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**THESIS REPORT**

**THE USE OF DIDACTIC MATERIALS TO ACTIVATE THE ENGLISH LANGUAGE  
TEACHING-LEARNING PROCESS OF THE 10<sup>TH</sup> LEVEL BASIC EDUCATION  
STUDENTS AT “MARGARITA CORTES” SCHOOL IN ESMERALDAS, 2018**

**TESIS DE GRADO**

**EL USO DE MATERIALES DIDÁCTICOS PARA ACTIVAR EL PROCESO DE  
ENSEÑANZA APRENDIZAJE DEL INGLÉS DE LOS ESTUDIANTES DEL 10<sup>MO</sup>  
NIVEL DE EDUCACIÓN BÁSICA EN LA ESCUELA “MARGARITA CORTÉS” EN  
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And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in Teaching English.

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Final approval and acceptance of this dissertation is contingent upon the candidate’s submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

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## **STATEMENT BY THE AUTHOR**

I, Yasmani Yerena Valencia Solis, affirm that the investigation in the present thesis report research is totally unique, authentic, and personal.

The content of this research is a limited legal and academic responsibility of the author and “PUCESE”

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## ABSTRACT

Didactic materials are fundamental tools for improving students' learning activation. With the purpose to analyze the use of didactic materials for activating the English language teaching-learning process, a descriptive, qualitative-quantitative investigation was done with the use of the methods of analysis and synthesis hermeneutics, using the techniques of observation and survey which were applied to 120 students and 3 English teachers of the 10<sup>th</sup> Basic education level at "Margarita Cortes" school. The data obtained from the observations were analyzed for determining the types of materials used in classes. After the observation process, it was identified that the teacher only used the textbook which is not enough to activate learning. Besides, the results obtained in the surveys showed that materials are a fundamental means because they allow activation through their use. The results also revealed that the teachers rarely use alternative materials in class what have caused students' loss of interest in the learning of English as a foreign language. This has caused students' loss of interest in the learning of English as a foreign language. This coincides with the results of previous studies about the use of didactic materials for activating the English language teaching-learning process. It is concluded that teachers need to implement different didactic materials in class to carry out the investigated process.

**Key words:** Didactic materials, English-language, teaching-learning process, activation.

## RESUMEN

Los materiales didácticos son herramientas fundamentales para mejorar la activación del aprendizaje de los estudiantes. Con el propósito de analizar el uso de materiales didácticos para activar el proceso de enseñanza-aprendizaje del idioma inglés, se realizó una investigación cualitativa-cuantitativa descriptiva con el uso de los métodos de análisis y síntesis de la hermenéutica, utilizando las técnicas de observación y estudio que fueron aplicadas a 120 alumnos y 3 profesores de inglés de 10º nivel de educación básica en la escuela “Margarita Cortes”. Los datos obtenidos de las observaciones fueron analizados para determinar los tipos de materiales utilizados en las clases. Después del proceso de observación, se identificó que el maestro solo usó el libro de texto que no es suficiente para activar el aprendizaje. Además, los resultados obtenidos en las encuestas mostraron que los materiales son un medio fundamental porque permiten la activación a través de su uso. Los resultados también revelaron que los maestros rara vez usan materiales alternativos en clase, lo que ha causado que los estudiantes pierdan el interés en aprender inglés como lengua extranjera. Esto ha causado la pérdida de interés de los estudiantes en el aprendizaje del inglés como idioma extranjero. Esto coincide con los resultados de estudios anteriores sobre el uso de materiales didácticos para activar el proceso de enseñanza-aprendizaje del idioma inglés. Se concluye que los maestros necesitan implementar diferentes materiales didácticos en clase para llevar a cabo el proceso investigado.

**Palabras clave:** Materiales didácticos, idioma inglés, proceso de enseñanza-aprendizaje, activación.

## **Introduction**

### **Theme presentation**

Nowadays, English is the most spoken language worldwide and it plays a fundamental role within society. This language, day after day, shows the necessity of acquiring benefits in the future in relation to business, communication and diplomacy. Inside the teaching-learning process, teachers must use methods and strategies in order to transmit information to students in an interesting way and increase their passion for the English language. For achieving success within the teaching-learning process, it is necessary that teachers apply didactic materials in classes, that for many years have been essential tools in the process of learning. The use of materials can make classes more interesting and motivating, if selected correctly at the moment of planning the lessons.

Thus, students can increase their knowledge through the use of those tools. The purpose of this study is to check if teachers are using or not didactic materials during the English classes and if they are adapting and using them to the different topics.

These resources are important in the field of learning because students can develop their skills. In many cases, the development of didactic resources in local contexts has provided a chance to break the unifying character of textbooks and foster a working culture nearer to the reality of students and teachers.

### **Problem statement**

For a long time, teachers at "Margarita Cortes" School have not done any investigation about the use of didactic materials, even though they are very important to apply in the classroom because they are supporting tools.

Many teachers only use one didactic resource: the textbook, which is important, but it is necessary that they use other resources that may catch students' attention and can motivate them when they are learning a new language.

The lack in using resources has caused the loss of interest in the learning of English as a foreign language, which is manifested by little participation and low learning. So an investigation about the didactic materials that could be important for activating learning might help teachers from the mentioned institution to carry out the English language Teaching-Learning process. This is why the main question to be answered in this research is: Which didactic materials are used by teachers of the 10<sup>th</sup> level students of basic education at “Margarita Cortes” School in Esmeraldas for activating the English language teaching-learning process?

## **Justification**

English is one of the most spoken languages in the world. The learning of English as a foreign language is within the curriculum of studies at the junior and senior levels. The learning of this language has become a necessity for students because it is used in many job opportunities worldwide.

Didactic materials could engage students into the topics in an easy way, learners of all levels could feel motivated with the use of different materials that the teachers can use while they are teaching. They could help teachers to achieve the goals in education that is that the students acquire the content of the units using less time and being successful.

With this investigation it was possible to know the didactic materials used by teachers of the tenth level of basic education students at “Margarita Cortes” School in order to activate the English language teaching-learning process.

## **Objectives**

### **General Objective**

To analyze the didactic materials that English teachers of the 10<sup>th</sup> level basic education students at Margarita Cortés School in Esmeraldas use to activate the English language teaching-learning process.

### **Specific Objectives**

- To determine how the use of didactic materials can help to the students of the 10<sup>th</sup> level in their teaching-learning process.
- To identify which didactic materials that teachers use to activate the English language teaching-learning process of the 10<sup>th</sup> level of basic education at Margarita Cortés School.
- To determine the methodological strategies which are applied using didactic materials to produce an active English language teaching-learning process of the 10<sup>th</sup> level at Margarita Cortes School.

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

## **1.1. DIDACTIC MATERIALS**

Morales (cited by Fernández and León, 2016) defines didactic material as “a set of material means which intervene in and facilitate the process of teaching and learning” (p.10). It is important that the teachers use didactic materials in class because it involves an impact on the student in the moment of learning a new language and facilitates the learning process. Some of them are: worksheet, books, markers, flashcard, chalk, and so forth. The use of these tools of learning are required to engage students with the topic because through their use it is easier to understand the information that teachers give to class. These instruments of support known as didactic materials are unlimited inside of the field of learning. The students feel motivated in the moment of working with them because didactic materials engage them with knowledge.

Littlejohn and Windeatt (Cited by Kumar, 2017) say that “Materials have a hidden curriculum that includes attitudes toward knowledge, attitudes toward teaching and learning, attitudes toward the role and relationship of the teacher and student, and values and attitudes related to gender” (p.6). In teaching or learning, the didactic materials are useful media as well to the teacher as to the students because they are tools that help to facilitate, stimulate, develop and increase the knowledge in the life of them. In class, teachers and students are essential but the didactic materials are also part of that in the sense that these elements can be used to promote a diversity of knowledge through their use.

According to Tomlinson (1998) “Materials can help them to achieve an affective attitude by providing them with choices of focus and activity, by giving them topic control and by engaging them in learner-centered discovery activities” (p.12). Besides, didactic materials both physical and virtual must stimulate the interaction of the student of a physical or mental way, according to the topic exposed in class, so this contributes to a meaningful way in the teaching-learning process.

