



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
LANGUAGE SCHOOL  
ENGLISH TEACHING CAREER**

**“AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH  
COMMUNICATIVE LANGUAGE SKILLS TO STUDENTS OF  
SECOND YEAR BACHILLERATO AT UNIDAD EDUCATIVA  
JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ,  
LA LIBERTAD, PROVINCE OF SANTA ELENA,  
SCHOOL YEAR 2014-2015”.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN ENGLISH**

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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**

**ESCUELA DE IDIOMAS**

**CARRERA LICENCIATURA EN INGLÉS**

**“AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH  
COMMUNICATIVE LANGUAGE SKILLS TO STUDENTS OF  
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JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ,  
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**TRABAJO DE TITULACIÓN**

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La Libertad, January, 2015

### **ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title: **“AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS OF STUDENTS OF SECOND YEAR BACHILLERATO AT UNIDAD EDUCATIVA JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ, LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2014-2015”**, prepared by **FRANCISCO CIPRIANO BARZOLA SUÁREZ**, undergraduate student of the English Career, Faculty of Science of Education and Languages at Peninsula of Santa Elena State University, I declare that after have oriented, studied and reviewed this research, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

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La Libertad, January, 27<sup>th</sup>, 2015

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## **DEDICATION**

I dedicate this work to my beloved father and mother, Francisco and Sara, to my brothers and sister, who have always been there supporting me unconditionally, encouraged me every day to finish this task.

To my teachers, and friends, who one way or another, were there to support me as well, during the development of this paper, without them would have not been possible.

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## **TABLE OF CONTENTS**

<b>ADVISOR'S APPROVAL</b>	iii
<b>STATEMENT OF AUTHORSHIP</b>	iv
<b>BOARD OF EXAMINERS</b>	v
<b>DEDICATION</b>	vi
<b>ACKNOWLEDGMENT</b>	vii
<b>TABLE OF CONTENTS</b>	viii
<b>CHARTS</b>	xii
<b>GRAPHS</b>	xiii
<b>ILLUSTRATIONS</b>	xiv
<b>PHOTOS</b>	xv
<b>APPENDIX</b>	xvi
<b>ABSTRACT</b>	xvii
<b>INTRODUCTION</b>	1
<b>CHAPTER I - THE PROBLEM</b>	3
1.1 Title	3
1.2 Statement of the Problem	3
1.2.1 Contextualization	3
1.2.2 Critical Analysis	5
1.2.3 Formulation of The Problem	6
1.2.4 Guideline Questions	6
1.2.5 Delimitation of Research Object	7
1.3 Significance	8
1.4 Objectives of the Research	9
1.4.1 General	9
1.4.2 Specific	9



<b>CHAPTER II - LITERATURE REVIEW</b>	<b>10</b>
2.1 Previous Research	10
2.2 Philosophical Basis	10
2.2.1 Language Features	10
2.2.2 The Language Use	13
2.2.3 Language as Culture	16
2.2.4 Opportunities to Develop Ownership of Language	17
2.2.5 Why Audiovisual Resources	19
2.2.6 Educational Psychology Basis	23
2.2.7 Sociological Basis	25
2.3 Fundamental Categories	27
2.3.1 Language as Interaction	27
2.3.2 Language as Skills	28
2.3.3 Communicative Language Level	29
2.3.4 Communicative Language Skills	32
2.3.5 Audiovisual Resources	32
2.3.6 The Sociocognitive Perspective on Language Use	35
2.3.7 Video, Film Clips	37
2.3.8 Why Use Video, Film Clips?	38
2.3.9 What Approach is used?	38
2.3.9.1 Vision, Sounds	39
2.3.9.2 Current Trends in Communicative Language Teaching	40
2.3.9.3 Multimedia	43
2.3.9.4 Why Use Videos in Teaching?	45
2.3.9.5 Videos and the Brain	46
2.3.9.6 Videos and Multimedia Learning	47
2.3.9.7 Video – Philosophy	49
2.4 Legal Basis	51
2.5 Hypothesis	55
2.6 Variables of the Study	55

<b>CHAPTER III - METHODOLOGY</b>	<b>56</b>
3.1 Research Approach	56
3.2 Level or Type of the Research	56
3.3 Population and Sample	57
3.4 Techniques and Instruments	58
3.4.1 Operationalization of Variables	59
3.5 Analysis and Interpretation of the Results	61
3.5.1 Student Survey	62
3.5.2 Teacher Interview	72
3.5.3 Principal Interview	82
3.6 Conclusions and Recommendations	88
3.6.1 Recommendations	90
 <b>CHAPTER IV - PROPOSAL</b>	 <b>92</b>
4.1 Informative Data	92
4.2 Feasibility	95
4.2.1 Characteristic of the Proposal	95
4.3 Proposal background	96
4.4 Objectives	98
4.5 Design and Development of the Proposal	98
4.5.1 Definition	98
4.5.2 Significance	99
4.5.3 Recommendation to use the Didactic Guide	100
4.5.4 Communicative Language of the Activity	100
4.5.5 Contents of the Proposal	101
4.5.6 Process of the Didactic Guide	104
4.5.7 Impacts	104
4.5.7.1 Social impact	104

4.5.7.2 Educative impact	105
4.5.7.3 Politics and norms	105
4.5.7.4 Institutional policies	105
4.5.7.5 Teacher's norms	106
4.5.7.6 Learner's norms	106
4.5.7.7 Use of the Didactic Guide	107
4.5.7.8 Charts, tables and graphs	108
4.5.7.9 Interpretation of the results of the survey	118
 <b>CHAPTER V - ADMINISTRATIVE FRAMEWORK</b>	 128
5.1 Resources	128
5.1.1 Institutional	128
5.1.2 Human	128
5.1.3 Materials	128
5.2 Economic (Budget)	129
5.3 Source Materials	131
<b>BIBLIOGRAPHY</b>	133
<b>APPENDIX</b>	138

## **CHARTS**

<b>CHART # 1.- Common Reference Levels: Global Scale</b>	30
<b>CHART # 2.- Level of Proficiency</b>	31
<b>CHART # 3.- Ecuador Republic´s Constitution Support</b>	51
<b>CHART # 4.- Bilingual Intercultural Education organic Law Support</b>	52
<b>CHART # 5.- Bilingual intercultural Education System Ends Support</b>	52
<b>CHART # 6.-Do you like English?</b>	62
<b>CHART # 7.- English is just another subject of the curriculum</b>	63
<b>CHART # 8.- English subject is difficult</b>	64
<b>CHART # 9.-Receive more hours of english class</b>	65
<b>CHART #10.-Use Technology in the English class</b>	66
<b>CHART # 11.-Video clips improve your Communicative Language skills</b>	67
<b>CHART # 12.-Audiovisual resources are important in the Language Learning</b>	68
<b>CHART # 13.-Develop the English Language Skills</b>	69
<b>CHART # 14.-Ready to Communicate in English</b>	70
<b>CHART # 15.-Agree in the Creation of a Didactic Guide</b>	71
<b>CHART # 16.-Beneficiated People from Unidad Educativa</b>	94
<b>CHART # 17.-Enjoy the Activities of the video Clips</b>	118
<b>CHART # 18.-Video clips grab your attention in the English class</b>	119
<b>CHART # 19.-Clip Film relax the English Language Learning</b>	120
<b>CHART # 20.-English is not only a Grammar-alone subject</b>	121
<b>CHART # 21.-Speech from video clips engage in social interaction</b>	122
<b>CHART # 22.-Increase English fluency doing the Activities of video</b>	123
<b>CHART # 23.-Video Clips gave an Emotional English Experience</b>	124
<b>CHART # 24.-Was there Interaction with your Classmates?</b>	125
<b>CHART # 25.-Develop your Communicative Language Skills</b>	126
<b>CHART # 26.-Would you like Teachers Apply Video Clips?</b>	127

## **GRAPHS**

<b>GRAPH # 1.-Do you like English?</b>	62
<b>GRAPH # 2.-English is just another subject of the curriculum</b>	63
<b>GRAPH # 3.- English subject is difficult</b>	64
<b>GRAPH # 4.-Receive more hours of English class</b>	65
<b>GRAPH # 5.-Use Technology in the English class</b>	66
<b>GRAPH # 6.-Video clips improve your Communicative Language skills</b>	67
<b>GRAPH # 7.-Audiovisual Resources are important in the Language Learning</b>	68
<b>GRAPH # 8.-Develop the English Language Skills</b>	69
<b>GRAPH # 9.-Ready to Communicate in English</b>	70
<b>GRAPH # 10.-Agree in the Creation of a Didactic Guide</b>	71
<b>GRAPH # 11.-Enjoy the activities of the video clips</b>	118
<b>GRAPH # 12.-Video clips grab your attention in the English class</b>	119
<b>GRAPH # 13.-Clip Film relax the English Language Learning</b>	120
<b>GRAPH # 14.-English is not only a Grammar-alone Subject</b>	121
<b>GRAPH # 15.-Speech from video clips engage in social interaction</b>	122
<b>GRAPH # 16.-Increase English fluency doing the Activities of video</b>	123
<b>GRAPH # 17.-Video Clips gave an Emotional English Experience</b>	124
<b>GRAPH # 18.-Was there Interaction with your Classmates?</b>	125
<b>GRAPH # 19.-Develop your Communicative Language Skills</b>	126
<b>GRAPH # 20.-Would you like Teachers Apply Video Clips?</b>	127

## ILLUSTRATIONS

<b>FIGURE 1:</b> There are not Communication Language Skills	4
<b>FIGURE 2.</b> Schematic Representation of the Proposed Framework of communicative competence integrating the four skills (the capital letters stand the four skills l= listening; s= speaking; r= reading; w; writing)	13
<b>FIGURE 3:</b> The World Through Our Senses	23
<b>FIGURE 4:</b> Common Reference Levels: Global Scale	30
<b>FIGURE 5:</b> Level OF Proficiency	31

## **PHOTOS**

<b>PHOTO # 1.-</b> Unidad Educativa “J. Dagoberto Montenegro R.”	150
<b>PHOTO # 2.-</b> Lcda. Mariana Montenegro Parrales. Principal	150
<b>PHOTO # 3.-</b> Interview To Lcda. Mariana Montenegro Parrales	151
<b>PHOTO # 4.-</b> The Principal is doing the Survey	151
<b>PHOTO # 5.-</b> Teachers Doing The Survey	152
<b>PHOTO # 6.-</b> Students Doing The Surveys Online	152
<b>PHOTO # 7.-</b> Students Doing The Activities About Video Clips	153
<b>PHOTO # 8.-</b> Students Point of View About The Video Clip Activity	153
<b>PHOTO # 9.-</b> Students Develop Their Communicative Language Skills	154
<b>PHOTO # 10.-</b> Students Have Fun During The Story Frame Activity	154
<b>PHOTO # 11.-</b> Student Analysis of The Eyewitness Activity	155
<b>PHOTO # 12.-</b> Students Interacting In The News Clip Activity	155
<b>PHOTO # 13.-</b> Students Analyzing The Video Clip Activity	156
<b>PHOTO # 14.-</b> Communicative Language Skills Practice	156
<b>PHOTO # 15.-</b> Students Sharing Point of View About Film clip	157
<b>PHOTO # 16.-</b> Students Doing The Timeline Activity OF Short Film Scene	157

## **APPENDIX**

**APPENDIX # 1.**-Classroom Inspection Guide about the English Class.

**APPENDIX # 2.**- Survey to Principal.

**APPENDIX # 3.**- Survey to Teachers.

**APPENDIX # 4.**- Survey to Students about the English Subject.

**APPENDIX # 5.**- Survey to Students about the use of Audiovisual Resources Activity.

**APPENDIX # 6.**- Request Letter to Start the Research at Unidad Educativa J. Dagoberto Montenegro R.

**APPENDIX # 7.**- Authorisation from Unidad Educativa J. Dagoberto Montenegro R. to do the Research

**APPENDIX # 8.**- Certificate from Unidad Educativa J. Dagoberto Montenegro R. about the Research.

**APPENDIX # 9.**-Certificate of the Grammar and Spelling of the Content of the Research.

**APPENDIX # 10.**- Report of Urkund Documental Service

**APPENDIX # 11.**-Report of Urkund Documental Service Percentage

**APPENDIX # 12.**-Photos of the High School and the Principal

**APPENDIX # 13.**- Principal During the Interview

**APPENDIX # 14.**-Teacher and Students Doing the Survey

**APPENDIX # 15.**-Students doing the Video Clips Activities

**APPENDIX # 16.**-Students Practicing with their Communicative Language Skills

**APPENDIX # 17.**-Learner Analysing the Eyewitness Activity

**APPENDIX # 18.**- Students Analysing the Video Clip Activity

**APPENDIX # 19.**- Students Sharing point of View about Film Clip



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**Author:** Francisco C. Barzola Suárez

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**ABSTRACT**

Today's new generations explore the vast audiovisual resource through the internet and communication technologies (ICTS) and it is precisely in education where technological strategies should be changed to allow students to consolidate the acquired skills, establish better relationship, and raise for new concerns always guided by the teachers focused on the target language. Audiovisual resources combined become the perfect resource, road of culture and faster technique to acquire English as second language. The present research shows the improvement of the target language teaching to the *Second Year Students at the Unidad Educativa Juan Dagoberto Montenegro Rodriguez*, through audiovisual resources using video clips. As the fundamental base of the communicative language activity, relevant real life video clip context has been used, according student's interest and needs. Additionally, a worksheet has also been given to the students in order to get the main point of every activity, follow a sequence, order students ideas of what they watch in video clip activity; these were fundamental tools in the improvement of the communicative language skills of the students.

**Keywords:** Audiovisual Resources, Communicative Language Skills.

## INTRODUCTION

Nowadays the internet has become the main and most useful tool for people of all ages, in order to know and find answer to their concerns, even this tool connects and reduces the distance between people to improve their communications, relationships, culture, etc., for that reason this investigation starts to connect to learners with new education system through technology, exploring all the culture background and the kind of English around the world.

On the other hand, this research promote and strengthen the methodological training processes for communication purposes to improve the communicative language skills of learners. Moreover, it strengthens the learning process according to the new trend and for this new net generation context.

Finally, it pretends to change the traditional approach, every learner of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez* enables to measure the language level, competence, and interaction. The important role of a student is to discover the target language as well as other aspect of language around the world, school environment, and community. So, this investigation will contribute to find tips for language teaching.

In order to understand better the research and to know the important implications it has over the new generations trends, some fundamentals chapters are presented:

**Chapter I:** In this chapter, the statement of the problem is developed, the formulation of the problem, guideline questions as well as the general and specific objectives.

**Chapter II:** In chapter II, the literature review is developed, it is the fundamental support of this research. And it contains the hypothesis and variables of study.

**Chapter III:** In this chapter the methodology is explained as well as the techniques and instruments of research. Furthermore, the analysis and interpretations of the results are presented. Also the conclusions and recommendations are given as consequence of the methodology applied.

**Chapter IV:** This chapter the proposal is presented as a result of the research and needs found.

**Chapter V:** This chapter presents the administrative framework of this research.

# CHAPTER I

## THE PROBLEM

### 1.1 Title

Audiovisual Resources to improve English Communicative Language Skills to students of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*, La Libertad, Province of Santa Elena, School year 2014-2015.

### 1.2 Statement of the Problem

#### 1.2.1 Contextualization

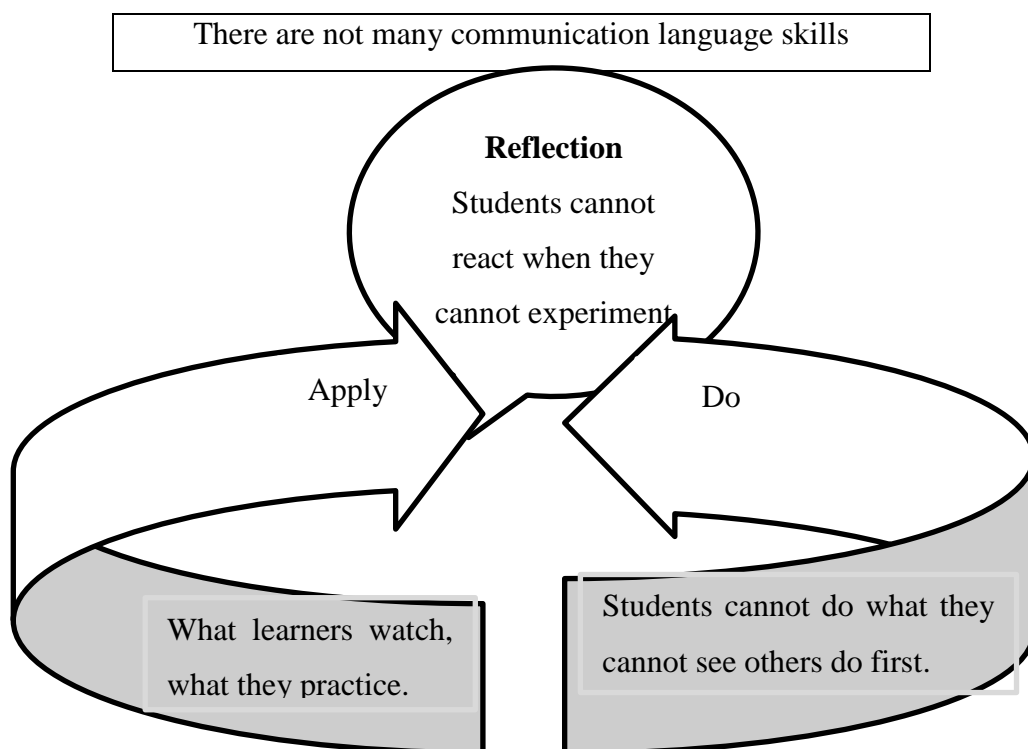
Nowadays, the globalized world allows the new generations to spend their time with current trends that mean everything about the internet in order to find out something new from other places. The ever-growing need for good communication skills between cultures demands quality in English language teaching. Unfortunately, learners have been involved traditionally in the same context and goals, for instance focusing on textbooks, or doing grammar homework.

