



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMMUNICATION
ENGLISH LANGUAGE CAREER

THESIS:

THE USE OF DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH BASIC YEARS OF SCHOOL AT "TCRN. LAURO GUERRERO" ELEMENTARY SCHOOL OF LOJA CITY, PERIOD 2009-2010.

THESIS PREVIOUS TO OBTAIN THE LICENCIATE'S DEGREE IN SCIENCE OF EDUCATION, ENGLISH LANGUAGE SPECIALIZATION.

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CERTIFICATION

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CERTIFIES:

After having revised and carried out the respective corrections of the present research work named: THE USE OF DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT "TCRN. LAURO GUERRERO" ELEMENTARY SCHOOL OF LOJA CITY PERIOD 2010-2011; under the responsibility of Nelly Anabel Caminos Dávila and Viviana Elizabeth Escaleras Encarnación, I authorize to continue with the legal procedures for its presentation and defense.

.....
Ing. Mg. Paola Moreno

THESIS DIRECTOR

AUTHORSHIP

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

Nelly A. Caminos Dávila

Viviana E. Escaleras Encarnación

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THE AUTHORESSES

DEDICATION

My Gratitude to God for having guided and let me reach this goal, also I dedicated this work to my parents and my dear son for their understanding and unconditional support, which gave me strength and courage to finish this work.

Nelly Anabel Caminos Dávila

To God, who gave me health and will to conclude this important goal, to my dear parents and husband for their unconditional support, and especially to my loved son that, from heaven is giving me strength to go on.

Viviana E. Escaleras Encarnación.

INDEX

Cover Page.....	i
Certification.....	ii
Authorship.....	iii
Acknowledgment.....	iv
Dedication.....	v
Index.....	vi
A. Title.....	vii
B. Summary.....	viii
C. Introduction.....	2
D. Review of Literature.....	8
E. Materials and Methods.....	38
F. Results.....	48
G. Discussion.....	80
H. Conclusions.....	88
I. Recommendations.....	91
J. Bibliography.....	94
K. Annexes.....	98

A. TITLE

“THE USE OF DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT "TCRN. LAURO GUERRERO" ELEMENTARY SCHOOL OF LOJA CITY PERIOD 2009-2010”

B. SUMMARY

The present research work entitled: **THE USE OF DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT "TCRN. LAURO GUERRERO" ELEMENTARY SCHOOL OF LOJA CITY PERIOD 2010-2011**; has as main objective: To research the influence of didactic material and classroom language on the learning of English Language of the students of 5th, 6th and 7th Years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city?, period 2010-2011.

To carry out this research work, we used scientific, descriptive, analytic-synthetic methods, which helped us to investigate the problematic that exist in the institution and give a logical explanation based on observed facts.

To make possible the collection, organization, analysis and interpretation of the results, we applied a survey for teachers and students and we also made a direct observation of the class, in this way we were able to prove or disprove the hypothesis and elaborate the conclusions with their respective recommendations.

Finally the main results of this research are that: There is little use of didactic material by part of the teachers what affects the learning of English language in the students; in the same way, the classroom language used by the teachers is not suitable to improve the learning of English Language in the students.

INTRODUCTION

C. INTRODUCTION

The Didactic Material is an essential instrument, always useful and complementary, which serves to facilitate the comprehension of the topics during the teaching – learning process. So that, the lack of use of Didactic Material by teachers origins that the students lose the interest of learning a second language and as consequence they don't get a meaningful learning.

The Classroom Language introduced by the teacher allows students to get more knowledge of it, through methods, techniques and strategies which involve the students to be more active and give them the opportunity to communicate. However, if teachers don't impart the language correctly, they won't help students to improve their learning.

The reasons that motivated us to carry out this research work were: to evidence the problems about the use of didactic material and the classroom language applied by teachers and then to suggest the possible alternatives of solution that permit improve the learning of the English with the students of basic education of the researched institution.

For the development of this research work, the scientific, deductive – inductive, analytic synthetic and descriptive methods were applied. Additionally a survey to teachers and students, and a direct observation of

the class was carried out. The sample was constituted by three teachers and 120 students of basic education.

The current research work, entitled: “The use of Didactic Material and the Classroom Language in the Learning of English”, is based on the theoretical references sources and definitions about Didactic Material and Classroom Language and their use in the learning of English Language with Students of Tcrn. Lauro Guerrero, Elementary School of Loja City.

This research work has the propose to know how the Didactic Material and the Classroom Language used by teachers influence in the Students’ learning of basic education of Tcrn. Lauro Guerrero, Elementary School of Loja City.

Taking into account the problem statement, we stated the following problem: How do the use of didactic Material and the Classroom Language influence in the learning of English Language with the students of 5th, 6th, and 7th years of Basic Education at Tcrn. Lauro Guerrero, Elementary School?, Academic Year 2009 – 2010, with the following sub problems: “How does use of the Didactic Material affects the learning of English Language?” and “What Classroom Language do the teachers use to improve the learning of English Language?”

On the other hand, the specific objectives that were established are: To establish how the use of didactic material affects the learning of English Language and to determine if the Classroom Language used by the teachers helps to improve the learning of English language.

In the same way, the general hypothesis is: The Use of Didactic Material and Classroom Language influence in the learning of English Language.

First the present research work contains a summary the same that includes the theme, the methodology that was applied during the development of it, which included some materials, methods and techniques; the main results obtained, the conclusions and recommendations.

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

Also, it contains the review of literature with the theoretical references that helped to analyze and contrast the obtained results of the teachers and students' surveys, which allowed us to detect the most relevant problems and in this way to elaborate the conclusions and recommendations.

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

After that, it presents the obtained results from the surveys applied to teachers and students, the results are represented in statistical charts and graphic representations. Finally, the results were analyzed, interpreted and contrasted with the theoretical references.

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

Moreover, it indicates the conclusions in relation with the use of didactic material and the classroom language used by teachers especially of Tcrn. Lauro Guerrero, Elementary School.

Next, it refers to the proposed recommendations as alternative to the different problems found in the researched institution.

In the end, it shows the bibliography used to recollect all the information that contains the theoretical frame.

Finally, it includes the annexes as: the project and the instruments used to develop of this research work.

REVIEW OF
LITERATURE

D. REVIEW OF LITERATURE

1. DIDACTIC MATERIAL

1.1. DEFINITION

The Didactic Material refers to those means and resources that facilitate the Teaching -Learning process, within an educational context, stimulating the function of the senses to access easily to the acquisition of skills, concepts and attitudes.

The didactic material is constituted by whichever object, real or symbolic that can help as incentive of the learning, like illustrative mean.

Terminologically, it is known with different names like didactic means, didactic resources, didactic complements, etc., but they have similar meanings; however the most common or well-known is Didactic Material, understanding it like the group of materials that intervene in the teaching-learning process with the objective of facilitate the communication between teacher and student and wake up the adequate interest that help to improve the activity between teacher and student.

The didactic materials are very important and that their use is a vital help to the learning process, so we need that the teacher sets a goal, take a look for the most appropriated material, and use it as much as possible.

The easiest didactic material to elaborate are the flash cards, worksheets, posters, games, etc. because they demand of little time and money to make them, so they are the most commons, however with the advance of technology we can access to interactive didactic material like interactive websites, slides, internet, etc.

The didactic material has to be a technique of motivation, to all the classes that teacher propose illustrate the contents, choosing the most appropriate mean and in a more dynamic way with something more than words.

The frequently use of didactic material motivate the students to don't be afraid to participate and stimulate them to learn because it creates an environment of confidence without losing the respect between teacher and students.

To give a better definition is necessary that each didactic material be analyzed and evaluated about the rules of simple pedagogic, and be the result of different experiences, test, difficulties and processes by the teacher in the teaching- learning process and these didactic means accomplish the following characteristics:

- ✚ To motivate the learning, so that the student will be more motivated and creative.
- ✚ To Set up and illustrate the things that are verbally exposing.
- ✚ To reduce efforts to carry on students to understand facts phenomenon.
- ✚ Give opportunities to manifest attitudes in the development of specific abilities.

According to their use in the teaching – learning process the didactic material in general can develop different functions such as:

- ✚ To provide information, practically all the didactic resources provide information: books, videos, informative programs.

- ✚ To guide the students' learning. To instruct. To help to organize the information, to relate knowledge and create new knowledge and apply them. For example: a student book.

- ✚ To exercise abilities, training. For example an informative program.

- ✚ To motivate, to wake up and to keep the interest. A good didactic material always will be motivational to the students.

- ✚ To evaluate the knowledge and abilities that the student has, like in the informatics programs or students' books.

Is obvious that it's necessary an auxiliary that allows the easy development of the learning, using these means the curiosity, the notion and the observation spirit develop.

As well as, through the effects especially achieved such as the illustration, simplification, concretization and motivation, the didactic mean could be attractive and impact, it could help to discover and will carry until the human intelligence. For this reason the didactic material must present some conditions, differentiated in pedagogical and practical qualities.

Pedagogical Qualities:

- ✚ Simple
- ✚ Clear
- ✚ True
- ✚ Exact
- ✚ Attractive
- ✚ Adaptable

Practical Qualities

- ✚ Easy to manipulate, to transport, to classify, to reproduce and to manufacture
- ✚ Of reasonable price to the users.

The teacher use the didactic materials as pedagogical supports with the objective of based on them all the learning that concerns to their use and utility, the student, on the other hand, through the auditory, visual and tactile senses enters to a comprehension that develop little by little until achieve the correct understanding of the learned theme, so that, the didactic mean will have taught itself, becoming a pedagogical support invaluable into the class in the teaching learning process.

Is exceptional to find today a classroom that doesn't have the minimum of didactic means, although was just the book or the board, almost always the teachers have limited to these and other traditional resources.

The study of the English Language as an instrument for the development of an individual in the society; to the development of the four skills in the teaching learning process of the foreign language, the teacher has to appeal to the use of didactic methods as pedagogical support to achieve that the students get the knowledge, so the teacher won't have any doubt of the pedagogical efficacy reached, in the other hand, the students with their natural incredulity that characterized them and after a little mental effort will be satisfied and will have understood in an easier way the knowledge about language by the part of the teacher.

The teacher appeals to the didactic methods because they become very valuable auxiliaries, especially if the material is relevant, the same one that will sustain a better learning with reduced effort.

As well as, it will achieved the motivation and the assimilation of the interest, in consequence the teacher will be sure that he or she has made a more effective, clear, active and, at the same time easy teaching; in this

way he or she will reach the proposed objectives with the help of the didactic means used.

1.2. CLASIFICATION

1.2.1. Permanent Material

As their name indicates, it is the material that is always used, and it is indispensable in the teaching – learning process. The most important are:

board, eraser, marker.

1.2.2. Informative Material

The multiplicity of informative sources enriches the experience, develop the critic spirit, favor the comprehension and avoid the simple memorization.

The most important are: **student book, dictionary.**

1.2.3. Audio visual material

The audio-visual means result particularly useful for the teacher in the adaptation of the instruction of individual necessities of the students. One of the most important uses of these means is to make possible the alternate styles of communication in the transmission of the instructions.

We are going to mention some important means: **slides, the tape, the video, the overhead projector.**

1.2.4. Experimental Material

Language Laboratory

1.2.5. Illustrative Material

These means clarify through graphics, pictures, draws, etc., the explications that the teacher is exposing, as a mean of reinforcement for the better understanding of the students. They are elaborated with exciting decorations, images or words that attract the learner' attention.

The most important are: **flash cards, worksheets, games.**

2. CLASSROOM LANGUAGE

Classroom language is a collection of phrases used for communication among teacher and students, also can be an invaluable way of promoting English as real communication, student involvement in the lesson, and active language learning skills.

Students have to be encouraged to use classroom language whenever possible, because it helps them to express themselves or have their needs and wishes met, and the lesson structure enables them to make decisions and requests. The use of Spanish has to be extremely limited if we want to increase the fluency and understanding of the Second Language in the students.

The students when are learning the language shouldn't be forced to leave their mother tongue, they should be encouraged to use the second language but giving them an adequate environment where the learning is more authentic.

To use an appropriated classroom language is very important in order that students have more confidence in the learning of a foreign language.

To encourage students to speak only in English in the classroom, make sure they know simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it's difficult to break the habit.

2.1. HOW TO INTRODUCE THE CLASSROOM LANGUAGE

Teach the students the classroom language require a process. Start with short commands, maybe just one word such as: sit. Then the teacher can progress to a longer command such as: sit down please, and eventually students can learn alternate phrases that mean the same thing, for example: take a sit.

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

The majority of the time students limited to use just basic phrases, because there is not the adequate encouragement by the teachers, so the students restricted to giving and responding to instructions.

2.2. THE ATTITUDE OF TEACHERS IN FRONT OF A STUDENTS' MISTAKE

Students shouldn't be corrected every time they make a mistake. If that happen many students would become inhibited and afraid to speak at all.

Actually, mistakes are an essential indicator of what still needs to be learned. On the basis of the mistakes you overhear, together with the types of questions students ask you, you can plan any additional practice your class may require. Students should certainly be corrected when they made serious errors, but it is usually better to point out any mistakes that were made after every one has completed an activity, rather than interrupting during the activity. While students are working in pairs or groups and you are going from group to group to listen in, you might be able to make the occasional discreet correction without interrupting the flow of the conversation.

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

2.3. HOW TO INTRODUCE NEW VOCABULARY

The definitions reflect the meanings of the words in the contexts in which they are used in the particular activity or task, rather than their meanings in universal contexts. It's important to limit definition of vocabulary to those words that are essential to the task. Students can often complete an activity successfully without understanding every word. In fact learners should be encouraged to develop a tolerance for ambiguity so they don't panic when they see an unfamiliar word. By focusing on essential vocabulary only, you can use your in- class time more efficiently.

Before presenting the definition of a word asks students if they can explain the word and if they cannot, you can ask students to look up the word in a good learners dictionary. Whenever possible, encourage students to guess

the meaning of a word from its context. At first, students may need your guidance, but as their skills develop they will be able to do this by themselves. Explain that guessing the meaning of a word from its contexts involves:

- ✚ Looking in the text or at the other words in the vocabulary boxes for clues

- ✚ Thinking about what they know about similar words, and

- ✚ Using their knowledge of the word.

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

Students may ask about other words that are not listened in the glossary for a particular activity, for this reason it is a good idea to preview the activities

and the typescripts of the recorder material, so as to be prepared to answer questions about any potentially difficult word¹.

2.4. HOW TO HELP STUDENTS BUILD VOCABULARY

Recommend that students circle or underline new and relevant words and expressions in their students' book. Highlighting is particularly effective because in that way students can remember the vocabulary items and showing the words in context.

Students should be encouraged to remind the new vocabulary as well as in other ways, for example, relating those words with real objects. Suggest that students elaborate a vocabulary notebook, organizing it in one of the following two ways:

✚ Alphabetically (like a dictionary)

✚ By topic or subject matter.

¹ www.cambridge.org/us/ELS/letstalk/support/ideas.html

2.5. CLASSROOM LANGUAGE PROMPTS

a. Reinforcement: Non-verbal Prompts

Key to any teaching strategy is how the language is reinforced after the initial introduction and practice. A problem with verbal prompts is that they easily become "feeds" where the prompter may unconsciously give away the language to the student. Students can quickly figure out that eventually the teacher will feed them the desired answer, and will come to depend on the teacher rather than try to remember the language themselves.

Non-verbal prompts can help remind students what expression the situation calls for or recall the language, while also building student confidence and the spirit of helping each other. Below are some forms of non-verbal prompts.

b. Visual Prompts

Pictures illustrating situations such as "I'm sorry" can be reviewed regularly and posted. When needed, the teacher can point to them or hold them up.

c. Reading Prompts

Students comfortable with reading can have a list of useful phrases which can be posted and/or glued to the inside cover of their textbooks

d. Gesture Prompts

Shrugging can indicate "I don't know," and outstretched hand "please," a hand cupping the ear "Can you repeat that?", and so on.

e. Pronunciation Prompts

Especially in classes paying close attention to pronunciation and phonics, such as those using the "Finding Out" series, sometimes the expression can be mouthed, and students deduce the sounds.

f. Clue Prompts

Rather than the entire phrase, just the first word or first sound can be given, or blanks can be written on the board with the first letter of each word. This takes a little time.

Be careful to distinguish between meaning reinforcement and usage reinforcement.