## **1.2 THE IMPORTANCE OF THE USE OF DIDACTIC MATERIALS**

The use of didactic materials is important because they allow students to develop new knowledge and skills in an independently way at the moment of learning a language, since they are an essential tool in education. On the other hand, they give students important opportunities in the learning

process like stimulating the imagination and the power of increasing the vocabulary, motivating them, helping in the multiple intelligences, and rising the sensorial skills.

O'Neill (1990), in contrast, argues that materials may be suitable for students' needs, even if they are not designed specifically for them, that textbooks make it possible for students to review and prepare their lessons, and are also efficient in terms of time and money, and that textbooks should allow adaptation and improvisation. For English teaching, it is necessary that the teacher uses didactic materials according to the level, age, and necessity of the student, since the objective is to provide students a useful tool to increase their knowledge.

Tomlinson (1998) defines that materials can achieve impact through:

- (a) novelty (e.g. unusual topics, illustrations and activities)
- (b) variety (e.g. breaking up the monotony of a unit routine with an unexpected activity; using many different text-types taken from many different types of sources; using a number of different instructor voices on a CD)
- (c) attractive presentation (e.g. use of attractive colours; lots of whitespaces; use of photographs)
- (d) appealing content (e.g. topics of interest to the target learners; topics which offer the possibility of learning something new; engaging stories; universal themes; local references)
- (e) achievable challenge (e.g. tasks which challenge the learners to think) (p.8)

This means that all of the items that Tomlinson suggests are essential, since the purpose of using the didactic materials in the educational process consists of promoting active learning in the different attitudes, skills, and values developed in class. For this reason, it would be difficult to imagine the teaching-learning process without them.

### **1.3 TYPES OF DIDACTIC MATERIALS**

As Right (2018) states, learning materials such as worksheets, group activity instructions, games, all allow teachers to modify assignments to best activate each individual student's learning style.

What is argued by Right is essential because learning activation can vary, depending on the tools of work; also the types of materials must be easy and clear for students to obtain good information.

Books, images, technology board games, flashcards, videos and other kinds of resources are considered didactic materials. Each one of them plays a fundamental role in the English teaching-learning process. The different types of learning materials that the teacher uses must influence upon the students, moreover, they must be of quality. Besides, the materials must be appropriate to learners, since they in many cases link the different skills. According to the Ciel Language Support Network (2000), there are three types of materials, being conventional materials, electronic materials and human materials. Each of them is described in more detail below.

### **1.3.1 CONVENTIONAL MATERIALS**

Conventional materials are defined as materials that are used for an accurate and efficient teaching, such as textbooks, posters, flashcards, board games, among others, with which students are reached in a more optimal, clear and funny way since the teaching and learning process will be more significant.

#### **1.3.1.1 TEXTBOOKS**

Radić and Topalov (2016) suggest that a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures (p.138). Besides, textbooks are playing a fundamental role in teaching and learning because they are useful materials that are not only meant to facilitate teaching but also to developing and widening our thoughts in class and outside it.

#### **1.3.1.2 FLASHCARDS**

Budden (2004) notes that flashcards are simple, versatile, yet often underexploited materials. They are simple pictures, words or even numbers, on a piece of card or paper, which are probably the most widely used visual aids in language teaching. Cards are useful didactic materials for students of different levels and ages, but they are more appropriate for students, who have difficulties in

learning a language. One important use of flashcards as a teaching aid is to teach vocabulary and to carry out activities and games that become more memorable when they are well incorporated into the educational growth of students.

### **1.3.1.3 BOARD GAMES**

Many students may be able to learn a new topic or information through board games, as they possess a highly educative value to facilitate the learning process of the students. They also help learners to feel motivated to use the language in a significant way. The board games are strategies that encourage students to interact and to be spontaneous in class and, at the same time, allow students to develop their skills in the language. (Baigoshkarova and Rakhimova, 2016) The same authors affirm that games are often used as short warm-up activities.

### **1.3.1.4 POSTER**

The poster is a visual material that is used during the educational process. It is considered an effective instrument to maintain the interest and motivation of students, as the learning is more effective when is induced in a visual way. Therefore, a poster inside of a class can help the student to be in a constant learning process simply through observation.

### **1.3.2 ELECTRONIC MATERIALS**

Electronic materials involve any computer or digital resources. The high varieties of electronic resources include emails, the internet, any type of language software, tools used in videoconferences, and so on. Graham (2002) states that "electronic resources are defined broadly as all computer-mediated materials that include CD-ROMs, internet sites, electronic databases, and digitized collections" (p.2). Therefore, students and teachers can benefit from electronic materials to have a more effective class. Besides, Klementa, Dostálb and Marešová (2014) suggest that electronic materials are therefore a "new" type of educational materials that contain several components allowing the full use of the potential of digital technologies in the educational process that facilitate and speed up learning in a clearer, faster and more effective way, which would guarantee a permanent or long-term learning. The following materials are considered electronic materials: computer, projector, radio, among others.

### **1.3.2.1 COMPUTER**

It is an electronic machine that has the capacity to store a lot of information and with the capacity to work automatically through operations controlled by informatics programs; this is a very useful tool that has provided an impact on the education sector, in which it has allowed a higher performance in learning and thanks to computers education is now more accessible gives opportunities to teachers and students develop attitude and skills in classroom.

### **1.3.2.2 PROJECTOR**

The projector is a useful instrument, which can be used for PowerPoint presentations, videos, film, and images as teaching tools, since the use of this device facilitate the teaching process of teachers and the learning process of students in a productive and efficient environment. Whitaker (2018). Furthermore, with the use of a projector the teachers would not spend most of the time writing on the blackboard, thanks to it, the teacher can present the content of the education material to the class in different ways and in this way increase the knowledge of each student.

### **1.3.2.3 RADIO**

Radios have been playing an essential role in the classroom and this material has ever the power of help to develop the skills, increase knowledge, stimulate the imagination and understanding. Choudhury (2014) states that: “Radio is an important and attractive material to the teaching-learning process, besides it could be the most effective tool specially to solve the problems related to listening and speaking” (p.484). Likewise, the radio help extends the area of knowledge in the students.

### **1.3.3 HUMAN MATERIALS**

Human materials are every one that forms part of any organization, in such as an educational institution, where there also exists a professional team like director, counselor and secretary, which play a fundamental role in it; but it is necessary to highlight that the main authors in the educative field are teachers and students.

### **1.3.3.1 TEACHER**

The teacher is a person who shares his or her knowledge through methods, strategies and didactic materials to create successful teaching. Murati (2015) states that: “The teacher with his professional capacity is a relevant factor in training and preparation of didactic and methodical plans, organizes and carries out work on student learning” (P.77). That is why, the teacher in the teaching process is a guide, counselor and supervisor who, through pedagogical skills, helps the student to develop his or her knowledge by themselves and never underestimates the potential of them, being that a good teacher is one who inspires his or her students in life.

### **1.3.3.2 STUDENT**

In the learning process, the main author is the student who is in charge of setting the pace of their own learning. So, students inside a classroom have the ability to explore different situations related to knowledge activation. Overall, knowledge comes from study in which the students have to do an effort to meet academic expectations in an effective learning environment where they can learn that their opinions or ideas are valuable, and their experiences are important in education.

## **1.4 ADVANTAGES AND DISADVANTAGES OF USING DIDACTIC MATERIALS IN THE CLASSROOM**

### **1.4.1 ADVANTAGES OF USING DIDACTIC MATERIALS IN THE CLASSROOM**

Didactic materials are regarded as a useful source to acquire information in the teaching environment, achieving fruitful changes in education. Duarte and Escobar (2008) suggest that: “The use of didactic materials can support considerably to overcome many learners’ learning barriers that arise in the educative process, by giving more feasible situations and more appropriate activities according to their requirement” (p.64). Many students find that teaching instruments are attractive to improve focus on the learning of foreign languages. This defines the materials as a positive influence to link, consolidate and stimulate the new knowledge that can be obtained through its use.

There are many advantages that determine why it is necessary to use didactic materials in the teaching and learning process. These advantages are:

- Materials simplify the course
- Materials make lessons easy
- Make the course vivid and clear
- Materials increase students' interest and motivation
- Materials help to explain complex explanation easily
- Materials create desire of learning
- Materials make abstract concepts concrete
- Materials enrich the course
- Materials provide the chance for practicing on subjects
- Some materials are suitable for several classes. (Küçükahmet and Leyla, cited by Seven & Engin, 2007)

Overall, visual or audio materials help to create the learning environment entertaining. This gives each student or teacher the opportunity of achieving objectives established in the study plan.