In fact, teacher adopting traditional practices like writing sentences, asking and answering the questions. In this situation learners feel like it is not an up-to-date class. And the learning process demands the use of web tools in order to help students to communicate effectively. The causes of these problems could be:

- The insufficiency of a good and detailed syllabus based on the study of the reality of the country in the acquisition of English as a foreign language which for years has been deficient in the Ecuadorian education system or

the upsurge of the interest in the content of the language syllabus and nothing more, when the learners study English just as a curriculum requirement.

- The English language teaching methodology is inappropriate because learners are not aware of the communication in class, or the learning environment is limited in the use of new material, where they do not interact or teacher cannot design activities to improve the learning process.
- The student's need has never been taken into account because they are not living in a target language community or because it is on the curriculum in high school. So they do not have considerable relevance needs to acquire English as a second language, or the educational institutions do not expect to achieve their students may be preparing for a specific international exam.



**Figure 1:** There are no communication language skills.

### 1.2.2 Critical Analysis

There is no doubt that internet tools will occupy a more central role in the second language classroom in the future.

Students explore new cultures and communicate through it by using a foreign language that facilitates and gives them an opportunity to engage in a target-language community but all these advances suggests that the following question must be consider: Are teachers ready to work with audiovisual resources?

That is what this project intends to study and present audiovisual resources to improve the communicative language skills in class because the learning of English has been associated within a cognitive process and no more. So considering language learning is only achieved when it is used as an integral part of a communicative experience, which is the heart of this research pretends to achieve.

Moreover this experience incorporates a wide variety of audiovisual elements that will achieve the important goals of motivating student's interest, providing realistic listening practice, stimulating language use, in a real life situation, and reinforcing student's awareness of particular language point of other aspects of communication language skills.

It is worth emphasizing that the teacher, not the book, is responsible for making any video lesson a rewarding language learning experience for the students of the *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodriguez* at Santa Elena province because learners are involved in a technological context that allow learner to talk with foreign people that speak English effectively within a broad range of linguistic functions beneficial for language learning.

For instance if the teacher thinks that these tools waste particular or independent time in the learner`s life elsewhere. So it become something imperative to integrate this kind of audiovisual resources into the curriculum as a whole and gist structure, at *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodriguez*.

When e-mails classroom connection seems insufficient and there are goals impossible to achieve in the process, because there is not interaction between them.

Unfortunately, the teacher constructs activities around syllabus aims, far away of the concept of a learner-centered curriculum and as result of this situation students lost interest on the subject, and consequently fall down in their academic outcome in the *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodriguez*.

### **1.2.3 Formulation of The Problem**

In what way will the use of audiovisual resources improve communicative language skills in *Second Year Bachillerato Students at Unidad Educativa Juan Dagoberto Montenegro Rodriguez*?

### **1.2.4 Guideline Questions**

In order to find a solution to the problem and make a balance in the learning process, the question has been raised:

What are the factors of the lack of opportunity to interact in class using the language function?

What kinds of materials do students need in order to improve communicative language skills?

Will audiovisual resources affect and engage students in a communicative learning environment?

Do audiovisual resources improve communicative language skills?

### **1.2.5 Delimitation of Research Object**

**FIELD:** Education

**AREA:** Foreign Language (English)

**ASPECT:** Language proficiency

**TITLE:** “AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS OF THE *SECOND YEAR BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ*, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015”.

**PROBLEM:** the insufficient of activities and the opportunity to improve communicative language skills, caused by approach centered on content instead of student’s needs.

**SPACE LIMITATION:** *Unidad Educativa Juan Dagoberto Montenegro Rodríguez, Second Year Bachillerato general unificado.*

**TIME LIMITATION:** This research will be held during the school year 2014-2015.

**POPULATION LIMITATION:** *Students of Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez.*



**CONTEXT LIMITATION:** the research will be focused on influence of audiovisual resources to improve communicative language skills of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*.

### **1.3 Significance**

Nobody can deny the influence of the rapid growth of the internet and technology which links computers and through this, culture, ideas, communication, all over the world in this electronic communication network.

A lot of people spend their time surfing, looking for personal information consequently, this reality of communication network provides interaction opportunity with people around the world and the necessity to speak a foreign language become something imperative nowadays and it begins in the classroom where learners can use different tools that support their knowledge and guide it toward a real social context or specific target language community.

The Russian teacher psychologist LEV VYGOTSKY (1962) and his social learning theories help us to understand how people learn in social contexts, constructing active learning community. Vygotsky examined how our social environment influences the learning process. We learn meaningful and challenging tasks that engage instruction and communication language skills as well as the combination of audiovisual resources to increase student motivation and interaction in class.

As previously noted the internet is a significant tool in the development of interactive learning communities and probably change the educational field at the *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*, creating new experiences.

Thus audiovisual resources of real life situations could provide learners an opportunity to manage communicative language outcomes, processing ideas and strategies that foster deeper knowledge of the English language and identify the main function it means interaction in class using communicative language skills.

Finally, the purpose of this project is to develop audiovisual resources integrating skills that help learners to improve communicative language skills.

It should note that we live in a culture dominated by the visual image, in particular, the moving image, which in turn has created the need for us to give sense of this visual rhetoric.

## **1.4 Objectives of the Research**

### **1.4.1 General**

To improve communicative language skills through the use of audiovisuals resources to students of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodriguez*.

### **1.4.2 Specific**

- To identify different types of audiovisual resources applied in English classes at *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodriguez*.
- To analyze communicative language level of the students
- To determine appropriate audiovisual resources that will improve communication language skills.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **2.1 Previous Research**

During the process of choosing a topic, it was a decision made to choose an issue that has not been much significant than other aspects of language teaching. Indeed, the most sophisticated of these is the great range of audiovisual resources, but there is no interest on this in order to improve communicative language skills of students.

#### **2.2 Philosophical Basis**

##### **2.2.1 Language Features**

Researchers over the past decades found that linguistics; psychological, sociocultural factors interact and play an important part in this process. Moreover these findings have also shown that communication is crucial in the process of learning a language (Mitchell and Myles 1998) so the success degree achieved through these aspects of language undoubtedly showed that process depends on how the meaning is negotiated in particular acts of communication, that is what really a student wants to do and not only focus on grammar activities. For instance, the historical environmentalist approach up to the end of the 1960s stressed:

“Based on the evidence that many languages did not have a written form and that people learn to speak before they learnt to read or write, structural linguists assumed that language was primarily and oral phenomenon” (Bloomfield 1933) it is imperative to stress it, because every human being from different culture around

the world can assert this statement, of what really influence people life is the communicative environment focus on the use of vocabulary and sound and relationships between them. The interaction process is what first affects people's lives than written or reading form.

The target of language learning was to master all the elements of a system to learn rules, which mean today outdated in the learning process.

“The environmentalist account of language learning offered an explanation of how students learn some basic and routine aspects of language. In fact, the important roles of adults or educators in setting appropriate learning conditions”. (Alcón 2002) this doesn't mean what distant among people life and high school are different, what really matters is the role and environment conditions students have to acquire speech, vocabulary, intonation, and so on. Thus everyone learns something new every second in their life, in family and that usually comes as behavior or interactive community, and the classroom is not only walls around inert people just to transmit knowledge and that is all.

On the other hands the interactionist approach defended: “the functional analysis of language which was mainly represented by Halliday's systematic grammar (1970-1975), which attempted to explain how the function of language determines the form of language”. The author also points out the function of the language, all human beings, grow up around people so it is impossible not to establish relationships, or use the language to transmit emotions, feelings or simply ideas. The language function is always present in people interaction, just after that a grammar system can be understood.

Halliday postulated a total of seven communicative functions characterizing the child early communicative development, all of which were related to aspects of social life. These functions were:

- **Instrumental:** involves the use the language to get things
- **Regulatory:** involves the use of language to regulate people's behavior.
- **Interactional:** involves the use of language to interact with other people.
- **Personal:** involves the use of language to express one's feelings.
- **Heuristic:** involves the use of language to explore the outside world.
- **Imaginative:** involves the use of language to create an environment.
- **Representational:** involves the use of language to communicate information.

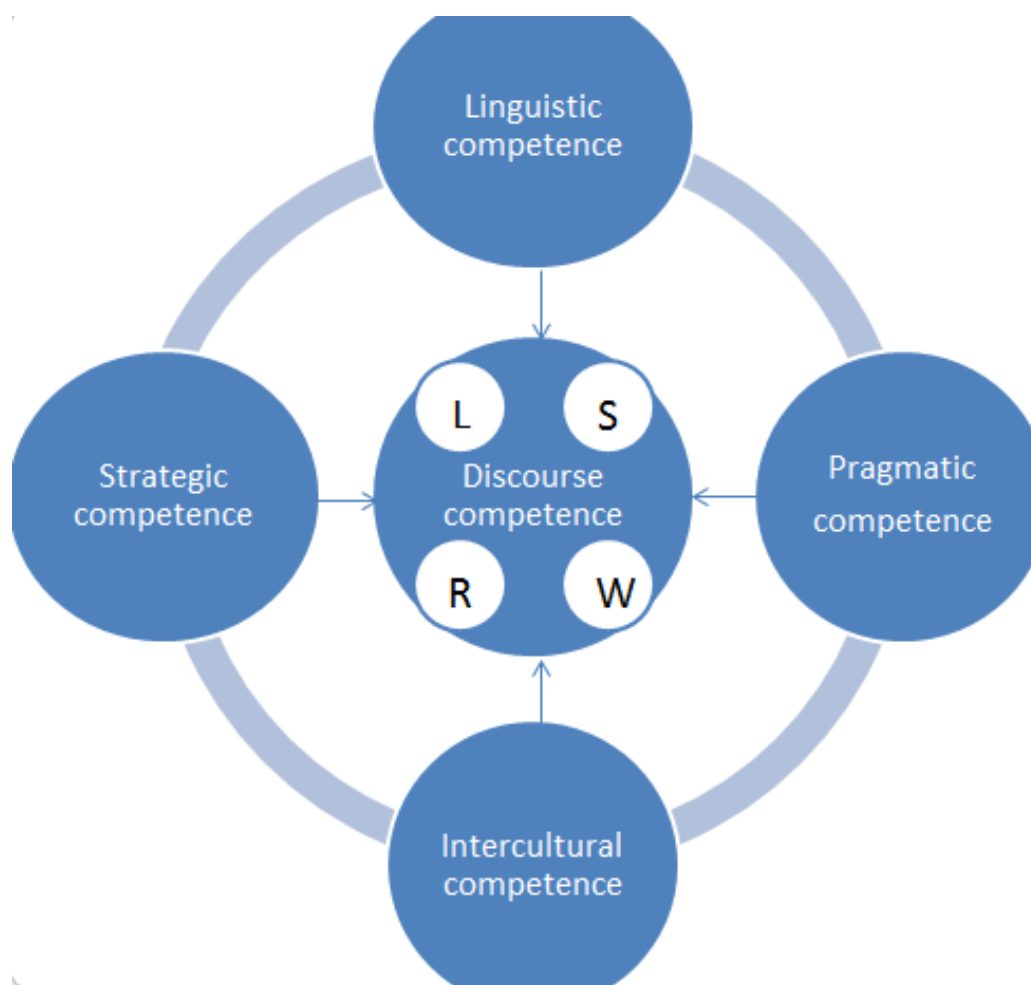
“Halliday theory underscored the crucial importance of context of situation in the description of the language system and language was viewed as meaning potential”. All this was developing in order to focus on the way which human being makes their own personal understanding from the experience that surround them.

Therefore, learner needs to understand the learning process. The emergency to change approach motivates teacher to discover new influential sociolinguistic techniques in order to include aspect of language function in social practice. Also it is an appropriate opportunity to discuss in class issues related to real life's context.

Both models include pragmatic competence, but “Bachman (1987) who developed a model of communicative language ability in which three components were included: language competence, strategic competence and psychomotor skills”. All this entails the construction of communication within sociocultural context, because learner can model and interpret what they watch in a video in order to

focus in the target language.

Finally, pay attention to the construction of the most influential model of communicative competence. Moreover with this a researcher will take into account the bilingual intercultural domains of the Ecuadorian in service English standards that Ecuadorian education system claim to gain.



**Figure 2.** Schematic representation of the proposed framework of communicative competence integrating the four skills (the capital letters stand the four skills L= listening; S= speaking; R= reading; W; writing)

### 2.2.2 The Language Use.

Most of the people can quite identify the features of language and the elements this includes: emitting, receiver, and message. Everyone takes part in society with

any specific role. Moreover, as human beings we are immersed into relationships and a role exists only in relation to other roles.

Worsley et al. (1970) point out:

A role is an expected normatively defined, dynamic pattern of social behavior associated with a particular position, implying relationships with other Roles, and to which behavioral pattern individuals are likely to conform in varying degrees.

People behavior has changed during the last years. The culture and thinking has been influenced by others, the time has been saved by the technology, the time or distance no matter when people want to express or communicate with others. The world today is so small, and social interaction is stronger than before. Why do classroom have to be the same as many years before?

The School life has as a purpose in educating students to life and for society, and the language is learned to be used not just to put it away. To think and guide the language learning process is what the author pretends high school life follow and practice in order to transform the grammar approach still present in the classroom of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*.

So the author also points out that social relationship may or may not derive their power or cohesiveness from the status obtaining between the participants. Even nobody can doubt the purpose of any communicative activity or what really means to human being. Thus interacting with others through his/her target language and producing as well as understanding as the classic communicative language teaching argued:

### **Aspects of Language Use:**

It is necessary to consider the target language before any purposes in the language learning process, because the human being as a learner of a foreign language acquires the language inside the environment which purposes is the use of language.

On the other hand the language teaching should focus on the idea that language cannot be considered just on content or conceptions about the language just to be studied as any other subject. It is easy to identify the setting of language in every real life situation like school, store, beach, down town, park and so on.

The learner sees this life situation as an opportunity where language is used, and the target language appears through roles and relationship between people, such as friends, salesperson, and clients and so on. Those social contexts provoke people to interact and engage on communication. Everyone takes part in a conversation through professional role or just social relation. So through this event students involve on meeting using the language functions that enable them to emphasize on what the essential of a language is.

The language enables people make acquainted and give explanations of something. This could be through cellphone, internet but mainly in groups formed in the classroom, school, Movie Theater and stores. Those opportunities enable learners to talk about their experience, leisure, and so on. Since the target language was discovered, the learning process took a different road improving people skills when they give and receive information.

No matter which situation it is, but people always interact with others and make use of the English language, the communicative language. Thus people improve their skills in speaking, and reach better outcomes and relationships with others.



Those situations and relationships of people can be presented in audiovisual resources, even most teachers wish their students used the language they are studying, pronounced correctly and involve in a conversation easily but few of them recognize the target language and the influence of video have on students and their cultural background.

In the human being English language involves so many events and situations in which to people participate and assume roles; for instance, as an emitting in order to create social interaction in the different moment of people's life. To focus on this trend the author pretends the education system should be guided to have real and affective learning outcomes in the language learning process.

Finally, listening to a second language has not been regarded as the most widely used language skill in regular daily teaching because it involves a complex process that allows us to understand and interpret spoken messages in a real time. It is not the first skill that common teacher prefers to work with.

Over the past decades this has changed because listeners should also be aware of the fact that speakers not only convey meaning through the use of verbal behaviors but also by means of non-verbal elements, facilitating the acquisition of language.

### **2.2.3 Language as Culture**

The newer perspectives of many school theorists describe experiences of students of success or failure. Many theories have failed to consider the significance of culture in learning; others have not taken into account the social, cultural, and political context of schooling, relegating others that responsibility. The inevitable educative trend increase in multicultural diversity at school or society asking equal education challenges to face the modern world.

As a result of this, the government calls for the improvement of education within an intercultural environment enable students take active participation on community or social changes.

Elsewhere, the term culture is “the ever-changing value, traditions social, and political relationships, and worldview created, shared and transformed by a group of people bound together by a combination of factors that can include a common history, geographic location, language, social class, and religion” (Nieto, 1992)

With this definition the author also includes the product, process, and the agents of the culture, that make the language possible, stressing everyone has a culture and participates in this world through relationships understanding it as priority need.

Culture does not exist outside of the human being. The culture is influenced by social changes, is constantly evolving, because human beings change it, every day learner as a cultural agents make something about, traditions, attitudes, behaviors and values. Put another way, in the words of Frederick Erickson (1997) “culture can be thought of as a construction –it constructs us and we constructs it (p.39)

So the learner’s culture is not a passive legacy, but an active operation that takes place through contact and interactions with others. Thus social constructions can exist in class or outside the classroom.

