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THE TEACHING RESOURCES AND THEIR INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN THE STUDENTS OF PLAYA PRIETA PUBLIC SCHOOL OF THE CANTON PORTOVIEJO PARISH RIOCHICO, DURING 2016 SCHOOL YEAR.

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1. DEDICATION

At the end of this stage of my life I cannot find the most appropriate way to thank for everything they have done for me. Thank you for giving me life, for teaching me to love God, for his unconditional support, for his yes, and also for his no. I dedicate my thesis work to those two wonderful beings the Creator assigned as my parents, faithful friends who were always encouraging me in the moments of tiredness and difficulties that have inspiring me in this journey of preparation, to you are added the most important people of my life my children, they were my impulse of motivation to reach the achievement obtained today.

David Carreño R.

The present work is dedicated in a very special way to God for allowing me to arrive where I am and to be able to attain this goal.

To my Parents Afredo Villegas and Mercedes Borja for being the fundamental pillars in my life, teaching me values, principles, character and perseverance to reach my ideals.

To my children, Daniela, Daniel and María Rosa Vélez Villegas my source of motivation and inspiration, the most beautiful things that Supreme Being could give me.

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Danny Villegas B.

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Danny Villegas B.



3. APROVAL OF ADVISOR
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Quien suscribe la presente Lcdo. Miguel Macías Loor M.Sc. Docente de la Universidad Técnica de Manabí, de la Escuela de Idiomas y Lingüística; en mi calidad de Tutor del trabajo de titulación **“LOS RECURSOS DIDÁCTICOS Y SU INFLUENCIA EN EL PROCESO ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLES EN LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA FISCAL PLAYA PRIETA DE LA PARROQUIA RÍOCHICO DEL CANTÓN PORTOVIEJO, DURANTE EL PERÍODO LECTIVO 2016”** desarrollado por: Carreño Rodríguez David Misael y Villegas Borja Danny Marilyn ; en este contexto, tengo a bien extender la presente certificación en base a lo determinado en el Art. 8 del reglamento de titulación en vigencia, habiendo cumplido con los siguientes procesos:

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Luego de haber realizado el trabajo de titulación, en la modalidad de investigación y que lleva por tema **“LOS RECURSOS DIDÁCTICOS Y SU INFLUENCIA EN EL PROCESO ENSEÑANZA-APRENDIZAJE DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE LA UNIDAD EDUCATIVA FISCAL PLAYA PRIETA DE LA PARROQUIA RÍOCHICO DEL CANTÓN PORTOVIEJO, DURANTE EL PERÍODO LECTIVO 2016”** desarrollado por los señores, Carreño Rodriguez David Misael con Cédula No. 1312823329, y Villegas Borja Danny Marilyn con cédula No. 1309460358, previo a la obtención del título de Licenciado en ciencias de la educación mención Inglés, bajo la tutoría y control del Lcdo. Miguel Macías Looor M.Sc, docente del Departamento de Idiomas de la Universidad Técnica de Manabí, y cumpliendo con todos los requisitos del nuevo reglamento de la Unidad de Titulación Especial de la Universidad Técnica de Manabí, aprobada por el H. Consejo Universitario, cumplo con informar que en la ejecución del mencionado trabajo de titulación, sus autores:

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DAVID MISAEL CARREÑO RODRIGUEZ and DANNY MARILYN VILLEGAS BORJA, graduate of the Language and Linguistic Major declare to be authors of the present research, titled. about **THE TEACHING RESOURCES AND THEIR INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN THE STUDENTS OF "PLAYA PRIETA" PUBLIC SCHOOL OF THE CANTON PORTOVIEJO PARISH RIOCHICO, DURING 2016 SCHOOL YEAR**, Moreover, they certify that the ideas, findings and results of the present work were made under the Modality of Research Project, which are of their exclusive responsibility and authorship.

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RESUMEN

Este trabajo de titulación trata un tema relevante orientado a los Recursos Didácticos y su influencia en el proceso Enseñanza-Aprendizaje del idioma inglés en los estudiantes de la Unidad Educativa Fiscal Playa Prieta de la Parroquia Río Chico del cantón Portoviejo, durante el período lectivo 2016. Como base fundamental se realizó el levantamiento del problema, la revisión de literatura, marco teórico y conceptual, tomando argumentos propios de autores reconocidos y pedagogos investigadores del tema. El desarrollo de la investigación se realizó mediante el uso de entrevistas y encuestas, utilizando los métodos, analítico-descriptivo, cualitativo-cuantitativo y documental, en el mismo que se obtuvo como resultado el positivismo de implementación de una propuesta sobre el uso de materiales didácticos en el área de inglés de nivel primario. Con el objeto de incluir prácticas metodológicas innovadoras para mejorar el desempeño académico de los alumnos en lengua extranjera. El alcance de los objetivos permitió conocer e identificar los tipos de recursos didácticos utilizados, el nivel de conocimientos de los estudiantes para elaborar una propuesta en base a estos resultados con el fin de fortalecer el proceso académico. Se aplicó una investigación de campo con el uso de herramientas de recolección de datos, tales como; encuestas y observación, para poder obtener un análisis cualitativo y cuantitativo. La aplicación de la propuesta es factible por la disponibilidad y conocimientos de los autores, apertura de las autoridades de la institución y la supervisión del tutor durante la investigación. Así mismo se contará con los recursos humanos, materiales y económicos para la ejecución del plan de actividades.

Palabras clave: recursos didácticos, enseñanza-aprendizaje, idioma inglés, pedagogía, materiales, prácticas metodológicas.

8. ABSTRACT

This graduation work studies a relevant topic oriented to the Teaching Resources and its influence in the Teaching-Learning process of the English language in students of the Playa Prieta Public School of the Parish Riochico Canton Portoviejo, during 2016 school year, As the fundamental basis was the lifting of the problems, the literature review, theoretical and conceptual framework, taking the own arguments of recognized authors and pedagogues researchers of the topic. The research was carried out using interviews and surveys, using methods, analytical-descriptive, qualitative-quantitative and documentary, in the same that resulted in the positivism of implementation of a proposal on the use of didactics materials in the primary level of English area. In order to include innovative methodological practices to improve the academic performance of students in a foreign language. The scope of the objectives allowed to know and identify the types of didactic resources used, the level of knowledge of the students to elaborate a proposal based on these results in order to strengthen the academic process. The field research was applied with the use of data collection tools, such as; surveys and observation, in order to obtain a qualitative and quantitative analysis. The application of the proposal is feasible due to the availability and knowledge of the authors, opening of the authorities of the institution and supervision of the advisor during the investigation. It will also have the human, material and economic resources for the implementation of the activities planned.

Keywords: didactic resources, teaching-learning, English language, pedagogy, materials, methodological practices.

1. THEME:

“THE TEACHING RESOURCES AND THEIR INFLUENCE IN THE TEACHING-LEARNING PROCESS OF THE ENGLISH LANGUAGE IN THE STUDENTS OF PLAYA PRIETA PUBLIC SCHOOL OF THE CANTON PORTOVIEJO PARISH RIOCHICO, DURING 2016 SCHOOL YEAR.”

2. PROBLEM STATEMENT

2.1. Foundation

The use of didactics materials in the academic field is usually used as elements of interaction between the teacher and the students to improve the communication, the learning and performance, as through these resources abilities and skills are developed to enhance the cognitive aspects from the student.

To carry out practical activities it is necessary to have pedagogical elements that serve as a bridge between what is taught and learned. Considering that some of these media are visual, auditory, and physical, that is integrated into the classroom to interact by demanding greater participation and creativity in students.

The present investigation was carried out in “Playa Prieta” Public School of the Parish Riochico, Canton Portoviejo, in which the type of didactics materials used to learn English was detected. How it was used and what are the innovation strategies that the teacher develops to improve the quality of teaching the foreign language in eighth and ninth basic year.

As a result, more theoretical than practical activities are carried out, with the new reforms reducing the number of hours of English classes, so it is important for the teacher to take advantage of the time allotted and to make use of materials that allow a fast and timely learning.

The institution does not have an adequate area for teaching English, there is little use and acquisition of didactic resources, the budget is insufficient and the administrative management to improve these requirements.

For the above stated, the development of this project has been proposed in order to establish the influence of didactics resources on teaching - learning in English, and to implement new techniques with the use of materials and elements adequate to guarantee the educational quality.

2.2. Problem Formulation

Due to the problems encountered, the following question is formulated: How does the use of didactics resources affect the teaching process of the English language in students of Playa Prieta Public School of Parish Río Chico, Canton Portoviejo 2016 school year?

2.3. Delimitation of the problem

Spatial Delimitation: The research was carried out in Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

Temporary Delimitation: 2016-2017 School Year

3. REVIEW OF THE LITERATURE AND DEVELOPMENT OF THE THEORETICAL FRAMEWORK

CHAPTER I

THEORETICAL FRAMEWORK

3.1. DIDACTIC RESOURCES

According to Grisolia, (2010), “Didactics Resources are all those means used by the teacher to support, complement, accompany or evaluate the educational process. They cover a variety of techniques, strategies, tools, materials, ranging from blackboard and marker to videos and Internet usage.” (p.15)

The author considers that the didactic resources are a set of elements that allow the teacher to work in an orderly and practical way in the classroom. These helps focus evaluative strategies and tools to strengthen learning.

For the author, Conde, (2012), “a didactic resource is any material that has been developed with the intention of facilitating the teacher's role and the student's turn. Educational resources should be used in an educational context.” (p.86)

The above shows that a didactic resource is based on the use of materials that allow the development of teaching-learning. It is important for the teacher to make use of these instruments in concrete and dynamic functions in the classroom.

For Herrero, (2012) “the didactics means we could define them as the instrument of which we serve for the construction of knowledge; and, finally, didactics materials would be products designed to aid in learning processes.”

That is to say, resources or didactics means are special formats created and used to facilitate and guide the process of teacher planning, are characterized by a specific function that establish learning from a dynamic and creative approach.

According to Brunner as cited in Salanova, (2010), “effective teaching arises only from the understanding of the learning process itself, which is closely linked to the understanding we gain about our own process or way of thinking.”

The author considers that learning is the result of teaching, so it is important how the teacher imparts this knowledge, to get students to develop their cognitive characteristics, using appropriate teaching techniques and materials.

“The teaching generates a scaffolding to facilitate the learning of something that the learner can do if he is offered a help. Which means that teaching is in permanent relationship with learning?” (Mendez, 2012)

That is to say, the teacher can establish meaningful learning in the classroom, according to the strategies applied in teaching, all elements of the medium can serve as a basis for developing help material that facilitates the understanding of different educational contexts.

For Cataño & Dieste, (2014) “one of the main capacities that human beings have to communicate is language. Its development involves a complicated process and essentially involves the senses of sight and hearing.”

Therefore, it is necessary and important for human beings to learn to communicate through different languages. According to new linguistic theories for English language teaching at an early age, it is now being taken as a practical tool for

teachers, and contributes to the teaching-learning process of reading and writing in the acquisition of another language in students.

"the importance of teaching-learning English in the sense of knowledge of linguistic, psychological and philosophical currents has influenced the emergence of different methods applied within the classroom." (Finlay & Velazco, 2012)

In order to apply the teaching of the foreign language, linguistic, psychological and philosophical factors must be taken into account, because it is a form of communication that is learned through practice, being a task for the teacher to apply techniques and strategies, with the use of didactic resources that stimulate spoken and written language significantly.

Langé, (2014), argues that:

Traditional teaching methods can ensure a low level of basic learning, especially if we are able to ensure good mobility of teachers or native assistants. Advanced levels can be guaranteed, if you exclude stays abroad, through the teaching and learning of part of the curricular content in and with a foreign language. (p.12)

This means that didactic methods in teaching English allow learning to be more concrete, the teacher must take into account the use of resources that contribute to teaching, as a source for students to develop skills in speaking and listening to the language fluently. It is necessary to implement learning corners composed of materials, theoretical, dynamic and practical to awaken students' learning interest in the academic context.

3.1.1. Definition

According to the psychopedagogue Conde, (2010) “a didactic resource is any material that has been developed with the intention of facilitating the teacher's role and the student's turn. These didactic resources should be used in an educational context.” (p.16)

That is, a didactic resource is made up of educational elements that base their design on learning purposes to facilitate the understanding of the students and the objective of teaching that the teacher offers.

In the opinion of Grisolfía, (2010) the didactic resources “are all those means used by the teacher to support, complement, accompany or evaluate the educational process. These cover a variety of techniques, strategies, tools, materials, ranging from the whiteboard, the scoreboard to the videos and Internet usage.”

According to the author, these resources are designed with the aim of providing students with a quality education, developing a more dynamic and interesting class, since with the use of these elements they facilitate the learning to the children, demonstrating creativity and motivation in the classroom.

3.1.2. Functions of the didactic resources

“The material and didactic resources must fulfill the basic functions of support of the curricular contents and become enabling elements of the teaching-learning activities.” (Blanco, 2012)

As the didactic resources are the mediating elements to provide adequate teaching, these have specific functions according to the concept and the area in which

they are applied. For example, the curricular contents allow the student to have access to the theory, and the physical elements allow to develop skills in practice.

According to Lucea, (2012), the different materials and didactic resources must ideally fulfill the following functions:

- a) **Motivational function:** “They must be able to capture the attention of students through a power of attraction characterized by forms, colors, tact, actions and sensations.”

That is to say that the element used must be creative so that it motivates the students in their use and learning.

- b) **Structuring function:** “It is necessary that they are constituted as means between reality and knowledge, to the point of fulfilling functions of organization of learning and alternative to the same reality.”

In other words, they must have a beginning, that is, through the design of didactic or content resources, as they are represented by real aspects and maintaining a high level of organization.

- c) **Strictly didactic function:** “It is necessary and essential that there is congruence between the material resources that can be used and the objectives and contents subject to teaching”.

The didactic elements should be logical and well-established the concept of learning, since when applied in classes, if these do not comply with an educational sequence, the students can be confused.

d) Facilitating learning function: “Many learnings would not be possible without the existence of certain resources and materials, constituting, some of them, an essential element and facilitator of learning.”

In some subjects, it is difficult to teach only with the application of written theories and texts. It is therefore imperative that teachers use didactic resources to facilitate the acquisition of knowledge in students through practice.

e) Support role for the teacher function: “It is due to the need that the teacher has to use resources that facilitate the teaching task, in those aspects of evaluation, data recording, control and motivation.”