#### **1.4.2 DISADVANTAGES OF USING DIDACTIC MATERIALS IN THE CLASSROOM**

Harmer (1983) affirms that “without electricity in class some didactic materials would not be useful to carry out in the teaching process” (p.137). As a consequence, this would interrupt if the teacher plans his or her class based on the use of these electronic instruments and would cause a demotivation in the teacher and student since there is no electricity in the class or in the laboratory of English. The teacher should then use a plan B, so that the learning environment is not affected.

Even more, not all the didactic materials are suitable to teach the topics that make up the class plans, what leads the teacher to use the materials according to the subject that he or she will teach, because if this does happen, the information that is transmitted to the student will be contradictory. It will produce an information disorder in the memory of the student, if the teaching material is not a useful tool for the teaching and learning process. It is not always the student will find the material attractive because it is worth mentioning that in a classroom there are different learning styles in which some will learn through the use of such materials and others not.

West Africa Division (2005) defines that the images, posters, and cards are visual materials that may become dirty and torn easily, so it is necessary to provide proper care so that they can meet the purpose for which they were created. Each material should be cared delicately, and even more if it is a support tool. Some teachers may have difficulty at the moment of using materials, for example, at the time of placing an image on the board if they do not have other extra material such as a tape it could not be visualized correctly

## **1.5 ACTIVATION OF THE ENGLISH LANGUAGE TEACHING-LEARNING PROCESS ENGLISH LANGUAGE**

The British Encyclopedia (2003) states that “activation proceeds from various portions of the brain, but primarily from the reticular formation, the nerve network in the midbrain that monitors ingoing and outgoing sensory and motor impulses” (p.1). Put in other words, without motivation the activation would not occur through individual or combined learning. It should be mentioned that the old idea in which the teacher is only responsible for the apprenticeship of the student has to be modified because the student is also in charge of his or her educational process in the pedagogical research.

In order to carry out the teaching-learning process, activation is the main factor when students learn a foreign language. Ferlazzo and Hull (2018) recognize that activating prior knowledge is a necessary step in accessing complex texts, whether in the form of written words, images, charts, or other text types. Another important point, that teacher and student must be activated in the process of education because the teacher is the one in charge of giving knowledge and students receive it.

Jensen (2018) states that brain-based learning is simply the engagement of strategies based on body/mind/brain research. When students discuss and reflect, their learning is activated which allows an instant understanding of language acquisition. Besides, teaching becomes more attractive and pleasant when the teacher makes strategies and methodologies work correctly.

## **1.6 THE TEACHING-LEARNING PROCESS**

### **1.6.1 THE TEACHING PROCESS**

Nowadays, teaching is designated to secure the future of education through an environment of divergence. In this way, a teacher must have a clear understanding that the teaching is an activity in which the mind and the heart are involved. Overall teaching is the action of helping other people to acquire knowledge.

Goodwyn and Branson (2010) state that “English is still considered one of the most important school subjects and therefore, beginning teachers can find the responsibility of teaching it both exciting and challenging” (p.3). In essence, English teaching as a foreign language nowadays is important because in the moment of teaching this language, children acquire knowledge in a meaningful way, and they are capable of interpreting the English language correctly. The teaching of a language implies that teachers must use different methods and techniques with the purpose that students activate their ideas with the appropriate use of didactic materials. It is necessary that teachers are motivated in the moment of teaching and that students are predisposed in order to learn and understand this language effectively.

Teaching is an important process because it includes a lot of procedures, methods of teaching, techniques, methodologies implementation, planning and so forth. A teacher is a fundamental author in the teaching-learning process to students. The effectiveness of the educational environment depends on the teacher and his/her use of appropriate materials to teach the English language; so that, the teaching process must be significant, suitable, and activating and motivating for students to learn.

Inside the teaching process, the teacher is the one who imparts or transmits the knowledge to the learner, so that he or she may enjoy the study and generate his or her own skills, attitudes, values, and ideas inside or outside the classroom. Teaching is the contact between student and teacher, where the teacher is the charge of inducing learning in a productive way.

In order to do successful teaching, the teacher must focus on the needs of his/her students. This does not mean that the teacher should transfer all kinds of information to them, since the teacher is the one who determines what students should learn according to the learning styles of each one. Therefore, teaching must be transmitted through motivation to ensure that the student has learned through activities or completed tasks.

## 1.6.2 THE LEARNING PROCESS

The learning process implies the acquisition of knowledge, skills, attitude, and these can be acquired by individuals or groups. Therefore, the learning process can be defined as an evolving process where the learning of the apprentice must be promoted with the necessary tools that can support their study plan and achieve through them an increased activation and higher level of his or her knowledge. On the other hand, it can be mentioned that one of the main purposes for a qualified education is based on current research that is given through the activities established in class in order to achieve school success since in education the influence of some factors for learning can develop properly. These factors are family environment, culture, society, socioeconomics, and the educational environment.

As society evolves this has induced new ideas related to learning, such as 'lifelong learning', 'informal and non-formal learning', 'digital learning', 'work place learning', 'blended learning', 'cooperative learning', 'responsibility for his own learning', 'facilitation of learning', 'evidence-based education'. (Hargreaves cited by Qvortrup, Wiberg, Christensen & Hansbøl, 2016, P.5)

A learner can acquire information through his/her participation since learning is not immobile and knowledge has no limits. Indeed, in a classroom, learning should not only be developed in a self-directed way, but also in a collaborative way, achieving an effective integration in the cognitive system of the student. Without doubt, to effective learning, the pedagogical techniques, methodologies, and alternative materials are fundamental in this educational process in which there is a link between teaching and learning.

In education, students have different learning styles to learn a language such as:

- visual (e.g. learners prefer to see the language written down);
- auditory (e.g. learners prefer to hear the language);
- kinaesthetic (e.g. learners prefer to do something physical, such as following instructions for a game);

- studial (e.g. learners like to pay conscious attention to the linguistic features of the language and want to be correct);
- experiential (e.g. learners like to use the language and are more concerned with communication than with correctness);
- analytic (e.g. learners prefer to focus on discrete bits of the language and to learn them one by one);
- global (e.g. learners are happy to respond to whole chunks of language at a time and to pick up from them whatever language they can)
- dependent (e.g. learners prefer to learn from a teacher and from a book)
- independent (e.g. learners are happy to learn from their own experience of the language and to use autonomous learning strategies). (Tomlinson 1998, p.18)

In the educational setting, motivation, the interchange of ideas and concentration help us to facilitate the acquisition of knowledge in the teaching-learning process.

## **1.7 THE USE OF DIDACTIC MATERIALS IN THE ENGLISH LANGUAGE CLASSROOM**

The English language has experienced a global expansion where it plays an important role in society. Nowadays, English is taught as a compulsory subject in educational institutions all over the world. This leads to the fact that teaching a language such as English demands the use of didactic materials.

English as an International Language (EIL) is at present considered as an alternative to be developed in different contexts, English as a Second Language (ESL) or English as a Foreign Language (EFL) dichotomy and it has gained great space in the scholarly field and, research on its impact on language teaching. (Garcia, 2013, p.4)

Arguing the words said by the author the learning and teaching of English as a foreign language or a second language focuses on the fact that teachers should find the most flexible means for English to be properly acquired, and not encourage the student to refuse the learning of the language. That is way, it is necessary that the teacher applies different styles of teaching in class

to involve the student in this process. In fact, the proper use of teaching materials stimulates internal processes of the student without difficulty in learning a foreign language.

The use of didactic materials in the English language teaching can achieve a motivating and efficient improvement of the intellectual development of the apprentice since there is a variety of instruments that foster the teacher's teaching and the student's learning.

## **1.8 STRATEGIES FOR EFFECTIVE USE OF TEACHING AND LEARNING MATERIALS**

To teach a language, the teacher must use adequate strategies in class to encourage the students' development. Students usually acquire more knowledge when the teaching strategies are different; they can expand their multiple intelligences in the learning process. In the article from the Foundation Teaching and Learning Strategies (2013), it is stated that "Teaching and learning strategies can include a range of whole class, group, and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve success" (p.162).