#### **2.2.4 Opportunities to Develop Ownership of Language**

Learner needs to take “ownership” of the language they are being asked to produce, personalize it, so that it becomes part of them. This involves more than just talking about them in the foreign language –which on its own is not always motivating for learners, particularly if they are conveying such information to a friend who already knows a lot about them. It also requires a restructuring and a

manipulation of the language that has initially been presented in a guided fashion. (Phipps, 1999)

Learners need to remember that language learning has to be practiced and focused according to the Common European Framework of Reference for Language Learning; Communicative Language Competence B1, learners should then go beyond this. Every circumstance in class has to provoke on them, whatever they want to say, but in different words. It means that the value of communicative language should allow learners start a conversation, or improves it.

Every conversation has two elements, a person who gives the information and the other who receives that information; Both candidates establish interaction, expressing their different point of view, preferences or decision. So all this situation enables people for different cultures to use the language function and negotiate meaning when they do not understand the discussion they are taking part.

The environment influenced by English cultural background where the words are perfectly pronounced and the sounds can be repeated naturally as well as the target language is acquired by learner easily. Moreover, if the topic is relevant for student according to their age and interest, it becomes more important than before. The speaking activity provoked by different culture background into video activity able learner to develop preferences or developed the ability to think of what is right or wrong in a specific situation presented, as a result of this learner be able to manage the meaningful language into the classroom and outside them. But this depends of what learning process pretend learners reach or use in the language acquisition.

The author also points out, through observing learners; learners are able to communicate their ideas and thoughts. However they note that there is not activity focus on talk a lot, or discuss topic of real context.

Most research point out that teacher has been working on instruction content rather than authentic and relevant strategies of what learner are really interested. The grammar approach is still presented in the classroom and it does not want to adapt on current learning trend. Research also indicates there is a strong need to look around the learners need and interest.

On the other hand the strong necessity of teacher to self-evaluate and train in collaboration with other colleagues. A lot of experts suggest that this teacher collaboration influence on learning cooperation strategy that any high school need in the classroom in order to encourage students to work in group and study the second language properly.

### **2.2.5 Why Audiovisual Resources**

Since a syllabus reflects a view of language and learning, focused just on grammatical based, born the needs to give great deal of attention nowadays, because language teaching as communicative approaches have to replace grammatical syllabuses with ones that reflect a communicative understanding of language. In the other hands providing opportunities learner interact and center on real life situation responding student's needs. The following points were collected during the practical development.

#### **Students:**

- ✓ Learners encourage and take responsibility for their own learning.
- ✓ They develop skills and strategies for continuing to learn outside the classroom.
- ✓ Audiovisual resources provide the basic for the content, the balance of skills taught, and the kinds of languages practice students take part in.
- ✓ Learner engagement in purposeful use of language.
- ✓ Audiovisual resources foster learner autonomy.

- ✓ Learner engages both effectively and cognitively.

**Teacher:**

- Teacher commit on process rather than upon static knowledge.
- Teacher integrate mixed-focus model concerning both the product of the learning and the processes of learning.
- Teacher focus objectively on communicative language skills.
- Teacher takes into account student interest and needs.
- Teacher develops rhetorical knowledge and discourse structure applied to English learning.
- Teacher creates space interacting and engage into new experience.

As a matter of fact, Jane Crawford in the role of material in the language classroom: finding the balance chapter 8 cited:

The quality of material is nevertheless important because of its impact on learners and their motivation:

Hi-tech visual images are a pervasive feature of young people's lives. Textbooks, worksheets, and overheads, are a poor match for these other, more complex, instantaneous and sometimes spectacular forms of experience and learning. In this context, the disengagement of many students from their curriculum and their teaching is not hard to understand. Teachers have to compete more and more with this world and its surrounding culture of the image. (Hargreaves. 1994, p.75)

High schools around the world are focusing in an increasingly multimedia world in which advances in technology allow for expanding flexibility in delivery, but also because such materials can create a learning environment that is rich in linguistic and cultural information about the target language. Moreover teachers and learners need to explore other aspects of language: intonation, gesture, and

mime, and facial expression, body posture as essential channels of communication, integrating the system of meaning and engage learner both effectively and cognitively and preparing them to use the language spontaneously in a communicative language situation.

As a result of this it has been noted that language learning is a social practice, an individual process where learner has to integrate information into their real language system. In order to create new experience, into the learning environment the author also cited:

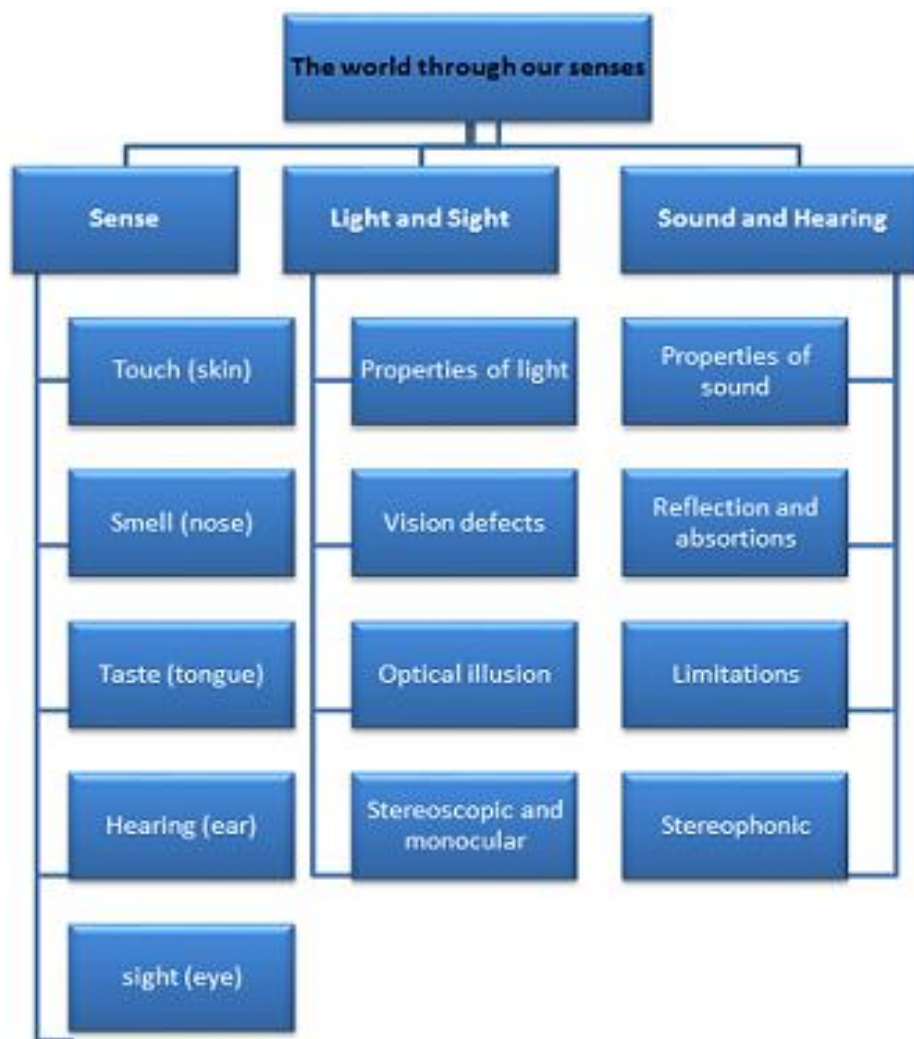
Visual also provide information about the physical context of interaction. This crucial comprehension support occurs particularly with formats such as soap opera, where there is greater convergence between the audio and visual strands than in other video material, such as documentaries with voice-overs (Mac William, 1986)

He also says that in our modern, technologically complex world, learner needs to develop the ability to deal with written as well as spoken genres. This means that material should be integrated, balance, flexible, that when students begin their analysis, they have an opportunity to acquire a certain familiarity with the genre and when this additional practice of language features happen student could elaborate and revise their interlanguage in order to produce new ones in their contexts.

Because audiovisual resources could incorporate learning cycles where the students explore the different options to choose the most appropriate to their future purpose, during their study or work.

He stresses that audiovisual resources provoke engages learner in purposeful interaction and give them a chance to check their understanding explaining through this three ways:

- **Audiovisual resources faster learning autonomy:** Because when students experiment the nature of language this could prepare them to deal independently with the language they encounter as they move into new situations. Even they gain confidence in their ability to acquire the target language. In other words, every cultural aspect of the language explicit gives more control over their learning reflecting their progress.
  
- **Audiovisual resources need to be flexible enough to cater learner differences:** The learning language as a process need to perceive that styles student bring to the classroom and what aspect of their experience like most. Because a classroom usually has sources of potential communication between students and teachers. This opportunity will emphasize the culture value of teachers and learners.
  
- **Audiovisual resources engage learners affectively and cognitively:** The vast range of identities and cultures, that a classroom has its rich in learner value. That point is to take into account and engage the student's participation integrating their knowledge and learners interest in order to provoke a spontaneous communication. Or develop the most important aims of a class, the input learner generated improvement of cultural aspects of language outside class, which will involves him/ her in the next spontaneous interaction.



**Figure 3:** The World Through Our Senses.

### **2.2.6 Educational Psychology Basis.**

The historical antecedents of contemporary language teaching is influenced by the field of psychology and closely to concepts and theories about the ways in which humans learn in general and their relationship to second language learning.

Behavioral learning theory views learning as a response to stimuli in the environment, the learner is a “creature of habit” (Brown, 1994, Gass & Selinker, 1994, Skinner, 1957) thus the learning is through practice in a deeper, complex, psychology phenomena provided in a video and other process of learning.



Supported on this theory the learning process should focus on activity that allow learners to develop their multiple intelligence making use of the different tools and resources in order to provoke them habit to use the language, speech, correct intonation, gesture and so on. All elements of plays an important role in the practices of language provoked by audiovisual material. Even learners world today is marked by different audiovisual resources provided by the network.

Based on socio-constructivist work of Vygotsky (1978) and Bruner (1996), it can be asserted that second language learning take place within the social interactions of learners. However learner not always has opportunity to interact or establish conversation over real life situation, or specific language features. And others understanding of cultural background influences. (Faltis & Hudelson, 1998) Lave, & Wenger, 1991; Wertsch, 1991)

It's important to cite to LEV VYGOTSKY when suggested that learning take place through the interaction students have with theirs peers, teachers and community. Moreover he argues that culture is the primary determining factor for knowledge construction. So is imperative to support the expert thinking and promote and develop spaces to *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodriguez*, interact in class and use the language in a communicative way guiding the learner's interest and needs.

The strong conceptual affinity between sociocultural and constructivist theories provide a powerful construct that help instructional practices for English learner. Because both holds that knowledge is socially construct in the interrelationship between learner and teacher.

But what we usually face in a high school is school failure, produced by factor that includes the environment, relationships, and teacher's cultural and pedagogic competency. So understand the new perspectives engaging students in active new experience, and make learning relevant to real-world situations must be the

authentic self-assessment of teacher. However develop students skills become every day in utopia when do not consider sociocultural strategies such as cooperative learning (Kagan, 1995); instructional conversation (Echevarria, 1996); multicultural education (Nieto, 1996).

Additionally, it is helpful to be aware of the first language knowledge of students. It means similarities and differences between sounds and functions they know; the type of schooling experience student had been lived, because all of this assists the English learning process.

Finding appropriate way or resources to acquire the language according to contemporary second language learning has over motivate to study and emphasized the authentic learning resources to improve communicative language skills of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*.

### **2.2.7 Sociological Basis.**

On the other hand, Noam Chomsky (1957), advanced the notion that humans are innately predisposed to create and use language. And he also coined the term “language acquisition device” (LAD). According to McNeil (1967), the LAD consists of three internal linguistic properties:

- The ability to distinguish speech sounds from other sounds in the environment.
- The ability to recognize only certain types of linguistic structures.
- The ability to evaluate language production to determine accuracy of production.

These properties come together to form a new trend in the language learning process. This functional language theory views the language as the medium within

which to achieve specific purposes or meaning. So this search pretends to show that communication language skills, and not just the grammar and structure of a language, is the essential characteristic of language.

To extend this view we can assert the real conditions of the English knowledge at *Unidad Educativa Juan Dagoberto Montenegro Rodríguez*, is not acceptable from this point of view, because students just recognize the language learning as a process of construct sentences and that's all. Consequently, they do not have opportunity and conditions to use the language in a meaningful way.

Interactional views of language are those that view language as the meaning to achieve relationships and performances (internal / innate features). Between people (Richards & Rodgers, 1998, p. 17). Guide teachers and students attention towards this point of view of language, becomes this research so essential, like essential is the candy found in the school bar. Furthermore the world is changing constantly and to stand in the same approach mark distance between teacher and learner and nobody wants to point out like this.

Language theorists such as Wilkens (1972), Halliday ( 1975), and Hymes (1967/1974), communicative language teaching (CLT) focuses on learning language to communicate notions of language( time, sequence, quality, location, and frequency) for specific functions( requests, denials, offers, complaints), arguments that support the education in all areas.

The Ecuadorian new education system is guided by Ecuadorian in service English teacher standards which are based on the document developed by the teacher of English to speakers of other languages (TESOL).

This document is organized into five domains that fit with those stated for general curriculum.

- The first domain is “language”
- The second domain is “culture”
- The third domain is devoted to “curriculum development”
- The fourth domain deals with “assessment”
- The fifth domain embodies “professionalism and ethical commitment”

In essence, the English language learning standards are the learning outcome expected to achieve at the end of a proficiency level. It means that students will show “what students must know and be able to do as they move toward full English fluency.

### **2.3 Fundamental Categories**

The next are the fundamental categories which have been determined with the purpose of guiding the gist principles of this research.

#### **2.3.1 Language as Interaction**

Most students usually ask why do they have to learn language if they are not going to travel to a foreign country. That is the typical answer of how the English class usually is, it means drills, sentences, homework, and so on. They would also refers to something clearly seen as direct method or audio-lingual method quite good in their time, but now the language learning system should be others.

While the audio-lingual approach focuses on grammatically correct construction, communicative approach have as their general aims the development of the ability to use a second language to communicate meaning (Chamot and Stewner-Manzanares 1985a)

### **2.3.2 Language as Skills**

Research strongly supports the need for English language learners to develop rich oral academic language as a precursor for reading and writing proficiently (e.g., August & Shanahan, 2006; Fillmore & Snow, 2000; Saunders & Goldenberg, 2010, Saunders, & O'Brien, 2006, Walqui, 2010, Williams & Roberts, 2011) but the reality of the high school system is to let this to afterward. Consequently is so hard to change the historically method used in the classroom.

In fact, the lack of opportunity for the oral communication to express ideas or change information becomes this research in an opportunity to self-evaluate the learners need and the new trend related to the language learning. The author also mention the other skills as a consequence of a rich speech development, when people talking things over, maintain enthusiasm in group about something relevant, thus the understanding and flexibility founded in oral communication encourages learners self-confident to talk in English.

In the last decade there was an interest to study grammar as a function alone. And that was perfect in that time but research suggests that learners learn more when they participate in meaningful activities about the language they pretend to use and talk. So teacher as responsible of language learning should use appropriate opportunity to students develop their skills according to the contemporary times. Teach students to use the language in collaboration with others should be a very simple aim to interact in class using video in the class.

As the author mentioned before, the language learning process needs to pay attention and understand the target language to strengthen and address learner's needs. To think aloud is not a common characteristic of class but the function of language usually evolve students into interaction even when the meaningful activities is absent.

### **2.3.3 Communicative Language Level**

The common European framework of reference for language learning and teaching has some aims for the language teaching, which should be considered by every high school or institution where English pretends to be the second language. That document has two aims:

- a) To encourage practitioner to focus on the target language.
- b) To help learner to achieve what a target language really is.

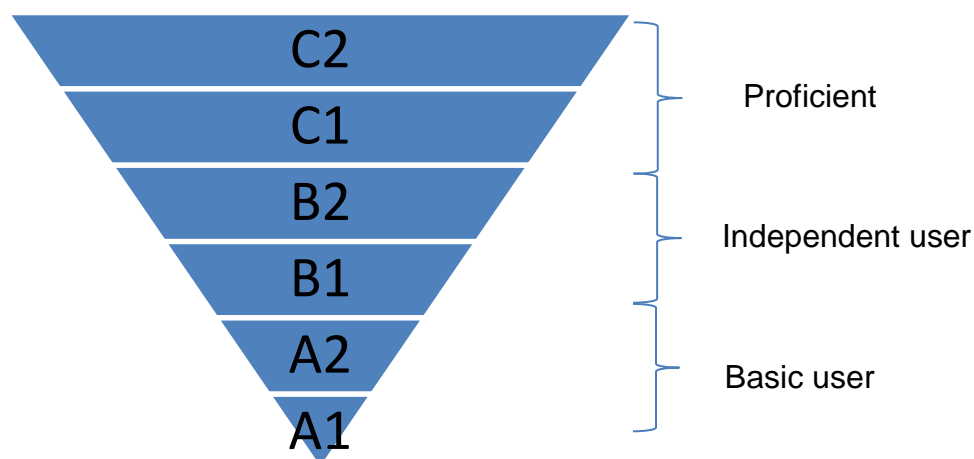
It is clear that the common European framework of reference pretends high schools and teachers follow and practice the acquisition of a second language with students. The intention is establish a model where a teacher can reflect about the starting point of teaching language, how they attempt to so and why they should do.

The purpose of this document in the field of English language teaching is to guide language learning towards practical activities that improve the communication language skills of learners among world languages and cultural backgrounds. The central focus of this research is those principles of learning and teaching. Enable students to use their knowledge and skills towards interactive learning where students become responsible and independent in the learning in relation to others.

