEMIC YEAR 2009 – 2010**, has been made with the purpose of discovering if the methodology applied by part of teachers and the supplementary material used by them contribute with the students' learning development.

In the development of this research, we made use of the scientific method as a general method that helped us to discover the main problem. As particular methods we used the descriptive one to describe the data obtained, the analytic-synthetic to analyze the results; and the explicative method to explain the phenomena and to elaborate the report.

The instrument that we applied to gather the information needed was the survey to teachers and students. In order to process the information we made use of the logical analysis

with descriptive statistic that helped us to represent the results in tables and graphs.

One of the main conclusions that we found was the fact that the teachers do not prepare and use supplementary material to support their classes; and they are working with traditional methods, which affects the students' learning.

## C. INTRODUCTION

Modern society is changing too fast and the educational processes change at the same rate. As we know methodology constitutes the group of norms and decisions that organize the sequence and type of activities that teachers and students are going to develop in classes with the objective to get meaningful learning; so, if teachers do not apply an effective methodology, students do not understand the topic, and consequently teachers lose control of the class.

In some public institutions there is not the necessary supplementary material to teach English in order to facilitate the students' learning. However, the supplementary material is an important element during the teaching learning process because it helps students to facilitate the educational process, making it easier. Also, the use of it depends on the objective of the learning and methods established for the educational task.

We are conscious that it is essential to solve this kind of problems in our community; for that reason we have selected for our thesis licentiate in science of education, English language specialization, the topic: **“THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE**

**STUDENTS OF 8<sup>th</sup>, 9<sup>th</sup> AND 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO”. ACADEMIC YEAR 2009 - 2010**” as an alternative that help us to research about the importance of the supplementary material and the methodology in the learning of students in the mentioned institution.

In order to develop the present research work, the authoresses established as the main objective to discover if the methodology and the supplementary material used by the English teachers contribute to improve the learning of the students of Technological Superior Institution “Daniel Alvarez Burneo”, academic year 2009-2010.

The specific objectives that guided the research work were: to identify if the teachers prepare and use supplementary material for the development of their English classes; and, to analyze if the methodology and supplementary material used by English teachers contribute to the learning of English Language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo” during the academic year 2009-2010.

According to the specific objectives, we also stated the hypotheses for this research, the first one refers to if the teachers prepare and use supplementary materials to develop their English classes into the teaching learning process. The second one is related to how the methodology and supplementary material used by English Teachers influence in the students' progress of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education, at technological superior institute "Daniel Alvarez Burneo", academic period 2009-20010.

The main method used in this work was: the scientific one, which was focused on the systematic steps to clarify the logical relation of the researched object, the conclusions and recommendations. The researchers also established some particular methods: the descriptive one to describe the gotten results from the surveys applied; the analytic-synthetic that was used to analyze the empiric information; and the deductive one to interpret the logical implication of the hypotheses.

The present research is organized in the following way: firstly, it presents a summary that gives a brief description of this thesis, then it contains the revision of literature; it contains a meaningful

theory which was the support and the complement to contrast and analyze the reality of the educative institutions.

Next , the methodology used in this research where we described the methods, techniques, procedures and instruments that have been used in this thesis.

After that, it has the respective analysis and interpretation of surveys applied to teachers and students at Technological Superior Institute “Daniel Alvarez Burneo” and verification of hypotheses.

As a final point, it shows the conclusions and the respective recommendations to the problematic founded in the researched institution and which could serve to improve the teaching learning process of the English language in our city.

## **D. LITERATURE REVIEW**

### **A. METHODOLOGY**

Methodology is the set of teaching methods, involving methods and techniques that have as an objective to carry a good end to the didactic action.

Method plays an important role in teaching as much as it influences in all activities that teacher carries out in the class. If we take a subject as an object of study it will appear interesting, profitable, boring, easy or difficult to comprehend and learn, for these reasons teacher must choose the appropriate method to increase the students' attention, only in this way teacher will get a high level of learning. The method is the nucleus of teaching learning process.

### **B. TYPES OF METHODS**

#### **2.1. Grammar translation method**

The grammar-translation method of foreign language teaching is one of the most traditional methods, it requires students to translate whole texts word by word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists.

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that the most fundamental reason for learning the language is to give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills.

## **2.2. Direct method**

The Direct Method is also called Natural Method, its base fundamentally can teach in better way using an active class.

In this method teacher should be a native speaker stimulating the direct and spontaneous use of foreign language, only in this way students will be able to persuade the grammatical rules.

The objective is teaching to students how to use the language spontaneously and orally, linking meaning with the target language through the use of real pictures.

### **2.3. The audio-lingual method**

It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.

The objectives of the audio-lingual method are: perfect pronunciation and grammar ability to respond quickly and accurately in speech situations knowledge of sufficient vocabulary to use with grammar patterns.

### **2.4. Silent way**

The silent way is the name of a method of language teaching devised by Caleb Gattegno. "It is based on the premise that the teacher should be silent as much as possible in the classroom and the learner should be encouraged to produce as much language as possible"<sup>1</sup>.

The objective of The Silent Way Method of language teaching is for students to work as independent language

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<sup>1</sup> THULEEN Nancy. (1996).The Silent Way Method." Website Article. For German 720 at the University of Wisconsin-Madison.([www.nthuleen.com](http://www.nthuleen.com))

learners. The teacher speaks very little when using this method.

Making errors is a natural part of the process; teacher tries to facilitate activities where the students discover for themselves the conceptual rules governing the language, rather than imitation or memorizing them.

## **2.5. Suggestopedia**

Suggestopedia was a method derived from Bulgarian psychologist Georgi Lozanov's. "It contains that the human brain could process great quantities of material if given the right conditions for learning among which are of relaxation and giving over of control to the teacher"<sup>2</sup>.

Lozanov claims that the effect of the method is not only in language learning, but also in producing favorable side effects on health, the social and psychological relations, and the subsequent success in other subjects.

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<sup>2</sup> LUDGER Schiffler. 1992. "Suggestopedic Methods and Applications", Philadelphia, Tokyo, Paris etc.: Gordon & Breach Science Publisher. ([www.wikipedia.com](http://www.wikipedia.com))

The objective of Suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication.

## **2.6. Communicative language teaching**

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

Communicative Language Teaching is characterized by a theory of language teaching that starts from a communicative model of language and language use that seeks to translate this into a design for an instructional system, for materials, for teacher and learners' roles and behaviors, and for classroom activities and techniques.

The objective will reflect the needs of the learner. These needs may be in the domains of reading, writing, listening, or speaking. They will include functional skills as well as linguistic objectives.

## **2.7. Total physical response**

Total Physical Response is a language teaching method built around the coordination of speech and action. A method that is demanding in terms of linguistic production and that involves games, movements reduces learner stress; create a positive mood in the learner.

This method is important because the learners have the primary role of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively.

### **a) Advantages**

- Students will enjoy getting up out of their chairs and moving around.
- Simple TPR activities do not require a great deal of preparation on the part of the teacher.
- It is good for kinesthetic learners who need to be active in the class.
- Class size need not be a problem, and it works effectively for children and adults.

## **2.8. Natural approach**

In the Natural approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning.

It focuses on teaching communicative abilities, and acquisition can take place only when people understand messages in the target language. The specific objectives depend on learners' needs and the skills (reading, writing, listening, or speaking) and level being taught.

## **3. SUPPLEMENTARY MATERIAL**

In the teaching and learning process, we have original material and also supplementary materials. “The supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic unit and frequently in a different medium”<sup>3</sup>.

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<sup>3</sup> BYRD, P. (1995). Issues in the writing and publication of grammar textbooks. In P. Byrd (Ed.), *Material writer's guide* (pp. 45-63). Boston: Heinle&Heinle. ([www.wikipedia.com](http://www.wikipedia.com))

### **3.1. Importance**

Supplementary material is an important element during teaching learning process, because it helps to teachers to facilitate the educational process, making it more concrete and reduce its complexity.

It is useful to awake the interest and to achieve sufficient stimulation in the students for learning. The use of it depends of the objectives of learning and methods established for educational task.

Helping aids awaken and maintain the students interest and has the custom of adopting a receptive mental attitude which promotes maximum learning.

The success of an English Class has always depended upon the supplementary material that teacher and students use in the teaching learning process. The supplementary material has an objective of motivating the student to work, investigate, discover and to construct giving the opportunity of enriching the experience of the student.

### 3.2. Types of supplementary material

There are different kinds of supplementary material, which are useful in English Classes.

The supplementary material is classified into permanent and momentary use:

a) **Permanent Supplementary material:** they are sources of common use in classroom. They are:

- Board, it is the proper resource of the traditional education where the teacher presents the content as a presentation, description or dictation.
- Eraser, it is a very common resource for teaching. It's almost difficult avoid its use, because with it teachers can repeatedly handle some feedback on the educational action.
- Markers, these are very useful in the classroom. It permits that the teacher writes on the board any explanation about the topic.
- Notebook, it is used to take daily notes and serves for teachers and students with the content of the study.
- Textbook, this is the most generalized recourse, through it the students deals with specific content

of the subject. It is the instrument that more frequently serves for the educational action in the relation teacher and student.

- Dictionary, it is essential in learning English in order to clarify the definitions, idiomatic expressions, phrasal verbs, antonyms, synonyms and unfamiliar words.

b) **Momentary Supplementary Material:** they are sources not commonly used in the classroom because teachers have to choose the specific supplementary material related to the topic and help students to reinforce their knowledge.

The momentary supplementary materials are:

- .Puppets, it helps teachers to develop speaking activities of an interesting way creating a good environment into the class.
- Pictures Cards, it is easiest to sort these according to the size, really big ones for class work, and smaller ones for individual or group work. It will be used according to the subject areas, people, animals, places, food, etc.

- Card Games, these are used to introduce new vocabulary; it is an easy way to memorize the new words and improve the students' learning will we use with all topics.
- Map, it is an indispensable into the classroom due to it permits to know the right placing of rivers, mountains, valleys, cities, countries and so on.
- Toys, "they help to connect the child's' world outside the classroom to what is happening inside the classroom." The toys will be cars, animals, furniture, cooking tools and so forth.
- Tape Record, it is important in the English learning specially to develop listening skill so that students understand the idiomatic expressions and they get a significantly results in the learning of a foreign language.

## **4. TEACHING-LEARNING PROCESS**

We are passing through a great transition. The old is becoming obsolete and new is still in the process of emergence. The old ways of learning and teaching is found to be too rigid and too out dated.

“The teaching- learning process is conceived as the existing relationship between teacher and students in the organization scholastic atmosphere whose objective is offering integral information to the students allowed it to develop with solvency in any life moment”<sup>4</sup>.

### **4.1. Importance**

The teaching learning process gives to the teachers the opportunity to use the most suitable methodology in order to guide more effectively the students’ educational activities for the purpose of obtaining meaningful learning.

Likewise the teaching learning process permit students to build their own knowledge in an individual way, but students obtain it with their classmates and teachers therefore in this construction knowledge and meant attribution process must be internal and individually.

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<sup>4</sup> BRUNER,J.(1960,1977) The process of education, Cambridge Ma.:Harvad University Press.97 pages ([www.scrib.com](http://www.scrib.com))

## **4.2. Teaching-learning environment**

According to Burton:

- Teaching objective cannot be realized without being related to learning situation.
- We made create and use teaching aids to create some appropriate learning situation.
- To understand principles, goals, objectives of education in right perspective.
- Appropriate learning situation condition may be created for congenial and effective teaching.

## **4.3. Teaching**

Teaching can be thought of as the purposeful direction and management of the learning process. Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher.

The fundamental objective of language teaching is to improve the communicative capacity of students. Language teaching like any other subject, it must contribute to the integral development of students' personality, also to facilitate the development of students' intelligence and develop all process that they have in their brains.

#### **4.4. Learning**

##### **4.4.1. Definition**

Definitions of learning given by various physiologists:

- Gates: Learning is modification of behavior through experience
- Crow-Crow: Learning involves the acquisition of habits, knowledge and attitude.
- Skinner: Learning is acquisition and retention.

Likewise, "learning can be defined as the relatively permanent change in an individual's behavior as a result or experience or practice"<sup>5</sup>.

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<sup>5</sup> KOLB,D.A. (1984) Experiential Learning, Englewood Cliffs,NJ.: Prentice Hall([www.scrid.com](http://www.scrid.com))

#### 4.4.2. Learning styles

People learn in different ways. And no one has a better learning style than anyone else. Learning styles are simply different approaches or ways of learning

- **Visual learners**

Learn through seeing. These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions for example people's heads. They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

- **Auditory learners**

*Learn through listening.* They learn best through verbal lectures, discussions, talking things through

and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances.

- **Tactile/kinesthetic learners**

“Learn through, moving, doing and touching. Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them”<sup>6</sup>. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

#### **4.4.3. Factors that impede learning**

The factors that can impede the learning are:

**Noise:** most of the people consider that is really impossible work in a noise place, teachers and students need to work in peaceful place the environment needs to be quiet.

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<sup>6</sup> R.M. Felder AND E.R. Henriques. (1995) "Learning and Teaching Styles in Foreign and Second Language Education," *Foreign Language Annals*. Application of the F-S learning style model to language education.( [www.englishraven.com](http://www.englishraven.com))

**Light:** it's really necessary to have a well illuminated place. It's impossible to get a good learning if teachers don't have a place with an appropriate illumination.

**Temperature:** the students concentrate better when the atmosphere is cool, but for others it's very hard to work well if the temperature is inappropriate, consequently it reduces their productivity.

**Motivation:** it is the set of reasons that determines one to engage in a particular behavior. Interest is an important motivator for a student. So is a desire to learn. When you link these two things together, you create success. "This aspect is very important for obtaining positive learning results therefore without motivation it's difficult to get an excellent learning"<sup>7</sup>.

**Persistency:** it's according to each students learning style. Structures vary according to learning style characteristics of each one student because the student's creativeness persistence and responsibility

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<sup>7</sup> R.M. FELDER AND R. BRENT,(2005) "Understanding Student Differences." *J. Engr. Education*, 94(1), 57-72.

requires organization and supervision to conclude a work.

**Responsibility:** A responsible pupil is always looking for some new techniques that they can adapt to them. Student gives to teacher suggestions that he consider useful for getting a productive work.

## **E. RESOURCES AND METHODS**

### **1. RESOURCES**

#### **1.1. HUMAN RESOURCES**

- Monica González
- Alexandra Salinas
- English teachers from Technological Superior Institute “Daniel Alvarez Burneo”
- Students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education.

#### **1.2. MATERIALS RESOURCES**

Computers, Bond paper, internet, books, dictionary, flash memory, internet.

### **2. METHODS, TECHNIQUES AND INSTRUMENTS**

For this research work, it was necessary to use some methods, techniques and instruments.

#### **2.1. METHODS**

To develop the present thesis project we used some methods that allowed us to carry out our research work successfully.

**a) The Scientific Method** supported and reinforced our research, because our thesis is focused on the investigation to discover and explain how teachers apply

the methodology and use supplementary material to teach English Language.

This method helped us in the following ways: first to understand the topic, after recognizing the problem, to formulate general objective as well as specific objectives, we continued with the formulation of hypotheses and based on the gotten results, we were able to start the respective conclusions.

**b) The Descriptive Method** helped us to interpret and analyze objectively the obtained results through the surveys.

**c) The Inductive Method** was used from the knowledge from particular to general facts.

**d) The Deductive Method** was used to form the knowledge from general to particular facts.

**e) The Synthetic Analytical Method** facilitated us to make the respective analysis of the problem determining the independent and dependent variables.

f) **The Statistical Method** was used in the graphic and numerical interpretation of the data obtained; also it permitted to evaluate the degree of relation between the variables and determine the verification of hypotheses.

g) **The Explicative Method** helped us to prove and reject the hypotheses.