As The British Council (1978) states many of the processes are not observable except by the learner himself, it would seem that at some stage language learners should be asked to describe what goes on inside of them when they learn and use foreign languages. Strategies in the process of education help students encourage learning with a positive attitude and facilitate the tasks to learn the English language.

Likewise, some strategies to teach English can be modified if they do not reach the objective that the teacher proposed for their students. A teacher, as the most important factor in education must apply different strategies to correctly induce the didactic materials and thus meet the needs and expand the learning of his/her students. A strategy can be the use of didactic materials since, the purpose of it is to help improve the performance of the whole class.

## **1.9 PREVIOUS STUDIES**

Bell and Gower, as early as 1998, published a reflection study about the use and appropriacy of coursebooks as global texts for the use of everybody, no matter the place, age or real language level of the people to study by that book. They emphasize in their study that “coursebooks can provide a useful resource for teachers. “Providing they are used flexibly, we think they can be adapted and supplemented to meet the needs of specific classes” (p. 136).

But earlier than Bell and Gower, Hall’s reflection study (1995) about materials production is found. One of his major contributions was his thoughts about how materials should promote the students’ interaction, that they should encourage learners to develop their learning skills and strategies, and he gives as example the students recording their conversations for further analysis.

Johansson (2006) carried out a study about the teaching materials in the EFL classroom. By means of it, he checked that teachers used alternative material to stimulate the learning in the students. Therefore, the majority of the alternative materials combined with coursebooks are a perfect combination for the teacher and students who benefit from its advantages.

Okobia (2011) designed a study to assess the availability and teachers’ use of instructional materials and resources in the implementation of junior secondary school social studies curriculum in Edo state, Nigeria. Three research questions were raised, and one hypothesis was formulated. A sample of fifty social studies teachers were randomly selected from fifty junior secondary schools in five local government areas of Edo State. The results showed that instructional materials and resources available were grossly inadequate. It was also observed that there was no difference in the use of instructional materials between specialist social studies teachers and non-specialist teachers.

Garzón and Guamán (2012) found that the supplementary materials are used daily by teachers and it is interesting the way they teach the language. They also explain that students can acquire more knowledge with charts, songs, handouts, and board games. All these materials are important in the teaching- learning process.

Rahman (2013) carried out an investigation with the aim to examine the effectiveness of authentic materials in the writing classes. To collect the data, the researcher selected 4 private schools of Dhaka, where there were 8 teachers and 100 students. The author concluded that authentic

materials are definitely valuable parts which have to be selected and controlled carefully by the teacher. In his study, the researcher tried to explore if textbook materials are a valuable resource but at the same time if other authentic materials can increase the student's potential for writing in the English language. Through suitable authentic materials, teachers can motivate the students to gather more knowledge about the outside world. Also, Rahman saw the students had the chance to share their predictions and thoughts to the other students and thereby gained confidence in being able to communicate in English. Also, the way the teachers use the authentic material was found very important. The author concludes that student's participation is mandatory to make an effective class and that while using the authentic materials, both teachers and students have to enthusiastically participate equally in the classroom.

Masood, also in 2013, published his article entitled Exploiting Authentic Materials for Developing Writing Skills at Secondary Level. The study was based on the hypothesis that if authentic materials were exploited prudently, they would bring about smart, clever and immaculate writing skills at secondary level. The study was delimited to the F.G Boys Model High School F-8/1 Islamabad. Four classes, two of ninth and two of tenth were observed. A questionnaire was got filled from the teachers of the school. One group of mixed ability students from class X was taught two lessons from the textbook. One test was given before and one after the teaching of each lesson. Results were compared and conclusions were drawn. The findings let the author conclude with very specific and interesting points:

1. The textbooks of secondary level lack spontaneity, interest and scope to raise the motivation level of the students.
2. These are devoid of real-life communication and are both dull and dry.
3. The textbooks used are full of a specially contrived material, which is not enough to make the students cope with the functional role of language.
4. The teaching methodology applied is both discouraging and boring.
5. The teachers used the traditional lecture and grammar-translation method.
6. There is also a lack of teacher training for language teaching.
7. Students' participation during the lesson is almost zero.
8. They are unable to produce a piece of written work or speak a few meaningful sentences.

9. Students do not activate their mind to think, observe and depict their original ideas in the form of words.
10. Teachers never endeavor to devise activities to help improve students writing Skills (p. 68).

In a study carried out in China by Lu, Goodale, and Guo (2014), where they studied the use of videos as a learning tool, the investigators concluded that videos had strong positive impacts on participants' English oral skills in terms of fluency, coherence, and pronunciation and that videos are obviously a practical, applicable, affordable, effective and efficient strategy for EFL instruction.

Varmış and Genç (2015) wanted to investigate whether authentic materials have a positive impact on developing the attitudes of 12th grade students in EFL classes. The study was conducted over 12 weeks. The participants were 37 twelfth grade students in Bucak Anatolian High School. In order to accomplish the objectives, the quantitative research method was applied. In that experimental study, an experimental and a control group participated, and the instrument of the study was an attitude scale. During the training program, the experimental group received suggested activities and exercises using authentic materials such as films, videos, magazines whereas the control group received the traditional instructional approach using the current coursebook. Both groups were administered the pre-tests at the beginning of the training, and the post-tests at the end of the training in order to analyze the students' attitudes towards English before and after the implementation of authentic materials. The data collected through the students' pre and post-tests were analyzed using Microsoft Office, Excel 2003 and SPSS 13.00. Based on the quantitative research findings, it could be stated that although pre-test results indicated no significant difference between the means of the experimental and the control groups, the means of the experimental group was found to be significantly higher than the control group according to post-test results. In conclusion, the author said that authentic materials have marked a positive effect on the attitudes of students towards the English course.

Also interested in the use of authentic materials and their influence on the writing skill area is the study performed by Ghufroon (2017). He departs from the idea that there are strong shreds of

evidence that the choice of instructional materials has large effects on students' achievement, so he studied the efficacy of using ELT research papers as authentic materials in teaching writing. He wanted to see if there was a significant difference in students' writing skill in terms of ELT research paper writing between the students who were taught by using ELT research papers as authentic materials and those who were taught by using textbook materials provided by the faculty. The study belongs to a quasi-experimental investigation with an experimental and control group pretest-posttest design. The population of the study was 75 students from the fourth semester of the English Education Study Program of East Java, Indonesia. The sample was selected through cluster random sampling and consisted of 50 students that were divided into two groups. The instrument used to collect the data was a writing test. Consequently, normality and homogeneity of the data were tested. The results revealed that there is a significant difference in students' academic writing skills between the students who were taught by using the ELT research papers as authentic materials and those who were taught by using textbook materials. It was concluded that the authentic instructional materials could significantly improve students' academic writing skill.

Jiménez and Peñaloza (2011) investigated about the use of didactic resources applied in the communicative approach, in the English language teaching-learning process in "Mons. Alberto Zambrano" High school, in Olmedo city during the academic course 2010-2011. Their research gave as a result that in the institution didactic materials for the teaching of the English language are not used, the teacher just uses conventional materials such as the textbook, that is the most widely used material in class. The investigators proposed that teachers should provide students' activation tools to achieve the development of language skills.

Beresova (2015), using a quantitative approach, explored research based on the contrastive analysis of three sources of authentic materials: academic, literary and journalistic texts. The hypothesis - based on the assumption that authentic materials enhance language acquisition and cultural awareness more significantly than pedagogically modified materials was discussed. The author thought literary and journalistic materials were effective teaching materials for providing cultural and linguistic input and she compared academic authentic texts with pedagogically modified materials. Her findings indicated that authentic materials are more appropriate for advanced L2 readers than pedagogically modified texts.

Shabiralyani, Shahzad, Hamad and Iqbal (2015), carried out a study with teachers and students of public and private educational institutions in Pakistan, with the aim of exploring teachers' opinions on the use of visual aids (e.g., pictures, animation videos, projectors and films) as a motivational tool in enhancing students' attention in reading literary texts. To accomplish the aim of the research, they used a closed-ended questionnaire to collect the required data. The data, analyzed through the SPSS software, were represented in the percentage distribution of pie, line, and bar graphs. The analysis of the data indicated that the majority of the teachers and students had positive perceptions of the use of visual aids.