The construction of the perfect and adequate model strategic is not the base of common European Framework of reference but the opportunity to reflect and to be flexible to adapt the language learning or situation to then new trends as possible as well as student's interest and need. However, a current interest in the language learning process is involving students in the acquisitions of English as a second language.

That necessity is stronger than before because the technology has reduced the distant and save time about communication around the world. For that reason this research is focus on reference levels below:

Reference levels:



**Figure 4:** Common Reference Levels: Global Scale.  
**Chart # 1** Common reference levels: global scale.

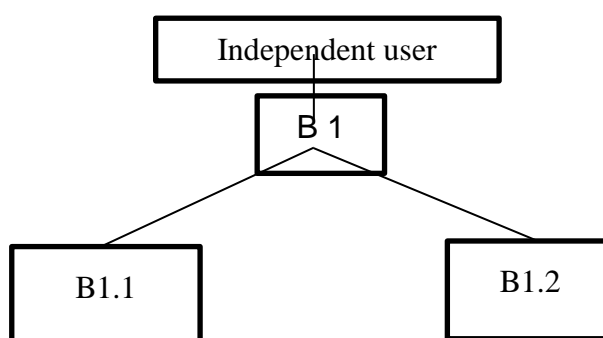
Independent user	B1	This level can be explained in the point where learner can deal with familiar matters like: school, or leisure. That mean everyday situation where the language is used or produced among people interaction. Talking about their experiences or interest, given reason and explanations about relevant topic for them. The personal interest of learner play an important role in this level for that reason is important for this research to focus on and guide the language learning process on this reference.
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Using the scaling system and associated descriptors critically and take into account the recommendation of national English curriculum guidelines of Ecuadorian education system. The three aforementioned language proficiency

levels will be applied in the educational system gradually through a branching approach as shown in figure 1 below.

Figure 1 level of proficiency and their application per school year.

Level of proficiency: branching approach



**Figure 5:** Level of Proficiency.  
**Chart # 2.-** Level of Proficiency.

B1.1 or level B1 in progress	Which implies that level B1 language competence is being develop
B1.2 or true level B1	Which implies that the language competence of an independent user level B1 has been achieved

The general competence that learner should develop in this level refers to the ability to express their point of view. So learner can use and produce the language developing self-confidence to speak others in the classroom or community. Students wish to reach the communicative language skills to take part in conversation as well as respond communicative event among students' interest.

The social life turns around interaction in specific and every day situation. So the language learning process cannot be conceived on grammar as a subject but focus on social relationship that respond learner's interest and need.



### **2.3.4 Communicative Language Skills**

Most learners feel that being able to communicate orally is the important aim in foreign language learning. It is something that many learners see as enjoyable. (Chamber, 1999) Even, it is the skill that learners see at the end of a course, had less successful than others. Because they lack confidence in speaking or fear in the use of the target language independently.

Focus on these factors motivate learner to talk a lot. It is important to argue the need they have to communicate something in pair or group before to talk in the whole class. And show the impacts they have when interact and negotiate the meaning on language acquisition. Thus to take risk in speaking activity it is no easy, but support it need to have a classroom environment where errors are part of the learning process in order to motivate students to express themselves.

Unfortunately not all learners see speaking activity useful as well as other language skills. Furthermore learners determine that this happen when most teachers give value to others aspect of the language. In addition, a class as a whole need to be aware of what target language really is. Become learners performing dialogue giving their point of view of what they see in a real context, should be the aims of language learning.

### **2.3.5 Audiovisual Resources**

In order to understand of what audiovisual resources is, it is imperative to examine the historical evolution and changes this has reflected in the educational field.

The term audiovisual resources, as interest in the instructional application of the audiovisual material and devices increased formal definitions of visual instruction emerged. These early definitions focused on the use of media for instruction

purposes. These indicated:

“Visual instruction involves the classroom use of the motion pictures, lantern slides, and a wealth of devices such as still pictures, wall maps, charts, and actual objects.” (Emery, 1925, p.12)

It is also important to note this twenty century is involving in a marked increase use of visual media and students see this action as practical instructional to thinks and discuss movements, speech, and culture background and so on. So the use of audiovisual resource increases the interest of learners stimulating their autonomy to do lessons or enhance conversation.

“Visual instruction is the enrichment of the education through the seeing experience it involves the use of all types of visual aids such as the excursion, flat pictures, models, exhibits, charts, maps, graphs, stereographs, stereopticon slides, and motions pictures” (Dorris, 1928, p X)

Although visual aids were considered supplements this cannot supplant the course or the teacher aids. Audiovisual resources should be an integral part in the process of acquires English as a foreign language connecting the textbook and supporting the knowledge that it has been studied. Thus students improve particular language aspect of communication. So this kind of audiovisual experience grabs students’ attention because gesture, intonation entertains them to imitate and discuss even use the vocabulary used in the audiovisual activity.

Audiovisual communication is that branch of educational theory and practice concerned primarily with the design and use of messages which control the learning process. (James Finn, p. 18)

Successful teacher of all ages expect students use knowledge they teach, exploiting students awareness about the language. However the classroom

environment not always provokes students communicate naturally about video and ideas presented of the topic they are interested, in order to practice their pronunciation and improve their language skills. However, most of students point out that is not the target language of the teacher.

One of the principal trends today is the application of modern tools with the possibility to motivate students and help them to acquire English in a communicative way. Build relationships between students theory and practices is the model this investigation followed to have effective learning outcomes.

Educational technology is a field involved in the facilitation of human learning through the systematic identification, development, organization, and utilization of a full range of learning resources and through the management of these processes. (Ely,1972, p.36)

The impact of the technology increase and influence in the communication around the world, the author indicated. Although, the development of this form facilitation lately appears in the education field, perhaps the economic limited of resources, or teacher traditional practices. Many contemporary teachers discuss the idea this tool attract students into an instructional system and whatever teacher teach is also a complex system of cultural customs, thinking, and so on. That system has to be organized pragmatically as a goal of a language classroom, towards the comprehension and production of communicative language skills of learners.

Educational technology is a complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of human learning. (Association for educational communication and technology, 1977)

Another form to understand the technology is in the learning principle, this helps to solve human learning problem that means the possibility of save time and space in all aspect of language. Because human adaptation, decision, and transformation are presented in the audiovisual resource provide by internet. But just teacher has the creativity about the pedagogical dimensions to apply in a lesson making effective the learning process. Even through this video clip teacher encourage students deal with different kind of English context.

Instructional technology is the theory and practice of design, development, utilization, management, and evaluation of processes and resources for learning. (p.1)

### **2.3.6 The Sociocognitive Perspective on Language Use.**

The current trend in technology emerges every day on every dynamic system triggering on internal cognitive process, it has changed the educational field generating a social phenomenon investigation of the experiences of many teachers around the world.

Although this phenomenon of investigations could be considered as ambiguous because it can assist teacher in learning process or can reduce his/her role as a simple developer of content of others.

“Technology is developing so rapidly that it can often be difficult or even overwhelming to harness somewhat like trying to get a drink of water from a gushing fire hydrant” (warschauer, 1995b, p.xv).

Today classrooms require teachers able to use technology to develop student’s skills and thinking from this twenty-one century, where more and more students with different characteristics and likes prefer effective pedagogy address to satisfy their needs.

In order to make effective use of these tool teachers must take a step forward and focusing on authentic and varied language adapting pedagogical requirements. For instance: three perspectives.

- ❖ **Language Learning is Cognitive.** The first positions is that although social factors are certainly involved in language acquisition, their role is at best somewhat marginal-language acquisition is primarily a cognitive process. Such cognitive accounts of language acquisitions have been very influential over the past thirty years or more, both amongst theorist and in reference to language teaching (e.g. Gass 1997; Doughty and Williams 1998).
- ❖ **Language Learning is Primarily Social.** Many scholars argue that although the mind is undoubtedly involved in the processes of language use and language learning, it is perfectly viable to elaborate theories which focus principally or entirely on the role of social factors and the importance of social participations in learning. Wagner (2004: 614).
- ❖ **Language Learning is Sociocognitive:** Sociocognition is based on the view that neither language use nor language learning can be adequately defined or understood without recognizing that they have both a social and a cognitive dimension which interact. Even SLA researchers have established and ongoing interest in a learner`s relationship with the social world and the degree to which these relationships influence second language learning (e.g. Schumann 1978a).

So as we have noted, the sociocognition is not a new phenomenon. It is the gist of language teaching today and the questions is: Does sociocognition theory significance in teacher or institutions today? The research say it is imperative to pay attention learners interest and relationship with the social world around them in order to turn on the traditional ways of learn, making easy, real and relevant the

learning process.

### **Holistic Sociocognition**

- **The Mind / World Unity:** the idea that the social and the cognitive are inseparable has a long history in philosophical thinking, where it is talked about in terms of the essential unity between the mind, the body, and the world. John Dewey (1896).
- **Language Use is Language Learning:** the purpose of interaction is to create “input” to activate learner’s attentional processes and thus provide the linguistic “data” that learners can process internally in order to advance their interlanguages. Interaction serves simply as one of a number of means by which learners can obtain input. Because it is precisely those processes of using language which constitute the essence of learning. Swain and Lapkin (1998: 321).
- **Illustrating:** Nassaji and Swain (2000)  
In Vygotskian sociocultural theory, scaffolding is seen as a fundamentally situated process of collaborative dialogue which “anchors” learning in social activity (Lantolf 2000:13) by providing learners with just sufficient assistance to enable them to accomplish through collaboration what they could not accomplish on their own (Anton and Di Camilla 1998; Anton 1999; Nassaji and Cumming 2000; Ohta 2001).

### **2.3.7 Video, Film Clips**

In recent years, technology use in the classroom has become widespread at all grade levels. Even educators around the world face the challenge of preparing student for a world that is becoming more technologically advanced with each passing moment. Therefore students should develop skills and knowledge

required to succeed in such an ever-changing world.

The growing popularity cross-border learning through internet has significant around the globe bridging culture in context making successful communication environment.

### **2.3.8 Why Use Video, Film Clips?**

The value of a film as a language teaching and learning resource is self-evident. It is motivating, and it provides a source of authentic and varied language. Some of them are recognized worldwide as a common frame of reference. The medium of a film is excellent at communicating cultural values, attitudes, and behaviours. It is very effective at bringing the outside world into the classroom and providing a stimulating framework for classroom communication and discussion.

### **2.3.9 What Approach is used?**

The activities in this look at features in three ways.

They encourage students to improve their English by watching film, observing what goes on, hearing what is said, and describing what happens in their own words.

- They motivate students to observe and discuss the techniques of filmmaking itself and to understand how the choice of shot, lighting, editing, and sound all influence our view of the story being told.
- A number of activities address the film industry and invite the student to explore the world of film stars and publicity and to understand how a film gets made in in the first place. Activities offer at all levels of proficiency, allowing teachers to progress from simple viewing and language study activities to more sophisticated content study and

project work.

#### **2.3.9.1 Vision, Sounds**

These techniques are useful for highlighting visual content, for stimulating student language use about what they see on the screen and for getting student to guess or predict the language used on the soundtrack.

Through sounds teacher get students to pay close attention to what they hear on the soundtrack. Because they can use dialogue or make predictions about the setting, the situation, the characters and the action.

For this and others reason, audiovisual resources, can allow students to develop ideas, like the sequence, comprehension, produce and perform what they watch, comparing and discussion in class, roles or positive features of the language improving learners knowledge and communication in class.

Even the major technological advances or the internet facilitate enormous amounts of film information or videos around the world showing us the different kind of English standards or accent. So decide to use these options we achieved and effective level standards in our students.

The potential value of use audiovisual resources in the classroom depends of the teacher and obviously and takes into account students' needs. Thus, teacher becomes contemporary facilitator incorporating styles and real life situation with English from different cultures and so on. To find the appropriate moment and clip also the content the learning process become successful as the teacher expected.



### **2.3.9.2 Current Trends in Communicative Language Teaching**

The world of knowledge is changing faster than ever before and with this also all about education. The need to share that knowledge with others and discuss the new practice of language teaching leads research to the reflection about the context and not just the content where the class takes place, in order to improve it according to the new trends paying close attention to the core assumptions of current communicative language teaching:

There are so many principles in communicative language teaching in order to train teacher and improve the language learning process. Those trends pretend that teachers facilitate and provoke interaction through meaningful communicative strategies.

The current perspective of an effective classroom today should provide moments and opportunities to expand the use of all kind of languages resources to provoke student's interest on language and their communicative skills. The more time and opportunity student have to exchange information the more time to improve the communicative language skills they will have.

The characteristic of all act of communication is the engaging among people about relevant content and this happen when meaningful language is taking into account in the classroom. The learner's interest increases in different modalities. Learners of this generation demand activities to discover the foreign language from native language environment presented through video clip as well as any other kind of audiovisual resources.

Learning a language is a complex process that involves multiple intelligences among learner experimenting the best way to acquire the language. However, this process is not free of errors when the main goals are involve students in conversation using the foreign language accurately. Learners today want to find

the correct road to develop their skills and also their motivation.

Over the past half century the approaches used in the language teaching have been helping learner in the acquisition of language but the modern world demands teacher trainers and the use of successful communicative language strategies. So teachers role in the classroom become creator of opportunities for students to think in English as well as practice the language.

Meanwhile, the classroom experiments the social correction among teacher-students, several outcomes appear during the language learning process. It is clear that process of language depend much on conditions and opportunities, understanding the new trends in communicative language teaching of course it will be possible if trainer intent to change the approach.

The relevance of the target language learning has been discussed by professors for years but this is not the reality of Ecuadorian institutions today. In fact is not difficult to find students with limitation in a correct use of communicative language skills. So is important to observe the current trend in the communicative language teaching and apply helping learning of this generation.

What any teacher expects from their students is reinforce the language and to work collaboratively inviting them to talk more than before. This kind of connection between students enable learners participate in small active discussion about relevant issues. For that reason the author describes these changes:

Contemporary time offers a lot of technology advances and this has influenced in the educational field transforming into the new paradigm of communicative language approaches. The vast experiences of teachers around the world agreed on the idea that times are different than many years ago, student's self-study and learn faster.

This research attempts to turn around the page of how the language learning process has been helping trainer to pay attention to the new changes where the learners should develop their autonomy about the content of learning as well as the aims of the target language. How to apply and to process the language knowledge in groups or meeting is the gist of language as well as the net generation culture today demand.

Learning is not an isolated process that exists out of any social nature environment because social life precisely depends upon relation and interaction with others. No matter the age, culture or social status. The new trends of cooperative learning have reflected on it.

Everything in student's life is connected nowadays and that connection wouldn't avoid the school curriculum in terms of student's needs that mean study English linked to others aspect of subjects. The language learning process also requires learners explore others aspect and resources about the language inside or outside the classroom.

What a successful classroom should focus is on meaningful language the language teaching should reflect on the student's needs. Giving opportunities to students to explore new context and others language learning activities. There are vast of audiovisual resources to use in the classroom take into account students necessity strengthen their skills or multiple intelligence to develop students capacity to learn other language.

That capacity should allow students to think in English in order to express their own ideas and experience and also develop their critical and creative thinking. The communicative language teaching means that students do not learn a language for leisure but that should be the aims in every classroom environment. The constant curiosity for acquire other foreign language in real context.

Those new trend in communicative language teaching comes together others new forms of assessment. Even modernity for learners means video interview, trailers and so on. Those can be used just to build and understand the language from native context about relevant topic. This new assessment replaces the traditional multiple-choice test to motivate students to observe and talk more about grammar function observed in a video activity.

Students see a teacher as a facilitator, but they prefer to see as a co-learner because not always teachers know what students like or prefer about the language. For that reason the language should be learned through doing. That means interacting, talking, communicating, in other words what the target language really is.

Teaching for action, some many research suggest like others forms to help students in their learning autonomy in order to grabs student's attention. The language used socially inside the classroom improves the self-confidence of students and their mind to build their knowledge and skills about the language.

### **2.3.9.3 Multimedia**

Over the past decade there were so many studies around a description relates to videos and their influence on people and students life. Any audiovisual elements are potentially power to engage this net generation students as an approach that influent on their multiple intelligences and learning styles.

The springboard toward specific learning outcomes occurs when the action and words express emotion superficially or real in video presented. Because, it plays and affect all human senses and learn in this way is better than just to use the reason to learn.

The human being react to something when actors, sounds and emotions, body

language, feeling and behaviors entertain students to speak about it, and that usually occurs with video clip, the language appropriately used on common situation affect directly the language perspective of a learner to form their social interaction among them. Even understanding and enable to respond interpersonal necessity about the language.

*The Unidad Educativa Juan Dagoberto Montenegro Rodriguez* cannot ignore this reality; even using videos in teaching is not new teachers around the world are facing with a generation dominated by the movie image. This is why the project becomes so interesting to apply videos for English learners.

In order to carry out this project and apply video properly, several steps had to be considered:

- **Learning from media and technology.** It is referred to a computer assisted language learning (CALL) the learning process engages students to encoded messages or familiarize with the new content. The impact of CALL in education has two aspects.
  - Computers have positive effects for motivating students
  - CALL can achieve educational aims in less time.
- **Learning with media and technology.** It is referred to cognitive tools and current trends learning.
  - Cognitive tools are technologies which enhance the cognitive power in human beings through conversation listening, vocabulary exposure to English speaking world.
  - Current trends learning promote a new learning style involving students on a wide variety of English creating their own conversation techniques as well as common conversation.