## 2.2. TECHNIQUES AND INSTRUMENTS

The techniques and instruments that allowed us to collect the specific data to analyze, interpret and contrast were:

- **Survey:** it was used to collect a sample of data from students and teachers of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of basic education, in order to find the main problem that we analyzed in the present research work.
- **Bibliographical:** it contributed with indispensable information to build this work.

### 3. PROCEDURE

To carry out the present research work, we develop the following steps:

First, we made the respective **tabulation** of data obtained from teachers and students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education. Then we did the **Graphic Representation** of the results in charts and graphs. After, we did the **analysis and interpretation** of the empiric information stating the results in percentages.

Next, we did the **Verification of the Hypotheses** through the empiric method with a description of the indicators with major tendency and contrasting them with the information of theoretical frame.

To elaborate the **Final Report** was necessary to organize all the information by chapters and subheadings that help us to understand the research work in a clear way.

Finally, we have to formulate the **Conclusions** from the analysis of data collected, and they were based on the specific objectives which have guided the research work.

#### **4. POPULATION AND SAMPLE**

The sample of population that we took into account were the teachers and students of English Area and Students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of Basic Education at Technological Superior Institute “Daniel Alvarez Burneo”.

##### **a) Teachers´ Sample**

We took all teachers population from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education because there are only 9 English teachers in to this Section. For that reason we do not present a sample chart.

##### **b) Students Sample**

To establish the sample size of the students in the three years of Basic Education at Technological Superior Institute “Daniel Alvarez Burneo” was necessary to apply the following statistic formula:

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

**PQ**= Primer Quartile  
**N**= Population  
**n** = sample  
**K**= Constant of proportionality  
**E**= Standard Error

VARIABLE	POPULATION	SAMPLE
Students of 8 <sup>th</sup> year of Basic Education	483	186
Students of 9 <sup>th</sup> year of Basic Education	480	184
Students of 10 <sup>th</sup> year of Basic Education	479	184
TOTAL	1442	554

## 5. RESULTS

### TEACHERS' SURVEY

1. Do you believe that the methodology used by the teacher affects the learning process?

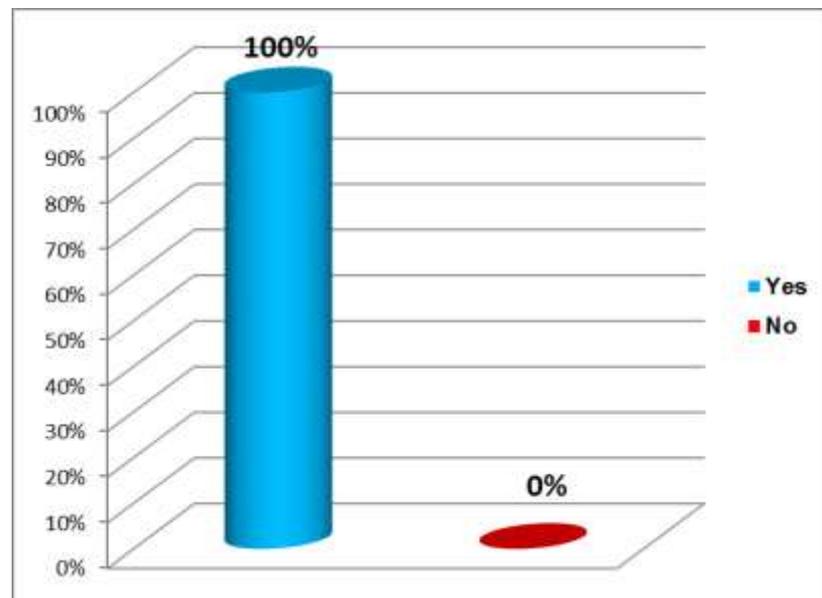
#### a) STATISTIC TABLE

VARIABLE	F	%
Yes	9	100%
No	0	0%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>

SOURCE: Survey applied to the teachers

RESPONSABLES: Mónica González and Alexandra Salinas

#### b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

As we can see 100 % of teachers are conscious that methodology used by them influence on the students learning, due to it is a process and the teacher has to choose the best activities in order to improve the students' understanding.

We consider that is so important to apply the best teaching methods to develop the class and encourage to students to learn in an easy way this language; because, a good methodology is the main cue to get a successful class and consequently to obtain meaningful learning with students, it involves to use innovative strategies that clarify students' questions; for that reason teachers must to apply the appropriate methodology to increase students' attention.

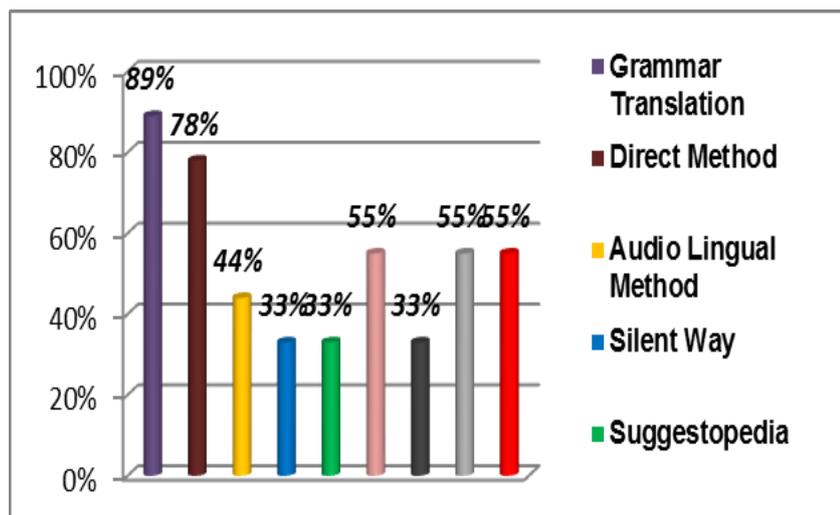
**2. Which methods do you believe are the most appropriate to achieve a good level of the English Language?**

**a) STATISTIC TABLE**

VARIABLE	F	%
Grammar Translation	8	89%
Direct Method	7	78%
Audio Lingual Method	4	44%
Silent Way	3	33%
Suggestopedia	3	33%
Total Physical Response	5	55%
Natural Approach	3	33%
Communicative Approach	5	55%
Cooperative Learning	5	55%

**SOURCE:** Survey applied to the teachers  
**RESPONSABLES:** Research Team

**a) GRAPHIC REPRESENTATION**



## **b) INTERPRETATION**

The 9 surveyed teachers have chosen more than one option, the 89% answered that the most appropriate method to teach English is the Grammar Translation Method, the Direct Method in 78%, the Audio Lingual 44%, Silent Way 33%, Suggestopedia 33%, Natural Approach 3%, Total Physical Response, Communicative Approach and Cooperative Learning with 55%.

All of these methods are effective to develop the English classes, but a great percentage of teachers have marked the grammar translation method, it means that teachers are only interested in teaching grammatical structures, students learn to translate word by word, so teachers are not using an appropriate method that help students to develop their skills and get a meaningful learning.

We consider that teachers have to select the best method according to the students' needs taking into account the topic for the class. According to the theory that were searched, Grammar Translation Method is one of the most traditional method used to teach English, but this method have some disadvantages, such as: students memorize numerous grammatical rules and translate whole text word by word, and it does not permit students

to develop their skills well, so we can say that nowadays communicative method is the most important method, because it encourages students to speak as soon as possible.

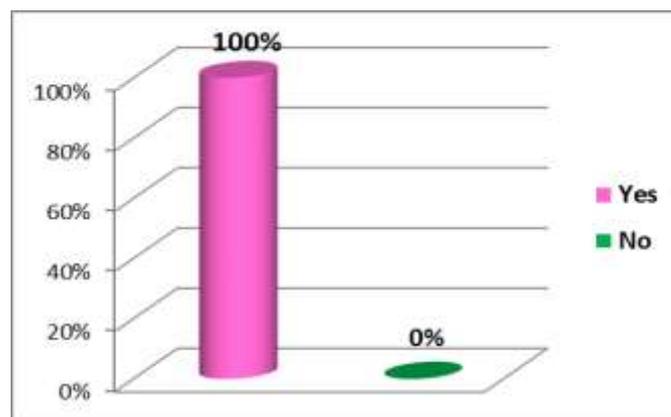
**3. According to you, is supplementary material important in the teaching learning process?**

**a) STATISTIC TABLE**

VARIABLE	F	%
Yes	9	100%
No	0	0%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>

**SOURCE:** Survey applied to the teachers  
**RESPONSABLES:** Research Team

**b) GRAPHIC REPRESENTATION**



### **c) INTERPRETATION**

The results show us that 100% of teachers answered that the supplementary material is indispensable and plays a vital role into the teaching learning process, because it helps teachers to catch the students attention and create a fun and interesting class.

Comparing with the question 5 of students' survey, we can notice that they agree with teachers in that supplementary material is important to develop class, it creates a good environment to learn English, the classes are not boring.

The theory says that to learn a foreign language, the teachers need to use supplementary material that really helps pupils to develop the skills and get a meaningful learning, motivating the students to work, investigate, discover and construct a meaningful learning. So, we can mention that supplementary material is an indispensable resource that all teachers must use for the development of the classes, since it allows students assimilate better and faster the language.

#### 4. When you develop the English classes, what do you do?

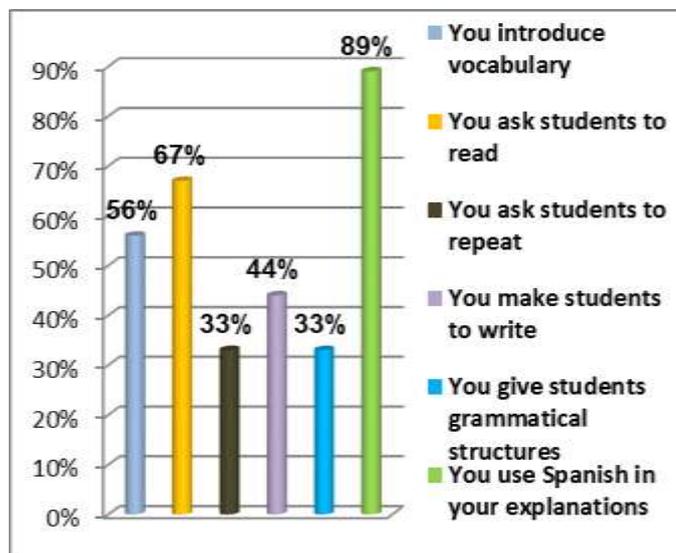
##### a) STATISTIC TABLE

VARIABLE	F	%
You introduce vocabulary	5	56%
You ask students to read	6	67%
You ask students to repeat	3	33%
You make students to write	4	44%
You give students grammatical structures	3	33%
You use Spanish in your explanations	8	89%

**SOURCE:** Survey applied to the teachers

**RESPONSABLES:** Research Team

##### b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

The results indicate that, 89% of teachers use Spanish in their explanations, 67%ask students to read, 56%introduce vocabulary, and 44%make students to write, and with the same percentage of 33% teachers give students grammatical structures, and ask them to repeat.

Comparing with the question 2 of the students' survey, we can notice that they coincide with some activities that teacher develop in their classes, such as: teachers introduce vocabulary, teachers ask students to read, and also teachers use Spanish in their explanations, these activities are good to develop the language, but when teachers use Spanish in their explanations, they are not motivating students to learn the language in a good way, students only learn grammatical structures, in order to translate a text word by word, they do not understand the language.

**5. What kind of supplementary material do you use in your English classes?**

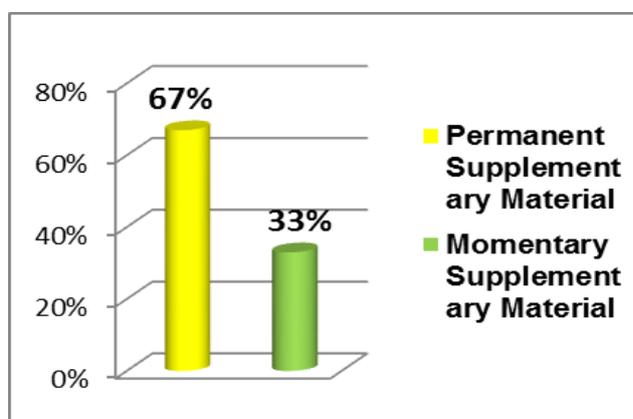
**a) STATISTIC TABLE**

<b>VARIABLE</b>	<b>F</b>	<b>%</b>
Permanent Supplementary Material	6	67%
Momentary Supplementary Material	3	33%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>

**SOURCE:** Survey applied to the teachers

**RESPONSABLES:** Research Team

**b) GRAPHIC REPRESENTATION**



**c) INTERPRETATION**

As you can see in the chart, 67% of teachers use the permanent supplementary material and the 33% use momentary supplementary material.

Analyzing the question 4 of students' survey, we can deduce that students agree that most of the teachers use the permanent material such as: book, notebook, dictionary and tape recorder, because all of these are very common in the classroom, but a short percentage use momentary supplementary material.

We can notice that teachers constantly use permanent supplementary material and it does not motivate students to learn English but if they used momentary material, they can choose a variety of momentary material such us: puppets, flash cards, cuttings, toys, pictures cards and so on, and it is important to mention that this kind of materials generate interest in the students for the class.

**6. Do you prepare supplementary material for your classes?**

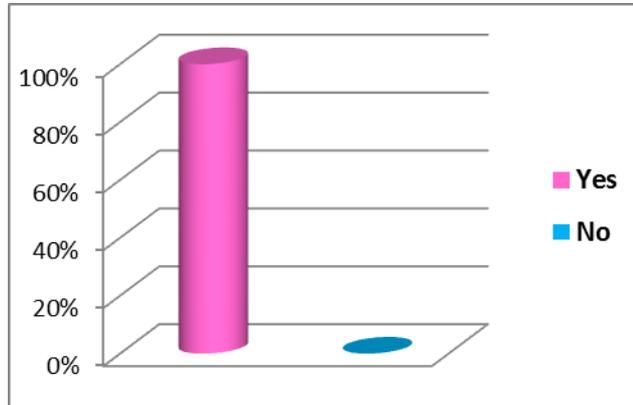
**a) STATISTIC TABLE**

<b>VARIABLE</b>	<b>F</b>	<b>%</b>
Yes	9	100%
No	0	0%
<b>TOTAL</b>	<b>9</b>	<b>100%</b>

**SOURCE:** Survey applied to the teachers

**RESPONSIBLES:** Research Team

## b) GRAPHIC REPRESENTATION



## c) INTERPRETATION

The obtained information shows that a 100% of surveyed teachers prepare supplementary material, but contrasting this information with the question 4 of students' survey, and question number 5 of teachers' survey, we can say that teachers do not prepare momentary supplementary material; they only work with permanent material that they always can find in the classroom, but it is not enough to catch students' attention in the theme that they learn.

Teachers have to prepare supplementary material to make the class interesting and motivate students to learn the foreign language due to it helps teachers to facilitate the teaching process, in other words it helps teachers to make a funny and interesting class.