This is due to the fact that the materials contribute to concretizing and orienting the teaching action in the transmission of the knowledge or learning taking into account that its choice depends on the requirements of the class.

3.1.3. Characteristics of didactic resources

According to Cárdenas Rivera, (2013), “In his pedagogical study on didactic resources in the context of the attention to diversity, associated with the teaching - learning process in school children” It specifies the following characteristics:

- They are elements that cover special educational needs.
- It is the design and / or redesign of technical pedagogical aspects for the orientation, organization, programming, evaluation and selection of the situations of the teaching - learning process.

- It establishes the quality of upward teaching in the relationships, objectives, contents, methods, means, organizational forms and the own evaluation, of the improvement of the didactic action in its communicative essentiality.

3.1.4. Types of teaching resources

According to Fonseca Morales, (2012), the interactive support is classified in:

- Personal didactic resources**, “This includes the whole system of educational influences in the environment where the teaching-learning process is developed.”
- Material didactic resources**, “They are the manual or industrial supports that depend on their interaction platform can be printed, audiovisual and computer.”
- Printed materials**: Formal or alternative texts, written press, posters, documents, magazines.
- Audiovisual materials**: Montages, documentaries, television programs, music, cartoons, films
- Computer materials**: Video games, multimedia, virtual presentations, digital manuals, encyclopedias, among others.

According to the communicative intention, to relate the way in which the student works with the mediator during the teaching - learning process.

- Interactive didactic resources**, where a communicative relationship with different codes is established.
- Informative didactic resources** are those that are presented to the schoolchildren with pre-established messages.

c) **Organizational didactic resources are resources**, usually elaborated by some of the interacting or set and in essence the gradation and individualization of activities.

d) **Depending on their characteristic and teaching objective**, each of the categories of didactic resources allows the teacher to create a timely work environment in the classroom, using different contexts and elements.

3.1.5. Teaching resources in teaching and learning of English Language

“The use of didactic resources in the area of English has an important impact on teaching-learning as they guide the phases of the educational process. They promote the construction of meaningful knowledge, presenting in complementary texts and materials.” (Rodríguez, 2011)

These resources are used as mediating methods so that the students can practice the pronunciation and reading of languages. Allowing them to memorize both theory and techniques for developing listening and speaking skills.

3.1.6. The importance of teaching resources in teaching English Language

“The teacher often resorts to visual media such as cards, posters, mime, gesture, among others, to ensure understanding, therefore the teaching material must be adapted to favor learning” (Rodríguez, 2011)

There are two fundamental aspects in the teaching of English as a foreign language, which are:

a) Languages are fundamentally learned through imitation.

b) The most important factor to succeed in acquiring a second language is motivation.

Therefore, it is important to emphasize the characteristics of the didactic material in the English class, referring to images and illustrations:

- 1) **The figures:** “Small ones cause a slow and imprecise recognition; the large ones are slow, taking more time to perceive them in their totality. The ideal size for the figures is in three dimensions, allowing them to be covered with one or both hands in order to observe the contents.”
- 2) **The concept:** “It should be limited to the essential, eliminating all the peculiarities that are attractive and motivating to the eye and touch to do nothing but confuse. In other words, do not exaggerate in colors and design.”

It is important to have a didactic material composed by attractive visuals illustrations, textured silhouettes with recognizable pieces, referring to the themes treated in the primary English books: face, body, clothes, house, numbers, furniture, pets, among others.

3.1.7. Approaches and methods for teaching English

According to Larenas, Chamorro, Concha, & Becerra, (2010), approaches for the application of didactic material in the area of English are:

- 1) **Communicative approach:** “This approach emphasizes the use of authentic materials, that is, resources written or produced by English- speakers of the language.”
- 2) **Audio lingual method:** “This method uses didactic resources that are associated with audio recordings. They are used to expose information to students.”

- 3) Grammatical approach:** “In this context, the main resources used are dictionaries and grammar books.”

Among the approaches and methods for learning English are written texts, dictionaries, audio, images, videos, necessary for teaching and important resources to make a class more dynamic.

3.1.8. Objectives of the didactic resources in the teaching of English Language

For Blázquez, (2011), the didactic materials play a crucial role in the teaching-learning process therefore:

- a) They approach students to the reality of what they want to teach.
- b) They motivate teaching and learning, if the material is suitable and used properly.
- c) They facilitate the learning of concepts, the development of procedures and strategies, and the formation of attitudes and values, related to what is taught and learned.
- d) They intuitively represent and illustrates what is verbally explained to facilitate teaching and learning.
- e) They contribute to a better fixation of learning.

It is important that the teaching of English that is using appropriate teaching material, given that one of the most important features of this subject is the language literacy, it must have audio material and videos, as well as texts and dictionaries, that allow to clear the doubts of the meanings in the students.

According to Escudero, (2010), the best used resources are:

- a. Wooden or virtual whiteboards
- b. The overhead projector or digital projector
- c. Textbooks, consultation books, exercise books
- d. The languages laboratory, computer room and multimedia room, which must contain: recordings, projections, audios, TV, videos, interactive systems and internet, among others.
- e. Magazines and newspapers: articles, abstracts, news, reports and announcements.
- f. The franelogram and plastigram; flashcards and moving signs.
- g. Organizational charts, posters, murals, films, among others.
- h. Real or miniature objects such as: coupons, tickets, brochures, leaflets, printed matter, instances, advertisements, posters, cutouts, among others.
- i. Slides and pictures

These elements must be applied by default in the area of English teaching, provided that a suitable and specific classroom for learning, all the resources used by the teacher are relevant to the methods of expression, manipulation, writing and pronunciation of the foreign language.

3.1.9. Stern's model for the creation and use of didactic materials for the English area

In the frame of reference developed by Stern, Littlejohn, & Windeatt, (2012), a model is established for the processes of language teaching and the use of didactic materials in the area. For this It has considered three levels that include other categories and subcategories, shown below: (p.34)

Level 1: Theoretical and Philosophical Foundations

- Language
- Society
- Learning
- Teaching

These four factors constitute an academic axis in which one must consider the linguistic origin, the modern society and therefore the teaching-learning.

Level 2: Education policy and curriculum design

- **Contents**
 - Linguistic Syllabus
 - Sociolinguistic syllabus
 - Cultural Syllabus
 - Communicative Syllabus
 - General Syllabus (for language education)

These policies include the curricular contents for each area of education. This applies by levels according to the stage of language development of students.

- **Objectives**
 - Communicative competence

- Cognitive
- Affective attitudes and values
- Transfer

The objectives are based on the type of learning imparted, in this case the language area focuses on communication, knowledge, relationships in attitudes and values of the work group and on the transfer of spoken language.

- **Didactic treatment**
 - **Teaching and learning strategies:** Translinguistic - intralinguistic, analytical - experiential and, audiolingual - written, receptive - productive.
 - **Strategies of time and schedule organization:** spaced and intensive schedules.
 - **Interpersonal strategies:** Focused on the teacher and the student, made up of large groups and small or individualized groups.
 - **Evaluation:** Formative and summative; formal and informal; self-evaluation, coevaluation and external evaluation.
- **Resources**
 - Human Resources
 - Didactic materials; Printed, not printed, authentic and adapted
 - Technological infrastructure

- **Socio-political context (Autonomous Community)**
 - Student's social factors
 - Students' social and educational context
 - Community's educational framework
 - Curricular Context: Curricular and Linguistic Project

Level 3: Practical level, the classroom

- Teaching events
- Learning events

The Stern model locates didactic materials at the educational institution's level of policy and curriculum design, these methods must be compatible with the type of curriculum adopted, the contents, objectives, didactic strategies and evaluation criteria that are applied. Teachers should be consistent with the texts at each level.

The design, selection and adaptation of teaching materials in the area of Educational Sciences must comply with a series of specific requirements and characteristics in order to facilitate the teaching and learning processes appropriate to students.

CHAPTER 2

3.2.TEACHING-LEARNING

According to the Royal Academy of Language, (2012), "teaching is understood as the system and method of giving instruction of a set of knowledge, principles or ideas."

Education has two complementary concepts that need to be distinguished: teaching and learning. While teaching is to show something to others, learning is its complementary process, i. e. its effect.

"Each generation shape education in its time. Learning is the concern for the quality and aspirations of every human being, learning is a means to prepare well-balanced citizens for a democracy." Bruner, (2011)

Bruner believes that effective teaching will emerge from the understanding of the learning process itself, which is closely tied to students' understanding of the use of different techniques to impart such knowledge.

In speaking of teaching and learning, Brown states that "the acquisition or attainment of a knowledge or ability that can be given by study, experience or by instruction. Learning is a permanent change in behavior and is the result of reinforced practice." (Portuguez, 2013)

This demonstrates that teaching is implicit in learning, this teaching is going to be the demonstration or help that is given to the learner to know or learn through instructions, a guide, and offering the appropriate knowledge.

a) Teaching method: "is the set of moments and techniques logically coordinated to direct the student's learning towards certain objectives."

A method in itself is how the teacher makes use of different resources to achieve meaningful learning in students, is the set of techniques to apply in classes.

b) Teaching technique: “didactics resources that are used to specify a moment of the lesson or part of the method in the realization of learning.”

The teaching technique represents the way to realize a well-defined purpose. In order to achieve curricular objectives in learning, a teaching method needs a series of techniques.

3.2.1. Classification of English teaching methods

Salanova, (2014), proposes the following methods applied in the area of teaching of the English subject.

a) Reasoning methods

Deductive method, “when the matter studied proceeds from the general to the particular. The teacher presents concepts or principles, definitions or affirmations, from which conclusions and consequences are extracted.”

This technique is expositive and follows the path of deduction, because is the teacher who presents the conclusions, after the student reviews the theory.

Inductive method, “when the matter studied is presented by particular cases, suggesting that the general principle be discovered.”

This technique of rediscovery is inspired by induction, in which particular cases are analyzed to compare with general theories.

Analogous or comparative method, “the particular data that are presented allow to establish comparisons that lead to a conclusion by similarity or analogy.”

It starts from the theoretical knowledge to make similarities and analyzes on the matters treated in classes.

b) Methods for the coordination of the subject

Logical method, “when data or facts are presented in antecedent and consistent order, obeying a structuring of facts that goes from the least to the most complex or from the origin to the present.”

In all subjects it is important to develop a planning to work the curricular areas, this must be structured and oriented to the level in which it is applied. Teachers should use didactics materials and educational elements to develop student’s logic.

Psychological method, “when the presentation of the elements follows an order close to the interests, needs and experiences of the student.”

It is based on the interpersonal relationships, the same ones that strengthen the personality and communication of the students, it is important the motivation, the creativity, the ethical and moral values to promote the social participation of the students.

c) Methods for the concretization of teaching

Symbolic or verbalistic method, “the whole work of the class is executed through the oral or written word. The expository technique is the one that fits into this method.”

Use of didactic material applied in an expository method, where it is an oral and written participation, that allows the student, to interrogate the group and to propose solutions of the treated topic.

Intuitive method, “which uses the immediate perception of an idea or situation, without the need for a logical reasoning.”

This method allows the teacher to do a participatory class, with the application of conceptual maps and brainstorming that allow to develop the communication of the student with the class.

d) Methods for the systematization of subject

Rigid, “when the class scheme does not allow flexibility, it is logically linked and gives no opportunity to spontaneity to the development of the class theme.”

This method is based only on the theory raised, the teacher dictates the class without engaging in group participation activities.

Semirigid, "when the scheme of the lesson allows some flexibility for a better adaptation of the real conditions to the class and the social environment to which the school serves."

It is when the teacher develops activities that include the student participation, this allows to contribute ideas and analysis of the treated topic.

Occasional method, “takes advantage of the motivation of the moment and the important events of the medium. The suggestions of the students and the occurrences of the present moment are those that orient the themes of the classes.”

This method is the inclusion of previous methods, where a theory is analyzed and then develop general conclusions, allows the student to participate in the class and think about the given topic.

e) Methods for student's activities

Passive, “the activity of the teacher is accentuated and the students only receive the knowledge through dictations, lessons of textbooks and then are reproduced by memory, questions and answers and expositions.”

This method allows the teacher to have the freedom to use a great variety of didactics materials to evaluate the student, through mnemonic memories, conceptual maps, brainstorming, expositions and group talks, in order that the student has participation in cognitive development, the search for solutions and the approach of conclusions.

Active, “when in the development of the class the students participate.”

The most important basis for achieving timely learning is participation. Therefore, the appropriate educational resource should be used for teaching. The teacher has the responsibility of communicating with the student and imparting concrete ideas that develop the creative sense of himself.

f) Methods of student's work

Individual work, “the student works personally. The advantage of this method is that the student can explore to the maximum the possibilities of each other, but the disadvantage is that it does not favor group spirit therefore teamwork.”

Individual work is important as the student develops his learning with propriety, establishing personal ideals to expose concrete results to reality.

Collective, “students work in groups. It requires a different disposition of the school furniture, is an excellent instrument of socialization because it prepares the student to work in equipment. This method is also called socialized teaching.”

It is another important part of teaching, socialized work, where resources of different characteristics must be used that allow the student's participation and communication in a conformed group.

g) Methods for approaching the theme of study

Analytical, “implies analysis. The separation of a whole in its parts or in its constituent elements.”

It is a specific method used by the teacher to know the level of understanding of the students, in which a topic is raised for students to analyze and draw their own conclusions.

Synthetic, “implies synthesis. Union of elements to form a whole.”

It is a method that involves the union of several teaching techniques, in which a synthesis of the topics given to approach students' own conclusions.

3.2.2. Classification of methods. Application to cases.

According to Ros, González, Martínez, & Alfonso, (2011) have considered the present cases classification for the application of English language teaching strategies in the classroom.

- a) **Case A:** “The teacher presents the objectives to achieve in the session, as well as a brief outline of the activities necessary to achieve them.”

This activity is based on giving each student the theoretical material and give them the proper instructions for they work individually. After this phase the small groups are formed to answer and solve comprehension exercises.

- b) **Case B:** “The teacher begins the lesson by remembering what was seen the day before. Then ask if there is any doubt. No student intervened and explained a new part.”

The materials used in this activity can correspond to paper, markers and texts, first the theory is explained, a demonstration of the activity is performed, questions and answers are made to determine the students' understanding. Developing tasks or exercises to solve independently.