#### **2.3.9.4 Why Use Videos in Teaching?**

The powerful of video clips is the total experience of native speakers on real life situation, showing students how to use the language appropriately through the strong impact of audiovisual resources involving students over and over again. Learning a foreign language requires not just knowledge about grammar rules but also how native speakers use the language in context.

For that reason, this research is supported on audiovisual resources because it grabs student's attention during the learning exercise, students often feel force to study a language but through video clip students relax making fun and enjoyable the class.

In fact, students behaviors are influenced by videos, they should find mold that improve their attitudes for learning. Even that mold should stablsh rapport among teacher-student. Consequently this entire context allows students flow ideas, understanding the language context.

On the other hand, the powerful of video stimulate the opportunity to express whatever they get about the language, motivating them to talk and use their vocabulary. Never mind if the pronunciation still is a little wrong. The objective is to provoke students to improve their language skills.

Any common students context is guided by teacher and students respond to their request, that describe how the target language, interaction are denied or are absent in the classroom. Likewise there is no intention to create social relationships to keep a conversation as well as to solve problems relate to the communicative language skills.

### **2.3.9.5 Videos and the Brain**

This might be the overwhelming part of working, this refers to the fact on how students process the information presented by an audiovisual resources which facilitate the acquisition of language and that is because as researchers mentioned before, a video become attractive for the language learning process by the exposition of varied and authentic speech, accent, intonation, and so on. It engages students easily.

Likewise, videos can be seen as an authentic tool to observe the levels of formality in occasion as well as how people initiate and sustain a conversation between friends or any other people.

The author also takes into account that aspect of student's intelligence in the process of understanding things that happen around them. Those aspects should help trainer on the road of apply the correct methodology and strategic that best improve the strong and weak skills of students. So, to expand and open the trainer minds the possibility of saving time to students to speak and use English more than before.

Although, this researches it is not an assignment about the brain hemisphere. It is important for this job to explain the way how the brain works, for instance: when a learner watches a video the left side of their brain process all the information about dialogue basically in a logical and analytical way. All this process occurs generally in a common everyday classroom but when this side work with the right side –it works with the visual images, sounds, effects and so on- simultaneously videos of real life situation engages and touch students emotions deeply.

Also when this happen students structure their thinking and establish other forms of relationships, enjoying and making fine the learning process. So the results over the past decades about the brain mystery are successful and useful to explain

how people get and develop their knowledge rationally and emotionally. Moreover, those brain processes contribute to the communicative language skills of students, generating brain storm and better social relationship.

That is why it pays close attention to the use of video clips stimulating students' multiple intelligences according to the new progress and the huge multimedia resources around the school life. Thus, the brain works processing information provided by video clips where all play in the acquisition of the new knowledge. The human brain requires stimulus, the stimulus depends on teacher and the environment around the learning process.

#### **2.3.9.6 Videos and Multimedia Learning**

During years, researchers have accumulated strategies on learning, studies processes of learning, and presented several outcomes over the use of audiovisual resources. Even some theories have examined the close relationship it has with communicative language skills, because every detail presented in a video affects all human senses simultaneously, activating the ability to get the gist of a conversation in order to give a particular point of view of what they are talking about inside the video.

It is important to take into account every detail about the video, focus on meaningful language, perhaps the most appropriate video for learning, could be those related to the language function they are studying and those that refer to everyday situations of students may benefit as well.

Although, this research wants to show the power of video in language learning, that does not mean that all the classes will be just with videos. It pretends to show the effectiveness of them and how students and general people increase memory, understanding and conversation as well as the modern world demands. For instance, the internet is the perfect example as well.



There is a vast amount of content over internet, but it is rare this kind of personal experience about this social issue in class. The teaching of second language should emphasize the social communicative language skills like when the teacher give instructions and students respond, they should generate instruction and practice their respond about what they watch.

### **Some Ideas for Using Video Clips.**

The need to solve educational problem relating to students outcomes in a modern world today has provoked that researches around the world discuss the issue and establish a way out in the acquisition of language.

Applying videos is not an easy technique, that does not mean to play any video for a long time and that is all. Analyzing the content and giving a feedback through it has to be carefully selected by trainer, with a specific aims in order to illustrate ideas already presented. For instance: when the topic is about leisure activities, descriptions, and so on.

Those strategies opportunity enable students to discuss and process information successfully encouraging other transfer it constructing meaning about the language. Every good strategy should contribute to find problems and solve it. So it is mandatory before to start the activity try to anticipate the event, students give ideas, and it make feel students anxious to know what happen if this or that fact occur. It also provokes student's reaction about the real life situation, similar to the reality that surrounds them.

The application of different techniques with video give learner the opportunity to develop and gain deeper understanding of language feature even provoking the interest on critical thinking related world issues. To guide behavior of young people can be other outcomes of the use of audiovisual resources. Thus using this kind of strategies will focus on solve real life communication problems.

Another important point in this kind of strategies is the way which content is presented all those illustrations provide unforgettable moments that make the learning process funniest. The other part of these strategies is the creativity developed by trainer or students during the learning process. There is no doubt the exaggerated time students pass searching or using their technological device.

Enable learner inspire on real life situation, their context and all the entire experience of the video. It should be an important integral part of classroom motivations. The English language learning should make the difference in relation to others subject, giving students a break to breathe and rethink about the target language and the meaningful language use on specific and everyday situation.

Finally as the author mention before the purpose of audiovisual resources is ascertain goals centered on the target language, something worth for students, and something that grabs attention and activate their knowledge about the language.

#### **2.3.9.7 Video – Philosophy**

Video clip from a social learning point of view, people learn in social context and construct active learning communities. The learning takes place through the interactions students have in class. “Culture is the primary determining factor for knowledge construction”. We learn through this cultural lens by interacting with others and following the rules, skills and ability shaped by our culture. Lev Vygotsky (1962)

It is also known that knowledge is strengthened when it is supported into social interaction; the class environment is successful when students can connect their cognitive development with sociocultural context through video clip. When students watch and share a video they find ways to communicate experience about a particular issue they lived before a video clip they watch.

Searchers say that any video can provoke any reaction to students in order to create their own knowledge. Nobody can deny the vast content offered by the internet, even the primary benefits of videos present in the web, like YouTube.

The exposure of authentic English, pronunciation can enhance conversation between students in both languages. Furthermore students will be able to deal with specific situation relate to what they have done previously inside or outside the class.

Additionally, video clips asserts that if we watch a trailer, documentary, an interview and try to remember it the next day, we would be able to do so. However, if we only talk and explain it to students or simply relate the information to other without context, then they would not have a better understanding of the topic.

A video clip is also based on meaningful and challenging tasks for students to work. Because it is an instruction that support social learning and this occurs when you make the students work together collaboratively and share their result. In other words the education background would be the center of communication, involving and performing a second language with the new tools of this net generation. Which increase the success of every student with their multiple learning styles?

Finally, this instruction leaves behind the traditionally *transmissionist* or *instructionist* approach used for years in which a teacher transmits information to student and that is all. The real role of video clips is to make students play an active communicative role in learning with authentic English in order to facilitate meaning communication construction in students. Therefore, becomes a reciprocal experience for the students and teacher.

## 2.4 Legal Basis

Chart # 3.- Ecuador Republic's Constitution support.

<p><b>ECUADOR REPUBLIC'S CONSTITUTION</b> <b>(Approved in Montecristi, July, 23-24 2008)</b></p> <p><b>TITLE VII</b></p> <p><b>NATIONAL PLAN FOR GOOD LIVING</b></p> <p><b>First section</b></p> <p><b>Education</b></p>	
<b>343</b>	<p>The national Ecuadorian system will have like main objectives <b>to develop student's capacity and individual or collective skills</b>. Because learners are capable of understanding and using everyday expression if they involve in a real language environment satisfying immediate needs.</p>
<b>347</b>	<p>In the point: eight, nine and eleven establish: Ecuadorian state responsibility with country education.</p> <p>8.-The point cited before <b>incorporates the ICT and propitiate the teaching link with the productive activities</b>, because learners capable to use ICT, they can find relevant information in order to introduce it others in a communicative way.</p> <p>9.- The Ecuadorian state is going <b>to guarantee the bilingual intercultural education system</b>, recognizing the world's lingua franca and how this language influence the learning process in Ecuador and enable learners to face the globalized world and</p>

	<p>their future.</p> <p>11.- The imperative need <b>to guarantee the learner's active participation</b>, because the current trend are focusing on learner's interest, and that mean they are not only receptive knowledge ponds, they have to take part in the learning process, interacting and communicating themselves.</p>
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**Chart # 4.- Bilingual Intercultural Education Organic Law support.**

<p><b>BILINGUAL INTERCULTURAL EDUCATION ORGANIC LAW</b></p> <p><b>(OFFICIAL ENROLMENT N° 417 MARCH,31<sup>ST</sup> , 2011)</b></p> <p><b>TITLE IV</b></p> <p><b>BILINGUAL INTERCULTURAL EDUCATION OF</b></p> <p><b>FIRST CHAPTER</b></p> <p><b>Bilingual Intercultural Education System of</b></p>	
<b>78</b>	<p>The bilingual intercultural education system has as an objective, <b>to apply, develop and promote public politics of bilingual intercultural education</b>, which means that learners have the right to learn languages focusing on the primary function of languages: interaction and communication.</p>

**Chart # 5.- Bilingual Intercultural Education System Ends support.**

## SECOND CHAPTER

### Bilingual Intercultural Education

#### System ends

#### Fundamental Principle's Objectives of

79

In the points: d, c, establish the bilingual intercultural education fundamental principle

d.- The bilingual system **recognize the intercultural like coexist and equity interaction** because the globalization allow people to know other cultures and learn about them valuing their abundances features within national e international context without any kind of cultural limitation.

e. - It should recognize **the reciprocal as element that joins the education management and integral development** provoking learners interest in the subject in order to use the language productively in class or outside the classroom. Even they are also able to communicate with others cultures sharing ideas and information about routine activities.

## SECOND CHAPTER

### Bilingual Intercultural Education

#### System ends

#### Fundamental Principle's Objectives of

80

In the point: a, b, e, g, establish the bilingual intercultural education objectives:

a.- The constitution of the Republic of Ecuador is going to **strengthen the interculturality to gain the good living**. It means enable students to learn languages respecting economic-linguistic people features, expressing thoughts and interest to learn things from others countries that satisfy their need.

b.- **The strengthen of culture language and identity**, because the Ecuadorian people have the same capacity like any other people around the world, to discuss and maintain face to face conversation on topics that are familiar with, performing and imitating the most significant of culture.

e.- In this point the bilingual intercultural education objectives, **impel quality integral of education**, in other words enable learner to adapt and study in any part or institution around the world, according to

	<p>international standards. Involving on science or educational research in order to generate new knowledge.</p> <p>g.- Emphasize <b>the people formation with own identity and proficient level</b> according to the technology advances and development countries, because through this objectives learners are able to face the future in this modern world using their knowledge and skills in order to serve to the society and country.</p>
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## 2.5 Hypothesis

The use of audiovisual resources will improve communicative language skills to students of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez, La Libertad, Santa Elena Province, and school year 2014-2015.*

## 2.6 Variables of the Study

**Variable independent:** Audiovisual resources.

**Variable dependent:** Communicative Language skills.



## CHAPTER III

### METHODOLOGY

#### 3.1 Research Approach

Without a method it is impossible to find out scientific knowledge that is necessary to develop into an investigation. So this investigation was qualitative, which is the approach used to scientifically study a sample research.

As part of the process of knowledge, in order to obtain the necessary information about the direct or indirect influence of audiovisual resources, in the teaching of language English, it is important the uses of the methods and techniques necessary for this research, developing communicative strategies in the classroom.

**Qualitative:** this will provide a real and essential context as they really are, if they can communicate with their classmates interacting as well as native speakers, no matter what language they study before.

**Quantitative:** this focused on the process that students lived before this research; every student's experience supported their knowledge and capacity to communicate in English, in other words the method helped to explain the causal relationship between the elements that provoke weaknesses when they want to communicate in the second language.

#### 3.2 Level or Type of the Research

**Observation:** it is known that every investigation process follows steps, it means the observation is the gist way to find out the elements that influent in a classroom environment, even to collect information about learning process, structure,

context, that improve or decrease the children English skills, so this way helped us to understand and support the student stronghold or their necessity.

**Survey:** This has provided gist information to know the student level to understand, to communicate in English, using the English skills, in the classroom, community, or any other context.

The research is focused on the experimental method, since it is the regulator shaft it developed skills in students, level of interpretation, ability to communicate in English.

It is necessary to mention the different studies involving the conduct of this research, namely exploratory, that explores the learning environment within the classroom.

**Descriptive:** in order to provide important leads, identifying the needs, changes, and procedures, focusing on establishing the quantitative and qualitative characteristics of the classroom. Exploring and Finding the most common classroom techniques and instrument that engage student interact in classroom.

It is also important to say that it helped us to train us and train student to use second language in a communicative context.

### **3.3 Population and Sample**

This research paper took place at *Unidad Educativa Juan Dagoberto Montenegro Rodriguez, students of Second Year Bachillerato, La Libertad, and Province of Santa Elena.*

For the delimitation of the population the following criteria was determined as follows:

**Scope:** *Unidad Educativa Juan Dagoberto Montenegro Rodríguez.*

**Time:** October, 2014

**Elements:** students of Second Year Bachillerato

**Total:** 80 students.

### **3.4 Techniques and Instruments**

In order to collect information and data survey a pre- and post-test and an interview was applied.

The most important aspect in research is data-collection because it contributed to the validation of this research.

Getting valid information requires time, care and devotion. Therefore the data-collection would be carried primary and secondary means that are carefully guided to the following techniques observation, survey and descriptive.

Various steps were followed in order to process the information

- Getting the information from the sample being used in the research
- Setting up the criteria to classify the information collected.
- Defining the tools to be used in the data processing stage.

The following tools will be used to handle these aspects:

- Tabulation of the information gathered through the different techniques
- Graphic representation of the results obtained.

### 3.4.1 Operationalization of Variables

Variable independent	Definition	Category	Indications	Basic items	Techniques or Instruments
Audiovisual resources	It refers to the expositions of wide range of communicative learning material to learners at a deeper level of understanding by touching their emotions	Didactic material	<p>Communicative learning</p> <p>Learning material</p> <p>Understanding</p>	<p>Do you know audiovisual resources in the language learning?</p> <p>What audiovisual resources do you use in the classroom?</p> <p>Do you think the audiovisual resources help students to improve their communicative language skills?</p> <p>Would you like to use audiovisual resources in the language leaning?</p>	<p>Observation</p> <p>Survey to English teachers</p>

<b>Variable dependent</b>	<b>Definition</b>	<b>Category</b>	<b>Indicators</b>	<b>Basic items</b>	<b>Techniques or Instruments</b>
communicative language skills	It describes the general principles grounded in the notion of communicative competence as an aim of second language learning involving interactive practice and meaningful audiovisual resources engage and develop learners skills in order to use language effectively.	language	<p>Communicative competence</p> <p>Interactive practice</p> <p>Meaningful audiovisual resources</p>	<p>Do you think is important to improve the communicative language skills in the language learning?</p> <p>Do you agree that in the second year of bachillerato should use audiovisual resources to improve communicative language skills?</p> <p>Would you like students improve communicative language skills?</p>	<p>Observation</p> <p>Survey to English teachers</p>

### **3.5 Analysis and Interpretation of the Results**

In order to demonstrate the result of the pre and post-test, five categories were created: always, usually, sometimes, rarely, never. The grades were calculated and placed in their respective category mentioned.

To obtain this information it used the google drive tool to make clear the view of principal, teacher and students. The scores were gotten at the beginning of the second *quimestre*.

Although, the whole high school would like to be tested, it was just selected a part of them to know the experience using their main tool as well as to students of *Bachillerato General Unificado*, first and second respectively.

The result it was based on qualitative and quantitative data, the techniques and procedures were applied in this research.

Then it proceeds to get the table and figure removed from the google drive tool used during this research.

### 3.5.1 Student Survey

**Question 1:** Do you like English?

**Aims:** to identify if students like the English.

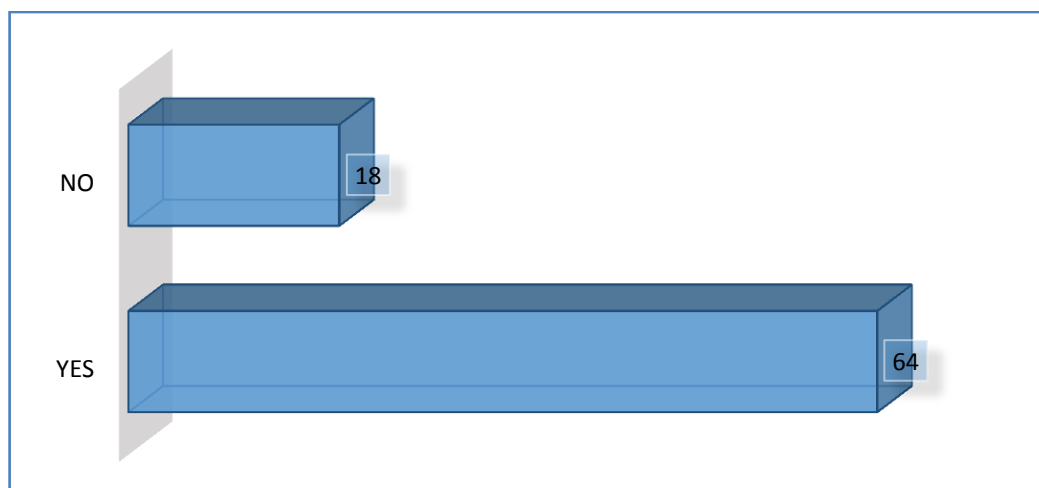
**Chart # 6** Students survey. Do you like English?