**7. Which of the following activities do you use to encourage your students to learn the English Language?**

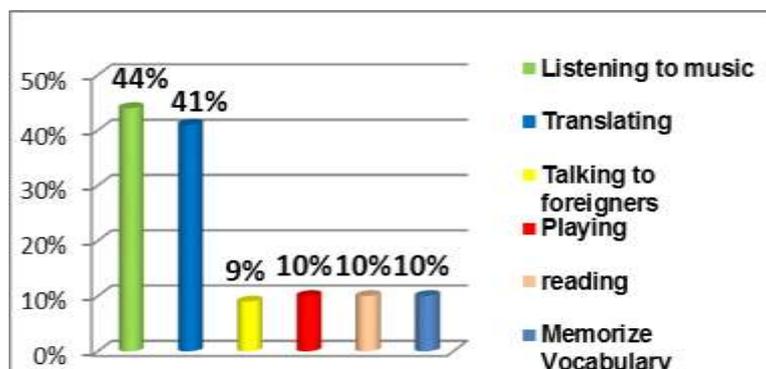
**a) STATISTIC TABLE**

VARIABLE	F	%
Listening to music	4	44%
Translating	5	41%
Talking to foreigners	8	9%
Playing	9	10%
Reading	6	10%
Memorize Vocabulary	7	10%

**SOURCE:** Survey applied to the teachers

**RESPONSABLES:** Research team

**b) GRAPHIC REPRESENTATION**



**c) INTERPRETATION**

A 41% of teachers use translating as an activity to encourage the students to learn the language, 44% mentions listening to music as another activity that they

develop in class, 10% memorizing vocabulary, reading activities and playing, finally 9 % talking to foreign people.

After checking the teachers' survey and contrasting with the question 6 of students' survey, we believe that teachers know how students prefer to learn English language, and they are conscious of the need of motivating students. The teachers have to find creative ways to teach the language and increase the students' motivation to learn the language.

- 8. There are four basic skills to learn English Language. Which of these do you consider are more necessary to develop?**

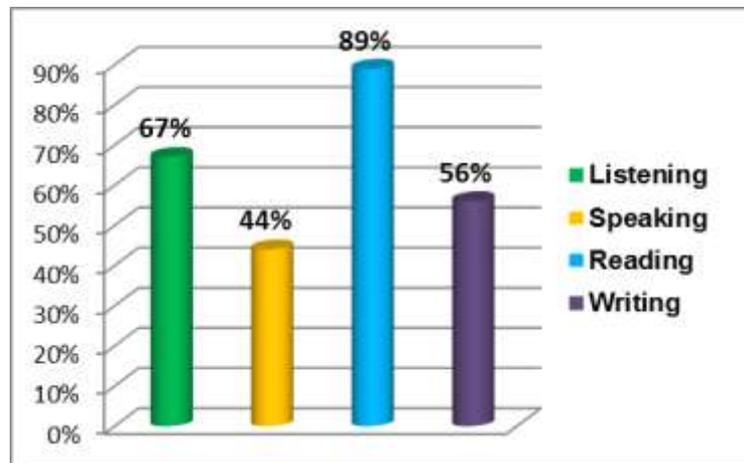
**a) STATIC TABLE**

<b>VARIABLE</b>	<b>F</b>	<b>%</b>
Listening	6	67%
Speaking	4	44%
Reading	8	89%
Writing	5	56%

**SOURCE:** Survey applied to the teachers

**RESPONSABLES:** Research Team

## b) GRAPHIC REPRESENTATION



## c) INTERPRETATION

With a great percentage of 89%, reading skill, is considered by part of teachers as the ability more developed in class in order to learn the English Language, a 67% mention the listening skill, writing skill with 56%, and finally the speaking skill with 44%.

The theory says that all the skills are important to develop the English Language, because all of them work together, for example when we study, we listen, take notes, ask questions, or discuss some ideas, it is a real example that shows us, how the linguistic skills are linked among them.

As we know, the language skills often begin with a receptive skill: listening or reading, followed by a productive skill:

speaking or writing. Taking into account these aspects, we can say that the developments of four skills are important, because they allow students to express ideas, feelings, etc.; and it also helps students to understand the English in a better way.

**9. Learning is affected by some emotional and environmental factors. Could you mention some of them?**

**a) INTERPRETATION**

This question does not present a graphic representation, because it is an open question, teachers can express their own ideas.

Teachers mentioned some emotional and environmental factors that affect the learning, such as: motivation, responsibility, light, noise and weather. Contrasting with the question 9 of students' survey, students and teachers agree that all of these factors impede to get a meaningful learning.

So, we can say that all of these factors affects the students' learning, because taking into account the

theoretical frame, teachers' motivation is so important to the students, it is a desire to learn, in the same way, responsibility plays an important role in the study of English, it is necessary that the place of work has an appropriate illumination and temperature to avoid students' boredom, and finally it is really difficult to work in a noisy environment; the students lose the attention, for that reason teachers must pay attention in this factors in order to help students to create a peaceful place to work.

### **STUDENTS' SURVEY**

- 1. Do the activities developed by your teacher help you to improve your English language learning?**

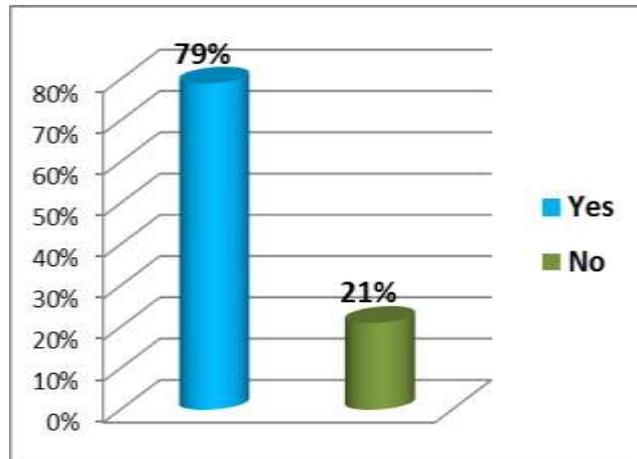
#### **a) STATISTICS TABLE**

<b>Variable</b>	<b>F</b>	<b>%</b>
Yes	436	79%
No	118	21%
<b>TOTAL</b>	<b>554</b>	<b>100%</b>

**SOURCE:** Survey applied to the students

**RESPONSABLES:** Mónica González and Alexandra Salinas

## b) GRAPHIC REPRESENTATION



## c) INTERPRETATION

As we can observe, 79% of the surveyed students mentioned that their teachers' activities help them to improve the English Language in an interesting and funny way, but other 21% said that their teachers' activities do not help them to improve their English Language, they mentioned that some activities do not have relation with the topic of class and consequently they do not pay attention. The theoretical frame says that teacher must choose and orchestrate a rich mix of classroom activities to develop the class, involving a variety of group sizes, content and contexts, for that reason it is important that teachers use the most suitable methodology in order to guide more effectively the students' activities, with the purpose of obtaining a meaningful learning.

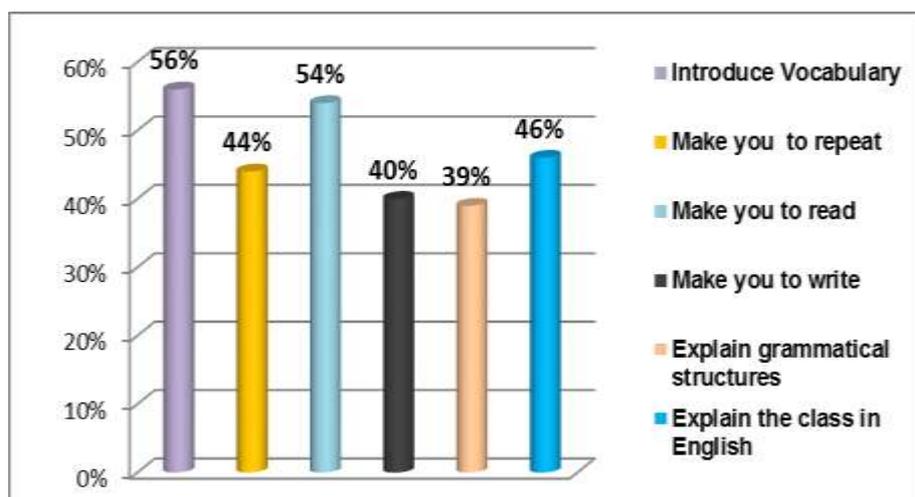
2. When your English teacher performs the class, does he or she develop the following activities?

a) STATISTICS TABLE

Variable	F	%
Introduce Vocabulary	309	56%
Make you to repeat	243	44%
Make you to read	299	54%
Make you to write	224	40%
Explain grammatical structures	215	39%
Explain the class in English	255	46%

**SOURCE:** Survey applied to the students  
**RESPONSABLES:** Research Team

b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

With a percentage of 56%, students say that when the teachers perform the classes, firstly they introduce vocabulary, 44% said that teachers make them to repeat, 54% make them to read, a 40% mentioned that teachers make them to write, 46% told that teachers explain grammatical structures, and finally with 46% teachers perform the classes in English.

When the teacher elaborates the lesson plan, he/she always determines the objectives that he or she wants to reach at the end of the lesson, and it also involves to establish the sequence of activities that they are going to develop in class, it means that teacher decides with what activity to start the class, for example vocabulary reinforces the students' knowledge of new words, repetition activities permit students to learn the correct pronunciation of different kind of words, so we can say that teachers play an active role, they decide what and how to teach, also they present the materials that are going to support the teaching.

**3. When the students don't understand the class, what does your teacher do?**

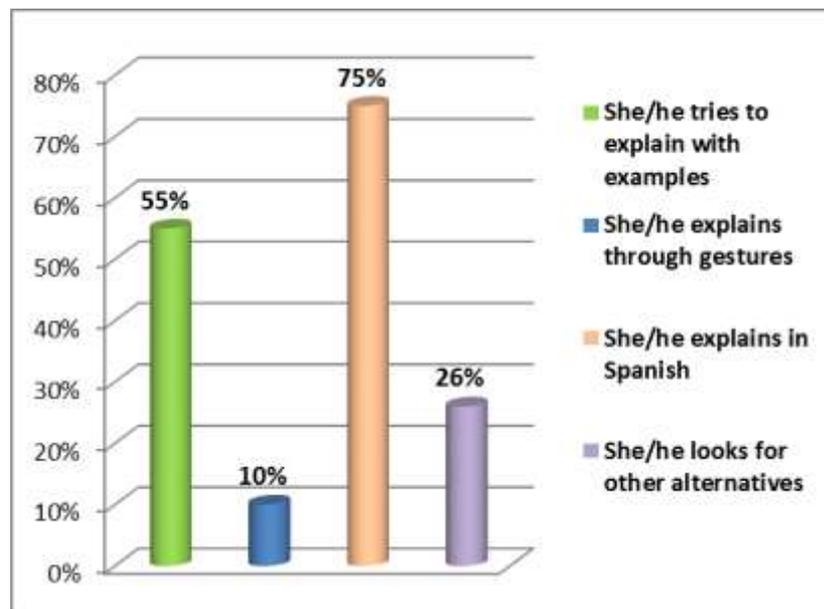
**a) STATISTICS TABLE**

<b>Variable</b>	<b>F</b>	<b>%</b>
She/he tries to explain with examples	306	55%
She/he explains through gestures	55	10%
She/he explains in Spanish	416	75%
She/he looks for other alternatives	145	26%

**SOURCE:** Survey applied to the students

**RESPONSABLES:** Research Team

**b) GRAPHIC REPRESENTATION**



### **c) INTERPRETATION**

From 554 surveyed students, who choose two or more alternatives, 75% told that teacher uses Spanish without problem when students do not understand the class, 55% of them said through examples, a 10% expressed that teacher explains through gestures and only a 26% of students consider that teachers look for other alternatives, when they do not understand, for example giving a list of new vocabulary.

As we know teachers are the responsible that students learn and start to use the English language, they need to avoid the use of Spanish, when students do not understand the topic, one strategy to explain the class could be through gestures, in this way pupils associate what their teachers express with their gestures. Taking into account these aspects, we can say that teachers need to look for other alternatives that help students to understand the class, but also it is important to mention that the use of supplementary material is so necessary, because it encourage students to learn and understand in a better way. Only with a good strategy teachers can get good and interesting results, the use of Spanish is not the solution.

4. What kind of supplementary material does your English teacher use in the development of the class?

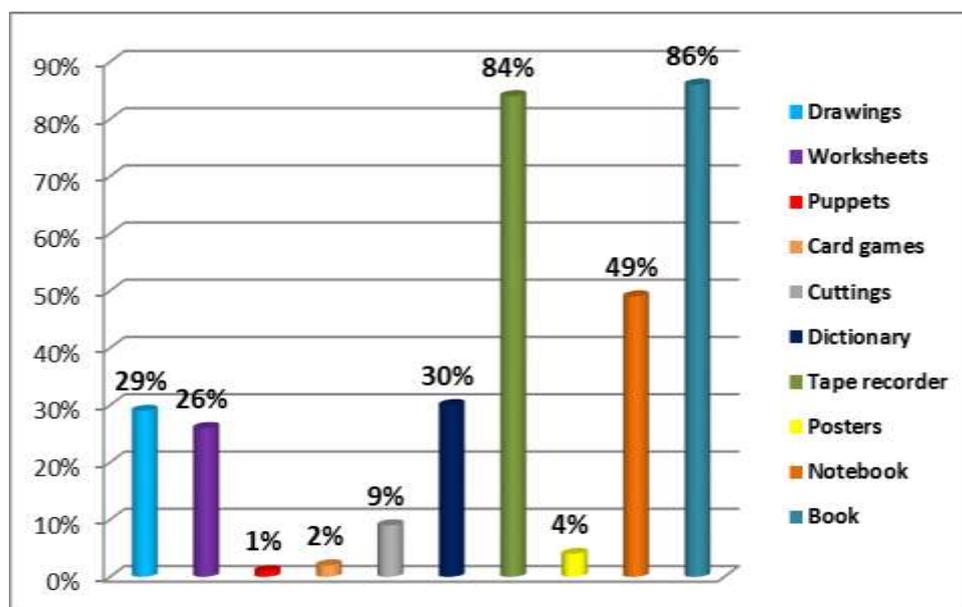
a) STATISTICS TABLE

VARIABLE	F	%
Drawings	160	29%
Worksheets	142	26%
Puppets	4	1%
Card games	12	2%
Cuttings	52	9%
Dictionary	168	30%
Tape recorder	463	84%
Posters	23	4%
Notebook	269	49%
Book	477	86%

SOURCE: Survey applied to the students

RESPONSABLES: Research Team

b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

According to the results, 86% of students answered the use of book as supplementary material used by part of teachers, a 84% mentioned the use of tape recorder, a 49% of students told that teachers use the notebook, other 30% mentioned the use of dictionary, a 29% expressed the use of drawings, other 26% matched the worksheets, a 4% said the use of posters, a 2% said that teachers use card games, and a 1% said that teachers use Puppets.

Our theoretical frame states that in the teaching learning process, we have permanent material and supplementary material, both are important to teach English, and both have the objective of motivate the students' work. But according to the obtained results, we can say that teachers always use the traditional material, book, notebook and dictionary, and it creates a boring class, students do not pay attention, teachers lose the control of class. For that reason it is important that teachers develop their creativity using nice and funny materials to catch the students' attention, and also it helps to create a good atmosphere of work.