In a study carried out by Chere (2017) at the Pontifical Catholic University of Ecuador, in Esmeraldas, in order to analyze the use of English for Specific Purposes in the teaching-learning process to refugees, her results showed that the refugees had specific learning needs, they did not know English, and the teachers had lack of didactic materials to carry out the teaching-learning process. To achieve her goal, Chere used a descriptive, longitudinal and prospective study, with the methods of analysis and synthesis, hermeneutics and statistical, with the techniques of observation, and a survey applied to 11 refugee-students and to 6 student-teachers from the Applied Linguistics School.

### **1.10 Legal Bases**

This investigation is grounded on the Ecuadorian Ministry of Education, in the document: Ecuadorian in-service – English Teachers Standards, in the third domain that is Curriculum Development, chapter "c", which is based on Using Resources and Technology Effectively in English and Content Instruction. This chapter is focused on the fact that the teacher must select and use materials according to the age of each student with the goal that students can develop language and content-area abilities, including appropriate use of English. Moreover, that the teacher uses additional materials apart from the textbook and also that it is necessary for the teacher to apply technological resources inside the classroom.

## **CHAPTER II**

### **MATERIALS AND METHODS**

#### **2.1 Type of investigation**

The investigation that was carried out was a descriptive qualitative-quantitative one. It was developed with the 10th level of Basic Education students of “Margarita Cortés” School in Esmeraldas, in the academic year 2018.

#### **2.2 Population and sample**

The population of this study was formed by 120 students of the 10th level of Basic Education of “Margarita Cortes” School in Esmeraldas: The 10th level of Basic Education was divided in three courses " A, B, and C "and the sample was represented by 42 students of the10th "A".

#### **2.3 The methods that were used are:**

**Analysis and Synthesis:** They permitted the analysis and synthesis of the information found and the results.

**Hermeneutics:** It permitted the interpretation of the points that cover this investigation.

**Descriptive statistics:** It was used to process the data.

## **2.4 Techniques of investigation**

The techniques that were used are:

**Observation:** It was applied to 120 students of “Margarita Cortes” School in Esmeraldas (Appendix B).

**Survey A:** It was applied to two teachers of “Margarita Cortes” School in Esmeraldas (Appendix C).

**Survey B:** It was applied to 42 students of “Margarita Cortes” School in Esmeraldas (Appendix D).

## **2.5 Instruments**

To collect the data, the instruments were designed according to the different techniques that were used:

For the technique of observation, a form was used, which contained the items to be observed and their frequency: if the uses of didactic materials activate the learning in the students very frequently, frequently and not very frequently.

For the technique of survey, a questionnaire, which contained close questions in relation to the indicators to be evaluated, was used.

## **2.6 Data processing**

The data was processed by the manual percentage method and taken to figures and tables using the excel program.

## **CHAPTER III**

### **RESULTS**

The first step in this investigation was to develop the five lessons observations planned. Out of all the material aids that can be used to teach either a whole lesson or different activities in a lesson, it was found out that 60% of the time the aids used are not authentic and that out of the other 40% of the chances the teacher could use them, he or she used at least one authentic material. In no single lesson the teacher used authentic materials all the time.

When it came to appraise if the materials used were appropriate to the students' age, it was seen that 60% of them were appropriate and 40% were often right for the age, but not always. The same result was obtained when materials were analyzed to see if they facilitated the students' integration of skills (see Table 1).

**Table 1**

Results of the use of materials aids, according to the lessons observations

Item observed	Always	Freq.	Often	Freq.	Not often	Freq.
The materials are authentic	0	0,0	2	40,0	3	60,0
The materials are appropriate to the students' age	3	60,0	2	40,0	-	-
The teacher uses didactic materials according to the topic that is being taught.	5	100	-	-	-	-
Students' participation increases when the teacher uses didactic materials for interaction.	5	100	-	-	-	-
Students' physical movements indicate students are motivated during the classes.	5	100	-	-	-	-
The didactic materials used facilitated the students' integration of skills	2	40,0	3	60,0	-	-
Students showed an increase of their knowledge with better answers when appropriate, well-designed didactic materials were used.	5	100	-	-	-	-

**Source:** Class observations by the author.

The best impression, however, was achieved with the other four items observed, all of which obtained a frequency of 100%: the materials were used according to the topic being taught, the students' participation increased when the teacher used didactic materials for classroom interaction, which at the same time increased the learners' knowledge, showed by better answers, and the students' physical movements indicated they were motivated during that lesson.

It was then time to survey the teachers, who in response to the first question said they believe didactic materials are an essential supporting tool for the teaching-learning process and that materials must be used according to the level and the age of the class. But again, it was surprising to discover that none of the two teachers believes material aids are helpful to integrate the four macro skills (see Table 2), what contradicts what was discussed in Table 1. More thoughts about this point will be analyzed in the Discussion chapter.

**Table 2**

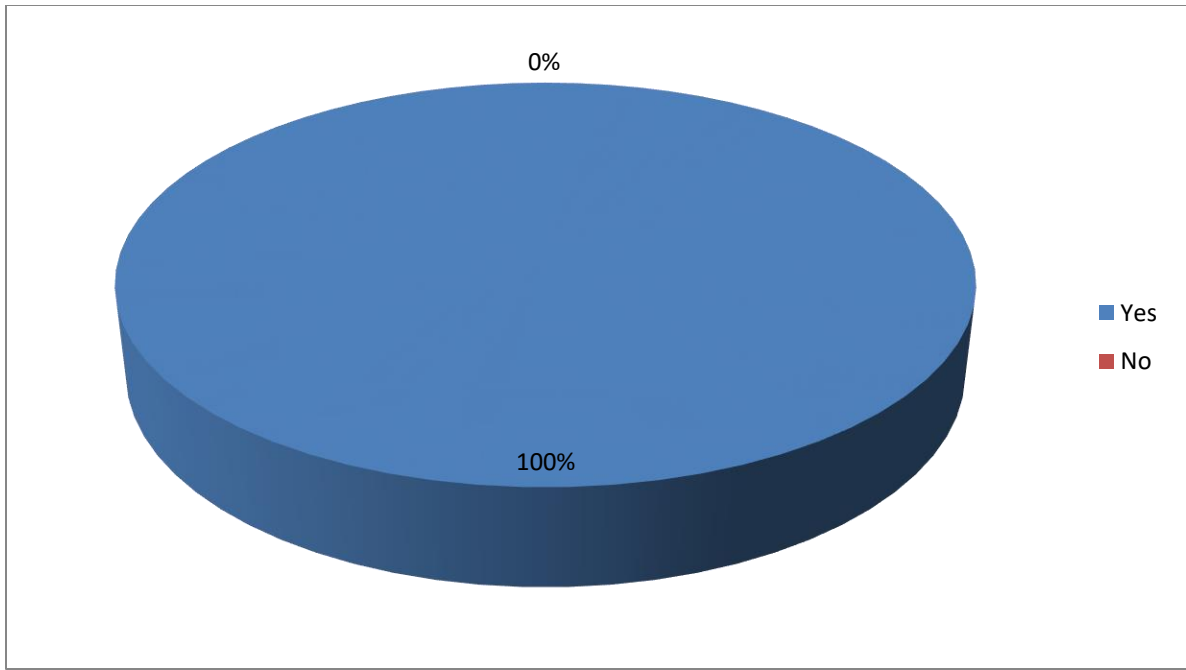
Teacher's opinions of the teaching aids

<b>Item</b>	<b>Yes</b>	<b>%</b>	<b>No</b>	<b>%</b>
Didactic materials are an essential supporting tool for the teaching-learning process	1	50,0	1	50,0
Didactic materials must be used according to the level and the age	2	100	0	0,0
Material aids are helpful to integrate the four macro skills	0	0,0	2	100

**Source:** Teacher's survey.

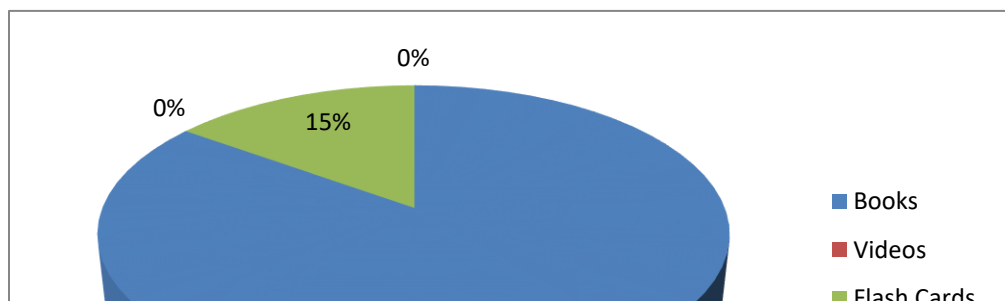
## **RESULTS OF SURVEY APPLIED TO TEACHERS AND STUDENT**

Regarding the teachers opinions about the use didactic material essential tolls for the teaching-learning process, figure 1, all English teachers mentioned that the didactic materials are fundamental tools in the teaching learning process. This figure shows that 100% of teachers agree with the use of these materials.