Option	Survey respondents	Percentage
YES	64	78%
NO	18	22%
Total	2	100%

**Source:** students of Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 1** Students Survey. Question percentage. Do you like English?



**Analysis and interpretation of the results:** it is clearly seen that the majority of the students thought that learn English as a foreign language is really important all around the world. It means 64% likes English, reflecting that students of all ages study the language because it reflects some kind of better opportunities for them. Even, because it is useful on international business or communication.

### Question 2: Do you think English is just another subject of the curriculum?

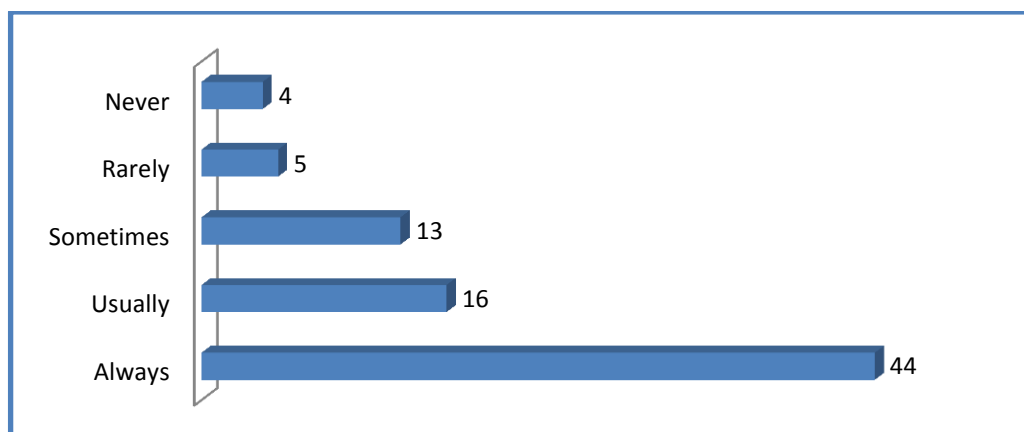
**Aims:** to note if they study English just to obey to the curriculum.

**Chart # 7 Students Survey. Do you think the English is just another subject of the curriculum?**

Option	Survey respondents	Percentage
Always	44	54%
Usually	16	19%
Sometimes	13	16%
Rarely	5	6%
Never	4	5%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 2 Students Survey. Question percentage. Do you think the English is just another subject of the curriculum?**



**Analysis and interpretation of the results:** it is not unknown that students study English just because of the curriculum and most of them face with traditional approach it means that 54% agreed about that, but just 16% think that learning a language engage in a globalized world, the wide technological trend, interest, which everyday students deal with.



### Questions 3: Do you think the English subject is difficult?

**Aims:** to identify if the English subjects is difficult for students.

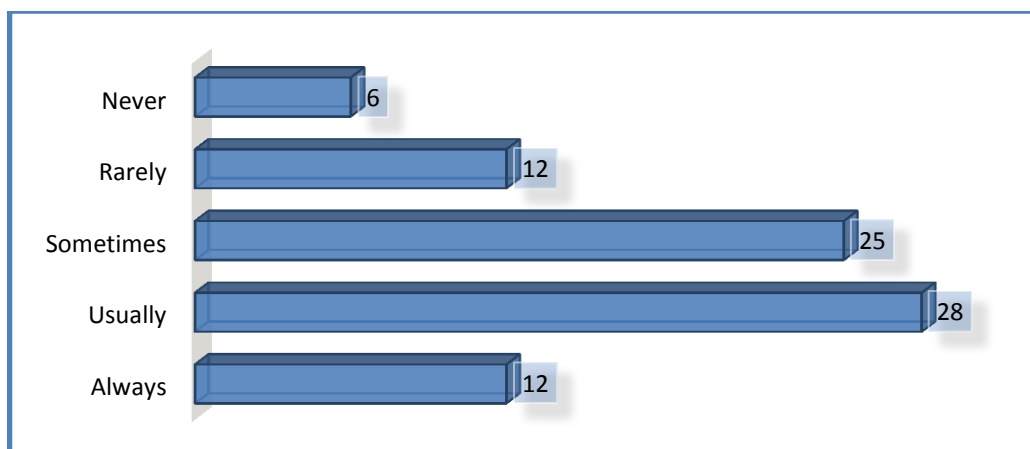
**Chart # 8 Students Survey.** Do you think the English subject is difficult?

Option	Survey respondents	Percentage
Always	12	15%
Usually	28	34%
Sometimes	25	30%
Rarely	12	15%
Never	6	7%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 3 Students Survey. Question percentage.** Do you think the English subject is difficult?



**Analysis and interpretation of the results:** it refers that 34% of students usually face with inappropriate method or when they remain on traditional style provoking lack of interest for the language, even when drills became the main routine for teacher so students seen this is tedious because they cannot see extrinsic or intrinsic motivation to learn or use the language in an useful way. Just 7% never see the English subject difficult because they had experience with the wide range of English TV program that help them to acquire the English vocabulary.

#### Questions 4: Do you like to receive more hours of English classes?

**Aims:** to identify if students like to receive more hours of English classes.

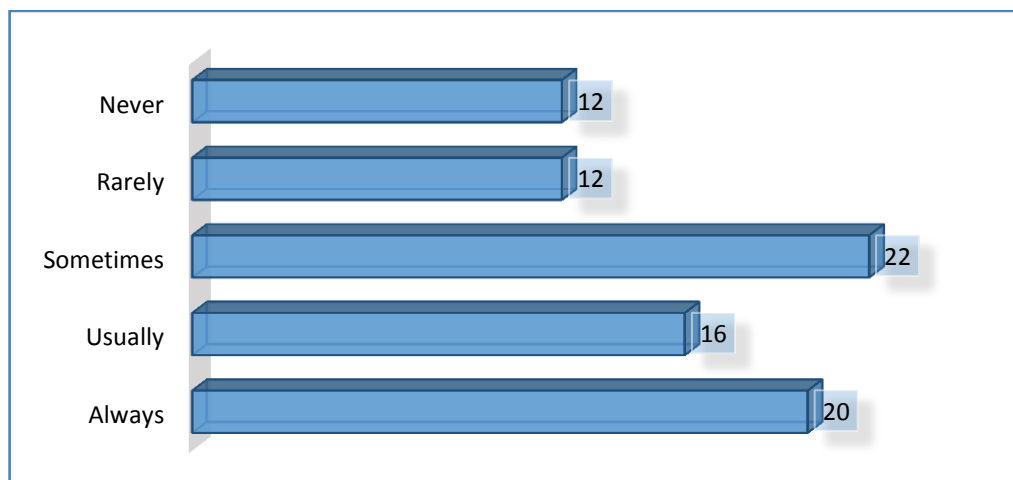
**Chart # 9 Students survey.** Do you like to receive more hours of English classes?

Option	Survey respondents	Percentage
Always	20	24%
Usually	16	20%
Sometimes	22	27%
Rarely	12	15%
Never	12	15%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 4 Students survey. Question Percentage.** Do you like to receive more hours of English classes?



**Analysis and interpretation of the results:** it is obvious that all students did not have a good experience with English subjects due to the fact that most of them think that they have never been in a foreign country so they do not need to know it. It means that just 27% believes that it depends of the teacher, interest and meaningful language for that reason 15% want to receive more English classes in order to deal with technological advance that always appear in English.

### Questions 5: Would you like to use technology in the English class?

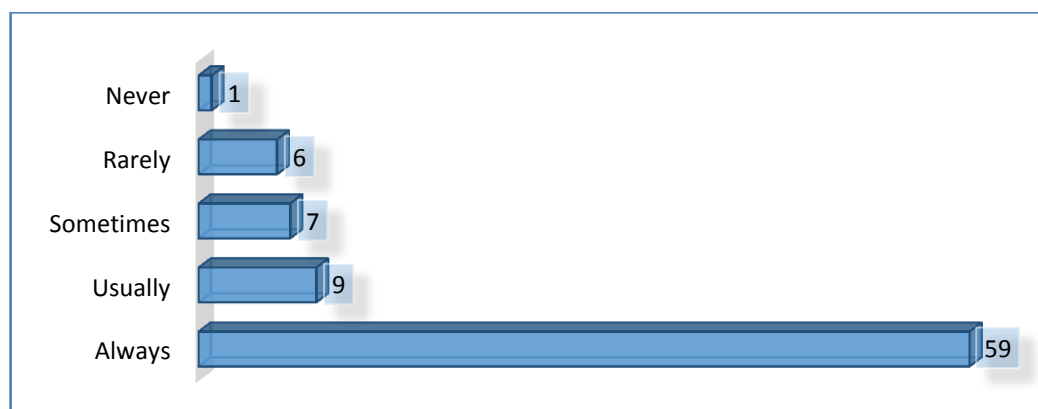
**Aims:** to identify if students like to use technology in the English class.

**Chart # 10 Students Survey.** Would you like to use technology in the English class?

Option	Survey respondents	Percentage
Always	59	72%
Usually	9	11%
Sometimes	7	9%
Rarely	6	7%
Never	1	1%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 5 Students survey. Question percentage.** Would you like to use technology in the English class?



**Analysis and interpretation of the results:** the 72% of the students agree with the sentence that says that technology and all referred to internet become useful tool in the language learning process, responding to students need and interest enable students to understand the technological culture and other language through it. The 1% of them does not like to use technology because they think is difficult to manage and or they do not have opportunity to use it because of the money.

**Question 6: Do you think audiovisual resources help you to improve your communicative language skills?**

**Aims:** to identify if the audiovisual resources help students to improve communicative language skills.

**Chart # 11 Students survey.**

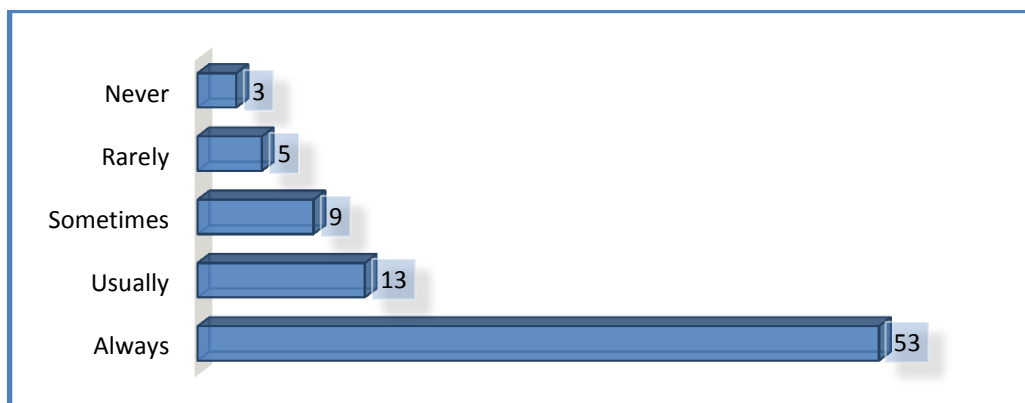
Do you think audiovisual resources help you to improve your communicative language skills?

Option	Survey respondents	Percentage
Always	53	65%
Usually	13	16%
Sometimes	9	11%
Rarely	5	6%
Never	3	4%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 6 Students survey. Question percentage.** Do you think audiovisual resources help you to improve your communicative language skills?



**Analysis and interpretation of the results:** the answer is totally positive due to the fact that net generation live in a culture surrounded by audiovisual material that allows them to perform the thing better than many years before, it means that 65% of students believe that with audiovisual resources can understand and perform body language of foreign people in order to interact with other. And just 4% of students think they will never improve their communicative language skills through audiovisual resources.

### Questions 7: Do you think that audiovisual resources are important in the language learning?

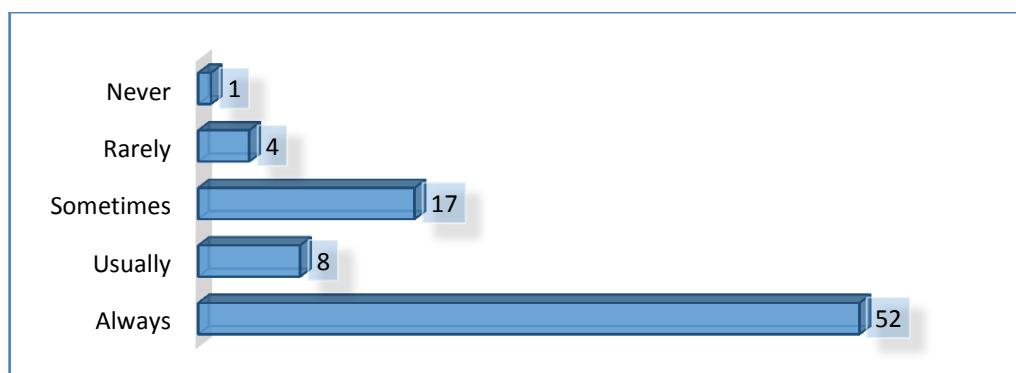
**Aims:** to identify if the audiovisual resources are important in the learning language.

**Chart # 12 Students survey.** Do you think that audiovisual resources are important in the language learning?

Option	Survey respondents	Percentage
Always	52	63%
Usually	8	10%
Sometimes	17	21%
Rarely	4	5%
Never	1	1%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 7 Students survey. Question percentage.** Do you think that audiovisual resources are important in the language learning?



**Analysis and interpretation of the results:** there is no doubt the student's environment they live today is visual and audio. And the central role it occupies in their lives. It means that 63% of students agree on the idea to explore the potential that audiovisual resources offer to language learning. However, it depends on the teacher not the technology determine how the meaningful learning takes place in the classroom. And just 1% of they think this make the English harder than before, because the intonation in their voices make hard to understand it.

### Question 8: Have you developed the English language skills?

**Aim:** to identify if the students have developed the English language skills.

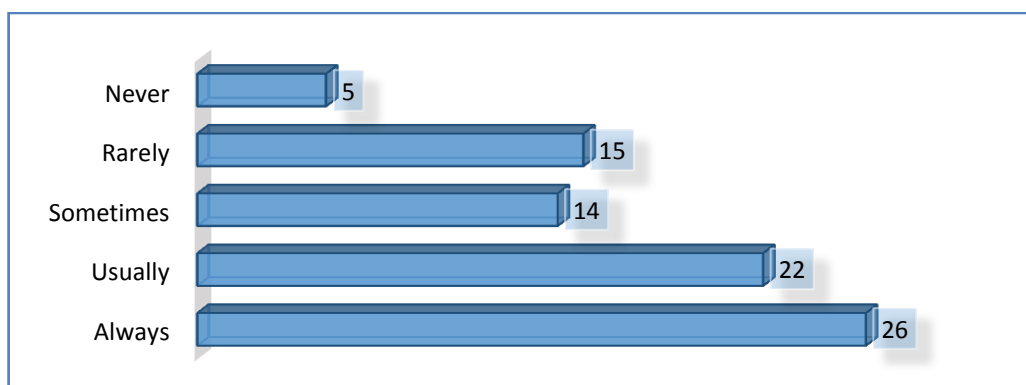
**Chart # 13 students survey.** Have you developed the English language skills?

Option	Survey respondents	Percentage
Always	26	32%
Usually	22	27%
Sometimes	14	17%
Rarely	15	18%
Never	5	6%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 8 Students survey. Question percentage.** Have you developed the English language skills?



**Analysis and interpretation of the results:** some students said that most of their teacher spends a lot of time on specific aspect of language involving students on just explanations or grammar rules. It means that the 32% based on these they believe that know and have developed the language skills. Because the deductive approach or audio-lingual approach is what students see like daily routine. But the 6% of them believe they do not have opportunity to be an effective language user it meant to interact in class from meaningful language experience.

**Question 9: Are you ready to communicate in English using the language skills?**

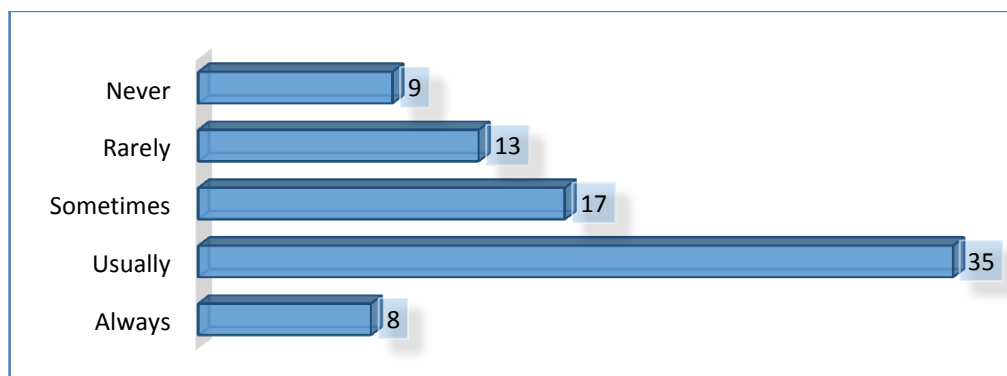
**Aim:** to identify if the students are ready to communicate in English using the language skills.