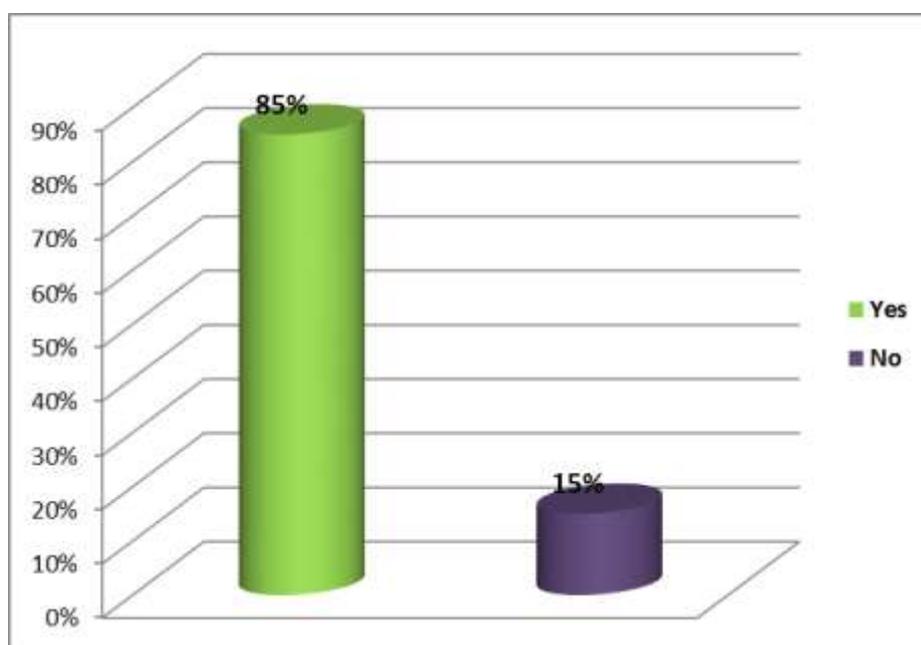
5. Do you believe that the use of supplementary material help you to improve the English language Learning?

a) STATISTICS TABLE

Variable	F	%
Yes	469	85%
No	85	15%
<b>TOTAL</b>	<b>554</b>	<b>100%</b>

SOURCE: Survey applied to the students  
RESPONSABLES: Research Team

b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

According to the students' answers, the 85% said that the supplementary material used by part of the teacher helps them to improve the English learning, but other 15% mentioned that this material does not help them, because teachers always use the traditional material and it is boring.

The theory says that supplementary material is an important element during the teaching learning process, because teachers need to create an interesting, and friendly classroom atmosphere, in order to motivate the students to work with interest, also this material need to contribute to get a meaningful learning.

Taking into account these aspects we can say that teachers need to pay attention to the materials for working, they cannot continue with the same resources, because it affects the students learning.

## 6. How do you prefer to learn English?

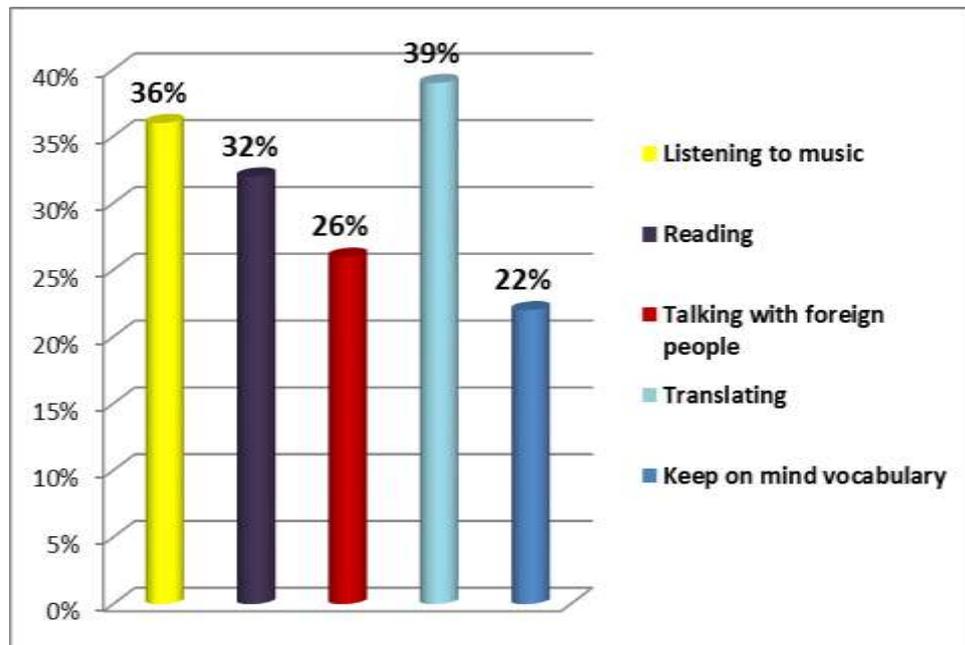
### a) STATISTICS TABLE

Variable	F	%
Listening to music	200	36%
Reading	176	32%
Talking with foreign people	143	26%
Translating	215	39%
Keep on mind vocabulary	124	22%

**SOURCE:** Survey applied to the students

**RESPONSABLES:** Research Team

### b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

The results show us that 36% of students prefer to learn English Language listening to music, 22% said that they learn English Keeping on mind vocabulary, 32% of them mentioned the reading option, other 39% asked that they like to translate, finally a 26% matched talking to foreign people.

The theoretical frame states that people learn in different ways, each one has different learning styles, some of them are: to learn through seeing, here students often prefer to take detailed notes to absorb the information; to learn through listening, these learners often benefit from reading text aloud and using tape recorders, they learn through verbal lectures and listening what others have to say.

Taking into account these aspects we can say that each one of us has different ways of learning, students can choose the best way to learn and improve the language.

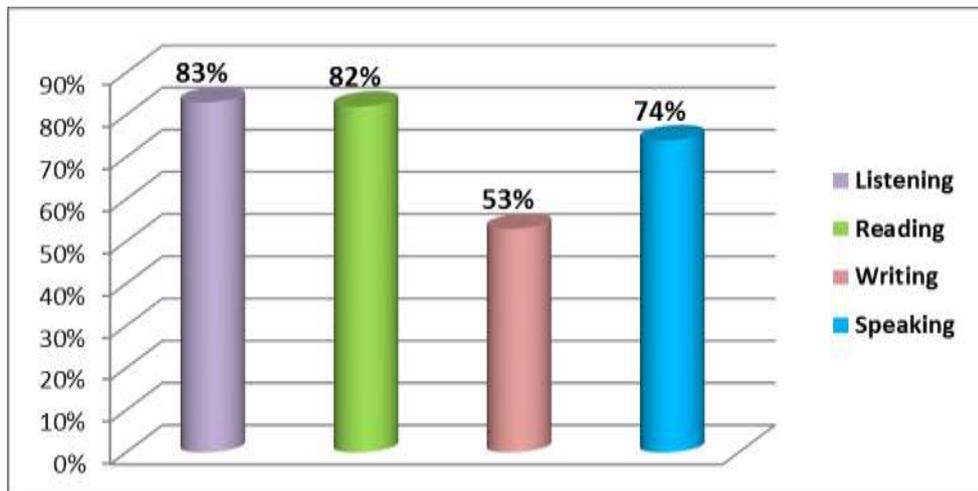
## 7. Mark the skills that you develop in your English classes

### a) STATISTICS TABLE

Variable	F	%
Listening	461	83%
Reading	453	82%
Writing	292	53%
Speaking	410	74%

**SOURCE:** Survey applied to the students  
**RESPONSABLES:** Research Team

### b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

In relation with this question, 83% of students expressed that they develop listening skill, 82% said that they develop reading skill, 74% told the speaking skill and 53% mentioned the writing skill.

Everybody nowadays understands the importance of English and thus they strive really hard to improve their English skills. We know English language is a universal language and everyone understands its importance.

A person who is good in writing and spoken English get more opportunities than other people, for that reason we can say that to learn English is so necessary to develop the four skills together, teachers should set the appropriate classroom environment and carry out adequate activities that support a good development of the four skills of the English Language.

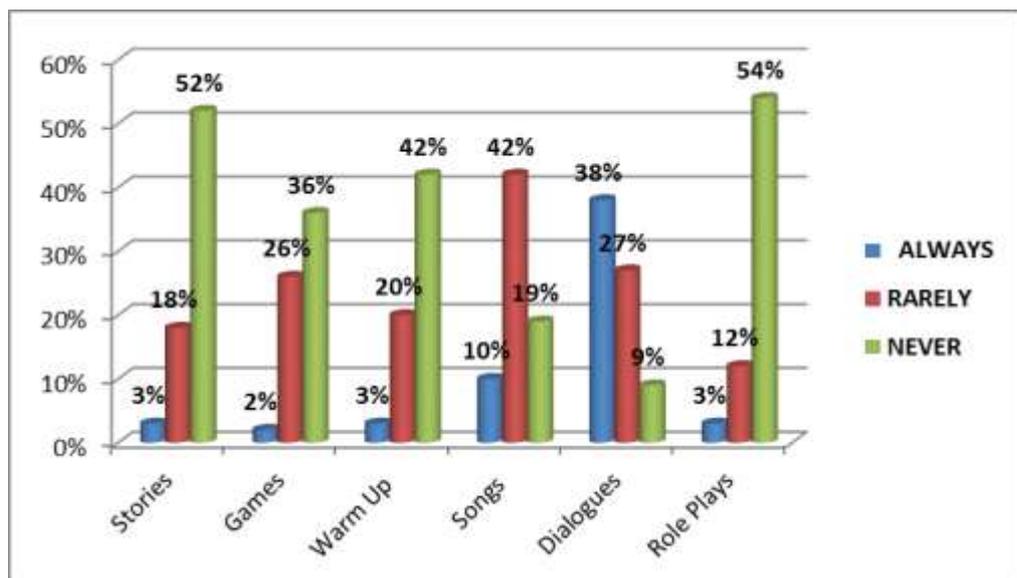
8. Mark the activities that your English teacher carries out to motivate his or her students

a) STATISTICS TABLE

Variable	F					
	ALWAYS	%	RARELY	%	NEVER	%
Stories	14	3%	97	18%	288	52%
Games	9	2%	144	26%	199	36%
Warm Ups	19	3%	113	20%	231	42%
Songs	54	10%	231	42%	104	19%
Dialogues	212	38%	151	27%	48	9%
Role Plays	19	3%	67	12%	301	54%

SOURCE: Survey applied to the students  
 RESPONSABLES: Research Team

b) GRAPHIC REPRESENTATION



### **c) INTERPRETATION**

In this question we propose different type of activities that teacher will carry out to motivate students. Pupils could choose more than one option, referring to the stories 3% of students pointed always, 18% marked rarely and the 52% marked never. According to the games option, the 2% asked always, 26% said rarely, and 36% choose the never option. The warm up, 3% of students manifested always, 20% informed rarely and the 42% told never. To refer about songs, 10% indicated always, 42% mentioned rarely and the 19% expressed never. About dialogues 38% pointed always, 27% matched the rarely option, and 9% marked never. And in relation to role plays alternative, 3% of students marked always, 12% pointed rarely and 54% marked never.

Language learning is a hard work; the effort is required at every moment and must be maintained over a long period of time. Many activities like games, stories, dialogues, songs, help to motivate, to encourage a spontaneous use of language, through these activities students experiment, discover, and interact with their environment. So, we can say that these activities are a welcome break from the usual routine of the language class, they provide practice in the various language skills-speaking, writing, listening and reading.

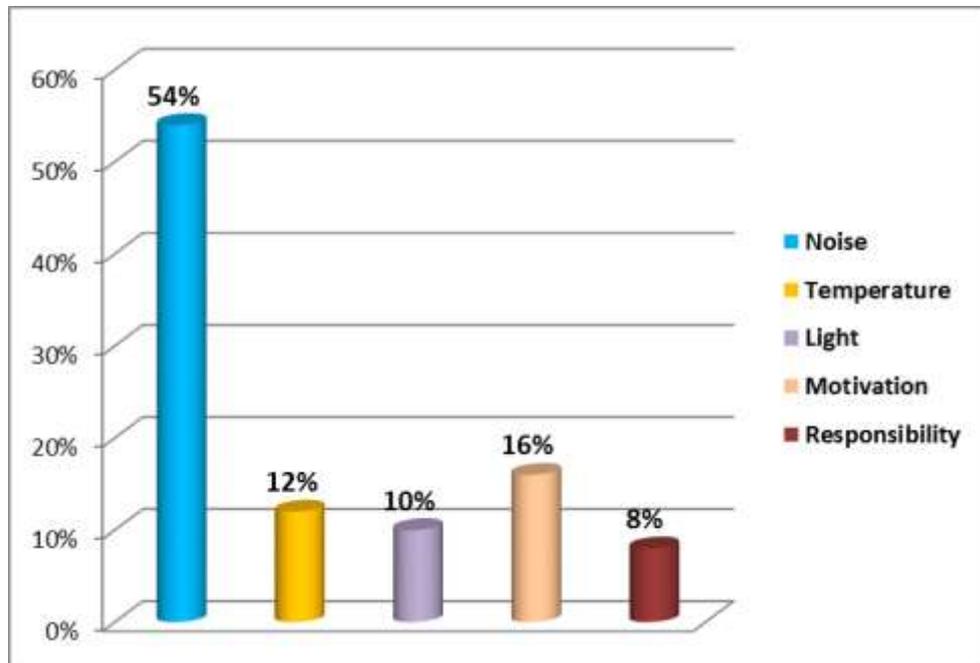
**9. Mark with an (X) the environmental factors affects the English Language Learning?**

**a) STATISTICS TABLE**

Variable	F	%
Noise	447	54%
Temperature	82	12%
Light	61	10%
Motivation	195	16%
Responsibility	117	8%

**SOURCE:** Survey applied to the students  
**RESPONSABLES:** Research Team

**b) GRAPHIC REPRESENTATION**



### **c) INTERPRETATION**

In this graphic, 54% of students said that the noise affects the English learning, 16% matched the motivation, 12% indicated the temperature, 10% manifested the light and 8% answered the responsibility.

As we know if in the classroom there is a good atmosphere, it provides numerous opportunities for students to share personal anecdotes. The teachers need to create a place of respect, because teachers and students need to work in a peaceful place with responsibility, at the same time motivation is a vital factor that teachers need to develop in class, in order to get a meaningful learning.

## **F. CONTRASTING AND VERIFICATION OF HYPOTHESES**

### **1. HYPOTHESIS ONE**

To verify the hypotheses that we have set in our project; we used the gotten results through a logical analysis of the information gathered from teachers and students of “Technological Superior Institute Daniel Alvarez Burneo” High School, this information will help us to prove or reject the establish hypotheses, then we will be able to establish the conclusions and suggestions to improve the teaching learning process of the English language.

#### **a) Statement**

Teachers prepare and use supplementary materials to develop their English classes into the teaching learning process of the students of 8<sup>th</sup>, 9<sup>th</sup>, and 10<sup>th</sup> years of basic education at technological superior institute “Daniel Alvarez Burneo”, academic period 2009-2010.

#### **b) Demonstration**

The first hypothesis has two variables, the independent one is teachers prepare and use supplementary material and the dependent one is, the teaching learning process of the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo, academic period 2009-20010”

This hypothesis has been proved through the following questions:

Question number **THREE** of the teachers' surveys where the 100% of them said that the supplementary material is indispensable into the teaching learning process, because it helps teachers to catch the students' attention and facilitate the educational process. And the question number **FIVE** of the students' survey, which is related to the use of supplementary material, the 85% of students answered that supplementary material used by teachers helps them to improve the English learning but the 15% of students mentioned that used of supplementary material does not help them due to teacher always use the common material in the classroom and it is boring.