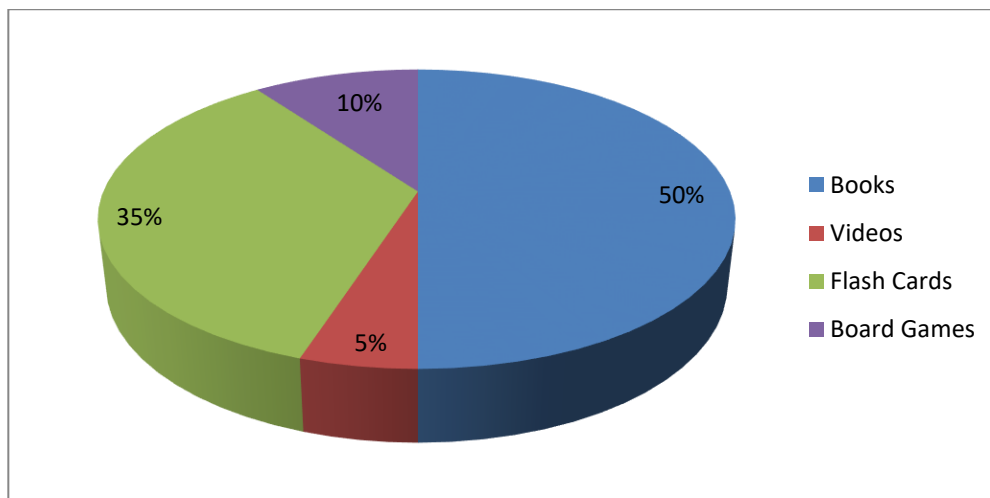
**Figure 1:** Didactic materials as essential tools for the teaching-learning process  
**Source:** Survey applied to Teachers

Concerning the didactic materials that teachers use in the English classes, as shown in figure 2, the majority of students, represented by the 85 % of the sample, agreed that their teachers use the textbook and the rest 15% agreed that the teachers use flashcards. However, in the survey applied to teachers regarding this topic, they had a different opinion as illustrated in the (figure 3), revealed that 50 % of teachers referred that the textbook is the material most widely used in classes because that's what the school stipulates; also, they referred the use of flashcards at a 35%, also videos and board games, but at a lower percent.



**Figure 2:** The didactic materials that teachers use in the English classes

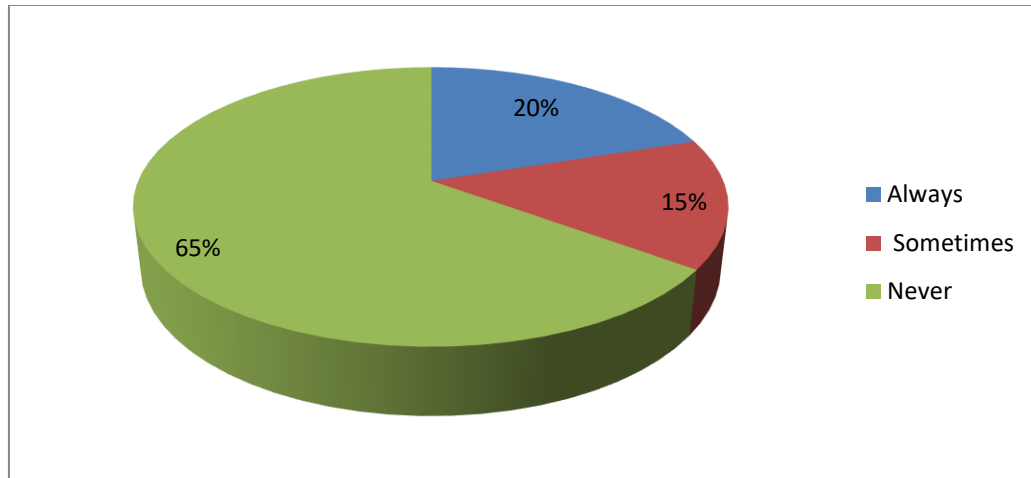
**Source:** Survey applied to Students



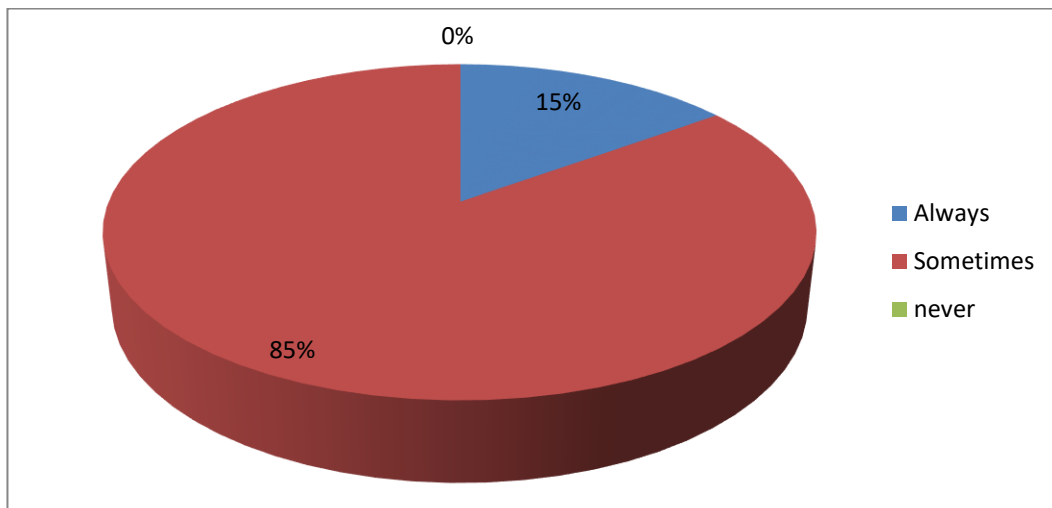
**Figure 3:** The didactic materials that teachers use in the English classes.

**Source:** Survey applied to Teachers

In relation to the student's motivation when the teacher uses different materials to teach English, as illustrated in figure 4, revealed that 65% of the students stated that they never feel motivated, which represents most of the students surveyed. This indicates that the lack of use of didactic materials does not permit students' motivation for learning, which frustrates the activation of this process. However, in the survey applied to teachers regarding this topic, they had a different opinion, expressing that most of the students, represented by the 85% were motivated, whereas the 15 % were not motivated, as illustrated in figure 5.