- c) **Case C:** “Through a series of slides and their corresponding explanations, the teacher shows different types of solutions to a technical problem.”

In this activity the theoretical material is delivered to each student through a brief documentation, but sufficient for the student can analyze and propose solutions, this is done in order that the students try to find the common points and the most significant differences between themes.

3.2.3. Languages Learning Strategies

For Salinas, (2011), “the idea of using strategies in the area of learning of foreign languages comes from the researches that had as object to clarify what a good apprentice of languages was doing, that is to say create methodical characteristics during the learning process.”

According to the author's opinion, the necessary skills and aptitudes to be acquired by the learner is based on the motivation that teacher receives and the strategies that he applies in classes, this process also needs the active and creative participation of the learner himself in the process. Through the application of individualized learning techniques.

According to Rubin, O'Malley, & Chamot, (sf.), The most used strategies are:

- a) **Cognitive strategies**, “are those operations that allow direct action on the subject. They are concerned with the steps or operations used in solving problems that require a direct analysis, transformation or synthesis of learning materials.”

Cognitive strategies are considered as mental processes that are directly related to the processing of information in order to learn, collect, store, retrieve and use the information. In this way, through the repetition of models of language and writing, a thought of its own is created.

- b) **Meta-cognitive strategies** “are general strategies of learning, which allow one to reflect on one's own thinking. You can see how you are learning by developing attitudes and aptitude.”

Meta-cognitive strategies allow organizing, planning and structuring the way of learning to be able to better provide such knowledge. These strategies allow you to create your own learning pace, which in turn allows you to verify the progress that students have.

Affective strategies, “are those actions used to manage the effects related to learning in general and, with the study, in particular. They allow the student to regulate

attitudes, motivation and emotional reactions towards learning the target language in certain situations.”

This strategy is important because it is based on the motivation to study and learn these allow to create a context in which learning is effective. Based on social relationships and participation with other students the opportunity to interact through another language with native speakers is sought.

3.2.4. Teaching materials in the teaching and learning processes

“The teaching material is used as a link or element to help the work of the teacher. Throughout the teaching and learning process, these resources will allow the manipulation of objects, replacing reality and representing it creatively, facilitating its objectification.” (Madrid, 2011, p.15)

The materials or didactic resources are a series of means or instruments that favor the teaching-learning process. These elements allow children to develop creativity, cognitive sense, memory and reasoning.

In Blázquez's opinion, “teaching materials also create conditions for teachers and students to interact in an environment where they control the ideas of the classroom.” (Blázquez F., p.381)

According to the author's exposition, didactic material plays a crucial role due to the following aspects:

- It brings the student closer to the reality of what one wants to teach.
- It motivates teaching and learning, if the material is suitable and used properly.

- It facilitates the learning of concepts, the development of procedures, the formation of attitudes and values, related to what is taught and learned.
- It represents and illustrates, intuitively, what is explained verbally to facilitate its teaching and learning.
- It contributes to a better fixation of learning.

The application of didactic resources in the English class is very important because the student interacts with the concepts and processes of the subject, since an educational material illustrates in a representative way the theory, improving the acquisition of knowledge of the students.

3.2.5. Types of didactic resources for teaching English

The most commonly used didactic materials of English are:

1. Overhead projector, transparencies, digital projector.
2. Textbooks, consultation and exercises.
3. The language laboratory, computer room and multimedia room: recordings, projections, radio, TV, videos, computer programs, internet.
4. Magazines and newspapers: articles, news, reports, advertisements.
5. The franelogram and plastigram; flashcards and moving signs.
6. Flowcharts, posters, murals, sheets.
7. Real or miniature objects.
8. Realia: coupons, tickets, brochures, leaflets, printed matter, instances, advertisements, poster pictures, clippings.
9. Slides, films, photos, postcards.

The types of teaching materials are used according to the theme of the class, ie each of the elements used by the teacher must have a learning objective, allowing the creation of new concepts, through texts, audios and images That create specific instances favoring the teaching of the foreign language.

3.2.6. Factors for Teaching English

There are important factors to consider in teaching English, it is necessary for the teacher to apply these objectives in the curriculum to promote timely learning. Among the most relevant are the following: (Sánchez, 2012)

a) Grammar/ vocabulary

“It is the correct knowledge of the grammar and the vocabulary domain that allows to use the English according to the different linguistic registers according to the contexts in which it must be expressed.”

b) Listening

“It is the practice of listening, it is an exercise of great importance for the domain of English. That is, listening and understanding English to communicate effectively.”

c) Reading

“It is the comprehensive reading in English that increases the vocabulary, allows to identify correct grammatical structures and helps the correct writing of texts.”

d) Speaking/pronunciation

“It is the proper oral expression, the key to effective communication. The accentuation of the words and the correct intonation of the basic phrases for the domain of the language.”

e) Business context

“It is the domain of the different registers of the language that allows to adapt it to the different contexts. It is the knowledge of business English that adapts the speaker to a communicative environment in work contexts.”

f) Writting

“They are written activities that can facilitate oral expression indirectly and help put into practice grammatical structures and vocabulary.”

3.2.7. Activities for teaching English

Activities for the teaching of English are essential because of them born the creativity for students to learn based on stimulation, it is important to use different strategies and elements to boost the oral expression and pronunciation of the language.

Phonetics: Activities to work and improve pronunciation.

Online educational games: Resources to improve the domain of English through the game.

Nature and science: Resources to learn English through specific topics such as nature and science.

Riddles, jokes, rhymes and flashcards: Fun resources to improve the knowledge of English through rhymes, jokes and phrases, among others.

Fun and games with music: Didactic activities through musical resources.

Thematic pages: Educational resources for practicing English in thematic websites.

Reading online stories: Resources for practicing reading through entertaining stories.

Songs: Songs in English for the practice of listening.

3.2.8. The Importance of Materials in Teaching English

“The learning and teaching of a foreign language always has been associated with the use of didactic materials, from printed texts, allowing to approach not only the language studied but also its culture.” (Anguiano, 2015)

Due to their importance the following aspects that influence the student's abilities to learn the English language are mentioned:

- a) **The level of English:** it is necessary to evaluate the abilities to establish the learning objectives, the teacher must determine if the speaker is native or simply an apprentice.
- b) **Time and dedication:** discipline is very important therefore it is necessary to create a schedule for activities and learning exercises, containing images, audios, index cards and texts to create the right educational environment.
- c) **The ability to distinguish sounds:** there are people who have a better ear for phonetics than others, but listening also learns. In children there is always the advantage that they learn in an auditory and visual way.

According to these mentioned factors that must be considered for the learning of English, also influences the environment in which it is taught. It is important to create an English speaking environment. Using medium objects, familiar phrases that help the student to communicate directly with the knowledges.

3.2.9. Conclusions to the theoretical framework

It should be noted that the theoretical basis demonstrated in the present document is based on the opinion of recognized authors and pedagogical professors, which have allowed to argue a scientific context and the concepts of the presented variables.

It has been considered the work of exposing definitions, objectives and importance of the study theme to know in a significant and generalized way about the inclusion of the didactic resources in the educational field of teaching-learning of the English language.

4. ACHIEVEMENT OF OBJECTIVES

4.1. General objective

To establish the incidence of didactic resources in the teaching and learning process of the eighth and ninth basic year students of the Playa Prieta Public School of the Parish Río Chico of the Canton Portoviejo in the 2016 year.

4.2. Specific objectives

- Identify the types of teaching resources that are used by teachers and students during the teaching-learning process of the English language in the eighth and ninth basic year.
- Verify through a survey the level of learning that students currently have with the use of didactic resources used by teachers.
- Develop a proposal based on the results of the research in order to strengthen the teaching-learning process in the English language area.

5. HYPOTHESES AND DEVELOPMENT OF VARIABLES

5.1. General Hypothesis

Establishing the use of didactic resources will improve the teaching and learning process of the eighth and ninth basic year students of the Playa Prieta Public School of the Canton Portoviejo, Parish Riochico in 2016 school year.

5.2. Specific Hypothesis

- Identifying the types of didactic resources that are used by teachers and students it will optimize teaching and learning English in the eighth and ninth basic year.
- Verifying through a survey the level of learning that students currently have, it will be possible to verify the use of didactic resources used by teachers.
- Developing a proposal based on research results it will strengthen the teaching-learning process in the English language area.

5.3. CONCEPTUALIZATION OF VARIABLES

5.3.1. Independent variable

- Didactic resources

5.3.2. Dependent variable

- Teaching-learning

5.4. OPERACIONALIZATION OF VARIABLES

5.4.1. Independent Variable: Didactic resources

Tabla 1: Operationalization of the independent variable

Independent variable	Definition	Indicators	Items	Instruments
Didactic resources	According to the psychopedagogue (Conde, 2010), it states that “a didactic resource is any material that has been developed with the intention of facilitating the teacher's role and the student's turn. These didactic resources should be used in an educational context.”	<ul style="list-style-type: none"> – Functions of didactic resources – Characteristics of didactic resources – Types of didactic resources – The didactic resources in the teaching and learning of English – The importance of didactic resources in teaching of English – Approaches and methods for teaching of English – Objectives of didactic resources in English teaching – Stern's model for the creation and use of didactic material for the English area 	<p>What are the functions of didactic resources in teaching-learning of English?</p> <p>What kind of didactic resources are used for teaching English?</p> <p>What is the importance of didactic resources in teaching English?</p> <p>What are the objectives of didactic resources in English language teaching?</p>	<p>Surveys - Students</p> <p>Interview - Teachers</p> <p>Observation</p>

5.4.2. Dependent Variable: Teaching-learning

Tabla 2: Operationalization of the dependent variable

Dependent variable	Definition	Indicators	Ítems	Instruments
Teaching-learning process	According to (the Royal Academy of Language, 2012), “teaching is understood as the system and method of giving instruction of a set of knowledge, principles or ideas.”	<ul style="list-style-type: none"> – Teaching method – Teaching technique – Classification of methods of English teaching – Classification of methods – Language Learning Strategies – Didactic materials in the teaching and learning processes – Types of didactic resources for teaching of English – Factors for Teaching of English – Activities for teaching of English – The Importance of Materials in Teaching of English 	<p>What are the methods of teaching of English?</p> <p>What are the techniques for teaching of English?</p> <p>What kind of teaching resources are applied in teaching-learning of English?</p> <p>What are the most used strategies for teaching-learning of English?</p>	<p>Surveys - Students</p> <p>Interview - Teachers</p> <p>Observation</p>

6. DEVELOPMENT OF RESEARCH DESIGN

6.1. Kind of Investigation

The type of research used in the development of this process was quantitative qualitative, with the use of techniques for collecting data such as; surveys and interviews. This methodology served to know the current reality in the teaching-learning of the English language of Playa Prieta Public School, it was applied during the academic period May-October 2016, in order to determine the influence that didactic resources have on the development of abilities to speak and listen to the foreign language.

6.2. Methods

The methods used were:

Field research: applied in the exploration carried out in the institution, being the students, teachers and the school principal, to know the causes and effects of the problem giving way to propose a solution.

Analytical research: used in the development of analysis of surveys, this method is linked to the statistics demonstrated in the results of the research.

Descriptive research: it is an important part of the analytical method since it allows to describe or detail the most relevant aspects found in the research, which serve to create a hypothesis about the given problem.

Hypothetical: it is the possible action of the investigation denominated like hypothesis, this method allows to establish the expected scope with the results of the study.

Deductive: this method allowed to base the information of the project based on the development of a theoretical source that starts from the general to the particular, that is to say a bibliographic context is created and concludes with the exposition of the proposed theme.

Propositional: it is the fundamental part of this project, in which the solution to the problem is shown through a didactic proposal in response to the problems found in the teaching-learning of the English language of the involved institution.

6.3. Techniques

The techniques used were:

Surveys: they were addressed to eighth and ninth basic year students through a database of questions related to the didactic methods used in the English area, in order to determine the level of learning and skills that they have to communicate through of language.

Observation: it was applied in real time to observe current teaching strategies and to verify the use of didactic resources in the English area of eighth and ninth basic year, this technique allowed to determine the needs for the development of the proposal.

6.4. Resources

6.4.1. Human

- Students of the “Playa Prieta” educational unit
- Teachers of the institution
- 2 researchers

- Tutor responsible of conducting the project

6.4.2. Materials

- ✓ Computer
- ✓ Books
- ✓ Internet
- ✓ Camera
- ✓ Folders
- ✓ Transport
- ✓ Notebook

7. DEFINITION AND SELECTION OF THE SAMPLE

The total population for the investigative process was formed by the authority of the institution, 3 teachers and 102 students of the “Playa Prieta” Public School of the Canton Portoviejo, Parish Riochico 2016-2017 school year, which is detailed as follows:

Table 3: Population and Sample

Description	Population
Students	102
Teachers	3
Director	1
Total	106

Source: Research

Prepared by: The authors

7.1. Sample

As shown in the population table, the sample for the project was the total of students corresponding to eighth and ninth year of basic education, teachers of the areas mentioned, and the principal director of the “Playa Prieta” Public School of Canton Portoviejo. Parish Riochico.

8. DATA COLLECTION

The instruments used were:

- Question bank for student surveys
- Question bank for teacher surveys
- Schedule of activities

9. DATA ANALYSIS

The results obtained in the survey process, which was applied for both students and teachers, are detailed below in tables and statistical graphs.