Question number **SIX**, the 100% of surveyed teachers said that they prepare supplementary material, but in question **FIVE**, the 67% of teachers pointed that they use permanent material, and in the question number **FOUR** of students' survey, the 25% of students mentioned that the book is the material more used into the English classes. So we can notice that the teachers do not prepare supplementary material and consequently the student cannot get a significant learning, because the

supplementary material is useful to awake the interest and to achieve sufficient stimulation in students for learning.

Question number **NINE** of teachers' survey, it is an open question and they mention some factor that affect the students learning such as: light, noise, motivation and responsibility and contrasting with the question **NINE** of the students' survey the 54% of them pointed noise and the 16% pointed motivation, it shows us that the learning also can be affected by some factors like: noise, light and motivation.

### **c) Discussion and conclusion**

After the demonstration with the respective questions in the applied surveys, the researchers reject the first hypothesis; because we have verified that teachers do not prepare supplementary material to develop their classes, consequently they do not get a significant teaching learning process in the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education, at technological superior institute "Daniel Alvarez Burneo", academic period 2009-20010.

## 2. HYPHOTESIS TWO

### a) Statement

The methodology and supplementary material used by English Teachers influence significantly in the students' progress of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education ,at technological superior institute "Daniel Alvarez Burneo", academic period 2009-20010.

### b) Demonstration

The second hypothesis has two variables the independent is the methodology and supplementary material used by English teachers and the dependent variable is the influence in the students' progress of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education, at technological superior institute "Daniel Alvarez Burneo", academic period 2009-20010.

This hypothesis has been proved through the question number **ONE** of the teachers' survey, where the 100% of them are conscious that methodology used by them have a great importance in the students' progress, due to the teachers have to choose the best activity to teach English language. And the question number **ONE** of the students' survey, the 79% of them mentioned that the activities carry on by the teachers help them to improve their

English learning. We notice that teachers and students agree that methodology is the cue in the students' progress.

Question number **TWO** of the teachers' survey the 89% of them pointed that the most appropriated method is grammar translation and contrasting with the question number **TWO** of the students' survey we can see that the 18% of students pointed that teachers introduce vocabulary and make them to repeat and read, and the 16% of them marked that teachers make them to write, it show us that teacher' objective is that students develop the writing skill and make them to keep in mind vocabulary; for that reason we can say that teachers are working with grammar translation method and it is not the best method to learn English. We thought that students need to learn English through the communicative method due to the communicative method's objective is reflected in the students' needs. In other words with this method students can develop all the skills taking into account the students' requests to communicate into the new language.

Question number **FOUR** of teachers' survey the 89% of teacher use Spanish to give the instructions in their

classes and the 67% of them make students to read, contrasting with the question number **TWO** of the students' survey, the 18% of them marked the option teacher makes them to read and other 18% pointed teacher introduces vocabulary. Comparing the teachers' and students' information, it shows us that all these activities are related to the grammar translation method and teachers are conscious of the objective of this method but they are not motivating students to produce the language and it has to be the objective of teachers in their classes. The students should be able to speak English in any place and teachers have to encourage them to do it.

Question number **EIGHT** of the teacher's survey the 33 of the marked the option writing and speaking skill comparing with the question **SEVEN** of students the 28% mentioned the writing skill and 25% said speaking skill. It shows that teachers are interested in the two skills speaking and writing but we thought that teachers should develop the four basic skills in their classes, listening, speaking, writing and reading due to they are integrated skills and the skills depend on each other.

### **c) Discussion and conclusion**

After to check the information gotten from the surveys applies to teachers and students, the research group has proved the second hypothesis because of the methodology and supplementary material have a great importance into the students' progress of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education, at technological superior institute "Daniel Alvarez Burneo", academic period 2009-2010. But the teachers are not working with the best method and supplementary material to obtain good results into the students' learning

## **G. CONCLUSIONS**

After we have finished our research work about the methodology and the use of supplementary material and their influence in the learning of the English language with the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at technological superior institute "Daniel Alvarez Burneo", academic year 2009 - 2010" we have been able to get the following conclusions.

- The teachers do not prepare supplementary material; they only use the permanent material that they can find in the classroom.
- The teachers work with traditional methods such as the grammar translation method and it is a traditional one which does not help student to practice the language in a meaningful way.
- The students' learning is affected by some environmental factors, specially the noise and the lack of motivation.
- Teachers do not prepare activities taking into account the students' learning styles.

## H. RECOMMENDATIONS

- The teachers should be creative and prepare supplementary material according to the topic of the class, so that they could get better result into the teaching learning process.
- The teachers should choose other learning methods and to motivate students to communicate in English language instead of translation activities.
- Teacher should prepare interesting activities according to the students' needs and also they should motivate them to work in a peaceful and quiet environment.
- Teachers should prepare activities taking into account that the students have different learning styles and the teachers have to cover all their needs.

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**J. ANNEXES**

# PROJECT



1859

# UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, ARTE Y COMUNICACIÓN

## ENGLISH LANGUAGE CAREER

### THEME

“THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8<sup>th</sup>, 9<sup>th</sup> AND 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO”. ACADEMIC YEAR 2009 - 2010”

This thesis project is previous to get the Licentiate's degree in Science of Education, English Language specialization.

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### DIRECTOR:

Mgs. Mariano Castillo

LOJA - ECUADOR

2010

**1. THEME:**

**“THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8<sup>th</sup> ,9<sup>th</sup> AND 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO” .ACADEMIC YEAR 2009 - 2010”**

## **2. PROBLEM STAMENT**

### **2.1.BACKGROUND**

The “Daniel Alvarez Burneo” Technological superior institute started to work in 1962, under the supervision of Mister Alfonso Valdivieso Carrión.It began with 64 pupils, as an Artisanal institute offering a technical bachelor’s degree (carpentry and agronomy).Even since it started as an educative institution to face the educative needs in our city and it was an excellent opportunity to the community in order to get a better opportunity of life.

In 1965 the religious community called Hermanos Maristas, represented by Hno. Santiago Fernandez Garcia took the administration of the Daniel Alvarez Burneo Institute.

The technological superior institute “Daniel Alvarez Burneo” High School becomes as a good opportunity to the society. In the present it offers the bachelor’s degree in: Mechanic, Agronomy, Accountancy, Physical Mathematic, Biology, Chemist and social science.

The main objective of the institution is to strengthen the active participation of the students and members of the Educative community through the permanent training of the teachers, the application of the overall curriculum and the practice of values and positive attitude.

The vision of the Technological Superior Institute “Daniel Alvarez Burneo ” is consolidated as an great educative institution in the country with the goal of training competent technologists and bachelors in different areas such as: scientific, technological, and humanist-Christian and promote the practice of human values.

At the present “Daniel Alvarez Burneo” Technological Superior Institute has an students’ population around 2882; it is divided in two groups, Basic Education with population of 1440 and a significant number of 193 teachers, whose day by day work together with the students to improve their knowledge, with the purpose that they continue their superior studies and give to the society a good quality of professionals.

## **2.2. CURRENT SITUATION OF THE RESEARCH OBJECT**

Education is any act or experience that has a formative effect on the **mind**, **character** or physical ability of an individual.

In other words, education is the process by which society deliberately transmits its accumulated **knowledge, skills and values** from one generation to another.

At present, with the technological advance, the world requires a good education level according to the last requirement; We are living in the biggest successful time and the human progress due to we have been able to evidence that press, radio, television, Internet, news, business bibliographic information, e-mails, are performed in English language. In fact it is essential to study at least two languages to make life easy according to the worldwide development.

We can say that in Ecuador, education had been considered as a tool of the governments' subordination system, since we have an inadequate education that impedes us to know the social, political, economic, cultural reality and all educational problems.

The education has enormous difficulties such as, the teachers are not specialized in different areas of education, and teachers do not receive appropriate training of it, as a result of this we cannot reduce the illiteracy due to the lack of the economic resources.

Modern society is changing very fast and educational process change at the same rate.

We know the techniques are components of the methodology but it should be very different and need to be equipped with a large variety of tools such as: charts, pictures, films, slides, tape recorder, language labs, radio and television programs, direct demonstrations, and simple exposure, field trips, which enrich, illustrate or accelerate the teaching process.

The quality of certain methodology is also appreciated by: aspect, dosage, combination of proceedings. In fact classical methods are the main pillars of educational system. They can suffer some structural changes or evolutionary additions but their essence remains.

Likewise it is necessary to emphasize the cause and effects produced by the use of ambiguous and inadequate methodologies that are still in the learning process of foreign language and transform in a significant contribution to improve the students learning.

In our city it is evident that all of efforts for teaching English are focused on getting knowledge for an excellent communication. Although we could observe that there are some prominent factors which would be the cause of different troubles in the learning of the English Language.

### **2.3. RESEARCH PROBLEM**

At the present a restructuration of the learning methodology and the good use of these is very necessary taking into account that the traditional methodologies have remained and have fostered a vicious circle from which teacher cannot escape. They are seldom able to do research or to be innovative for that reason the teachers should choose the most adequate method according to the reality to improve their classroom work.

As we know methodology constitutes the group of norms and decisions that organize, in a global way, didactic action in the classroom: the role of the students and the teachers, the use of main resources, type of activities, organization of the times and the spaces, the sequence and the type of tasks and so on.

It means to adopt a methodology with a clear sense for the students understand the class in the best way.

For that reason we consider to keep in mind some important methods with a big value into the teaching learning process, due to all of these permits a good develop of the class.

These methods are: Direct Method, Audio-Lingual Method, Silent Way, Suggestopedia, Total Physical Response, the Natural Approach, and Grammar Translation and so on.

On other side it is necessary to know the importance of the Supplementary Material and their influence into the teaching learning process.

It is useful to awaken interest and achieve sufficient stimulation in the students for learning. It facilitates the educational practice for the teachers and students, making it more concrete and reduces its complexity.

The role of teachers is to help learners to learn, they choose the materials, they may adapt, supplement, and elaborate those materials, also monitor the progress and needs of the students.

Materials include textbooks; video and audio tapes, computer software, visual aids, newspapers, magazines, advertisements, and other types of supplementary material are very useful to get a meaningful learning. It is important for teachers to know how to choose the best material for instruction, how to make supplementary materials for the class, and how to adapt materials.

Teachers always need to examine their materials carefully from the point of view of what is appropriate for their students and the classes they are teaching.

In other hand, learning is a systematic process that permits students to assimilate new knowledge. Learning a new language opens up to a whole new culture. A foreign language gives us access to another culture, and our lives take on a new dimension.

Likewise, learning can be considered like a product or result of a social interaction, changing of thinking, feeling and acting forms.

We can affirm that there are some factors that affect the learning of English such as: noise, light, temperature, motivation, responsibility, perception, nutrition and time.

The methodology used by the teachers affect the learning process, because they do not use it in a right way the different methods to develop their classes and the teachers are confused with the function of each one of methods due to lack of a clear knowledge of different methods to teach English Language.

Also they use common supplementary material like books, notebook, dictionary and tape recorder, which makes the class boring and the students lose attention for the supplementary material, plays a vital role to teach and performing the class.

The activities developed by the teachers are important but these are repetitive constantly and it doesn't strengthen the class with additional materials that have relation with the method that they applied to teach the foreign language.

For example when the teachers develop listening skill he or she cannot develop it in a good way because the tape recorder is damage and the students have difficulty to understand.

Another important aspect to analyze is that if the students do not understand the teacher's explanations, they do not look for another alternative, they prefer translate to Spanish and the students are accustomed to this kind of method that teachers apply frequently.

## **2.4.DELIMITATION OF THE RESEARCH**

### **a) Temporal**

The present research will be carried out during the academic year 2009 – 2010 at “Daniel Álvarez Burneo” Technological Superior Institute.

### **b) Spatial**

The research work will be performed at “Daniel Álvarez Burneo” Technological Superior Institute; it is located in Daniel Álvarez Burneo and Orillasdel Zamora Avenues, Las Palmas el Valle neighbourhood institution that brings educative services to our city, being one of the best

secondary establishments, because it has designed excellent professionals.

### **c) Observation Units**

In order to develop this research we believed convenient to make use of two important research techniques such as: surveys and observations, which have been applied to English teachers and students from 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of Basic Education.

All of them will contribute to the necessary data to detect the main problems into in the teaching-learning process of English Language.

### **d) Sub problems**

In order to analyse the main problem it is necessary to research some aspects related to methodology and supplementary material and for it, we consider important to take into account the following sub-problems:

- Does the supplementary material used by the teachers awake the students' interest to learn the English Language?
- In what way does the methodology applied by the teachers affect the teaching learning process of the English Language?
- How does the use of traditional supplementary material affect the learning of the English Language?
- Is it necessary that the teachers know the real function of methods and their importance to teach English?
- Is there in the Institution appropriate supplementary material to help the teachers to develop their classes?

With the previous indicators related to the methodology and supplementary material into the teaching learning process at “Daniel Alvarez Burneo” Technological Superior Institute, we could detect the main problem:

DO THE METHODOLOGY AND SUPPLEMENTARY MATERIAL USED BY ENGLISH TEACHERS AFFECT THE STUDENTS' LEARNING OF 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO”. DURING THE ACADEMIC YEAR 2009 – 2010 ?

### **3. JUSTIFICATION**

The empties that exist in the Teaching- Learning process of the English Language have constituted for us a great challenge that we must confront as students of the English Language Career, specially the next problem related to:

DO THE METHODOLOGY AND SUPPLEMENTARY MATERIAL USED BY ENGLISH TEACHERS AFFECT THE STUDENTS' LEARNING OF 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> YEARS OF BASIC EDUCATION AT TECHNOLOGICAL SUPERIOR INSTITUTE "DANIEL ALVAREZ BURNEO" DURING ACADEMIC YEAR 2009 – 2010?

We consider it of great importance and useful to get better results in the Teaching-Learning process because nowadays the English language is a globalized Language and it has become the second language after the native language of each country; therefore learning English means to have an open window to the world.

For this reason we think that is important that teacher use the best method to teach and it have to be related to the supplementary material necessary to teach English in order to get a significant learning with the students.

As future teachers we are interested in to know if the methodology used by the English teachers performs with the students' requirement and prove if its applications are appropriate and suitable to achieve a meaningful learning, therefore to determine if students are able to spoke English easily.

In the same way it helps us to improve our professional profile, since we will analyse themes related to methodology and supplementary material that stand out in the Teaching-Learning process of the English Language, which will be supported with scientific theories by the purposes or essential topics related to this problem. And prove if its applications are appropriate and suitable to achieve a meaningful learning, therefore to determine if students are able to spoke English easily.

On the other hand this research will be developed because we have the interest to get our licentiates' degree and we have to fulfil a requirement of the general rules of the Education, Art and Communication Area.

## **4. OBJECTIVES**

### **4.1. GENERAL OBJECTIVE**

- To discover if the methodology and supplementary material applied by English teachers contribute to improve the learning of the English Language with the students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo” High School during academic year 2009-2010”.

### **4.2. SPECIFIC OBJECTIVES**

- To identify if the teachers prepare and use supplementary material for the development of their English classes with the students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo”, during academic year 2009-2010”.
- To analyze if the methodology and supplementary material used by English teachers contribute to the learning of English Language with the students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education at technological Superior Institute “Daniel Alvarez Burneo” High School during academic year 2009-2010.

## **5. THEORETICAL FRAME**

### **5.1.METHODOLOGY**

#### **5.1.1. DEFINITION**

“Methodology is a system of broad principles or rules from which specific methods or procedures may be derived to understand different situations”<sup>8</sup>It is the set of teaching methods involved in methods and techniques that have as an objective to carry a good end to the didactic action.

The objective of methodology is to get the objectives of teaching, especially in the education.