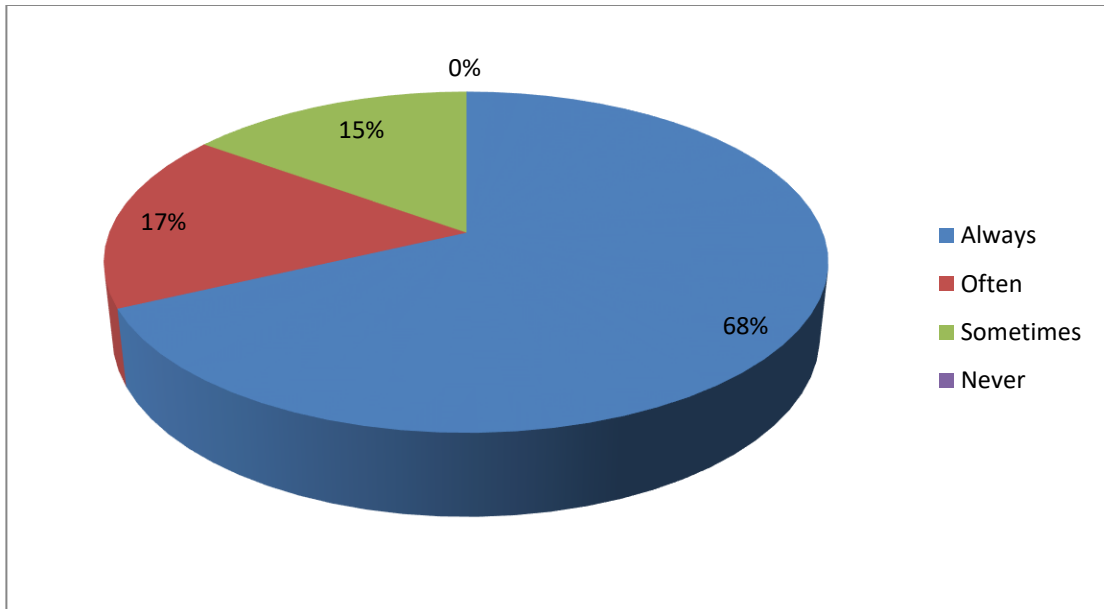


**Figure 4:** Students' motivation to learn English by teachers' use of didactic materials  
**Source:** Survey applied to students



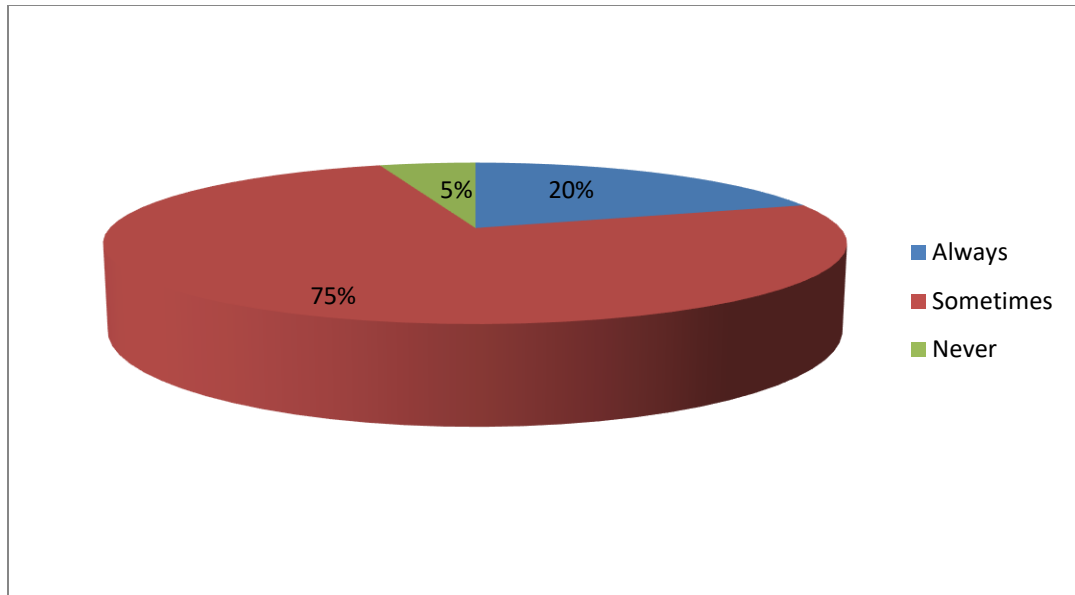
**Figure 5:** Students' motivation to learn English by teachers' use of didactic materials  
**Source:** Survey applied to teachers

When asked about how often, per week, they use authentic didactic materials to teach as shown in figure 6, the English teachers interviewed answered that they always use, about 10% of the time, some authentic material, and assessed their use as often and sometimes about 15% of the time, but they agreed that 60% of the time what they use is not authentic in any way.



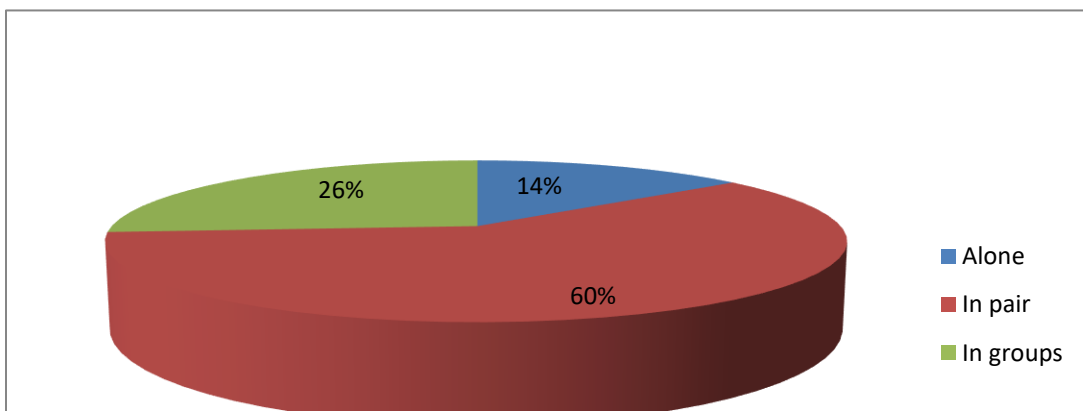
**Figure 6:** Frequency distribution in the use of authentic materials per week.  
**Source:** Survey applied to teachers

The interview done to the 42 students showed very interesting data. Figure 7, for example, shows the students' perception of the frequency in which the teachers use authentic materials in the lessons while the result shows that always 75 % said teachers always use authentic teaching materials, while sometimes shows 20 % responded authentic material aids are used, but a 5% indicated their teachers have never used other kind of materials.



**Figure 7:** Students' perception of the frequency of use of authentic materials in their lessons.  
**Source:** Survey applied to students

As to the preferred way to work in class, most of the students prefer to work in pairs 60% or in small groups 26%, while there are just a few 14 % who prefer to work alone (see Figure 8).



**Figure 8:** Students' preferences to work in class.  
**Source:** Survey applied to students

## **CHAPTER IV**

### **DISCUSSION**

Teaching materials are a tremendous source to dismantle monotonous teaching-learning methodologies. They should help to make a shift from those lessons where students are passive and the teacher is the center, to those where teachers help them to construct knowledge and

develop skills, by letting them be the protagonists in interacting with their physical and social environment.

The first point in this research was to see whether the teachers use authentic materials or not. Not surprisingly, it was confirmed, either during the lesson's observations or in the teachers' interviews, that 60% of the time the aids used are not authentic. With a slight difference, that result matches the students' subjective perception about their teachers using authentic instructional materials.

There are many investigators who have conducted research into the effect of authentic materials on students' achievement, such as the cases of Masood (2013), Okobia (2011), Rahman (2013) and Ghufron (2017). They all have proved the positive effect obtained. Okobia (2011) for instance, stated that the lack of suitable instructional materials and resources cause the students to be passive participants in the learning process. Consequently, "there was a lack of enthusiasm in the teaching and learning process by both teachers and students" (p. 95).

Beresova (2015) studied, based on the contrastive analysis of three sources of authentic materials, the assumption that authentic materials enhance language acquisition and cultural awareness more significantly than pedagogically modified materials. Her experiment proved that using authentic literary texts is to the benefit of the students as they are more enjoyable, and students find a chance to interact with the language and its use, and are informed about what is happening in the world they are likely to be interested in.

Ghufron (2017) found that authentic materials could significantly affect students' achievement because, through authentic materials adaptation, "teachers would be able to improve their ways of teaching which affect students' motivation and enthusiasm in the teaching/ learning process" (p. 66).

It is then obvious that instructional materials should be authentic as much as possible, and so they will help the learners to learn better and faster, what will induce feelings of

accomplishment and will make them feel successful over their achievement, that they will be able to handle language situations in real life because exposure to authentic materials helps language learners to be informed about what is happening in the world, and by so doing their motivation to learn English will definitely increase.