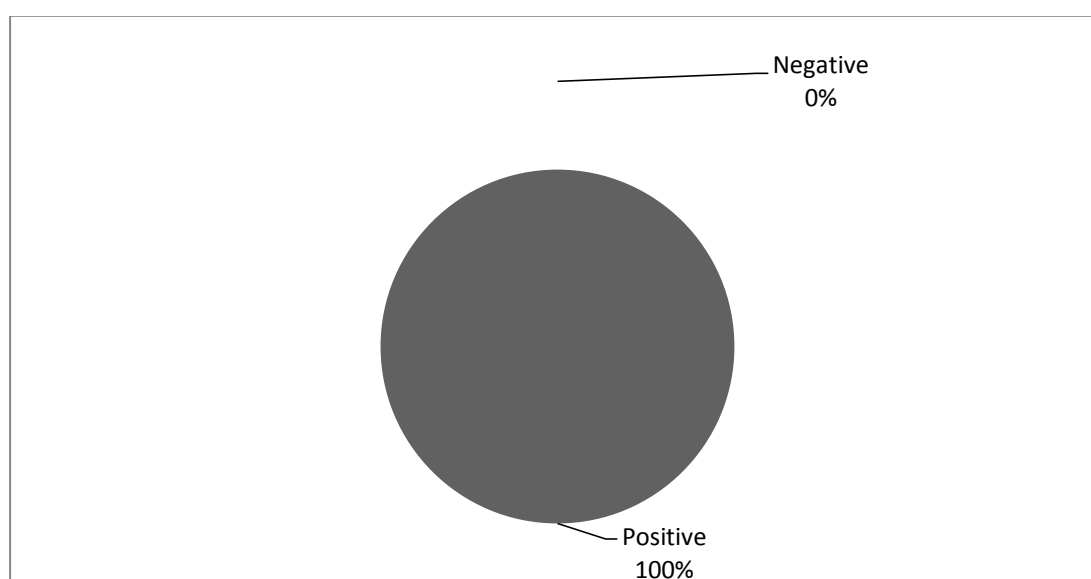
Survey for Teachers

1. What is the influence of the didactic resources in the English language learning?

Table 1: Didactic Resources

Description	Frequency	Percentage%
Positive	3	100%
Negative	0	0%
It does not influence	0	0%
Total	3	100%

Graph 1: Didactic resources



Source: Teachers of eighth and ninth year of basic education of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

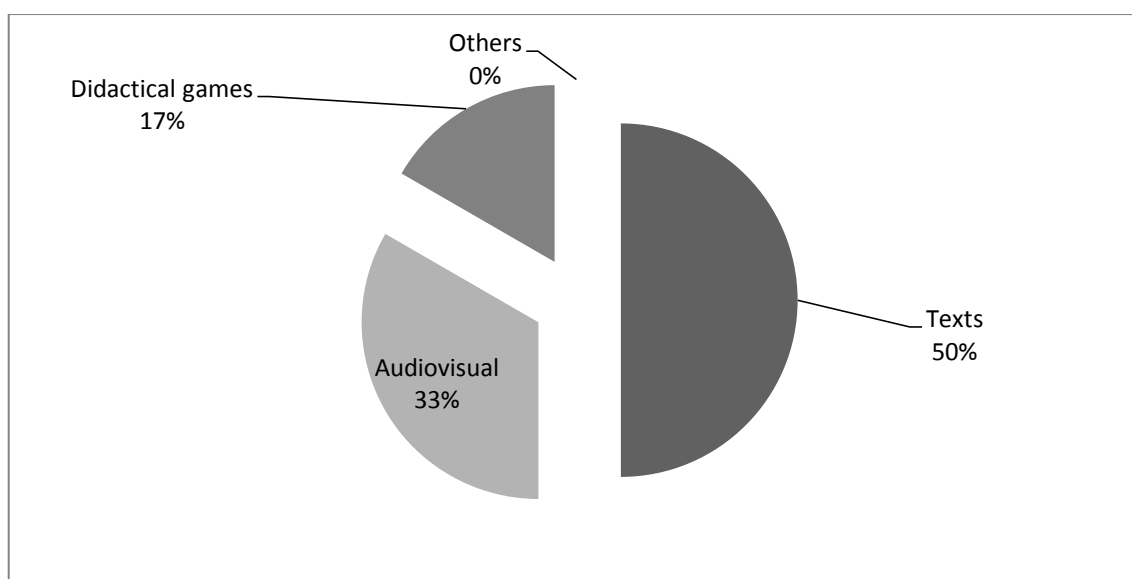
Prepared by: The authors

2. What kind of didactic resources do you use for teaching English Language?

Table 2: English Language Teaching

Description	Frequency	Percentage%
Texts	3	50%
Audiovisual	2	33%
Didactical games	1	17%
Others	0	0%
Total	3	100%

Graph 2: English Language Teaching



Source: Teachers of eighth and ninth year of basic education of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

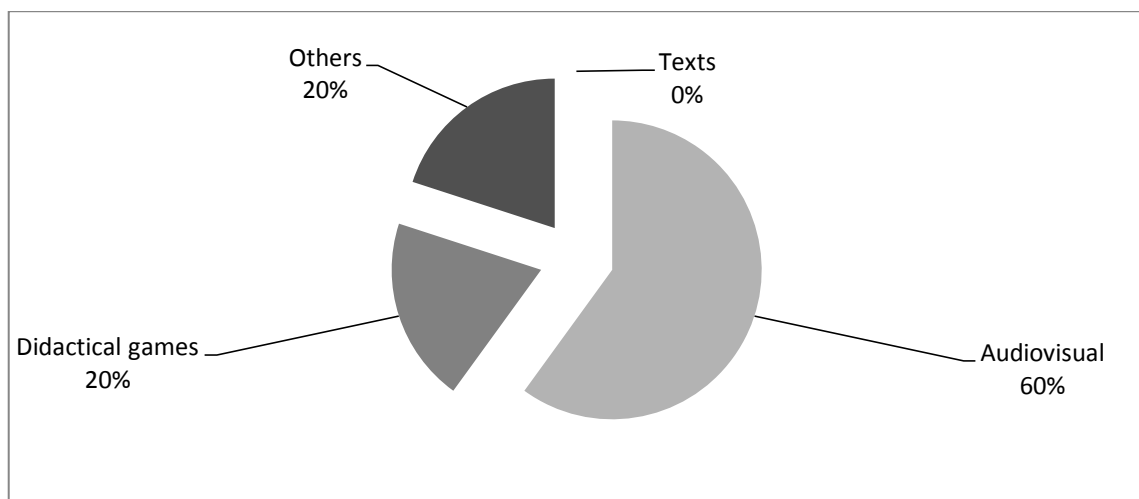
Prepared by: The authors

3. Which of the following didactic resources provide a better learning experience for your students?

Table 3: English Language Learning

Description	Frequency	Percentage%
Texts	0	0%
Audiovisual	3	60%
Didactical games	1	20%
Others	1	20%
Total	5	100%

Graph 3: English Language Learning



Source: Teachers of eighth and ninth year of basic education of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

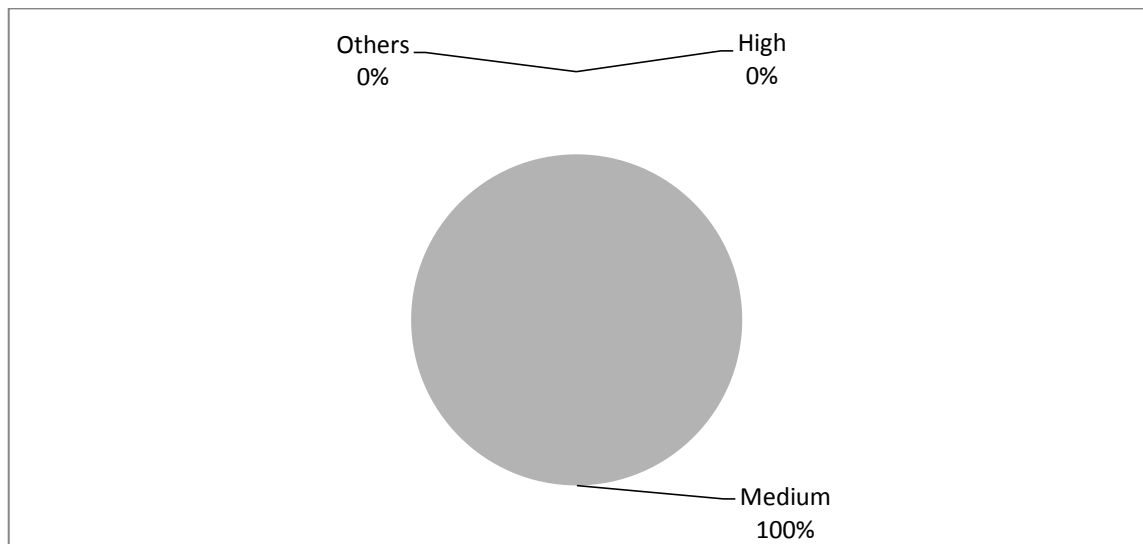
Prepared by: The authors

4. What do you consider is the English level of your students with the didactic resources used?

Table 4: Learning level

Description	Frequency	Percentage%
High	0	0%
Medium	3	100%
Others	0	0%
Total	3	100%

Graph 4: Learning level



Source: Teachers of eighth and ninth year of basic education of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

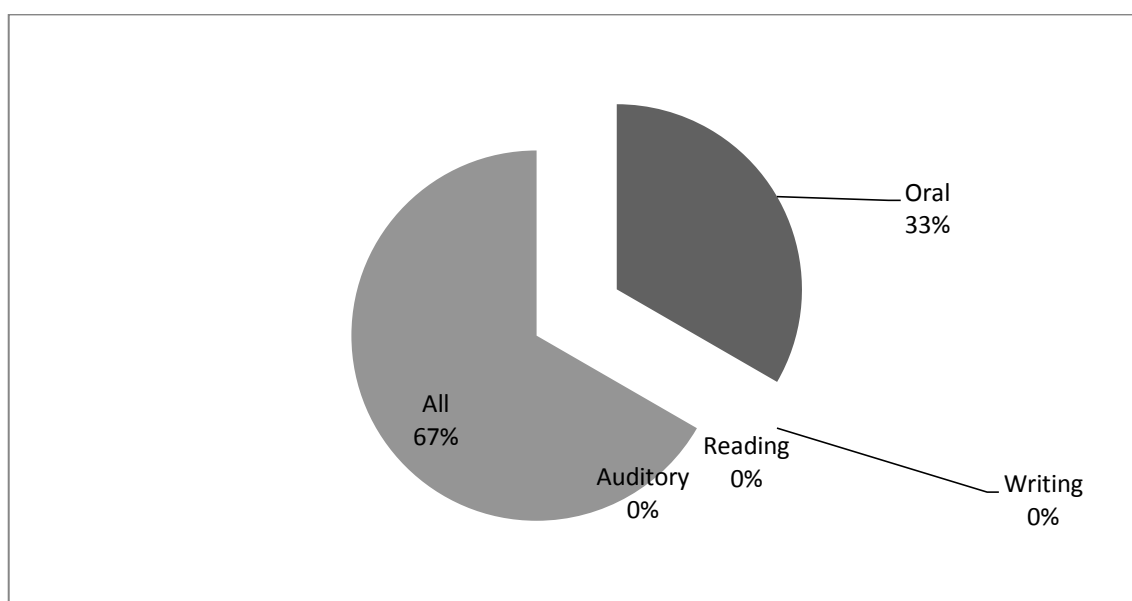
Prepared by: The authors

5. Which are the most developed skills with the use of didactic resources?

Table 5: Skills

Description	Frequency	Percentage%
Oral	1	33%
Writing	0	0%
Auditory	0	0%
Reading	0	0%
All	2	67%
Total	3	100%

Graph 5: Skills



Source: Teachers of eighth and ninth year of basic education of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

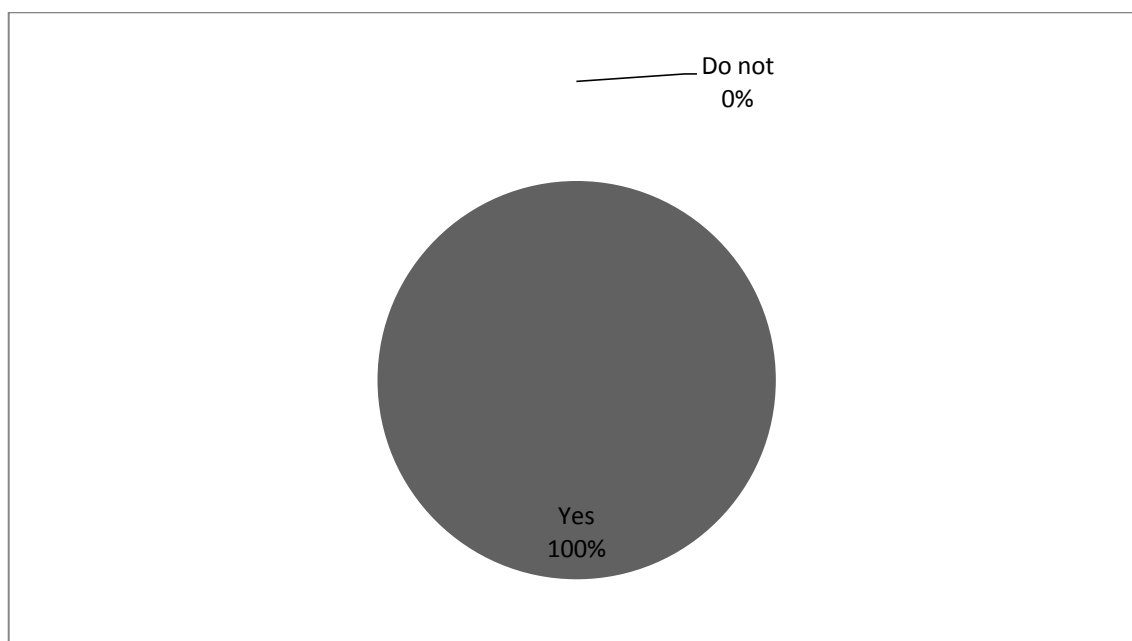
Prepared by: The authors

6. Do you consider it is necessary to develop a methodological guide to strengthen English teaching through didactic resources?

Table 6: Methodological guide

Description	Frequency	Percentage%
Yes	3	100%
Do Not	0	0%
Total	3	100%

Graph 6: Methodological guide



Source: Teachers of eighth and ninth year of basic education of the Playa Prieta Public School of the Parish Río chico of Canton Portoviejo.