#### **5.1.2. METHOD CONCEPT AND IMPORTANCE**

Method is defined like a procedure to obtain specific object. It is constituted in the way, direction, strategy of a science, the process that helps to discover the nature of the object study.

Method plays an important role in teaching as much as it influences in all activities that teacher carries out in the class. If we take a subject as an object of study it will appear interesting, profitable, boring, easy or difficult to comprehend and learn, for these reasons teacher must choose the appropriate method to

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<sup>8</sup>NEILSON, T.A. Knott, 1950. Webster's New International Dictionary of the English Language, Second Edition, Merriam Company Springfield, (<http://en.wikipedia.org/wiki/Methodology>)

increase the students' attention, only in this way teacher will gets a high level of learning. The method is nucleus of teaching learning process.

## **5.2. CLASSIFICATION OF THE METHODS**

### **5.2.1. GRAMMAR TRANSLATION METHOD**

#### **a) DEFINITION**

The grammar-translation method of foreign language teaching is one of the most traditional methods, dating back to the late nineteenth and early twentieth century's.

“The method requires students to translate whole texts word for word and memorize numerous grammatical rules and exceptions as well as enormous vocabulary lists”.<sup>9</sup>

It is a teaching method which studies a foreign language in order to read its literature focusing on the analysis of

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<sup>9</sup> RIVERS, Wilga M. 1981 Teaching Foreign Language Skills, 2nd Edition. Chicago: University of Chicago Press. ([www.wikipedia.com](http://www.wikipedia.com))

its grammar rules, and to translate sentences and texts into and out the target language.

It maintains the mother tongue of the learner as the reference particularly in the process of learning the second-foreign languages.

#### **b) PRINCIPLES**

The main principles on which the Grammar Translation Method is based are the following:

- Translation interprets the words and phrases of the foreign languages in the best possible manner.
- The phraseology and the idiom of the target language can best be assimilated in the process of interpretation.
- The structures of the foreign languages are best learned when compared and contrast with those of mother tongue.

“In this method, while teaching the text books the teacher translates every word and phrase from English into the learners’ mother tongue. Further, students are required to translate sentences from their mother tongue

into English.”<sup>10</sup> These exercises in translation are based on various items covering the grammar of the target language. The method emphasizes the study of grammar through deduction that is through the study of the rules of grammar.

### **c) OBJECTIVE**

Most teachers who employ the Grammar Translation Method to teach English would probably tell you that the most fundamental reason for learning the language is to give learners access to English literature, develop their minds "mentally" through foreign language learning, and to build in them the kinds of grammar, reading, vocabulary and translation skills.

### **d) TECHNIQUES**

Diane Larsen-Freeman, in her book *Techniques and Principles in Language Teaching* provides expanded descriptions of some common typical techniques closely associated with the Grammar Translation Method.

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<sup>10</sup>RIVERS, Wilga M. 1981. *Teaching Foreign Language Skills*, 2nd Edition. Chicago: University of Chicago Press. ( [www.wikipedia.com](http://www.wikipedia.com))

- “Translation of a Literary Passage: Translating target language to native language
- Memorization: Memorizing vocabulary lists, grammatical rules and grammatical paradigms
- Use Words in Sentences: Students create sentences to illustrate they to know the meaning and use of new words.”<sup>11</sup>

#### e) **ADVANTAGES**

“The phraseology of the target language is quickly explained.”<sup>12</sup> Translation is the easiest way of explaining meanings or words and phrases from one language into another.

Teacher’s work is saved. Since the textbooks are taught through the medium of the mother tongue, the teacher may ask comprehension questions on the text taught in the mother tongue. Communication between the teacher and the learners does not cause linguistic problems.

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<sup>11</sup> ADA Abraham,(1987). *El mundo interior de los enseñantes*, Ed. Gedisa, Barcelona. ([www.onlinenglisg.com](http://www.onlinenglisg.com))

<sup>12</sup> RIPPA, S. Alexander 1971. *Education in a Free Society*, 2nd.Edition. New York: David McKay Company. ([www.wikipedia.com](http://www.wikipedia.com))

## **f) DISADVANTAGES**

The Grammar Translation Method lays emphasis on reading and writing. It neglects speech. Thus, the students who are taught English through this method fail to express themselves adequately in spoken English. Even at the undergraduate stage they feel shy of communicating through English.

Translation is, indeed, a difficult task and exact translation from one language to another is not always possible.

Worst effect of this method is on pupil's motivation. Because students cannot succeed - leads to frustration, boredom and indiscipline.

### **5.2.2. DIRECT METHOD**

#### **a) DEFINITION**

"The appearance of the "Direct Method" thus coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language

only, with no translation and an emphasis on linking meaning to the language being learned.”<sup>13</sup>

The Direct Method is also called Natural Method, its base fundamentally can teach in better way using an active class.

In this method teacher should be a native speaker stimulating the direct eous use of foreign language, only in this way students will be able to persuade the grammatical rules.

## **b) CHARACTERISTICS**

Key aspects of this method are:

- SHOW: .Visual Aid or Gestures, to ensure student understands new word.

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<sup>13</sup>CHASTAIN, Kenneth. 1971. *The Development of Modern Language Skills: Theory to Practice*. Philadelphia: Center for Curriculum Development. This page is an extract from the [LinguaLinks Library](#), Version 3.5, published on CD-ROM by [SIL International](#), 1999.( [www.wikipedia.com](http://www.wikipedia.com))

- SAY: Teacher verbally introduces the new word, with care and enunciation.
- TRY: Student makes various attempts to pronounce new word.
- MOLD: Teacher corrects student if necessary, pointing to mouth to show proper shaping of lips, tongue and relationship to teeth.
- REPEAT: Student repeats word 5-20 times.

**c) OBJECTIVE**

The objective is teaching to students how to use the language spontaneously and orally, linking meaning with the target language through the use of real pictures.

**d) TECHNIQUES**

- Reading aloud
- Question and answer exercise
- Student Self Correction
- Conversation practice
- Dictation

### **e) STUDENTS´ ROLES**

Students are expected to learn in a natural way, speaking with their classmates and teacher. “The students learn grammar and structures of the everyday lesson asking questions and being corrected by the teacher.”<sup>14</sup>

### **f) TEACHERS´ ROLES**

Teachers must follow certain principles or rules: Never translate- demonstrate, never explain- act, never makes a speech- ask questions, never imitate mistakes- correct, never speak too much- make students speak much, never use the book- use your lesson plan, never jump around- follow your plan, never go too fast- keep the pace of the students, never speak too slowly, too fast or too loudly- speak normally and naturally, and never be impatient- take it easy. Teachers must be native speakers or have native like fluency in the foreign language.

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<sup>14</sup> RICHARDS. Jack, Rodgers, Theodore s. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press; 2 edition. pp. 72(<http://www.amazon.com/Approaches-Methods-Language-Teaching-Cambridge/>)

### **5.2.3. AUDIO LINGUAL METHOD**

#### **a) DEFINITION**

The audio-lingual method was widely used in the United States and other countries in the 1950's and 1960's

“It is based on behaviorist theory, which professes that certain traits of living things, and in this case humans, could be trained through a system of reinforcement—correct use of a trait would receive positive feedback while incorrect use of that trait would receive negative feedback.”<sup>15</sup>

When this method was developed it was thought that the way to acquire the sentence patterns of the second language was through conditioning or helping learners to respond correctly to stimulate through shaping and reinforcement.

#### **b) CHARACTERISTICS**

Drills and pattern practice are typical of the Audio-lingual method. These include

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<sup>15</sup>HARMER, Jeremy. 2001. The Practice of English Language Teaching.3rd Edition. pg. 79-80. Essex: Pearson Education Ltd.

- Repetition: where the student repeats an utterance as soon as he hears it.
- Inflection: Where one word in a sentence appears in another form when repeated.
- Replacement: Where one word is replaced by another.

### **c) OBJECTIVES**

Here are some of the objectives of the audio-lingual method accurate pronunciation and grammar ability to respond quickly and accurately in speech situations knowledge of sufficient vocabulary to use with grammar patterns.

### **d) PROCEDURE**

Here is a typical procedure in an audio-lingual course

- Students hear a model dialogue
- Students repeat each line of the dialogue
- Certain key words or phrases may be changed in the dialogue.
- Key structures from the dialogue serve as the basis for pattern drills of different kinds.
- The students practice substitutions in the pattern drills.

## e) TECHNIQUES

**Dialog Memorization:** “Students are given a short dialog to memorize then they must use mimicry and applied role playing to present the dialog.”<sup>16</sup>

**Transformation Drill:** The teacher provides a question which must be changed into a statement.

**Dictation:** Using any piece of literature at the students' reading level, read the piece aloud several times. Have the students write down what they hear. The idea is to write what they have heard as literally as possible.

**Flashcards:** Using flashcards with words that are relevant to them brainstorm other words about the word on the card. A new word could be chosen each day.

### 5.2.4. SILENT WAY

#### a) DEFINITION

The silent way is the name of a method of language teaching devised by Caleb Gattegno. “It is based on the premise that the teacher should be silent as much as

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<sup>16</sup>JAMES J. Asher.(Feb,1966) The Learning Strategy of the Audio Lingual Method: *The Modern Language Journal*, Vol. 50, No.2 pp. 79-84([www.englishonline.com](http://www.englishonline.com))

possible in the classroom and the learner should be encouraged to produce as much language as possible."<sup>17</sup>

The structural patterns of the target language are presented by the teacher and the grammar rules of the language are learnt inductively by the learners.

#### **b) OBJECTIVES**

The objective of The Silent Way Method of language teaching is for students to work as independent language learners. The teacher speaks very little when using this method.

Teachers using the Silent Way want their students to become highly independent and experimental learners. Making errors is a natural part of the process; teacher tries to facilitate activities where the students discover for themselves the conceptual rules governing the language, rather than imitation or memorizing them.

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<sup>17</sup>THULEEN Nancy. (1996). The Silent Way Method." Website Article. For German 720 at the University of Wisconsin-Madison.([www.nthuleen.com](http://www.nthuleen.com))

Another key objective is to encourage students to work as groups to try solve the problems in the target language together.

### c) TECHNIQUES

- **A Sound/Color Wall Chart:** made up of different color rectangles in which each color represents a phoneme or sound of the English language.
- **Word Wall Charts:** words are written using the same color code as the sound/color wall chart suggests. These charts display the structural vocabulary of the language.
- **Spelling Charts:** These charts are referred to as the Fidel. They show the possible spellings for each phoneme and they also use the same color code as the sound/color wall chart.
- **Rods:** these are cards containing sounds which correspond to the sound/color wall chart. These rods allow students to create words using phonemes.

“A pointer should be used by the teacher to help guide the class as they vocalize the sounds. A pointer can also help to teach which syllable has the stress on it by tapping that syllable harder than the others. This aids in the development of proper pronunciation of words in the target language.”<sup>18</sup>

#### **d) STUDENTS´ ROLES**

They must depend on their own recourses and realize that they can use the knowledge of their own language to open up some things in a new language. They choose proper expressions in a given set of circumstances and situations. They must work cooperatively rather than competitively. Students are independent, autonomous and responsible.

#### **e) TEACHERS´ ROLES**

To teach, how to test and to get out the way. He or she is one of neutral observer, neither elated by correct performance nor discouraged by error. To be quiet.

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<sup>18</sup>ADA Abraham ,(1987). El mundo interior de los enseñantes, Ed. Gedisa, Barcelona. pp 67.

## 5.2.5. SUGGESTOPEDIA

### a) DEFINITION

Suggestopedia was a method derived from Bulgarian psychologist Georgi Lozanov's. It contains that the human brain could process great quantities of material if given the right conditions for learning among which are of relaxation and giving over of control to the teacher.

Lozanov claims that the effect of the method is not only in language learning, but also in producing favorable side effects on health, the social and psychological relations, and the subsequent success in other subjects.

### b) CHARACTERISTICS

- "Physical surroundings and atmosphere in classroom are the vital factors to make sure that the students feel comfortable and confident, and various techniques, including art and music, are used by the trained teachers."<sup>19</sup>

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<sup>19</sup>LUDGER Schiffler. 1992. "Suggestopedic Methods and Applications", Philadelphia, Tokyo, Paris etc.: Gordon & Breach Science Publisher. ([www.wikipedia.com](http://www.wikipedia.com))

- The teacher assumes a role of complete authority and control in the classroom.
  
- Music, drama and the arts are integrated into the learning process as often as possible.

**c) OBJECTIVE**

The objective of Suggestopedia is to tap into more of students' mental potential to learn, in order to accelerate the process by which they learn to understand and use the target language for communication.

**d) TECHNIQUES**

- Classroom Set up
- Positive Suggestion
- Visualization
- Choose a New Identity
- Role play

### **e) TEACHERS´ ROLES**

Teacher should create situation in which the learner is most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by the learners.

The teachers need not only to know the techniques and theoretical information but also to understand the theory and to acquire the practical methodology completely because “if they implement those techniques without complete understandings and acquisition, they could not provide learners successful results, or even could give a negative impact on their learning”<sup>20</sup>. Therefore the teacher has to be trained in the course that is taught by the certified trainers.

### **5.2.6. COMMUNICATIVE LANGUAGE TEACHING**

#### **a) DEFINITION**

“Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that

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<sup>20</sup>HARMER, Jeremy. 2007. The Practice of English Language Teaching.4th Edition. Person Education Limited,pp 54. ([www.wikipedia.com](http://www.wikipedia.com))

emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as communicative approach to the teaching of foreign languages” or simply the “communicative approach”.<sup>21</sup>

Communicative Language Teaching is characterized by a theory of language teaching that starts from a communicative model of language and language use that seeks to translate this into a design for an instructional system, for materials, for teacher and learners’ roles and behaviors, and for classroom activities and techniques.

## **b) OBJECTIVES**

The objectives will reflect the needs of the learner. These needs may be in the domains of reading, writing, listening, or speaking. They will include functional skills as well as linguistic objectives.

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<sup>21</sup> ANDREWES, Simon (2005) The CLT Police: Questioning the communicative approach. Modern English Teacher Vol 14. No 2.( [www.englishonline.com](http://www.englishonline.com))

### **c) STUDENTS´ ROLES**

Learners bring preconceptions of what teaching and learning should be like. The cooperative approach recommends that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener.

### **d) TEACHERS´ ROLES**

The first role is to facilitate the communicative process between all students. The second is to act as an independent participant within the learning- teaching group. And the third is that of researcher and learner. Other roles are analyst, counselor, and group manager.

### **e) CLASSROOM ACTIVITIES**

- Role Play
- Interviews
- Games
- Pair Work

## 5.2.7. TOTAL PHYSICAL RESPONSE

### a) DEFINITION

Total Physical Response (TPR) is a method developed by Dr. James J. Asher, a professor emeritus of psychology at San José State University, to aid learning second languages.

Total Physical Response is a language teaching method built around the coordination of speech and action. "A method that is demanding in terms of linguistic production and that involves games, movements reduces learner stress; create a positive mood in the learner."<sup>22</sup>

This method is important because the learners have the primary role of listener and performer. They listen attentively and respond physically to commands given by the teacher. Learners are required to respond both individually and collectively.

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<sup>22</sup> JAMES J. Asher.(Jan,1969) "The Total Physical Response Approach to Second Language Learning" *The Modern Language Journal*, Vol. 53, No, pp. 3-4([www.wikipedia.com](http://www.wikipedia.com))

## **b) CLASSROOM USAGE**

In the classroom the teacher and students take on roles similar to that of the parent and child respectively. Students must respond physically to the words of the teacher. The activity may be a simple game such as Simon Says or may involve more complex grammar and more detailed scenarios.