As Table 4 and 5 also shows, students' physical movements always indicated students were motivated during the lessons, or parts of the lessons, where appropriate teaching materials were being used. As it is well known, we not only express our feelings and emotions with words. We also express them by using various parts of the body. If one sees someone nodding the head, that person is definitely saying "yes", or agreeing; if someone shrugs the shoulders, it could mean "I don't know" or "I don't mind"; if someone moves his/ her knees, you can assure that person is anxious, so something must be wrong. Body language expresses symbols of meaning through physical movements. And we teachers should be familiar with that because body language can tell us whether a student is motivated, concentrated on the lesson, or not.

In a study performed by Varmış and Genç (2015) in Turkey, about whether teaching materials have a positive impact on developing the attitudes of 12th grade students in EFL classes, the authors concluded that instructional materials are tools which can enhance attitude and promote motivation in EFL classes on the condition that they are used effectively both by the teachers and students. They say that "teachers who use these coursebooks and take all these factors into consideration should prepare and bring different materials to their classrooms to motivate their students during the lesson" (p.10). But as it was showed in Figure 4,5, the two teachers interviewed consider the textbook as the most important material aid for their lessons, and the students' survey revealed that it is only the textbook the teaching aid used daily.

Hall (1995) says "Most people who learn to communicate fluently in English which is not their L1, do so by spending a lot of time in situations where they have to use the language for some real communicative purpose" (p.11). This reflection, therefore, should make us think that the materials we use in the classroom should stimulate interaction and it can be achieved by creating activities that involve the students in real-life situations and conversations. As this

investigation proved, the majority of the students at Margarita Cortés School like to work in pairs or in small groups, something that matches what happens when we communicate in our everyday lives.

Bell and Gower (1998) suggested that “at the very least we listen and speak together, and read and write together”. It is clear for this author that what Bell and Gower meant includes that the material aids should be used in such a way that they help to connect all these four skills. There is no doubt that a learner can integrate the four macro skills with the help of materials.

Designing materials that help to integrate skills, whatever the number of them involved, is a task that demands energy, effort, and scientific training. In general, the extent of efforts exerted by English teachers towards achieving the goal of instructional materials to attain integration varies from teacher to teacher, and even sometimes depends on the demands exerted by the school authorities. Whatever the reason, the fact is that the students under study do not have many chances to develop skills in a significant and long-lasting effect in enhancing their academic success in English because their teachers do not show a desire to make a difference in the lives of those young people. This conclusion coincides with the study performed by Chere (2017), in which she proved that there are teachers in Esmeraldas who do not spend any time creating instructional materials based on their students’ needs.

As it was also shown in Figure 4 and 5, there are other surprising results. First, there is one of the teachers who do not think board games are useful teaching aids. That is awesome, taking into consideration that the students at Margarita Cortés school are young adolescents, age at which games are a powerful instructional material. The second amazing answer was that none of the teachers considers videos as an important aid to teach English.

On the one hand, the value of games for learning has long been established. Games can help to improve the teaching and learning processes by improving communication and social skills in the classroom. That is a strong reason to think of implementing board games at Margarita Cortes School.

On the other hand, it is difficult to believe or understand that a teacher in the XXI century might not value videos as an important aid for teaching English. As Lu, Goodale, and Guo (2014) assert:

Education in the 21st century is embraced by technology and students in the 21st century are computer savvy. With growing access to Web 2.0 technology, it's of great value to explore more interactive tools for EFL learners so that they are able to learn the English language in a more authentic, natural, and meaningful environment (p. 59).

The issue of how often motivation is achieved by using the appropriate teaching aid shows, according to the teachers' viewpoint, that motivation is aroused about 75% of the time, the percentage that was classified as "always" in a 25% of the time and as "sometimes" in the other 50%. For both teachers, they have failed to motivate students in the other 25% of the attempts to do so. Our results are very similar to the ones obtained by Shabiralyani et al. (2015), in a study carried out in Pakistan, where the data collected showed that 70% of the students and teachers agree that the aids helped in motivation (p.229).

## **CHAPTER V**

### **CONCLUSIONS**

Finished this research at Margarita Cortes School in Esmeraldas, it can detail the following conclusions:

- The book and the few uses of flashcards were the most used materials by the teacher, according to the level and age of the students.

- The students felt motivated when the teacher did activities in a group or in a pair using the book and flashcards because, through participation, they interacted in the teaching-learning process.
- The alternative materials that are used to support the content or activities of the textbook; they stimulate, help, facilitate, motivate and increase the knowledge of the student in the teaching-learning process.

## **CHAPTER VI**

### **RECOMMENDATIONS**

The analysis of the results found out in this investigation makes this author recommend:

- The teacher should be use a variety of didactic materials for activating students' English language learning.

- The classrooms should have electronic materials to facilitate and stimulate different learning styles of the students.
- It would be fundamental that teachers take courses where they learn the appropriate strategies to use didactic materials and so they can develop excellent teaching,
- The teacher should stop using the book frequently, what is a routine in class and causes boredom and disinterest in the student.

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# APPENDICES

## APPENDIX A

### OPERATIONALIZATION OF VARIABLES

Variables	Conceptual definition	Operational definition	Dimensions	Indicators
The use of didactic materials	Didactic materials are tools used to execute particular methodologies and serve as a bridge between learners and the object of knowledge.	The use of didactic materials such as flashcards, board games, and role-plays is fundamental in the teaching-learning process.	Conventional resources	Books, flashcards, board games etc.
			Electronic resources	Emails, Internet
			Human resources	Teacher-Student
Students' English Learning activation	Learning activation is achieved when the teacher mobilizes the intellectual, moral, volitional and physical forces of the students in order to achieve the specific objectives of teaching.	When there is a correct response to English language teaching through participation and social interaction.	Participation	Very frequently Frequently Not frequently
			Social Interaction	Very frequently Frequently Not frequently



## APPENDIX B

### OBSERVATION SHEET

#### PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

The purpose of this observation is to identify the use of didactic materials to activate the English teaching-learning process.

Date: \_\_\_\_\_ Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_ School: \_\_\_\_\_

Item observed	Always	Often	Not often
The materials are authentic			
The materials are appropriate to the students' age			
The teacher uses didactic materials according to the topic that is being taught.			
Student's participation increases when the teacher uses didactic materials for interaction.			
Student's physical movements indicate students are motivated during the classes.			
The didactic materials used facilitated the student's integration of skills.			
Students showed an increase of their knowledge with better answers when appropriate, well-designed didactic materials were used.			

**APPENDIX C**  
**SURVEY APPLIED TO TEACHERS**

**PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS**

This investigation main objective is to analyze the use of didactic resources for the activation of the English teaching-learning process at “Margarita Cortes” Educational Institution in Esmeraldas.

Instructions:

- Read all the questions carefully
- Use a cross (x) to select your best answer.

1. Do you believe that didactic materials are an essential supporting tool for the teaching-learning process?

Yes                       No

2. Which of the didactic materials below do you think are important? Mark with an x the importance you attach to them. Number 1 is the most important – 4 is the least important.

<b>Didactic materials</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Books				
Videos				
Flashcards				
Board games				
Others (Write them here)				

3. Do you feel that when you use didactic materials your students are motivated?

Always             Sometimes             Never

4. How often, per week, do you use authentic didactic materials to teach English?

Always  Often  Sometimes  Never

5. Do you believe that didactic materials must be used according to the level and the age, in order to activate better the English learning process?

Yes  No

6. Are material aids useful to integrate the four macro skills? Yes \_\_\_\_ No \_\_\_\_

## APPENDIX D

### SURVEY APPLIED TO THE STUDENTS

#### PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

This investigation main objective is to analyze the use of didactic resources for the activation of the English teaching-learning process at “Margarita Cortes” School in Esmeraldas.

Instructions:

- Read all the questions carefully
- Use a cross (x) to mark your answer

1.- Do you like English?

Yes  No

2.- How often does the teacher use didactic materials in the English lessons?

Always  Sometimes  Never

3.- How do you like to work in your English classes?

Alone

In pairs

In groups

4.-Do you feel motivated when the teacher uses new, different teaching materials to teach English?

Always  Sometimes  Never

5.-Which of the following didactic materials does your teacher use in the English classes?

Mark with an x according to the use. Number 1 is the most used – 4 is the least used.

Didactic materials	1	2	3	4
Books				
Videos				
Flashcards				
Board games				
Others				