Prepared by: The authors

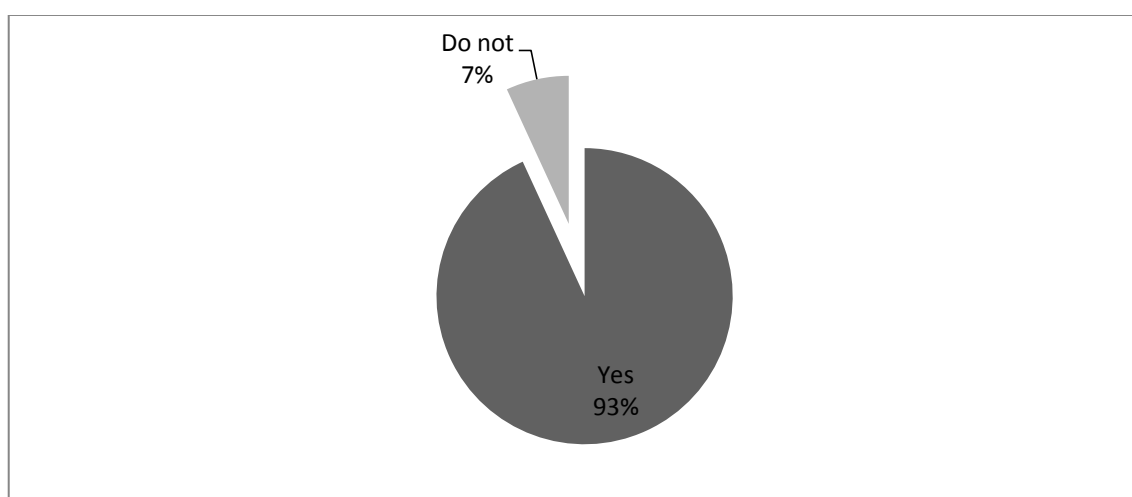
Survey for students

1. Do you believe that didactic resources make easier English Language learning?

Table 1: Didactic resources

Description	Frequency	Percentage %
Yes	95	93%
Do Not	7	7%
Total	102	100%

Graph 1: Didactic resources



Source: **Students** of eighth and ninth year of basic education. A y B grades of the Playa Prieta Public School of the Parish Ríochico of Canton Portoviejo.

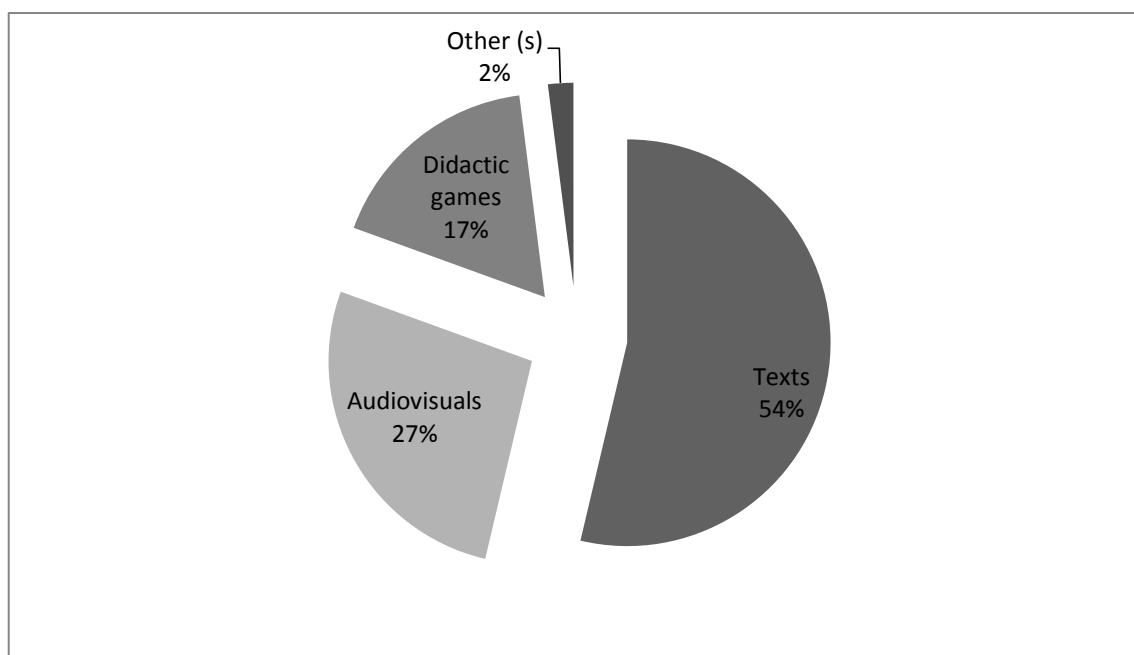
Prepared by: The authors

2. What kind of didactic resources does your teacher use for teaching English Language?

Table 2 English language teaching

Description	Frequency	Percentage %
Texts	80	54%
Audiovisuals	40	27%
Didactic games	26	17%
Other (s)	3	2%
Total	149	100%

Graph 2: English Language Teaching



Source: Students of eighth and ninth year of basic education. A y B grades of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

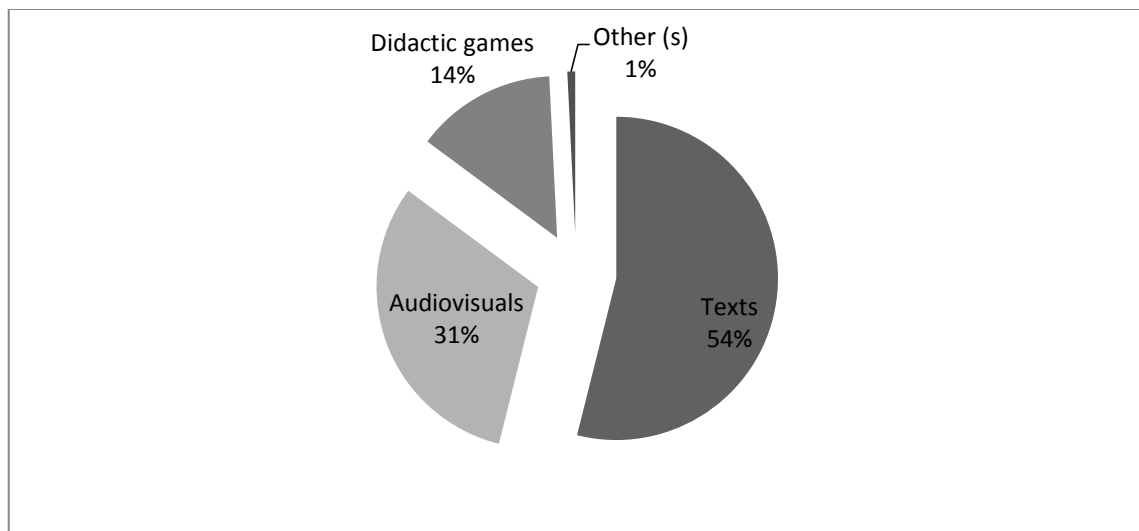
Prepared by: The authors

3. Which of the following didactic resources provide a better opportunity to learn English Language?

Tabla 3: English Language Learning

Description	Frequency	Percentage %
Texts	69	54%
Audiovisuals	40	31%
Didactic games	18	14%
Other (s)	1	1%
Total	128	100%

Graph 3: English Language Learning



Source: Students of eighth and ninth year of basic education. A y B grades of the Playa Prieta Public School of the Parish Ríochico of Canton Portoviejo.

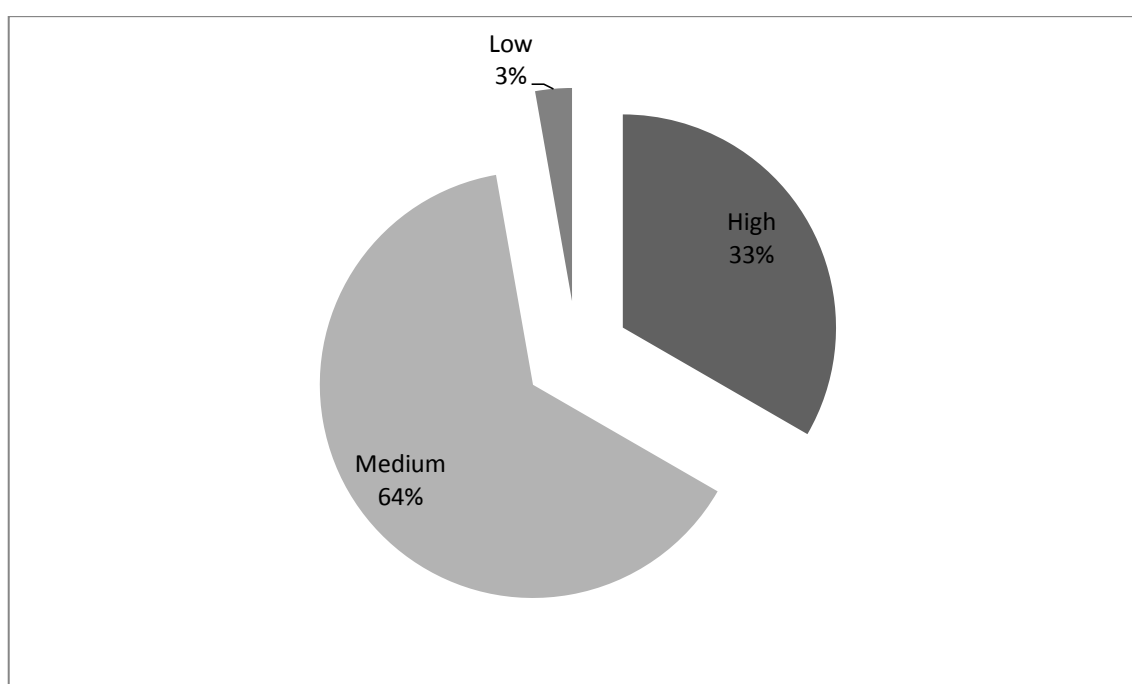
Prepared by: The authors

4. What do you consider is your level of English with the didactic resources used?

Table 4 Learning level

Description	Frequency	Percentage %
High	33	33%
Medium	66	64%
Low	3	3%
Total	102	100%

Graph 4: Learning level



Source: Students of eighth and ninth year of basic education. A y B grades of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

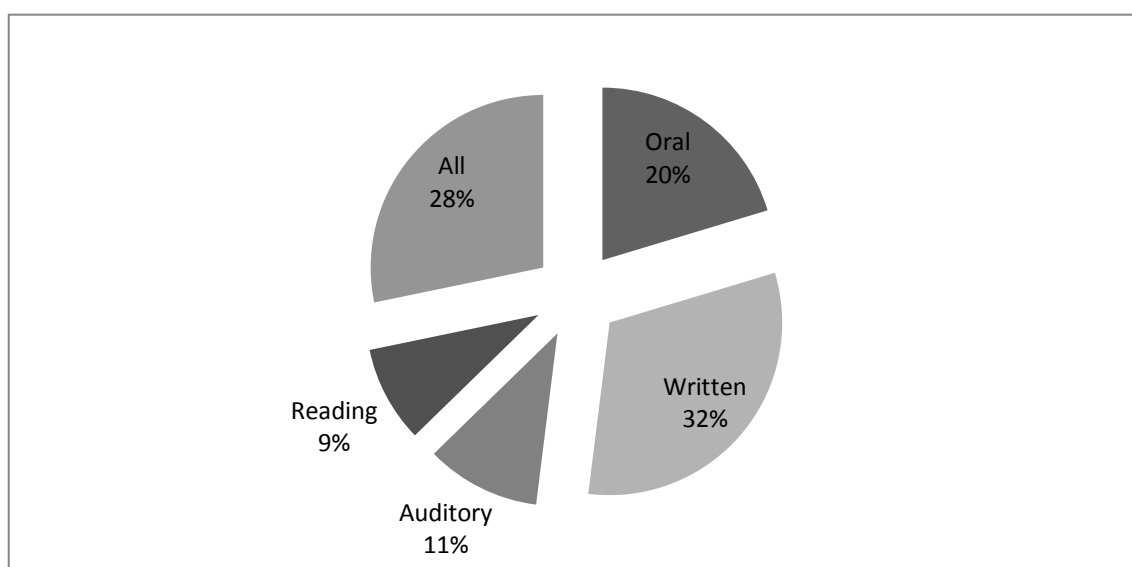
Prepared by: The authors

5. What skills are mostly developed during the learning of the English language with the use of didactic resources?

Table 5: Skills

Description	Frequency	Percentage %
Oral	36	20%
Written	56	32%
Auditory	19	11%
Reading	16	9%
All	50	28%
Total	177	100%

Graph 5: Skills



Source: Students of eighth and ninth year of basic education. A y B grades of the Playa Prieta Public School of the Parish Río Chico of Canton Portoviejo.

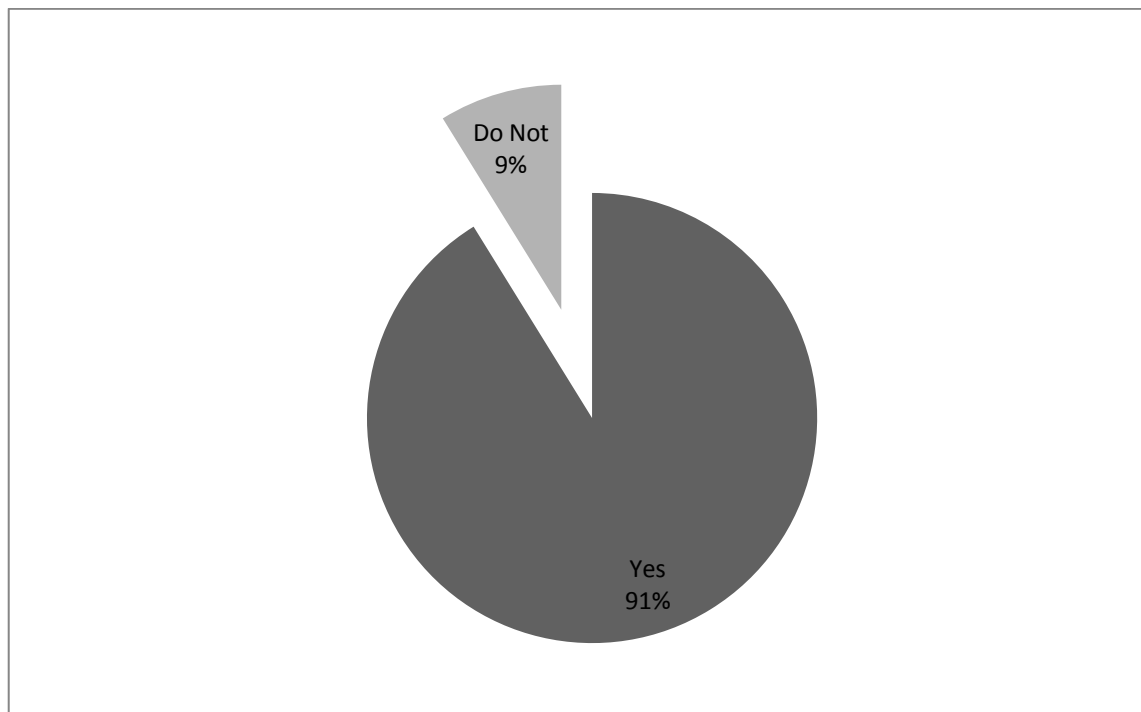
Prepared by: The authors

6. Do you consider it is necessary to use active didactic resources to strengthen English learning?

Table 6: Using didactic resources

Description	Frequency	Percentage %
Yes	93	91%
Do Not	9	9%
Total	102	100%

Graph 6: Using didactic resources



Source: Students of eighth and ninth year of basic education. A y B grades of the Playa Prieta Public School of the Parish Ríochico of Canton Portoviejo.