In usage reinforcement, students already know the meaning, but need to be reminded to use it or of how to say it correctly. Thus, the (silent) open hand gesture reminds students there is a term to be used to request getting what they want, but there is no clue as to what that term is.

Meaning reinforcement should be used only after the students as a class have shown they don't understand the expression. Otherwise, they will respond to the on-verbal clues rather than to the language itself. In other words, they will be "listening" to the gesture of opening the book rather than to your words, "Open your books."²

To use an appropriated classroom language is very important in order that students have more confidence in the learning of a foreign language.

To encourage students to speak only in English in the classroom, make sure they know simple transactional phrases that they can use to manage

² /www.elnews.com/features/kids_world/2001/06/encouraging_classroom_language.html

www.wikilearning.com/curso_gratis/didactica_del_ingles-the_selection_and_use_of_supplementary_materials_and_teaching_aids/26563-3

their interaction. Often these phrases come so naturally in the native language that it's difficult to break the habit. Here we have some useful alternatives to make the use of the classroom language easiest.³

2.6. USEFUL CLASSROOM LANGUAGE FOR TEACHERS WHILE USING THE BOARD:

When you are using the board is a critical time to make sure you use lots of interesting en relevant language, as the students are often passive while the teacher is writing on the board and their teacher has their back to the class so can't make eye contact with the students to get their attention and check what they are understanding. The fact you are doing something and speaking about it also means that students can understand what you are saying from the context and so should learn the language you are using by watching and listen.

³ www.recrea-ed.cl

3. LEARNING ENGLISH

English Language will improve young people life in many ways. They will be able to enjoy reading and understand books and literatures as well as internet contents that are abundantly published in English. In a simple word English enable young expand their knowledge in all areas, and they are better prepared for higher preparation.⁴

Honestly, speaking, it is highly essential to know the language for communication. In general, the most popular language is English. In this computer age, English is the language that any one should understand, so to say, it has become an ideal language for expressing our feelings. First, we have to learn the language and then we have to gain fluency in the language. Unless we have the facility to speak English language, it won't be possible to interchange information with people around the world.

The whole world speaks English, because the most of the professionals need to speak English, so learning English is vital.

⁴Belyayev, B.V. (1966). The psychology of teaching foreign languages. Oxford: Pergamon Press.
Brook, N. (1964). Language and language learning. New York. Harcourt, Brace and world.
Cheryl L. Spaulding. (1992). Motivation in the classroom. The Unites States: McGraw Hill

3.1. SPEAKING STRATEGIES FOR ENGLISH LEARNERS

Many English students complain that they understand English, but don't feel confident enough to join a conversation. There a number of reasons for this including:

- a. Students are trying to translate from their native language into English.
- b. Production "blocking" is occurring during the nervousness, lack of confidence, etc.
- c. The speaker is looking for a specific word, rather than using simple language to describe what is meant.
- d. There aren't enough conversation opportunities in or outside of class.
- e. Students aren't able to speak to peers (for example: mixed classes of adults and teenagers).

Here we have some strategies to improve the speaking level of the students.

➤ **Listening**

This is very important. Don't get so worried about being able to communicate that you don't listen. Listening carefully will help you understand and encourage those speaking to you. You might be nervous, but letting others state their opinions will improve the quality of the discussion and give time to think of an answer!

➤ **Pronunciation**

English is considered a stressed language while many other languages are considered syllabic.

English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed words stressed words are considered content words; Non-stressed words are considered functions words.

Write down a few sentences, or take a few example sentences from a book or exercise.

First underline the stressed words, then read aloud focusing or stressing the underlined words and gliding over the non-stressed words.

Be surprised at how quickly your pronunciation improves! By focusing on stressed words, non-stressed words and syllables take on their more muted nature.

When listening to native speakers focus on how those speakers stress certain words and begin to copy this.⁵

➤ **Speaking Practice**

You should make every effort possible to find somebody to speak with. Where can you find people who can speak English with you? And how can you practice speaking when you are alone?

✓ **At School**

At school you should use the opportunity to speak to your teachers and other students. When you go home, you can still practice listening,

⁵ www.world-english.org/how_to_learn_english.htm

reading and writing, but you probably can't practice speaking. If your teacher asks you a question, take the opportunity to answer. Try to say as much as possible. If your teacher asks you to speak in pairs or groups with other students, try to say as much as possible. Don't worry about your mistakes. Just speak!⁶

✓ **Conversation Clubs**

Many cities around the world have conversation clubs where people can exchange one language for another. Look in your local newspaper to find a conversation club near you. They are usually free although some may charge a small entrance fee.

✓ **Shopping**

If you are living in an English-speaking country, you have a wonderful opportunity. Practice speaking to the local people such as shop assistants or taxi drivers. Even if you don't want to buy anything, you can ask questions about products that interest you in a shop. "How much does this cost?" "Can I pay by check?" "Which do you recommend?"

Often you can start a real conversation - and it costs you nothing!

⁶

<http://www.sil.org/lingualinks/languagelearning/mangngyrlnngprgrm/howtomakeaunitplan.htm>

✓ **Language is all around you**

Everywhere you go you find language. Shop names, street names, advertisements, notices on buses and trains... there are often a lot of English words you can see when walking in the street, especially in big cities. And there are always numbers. Car numbers, telephone numbers, house numbers... How can this help you? When you are walking on the street, practice reading the words and numbers that you see. Say them to yourself. It's not exactly a conversation, but it will help you to "think" in English. For example, if you walk along a line of parked cars, say the number on each car quickly as you pass it. Test yourself, to see how fast you can walk and still say each number. But don't speak to aloud!

✓ **Songs and Video**

Listen to the words of an English-language song that you like. Then repeat them to yourself and try to sing with the music. Repeat the words as many times as possible until they become automatic. Soon you'll be singing the whole song. Or listen to one of your favorite actors on video and repeat one or two sentences that you like. Do it until it becomes automatic. It's good practice for your memory and for the mouth muscles that you need for English.

Above all, don't be afraid to speak. You must try to speak, even if you make mistakes. You cannot learn without mistakes. There is a saying: "The person who never made a mistake, never made anything." So think of your mistakes as something positive and useful.

Speak as much as possible! Make as many mistakes as possible! When you know that you have made a mistake, you know that you have made progress.⁷

3.2. SOME TECHNIQUES FOR ENGLISH LEARNING

Before to know some techniques, you should recognize the definition of them.

Technique: is a tool of specific action, established by the teacher and carried out with the purpose to reach a significant learning. Techniques help to build the positive learning and to reach the objective of the teaching.

Some techniques that will be very important in English language are:

⁷

<http://www.sil.org/lingualinks/languagelearning/mangngyrlngglrnngprgrm/howtomakeaunitplan.htm>

Notes technique: it consist, to take notes about the most important and relevant of the class, which it help to the students to assimilate in a good way the contents of the class.

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

Repetition Technique: it is used to suggest students hear the language and use it themselves more than once.

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

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

Telling Stories Techniques: There are some benefits that students can take from storytelling. First, after having a storytelling the students can learn some things whether they are good or even bad. Second, sometimes storytelling can improve the students' imagination.

Narration Technique: It's a technique where one or more performers speak directly to the audience to tell a story, giving information or comment on the action of the essence of the motivation of characters.

Conceptual map: it permits to enrich the concepts with additional information, categorization, immediate search and a group of functions that stimulate the learning and the creation of the knowledge of students.

Dramatization technique: It can help to develop the corporal expression in order to express their feelings, as well as, to lose the fear to speak in front of an audience.

Brain storming: It consist, in the generation of ideas, it can be in individual way or in groups. It stimulates also the shine students to participate.

3.3. SOME STRATEGIES FOR TEACHING ENGLISH

There are a variety of teaching strategies that instructors can use to improve students learning. Like the following:

- ✚ **Collaborative-cooperative learning:** are instructional approaches in which students work together in small groups to accomplish a common language goal. They need to be carefully planned and executed; by they don't require permanently formed groups.
- ✚ **Critical thinking:** is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer and judge. It brings this activity together and enables the students to ask what knowledge exists.
- ✚ **Discussion strategies:** Engaging students in discussions deepens their learning and motivation by propelling them to develop they own views and hear their own voices. A good environment for interactions is the first step in encouraging students to talk.
- ✚ **Experimental learning:** It focuses on learning by doing, on the participant's subjective experience. The role of the educator is to design direct experience that includes preparatory and reflective exercises.
- ✚ **Games, experiments, simulations:** They can create a good learning environment for students. Students today have grown up playing games

and using interactive tools such as the internet, founds and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing it.

✚ **Humor in the class:** Using humor in the classroom can increase students' learning by improving understanding and retention.

✚ **Investigation – guided learning:** With the investigation method, students get an understanding of concepts and the responsibility for learning by themselves. This method encourages students to build research skills that can be used throughout the educational experience⁸.

✚ **Lerner-centered teaching:** It means that students are center of the learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the students.

Problem-based learning: It is an instructional method that challenges students to learn by learning, working in groups to seek solutions to real word problems. The process replicates the commonly use systemic approach to resolving problems or meeting challenges that are found in life, and will help to prefer students for their careers⁹.

⁸ McCarrier,A.,Pinnell,G.S.,&Fountas,I.C.(2000).Interactive writing: How language & Literacy come together, K-2.Portsmouth, NH:Heinemann.

⁹ www.merlot.org/merlot/materials.html

MATERIALS AND

METHODS

E. MATERIALS AND METHODS

The present work was an ethnographic research in order to determine the influence of didactic material and classroom language in the learning of English Language for that reason the methodology that was applied during the development of the research included some materials, methods and techniques that helped us to find the necessary information about this theme.

MATERIALS

The development of this research was possible through the following materials: books, dictionaries, magazines, paper, copies, stapler, perforator and clips. As well as, the technical resources used were: computer, printer, Cd, Flash memory and internet.

METHODS

Scientific Method: The scientific method was applied in order to discover the most important information to increase our knowledge about the

problem researched, itself that has been developed through the observation, problem statement, hypothesis, hypothesis's verification and conclusions.

Descriptive method: The descriptive method was used in order to describe the most important facts that we have found in this research work through the survey technique applied to the students, itself that helped us in the information's compilation, tabulation, analysis and interpretation of data.

Analytic – Synthetic Method: this method was applied with the purpose of getting information through different sources like library, web sites, etc. It helped us to do the theoretical references and to analyze, synthesize and interpret the results.

TECHNIQUES AND INSTRUMENTS

The survey: This technique was applied to students in three years of the Basic Education of the "Tern. Lauro Guerrero" Elementary School, through a questionnaire to know the influence of didactic material and classroom language in the learning English Language.

The observation: this technique was applied during ten periods of English class in order to gather information about the interaction between teacher-students and how often are used the didactic material and classroom language into the classroom, what is the influence of this tools in the learning of the English Language and know how the student's behavior is. We needed to use the observation guide for obtain the data.

PROCEDURES

Tabulation: for which was used the Descriptive Statistic for the closed questions; in the open questions we tabulated by the criteria, it allowed the identification of criteria patterns around which were grouped similar opinions, when there was a different answer, it was taken as a new pattern analysis and so on until process all the data.

Graphic representation: the information was represented in tables and graphs in order to displaying the best form of expression of the indicators of the variables.

Analysis and interpretation: to the analysis and interpretation of information was necessary to review the main categories of approaches

developed in the theoretical framework which allowed us to make a critical analysis of information.

Verification of the hypotheses: the hypotheses were verified, contrasting the specific data in the theoretical frame and the variables with their respective indicators.

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

Formulation of the conclusions: for the formulation of conclusions we took into account the analysis and interpretation of data and the objectives that guided our investigative process.

Population and sample: the population of this research work was the students of 5th, 6th and 7th years of basic education of the “Tcrn. Lauro Guerrero” Elementary School who were a total of 120 students and 3 teachers.

COURSES	POPULATION
5 th year of basic education	33
6 th year of basic education	42
7 th year of basic education	45
TOTAL	120

Taking into account the short number of the population we didn't need to take a sample so that we applied the techniques to the entire group the students.

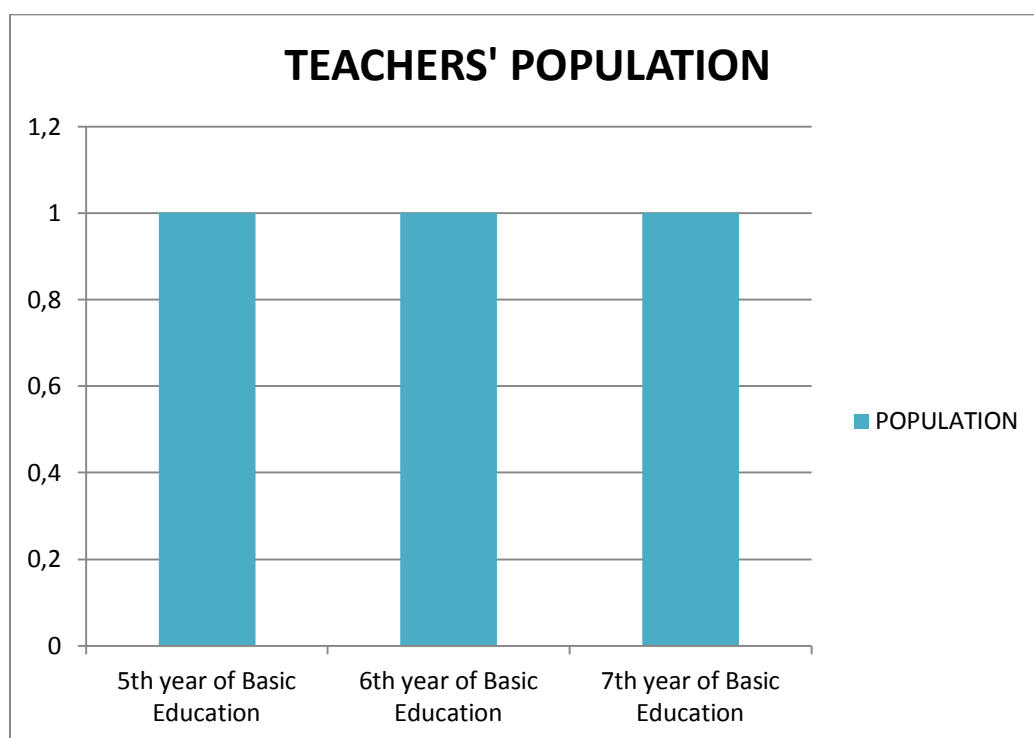
TEACHERS' POPULATION

CHART N° 1: Teachers' population of 5TH, 6TH AND 7TH years of Basic Education at "Tcrn. Lauro Guerrero" elementary school of Loja city. Academic period 2010 - 2011.

COURSES	POPULATION
5 th year of Basic Education	1
6 th year of Basic Education	1
7 th year of Basic Education	1
TOTAL	3

GRAPHIC Nº 1

Teachers' population of 5TH, 6TH AND 7TH years of Basic Education at "Tcrn.Lauro Guerrero" elementary school of Loja city. Academic period 2010 - 2011.