It can be used to teach imperatives and various tenses and aspects. It is also useful for story-telling.

“TPR may also be a useful alternative teaching strategy for students with dyslexia or related learning disabilities, who typically experience difficulty learning foreign languages with traditional classroom instruction.”<sup>23</sup>

## **c) STUDENTS´ ROLES**

They have the primary roles of listeners and performers. They listen attentively and respond physically to commands given by the teacher. They also expected to recognize and respond the combinations of taught items.

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<sup>23</sup> WILLIAM J. Celestino, (Dec 1993)"Total Physical Response: Commands, not Control", Vol. 76, No. 4, pp. 902-903 ([www.ESL/EFL.resources](http://www.ESL/EFL.resources).)

#### **d) TEACHERS ROLES**

The teacher plays an active and direct role; he or she decides what to teach, who models and presents the new materials and who selects supporting materials for classroom use.

#### **e) ADVANTAGES**

- Students will enjoy getting up out of their chairs and moving around.
- Simple TPR activities do not require a great deal of preparation on the part of the teacher.
- TPR is aptitude-free, working well with a mixed ability class, and with students having various disabilities.
- It is good for kinesthetic learners who need to be active in the class.
- Class size need not be a problem, and it works effectively for children and adults.

## **5.2.8. NATURAL APPROACH**

### **a) DEFINITION**

The Natural Approach was developed by Tracy Terrell and Stephen Krashen, starting in 1977. It came to have a wide influence in language teaching in the United States and around the world. In the Natural approach there is an emphasis on exposure, or input, rather than practice; optimizing emotional preparedness for learning.

It focuses on teaching communicative abilities, and acquisition can take place only when people understand messages in the target language.

### **b) OBJECTIVES**

The specific objectives depend on learners' needs and the skills (reading, writing, listening, or speaking) and level being taught.

### **c) TECHNIQUES**

- “Comprehensible input is presented in the target language, using techniques such as TPR, mime and gesture.

- Group techniques are similar to Communicative Language Teaching.
- Learners start to talk when they are ready”<sup>24</sup>

#### **d) STUDENTS´ ROLES**

Learners’ roles are seen to change according to their stage of linguistic development. They have some responsibilities: Provide information about their specific goals, take an active role in ensuring comprehensible input, decide when to start producing speech, and decide with the teacher the relative amount of time to be devoted to them and perhaps even complete and correct them independently.

#### **e) TEACHERS´ ROLES**

The Natural Approach teacher has three central roles. First, the teacher is the primary source of comprehensible input in the target language.

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<sup>24</sup>SWAN, Michael (1985) in the English Language Teaching Journal 39(1):2-12, and 1985 39(2):76-87.( [www.wikipedia.com](http://www.wikipedia.com))This page is an extract from the [LinguaLinks Library](#), Version 3.5, published on CD-ROM by [SIL International](#), 1999

Second, the Natural Approach teacher creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter for learning.

Finally, the teacher must choose and organize a rich mix of classroom activities, involving a variety of group sizes, content, and contexts. The teacher is seen as responsible for collecting materials and designing their use. These materials, according to Krashen and Terrell, are based not just on teacher perceptions but on elicited student needs and interests.

## **6. SUPPLEMENTARY MATERIAL**

### **6.1. DEFINITION**

In the teaching and learning process, we have original material and also supplementary materials. There are some definitions given by some experts.

- In the web dictionary it is said that supplementary materials are substantial additional work which appends, incorporate, is appended to or is incorporated into the original material but

which has some capacity to entertain or inform independently of the original material.

- Another definition said that supplementary material is a part of a work, physically separate from the basic bibliographic unit and frequently in a different medium. Example: maps inside a pocket inside a book cover, an answer book accompanying a text book or a pamphlet accompanying an audio disc.

According to these two definitions, experts can take a conclusion that supplementary material is substantial additional work which is incorporated into or related to the original material but which has some function or capacity to entertain or inform independently, physically separate from the basic bibliographic unit and frequently in a different medium.

## **6.2. IMPORTANCE**

Supplementary material is an important element during teaching learning process, because it helps to teachers to facilitate the

educational process, making it more concrete and reduce its complexity.

It is useful to awake the interest and to achieve sufficient stimulation in the students for learning. The use of it depends of the objectives of learning and methods established for educational task.

### **6.3. CHARACTERISTICS OF SUPPLEMENTARY MATERIAL**

#### **a) ACCORDING TO ITS USE**

Supplementary material activates the sensory tracts such as: sight, hearing, touch smell and taste. A combination of various senses often occurs all the same time.

Helping aids awaken and maintain the students interest and has the custom of adopting a receptive mental attitude which promotes maximum learning.

The success of an English Class has always depended upon the supplementary material that teacher and students use in the teaching learning process. "The supplementary material has an objective of motivating the student to work,

investigate, discover and to construct giving the opportunity of enriching the experience of the student.”<sup>25</sup>

#### **b) ACCORDING TO ITS DEVELOPMENT**

The supplementary material should be developing in a way that is clear, precise and easy to manage.

The supplementary material should be developed by the student following and explanation by the teacher.

It should be developed according the economic situation of the high School.

It should be developed that permit enrichment the vocabulary.

#### **c) ACCORDING TO ITS PERCEPTION**

It is related to the psychological focus; through this process students become conscience of the word that surrounds their eyes, ears, nerve endings of the skin, are the first means of contact with the environment.

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<sup>25</sup> BYRD, P. (1995). Issues in the writing and publication of grammar textbooks. In P. Byrd (Ed.), *Material writer's guide* (pp. 45-63). Boston: Heinle&Heinle.( [www.wikipedia.com](http://www.wikipedia.com))

By means of the sensory organs the students can appreciate the quality of the real object, which can be expressed through the perspective evidential

#### 6.4. TYPES OF SUPPLEMENTARY MATERIAL

There are different kinds of supplementary material, which are useful in English Classes.

The supplementary material is classified into permanent and momentary use:

Permanent Supplementary material: they are sources of common use in classroom.

They are:

- a) **Board**, it is the proper resource of the traditional education where the teacher presents the content as a presentation, description or dictation.
  
- b) **Eraser**, it is a very common resource for teaching. It's almost difficult avoid its use, because with it teachers can repeatedly handle some feedback on the educational action.

- c) **Markers**, these are very useful in the classroom. It permits that the teacher writes on the board any explanation about the topic.
- d) **Notebook**, it is used to take daily notes and serves for teachers and students with the content of the study.
- e) **Textbook**, this is the most generalized recourse, through it the students deals with specific content of the subject. It is the instrument that more frequently serves for the educational action in the relation teacher and student.
- f) **Dictionary**, it is essential in learning English in order to clarify the definitions, idiomatic expressions, phrasal verbs, antonyms, synonyms and unfamiliar words.

Momentary Supplementary Material: they are sources not commonly used in the classroom because teachers have to choose the specific supplementary material related to the topic and help students to reinforce their knowledge.

The momentary supplementary materials are:

- **Paper dolls**, these are very useful to teach clothes, but have a quite short life and have to be regularly replaced.

- **Puppets**, it helps teachers to develop speaking activities of an interesting way creating a good environment into the class.
- **Pictures Cards**, it is easiest to sort these according to the size, really big ones for class work, and smaller ones for individual or group work. It will be used according to the subject areas, people, animals, places, food, etc.
- **Games**, these are used to introduce new vocabulary; it is an easy way to memorize the new words and improve the students' learning will we use with all topics.
- **Map**, it is an indispensable into the classroom due to it permits to know the right placing of rivers, mountains, valleys, cities, countries and so on.
- **Toys**, "they help to connect the child's' world outside the classroom to what is happening inside the classroom." The toys will be cars, animals, furniture, cooking tools and so forth.
- **Tape Record**, it is important in the English learning specially to develop listening skill so that students understand the

idiomatic expressions and they get a significantly results in the learning of a foreign language.

## **7. TEACHING-LEARNING PROCESS**

### **7.1.DEFINITION**

We are passing through a great transition. The old is becoming obsolete and new is still in the process of emergence. The old ways of learning and teaching is found to be too rigid and too out dated.

“Teaching- Learning process is the heart of education. On it depends the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.”<sup>26</sup>

The teaching- learning process is conceived as the existing relationship between teacher and students in the organization scholastic atmosphere whose objective is offering integral information to the students allowed it to develop with solvency in any life moment.

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<sup>26</sup> BRUNER,J.(1960,1977) The process of education, Cambridge Ma.:Harvad University Press.97 pages (www.scrib.com)

## **7.2.IMPORTANCE**

The teaching learning process gives to the teachers the opportunity to use the most suitable methodology in order to guide more effectively the students' educational activities for the purpose of obtaining meaningful learning.

Likewise the teaching learning process permit students to build their own knowledge in an individual way, but students obtain it with their classmates and teachers "therefore in this construction knowledge and meant attribution process must be internal and individually".

## **7.3.ESSENTIALS ASPECTS OF THE TEACHING LEARNING PROCESS**

Diana Laurillard mentions that there are four aspects of the teaching-learning process:

- Discussion: between teacher and learner
- Interaction: between the learner and some aspect of the world defined by the teacher.
- Adaptation: of the world by the teacher and action by the learner.

- Reflection: on the learners' performance by both teacher and learner.

## **7.4. TEACHING-LEARNING ENVIROMENT**

According to Burton:

- Teaching objective cannot be realized without being related to learning situation.
- We made create and use teaching aids to create some appropriate learning situation.
- To understand principles, goals, objectives of education in right perspective.
- Appropriate learning situation condition may be created for congenial and effective teaching.

### **7.4.1. TEACHING**

#### **7.4.1.1. DEFINITION**

Various psychologists given their definitions:

- ❖ J. Brubacher: teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions, which and individual will seek to overcome and from in which he will learn in the course of doing so.

- ❖ Edmund Amidon: teaching is defined as an interactive process, primarily involving classroom talk, which takes place between teacher and pupil and occurs during certain definable activities.
  
- ❖ T.K.Greens: Teaching is a task of a teacher, which is performed for the development of a child.

Likewise, Teaching can be thought of as the purposeful direction and management of the learning process. "Note that teaching is not giving knowledge or skills to students; teaching is the process of providing opportunities for students to produce relatively permanent change through the engagement in experiences provided by the teacher."<sup>27</sup>

#### **7.4.1.2. OBJECTIVES**

The fundamental objective of language teaching is to improve the communicative capacity of students. Language teaching like any other subject, it must contribute to the integral development of students´

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<sup>27</sup> KRASHEN,S.D. (1982) Principles and Practice in second Language Adquisition, Oxford: Pergamon (www.scrib.com)

personality, also to facilitate the development of students' intelligence and develop all process that they have in their brains.

## **7.4.2. LEARNING**

### **7.4.2.1. DEFINITION**

Definitions of learning given by various physiologists:

- Gates: Learning is modification of behaviour through experience
- Crow-Crow: Learning involves the acquisition of habits, knowledge and attitude.
- Skinner: Learning is acquisition and retention.
- Encyclopedia of Education Research: Learning refers to growth of interest, knowledge and skills and to transfer these to new situation.

Likewise, "learning can be defined as the relatively permanent change in an individual's behavior as a result or experience or practice"<sup>28</sup>

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<sup>28</sup> KOLB,D.A. (1984) Experiential Learning, Englewood Cliffs,NJ.: Prentice Hall([www.scribd.com](http://www.scribd.com))

#### 7.4.2.2. LEARNIG STYLES

People learn in different ways. And no one has a better learning style than anyone else. Learning styles are simply different approaches or ways of learning.

A learning style is any behavior pattern that a person adopt for approaching a particular type of task since each person has his or her own learning style and it makes a references about people´s personalities.

##### a) VISUAL LEARNERS

***“Learn through seeing.*** These learners need to see the teacher's body language and facial expression to fully understand the content of a lesson.”<sup>29</sup> They tend to prefer sitting at the front of the classroom to avoid visual obstructions for example people's heads. They may think in pictures and learn best from visual displays including: diagrams, illustrated text books, overhead transparencies, videos, flipcharts and hand-outs. During a lecture or classroom discussion, visual

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<sup>29</sup> ALLEII, V F. 1965. On Teaching English to Speakers of Other Languages: National Council of Teachers of English.( [www.englishraven.com](http://www.englishraven.com))

learners often prefer to take detailed notes to absorb the information.

## **b) AUDITORY LEARNERS**

***Learn through listening.*** They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. "Auditory learners interpret the underlying meanings of speech through listening to tone of voice, pitch, speed and other nuances."<sup>30</sup>Written information may have little meaning until it is heard. These learners often benefit from reading text aloud and using a tape recorder.

## **c) TACTILE/KINESTHETIC LEARNERS**

***Learn through, moving, doing and touching.*** Tactile/Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them"<sup>31</sup>. They may find it hard to sit still

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<sup>30</sup>FRIES, C. C. 1945. Teaching and Learning English as a Foreign Language. Ann Arbor. University of Michigan Press. ( [www.englishraven.com](http://www.englishraven.com))

<sup>31</sup>R.M. Felder AND E.R. Henriques. (1995) "Learning and Teaching Styles in Foreign and Second Language Education," *Foreign Language Annals*. Application of the F-S learning style model to language education. ( [www.englishraven.com](http://www.englishraven.com))

for long periods and may become distracted by their need for activity and exploration.

### **7.4.3. FACTORS THAT AFFECT LEARNING**

The factors that can impede the learning are:

#### **a) IMMEDIATE AMBIENCE**

- ✓ Noise: most of the people consider that is really impossible work in a noise place, teachers and students need to work in peaceful place the environment needs to be quiet.
  
- ✓ Light: it's really necessary to have a well illuminated place. It's impossible to get a good learning if teachers don't have a place with an appropriate illumination.
  
- ✓ Temperature: the students concentrate better when the atmosphere is cool, but for others it's very hard to work well if the temperature is inappropriate, consequently it reduces their productivity.

## **b) EMOTIONAL ELEMENTS**

- ✓ Motivation: it is the set of reasons that determines one to engage in a particular behavior. Interest is an important motivator for a student. So is a desire to learn. When you link these two things together, you create success. "This aspect is very important for obtaining positive learning results therefore without motivation it's difficult to get an excellent learning."<sup>32</sup>
  
- ✓ Persistency: it's according to each students learning style. Structures vary according to learning style characteristics of each one student because the student's creativeness persistence and responsibility requires organization and supervision to conclude a work.
  
- ✓ Responsibility: A responsible pupil is always looking for some new techniques that they can adapt to them. Student gives to teacher suggestions that he consider useful for getting a productive work.

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<sup>32</sup> R.M. FELDER AND R. BRENT,(2005)"Understanding Student Differences." *J. Engr. Education*, 94(1), 57-72.  
( [www.englishonline.com](http://www.englishonline.com))

## **6. HYPOTHESES**

### **6.1. GENERAL HYPHOTHESIS**

- The methodology and supplementary material used by English teachers contribute to improve the learning of the English Language in the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo” High School. Academic Year 2009-2010”

### **6.2. SPECIFIC HYPOTHESES**

- Teachers prepare and use supplementary material in order to develop their English classes into the teaching Learning Process of the students of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo” High School. Academic Year 2009-2010”
- The methodology and supplementary material used by English Teachers influence considerably on the students’ progress of 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo” High School. Academic Year 2009-2010

## **7. METHODOLOGY**

### **7.1. DESIGNATION OF THE RESEARCH**

In order to develop the present project we will use some methods and techniques that allowed us to carry out and culminate our research work successfully; likewise, they will help us to check and verify the outlined hypotheses.

### **7.2. METHODS, TECHNIQUES AND INSTRUMENTS**

For this research work, it will be necessary to use some methods, techniques and instruments.