Prepared by: The authors

TABLE 1

Analysis and interpretation of question 1 of teachers' survey.

What is the influence of the didactic resources in the English language learning?

According to the table and the statistical graph of question # 1, 100% of respondents affirm that the didactic resources in the teaching-learning process are positive. That is to say that it is one of the techniques most used in English classes, since they are indispensable tools for the development of abilities in the students.

It is important to consider that the use of didactic materials in the teaching of a foreign language positively influences the development of abilities to listen and speak a non-native language; the elements used in classes allow to arouse learning interest, creativity and skills in the students.

Larenas, Chamorro, Concha, & Becerra, (2013, p.9) affirm that teachers have the mission of being creative in the classroom to motivate the student to acquire meaningful knowledges. To achieve this, curricular planning should be developed with the preparation of didactic materials, as they form a fundamental part of the teaching-learning field.

TABLE 2

Analysis and interpretation of question 2 of teachers' survey.

What kind of didactic resources do you use for teaching English Language?

According to the results obtained it is shown that the type of didactic resources used by teachers in the English area is 50% for texts, 33% for audiovisual methods and 17% for didactic games. It should be noted that the teachers surveyed were 3, but several of them responded to more than one option given in the question.

Question # 2 states that there is limited use of resources in teaching-learning English, since the teacher focuses only on texts, but it is worth considering the use of other materials such as cards, tokens, albums, audios and virtual material for the development of visual and auditory skills, which will contribute favorably in the academic level of the students.

For Pino, (2012), the didactic materials enrich the students' sensory experience, that is to say, they approximate the student to the reality of what one wants to teach, the use of elements in classes offers a more exact notion of the theory oriented to the practice. For this reason, it is necessary that the teacher uses resources of different ideologies because they facilitate the acquisition of skills, motivate the learning and stimulate the imagination of the students.

TABLE 3

Analysis and interpretation of question 3 of teachers' survey.

Which of the following didactic resources provide a better learning experience for your students?

The data of the graph indicate that among the methods that provide greater advantage in the teaching of English Language are; 0% for texts, 60% for audio visuals, 20% for didactic games and 20% for other methods, in which the development of workshops was highlighted. Therefore, the importance of the use of resources and materials in the foreign language learning area is demonstrated.

The relevance of the use of didactic resources is based on visual audio materials rather than methods for oral or written stimulation, because one of the most important aspects is to learn to listen and speak the language. Therefore, the teacher should focus on specific strategies with the use of multimedia elements and technology, stimulating the development of appropriate skills in students.

The activities that are recommended for the teacher to achieve the objectives proposed in the curriculum area of the English subject are based on different didactic concepts that serve for the student to develop concrete activities to communicate through a foreign language. "There are therefore four English language skills that should be specifically considered to develop learning in class and these are: listening, reading, speaking and writing". (Portuguez, 2013)

TABLE 4

Analysis and interpretation of question 4 of teachers' survey.

What do you consider is the English level of your students with the didactic resources used?

It is estimated according to the results that 100% of teachers agree that the level of learning of the students with the didactic resources used at present is medium. Due to this, the need arises to propose an academic proposal with the use of didactic elements that allow to facilitate the teaching of the English language and at the same time serve as a medium for the development of communication skills between students and teachers.

Considerably the level of learning of the students at present is medium, since the methods most used by the teacher are texts and audio-visual resources, what subtracts the acquisition of abilities to dominate the English language in a fluid way. This demonstrates the need to innovate teaching with the use of new didactic strategies.

English proficiency in Latin America today is weak. "However, Brazil, Chile, Colombia, Ecuador and Peru stand out for their higher than average growth." (EF EPI, 2015) It is therefore necessary to improve teaching in educational institutions to contribute to the cultural development of the country.

TABLE 5

Analysis and interpretation of question 5 of teachers' survey.

What do you consider is the English level of your students with the didactic resources used?

In this question, it was obtained that 33% of skills developed with the current teaching is oral, and 67% shows that it occurs at the level of writing, reading and hearing. That is, didactic resources promote and enhance students' knowledge at the general level.

Teachers now argue that the skills most developed by students in eighth and ninth basic year are writing, reading and listening, leaving less to the oral ability, being one of the characteristics that should predominate in learning of English language.

The communicative functions of the students are related to the grammar of English, ie “grammatical structures to express themselves in their different nuances allow to achieve the development of skills, the formation of correct habits in the foreign language.” (Bermúdez, y otros, 2015) In other words, to acquire the English language as a native language, both oral and written functions must be developed.

TABLE 6

Analysis and interpretation of question 6 of teachers' survey.

Do you consider it is necessary to develop a methodological guide to strengthen English teaching through didactic resources?

The 100% of teachers surveyed agree with the design and implementation of a methodological guide to strengthen the teaching of English language through the use of didactic resources, these will awaken creativity skills and abilities, both to listen and to speak the language. Therefore, this project is feasible since it will be an instrument of support in teaching.

For the teacher, it is very helpful to have a methodological guide that contains teaching strategies of English language, for the ease of application of didactic materials in classes in an orderly way. Considering the areas that must work in students for the acquisition of spoken and written language.

"The teacher, as a primary actor who guides the improvement of the competences of children and young people, must have an adequate level of a foreign language and appropriate effective classroom practices" (Herrera & Gaspar, 2013). From this arises the importance of implementing in classes the appropriate techniques according to the academic context used.

Survey for students

TABLE 1

Analysis and interpretation of question 1 of students' survey.

Do you believe that didactic resources make easier English Language learning?

Table 1: Didactic resources

The students surveyed were 102 corresponding to eighth and ninth basic year A and B parallels, of which 93% chose the SI option and 7% the NO option. This shows that they are very satisfied with the use of didactic resources in the area of English as it helps them learn the language better.

The didactic resources awaken the creativity, capacity, skills and knowledge of the students. Since they are shown as practical elements related to the texts used for each level, in this case students are more comfortable learning through recreational activities than with books.

“To achieve excellence in student performance, it is necessary to strengthen foreign language learning environments, including didactic aspects for improving educational quality.” (Herrera & Gaspar, 2013) This marks the importance of teaching of English language based on the design of practical activities.

TABLE 2

Analysis and interpretation of question 2 of students' survey.

What kind of didactic resources does your teacher use for teaching English Language?

In this question, there were several answers for each respondent, because 54% chose the texts option, 27% for audiovisual resources, 17% for didactic games and 2% for other types of materials. That is to say that the teacher is currently working with different strategies that contribute significantly in teaching, but it should be emphasized that the use of such strategies should be improved to ensure timely learning.

Among the most used didactic materials are the books, that is to say that the teacher does not dose the activities for the development of audio visual skills in the eighth and ninth basic year students, which is very important for the stage of acquiring a new language.

“The audiovisual material stimulates and maintains the interest of the students, provides a synthetic vision of the content, illustrates more clearly the content.” (Pino, 2012) This section highlights the need for the teacher in the use of a methodological guide that has the essential didactic resources to promote the learning of English language in a fluid way.

TABLE 3

Analysis and interpretation of question 3 of students' survey.

Which of the following didactic resources provide a better opportunity to learn English Language?

In the results of the statistical graph, it was possible to determine several answers for each student, having 34% for texts, 31% for audiovisual methods, 14% for didactic games and 1% for other elements. As a consequence, the method that provides better learning is based on the use of texts.

That is to say that texts and audiovisual media are the most optional resources to teach English classes because the students claim to feel comfortable working with these didactic resources, as they allow them to develop their skills to dominate the language in a practical way.

“English can be easily acquired in the early ages. And one of the resources most used to achieve learning are educational games with activities in English. Learning to play is one of the most positive ways to assimilate a foreign language.” (Glasow, 2015)

TABLE 4

Analysis and interpretation of question 4 of students' survey.

What do you consider is your level of English with the didactic resources used?

At the present question, it obtained that 33% has high knowledge in English, 64% a medium level of learning and 3% low. This shows that there is still a limitation on teaching by the teacher, which does not allow students to develop their skills in their entirety.

With the current method, the students do not present a notorious development in the acquisition of abilities to speak and to write in English like native language. Therefore, the teacher must have a methodological guide that allows them to organize the class in a participatory way through didactic elements.

"Games can often be used in English classes; They increase the motivation to learn the language, since children feel a real sense of accomplishment when they can participate in them." (Montilla, 2011) For this reason, it is important to develop activities that favor the development of the learning level of the students.

TABLE 5

Analysis and interpretation of question 5 of students' survey.

What skills are mostly developed during the learning of the English language with the use of didactic resources?

To determine the skills most students develop in English language learning was obtained that 20% is oral, 32% written, 11% auditory, 9% for reading and 28% for all options. What stands out is the possibility of including didactic resources that adapt to each one of the mentioned areas and to be able to work the learning of the students using appropriate methods of teaching.

The most developed skill in the English class is oral, but it is important to note that grammar and reading are very important. For this you have to be cautious in the selection of texts and materials with which the student feels affinity to learn.

"The European Union believes that learning languages at an early age can be very beneficial for children. The knowledge of other languages, and in particular English, enables people to communicate with others and obtain information." (Bastidas, 2012) The teacher should use strategic techniques to awaken in children the desire to communicate through another and other languages.

TABLE 6

Analysis and interpretation of question 6 of students' survey.

Do you consider it is necessary to use active didactic resources to strengthen English learning?

At present, the question of the need to use active didactic resources to strengthen English language learning in the classroom was questioned. For this, 91% answered that is necessary and 9% disagreed. Therefore, it is feasible to develop an academic proposal that allows the inclusion of the use of didactic materials in the English class to awaken students' skills and abilities, being able to communicate fluently with native speakers and others through foreign language.

An academic proposal on the use of didactic resources for the English area is very important, since the teacher must create teaching habits according to each area and the level of skills that the students present, therefore it is necessary to organize the class and make use of the elements of the environment to establish an ideal communication oriented to the practice of language.

“The concepts of tongue and language are synonymous. They designate a system of communication of phonetic character organized at different levels and that is proper of human beings.” (Ministerio de Educación del Ecuador, 2013) The idea of developing a didactic manual

for the area of English is essential and should contain a pedagogical agenda both for oral and written practice of the language, as comprehension and literacy are fundamental for students.

9.1. ACHIEVEMENT OF OBJECTIVES

9.1.1. Objective verifications

After the development of survey statistics, the results report is drawn up to verify the veracity of the proposed objectives.

9.1.2. General objective:

According to the general objective: To establish the incidence of didactic resources in the teaching-learning process in students of the eighth and ninth basic year of the Playa Prieta Public School of the Canton Portoviejo Parish Riochico, during 2016 School Year.

The same that is verified in the survey directed to the teacher, in question # 1 that mentions; What is the influence of the didactic resources in the teaching- learning process of English language? Given the results it was obtained that 100% of respondents stated that the didactic resources in the teaching-learning process are positive.

Regarding the aforementioned, the use of didactic materials in teaching-learning of the English language, allows the development of abilities to listen, speak and communicate through

this language as a native language, since the elements used in practice awaken creativity and student skills.

Specific objective # 1

Given the first specific objective; Identify the types of didactic resources that are used by teachers and students during the teaching-learning process of English language in the eighth and ninth basic year. It is verified in the question # 2 and # 3 of the survey directed to the teachers; What kind of didactic resources do you use for teaching of English Language? Which of the following didactic resources do provide a better learning experience for your students?

And, in question # 2 and # 3 of the students it mentions; What kind of didactic resources does your teacher use for teaching English Language? Which of the following didactic resources do you provide a better learning of English Language? Where it was obtained as a result that the resources used are; 50% for texts, 33% for audiovisual methods and 17% for didactic games. While students consider 0% for texts, 60% for audio visuals, 20% for didactic games and 20% for other methods, in which the development of workshops was highlighted.

In analysis to the established in this objective it had that the didactic resources most used for the teachers in the teaching are the texts and audiovisual resources, whereas the students affirm that with the materials that they learn more is with audios and videos, which is very important because it has allowed to determine the type of strategies that the teacher should use to promote the appropriate knowledges.

Specific objective # 2

According to this objective; To verify through a survey the level of learning that students currently have with the use of didactic resources used by teachers.

It was determined in questions # 4 and # 5 of the teachers in which it was questioned about; What do you consider to be the level of learning of your students with the didactic

resources used? Which skills are most the developed with the use of didactic resources? And, in questions # 4 and # 5 of the survey that asked students, what do you consider to be your level of English language learning with the didactic resources used? What skills are mostly developed during the learning of the English language with the use of didactic resources? In which it was verified that 100% of teachers consider that the students have a medium level of knowledge. While students self-assessing affirming 33% for high knowledge, 64% medium and 3% low. And according to the most developed skills teachers affirm that students have 33% of developed oral skills and 67% written, since students said that 20% is oral, 32% written, 11% auditory, 9% for reading.

That is to say, the level of English-speaking skills is in medium level, which makes it possible for teachers to apply better teaching strategies so that students can improve their academic performance in the area.

Specific objective # 3

The last objective was; to elaborate a proposal based on the results of the research in order to strengthen the teaching-learning process in the English language area.

In order to achieve acceptance of this objective, it was verified in question # 6 of the surveys directed to both teachers and students, in the following: Do you consider is it necessary to develop a methodological guide to strengthen the teaching of English Language through didactic resources? And, do you consider is it necessary to use active didactic resources to strengthen the learning of English? As a result, 100% of respondents agreed with the design and implementation of a methodological guide to strengthen English teaching through the use of didactic resources, 91% of students answered that it is necessary and 9% disagree.

In conclusion, an academic proposal on the use of didactic resources for the area of English is very important, since the teacher must perform practical activities in teaching to improve the level of abilities of students in the literacy of the language.