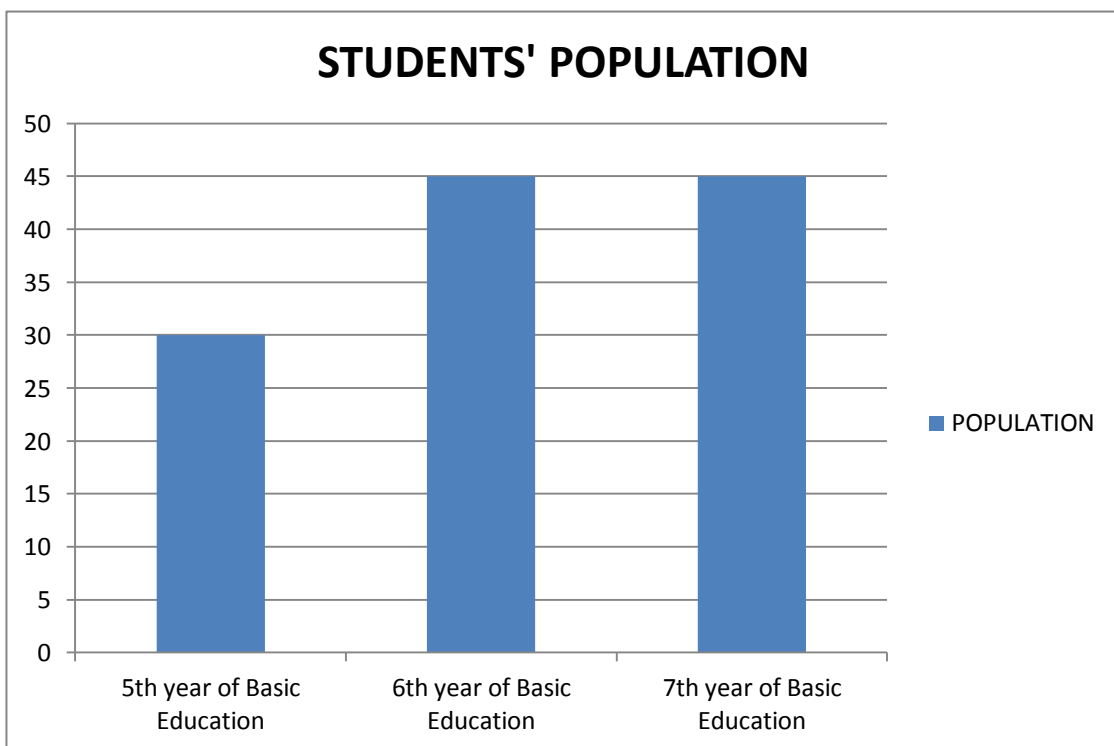
STUDENTS' POPULATION

CHART Nº 2: Students' population of 5TH, 6TH AND 7TH years of Basic Education at "Tcrn. Lauro Guerrero" elementary school of Loja city. Academic period 2010 - 2011.

COURSES	POPULATION
5 th year of Basic Education	30
6 th year of Basic Education	45
7 th year of Basic Education	45
TOTAL	120

GRAPHIC Nº 2

Students' population of 5TH, 6TH AND 7TH years of Basic Education at "Tcrn.Lauro Guerrero" elementary school of Loja city .Academic period 2010 - 2011.



RESULTS

F. RESULTS

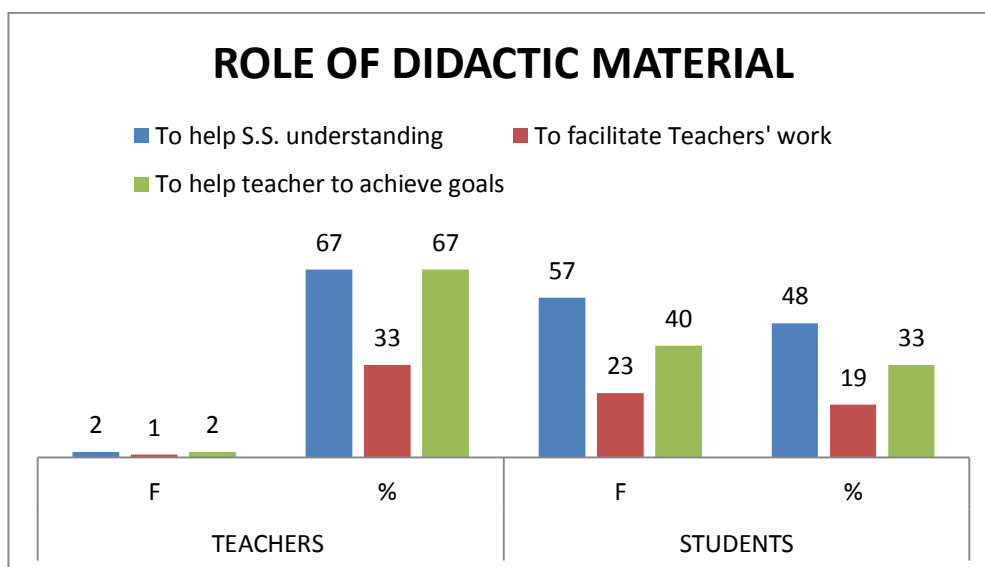
SURVEY APPLIED TO THE ENGLISH TEACHERS AND STUDENTS

1. What is the role of the didactic material in the English teaching – Learning process?

a. Statistics Chart 1: Role of didactic material

ROLE OF DIDACTIC MATERIAL	TEACHERS		STUDENTS	
	F	%	F	%
To help S.S. understanding	2	67	57	48
To facilitate the Teachers' work	1	33	23	19
To help teacher to achieve goals	2	67	40	33
TOTAL			120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the statistics results 67% of teachers said that the role of the didactic material is to help students' understanding, 33% said that the role is facilitate the teachers' work and 67% said that the role of the didactic material is help the teacher to achieve the goal.

While 48% of students said that the role of the didactic material is to help students with their understanding, 19% explained that the role is facilitate the teachers' work and 33% said that the role of the didactic material is help the teacher to achieve the goal.

Taking into account the answers and the theory we can say that teachers and students agree that the main role of the didactic material

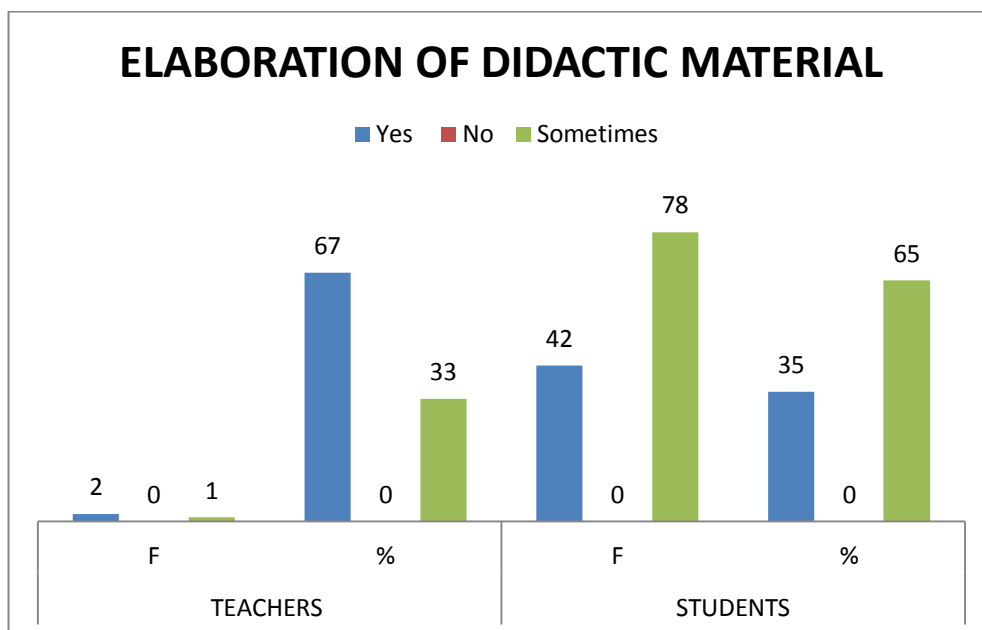
is to help students' understanding, stimulating the function of the senses to access easily to the acquisition of skills, concepts and attitudes.

2. Does the teacher elaborate didactic material?

a. Statistics Chart 2: Elaboration of didactic material

ELABORATION OF DIDACTIC MATERIAL	TEACHERS		STUDENTS	
	F	%	F	%
Yes	2	67	42	35
No	0	0	0	0
Sometimes	1	33	78	65
TOTAL	3	100	120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the statistics results, 67% of teachers told us that they make didactic material and 33% told us that they make didactic material sometimes.

While, 35% of students answered that teachers make didactic material and 65% answered that teachers sometimes make didactic material.

Comparing the theory with the obtained answers we can say that teachers make didactic material but not always, it is a problem because the didactic material is a very important tool in the teaching- learning

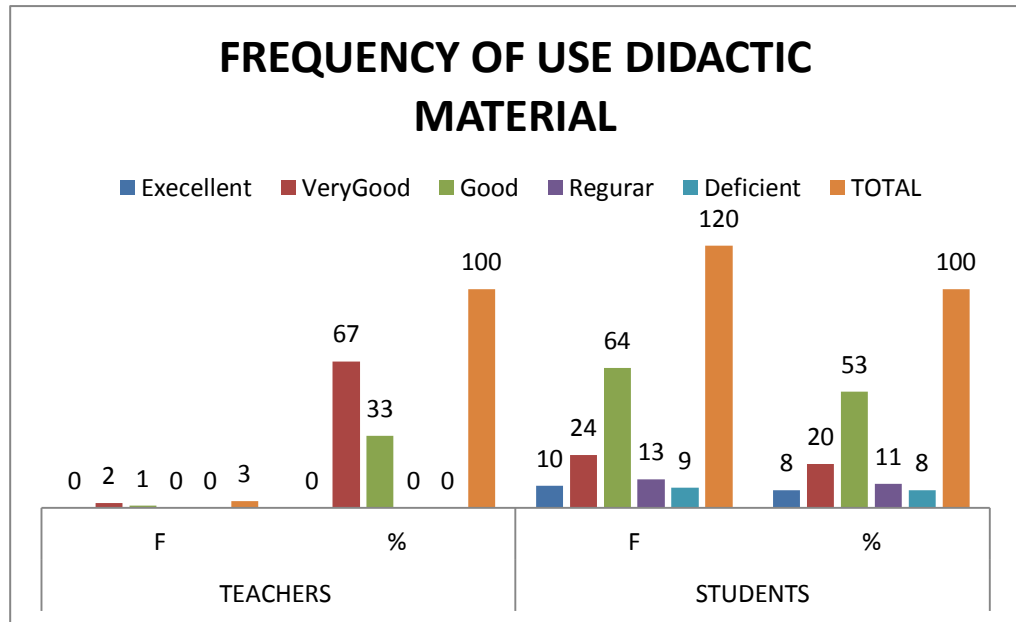
process, so, the teacher must to use at least the materials that demand of little time and money to make them like flash cards, worksheets, posters, games, etc. and use them as much as possible.

3. How often does the teacher use didactic material?

a. Statistic Chart 3: Use of didactic material

FREQUENCY OF USE DIDACTIC MATERIAL	TEACHERS		STUDENTS	
	F	%	F	%
Once a week	1	33	10	8
Twice a week	1	33	6	5
Every Unit	1	33	61	51
Sometimes	0	0	38	32
Never	0	0	5	4
TOTAL	3	100	120	100

b. Graphic Representation:



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the statistics matrix above, 33% of teachers answered that they use didactic material once a week, 33% said that they use didactic material twice a week, and 33% said that they use didactic material every unit.

8% of students explained that their teacher use didactic material once a week, 5% of students told us that teachers use didactic material twice a week, 51% of students said that teachers use didactic material every

unit, 32% said that teachers use didactic material just sometimes, and 4% of students said that teachers never use didactic material.

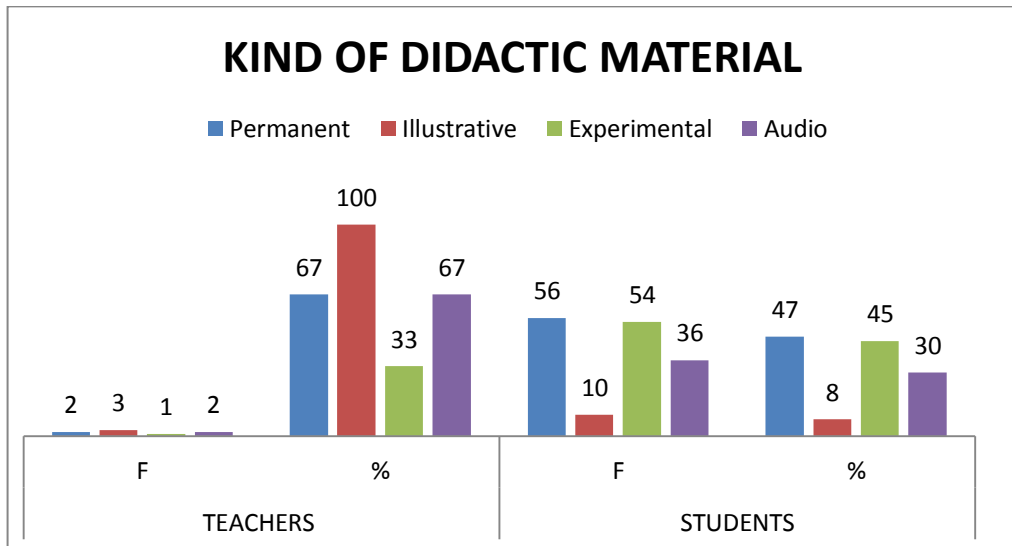
Taking into account the teachers' and students' answers, we can realize that teachers don't use didactic material frequently as is recommended, so, is of vital importance that teachers use them more often, because they can help the student in the contextualization of knowledge, filling many gaps left during the learning and facilitating the students to build their own conceptions of scientific knowledge to have a better understanding and assimilation of the information.

4. What kind of didactic material does the teacher use most?

a. Statistics Chart 4: Kind of didactic material

KIND OF DIDACTIC MATERIAL USE MOST	TEACHERS		STUDENTS	
	F	%	F	%
Permanent Material	2	67	56	47
Illustrative Material	3	100	10	8
Experimental Material	1	33	54	45
Audio Material	2	67	36	30

b. Graphic Representation:



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the statistics matrix above, 67% of teachers answered that they most of the time use permanent didactic material, 100% of teachers said that they most of the time use illustrative didactic material, 33% of teachers explained that they most of the time use experimental didactic material and 67% said that they most of the time use audio material.

While, 47% of students said that their teacher use most of the time permanent didactic material, 8% said that teachers use most of the time illustrative didactic material, 45% explained that teachers use most of

the time experimental didactic material and 30% said that teachers use most of the time audio material.

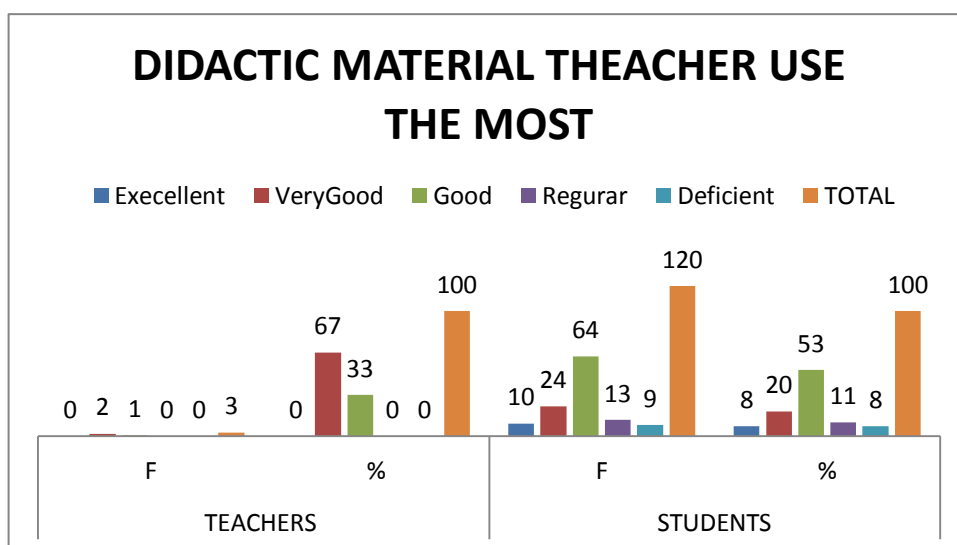
Taking into account the answers of teachers and students we can realize that teachers use most of time Permanent **Didactic Material**, which is, as their name indicates: board, marker and eraser, they are indispensable in the teaching – learning process; and the **Audio Didactic Material** that is particularly useful for the teacher in the adaptation of the instruction of individual necessities of the students.

5. Which of the following didactic material does the teacher use most?

a. Statistic Chart 5: didactic material use most

DIDACTIC MATERIAL TEACHER USE MOST	TEACHERS		STUDENTS	
	F	%	F	%
Board	3	100	85	71
Charts	2	67	14	12
Flash cards	3	100	25	21
Worksheets	3	100	22	18
Laboratory	1	33	72	60
Cd. Player	3	100	52	43
Projector	2	67	17	14

b. Graphic representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the obtained results in the matrix below 100% of teachers use the board to explain their class, 67% said that they use the charts, 100% said that they use the flash card to catch the attention of the students, 100% answered that they work with worksheets, 33% explained that work in the laboratory, 100% said that work with cd player, and 67% answered that they work with the projector.

While 71% of students said that their teacher work with the board, 12% explained that teacher work with charts, 21% said that their teacher work with flash cards, 18% told us that teacher work with worksheets, 60% explained that teacher work with laboratory, 43% said that

teacher work with cd player, and 14% told us that teacher work most of the time with the projector.