**Chart # 14 Students survey.** Are you ready to communicate in English using the language skills?

Option	Survey respondents	Percentage
Always	8	10%
Usually	35	42%
Sometimes	17	21%
Rarely	13	16%
Never	9	11%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 9 Students survey. Question percentage.** Are you ready to communicate in English using the language skills?



**Analysis and interpretation of the results:** the 43% of students recognize that to perform English become relevant when they face with interesting situation, content where the language is used in a meaningful way. Students appreciate video that include cultural situation of native speakers, even it let them a way of interaction in class. But 11% of them cannot communicate in English because they never study the language in functional way, the inadequate classroom environment reduce student interest for that reason they scare to use their language knowledge.

**Question 10: Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?**

**Aim:** to identify if students agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve communicative language skills.

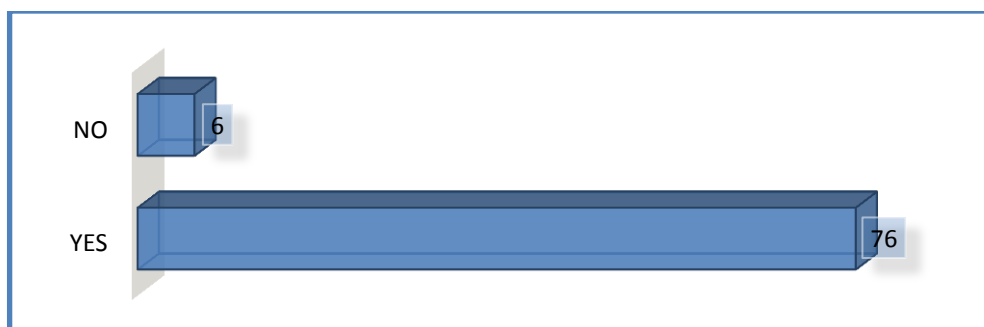
**Chart # 15 Students survey.** Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?

Option	Survey respondents	Percentage
YES	76	93%
NO	6	7%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro.

**Author:** Francisco Barzola

**Graph # 10 Students survey. Question percentage.** Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?



**Analysis and interpretation of the results:** it is obvious that students think that a foreign language has a central role in their live even if it is just for listening to a song and understand it. For that reason the 93% agree in the creation of a didactic guide about the use of audiovisual resources that allow them to improve their communicative language skills. Furthermore, give teachers the opportunity to pay attention student's needs, and the enormous time they explore internet looking for personal information that is usually in English that they want to understand and share it.



### **3.5.2 Teacher interview**

*Unidad Educativa J. Dagoberto Montenegro R. -Ing. Humberto Barrenechea Russo –English Area director.*

**Question 1: Do you think students are really trained in the English language learning?**

**Teacher:** Well, teacher always has interest to upgrade the language knowledge of their students because I agree students have to be trained in the language skills. So the target language has to be checked in order to help student in the acquisition of the language. Speaking a language is difficult for foreign language learners because the oral communication requires the ability to use the language in social interaction. But that does not always happen.

**Question 2: Do you think students are motivated to study English?**

**Teacher:** I think students are motivated to study language and it depends of many factors like resources, situation, and sometimes the experience in teaching. I think this happens when we don't use the correct teaching methodology which does not promote optimal learning.

**Question 3: Do you know if the students know about the CEFR?**

**Teacher:** there are so many factors why students disinterest CEFR is because in the country never the English language had ever focused on CEFR. So the need to show students real world content, the understanding and communication of information through language could be the key to solve the problem of second language acquisition. Learners have not found the benefit of a foreign language yet.

**Question 4: Do you think that the high school encourages the English language teaching?**

**Teacher:** I think no. teachers need motivation. Teachers really need of update knowledge, appropriate material that helps to improve communicative language skills of students. The modern world should inspire teacher create better space to make the learning process fun.

**Question 5: Do you think that the uses of ICTS help you to develop the language skills of the students?**

**Teacher:** I agree about the use of the ICTS in the language learning process. The world today turns around the technology and communication, and the net generation of students learn new thing every second through this. For this reason I cannot disclaim this reality of their student. And also I think is mandatory to use it in the classroom.

**Question 6: How often do you use the ICTS in the language learning process?**

**Teacher:** I always use technology in the language teaching. Because it provides learners opportunities strengthening their language knowledge.

**Question 7: Do you have opportunities to use audiovisual resources in your classes?**

**Teacher:** I sometimes have opportunity to use audiovisual resources in class, because they support the language skills of students. Because children learn to speak first when they are born, so when they watch a video they repeat the same gesture, vocabulary and body language.

**Question 8: How often do you use audiovisual resources in the language learning process?**

**Teacher:** I always try students use and work with tablet. Through it they can find excellent video to learn more about English.

**Question 9: Do you think that communicative language skills are important?**

**Teacher:** I agree in the statement about the importance of the communicative language skills because students asking question, expressing agreement or disagreement in a conversation, but we need to improve it, because in recent years the use of technological aids provides an extensive field of information that is not used by the teacher.

**Question 10: Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?**

**Teacher:** I agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve communicative language skills of students. Furthermore through this opportunity to focus on student's interest and need. Thus they face real nature body language, intonation, speech, in order to imitate and interact in class.

### **3.5.2.1 Teacher interview**

*Unidad Educativa J. Dagoberto Montenegro R. -Prof. Juan Baquero*

**Question 1: Do you think students are really trained in the English language learning?**

**Teacher:** Yes, they do. But I think need to work hard to enable students to speak the English. Every day in class we focus on that important aim.

**Question 2: Do you think students are motivated to study English?**

**Teacher:** I think students are motivated to study language but it depends of many factors like resources, and the high school don't have all the appropriate resources. So we are working on that.

**Question 3: Do you know if the students know about the CEFR?**

**Teacher:** Learners have not been found the benefit of a foreign language yet. So for that reason I think they don't study seriously. But I believe that we are going to improve it. And they will motivate to study English.

**Question 4: Do you think that the high school encourages the English language teaching?**

**Teacher:** Sometimes. The high school always try motivate their students through different activities like spelling bee contest, talent show, so I think students like study English. I think this is how we start to improve the English language teaching

**Question 5: Do you think that the uses of ICTS help you to develop the language skills of the students?**

**Teacher:** I believe the use of the ICTS will help students to improve their knowledge about the English language. I think is really important in class nowadays. We can't ignore this modern world; the education is not a traditional process. It has to update every day.

**Question 6: How often do you use the ICTS in the language learning process?**

**Teacher:** I always use the tablet. So students learn directly from different resources, pages to enjoy in the language process.

**Question 7: Do you have opportunities to use audiovisual resources in your classes?**

**Teacher:** Students watch a video directly from internet and constantly practice their knowledge about the language. So these are always opportunities to focus on the target language.

**Question 8: How often do you use audiovisual resources in the language learning process?**

**Teacher:** I always use audiovisual in class because students like do activities with videos. This video engages students on topic and grabs their attention.

**Question 9: Do you think that communicative language skills are important?**

**Teacher:** I agree because the English language should be practice every day in different situation. I think is the most important skill for learner and teacher.

**Question 10: Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?**

**Teacher:** Yes, I agree. This is going to help me to improve the communicative language skills of students. Give opportunities to them to speak more than before.

### **3.5.2.2 Teacher interview**

*Unidad Educativa J. Dagoberto Montenegro R. -Prof. Karen Ramírez*

**Question 1: Do you think students are really trained in the English language learning?**

**Teacher:** Well, I think more or less. Students need to study more and work hard than before if they want to speak English as foreign language.

**Question 2: Do you think students are motivated to study English?**

**Teacher:** Yes, they do. They are motivated to study, but the problem is the lack of resources and opportunities to use what they are learning.

**Question 3: Do you know if the students know about the CEFR?**

**Teacher:** I think some of them know about it, but the rest of them not because the lack of interest. In others words the quality of good techniques and methods. To Improve the English language need more resources and ideas to apply in class.

**Question 4: Do you think that the high school encourages the English language teaching?**

**Teacher:** Sometimes. I think that is other cause of the poor quality of language in the high school. I think the more opportunity students have to speak better outcomes teacher will have.

**Question 5: Do you think that the uses of ICTS help you to develop the language skills of the students?**

**Teacher:** I totally agree on that idea. Students like to use their tablet and everything about technology. So I think is the best resource to learn the English language.

**Question 6: How often do you use the ICTS in the language learning process?**

**Teacher:** Well, students always use their tablet. So that is my opportunity to guide the learning process and find soothing relevant to them to acquire the language.

**Question 7: Do you have opportunities to use audiovisual resources in your classes?**

**Teacher:** Sometimes, I prepare a video to practice the topic learned or presented before. Students activate their knowledge when they do activities with video.

**Question 8: How often do you use audiovisual resources in the language learning process?**

**Teacher:** sometimes, when I have opportunity I use it. The aim is to enjoy students in class. So video help me to leave of routine. I think is a good resource to use video in class.

**Question 9: Do you think that communicative language skills are important?**

**Teacher:** I agree. I think is the most important skill for learner and teacher. But the problem is that it is not taking into account. I think it is the main reason why students still cannot stablish a conversation.

**Question 10: Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?**

**Teacher:** Yes, I agree. This is an opportunity for us to help students to talk more. So students will practice and use their knowledge about the language.

### **3.5.2.3 Teacher interview**

*Unidad Educativa J. Dagoberto Montenegro R. -Prof. Maria Miraba.*

**Question 1: Do you think students are really trained in the English language learning?**

**Teacher:** Yes, they do. But I think still they need to be trained in the acquisition of the language.



**Question 2: Do you think students are motivated to study English?**

**Teacher:** I am not sure. I think they just study English because the curriculum. And that is all.

**Question 3: Do you know if the students know about the CEFR?**

**Teacher:** I am not sure. But the lack of interest to learn English can prove that they don't know about CEFR. It makes harder learning process. They feel force to study. They cannot see the important of English around the world.

**Question 4: Do you think that the high school encourages the English language teaching?**

**Teacher:** Yes, they do. But still they need to more to improve the English language teaching.

**Question 5: Do you think that the uses of ICTS help you to develop the language skills of the students?**

**Teacher:** I totally agree on that idea. In this modern world the classroom should have the appropriate technology to make fun the language learning.

**Question 6: How often do you use the tics in the language learning process?**

**Teacher:** Sometimes when I have an opportunity I use the technology in the language learning. I think that is it not necessary because every student have tablet and they use to acquire the language properly.

**Question 7: Do you have opportunities to use audiovisual resources in your classes?**

**Teacher:** Yes, I do. I give the instruction to learner then they complete the task. Sometimes they watch video and talk about it. On the hand, they also use a paper to write down the important point about the video.

**Question 8: How often do you use audiovisual resources in the language learning process?**

**Teacher:** Actually, if the topic requires more explanation about the contents, I mean sample or illustration I bring to the classroom an activity related to the topic learned.

**Question 9: Do you think that communicative language skills are important?**

**Teacher:** I think is the most important skill for learner and teacher. But it is not take into account in common classroom today. We need to be trainer on that skill in order to have better outcomes.

**Question 10: Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?**

**Teacher:** Yes, I agree. I support everything that helps students and the language learning. I think through it students enjoy in class and the most important interact in their second language. I believe in the student's interest and need according the contemporary times.

### **3.5.3 Principal interview.**

*Unidad Educativa Juan Dagoberto Montenegro Rodríguez,-Lcda. Mariana Montenegro de Parrales.*

#### **Question 1: Do you think teaching is a really true vocation?**

**Principal:** Yes, It does. Teaching is a really true vocation. Not all the people cannot teach or build rapport in the language learning. Moreover a teacher is who constantly update knowledge, in order to make a better job. In our *Unidad Educativa J. Dagoberto Montenegro R.* the teachers are constantly training to do better the language teaching.

#### **Question 2: Do you think is easy to manage a high school?**

**Principal:** I think that sometimes is hard to manage a high school, because times are changing, the aims of the country are changing. So to take part in a competitive world usually asks you a lot of time and sacrifices so many things. Even to be a person prepared to solve problem and satisfy demand of society. Student committed with their family, community, and their country. For all of this, to teach not always is easy.

#### **Question 3: Do you believe to speak English is important?**

**Principal:** I agree that to speak a foreign language is really important for students of all the ages. There are so many reasons, like the way people use English in a global context. Business, communication, science, technology everything find in the English successful experience between cultures. Moreover every student should be able to use it and find better opportunities.

**Question 4: Do you know the English language skills?**

**Principal:** More or less I know the about English language. I remember it from the High school when I studied. Although, I never make a course, I admit harder that result to develop it with my classmates. However I usually ask for help to understand teachers in order to acquire this important foreign language. But it was hard for me to study and to speak.

**Question 5: Make you the process of evaluating teaching English management?**

**Principal:** Yes, I do. Because the need to have excellent learning outcomes in our institution. We look for excellent teacher trainer, but I admit that no always examine to the teacher. The reason is because there are not many teachers in our province so the little knowledge of this language forces her to ask for advice from other people who know about English language teaching in order to improve the language learning.

**Question 6: Do you think are important students developing the communicative language skill?**

**Principal:** I think this should the rule of language learning. Because students are going to takes part in the society. It demand competent worker to work in different areas where the language is used. It is important student to develop communicative language skills.

**Question 7: Encourage the high school to students in the acquisition of a foreign language?**

**Principal:** yes, I do. But, I admit to find a teacher is so hard in our province for that reason we don't have good outcomes. I mean for us it is difficult to see a

learner to speak the language in communicative way. Because there is not good methodology, the lack of opportunities to interact or negotiate meaningful language function makes difficult to acquire the language. When I refer to encourages I talk about activities, or programs of English, like talent show, spelling bee contest. For me all activities motivate students to acquire the English as a foreign language.

**Question 8: Does the English language teaching focused in the national curriculum guidelines?**

**Principal:** Yes, it does. But I think we have to work hard to reach students speak the language. I don't know if there was a national curriculum guideline before, but we constantly provide students of authentic language learning through the use of their tablet, I mean students can search and find all the resources on internet in order to learn the language easily. Incorporating this resource in the language learning process students will have better outcomes.

**Question 9: Do teachers have pedagogical resources?**

**Principal:** I think the better resource is their tablet for students and teachers to have modern classroom environment. Because for students the main element for learn English is when they use their tablet and search over the internet. But the problem appears when student don't use the language in a normal short conversation.

**Question 10: Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?**

**Principal:** I agree because for me as principal the innovation in the education field is really important. So the creation of a didactic guide about the use of

audiovisual resources in the English subject to improve the communicative language skills of the students will help us to motivate students to learn English. Although admit to disown the language teaching, I believe this material will help students to use what they know about the language and interact in class.

#### **3.5.4 Principal interview**

*Unidad Educativa Juan Dagoberto Montenegro Rodríguez,-Ing. Dagoberto Montenegro.*

##### **Question 1: Do you think teaching is a really true vocation?**

**Principal:** Yes, it does. To teach is a really true vocation. Because the teacher has to provoke students enjoy in the classroom. I mean teacher has the opportunity to influence learner's life.

##### **Question 2: Do you think is easy to manage a high school?**

**Principal:** I think is hard, but when you love your profession everything doesn't matter. You do everything with love.

##### **Question 3: Do you believe to speak English is important?**

**Principal:** I totally agree that to speak a foreign language is really important for students nowadays. Through this students will have better opportunities.

##### **Question 4: Do you know the English language skills?**

**Principal:** More or less I know the about English language. I usually ask about English to other who knows about it, in order to improve the language teaching in our institution.

**Question 5: Make you the process of evaluating teaching English management?**

**Principal:** Sometimes. We believe in the experience of teacher and their knowledge. They do their class successfully and we support everything about the language process in order to improve it.

**Question 6: Do you think are important students developing the communicative language skill?**

**Principal:** Sure because students need to talk the language they are studying. I think the teacher should go to seminars to have better outcomes in class. English is more important than before. They should study hard to acquire the language.

**Question 7: Encourage the high school to students in the acquisition of a foreign language?**

**Principal:** Actually we try to help teacher to do better their job. So teachers prepare activities that help in the acquisition of language. I think this is the better motivation form them.

**Question 8: Does the English language teaching focused in the national curriculum guidelines?**

**Principal:** We try to obey the National Currilum Guidelines according our needs and reality. But I think we need to do more to have successful in the language teaching.

**Question 9: Do teachers have pedagogical resources?**

**Principal:** I think the better resource is their tablet for students and teachers to have modern classroom environment. Because for students is important to learn everything about technology and English as a world language.

**Question 10: Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?**

**Principal:** I agree because we need that students focus on the language function. I mean they have to speak than before. I think is going to help them.



### 3.6 Conclusions and Recommendations

The following conclusions have been written based on the research carried out:

- Students selected for this research argued that the English content they study is not based on the target language as they expected. As a result, they cannot use the language to interact in class through meaningful activities.
- During this time of research, most of the teachers do not interact with students during the class or they do not provoke student's interest to talk more than before. There is also a contradiction between the importance of communicative language skills and the way they teach or how they teach or how they present the class. The methodology used does not allow students express what they feel and think in English.
- The lack of technological resources appropriate for teachers, like a language department, infocus, speakers and so on. The more teachers use technological resources, the more opportunities students will have to learn. There is just one computer for teacher to search relevant information to use in class. Thus a traditional approach seems to be in vogue, in spite of the use of tablet they have. Even the curriculum should focus on students' need. They should guide the aims toward the improving of communicative language skills of students.
- Teacher should give opportunities to student to experiment new classroom environment focus on real life situation through videos, where they can see, or imitate sounds, to pronounce correctly, and use body language and so on. Teacher speech should influence the student's life, in every detail, situation, or role during the class.