9.2. CONCLUSIONS

The use of didactics resources are positive in the teaching learning process because they facilitate the comprehension.

The use of audiovisual resource is the perfect combination with the text for a best comprehension in the students.

the types of didactic resources most used by teachers and students are texts and audiovisual media, giving the students the opportunity to improve the teaching learning process.

Students have a medium level in English language, and the uses of didactics resource help to develop their skills making a practice more participative into the classroom.

The didactics material help to develop all the skills in the learning teaching process because student improve the vocabulary, pronunciation, writing, listening and reading according the activities in each topic.

Practice at home helps to reaffirm the knowledge practiced into the classroom

9.3. RECOMMENDATIONS

It is necessary continue using of didactic resource into the classroom for facilitate to the students the learning process.

It is important and necessary to continue using the audiovisual resource as a positive tool work during the learning process.

So consider opportune to continue with the audiovisual resource for develop the skills of the students in the learning process.

It is necessary to continue with the daily practice in classroom for improve the students' English level, using the didactic resource as a work support.

The use of didactic resources is the best way to teach and learn a second language facilitating improve the skills

It is crucial to use the material designed in the didactic proposal for bolster in the students the learning process through practices exercise.

2017

METHODOLOGICAL GUIDE



TEACHING RESOURCES FOR ENGLISH TEACHING

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10.1. INTRODUCTION

The guide contains the main functions of Didactic Materials for Teaching of English language and its importance in teaching-learning processes as mediators among teachers, students and real life. After analyzing the basic points regarding didactic resources and their contribution in the development for the literacy of English, a series of criteria and strategies for their elaboration and selection are presented.

The learning of a foreign language and its teaching implies a conscientious work in the autonomous performance that the students must carry out outside the classrooms. To this, work tools are provided to support and reach it. The didactic material is usually used as a link or element of interaction between the teacher and / or student.

All teaching and learning must be done in contact with real life, therefore the resources designed by the teacher for student practice strengthen the development of knowledge, but such resources or materials have to be oriented to the curriculum objectives of academic texts, which serve as the foundation between what is taught and learned.

In conclusion, this academic work has been designed according to the established levels of primary learning, to innovate the strategies of teaching the language in the classrooms and in this way to develop a scientific material that contributes to the academic culture of the Technical University of Manabí.

10.2. JUSTIFICATION

The development of this project is justified by the importance of preparing the youth to communicate in society through a foreign language, therefore this guide seeks:

- To encourage students to easily accept a new linguistic code.
- To facilitate the pronunciation of new sounds.
- To talk in a different way.
- To learn a language to work in a professional future.

In the classroom, the teacher and students should work in advance the contents set for each classes session, so that the explanation is deepen and the problems given in the planning are solved. For this it is necessary to apply materials that put into practice the curricular competences.

10.3. OBJECTIVE OF THE PROPOSAL

The main objective of this methodological guide is to include the use of didactic resources in teaching- learning of English language in order to promote the basic and general principles of the language and communication sciences through a foreign language.

CONTEXTUALIZATION OF THE SUBJECT

IN THE SCHOOL OF STUDIES

Formative Block: Didactic module

Professional Profile: "Teaching-learning of English Language"

TEACHING COMPETENCES

- To understand the basic principles of foreign language sciences.
- To acquire literary formation and know literature in a foreign language.
- To know the school curriculum of the foreign language.
- To recognize the process of language learning and its teaching through the use of didactic resources.
- To face situations of language learning in multilingual contexts.
- To evaluate the level of foreign language learning in students.

Commitments

- To facilitate the teaching-learning process in the subject through the use of didactic resources.
- To solve any doubts that arise during class development.
- To make the classroom a democratic space with a creative and motivating environment.
- To establish a transparent evaluation system.

STUDENT COMPETENCES

- To express yourself orally and in writing in a foreign language.
- To develop and evaluate contents of the curriculum through appropriate didactic resources.
- To design, plan and carry out didactic activities in the classroom.
- To self-evaluate oral and written communication in a foreign language.

Commitments

- To play an active role in the teaching and learning process of the subject: to participate in activities, raise doubts, cooperate with partners.
- To take your own initiatives to practice English and increase your knowledge of the culture of English-speaking countries using class resources: newspapers, TV, cinema, Internet, radio, music, among others.
- To assist regularly to class, informing the teacher of prolonged absences due to justified reasons.
- To prepare the learning folder.
- To keep silence while the class performs English literacy.

10.4. CONTENT

1. The subject of Foreign Language (English language).
2. Didactic Resources.
3. The basic competences for teaching - learning English in primary.
4. Criteria for the selection and elaboration of curricular materials.
5. The four English language skills
 - 5.1. Auditive comprehension
 - 5.2. Reading comprehension
 - 5.3. Oral expression
 - 5.4. Written expression.
6. Learning strategies.
7. Activities
 - 7.1. Alphabet
 - 7.2. Numbers
 - 7.3. Colors
 - 7.4. Days of the Week

THEORETICAL BASIS FOREIGN LANGUAGE (English)

The subject Foreign Language is a mandatory subject in the curriculum in Primary Education. Through it is intended to equip students with the basic knowledges necessary for the introduction of the foreign language and the development of skills to write and speak the language correctly. The foreign language is defined as “a social, cultural and communication - interaction tool, as socioeconomic changes in the global and national environment have made English an increasingly important language.” (Technology Management Center,2015)

DIDACTIC RESOURCES

The didactic material "is intended to lead the student to work, to research, to discover and to build. It thus acquires a functional and dynamic aspect, providing the opportunity to enrich the student's experience, bringing him closer to reality and offering him an opportunity to act".(Madrid, 2010)

BASIC COMPETENCES FOR TEACHING - LEARNING OF ENGLISH LANGUAGE IN PRIMARY SCHOOL

The didactic material plays a crucial role:

- It approaches students to the reality of what it wants to teach.
- It motivates teaching and learning, if the material is suitable and used properly.
- It facilitates the learning of concepts, the development of procedures and strategies, and the formation of attitudes and values, related to what is taught and learned.

- It represents and illustrates, intuitively, what is explained verbally to facilitate its teaching and learning.
- It contributes to a better fixation of learning.

CRITERIA FOR SELECTION AND PREPARATION OF CURRICULAR MATERIALS

Among the criteria to consider are:

- Objectives and contents of the curricular material: objectives of instruction that are proposed, what gives the apprentices and what is omitted.
- Tasks that are proposed for the learning: sequence of work that they establish, type of tasks that suggest: variety, clarity, adequacy.
- Requirement of materials for the teacher: identification of the teacher with the lines of work proposed, degree of professional competence required.
- Variety of resources and didactic materials: adaptation of the materials to the needs, interests and expectations of students.
- Adequacy of materials for learning English at the desired level: sequencing, structure and continuity.
- Adequacy of materials to generate the desired learning processes: autonomous learning, discovery, learning construction, content-based learning and cooperative learning.

ACTIVITIES

ACTIVITY 1.

AUDITIVE COMPREHENSION

TOPIC: AUDIO READINGS



The activity consists of understanding and learning to listen to an emitter, conformed by a message and a receiver in a single context. Before performing the activities that favor the understanding of a message in a foreign language, it is necessary to study the role of the receiver.

Objective: Develop skills to listen and decipher the English language through audios.

RESOURCES

Audio reads CD: They are narrative fragments such as; Tales, poems and / or fables for natives.

DEVELOPMENT

The student should listen to the audio, retain the keywords and proceed to respond according to what he considers correct.

LEARNING COMPETENCES

- To listen patiently to the audio, even if you think it is not correct or irrelevant.
- To try to understand the feeling or emotion that the audio tries to express as well as the intellectual context in which the conversation unfolds.
- To recapitulate briefly and precisely what the audio expresses. In long or complicated conversations, you can respond with brief questions or phrases that summarize what has been said so far.
- To allow the conversation to continue uninterrupted and try not to distract attention from the main topic of the talk.
- To let the audio continue until you finish and listen to it actively.

CHARACTERISTICS OF HEARING SKILL DEVELOPMENT:

What the student listens to is often ephemeral, so he can not review what is heard and re-evaluate it, as in reading.

- Understanding of listening requires the use of memory, since the student must store the information in order to be able to respond to it.
- Listening involves a series of aspects that the act of reading does not have, since the oral message is a series of non-grammatical forms, reductions, deletions, repetitions, pauses, corrections, redundancies and others.
- The auditory method is different from the written message, so the listener should give meaning to the message, even if it is not clear and complete.
- The receiver who hears the message often loses concentration quickly, causing him to "get lost" in the message and then can not respond properly orally.

ACTIVITY 2.
COMPREHENSION READING
TOPIC: THE DAYS OF THE WEEK, THE MONTHS OF THE YEAR



Reading is to understand. Reading can not be taken for granted if the meaning of the text and the point of view of its author have not been understood, although the interpretations of the text may always be different.

Objectives:

To design tabs that contain the days of the week.

To make a calendar with the students' birthday.

RESOURCES

- Use cardboard sheets.
- Paper to design a Poster
- Colored pencils
- Markers
- Sheets of the days of the week and the months of the year.

LEARNING COMPETENCES

- Use of contextual keys.
- Keyword localization.
- Elaboration of images of the days of the week.
- Recognize the months of the year

CHARACTERISTICS OF READING COMPREHENSION

To promote the reading comprehension so that the students learn to understand texts conformed by the days of the week and the months of the year.

Promote the recognition of the months of the year according to each of students' birthday of the group.

Position and contact of the speech organs.

Identification and discrimination of spanish sounds and relation with the corresponding spelling.

Discrimination of phonological oppositions of Spanish language.

Oral interaction: simple dialogues to provide birthday date data.

THE DAYS OF THE WEEK

Complete the days of the week and place the numbers of the month, then do the reading of each one:

M_____	T_____	W_____	T_____	F_____	S_____	S_____

MONTH: _____ **YEAR:** _____

MONTHS OF THE YEAR

[illegible]

Write the names of the months in the correct order:

1 _____

7 _____

3 _____

2 _____

10 _____

8 _____

6 _____

12 _____

4 _____

11 _____

5 _____

9 _____

Relate the months of the year with the corresponding number:

January

February

March

April

May

June

July

August

September

October

November

December

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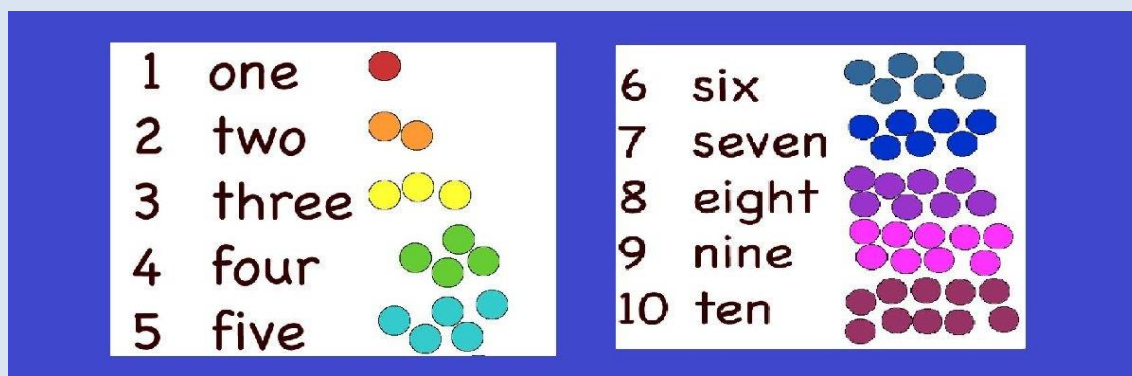
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10

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12

ACTIVITY 3.
ORAL EXPRESSION
TOPIC: THE NUMBERS



Oral expression is made up of different communicative skills, such as: listening comprehension, comprehension of texts and written expression, because each gives place to the other and all are related to each other, forming a unique whole systemic in the process communicative.

Objective: To develop oral expression to understand written texts.

RESOURCES

Numbers cards

Flashcard

Texts

Audios

Videos

LEARNING COMPETENCES

The development of oral competence in English requires special strategies for its promoting.

Oral expression skills need a series of communicative learning activities, such as; Completing words, games, puzzles, among others.

Dialogues and conversations are usually used as oral expression activities in English classes.

CHARACTERISTICS OF READING COMPREHENSION

The use of didactic resources according to the levels of oral assimilation in the English language class contributes to a greater dynamics of the teaching-learning process and to the consolidation of the knowledge imparted, allowing:

- To raise the interest of learning related to the most immediate social reality of the student.
- To emphasize the active and protagonist role that the student must exercise during the learning under the conduction and guidance of the teacher.
- To elapse a dialectical unit between practice and communication.
- To promote the formation and development of oral expression.
- To provide students with opportunities to use language, so that they express themselves spontaneously about communicative situations related to the immediate social reality.