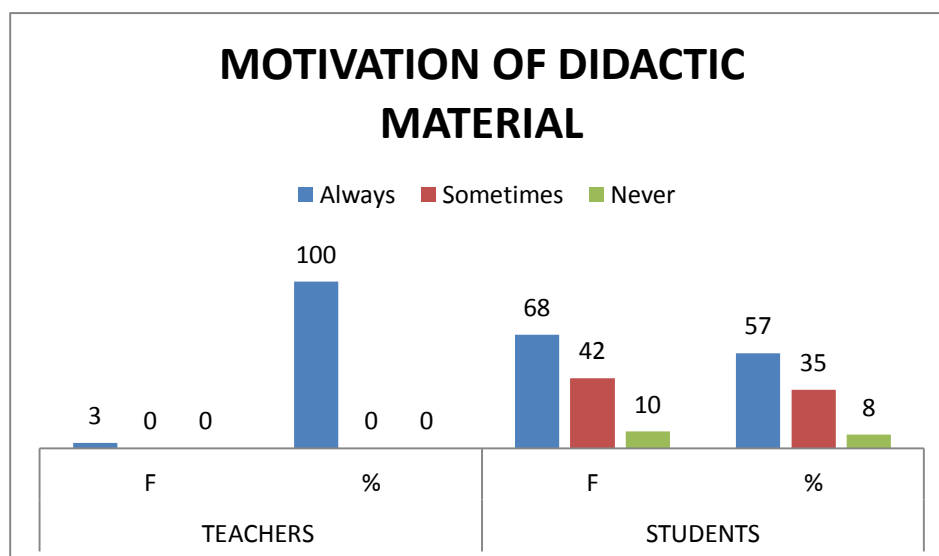
According to the statistics chart, the most used didactic materials by the teachers are: the board, laboratory and the cd player; so, it is important that teachers prepare their class with the best didactic material to all the classes that teacher propose illustrate the contents, choosing the most appropriate mean and in a more dynamic way with something more than words.

6. Do the didactic resources motivate to learn?

a. Statistics Chart 6: didactic material motivate to learn

MOTIVATION OF DIDACTIC MATERIAL	TEACHERS		STUDENTS	
	F	%	F	%
Always	3	100	68	57
Sometimes	0	0	42	35
Never	0	0	10	8
TOTAL	3	100	120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the results, 100% of teachers said that the didactic resources motivate the student's learning.

While, 57% of students said that didactic resources always motivate them to learn, 35% said that these resources sometimes motivate them to learn and 8% of the students explained that didactic resources never motivate them to learn.

As we can see, all the teachers are aware that the didactic material motivates the students to learn, in same way, the majority of students agree with this answer, so is important that teachers use the adequate

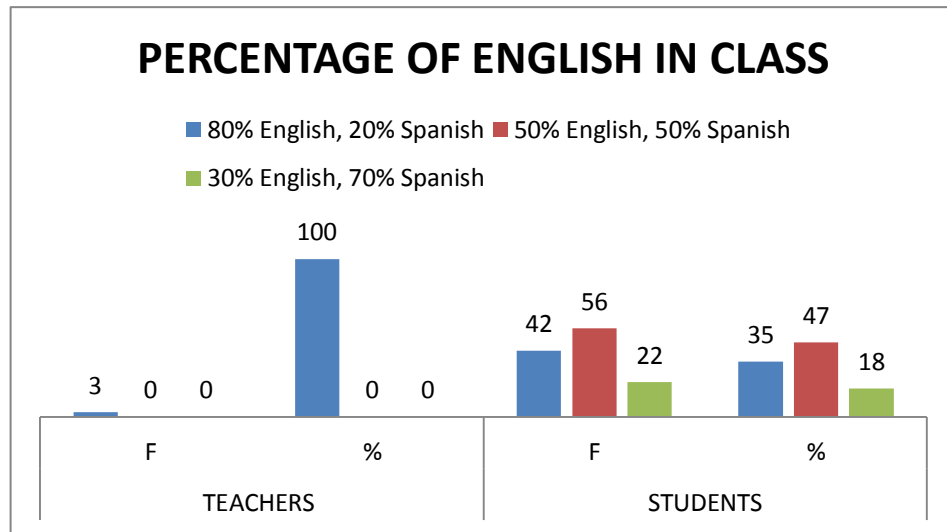
didactic material in each class so that students won't be afraid to participate and will be stimulated to acquire knowledge, because it creates an environment of confidence without losing the respect between teacher and students.

7. What percentage of English do you speak in class?

a. Statistics Chart 7: percentage of English in class

PERCENTAGE OF ENGLISH IN CLASS	TEACHERS		STUDENTS	
	F	%	F	%
80% English, 20% Spanish	3	100	42	35
50% English, 50% Spanish	0	0	56	47
30% English, 70% Spanish	0	0	22	18
TOTAL	3	100	120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the statistics matrix above 100% of teachers said that they speak 80% English and 20% Spanish in class.

While, 35% of students said that they speak 80% English and 20% Spanish in class, 47% of students explained that they speak 50% English and 50% Spanish in class and 18% of students said that they speak 30% English and 70% Spanish in class.

Analyzing the obtained results, the teachers speak English all the time into the class in order to encourage students to use the classroom

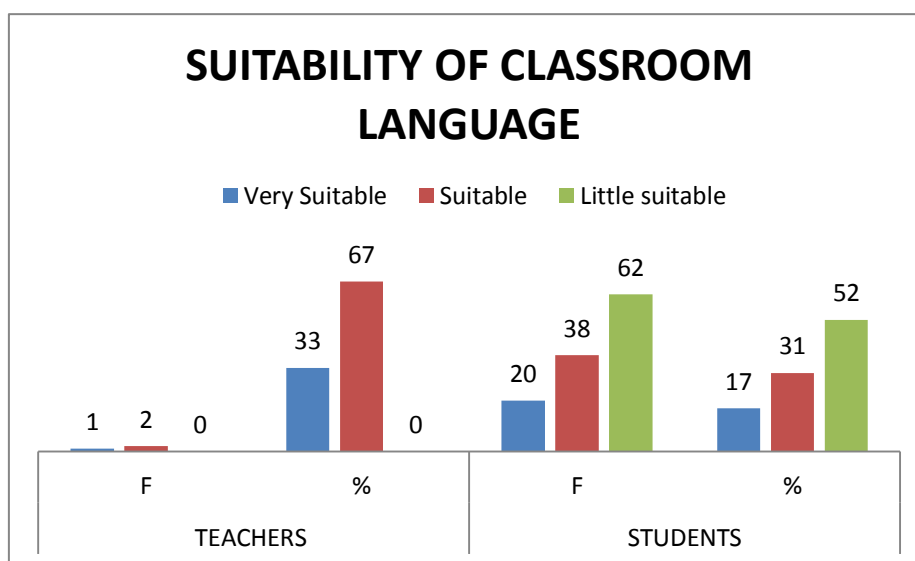
language; however students speak 50% English 50% Spanish; so there is a contradiction because in the direct observation was evident that the students' speaking is too low; so that is important that teachers encourage students to use classroom language whenever possible, because it helps them to express their needs and requests. In this way the use of Spanish has to be extremely limited in order to increase the English fluency.

8. Is the classroom language suitable for the students' level?

a. Statistics Chart: classroom language suitable

IS THE CLASSROOM LANGUAGE SUITABLE	TEACHERS		STUDENTS	
	F	%	F	%
Very suitable	1	33	20	17
Suitable	2	67	38	31
Little suitable	0	0	62	52
TOTAL	3	100	120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the statistics chart, 33% of teachers said the classroom language is very suitable for the students' level; 67% of teachers said that the classroom language is suitable for the students' level.

While, 17% of students said that the classroom language used in class is very suitable for them, 31% of students said that the classroom language is suitable for their level and 52% explained that the classroom language is little suitable for their level.

The obtained results confirmed that the classroom language used by the teachers is the most suitable for students' level. However students consider that the teachers' classroom language is not

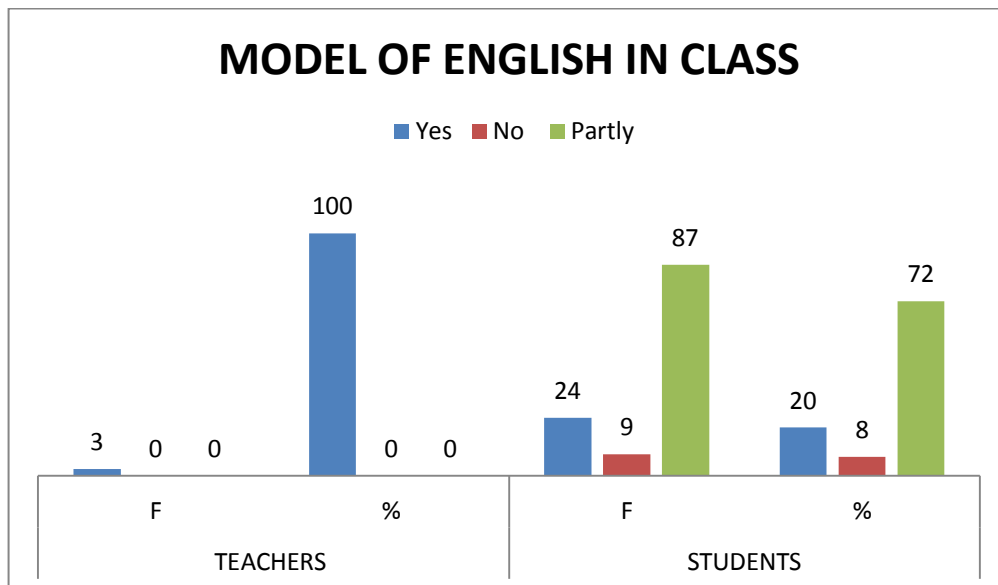
suitable for their level; so that, teachers has to use appropriate classroom language in order to provide students more confidence in the learning of English, also the practice makes students can use phrases naturally and speak English will become an habit.

9. Do you offer a clear model of English speech in class?

a. Statistics Chart: clear model of English speech

MODEL OF ENGLISH SPEECH IN CLASS	TEACHERS		STUDENTS	
	F	%	F	%
Yes	3	100	24	20
No	0	0	9	8
Partly	0	0	87	72
TOTAL	3	100	120	100

b. Graphic Representation:



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the statistics chart, 100% of teachers said that they offer a clear model of English speech to their students.

While 20% of students told us that the model of English speech given for the teachers is clear, 8% of students said that the model of English speech is not clear for them, and 72% of students explained that the model of English speech is just in partially clear.

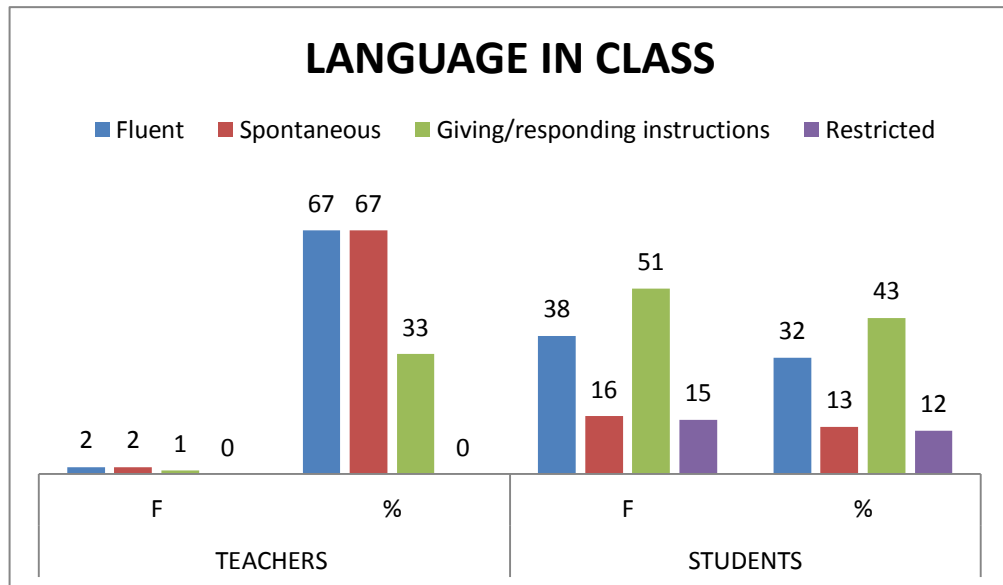
With the obtained results is evident that the most of the teachers provide to students a clear model of English speech, but students disagree because they consider the English speech model is not clear; it is a problem because it can confuse the students; so the role of the teacher is to offer the most clear pronunciation and phonetics symbols, moreover, almost all phrases can be moduled what permits students deduce the sounds and understand the phrases.

10. How do you qualify your classroom language in English?

a. Statistics Chart: classroom language in Class

CLASSROOM LANGUAGE IN CLASS	TEACHERS		STUDENTS	
	F	%	F	%
Fluent	2	67	38	32
Spontaneous	2	67	16	13
Giving/responding instructions	1	33	51	43
Restricted	0	0	15	12
TOTAL			120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the answers 67% of teachers said that they speak fluently into the class, 67% of teachers said that they speak spontaneous and 33% told us that they speak just giving/responding to instructions.

While 32% of students said that they speak fluently, 13% said that they speak spontaneous, 43% said that they speak just giving/responding to instructions and 12% said that their speaking is restricted.

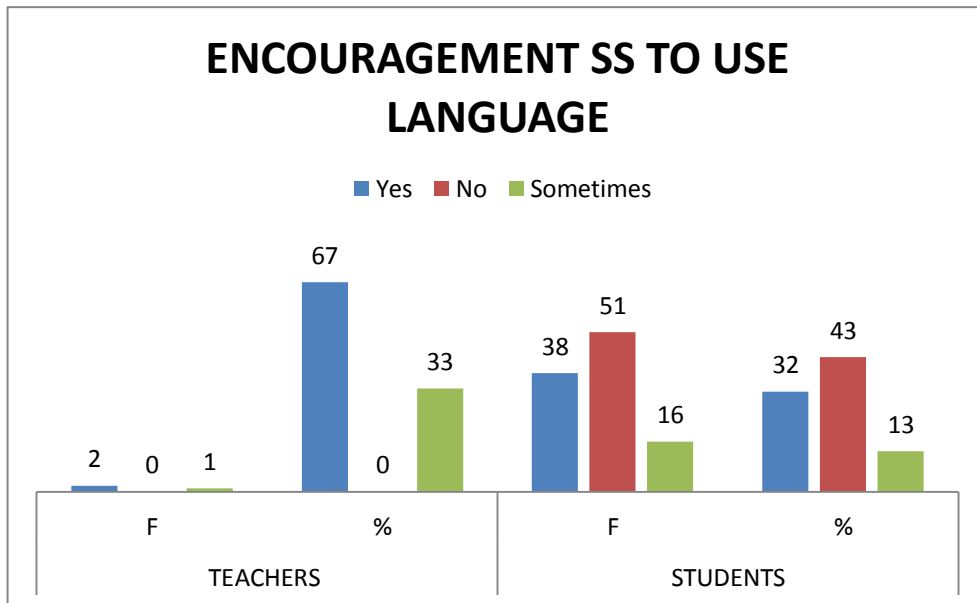
Analyzing the obtained results, the most of the teachers are able to speak fluently and spontaneous, but students are not able to speak in the same way, it makes that students cannot communicate into class and also they are always shy to participate; so that the encouragement of speaking is important in order to give students confidence and increase their vocabulary, pronunciation and fluency; this encouragement is essential because, sometimes students know the meaning of the expression but they need to be reminded by the teachers how to say it correctly.

11. Do you encourage students to use the language whenever possible?

a. Statistics chart: Encouragement for students to use language

ENCOURAGEMENT SS TO USE LANGUAGE	TEACHERS		STUDENTS	
	F	%	F	%
Yes	2	67	38	32
No	0	0	51	43
Sometimes	1	33	16	13
TOTAL	3	0	120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

Taking into account the statistics matrix 67% of teachers said that they encourage the students to use the English language all the time, 33% said that they encourage the students to use the English language sometimes.

While 68% of students explained that their teacher encourage them to use English, 14% said that they are not encouraged by the teachers and 18% said that their teacher encourage them to use English sometimes.