#### **7.2.1. METHODS**

To develop the present thesis project we will use some methods that will allow us to carry out our research work successfully.

- Scientific Method will support and reinforce our research because our project is focused on investigation to discover and explain how teachers apply the methodology and use supplementary material to teach the English Language.

This method will help us in the following ways: first to understand the topic after identifying the problem, to

formulate general as well as specific objectives, we will continue with the formulation of hypotheses and based on the results that will be obtained, and finally the researchers will be able to establish the respective conclusions.

- Descriptive method, will allow us to interpret and analyze objectively the obtained results through the surveys.
- Inductive method, will be used to form the knowledge from particular to general facts.
- Deductive method will be used to form the knowledge from general to particular facts.
- Synthetic analytical method; by means of this method we made the analysis of the problem, determining the dependent and independent variable.
- Statistical method will be used in the graphic and numerical interpretation of the data, also it will permit to evaluate the degree of relation between the variables and determine the verification of hypotheses.
- Explicative method; it will help us to prove or reject the hypotheses

### **7.3. TECHNIQUES AND INSTRUMENTS**

The techniques and instruments that will allow us to collect specific data to analyze, interpret and contrast the collected data are:

- Survey: it will help us to collect the data from the population that is going to be investigated in order to identify the main problem.
- Empiric Observation: it will be applied to observe and know how teachers develop their classes applying methodology and using supplementary material.
- Pilot Survey: it was used to collect a sample of data from students and teachers of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education, in order to find the main problem that we are going to analyze in the present project.

#### **7.3.1. POPULATION AND SAMPLE**

The sample of population that we will take into account are the teachers of the English area and the students of

8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute “Daniel Alvarez Burneo” High School.

Formula to obtain the sample

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

PQ= Primer Quartile  
 N= Population  
 n = sample  
 K= Constant of proportionality  
 E= Standard Error

TEACHERS AND STUDENTS POPULATION IN THE THREE YEARS OF BASIC EDUCATION IN TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ BURNEO” HIGH SCHOOL ACADEMIC YEAR 2009 - 2010”

a) Teachers sample

VARIABLE	POPULATION
Teachers of 8 <sup>TH</sup> year of Basic Education	3
Teachers of 9 <sup>TH</sup> year of Basic Education	3
Teachers of 10 <sup>TH</sup> year of Basic Education	3
TOTAL	9

b) Students sample

VARIABLE	POPULATION
Students of 8 <sup>TH</sup> year of Basic Education	186
Students of 9 <sup>TH</sup> year of Basic Education	184
Students of 10 <sup>TH</sup> year of Basic Education	184
TOTAL	554

To get the sample size of the teachers of the Technological Superior Institute “Daniel Alvarez Burneo High School we have taken all the population due to there are few teachers in English area of Basic Education.

To establish the sample size of the students in the three years of Basic Education in Technological Superior Institute “Daniel Alvarez Burneo High School”, where we will apply the surveys, it is necessary to apply the following statistic formula:

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

PQ= Primer Quartile  
 N= Population  
 n = sample  
 K= Constant of proportionality  
 E= Standard Error

$$n = \frac{(0.25)(1442)}{\frac{(1442 \cdot 1)(0.05)^2 - 0.25}{(2)^2}}$$

$$n = \frac{360.5}{(1441)(0.000625) - 0.25}$$

$$n = \frac{360.5}{0.650625}$$

$$n = 554$$

## SAMPLE DISTRIBUTION

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

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

F= Distribution Factor

n= Sample Size

N= Population

Replacing the values in the statistic formula:

- **STUDENTS OF 8<sup>TH</sup> YEAR OF BASIC EDUCATION**

$$F = \frac{554}{1442} \qquad F = 0.384(483)$$

$$F = 185.5 \qquad F = 186$$

- **STUDENTS OF 9<sup>TH</sup> YEAR OF BASIC EDUCATION**

$$F = \frac{554}{1442} \qquad F = 0.384 (480)$$

$$F = 184.3 \qquad F = 184$$

**STUDENTS OF 10<sup>TH</sup> YEAR OF BASIC EDUCATION**

$$F = \frac{554}{1442} \qquad F = 0.384 (479)$$

$$F = 0.384 (479) \qquad F = 184$$

**STUDENTS SAMPLE IN THE THREE YEARS OF BASIC EDUCATION IN  
TECHNOLOGICAL SUPERIOR INSTITUTE “DANIEL ALVAREZ  
BURNEO” HIGH SCHOOL ACADEMIC YEAR 2009 - 2010”**

VARIABLE	POPULATION	SAMPLE
Students of 8 <sup>th</sup> year of Basic Education	483	185.5 $\cong$ 186
Students of 9 <sup>th</sup> year of Basic Education	480	184.3 $\cong$ 184
Students of 10 <sup>th</sup> year of Basic Education	479	183.9 $\cong$ 184
TOTAL	1442	554

**TEACHERS´SAMPLE: 9**  
**STUDENTS´ SAMPLE: 554**

**8. ORGANIZATION AND MANAGMENT OF THE RESEARCH**

**8.1. RESOURCES**

**8.1.1. HUMAN RESOURCES**

- Monica González
- Alexandra Salinas
- English teachers from Technological Superior Institute  
“Daniel Alvarez Burneo”
- Students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of Basic Education.

### **8.1.2. MATERIALS RESOURCES**

Computers, Bond paper, internet, books, dictionary, flash memory, internet.

### **8.2. BUDGET**

▪ Prints	\$ 20,00
▪ Copies	\$ 20,00
▪ Internet	\$ 20,00
▪ Dictionary	\$30,00
▪ Flash Memory	\$ 15,00
▪ Unforeseen	\$30,00
▪ Total	\$ 135.00

### **8.3. FINANCING**

The present research will be financed by the researchers Mónica Gonzalez and Alexandra Salinas

## 9. CHRONOGRAM

MONTHS ACTIVITIES	ACADEMIC YEAR 2009– 2010																							
	September				October				November				December				January				February			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Choosing the theme				x	x																			
Visiting the high school to investigate						x																		
Applying the pilot survey							x																	
Elaboration of the first draft of problem statement								x	x	x														
Correction the first draft											x	x												
Presentation of the problem													x	x										
Objectives															x	x	x							
Hypothesis																								
Variables																								
Justification																								
Methodology																				x				

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11.ANNEXES

ANNEXES

**UNIVERSIDAD NACIONAL DE LOJA  
ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN  
ENGLISH LANGUAGE CAREER  
STUDENT'S SURVEY**

**Dear Students:**

**Please, answer the following survey, which has as main objective to collect information related to the teaching learning process of the English language, the information collected will be very important for us.**

**GENERAL INFORMATION**

**High school:** \_\_\_\_\_

**Course:** \_\_\_\_\_

**1. Do the activities developed by your teacher help you to improve your English language learning?**

**Yes (        )                      No (        )**

**Why?** \_\_\_\_\_

**2. When your English teacher performs the class, does he or she develop the following activities?**

- ✓ Introduce Vocabulary (        )
- ✓ Make you to repeat (        )
- ✓ Make you to read (        )
- ✓ Make you to write (        )
- ✓ Explain grammatical structures (        )
- ✓ Explain the class in English (        )

**3. When the students don't understand the class, what does your teacher do?**

- ✓ She/he tries to explain with examples (    )
- ✓ She/he explains through gestures (    )
- ✓ She/he explains in Spanish (    )
- ✓ She/he looks for other alternatives (    )

**4. What kind of supplementary material does your English teacher use in the development of the class?**

- |            |        |               |        |
|------------|--------|---------------|--------|
| Drawings   | (    ) | Dictionary    | (    ) |
| Worksheets | (    ) | Tape recorder | (    ) |
| Puppets    | (    ) | Posters       | (    ) |
| Card games | (    ) | Notebook      | (    ) |
| Cuttings   | (    ) | Book          | (    ) |

Others: \_\_\_\_\_

**5. Do you believe that the use of supplementary material help you to improve the English language Learning?**

Yes (    )    No (    )

Why? \_\_\_\_\_

**6. How do you prefer to learn English?**

- ✓ Listening to music ( )
- ✓ Reading ( )
- ✓ Talking with foreign people ( )
- ✓ Translating ( )
- ✓ Keep on mind vocabulary ( )

**7. Mark the skills that you develop in your English classes**

- ✓ Listening ( )
- ✓ Reading ( )
- ✓ Writing ( )
- ✓ Speaking ( )

**8. Mark the activities that your English teacher carries out to motivate his or her students**

Variable	FRECUENCIA		
	ALWAYS	RARELY	NEVER
Stories			
Games			
Warm Ups			
Songs			
Dialogues			
Role Plays			

Others:

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**9. Mark with an (X) the environmental factors affects the English Language Learning?**

- ✓ Noise ( )
- ✓ Temperature ( )
- ✓ Light ( )
- ✓ Motivation ( )
- ✓ Responsibility ( )

THANKS FOR YOUR COLLABORATION

**UNIVERSIDAD NACIONAL DE LOJA**  
**ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN**  
**ENGLISH LANGUAGE CAREER**

**TEACHER'S SURVEY**

**Dear Teacher:**

The answer you kindly will serve us to perform an educational research related to the learning process of English language as it conceived in the real situation.

**GENERAL INFORMATION**

High school: \_\_\_\_\_

Course: \_\_\_\_\_

**CONTENTS**

**1. Do you believe that the teacher's methodology used effect the learning process?**

Yes (     )                      No (     )

Why? \_\_\_\_\_

**2. Which methods do you believe are the most appropriate to achieve a good level of the English Language?**

Grammar Translation     (     )                      Total Physical Response (     )

Direct Method             (     )                      Natural Approach         (     )

Audio Lingual Method    (     )                      Communicative            (     )

Silent Way                 (     )                      Cooperative Learning     (     )

Suggestopedia            (     )

Why? \_\_\_\_\_

3. **According to you is supplementary material important in the teaching learning Process?**

Yes (      )                      No (      )

Why? \_\_\_\_\_

4. **When you develop English class, what do you do?**

- ✓ You introduce vocabulary (      )
- ✓ You ask student to read (      )
- ✓ You ask student to repeat (      )
- ✓ You make students to write (      )
- ✓ You give students grammatical structures (      )
- ✓ You use Spanish in your explanations (      )

5) **What kind of supplementary material you use in your English classes?**

- ✓ Permanent supplementary material (      )
- ✓ Momentary supplementary material (      )

Why? \_\_\_\_\_

6. **Do you prepare supplementary material for your classes?**

Yes (      )                      No (      )

Which ones? \_\_\_\_\_

**7. Which of the following activities do you use to encourage your students to learn the English language?**

- ✓ Listening to music ( )
- ✓ Reading ( )
- ✓ Talking with foreigners ( )
- ✓ Playing ( )
- ✓ Translating ( )
- ✓ Memorize vocabulary ( )

Why? \_\_\_\_\_

**8. There are four basic skills to learn to learn the English language. Which of these you consider are necessary to develop?**

- ✓ Listening ( )
- ✓ Reading ( )
- ✓ Speaking ( )
- ✓ Writing ( )

Why? \_\_\_\_\_

**9) Learning is affected by emotional and environmental factors. Could you mention some of them?**

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THANKS FOR YOUR COLLABORATION

## MATRIX OF CONSISTENCE

### THE METHODOLOGY AND THE USE OF SUPPLEMENTARY MATERIAL AND THEIR INFLUENCE IN THE LEARNING OF THE ENGLISH LANGUAGE WITH THE STUDENTS OF 8TH,9TH AND 10TH YEARS OF BASIC EDUCATION AT "DANIEL ALVAREZ BURNEO" TECHNOLOGICAL SUPERIOR INSTITUTE. ACADEMIC YEAR 2009-2010

PROBLEM	OBJECTIVES	HYPHOTESSES	VARIABLES	INDICATORS
<p>Do the methodology and supplementary material used by English teachers affect the students' learning of 8th, 9th and 10th years of basic education at Technological Superior Institute, "Daniel Alvarez Burneo", academic year 2009-2010?</p>	<p><b>GENERAL</b></p> <p>To discover if the methodology and supplementary material applied by English teachers contribute to improve the learning of English Language with the students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education at Technological Superior Institute "Daniel Alvarez Burneo" during academic year 2009-2010"</p>	<p><b>GENERAL</b></p> <p>The methodology and supplementary material used by English teachers contribute to improve the learning of the English Language in the students of 8<sup>th</sup>, 9th and 10<sup>th</sup> years of basic education at technological Superior Institute "Daniel Alvarez Burneo". Academic Year 2009-2010"</p>	<p><b>INDEPENDENT</b></p> <p>Methodology and Supplementary material.</p>	<ul style="list-style-type: none"> <li>• Methods</li> <li>• Strategies</li> <li>• Techniques</li> <li>• Classification of supplementary material</li> <li>• Kinds of supplementary material</li> <li>• Importance</li> </ul>
<p><b>SUBPROBLEMS</b></p> <p>In what way does the methodology applied by the teachers affect the TLP of English Language?</p> <p>Is it necessary that the teachers know the real function of methods and their importance to teach English?</p> <p>How does the use of traditional supplementary material affect the learning of English Language?</p> <p>Is there in the Institution appropriate supplementary material to help the teachers to develop their classes?</p>	<p><b>SPECIFICS</b></p> <p>To identify if the teachers prepare and use supplementary material for the development of their English classes with the students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education at technological Superior Institute "Daniel Alvarez Burneo" during academic year 2009-2010</p> <p>To analyze if the methodology and supplementary material used by English teachers contribute to the learning of English Language in the students of 8<sup>th</sup>,9<sup>th</sup> and 10<sup>th</sup> years of basic education at technological Superior Institute "Daniel Alvarez Burneo" during academic year 2009-2010"</p>	<p><b>SPECIFICS</b></p> <p>Teachers prepare and use supplementary material to develop their English classes into the teaching Learning Process of the students of 8<sup>th</sup>, 9th and 10<sup>th</sup> years of basic education at technological Superior Institute "Daniel Alvarez Burneo". Period 2009-2010"</p> <p>The methodology and supplementary material used by English Teachers influence significantly the students' progress of 8<sup>th</sup>, 9th and 10<sup>th</sup> years of basic education at technological Superior Institute "Daniel Alvarez Burneo". Period 2009-2010"</p>	<p><b>DEPENDENT</b></p> <p>Teaching Learning Process</p>	<ul style="list-style-type: none"> <li>• Teaching Importance</li> <li>• Objectives of the teaching</li> <li>• Learning Importance</li> <li>• Types of learning</li> <li>• Styles of learning</li> </ul> <p>English Language Skills</p> <ul style="list-style-type: none"> <li>• listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> </ul>

## 12. INDEX

1. THEME.....	2
2. PROBLEM STATEMENT.....	3
CURRENT SITUATION OF THE RESEARCH.....	4
RESEARCH PROBLEM.....	7
DELIMITATION OF THE RESEARCH.....	11
3. <b>JUSTIFICATION</b> .....	14
4. OBJECTIVES.....	16
5. THEORETICAL FRAME.....	17
METHODOLOGY.....	17
SUPPLEMENTARY MATERIAL.....	42
TEACHING-LEARNING PROCESS.....	49
FACTORS THAT AFFECT THE LEARNING .....	56
6. HYPHOTESES.....	58
7. METHODOLOGY.....	59
8. <b>ORGANIZATION AND MANAGEMENT OF THE RESEARCH.</b>	66
9. CHONOGRAM.....	68
10.    BIBLIOGRAPHY.....	69
11.    ANNEXES.....	72
12.    INDEX.....	81