THE NUMBERS

Complete the data of the line with the correct answer and then express the number orally:

- _____ 1) "seventeen"
A. diecisiete B. dos C. dieciséis D. diez
- _____ 2) "ten"
A. once B. doce C. doce D. diez
- _____ 3) "twelve"
A. uno B. diecinueve C. quince D. doce
- _____ 4) "fourteen"
A. nueve B. dieciséis C. siete D. catorce
- _____ 5) "nine"
A. catorce B. nueve C. diecisiete D. siete
- _____ 6) "three"
A. quince B. tres C. seis D. cuatro
- _____ 7) "fifteen"
A. dieciocho B. siete C. catorce D. quince
- _____ 8) "zero"
A. trece B. cero C. veinte D. uno
- _____ 9) "eighteen"
A. dieciséis B. dieciocho C. veinte D. dieciséis
- _____ 10) "eight"
A. ocho B. dieciocho C. veinte D. diecinueve
- _____ 11) "sixteen"
A. diez B. seis C. dieciséis D. once
- _____ 12) "thirteen"
A. once B. dos C. cuatro D. trece
- _____ 13) "two"
A. veinte B. dos C. quince D. veinte
- _____ 14) "twenty"
A. once B. diecisiete C. veinte D. dieciocho
- _____ 15) "six"

- A. seis B. diecinueve C. cinco D. cero
 _____ 16) "eleven"
- A. dieciocho B. quince C. seis D. once
 _____ 17) "one"
- A. cuatro B. dos C. uno D. trece
 _____ 18) "nineteen"
- A. doce B. trece C. diecinueve D. diez
 _____ 19) "four"
- A. seis B. diecisiete C. cuatro D. seis
 _____ 20) "five"
- A. veinte B. cinco C. veinte D. quince
 _____ 21) "seven"
- A. nueve B. dieciséis C. siete D. diecinueve

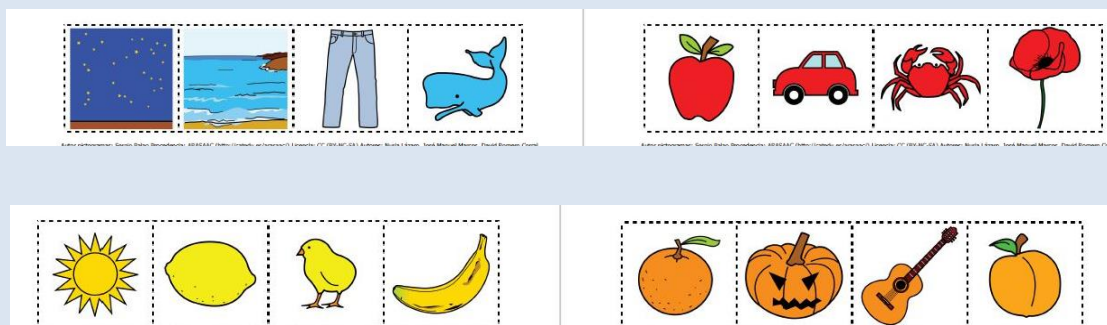
Read the numbers from 1 to 100 aloud:

1. one	25. twenty-five	51. fifty-one	76. seventy-six
2. two	26. twenty-six	52. fifty-two	77. seventy-seven
3. three	27. twenty-seven	53. fifty-three	78. seventy-eight
4. four	28. twenty-eight	54. fifty-four	79. seventy-nine
5. five	29. twenty-nine	55. fifty-five	80. eighty
6. six	30. thirty	56. fifty-six	81. eighty-one
7. seven	31. thirty-one	57. fifty-seven	82. eighty-two
8. eight	32. thirty-two	58. cinqueta eight	83. eighty-three
9. nine	33. thirty-three	59. fifty-nine	84. eighty-four
10. ten	34. thirty-four	60. sixty	85. eighty-five
11. eleven	35. thirty-five	61. sixty-one	86. eighty-six
12. twelve	36. thirty-six	62. sixty-two	87. eighty-seven
13. thirteen	37. thirty-seven	63. sixty-three	88. eighty-eight
14. fourteen	38. thirty-eight	64. sixty-four	89. eighty-nine
15. fifteen	39. thirty-nine	65. sixty-five	90. ninety
16. sixteen	40. forty	66. sixty-six	91. ninety-one
17. seventeen	41. forty-one	67. sixty-seven	92. ninety-two
18. eighteen	42. forty-two	68. sixty-eight	93. ninety-three
19. nineteen	43. forty-three	69. sixty-nine	94. ninety-four
20. twenty	44. forty-four	70. seventy	95. ninety-five
21. twenty-one	45. forty-five	71. seventy-one	96. ninety-six
22. twenty-two	46. forty-six	72. seventy-two	97. ninety-seven
23. twenty-three	47. forty-seven	73. seventy-three	98. ninety-eight
24. twenty-four	48. forty-eight	74. seventy-four	99. ninety-nine
25. twenty-five	49. forty-nine	75. seventy-five	100. one hundred
	50. fifty		

ACTIVITY 4.

WRITTEN EXPRESSION

TOPIC: COLORS



Skills written in a foreign language (English); Is an aspect to be developed in students throughout Primary Education. This skill is mentioned in the academic curriculum: within the content and criteria of evaluation of the area of English foreign language.

Objective: To prepare written texts according to the recipient, the type of text and the purpose, both paper and digital.

RESOURCES

Plays

Matrixes

Multi-colored cardboards

Markers

Colored crayons

Color Images

Drawing paper

LEARNING COMPETENCES

Appreciation of the foreign language as an instrument for communication and learning.

The ability to trace names legibly and quickly.

The ability to copy legibly and without grammatical errors.

The ability to correctly and quickly point to what they hear, as long as it is within their dictated vocabulary.

CHARACTERISTICS OF READING COMPREHENSION

The written expression arises as a need to communicate with others through time and space.

This competence is based on the development of an open mind towards the wide diversity of cultures and languages that currently takes place in our society.

COLORS

Match the sentence with the representative color and complete with the correct answer:

1. Traffic lights are _____.

- A. red, yellow and green
- B. red, orange and green
- C. orange, yellow and green
- D. red and green

2. Apples are not _____.

- A. red
- B. yellow
- C. blue
- D. green

3. Linda is wearing _____.

- A. shoes purples
- B. shoes purple
- C. purples shoes
- D. purple shoes

4. Put these words in the correct order:

- A. The sky is so pink.
- B. The blue sky is so.
- C. The pink is so sky.
- D. The sky blue is so.

5. Put these words in the correct order:

- A. Yellow is this banana.
- B. Banana is this yellow.
- C. This yellow is banana.

D. This banana is yellow.

6. Zebras are _____.

- A. blacks and whites
- B. whites and blacks
- C. black and white
- D. white and black

7. The water in the Caribbean is crystal _____.

- A. clear
- B. white
- C. blue
- D. pink

8. He was _____ with envy.

- A. green
- B. red
- C. blue
- D. black

9. We need to save money. So we're having a _____ bag lunch at work today.

- A. yellow
- B. brown
- C. black
- D. white

10. I screamed until I was _____ in the face (gritar hasta hartarse).

- A. pink
- B. yellow
- C. blue
- D. red

Answers/Explications

1. Traffic lights are _____.

Red, yellow, and green - El color del medio puede ser ámbar o amarillo, no naranja.

2. Apples are not _____.

Blue - Las manzanas no pueden ser azules (rojas, amarillas y verdes, sí).

3. Linda is wearing _____.

Purple shoes - Primero el adjetivo, los adjetivos no tienen forma plural.

4. Put these words in the correct order:

The sky is so pink. - He introducido el color rosa para despistar un poco... aunque físicamente el cielo sí puede ser rosa.

5. Put these words in the correct order:

This banana is yellow. – Correcto.

6. Zebras are _____.

Black and white - Los adjetivos no tienen forma plural; no decimos "white and black" sino "black and white".

7. The water in the Caribbean is crystal _____.

Clear - Claro como el agua.

8. He was _____ with envy.

Green - Verde de envidia.

9. We need to save money. So we're having a _____ bag lunch at work today.

Brown - "A brown bag lunch" significa llevar tu comida de casa en una bolsa (normalmente de papel marrón). También puede ser un verbo "we're brown-bagging it today".

10. I screamed until I was _____ in the face (gritar hasta hartarse).

Blue - Ésta es una expresión idiomática.

EVALUATION CRITERIA			
Activity # 1	Activity # 2	Activity # 3	Activity # 4
Listening Comprehension	Reading Comprehension	Oral Expression	Writing Expression
Abilities: <ul style="list-style-type: none"> • Memory • Self-regulation • Resource management • Understanding 	Abilities: <ul style="list-style-type: none"> • Cognitive • Affective • Memory • Communication • Resource management 	Abilities: <ul style="list-style-type: none"> • • Linguistics • • Affective • • Memory • • Resource management 	Abilities: <ul style="list-style-type: none"> • Written expression • Memory • Comparison • Resource management
Responsible: The teacher Participants: Students			

QUALIFICATION
Each skill will be evaluated at 100%. The student must pass 50% of each of the passing skills.

11.BUDGET

The expenses have been calculated for the execution and completion of the project is as follows:

Tabla 4: Research paper budget

AMOUNT	DESCRIPTION	UNIT PRICE	TOTAL VALUE
200 hours	Internet	\$ 0,75	\$ 150,00
200 sheets of paper	Printing color	0,25	50,00
200 sheets of paper	Printing White and Black	0,05	10,00
200 sheets of paper	Copies	0,05	10,00
5 CDs	CD recording	1,50	15,00
1	Research paper binding	60,00	60,00
1	Manuals	20,00	20,00
10	Folders	0,50	5,00
2	Plagiarism control of the research paper	10,00	20,00
1	Unforeseen	100,00	100,00
Total			\$ 440,00

Source: Students of eighth and ninth year of basic education. A y B grades of the "Playa Prieta" Public School of the Parish Río Chico of Canton Portoviejo.

Prepared by: The authors

12. CHRONOGRAM 2016-2017

Tabla 5: Activities Schedule and Budget

ACTIVITIES	SEPTEMBER				OCTOBER				NOVEMBER				DECEMBER				JANUARY				FEBRUARY				MARCH				APRIL				RESOURCES		COSTS																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
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CARREÑO RODRÍGUEZ DAVID MISAEAL

VILLEGAS BORJA DANNY MARILYN

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14. ANNEXES

Annex 1: Certificate of the institution where the research was performed



UNIDAD EDUCATIVA FISCAL
"PLAYA PRIETA"
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Playa Prieta - Riochico - Portoviejo

Playa Prieta, 08 de marzo de 2017
Oficio N° 009-UEFPP


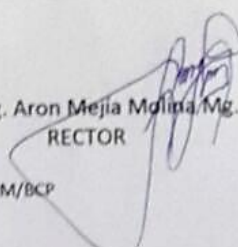
Señor:
Carreño Rodríguez David Misael
Señorita:
Villegas Borja Danny Marilyn
**ESTUDIANTES DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE EDUCACIÓN DE LA
UNIVERSIDAD TÉCNICA DE MANABÍ**
Portoviejo

De mi consideración:

Este rectorado autoriza a ustedes para que realicen su trabajo denominado " **EL USO DE MATERIALES DIDÁCTICOS Y SU INFLUENCIA EN EL PROCESO DE ENSEÑANZA Y APRENDIZAJE DEL IDIOMA INGLES EN LOS ESTUDIANTES DEL OCTAVO Y NOVENO AÑO DE EDUCACIÓN BÁSICA DEL COLEGIO PLAYA PRIETA, DURANTE EL AÑO 2016**".

Particular que comunicamos, para los fines pertinentes. Reiterándole mi consideración y estima.

Atentamente,



Ing. Aron Mejía Molina Mg. Adm. Amb.
RECTOR
AMM/BCP

Annex 2: Surveys



UNIVERSIDAD TÉCNICA DE MANABÍ

FACULTAD DE FILOSOFÍA, LETRAS

Y CIENCIAS DE LA EDUCACIÓN

ESCUELA DE IDIOMAS

Y LINGÜÍSTICA

ENCUESTA DIRIGIDA A ESTUDIANTES.

La presente encuesta tiene como objetivo: Establecer la incidencia de los recursos didácticos en el proceso de enseñanza-aprendizaje de los estudiantes de octavo y noveno año básico de la unidad educativa fiscal Playa Prieta de la Parroquia Río Chico del Cantón Portoviejo y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo.

1. ¿Cree usted que los recursos didácticos permiten aprender con mayor facilidad el idioma inglés? (Objetivo general)

- a) Si ()
- b) No ()

2. ¿Qué tipo de recursos didácticos utiliza su docente para la enseñanza del idioma inglés? (Primer Objetivo específico)

- a) Textos ()
- b) Audiovisuales ()
- c) Juegos didácticos ()
- d) Otro (s) _____

3. ¿Cuál de los siguientes recursos didácticos le proporciona un mejor aprendizaje del idioma inglés? (Primer Objetivo específico)

- a) Textos ()
- b) Audiovisuales ()

- c) Juegos didácticos ()
- d) Otro (s) _____

4. ¿Cuál considera que es su nivel de aprendizaje del idioma inglés con los recursos didácticos utilizados? (Segundo Objetivo específico)

- a) Alto ()
- b) Medio ()
- c) Bajo ()

5. ¿Qué destrezas se desarrollan mayoritariamente durante el aprendizaje del idioma inglés con el uso de recursos didácticos? (Segundo Objetivo específico)

- a) Oral ()
- b) Escrita ()
- c) Auditiva ()
- d) Lectura ()
- e) Todas ()

6. ¿Considera necesario utilizar recursos didácticos activos para fortalecer el aprendizaje del inglés? (Tercer Objetivo específico)

- a) Si ()
- b) No ()



UNIVERSIDAD TÉCNICA DE MANABÍ

FACULTAD DE FILOSOFÍA, LETRAS

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ESCUELA DE IDIOMAS

Y LINGÜÍSTICA

ENCUESTA DIRIGIDA A DOCENTES:

La presente encuesta tiene como objetivo: Establecer la incidencia de los recursos didácticos en el proceso de enseñanza-aprendizaje de los estudiantes de octavo y noveno año básico de la unidad educativa fiscal Playa Prieta de la Parroquia Ríochico del Cantón Portoviejo y persigue fines estrictamente investigativos. Por favor, sírvase contestar de la manera más honesta y veraz. Agradecemos de antemano su criterio dada la importancia de este trabajo

1. ¿Cuál considera es la influencia de los recursos didácticos en el proceso enseñanza aprendizaje del idioma inglés? (Objetivo general)

Positiva ()

Negativa ()

No influye ()

2. ¿Qué tipo de recursos didácticos utiliza para la enseñanza del idioma inglés? (Primer Objetivo específico)

a) Textos ()

b) Audiovisuales ()

c) Juegos didácticos ()

d) Otro (s) _____

3. ¿Cuál de los siguientes recursos didácticos proporciona un mejor aprendizaje en sus estudiantes? (Primer Objetivo específico)

a) Textos ()

- b) Audiovisuales ()
- c) Juegos didácticos ()
- d) Otro (s) _____

4. ¿Cuál considera que es el nivel de aprendizaje de sus estudiantes con los recursos didácticos utilizados? (Segundo Objetivo específico)

- a) Alto ()
- b) Medio ()
- c) Bajo ()

5. ¿Qué destrezas se desarrollan mayoritariamente con el uso de recursos didácticos? (Segundo Objetivo específico)

- a) Oral ()
- b) Escrita ()
- c) Auditiva ()
- d) Lectura ()
- e) Todas ()

6. ¿Considera necesario elaborar una guía metodológica para fortalecer la enseñanza del inglés a través de recursos didácticos? (Tercer Objetivo específico)

- a) Si ()
- b) No ()

Annex 3: Photographs, Development Of Surveys