The results demonstrated that the teachers encourage students use the English all the time, and also students are encouraged to use the

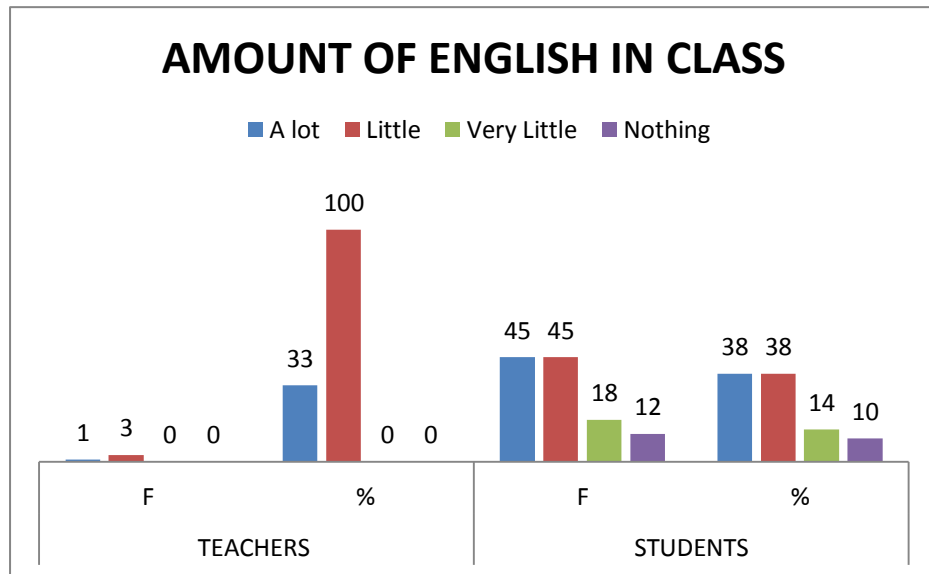
language in class. To understand the results we have to take into account the definition of classroom language, it is the encouragement students speak English in the classroom, through essential phrases used for communicating between teacher and students, also can promote the use of English as real communication, so students have to be encouraged to use classroom language whenever possible, because it helps them to express themselves or have their needs and wishes met. The use of Spanish has to be extremely limited if we want to increase the fluency and understanding of the second language in the students.

12. What is the amount of classroom language that students manage?

a. Statistics Chart: Amount of classroom language

AMOUNT OF CLASSROOM LANGUAGE	TEACHERS		STUDENTS	
	F	%	F	%
A lot	1	33	45	38
Little	3	100	45	38
Very Little	0	0	18	14
Nothing	0	0	12	10
TOTAL			120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation

According to the results 33% of teachers said that they manage a lot classroom language and 100% said that they manage little classroom language.

While 38% of students told us that they manage a lot classroom language, 38% said that they manage little classroom language, 14% said that they manage very little classroom language and 10% said that they don't manage any classroom language.

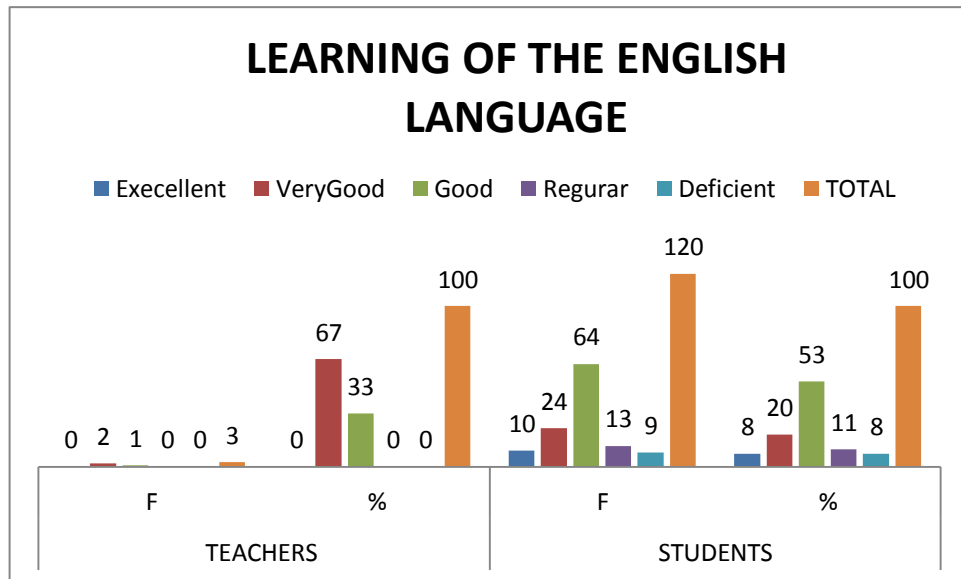
The obtained results showed that the most of teachers and students manage little classroom language. To know a lot classroom language in very important because the constant use of it makes students increase the vocabulary and also permit them interact among teacher and partners. The introduction of new classroom language develops the speaking and listening skills and the practice of them contribute to improve the fluency.

13. How do you consider the students' learning of the English language?

a. Statistics Chart: learning of the English language

LEARNING OF THE ENGLISH LANGUAGE	TEACHERS		STUDENTS	
	F	%	F	%
Excellent	0	0	10	8
Very Good	2	67	24	20
Good	1	33	64	53
Regular	0	0	13	11
Deficient	0	0	9	8
TOTAL	3	100	120	100

b. Graphic Representation



Source: Teachers and Students' surveys
Elaboration: research team

c. Analysis and Interpretation.

According to the statistics matrix, 67% of teachers considered that the students' learning is very good and 33% said that the students' learning is good.

While 8% of students said that their learning is excellent, 20% expressed that their learning is very good, 53% said that their learning is good, 11% told us that their learning is regular and 8% said that their learning is deficient.

The results said that the majority of the teachers consider the Students' learning is excellent; in the same way students confirm

that their learning is suitable, which make to think, that teachers use suitable didactic material and classroom language, make enough activities, apply techniques and methods of learning that permit them teach the English language suitably.

Actually learning English is the most important language because in all social aspects is necessary to communicate with other people into business, education, culture, etc. In this way Learning English is considered the second language in whole globalized world.

OBSERVATION GUIDE

INDICATORS:

1	2	3	4	5
Never	Seldom	occasionally	Frequently	Continually

CLASS DEVELOPMENT	FREQUENCY				
BEGINNING					
	1	2	3	4	5
Teacher great to students.					x
Teacher arrived with good attitude.			x		
Teacher was late				x	
Teacher controlled the assistance					X
Teacher checked previous the homework			x		
Teacher started the class with a warm up		X			
The lesson began effectively.		x			
PRESENTATION AND PRACTICE					
Teacher used didactic material			X		
The didactic material caught the attention of the students.		x			
Material was designed correctly			X		
Material well sequenced for easy assimilation			x		

Teacher used supplementary material			X		
Language practiced was effectively			x		
The class was dynamic and funny		X			
Use non-verbal gestures for reinforcing meaning			x		
QUESTIONS AND ANSWERS					
Questions adapted to learning level			X		
Questions were well distributing around the class.		x			
Questions varied in form, type and content.			x		
Students tended to ask questions		X			
Students tended to do questions			X		
Slower learners had enough time to answer.		x			
Teacher encouraged students to respond.				X	
Teacher generally insisted in pronunciation, fluency and accuracy.			x		
AUDIO VISUAL AIDS					
Use the laboratory.	X				
Students work with interactive and update programs.	x				
Students understood the video or tape.		X			
Teacher practices listening tasks.			X		
GENERAL VARIETY					

Used varied techniques for language practice.			X		
Used the black-board.					X
Aids and other supplementary material were adopted for the class.			X		
Teacher prepared didactic material every day.		x			
The student's number was appropriate to work.		X			
The classroom was in conditions to receive class.				x	
Students interacted with the teacher.			x		
ENGLISH IN USE					
Teacher use English predominantly.			x		
Teacher encouraged students to use English.			x		
Teacher understood teacher's pronunciation.		x			
Teacher made activities in English all the time.			x		
Teacher allowed students speak Spanish.					x
ENDING					
The lesson ended effectively with a bang rather than a whimper.			x		

Teacher was worried on knowing if students understood the class.			x		
Teacher sent homework				x	
GLOBAL VIEW					
There was evidence that the lesson was well prepared.			x		
Students showed interest for learning English.			x		
Students showed progress in develop English skills.			x		

DISCUSSION

G. DISCUSSION

To contrast and verify the hypotheses that our group have stated in the project; we used the obtained result through the analysis of the gotten information from teachers and students of "Tncr. Lauro Guerrero" Elementary School, as our direct observation of the class, this information have let us to verify if the hypothesis are accepted or rejected, therefore we have established some conclusions and recommendations to improve use of didactic material and classroom language.

HYPOTHESIS ONE

- a. **Statement:** there is little use of didactic material by the teachers what affects the learning of English language in the students of 5th, 6th and 7th Years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.

- b. **Demonstration:** the hypothesis one has two variables: Little use of didactic material by the teachers, and the second one is: Learning of English language in the students of 5th, 6th and 7th Years of Basic

Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city?
Period 2009-2010.

To verify this hypothesis we took into account the following questions:
The question number **ONE**, 67% of the teachers said that the role of the didactic material is help students' understanding and help the teacher to achieve the goal and 48% of the students agreed with the teachers that the role of the didactic material is help their understanding. We can say that the teachers and students know the role of Didactic Material in the teaching learning process.

The question number **TWO**, 67% of the teachers told us that they make didactic material but 65% of the students answered that teachers make didactic material sometimes. We can say that the teacher doesn't elaborate didactic material to all the classes.

The question number **THREE**, the 33% of the teachers answered that they use didactic material once a week, the same percentage said that they use didactic material twice a week and that the use didactic material Every unit and 51% of Students said that teachers use didactic material every unit. We could prove that the didactic material is not always used to introduce a new theme.

The question number **FOUR**, 100% of the teachers said that they most of the time use illustrative didactic material and 47% of the students said that their teacher use most of the time permanent didactic material. With these answers we see that the teacher and students have two points of view, so teachers use illustrative didactic material while students said that the teacher use most of the time permanent material. We consider that the teacher use to work most of the time with permanent material because it doesn't require to spend money or time.

In the Question number **FIVE**, 100% of the teachers said that they use the board, the flash cards and the worksheets to explain their class and While 71% of students said that their teacher work with the board. We can say that teacher and students agree in that the most useful didactic mean is the board.

In the question number **SIX**, 100% of the teachers said that the didactic resources motivate the students learning and 57% of students agree with this answer. We could observe that when teacher use Didactic Material, students feel more motivated to learn.

c. Decision: the researchers group based on the obtained results in the field work, and after the demonstration with the questions applied to the teacher and students in the survey, accepts the first hypothesis, because

we have proved that There is little use of didactic material by the teachers what affects the learning of English language in the students of 5th, 6th and 7th Years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city Period 2009-2010.

HYPOTHESIS TWO

- a. **Statement:** the classroom language used by the teaches is not suitable to improve the learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2010-2011.

- b. **Demonstration:** the hypothesis two has two variables, the first one is: The classroom language and the second one is: Learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city, Period 2009-2010.

To verify this hypothesis we took into account the following questions: In the question number **SEVEN**, 100% of teachers said that they speak 80% English and 20% Spanish in class, and 47% of students explained that

they speak 50% English and 50% Spanish in class. We deduced that the teacher speaks English in class all the time but the students are not in the same conditions to use the English in class.

In the question number **EIGHT**, 67% of the teachers said that the classroom language is suitable for the students' level and 52% of the students said that the classroom language is little suitable for their level. We can realize through the observation that the classroom language is not suitable to the level of the students' learning.

In the question number **NINE**, 100% of the teachers said that they offer a clear model of English speech to their students and 72% explained that the model of English speech is just in partly clear. We can notice that the teacher consider that the model of English Speech is very clear for the students' level, but students don't feel that the English Speech by part of the teacher is the adequate for their level of understanding.

In the question number **TEN**, 67% of the teachers said that they speak fluently and spontaneous into the class and 43% of the students said that they just speak English to giving or responding to instructions. We

consider that the teachers have a good level of English; however the students restricted their use of English just to giving or responding to instructions.

In the question number **ELEVEN**, 67% of the teachers said that they encourage the students to use the English language all the time, and 68% of the students explained that their teacher encourage them to use English. We could see through that according to the answers that teacher the majority of the time encourages students to use English in class, however according to our observation we could realized that this encouragement is not the appropriated.

In the question number **TWELVE**, 100% said that their students manage little classroom language and 38% of the students told us that they manage a lot classroom language and the same percentage said that they manage little classroom language. According to this result and taking into account our observation, we could realize that students manage a little percentage of classroom language.

In the question number **THIRTEEN**, 67% of the teachers considered that the students' learning is very good and 53% of the students said that their learning is good. We could say that the students' English learning is in a medium level.

- c. **Decision:** with these results that the group got through the survey and the observation applied to the teachers and students, accepts the second hypothesis because we have proved that: The classroom language used by the teaches is not suitable to improve the learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city Period 2009-2010.

CONCLUSIONS

H. CONCLUSIONS

After we have finished our research work about: THE USE OF DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT "TCRN, LAURO GUERRERO" ELEMENTARY SCHOOL OF LOJA CITY PERIOD 2009-2010, we have elaborate the following conclusions and recommendations in order to give some possible solutions to the main problems.

- ✚ The teachers of “Tcrn. Lauro Guerrero”, Elementary School, don’t use enough update and creative didactic material to impart their class to the students, so that students don’t feel motivated to learn English and most of the time they feel bored and discouragement during the class.
- ✚ Teachers are limited to use permanent material like the board and book, which makes that students lose the interest, so that during the explanations the students don’t pay attention and do other activities don’t related to English Language, taking advantage the moments that the teacher is writing on the board.
- ✚ The classroom language is not suitable for the students’ level so, the students are not able to develop their speaking skills, this makes that

the students feel shine or scared to participate and they are limited to give and response basic instructions.

- ✚ Teachers don't encourage students to practice their classroom language all the time, for this reason they don't feel confidence to develop this skill, so they lose their interest and their score in the English class is not the adequate.

RECOMMENDATIONS

I. RECOMMENDATIONS

- ✚ We suggest to the authorities of the institution to ask to the Ministry of Education to take into account themes like “Use of Didactic Material” or “Elaboration of Didactic Material” in the imparted courses for teachers to improve the quality of education of Public Institutions.

- ✚ Teachers should register in some online training course from some important universities in order to get self-training about the different types of didactic material, and how to design its up dated to improve, make easier and dynamic the teaching learning process.

- ✚ The authorities should make some agreement with some foreigner institution to make teachers interchanges in order to get an appropriated model of English speech for each level of students and apply it, so that students will achieve a better understanding and learning of the English Language.

- ✚ Teachers should organize different activities like: role pays, trips, meetings, etc. in which the students will be able to practice and

develop their speaking skill, as well as, will feel more confidence to interact with the teacher and the rest of students.

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ANNEXES



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

ENGLISH LANGUAGE CAREER

PROJECT

THEME:

The use of didactic material and the classroom language in the learning of English Language with the students of 5th, 6th and 7th basic years of school at "Tern. Lauro Guerrero" elementary school of Loja city, Period 2009-2010.

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LOJA - ECUADOR

2009-2010

THEME:

THE USE OF DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE ON THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT "TCRN. LAURO GUERRERO" ELEMENTARY SCHOOL OF LOJA CITY PERIOD 2009-2010.

1. PROBLEM STATEMENT

1.1 BACKGROUND

The present research work will be developed in the "Tcrn. Lauro Guerrero" Elementary school, for that reason following we will present a background of the mentioned institution.

Taking into account the philosophy and political of the Armed Forces and, conscious that the education is the main instrument for the development of the towns, with Ministerial Agreement Number 359 published in the General Order Number 100 on May 13 in 1994, the Ground Troops create the Military School "Tcrn. Lauro Guerrero" in the city of Loja, with the purpose of offering integral education to the youth of the south of the Country. This important Military Institution takes the name of a famous patriot that dedicated his life for the freedom and hope.

Becoming the first military school center of the south of the country, the Military School stands out the woman's preponderant value in the advancement and progress of the country, so, keeping in mind the

Manuela Cañizares' ideals, it extends its coverage toward the female youth of the city and country. Nowadays, it has a mixed population of 725 students, which is educated under the slogan "SOLO VENCIENDOTE VENCERAS".

They are clever cadets, with nobleness temper, forging the destiny of our country, future leaders of the development and enlargement of Ecuador, who surrender reverence to the beautiful Ecuador Sentry, cradle of men and women that give luster to our country.

Under the theoretical and methodological orientations of the Education Ministry and the Education Direction of the Ground Troops, the Military School offers to their cadets an integral formation sustained in the Curricular Integral Reformation and a pedagogical alternative that introduces innovative processes and techniques, as well as the practice of civic, moral and ethical values that contribute to the respect and consolidation of the family and the society.

For fulfilling this purpose, the institution has the necessary academic and physics infrastructure. So, it has a functional building, modern laboratories with top technology to support the formation in the Computer sciences, Physics, Sciences, Chemistry, and English environments. In the academic field it has a qualified educational staff in the scientific, humanistic and technical to form capable students

and providing them military instruction as part of their integral formation. In this way, the cadet of COMIL-5, has fulfilled their duty of service to the country and is able to integrate the active reservation of the Terrestrial Force.

With the purpose of giving an integral education, the school has some objectives in order to improve its quality. To Lauro Guerrero School is essential to offer a modern infrastructure for the academic development, the scientific investigation, the military formation, the sport practice and the student's formation inculcating them important values. To fulfill it, is necessary to contribute with the integral and harmonic formation of the students, with high critical sense. Another important object to the good performance of students is to plan and to develop innovative educational processes that are adjusted to the military and academic formation.

The mission of "Tc. Lauro Guerrero" Military School of Loja city is, to give a comprehensive education to the childhood and youth of Loja; in the basic level and high school curriculum in order to train students in science in general, in this way they help to the society development through an alternative pedagogic model, based in the loyalty to the establishment, conscious discipline and the practice of values.

In addition, its vision is, to become the best educative establishment and to give to the childhood and youth of Loja city a comprehensive, scientific, technical and humanistic co-education in order to train creative and humanistic citizen with real value for national, multicultural and multiethnicidentity. Another purpose is to develop and to strength the civic-spirited, moral values in order to potency the democracy and the justness between genders and social justice.

2.2 CURRENT SITUATION OF THE RESEARCHED OBJECT

At the present time, the learning of the English language as second language has arisen since the establishment of the globalization in the world, as necessity of favoring the communication and interaction among the human beings.

The socio-educational problem of Ecuador is product of the low investment in science and technology because our country is still sunk in the underdevelopment and it has not been able to optimize the potentialities in these aspects, for this reason the majority of Ecuadorian's population suffers functional illiteracy, in relation to this language, because the great part appliances and devices of high technology bring use and repair manuals written in English language, the information of quality that is in internet is in English language and most of the population cannot take advantage of it, because of their lack of knowledge in the use of the English language.

The gigantic backwardness in the learning of the English language has brought big consequences to our country because the exchange of information scientific- technique is diffused in English language therefore the communication is fundamentally in English; the social

actors of the diverse professions cannot develop their daily practices satisfactorily due to the ignorance or to the little use of the English language as communication tool.

In the educational field, the Classroom Language has an essential function in the English learning, in which the teacher encourages the students to try to use English all the time through basic phrases like greetings, commands, etc. this is possible if there is an environment of confidence and respect between teacher and students. The purpose of this important technique is to increase little by little the teaching learning process, and specifically the development of the speaking skill.

The study of the English language in our country has been for some years mandatory, from the basic levels until the superiors, in the “Trcn. Lauro Guerrero” Elementary school, the English Language charge is above ten hours per week in each class, however the students have not still acquired an acceptable level because there is not a correct or constantly use of the language classroom to teach the language, and in some cases the teachers don't use any complementary or didactic material. It is a problem because the lack of use of these tools make that the students lose interest in learning the language and they can't improve the level of English.

In this institution the teachers use the most updated books, these have included good didactic material, and the problem is that they don't use it frequently. In the same way the laboratory is used only one hour per week, it is not enough for the students because they don't develop the listening skill so that the learning of English language is more difficult.

For these reasons that the learning of English language is difficult and sometimes boring, so that students can't develop their fundamental skills.

The English is very important for professional and intellectual development; it offers the opportunity to transform and to improve our social and educational reality. In front of this situation, as undergraduate of the English Language Career of the Education, Art and Communication Area at National University of Loja, we are determined to carry out the research about: "How do the use of didactic material and classroom language influence in the learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2010-2011, this study will allow us to know and to analyze such reality to propose some alternatives of solution.

2.3 DELIMITATION OF THE RESEARCH

a).TEMPORAL

This research will be developed in the academic year 2010-2011.

b). SPATIAL

The physical space will be constituted by the “Tcrn. Lauro Guerrero” Elementary School, of Loja city.

c) OBSERVATION UNITS

It's necessary to include in the present project to the following people:

- Head Master of “Tcrn. Lauro Guerrero” Elementary School.
- Coordinator of the English Area.
- Teachers of the English Area.
- Students of 5th, 6th and 7th Years of Basic Education.

d) SUB PROBLEMS

- How the use of didactic material affects the learning of English language in the students of 5th, 6th and 7th basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.

- What classroom language do the teachers use to improve the learning of English Language in the students of 5th, 6th and 7th Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.

3. JUSTIFICATION

The learning of English Language is important because in our society the use of English as second language is essential in all fields of personal and social development of the citizen, through an integral education based in moral and cultural values.

The classroom language and the didactic material take a very important place in the English Language learning process, because these build the bases for the knowledge of the students of a funny, interesting and active class. For these reasons, if the teacher don't an adequate classroom language and an updated didactic material the class will become very difficult to understand. That is the principal reason for that in our society the learning of English language is not suitable as in other culture.

The process of learning a foreign language is based principally in the motivation to use all the four skills with the most appropriate current visual and audio visual aids, these tools are very necessities in order to encourage and help students to increase their level of knowledge. The practice of the most common classroom language is another strict rules that the teacher should keep in the class with the purpose that the students acquire confidence and fluency to learn another language.

This research work is authentic, actual and the fundamental importance because its study the transformations that the didactic material and the classroom language have had. It is a tangible problem in our educational society, it motivates us to carry out this research.

In the scientific field, it is necessary to carry out this project because the investigation about classroom language and didactic material could help us to determine the adequate way to use the classroom language with the students and also it will allow us to realize which didactic material could be used to each activity and with these orientations to improve the English teaching-learning process.

We consider that this project is pertinent because we have the support of the authorities, students' population and the enough bibliography resources, the instruments of investigation, books and students' scores that will let us to obtain the real data and demonstrate scientifically and also we have the economic resources, the necessary time and the support of the project assessors who will guide us to develop it and toast a positive alternative to try to solve the principal problem of the English learning of the students of elementary school of "Tcrn, Lauro Guerrero".

The research is also justified because we are undergraduates of the English Language Career of the national University of Loja and the elaboration of a research work is a previous requirement to obtain the Licentiate's Degree in

Sciences of Education, English Language Teaching. And it will also be carried out in the established period according to the timetable of the project.

Finally is justified the present research work as possible advice that allows us to give some alternatives to the problem that can serve as a support for the English teachers in the mentioned Elementary School based on the obtain results.

4. OBJECTIVES

4.1 GENERAL:

- To research the influence of didactic material and classroom language on the learning of English Language of the students of 5th, 6th and 7thYears of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.

4.2 SPECIFICS

- To establish how the use of didactic material affects the learning of English language in the students of 5th, 6th and 7thYears of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.
- To determine if the classroom language used by the teachers help to improve the learning of English Language in the students of 5th, 6th and 7thYears of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.

5. THEORETICAL FRAME

5.1. DIDACTIC MATERIAL

5.1.1. DEFINITION

The Didactic Material refers to those means and resources that facilitate the Teaching -Learning process, within an educational context, stimulating the function of the senses to access easily to the acquisition of skills, concepts and attitudes.

The didactic material is constituted by whichever object, real or symbolic that can help as incentive of the learning, like illustrative mean.

Terminologically, it is known with different names like didactic means, didactic resources, didactic complements, etc., but they have similar meanings; however the most common or well-known is Didactic Material, understanding it like the group of materials that intervene in the teaching-learning process with the objective of facilitate the communication between teacher and student and wake up the adequate interest that help to improve the activity between teacher and student.

The didactic materials are very important and that their use is a vital help to the learning process, so we need that the teacher sets a goal, take a look for the most appropriated material, and use it as much as possible.

The easiest didactic material to elaborate are the flash cards, worksheets, posters, games, etc. because they demand of little time and money to make them, so they are the most commons, however with the advance of technology we can access to interactive didactic material like interactive websites, slides, internet, etc.

The didactic material has to be a technique of motivation, to all the classes that teacher propose illustrate the contents, choosing the most appropriate mean and in a more dynamic way with something more than words.

The frequently use of didactic material motivate the students to don't be afraid to participate and stimulate them to learn because it creates an environment of confidence without losing the respect between teacher and students.

To give a better definition is necessary that each didactic material be analyzed and evaluated about the rules of simple pedagogic, and be the result of different experiences, test, difficulties and processes by the teacher in the teaching- learning process and these didactic means accomplish the following characteristics:

- ✚ To motivate the learning, so that the student will be more motivated and creative
- ✚ To Set up and illustrate the things that are verbally exposing.
- ✚ To reduce efforts to carry on students to understand facts phenomenon.
- ✚ Give opportunities to manifest attitudes in the development of specific abilities.

According to their use in the teaching – learning process the didactic material in general can develop different functions such as:

- ✚ To provide information, practically all the didactic resources provide information: books, videos, informative programs.
- ✚ To guide the students' learning. To instruct. To help to organize the information, to relate knowledge and create new knowledge and apply them. For example: a student book.

✚ To exercise abilities, training. For example an informative program.

✚ To motivate, to wake up and to keep the interest. A good didactic material always will be motivational to the students.

✚ To evaluate the knowledge and abilities that the student has, like in the informatics programs or students' books.

Is obvious that it's necessary an auxiliary that allows the easy development of the learning, using these means the curiosity, the notion and the observation spirit develop.

As well as, through the effects especially achieved such as the illustration, simplification, concretization and motivation, the didactic mean could be attractive and impact, it could help to discover and will carry until the human intelligence. For this reason the didactic material must present some conditions, differentiated in pedagogical and practical qualities.

Pedagogical Qualities:

✚ Simple

- ✚ Clear
- ✚ True
- ✚ Exact
- ✚ Attractive
- ✚ Adaptable

Practical Qualities

- ✚ Easy to manipulate, to transport, to classify, to reproduce and to manufacture
- ✚ Of reasonable price to the users.

The teacher use the didactic materials as pedagogical supports with the objective of based on them all the learning that concerns to their use and utility, the student, on the other hand, through the auditory, visual and tactile senses enters to a comprehension that develop little by little until achieve the correct understanding of the learned theme, so that, the didactic mean will have taught itself, becoming a pedagogical support invaluable into the class in the teaching learning process.

Is exceptional to find today a classroom that doesn't have the minimum of didactic means, although was just the book or the board, almost always the teachers have limited to these and other traditional resources.

The study of the English Language as an instrument for the development of an individual in the society; to the development of the four skills in the teaching learning process of the foreign language, the teacher has to appeal to the use of didactic methods as pedagogical support to achieve that the students get the knowledge, so the teacher won't have any doubt of the pedagogical efficacy reached, in the other hand, the students with their natural incredulity that characterized them and after a little mental effort will be satisfied and will have understood in an easier way the knowledge about language by the part of the teacher.

The teacher appeals to the didactic methods because they become very valuable auxiliaries, especially if the material is relevant, the same one that will sustain a better learning with reduced effort.

As well as, it will achieved the motivation and the assimilation of the interest, in consequence the teacher will be sure that he or she has made a more effective, clear, active and, at the same time easy teaching; in this

way he or she will reach the proposed objectives with the help of the didactic means used.

To talk about Didactic, we have to take into account four important elements:

5.1.1.1. The Student

The student is the person who learns, is the being for who the school exists, in this way, we have to say that the school has to adapt to the student, no the student to the school. In general way, must to be a reciprocal adaptation, for this reason is of vital importance that the school has the appropriate conditions to receive the student, in order to guide him or her without deep and unnecessary frustrations.

All these goals are accomplished if the school adapts to the student since the beginning, and the student will adjust to it little by little.

5.1.1.2. The Objectives

Any didactic action demands objectives, the school wouldn't have reason to be if it wouldn't have determinates goals in front to the student, such as modification of the behavior, knowledge acquisition, development of the personality, professional orientation, etc., so we can conclude that the school exists to help the student to reach his or her objectives, that are the same of the general education.

5.1.1.3. The teacher

Without didactic the learning will be difficult, boring and counteractive. Is the didactic which has to help the teacher's action, is common to hear some students to eulogize to their teachers because of their knowledge but criticizing them saying "he or she is so intelligent but he or she can't teach", this is because of the lack of didactic means of some teachers.

The teacher is the guide of the students' learning, for this reason has to be the source of stimulus to carry the students to accomplish their learning process. The teachers must try to understand their students, have to distribute their stimulus in an adequate way. While life becomes more complex, the teacher becomes more necessary like conductor to the formation of the students' personality.

5.1.1.4. The subject

The subject is the content of the learning, through it, will be reached the objectives of an educative institution. The subject dedicated to build knowledge has to be correctly selected, this is possible thanks to a good realization of the lesson plan, taking into account the best didactic resources in each class.

5.1.2. ORIGEN

The didactic resources start with the necessity of communicate among all people, it makes the learning process more comprehensible.

The applications of the didactic means have the origin in Egypt; they made engravings on the wall with predictions or past facts, also was used in the Aristotle's time to impart knowledge. We can say that didactic means arose with the necessity of explain better their thought.

5.1.3. CLASIFICATION

There are many classification of didactic material, but the most appropriate in this topic is the following:

5.1.3.1. Permanent Material

As their name indicates, it is the material that is always used, and it is indispensable in the teaching – learning process. The most important are:

Board

The board is still an essential tool, used at the same time by the teacher and by the students to illustrate their explications, and also increase the level of participation.

The board is the first tool to introduce the audio-visual in the classroom. The teacher has to use as much as possible this element especially in those aspects in which is difficult the presentation of didactic material more adequate.

The teacher uses the board to write names, summaries, outlines and reviews of the theme. It is advisable to divide the board in two parts.

The board has to be located in a position that avoid the light reflects. Is important to remember that the board has not been used to long transcriptions because it becomes tired and bored.

Eraser

It is a basic educative resource to clean the board after an explanation. It is easy to use because of its size and weight and could be elaborate by the same students with simple materials like wool or cotton.

Marker

It is simple, easy to use and economic resource that has been used during the last years. It is useful to draw graphics, make mathematic exercises, to write sentences, phrases or paragraphs in a specific time because it can be easily erased.

5.1.3.2. Informative Material

The multiplicity of informative sources enriches the experience, develop the critic spirit, favor the comprehension and avoid the simple memorization.

The most important are:

Student Book

It is an informative, consult and investigation mean that students use in their learning.

This didactic mean offers to the student the relevant information of a level, course or discipline systematized. In its origin it was a summary of knowledge that constituted the lesson plan; today it has lose encyclopedic character and has become a specialized book by areas or subjects.

The students' book enriches itself with the modern investigations about communication, learning, language, psychology, pedagogy and new technologies based in education.

It is an auxiliary element that shares with other aspects of education with the objective of prosecute the student by the way of observation and experimentation.

The book with its illustrations constitutes a valuable material for the learning process.

Dictionary

It is a work that is developed in alphabetic way through a systematic classification, a visual unit of all the human knowledge.

The dictionary is a didactic instrument very important in the school, opportune in the teaching – learning process of any level, age, content, subject or science. But when it results indispensable is in the learning of

the tongue or the foreigner language, helping valuably in the grammar field.

Since the first years or levels is necessary that the student acquire methods and techniques of the use of a dictionary and search habits.

5.1.3.3. AUDIO VISUAL MATERIAL

The audio-visual means result particularly useful for the teacher in the adaptation of the instruction of individual necessities of the students. One of the most important uses of these means is to make possible the alternate styles of communication in the transmission of the instructions.

We are going to mention some important means:

 **Slides**

Though not so popular are also good devices for their easy change and store. They are especially useful to show images of the other culture, the cities, typical features of Great Britain or USA or any other English speaking country, or even to show drawings to write about.

The Tape

Can represent communicative situations, like asking for addresses, where some cultural differences can also be perceived and explained.

The Video

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

A presentation of the projection through a previous activity will connect the visualization with a previous experience, and some exercises can be

proposed to keep an active and comprehensive observation, like multiple choice question.

The Overhead Projector

Has the same advantage of the blackboard, and some more, like the presentation of drawings or charts already prepared without losing time to do it in class. It is also useful that parts of books or notes can be reproduced, and a paper used to keep the focus or hide answers.¹⁰

5.1.3.4. Experimental Material

Language Laboratory

The laboratory is a classroom gifted of mechanic and electronic equipment which the teacher emits, control and receive messages of the students.

¹⁰ BROWN H. Douglas, “teaching by principles” An Interactive Approach to language pedagogy, 2nd. Edition, 2000. Several pages.

The essential instruments of a Language Laboratory are:

a. Console or Control Panel: made up of a master tape and headphones, as well as, the connection panel with each one of the booths, from there the teacher emits and receives communication for the group and fundamentally for each one of the students.

b. Individual Soundproofed Booths: provided of special equipment to record and to contrast recordings, headphones and microphone.

The Language Laboratory favors the concentration of students, offering them idiomatic models with precision and favoring the personal auto critical.

There are a wide range of types of language laboratories, since the simplest audio actives or audio correctives to the most complex audio comparatives. Anyway, the English Laboratory facilitates the learning and the practice of the language that someone wants to learn, facilitating different rhythms of progress¹¹.

¹¹TESIS, Cabrera A; Chamba M. The Use of didactic means as pedagogical support in the English Language teaching and its repercussion in the meaningful learning of the students.

5.1.3.5. Illustrative Material

These means clarify through graphics, pictures, draws, etc., the explications that the teacher is exposing, as a mean of reinforcement for the better understanding of the students. They are elaborated with exciting decorations, images or words that attract the learner' attention.

The most important are:

- **FLASH CARDS**

Can be extremely helpful if correctly used; word cards containing one single word can be ordered to build sentences and make transformations from affirmative to negative and interrogative.

Group work can also be promoted with activities like a contest to write the longest sentence. In the other hand, with picture cards we can practice drills, by showing them in structures of the kind "he's got a..." If the cards represent famous characters, we can practice the physical descriptions, or play to guess whom the card represents. They can also

be used to form a story, or to order them according to it. In the same way, wall charts are a useful visual input.¹²

- **WORKSHEETS**

English worksheets become all the more useful for kids. As they don't like reading English grammar books or attending English language classes, you can put printable English worksheets anywhere and everywhere in your home to help your kids learn English. It is an informal, yet effective method of teaching English to kids.

- **GAMES**

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

¹² BROWN H. Douglas, "teaching by principles" An Interactive Approach to language pedagogy, 2nd. Edition, 2000. Several pages.

Nevertheless, the game must be integrated in the didactic unit, and the goals intended subjected to: the class room and the number of pupils, their previous knowledge and interest and the time and material available. Some interesting games are plays on words, action games, table games and logical problems.

5.2 CLASSROOM LANGUAGE

Classroom language is a collection of phrases used for communication among teacher and students, also can be an invaluable way of promoting English as real communication, student involvement in the lesson, and active language learning skills.

Students have to be encouraged to use classroom language whenever possible, because it helps them to express themselves or have their needs and wishes met, and the lesson structure enables them to make decisions and requests. The use of Spanish has to be extremely limited if we want to increase the fluency and understanding of the Second Language in the students.

The students when are learning the language shouldn't be forced to leave their mother tongue, they should be encouraged to use the second

language but giving them an adequate environment where the learning is more authentic.

To use an appropriated classroom language is very important in order that students have more confidence in the learning of a foreign language.

To encourage students to speak only in English in the classroom, make sure they know simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it's difficult to break the habit.

5.2.1. HOW TO INTRODUCE THE CLASSROOM LANGUAGE

Teach the students the classroom language require a process. Start with short commands, maybe just one word such as: sit. Then the teacher can progress to a longer command such as: sit down please, and eventually students can learn alternate phrases that mean the same thing, for example: take a sit.

Make sure the students know what this language is for. Don't leave them out of the learning process; they should know that while more they use the language, more they will develop habits to use the language in the most

natural way possible. Once you introduce the concepts use them as much as possible, so the students will become accustomed to them and eventually are able to use them as well.

The majority of the time students limited to use just basic phrases, because there is not the adequate encouragement by the teachers, so the students restricted to giving and responding to instructions.

5.2.2. The attitude of teachers in front of a students' mistake

Students shouldn't be corrected every time they make a mistake. If that happen many students would become inhibited and afraid to speak at all!

Actually, mistakes are an essential indicator of what still needs to be learned. On the basis of the mistakes you overhear, together with the types of questions students ask you, you can plan any additional practice your class may require. Students should certainly be corrected when they made serious errors, but it is usually better to point out any mistakes that were made after every one has completed an activity, rather than interrupting during the activity. While students are working in pairs or groups and you are going from group to group to listen in, you might be able to make the occasional discreet correction without interrupting the flow of the conversation.

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

5.2.3. How to introduce new vocabulary

The definitions reflect the meanings of the words in the contexts in which they are used in the particular activity or task, rather than their meanings in universal contexts. It's important to limit definition of vocabulary to those words that are essential to the task. Students can often complete an activity successfully without understanding every word. In fact learners should be encouraged to develop a tolerance for ambiguity so they don't panic when they see an unfamiliar word. By focusing on essential vocabulary only, you can use your in- class time more efficiently.

Before presenting the definition of a word asks students if they can explain the word and if they cannot, you can ask students to look up the word in a good learner's dictionary. Whenever possible, encourage students to guess

the meaning of a word from its context. At first, students may need your guidance, but as their skills develop they will be able to do this by themselves. Explain that guessing the meaning of a word from its contexts involves:

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

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

Students may ask about other words that are not listed in the glossary for a particular activity, for this reason it is a good idea to preview the activities and the typescripts of the recorder material, so as to be prepared to answer questions about any potentially difficult word¹³.

¹³ www.cambridge.org/us/ELS/letstalk/support/ideas.html

5.2.4. How to help students to build vocabulary

Recommend that students circle or underline new and relevant words and expressions in their students' book. Highlighting is particularly effective because in that way students can remember the vocabulary items and showing the words in context.

Students should be encouraged to remind the new vocabulary as well as in other ways, for example, relating those words with real objects. Suggest that students elaborate a vocabulary notebook, organizing it in one of the following two ways:

- ✚ Alphabetically (like a dictionary)
- ✚ By topic or subject matter

5.2.5. Classroom Language Prompts

g. Reinforcement: Non-verbal Prompts

Key to any teaching strategy is how the language is reinforced after the initial introduction and practice. A problem with verbal prompts is that they

easily become "feeds" where the prompter may unconsciously give away the language to the student. Students can quickly figure out that eventually the teacher will feed them the desired answer, and will come to depend on the teacher rather than try to remember the language themselves.

Non-verbal prompts can help remind students what expression the situation calls for or recall the language, while also building student confidence and the spirit of helping each other. Below are some forms of non-verbal prompts.

***h.* Visual Prompts**

Pictures illustrating situations such as "I'm sorry" can be reviewed regularly and posted. When needed, the teacher can point to them or hold them up.

***i.* Reading Prompts**

Students comfortable with reading can have a list of useful phrases which can be posted and/or glued to the inside cover of their textbooks

***j.* Gesture Prompts**

Shrugging can indicate "I don't know," and outstretched hand "please," a hand cupping the ear "Can you repeat that?", and so on.

k. Pronunciation Prompts

Especially in classes paying close attention to pronunciation and phonics, such as those using the "Finding Out" series, sometimes the expression can be mouthed, and students deduce the sounds.

l. Clue Prompts

Rather than the entire phrase, just the first word or first sound can be given, or blanks can be written on the board with the first letter of each word. This takes a little time.

Be careful to distinguish between meaning reinforcement and usage reinforcement.

In usage reinforcement, students already know the meaning, but need to be reminded to use it or of how to say it correctly. Thus, the (silent) open hand gesture reminds students there is a term to be used to request getting what they want, but there is no clue as to what that term is.

Meaning reinforcement should be used only after the students as a class have shown they don't understand the expression. Otherwise, they will respond to the on-verbal clues rather than to the language itself. In other words, they will be "listening" to the gesture of opening the book rather than to your words, "Open your books."¹⁴

To use an appropriated classroom language is very important in order that students have more confidence in the learning of a foreign language.

To encourage students to speak only in English in the classroom, make sure they know simple transactional phrases that they can use to manage their interaction. Often these phrases come so naturally in the native language that it's difficult to break the habit. Here we have some useful alternatives to make the use of the classroom language easiest.¹⁵

5.2.6. Useful Classroom Language for teachers while using the board:

When you are using the board is a critical time to make sure you use lots of interesting en relevant language, as the students are often passive while the teacher is writing on the board and their teacher has their back to the class

¹⁴ /www.eltnews.com/features/kids_world/2001/06/encouraging_classroom_language.html

www.wikilearning.com/curso_gratis/didactica_del_ingles-the_selection_and_use_of_supplementary_materials_and_teaching_aids/26563-3

¹⁵ www. recrea-ed.cl

so can't make eye contact with the students to get their attention and check what they are understanding. The fact you are doing something and speaking about it also means that students can understand what you are saying from the context and so should learn the language you are using by watching and listen.

5.2.7. Learning English

English Language will improve young people life in many ways. They will be able to enjoy reading and understand books and literatures as well as internet contents that are abundantly published in English. In a simple word English enable young expand their knowledge in all areas, and they are better prepared for higher preparation.¹⁶

Honestly, speaking, it is highly essential to know the language for communication. In general, the most popular language is English. In this computer age, English is the language that any one should understand, so to say, it has become an ideal language for expressing our feelings. First, we have to learn the language and then we have to gain fluency in the

¹⁶Belyayev, B.V.(1966). The psychology of teaching foreign languages. Oxford: Pergamon Press.
Brook, N. (1964). Language and language learning. New York. Harcourt, Brace and world.
Cheryl L. Spaulding. (1992). Motivation in the classroom. The Unites States: McGraw Hill

language. Unless we have the facility to speak English language, it won't be possible to interchange information with people around the world.

The whole world speaks English, because the most of the professionals need to speak English, so learning English is vital.

We have many reasons for learning English like:

5.2.7.1 Educational Reasons

Learning a foreign language at the earliest possible age, and by that I mean from between 4 and 5 years old - that is, at nursery and primary school - opens up a whole new dimension for children: it greatly benefits their reading and writing in their own language; there's evidence that, like musical education, it contributes significantly to the development of individual intelligence; and concretely it improves overall results at school. ¹⁷

5.2.7.2 Cultural Reasons

¹⁷ <http://www.eduref.org/virtual/lessons/guide.shtml>

A new language opens up a whole new culture. A foreign language gives us access to another culture, and our lives take on a new dimension. Conversely, to lose a language is to lose a whole culture. This realization has led to determined efforts to preserve minority languages, including, for example, in Britain, with the renaissance of the Welsh and Gaelic languages. There are similar widespread efforts in Britain to promote community languages, for example by providing application forms in Urdu or other languages. It is a fundamental truth that cultures define themselves through languages.

5.2.7.3 Economic Reasons

The typical profile expected from future business leaders fully reflects the demands of the globalized world. British language graduates find a good job more easily than others. Knowledge of English in particular improves one's chances on the job market. Many English companies abroad, and many foreign companies in English and companies with close links to English-speaking countries look for employees with language skills.

A person who speaks English will be able to communicate better with business partners in the world's third-biggest economy and one of the most

exporting countries. For that reason is important the learning of English language, so, parents must recognize the importance of foreign languages and encourage their children to take an interest and demand that schools give their children the opportunity to benefit from all that languages have to offer; in other hand teachers have to be dedicated with their work under sometimes difficult conditions, and encourage their students to learn the language; also the Schools should promote language departments wherever possible, even under difficult financial circumstances; the Government, Local Education Authorities and High-Schools must give language learning a firm place in school life and enable as many pupils as possible to benefit from the opportunities it create.

5.2.7.4 Personal reasons

By learning a new language, you gain new horizons, but at the same time you reinforce your own identity, and therefore also your self-confidence. A foreign language can contribute to a stronger personality.¹⁸

5.2.8. Speaking Strategies for English Learners

¹⁸ <http://www.eduref.org/virtual/lessons/guide.shtml>

Many English students complain that they understand English, but don't feel confident enough to join a conversation. There a number of reasons for this including:

- f. Students are trying to translate from their native language into English.

- g. Production "blocking" is occurring during the nervousness, lack of confidence, etc.

- h. The speaker is looking for a specific word, rather than using simple language to describe what is meant.

- i. There aren't enough conversation opportunities in or outside of class.

- j. Students aren't able to speak to peers (for example: mixed classes of adults and teenagers).

Here we have some strategies to improve the speaking level of the students:

5.2.8.1. Listening

This is very important. Don't get so worried about being able to communicate that you don't listen. Listening carefully will help you understand and encourage those speaking to you. You might be nervous, but letting others state their opinions will improve the quality of the discussion and give time to think of an answer!

5.2.8.2. Pronunciation

English is considered a stressed language while many other languages are considered syllabic.

English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed words. Stressed words are considered content words; Non-stressed words are considered functions words.

Write down a few sentences, or take a few example sentences from a book or exercise.

First underline the stressed words, then read aloud focusing or stressing the underlined words and gliding over the non-stressed words.

Be surprised at how quickly your pronunciation improves! By focusing on stressed words, non-stressed words and syllables take on their more muted nature.

When listening to native speakers focus on how those speakers stress certain words and begin to copy this.¹⁹

5.2.8.3. Speaking Practice

You should make every effort possible to find somebody to speak with. Where can you find people who can speak English with you? And how can you practice speaking when you are alone?

✓ At School

¹⁹ www.world-english.org/how_to_learn_english.htm

At school you should use the opportunity to speak to your teachers and other students. When you go home, you can still practice listening, reading and writing, but you probably can't practice speaking. If your teacher asks you a question, take the opportunity to answer. Try to say as much as possible. If your teacher asks you to speak in pairs or groups with other students, try to say as much as possible. Don't worry about your mistakes. Just speak!²⁰

✓ **Conversation Clubs**

Many cities around the world have conversation clubs where people can exchange one language for another. Look in your local newspaper to find a conversation club near you. They are usually free although some may charge a small entrance fee.

✓ **Shopping**

If you are living in an English-speaking country, you have a wonderful opportunity. Practice speaking to the local people such as shop

²⁰

<http://www.sil.org/lingualinks/languagelearning/mangngyrlngglrnngprgrm/howtomakeaunitplan.htm>

assistants or taxi drivers. Even if you don't want to buy anything, you can ask questions about products that interest you in a shop. "How much does this cost?" "Can I pay by check?" "Which do you recommend?" Often you can start a real conversation - and it costs you nothing!

✓ **Language is all around you**

Everywhere you go you find language. Shop names, street names, advertisements, notices on buses and trains... there are often a lot of English words you can see when walking in the street, especially in big cities. And there are always numbers. Car numbers, telephone numbers, house numbers... How can this help you? When you are walking on the street, practice reading the words and numbers that you see. Say them to yourself. It's not exactly a conversation, but it will help you to "think" in English. For example, if you walk along a line of parked cars, say the number on each car quickly as you pass it. Test yourself, to see how fast you can walk and still say each number. But don't speak too loud!

✓ **Songs and Video**

Listen to the words of an English-language song that you like. Then repeat them to yourself and try to sing with the music. Repeat the words

as many times as possible until they become automatic. Soon you'll be singing the whole song. Or listen to one of your favorite actors on video and repeat one or two sentences that you like. Do it until it becomes automatic. It's good practice for your memory and for the mouth muscles that you need for English.

Above all, don't be afraid to speak. You must try to speak, even if you make mistakes. You cannot learn without mistakes. There is a saying: "The person who never made a mistake, never made anything." So think of your mistakes as something positive and useful.

Speak as much as possible! Make as many mistakes as possible! When you know that you have made a mistake, you know that you have made progress.²¹

5.2.9. SOME TECHNIQUES FOR ENGLISH LEARNING

21

<http://www.sil.org/lingualinks/languagelearning/mangngyrlnngprgrm/howtomakeaunitplan.htm>

Before to know some techniques, you should recognize the definition of them.

Technique: is a tool of specific action, established by the teacher and carried out with the propose to reach a significant learning. Techniques help to build the positive learning and to reach the objective of the teaching.

Some techniques that will be very important in English language are:

Notes technique: it consist, to take notes about the most important and relevant of the class, which it help to the students to assimilate in a good way the contents of the class.

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

Repetition Technique: it is used to suggest students hear the language and use it themselves more than once.

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

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

Telling Stories Techniques: There are some benefits that students can take from storytelling. First, after having a storytelling the students can learn some things whether they are good or even bad. Second, sometimes storytelling can improve the students' imagination.

Narration Technique: It's a technique where one or more performers speak directly to the audience to tell a story, giving information or comment on the action of the essence of the motivation of characters.

Conceptual map: it permits to enrich the concepts with additional information, categorization, immediate search and a group of functions that stimulate the learning and the creation of the knowledge of students.

Dramatization technique: It can help to develop the corporal expression in order to express their feelings, as well as, to lose the fear to speak in front of an audience.

Brain storming: It consist, in the generation of ideas, it can be in individual way or in groups. It stimulates also the shine students to participate.

5.2.10. Some Strategies for Teaching English

There are a variety of teaching strategies that instructors can use to improve students learning. Like the following:

✚ **Collaborative-cooperative learning:** are instructional approaches in which students work together in small groups to accomplish a common language goal. They need to be carefully planned and executed; by they don't require permanently formed groups.

- ✚ **Critical thinking:** is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer and judge. It brings this activity together and enables the students to ask what knowledge exists.

- ✚ **Discussion strategies:** Engaging students in discussions deepens their learning and motivation by propelling them to develop they own views and hear their own voices. A good environment for interactions is the first step in encouraging students to talk.

- ✚ **Experimental learning:** It focuses on learning by doing, on the participant's subjective experience. The role of the educator is to design direct experience that includes preparatory and reflective exercises.

- ✚ **Games, experiments, simulations:** They can create a good learning environment for students. Students today have grown up playing games and using interactive tools such as the internet, founds and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing it.

- ✚ **Humor in the class:** Using humor in the classroom can increase students' learning by improving understanding and retention.

- ✚ **Investigation – guided learning:** With the investigation method, students get an understanding of concepts and the responsibility for learning by themselves. This method encourages students to build research skills that can be used throughout the educational experience²².

- ✚ **Lerner-centered teaching:** It means that students are center of the learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the students.

- ✚ **Problem-based learning:** It is an instructional method that challenges students to learn by learning, working in groups to seek solutions to real word problems. The process replicates the commonly use systemic approach to resolving problems or meeting challenges that are found in life, and will help to prefer students for their careers²³.

²² McCarrier, A., Pinnell, G.S., & Fountas, I.C. (2000). *Interactive writing: How language & Literacy come together, K-2*. Portsmouth, NH: Heinemann.

²³ www.merlot.org/merlot/materials.html

6. HYPOTHESIS

6.1 GENERAL

The use of didactic material and classroom language influences in the learning of English Language of the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" elementary school of Loja city, Period 2009-2010.

6.2. SPECIFICS

- ✓ There is little use of didactic material by the teachers what affects the learning of English language in the students of 5th, 6th and 7th Years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.

- ✓ The classroom language used by the teaches is not suitable to improve the learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.

7. METHODOLOGY

The present work is an ethnographic research in order to determine the influence of didactic material and classroom language in the learning of English Language for that reason the methodology that will be applied during the development of the research will include some methods and techniques that will help us to find the necessary information about this theme.

7.1 METHODS.

7.1.1 Scientific Methods: The scientific method will be applied in order to discover the most important information to increase our knowledge about the problem that will be researched, itself that will be developed through the observation, problem statement, hypothesis, hypothesis's verification and conclusions.

7.1.2 Descriptive method: The descriptive method will be used in order to describe the most important facts that we will find in this research work through the survey technique applied to the students, itself that will help us in the information's compilation, tabulation, analysis and interpretation of data.

7.1.3 Analytic – Synthetic Method: this method will be applied with the purpose of getting information through different sources like library, web sites, etc. It will help us to do the theoretical references and to analyze, synthesize and interpret the results.

7.2 TECHNIQUES.

7.2.1 The survey: This technique will be applied for students in three years of the Basic Education of the “Tern. Lauro Guerrero” Elementary School, through a questionnaire to know the influence of didactic material and classroom language in the learning English Language.

7.2.2 The observation: this technique will be applied during ten periods of English class in order to gather information about the interaction between teacher-students and how often are used the didactic material and classroom language into the classroom, what is the influence of this tools in the learning of the English Language and know how the student's behavior is. We will need to use the observation guide for obtain the data.

7.3. PROCEDURES

7.3...1. TO PROCESS THE INFORMATION

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

THE TABULATION: For which will be used the Descriptive Statistic for the closed questions; in the open questions will be tabulated by the criteria, it will allow the identification of criteria patterns around which are grouped similar opinions, when there is a different answer, it will be taken as a new pattern analysis and so on until to process all the data.

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

The results of the observation will be analysed in a descriptive way; it will be ordered according to the variables and contrasted with the

theoretical information, then, this will be put on charts with their respective graphic representation and analysis.

7.3.2. GRAPHIC REPRESENTATION

The information will be represented in tables and graphs in order to displaying the best form of expression of the indicators of the variables.

7.3.3. ANALYSIS AND INTERPRETATION

To the analysis and interpretation of information is necessary to review the main categories of approaches developed in the theoretical framework which will allow us to make a critical analysis of information.

7.3.4. TO THE HYPHOTESIS VERIFICATION

To the verification of the hypothesis we will use the empirical

method that involves the contrasting of the information obtained in the research field with the theoretical frame.

7.3.5. FORMULATION OF THE CONCLUSIONS

For the formulation of conclusions we will take into account the analysis and interpretation of data and the objectives that will guide our investigative process.

7.4. POPULATION AND SAMPLE

The population of this research work is the students of 5th, 6th and 7th years of basic education of the “Tcm. Lauro Guerrero” Elementary School who are a total of 120 students and 6 teachers.

COURSES	POPULATION
5 th year of basic education	33
6 th year of basic education	42
7 th year of basic education	45
TOTAL	120

Taking into account the short number of the population we don't need to take a sample so that we will apply the techniques to the entire group the students.

8. ORGANIZATION AND MANAGEMENT OF THE RESEARCH

8.1. RESOURCES

8.1.1. HUMAN

Research Group :Nelly Anabel Caminos Dávila y Viviana Elizabeth Escaleras Encarnación

English Teachers of the "Tcrn. Lauro Guerrero"

Students of 5th 6th and 7thyears of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city period 2009-2010.

8.1.2. MATERIAL

The material sources that we will use in this research work are:

office material, books, copies, computer, printer, paper, folders and paper clips.

8.2. BUDGET

Office material	200, 00
Typing and printing	450, 00
Copies and Reproduction	200, 00
Unforeseen	100, 00
	<hr/>
Total	950, 00

8.3. FINANCING

The expenses derived from the present work will be assumed by the research group.

9. CHRONOGRAM

ACTIVITIES \ MONTHS	Oct.				Nov				Dec				Jan				Feb				Mar			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Presentation of the Project	x	x																						
Write the recommendations to the project			x	x																				
Checking and redesign of the research instruments					x																			
Application of the research instruments					X	x																		
Processing of the research									x	x	x													
Drawing conclusions													x	x										
Elaboration of the report														x	x									
Private qualification of the thesis																	x	x						

10. MATRIX OF CONSISTENCY

THEME: THE USE OF DIDACTIC MATERIAL AND THE CLASSROOM LANGUAGE IN THE ENGLISH LANGUAGE LEARNING WITH THE STUDENTS OF 5TH, 6TH AND 7TH YEARS OF BASIC EDUCATION AT "TCRN. LAURO GUERRERO" ELEMENTARY

SCHOOL OF LOJA CITY PERIOD 2009-2010

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
<p>GENERAL:</p> <p>How do the use of didactic material and the classroom language influence in the learning of English Language of the students of 5th, 6th and</p>	<p>GENERAL:</p> <p>➤ To research the influence of didactic material and classroom language in the learning of English Language of the students of 5th, 6th</p>	<p>GENERAL:</p> <p>The use of didactic material and classroom language influence in the learning of English Language of the students of 5th, 6th and</p>		

<p>7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.</p>	<p>and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010..</p>	<p>7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city, Period 2009-2010.</p>		
<p>SUBPROBLEMS:</p> <p>How the use of didactic material affects the learning of English language in the students of 5th, 6th and 7th years</p>	<p>SPECIFICS:</p> <p>➤ To establish how the use of didactic material affects the learning of English language in the students of 5th, 6th</p>	<p>SPECIFICS:</p> <p>➤ There is little use of didactic material by the teachers what affects the learning of English language in the students of</p>	<p>➤ Little use of didactic material.</p>	<ul style="list-style-type: none"> • Blackboard • Real objects. • Tape. • Overhead. • Slides. • Dramatizations. • Computers.

<p>of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.</p>	<p>and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.</p>	<p>5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010..</p>	<p>➤ Learning of English language.</p>	<ul style="list-style-type: none"> • Games. • Songs • Educational reasons. • Cultural reasons. • Economic reasons • Speaking strategies. • Use internet to gain specific vocabulary. • Listen. • How to improve the
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<p>➤ What classroom language do the teachers use to improve the learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.</p>	<p>➤ To determine if the classroom language used by the teachers help to improve the learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010..</p>	<p>➤ The classroom language used by the teaches is not suitable to improve the learning of English Language in the students of 5th, 6th and 7th years of Basic Education at "Tcrn. Lauro Guerrero" Elementary School of Loja city? Period 2009-2010.</p>	<p>➤ Classroom language.</p> <p>➤ Learning of English Language.</p>	<p>pronunciation.</p> <ul style="list-style-type: none"> • The importance of the speaking practice. • Useful classroom language for teachers. • Useful vocabulary. • Before start writing. • Adding extra information. • Dealing with people who can't see. • Dealing with other problems.
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				<ul style="list-style-type: none">• Educational reasons.• Cultural reasons.• Economic reasons• Speaking strategies.• Use internet to gain specific vocabulary.• Listen.• How to improve the pronunciation.• The importance of the speaking practice.
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ANNEXES

ANNEX 1

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CARRER

TEACHER'S SURVEY

1. What's the role of the didactic material in the English teaching-learning process?

- a) To help students' understanding ()
- b) To facilitate the teachers' work ()
- c) To help the teacher to achieve the goal ()

2. Do you elaborate didactic material?

Yes () No () Sometimes ()

Why:

.....
.....

3. How often do you use the didactic material?

- a) Once a week ()
- b) Twice a week ()
- c) Every unit ()
- d) Sometimes ()
- e) Never ()

4. What kind of didactic material do you use the most?

- a) Permanent material ()
- b) Illustrative material ()
- c) Experimental material ()
- d) Audio material ()

5. Which of the following didactic material do you work with?

- a) Board ()
- b) Charts ()
- c) Flash cards ()
- d) Worksheets ()
- e) Laboratory ()
- f) Cd-player ()
- g) Projector ()

Why:.....

.....

6. Do the didactic resources motivate the students' learning?

- a) Always ()
- b) Sometimes ()
- c) Never ()

Why:.....

.....

7. What percentage of English do you speak in class?

- a) 80% English 20% Spanish()
- b) 50% English 50% Spanish()
- c) 30% English 70% Spanish()

8. Is the classroom language suitable for the students' level?

- a) Very suitable()
- b) Suitable ()
- c) Little suitable ()

9. Do you offer a clear model of English speech in class?

Yes () No () Partly ()

Why:.....

.....

10. How do you qualify your classroom language in English?

- a) Fluent ()
- b) Spontaneous ()
- c) Giving/responding to instructions ()
- d) Restricted ()

11. Do you encourage students to use the language whenever possible?

Yes () No () Sometimes ()

12. What is the amount of classroom language that students manage?

- a. A lot ()
- b. Little ()
- c. Very little ()
- d. Nothing ()

13. How do you consider the students' learning of the English language?

- a) Excellent** 20-19
- b) Very Good** 18-17
- c) Good** 16-15
- d) Regular** 14-13
- e) Deficient** 12-0

THANK YOU

ANNEX 2

NATIONAL UNIVERSITY OF LOJA

AREA OF EDUCATION, ART AND COMMUNICATION

ENGLISH LANGUAGE CARRER

STUDENT'S SURVEY

1. What's the role of the didactic material in the English teaching-learning process?

- d) To help students' understanding ()
- e) To facilitate the teachers' work ()
- f) To help the teacher to achieve the goal ()

2. Does your teacher elaborate didactic material?

Yes () No () Sometimes ()

Why:

.....
.....

3. How often does your teacher use the didactic material?

- f) Once a week ()
- g) Twice a week ()
- h) Every unit ()
- i) Sometimes ()
- j) Never ()

4. What kind of didactic material does your teacher use the most?

- e) Permanent material ()
- f) Illustrative material ()
- g) Experimental material ()
- h) Audio material ()

5. Which of the following didactic material does your teacher work with?

- h) Board ()
- i) Charts ()
- j) Flash cards ()
- k) Worksheets ()
- l) Laboratory ()
- m) Cd-player ()
- n) Projector ()

Why:.....
.....

6. Do the didactic resources motivate you to learn English?

d) Always ()

e) Sometimes ()

f) Never ()

Why:.....
.....

7. What percentage of English do you speak in class?

d) 80% English 20% Spanish()

e) 50% English 50% Spanish()

f) 30% English 70% Spanish()

8. Is the classroom language suitable for your English level?

d) Very suitable ()

e) Suitable ()

f) Little suitable ()

9. Does your teacher offer a clear model of English speech in class?

Yes () No () Partly ()

Why:.....

.....

10. How do you qualify your classroom language in English?

e) Fluent ()

f) Spontaneous ()

g) Giving/responding to instructions ()

h) Restricted ()

11. Does your teacher encourage you to use the language whenever possible?

Yes () No () Sometimes ()

12. What is the amount of classroom language that you manage?

e. A lot ()

f. Little ()

g. Very little ()

h. Nothing ()

13. How do you consider your learning of the English language?

f) Excellent	20-19
g) Very Good	18-17
h) Good	16-15
i) Regular	14-13
j) Deficient	12-0

THANK YOU

ANNEXE 3

OBSERVATION GUIDE

INDICATORS:

1	2	3	4	5
Never	seldom	occasionally	Frequently	Continually

CLASS DEVELOPMENT	FREQUENCY				
BEGINNING					
	1	2	3	4	5
Teacher great to students.					
Teacher arrived with good attitude.					
Teacher was late					
Teacher controlled the assistance					
Teacher checked previous the homework					
Teacher started the class with a warm up					
The lesson began effectively.					
PRESENTATION AND PRACTICE					
Teacher used didactic material					
The didactic material caught the attention of the students.					
Material was designed correctly					
Material well sequenced for easy assimilation					

Teacher used supplementary material					
Language practiced was effectively					
The class was dynamic and funny					
Use non-verbal gestures for reinforcing meaning					
QUESTIONS AND ANSWERS					
Questions adapted to learning level					
Questions were well distributing around the class.					
Questions varied in form, type and content.					
Students tended to ask questions					
Students tended to do questions					
Slower learners had enough time to answer.					
Teacher encouraged students to respond.					
Teacher generally insisted in pronunciation, fluency and accuracy.					
AUDIO VISUAL AIDS					
Use the laboratory.					
Students work with interactive and update programs.					
Students understood the video or tape.					
Teacher practices listening tasks.					
GENERAL VARIETY					
Used varied techniques for language					

practice.					
Used the black-board.					
Aids and other supplementary material were adopted for the class.					
Teacher prepared didactic material every day.					
The student's number was appropriate to work.					
The classroom was in conditions to receive class.					
Students interacted with the teacher.					
ENGLISH IN USE					
Teacher use English predominantly.					
Teacher encouraged students to use English.					
Teacher understood teacher's pronunciation.					
Teacher made activities in English all the time.					
Teacher allowed students speak Spanish.					
ENDING					
The lesson ended effectively with a bang rather that a whimper.					
Teacher was worried on knowing if students understood the class.					

Teacher sent homework					
GLOBAL VIEW					
There was evidence that the lesson was well prepared.					
Students showed interest for learning English.					
Students showed progress in develop English skills.					