The English department, at *Unidad Educativa Juan Dagoberto Montenegro* should polish some detail which would make a big difference:

- ❖ Student who does not have a tablet should be helped through the image projected with an infocus in order to follow teacher instructions and complete the task.
- ❖ Even if they have to interact the whole class should be guided by the teacher from his / her computer instead of the individual world from their tablet that is easy to open other application or sites that does not belong to the language learning.
- ❖ The challenging of any institution is not only the technologically innovative teaching but better pedagogically teaching to students.
- ❖ The methodology used is important in the process of learning more than the technology employed; it necessary focuses on students' interest or skills they like to learn more.
- ❖ Teacher should avoid to create a “tech dependency” that is difficult to escape from. Because they need this convenience for anything they are responsible to do. Life does not work that way.
- ❖ Teacher needs instruction how to incorporate the devices into the learning process, because their instinct is to use technology just to extend existing practices.

### **3.6.1 Recommendations.**

As a researcher in the education field and committed myself to constant training and update knowledge, I would like to make the following recommendations:

- ✚ Teacher should focus the learning process of a learner into a meaningful language communication, they should break rules thinking that traditional approach was used to help particular need on specific time, however, the world today with a network generation should force teacher to use effective classroom learning task providing opportunities expand their language knowledge about how the language is used.
- ✚ The institution should provide space and opportunities where teacher can constantly update knowledge according to the new trend in the language teaching, dealing with contemporary issues, to negotiate the meaning of content with their students of what is relevant for them.
- ✚ Nowadays, the use of any kind of material related to technology in the classroom helps teachers save time and space to reach or facilitate the learning involving student on activities where they discovery, analyze and reflect the content about what they see.
- ✚ Teacher should create learning environment with the use of effective learning and communicative strategies. Teacher should give students opportunities to practice their knowledge where learners learn through collaboration and sharing ideas.
- ✚ Students are taught just those language forms, students skills required real life situation in which they will function in order to apply the knowledge they know.

- ✚ Students should be oriented by the teacher in the ability to talk emphasizing the communicative language skills of them rather than just task oriented knowledge.
- ✚ Students should have opportunity to demonstrate their communicative language skills through activity using audiovisual resources take into account their interest.
- ✚ Students should be teaching into an environment with relevant activity according learners needs and ages.
- ✚ Give students rules of understand and produce the target language in a correct way. It means students can also use Spanglish in order to help improving their communicative language skills when they don't know some specific vocabulary used in the clip.
- ✚ To get students to enjoy in their learning, building relationships of respect about the classmates' progress, accepting learning fluency as they can, supporting their meaningful language.

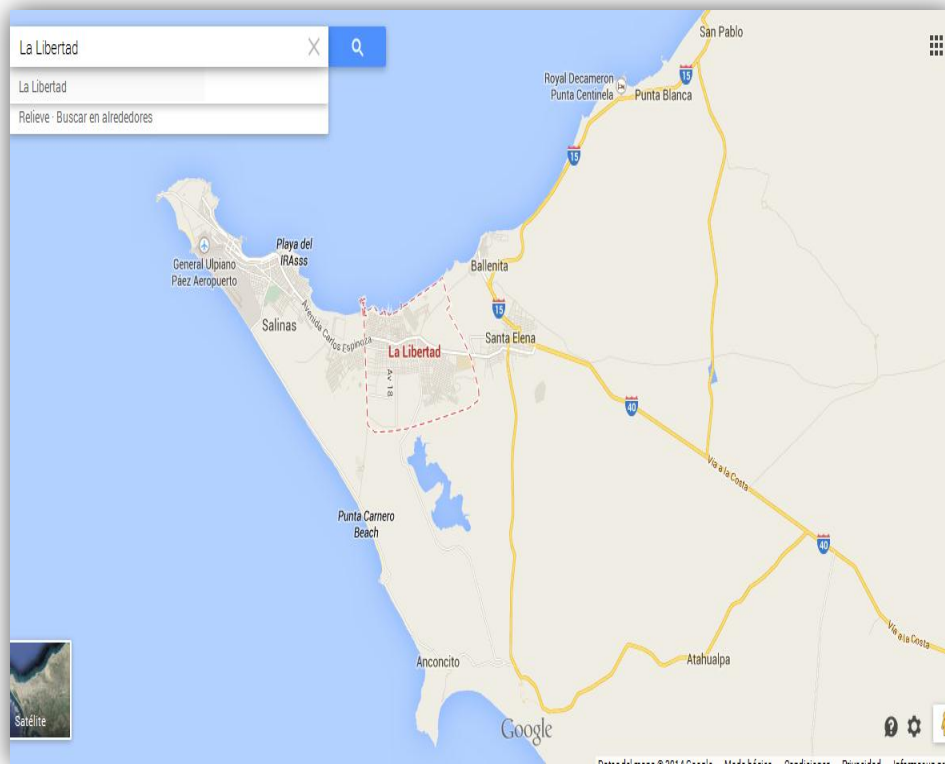
## CHAPTER IV

### PROPOSAL

“IMPLEMENTATION OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES TO IMPROVE COMMUNICATIVE LANGUAGE SKILLS IN STUDENTS OF THE SECOND YEAR BACHILLERATO AT JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ HIGH SCHOOL, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015”

#### 4.1 Informative Data

The proposal to be implemented at *Unidad Educativa Juan Dagoberto Montenegro Rodriguez*, which is located in *La Libertad*, Province of Santa Elena.



**Illustration 1:** Map of La Libertad city.



**Illustration 2:** Mapa de la ubicación geográfica de la Unidad Educativa J. Dagoberto Montenegro R.



**Illustration 3:** Unidad Educativa “Juan Dagoberto Montenegro Rodríguez”



**Illustration 4:** The high School view.

In this research it was taken into account students of first and second year bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodriguez. As a result of the research, the implemented of a didactic guide of audiovisual resources is required in the English curriculum, in order to consider learners needs and improve the learner's communicative language skills.

All people that belong to the *Unidad Educativa Juan Dagoberto Montenegro Rodriguez* are the following beneficiaries.

**Chart # 16 Beneficiated people from Unidad Educativa**

HIGH SCHOOL	BENEFICIARIES	TOTAL
Unidad Educativa "Juan Dagoberto Montenegro Rodríguez"	Principal	2
	Teachers	3
	Students	82
<b>TOTAL</b>		<b>87</b>

## **4.2 Feasibility**

Design and implementation of a didactic guide of Audiovisual Resources in *Second Year at Unidad Educativa Juan Dagoberto Montenegro Rodriguez* have the aims to improve communicative language skills of students in English as well as to support teacher in language teaching focusing in the target language.

A didactic guide is an important tool that allows students to use their knowledge in their first language first, in order to create an interactive environment center in learner ability to communicate what they think about real life situation through video clip.

Using appropriate video clip with specific content about what they see in their book, influence in their knowledge and social behaviors engage and improving skills that help learner use what they know about the language.

### **4.2.1 Characteristic of the proposal**

- The implementation of a didactic guide in the English subject will involve learner in autonomous communicative language learning.
- The communicative language activities allows learner to develop their skills and apply in a common interactive situation between them or in a community.
- Grab student's attention in the English subject focusing in the ability to talk.
- The didactic guide stablishes specific exercise to provoke students talk more than the teacher do in a funny and constant way.
- The didactic guide provide teacher to develop their creativity to find



audiovisual resources that promote students communication and to reach teacher outcomes.

#### **4.3 Proposal background**

The world today is changing, and the changes come faster than many years ago, however these abrupt changes might confuse to the people in order to generate new life's style to perform better opportunities that we usually have, even changes between educational institutions.

The development of the technology has become as a personal or institutional challenge and everyone needs to be involved in this new world. It means that there is competitive trend that involves the whole world. And the academic world is not far away from this reality, because the teachers, students, parents, are in a complex situation where the society demands a new generation enable to face the future.

Nowadays, in Santa Elena Province the deficiency of Professional training has been the cause that those professionals under isolated approaches or methods become the learning process out of date. The Ecuadorian teacher's today enable to adapt and create new education standard in order to improve the grammar translation approach historically used in teaching English.

It is clear in student of *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*, when hearing the word English they associate with repetitive practices, drilling and no more. Thus a lesson fails the important goals of motivating student's interest. In other words, teachers are unable to use communicative approach that really focuses in communicative language skills with awareness in the present and towards the future.

For this and another good reasons is necessary the implementation of a didactic guide of audiovisual resources that improves communicative language skills of

students focus on learner's interest responding to new trend in the language learning.

*Unidad Educativa Juan Dagoberto Montenegro Rodríguez* is a private high school, which purposes are to teach students and develop knowledge in order to take part in the development of society.

Moreover, the learning process has changed around the world but not at *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*. Because they cannot see that change in class, they focus only traditional approaches whose priority is grammar competence as the basic language proficiency. And considering this situation where there are always questions that students cannot answer in English as a second language or when they pass disoriented of what the really language is.

So a didactic guide of audiovisual resources pretend to pass those approaches considered really important in past centuries and the need to standardize the language learning in students at *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*, in Santa Elena Province through the audiovisual resources involving students in reals contexts, situations improving communication language skills in the classroom.

The communicative-functional approach is characterized by:

1. Focus on real world contexts.
2. Relationships of language forms and function.

For that reason, it will propose the implementation of a didactic guide of the use audiovisual resources about real life situation, in the English subject, which allow them to improve communicative language skills.

## **4.4 Objectives**

### **General objective:**

To implement a didactic guide to improve English communicative language skills through audiovisual resources at *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*.

### **Specific objective:**

- 1) To find different audiovisual resources applied in English classes at *Second Year Bachillerato at Unidad Educativa Juan Dagoberto Montenegro Rodríguez*.
- 2) To identify communicative level of students.
- 3) To determine appropriate audiovisual resources that improves communicative language skills.
- 4) To apply audiovisual resource helping students to improve their communicative language skills.

## **4.5 Design and development of the proposal**

### **4.5.1 Definition**

A didactic guide of audiovisual resources is a handbook with activities and tics to help students improve the language communicative language skills and acquire the English as a foreign language through real life situation through videos.

#### 4.5.2 Significance

To implement a didactic guide of audiovisual resources in the English subject focusing on students need and the target language, helping students improve the communicative language skills. Overcome approach that was good before this network generation.

Target language, communicative language, and real life situation is the aims that pursue the following didactic guide.

- A didactic guide in the English subject has the aim to make students enjoy in the language learning, though relevant information focus on their interest, and needs. Helping students multiple intelligence in the acquisition of a foreign language.
- Motivate students to use the tics in the language leaning as a tool, where real life situation, speech, intonation in English they can face with.
- Improve communicative language skills, listening, speaking and writing and other multiple intelligence that help students develop their knowledge about a foreign language.
- Make a balance of the language teaching, it means to combine approach used in the past with approach that belongs to this net generation.
- To develop students communicative language skills in the classroom, and with the communicative.
- Support students confident in the interaction with teacher or between students in a social English environment.
- Improve the collaborative working in class supporting students think in a cooperative way.
- Help students trouble in the communication through video clip of real life situation, speech and culture.
- To use video clips with specific target language use to provoke students interaction and the use the knowledge they have about the language.

- Strengthen the students' knowledge of language through the use of native speech founded in a clips, or interview.
- Improve student's interest in the research of relevant information that helps them in the acquisition of English as a foreign language.

#### **4.5.3 Recommendation to use the didactic guide.**

A really good support that students should have is the appropriate technology and material according the topic they are studying and it depends on of the teacher and the correct material he/she uses. Also if the students do not have parents support, the different technology will help students' research of personal relevant information.

The use of video clips should not have been used as a free time, and that is all. The teacher has to connect and guide the knowledge toward student's real life. It means as a world lingua franca at the present. So it should be prepare carefully and pay attention to student's interest.

#### **4.5.4 Communicative language of the activity.**

The process of the use of a didactic guide it is going to present some trouble for learners, when students do not have enough orientation, of what they really have to do. So it is imperative to give students some question in a worksheets activity before to talk or interact in class. When they follow the steps and focus on what the worksheets want, they can easily engage and take part in an interpersonal interactive conversation about the clip.

#### 4.5.5 Contents of the proposal

##### Interview:



Illustration 5: interview

##### Eyewitness:



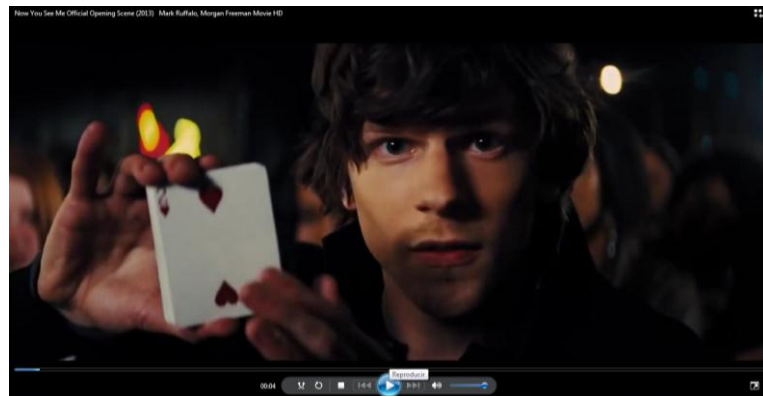
Illustration 6: Eyewitness

##### In the news:



Illustration 7: In the news

**Predict the opening scene:**



**Illustration 8:** Predict the opening scene

**Story frame:**



**Illustration 9:** Story frame

**Talk about the story:**



**Illustration 10:** talk about the story

**Analyzing trailers:**



**Illustration 11:** Analyzing trailers

**Complete the timeline:**



**Illustration 12:** Complete the timeline

**Listen to the music:**



**Illustration 13:** Listen to the music



### **What's it all about?**



**Illustration 14:** What's it all about?

#### **4.5.6 Process of the didactic guide**

Every video clip has to be carefully selected according to the activity to do, because in this way students should focus on what teacher expects to reach.

The audiovisual content has as a purpose to help learners' multiple intelligences to acquire a language using all human sense and skills making easy the use the knowledge students have to talk in a foreign language.

Every student's interaction that is provoked by the audiovisual resource become student's confidence of what they feel and want to express during the language learning process. For that reason teacher should pay close attention to student's needs.

#### **4.5.7 Impacts**

##### **4.5.7.1 Social impact**

The implementation of a didactic guide of audiovisual resource in the English

subject improves the communicative language skills of students. Thus students using video clip in an autonomous way, improve their achievement.

#### **4.5.7.2 Educative impact**

The proposal is focused on student's interest and needs as a main tool to help students trouble in communicative language learning of English. Save time and money of students and their families in the educational field.

#### **4.5.7.3 Politics and norms**

The language learning in the Ecuadorian system has the interest students develop the fourth domain of language acquisition centered in the English language learning standards. It means proficiency level in term of knowledge and skills gained throughout the process.

#### **4.5.7.4 Institutional policies**






It is mandatory the *Unidad Educativa Juan Dagoberto Montenegro Rodriguez* gets the appropriate technology resources according the new TICS trend to help teacher improve the learning process. For that reason it points out:

- The institution should have equipment like infocus, speakers, and other technology aids to develop good learning outcomes.
- Teacher should be trained in the language teaching and use of the tics in the learning process.
- The implementation of a didactic guide should be in the curriculum or

plan.

- It should be focusing in the target language it means the communicative language skills to improve the language learning.
- The institution should look out for in the application of the audiovisual resource in the classroom and the learning process.

#### **4.5.7.5 Teacher's norms**

-  Teacher should be trained in the use of technology aids
-  Teacher should incorporate audiovisual resource in the curriculum.
-  Teacher should use technology tools to improve the language learning process.
-  Teacher should motive learner to talk using their communicative language skills.
-  Teacher should use audiovisual resource according the topic students learn.

#### **4.5.7.6 Learner's norms**

- Learner should pay attention to teacher command.
- Learner should work collaboratively with teacher and classmates.
- Learner should use their multiples intelligence predicting what the activity is about.
- Learner should use their knowledge and interact in the classroom.

#### **4.5.7.7 Use of the Didactic Guide**

- ❖ Motivate students to study the English subjects.
- ❖ The guide provides teacher relevant content according student's needs.
- ❖ Develop student skills according the current trend.
- ❖ It guides students to learn the target language and apply correctly.
- ❖ It support student's interest and need facilitating the language learning acquisition
- ❖ Provoke learning interaction and communication.

#### 4.5.7.8 Charts, tables and graphs

##### Activity 1

##### INTERVIEW

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the clip of an interview.



##### Procedure:

1. Tell students they are going to watch an interview of a famous actor or people.
2. Explain the task to the students.
3. Students work in pair.
4. Students discuss the interview in class.

	CHARACTER INTERVIEWS
1	What word would you use to describe the character's behavior?
2	What adjectives would you use to describe the interviewer's behavior?
3	How would you describe the interviewer's questions?
4	What was the most amazing part of the interview?

## Activity 2

### EYEWITNESS

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the clip and describe.



### Procedure:

1. Introduce the clip and play it.
2. Explain the task to the students.
3. Students work in group and discuss what they watched.
4. Students as a volunteer take turn reporting their group's witness description.

	EYEWITNESS
1	How many people did you see?
2	What happened first?
3	What do you remember after that?
4	What words do you use to describe the film?
5	What did you appreciate the most?
6	In your opinion, what was the most interesting part of the clip?

### Activity 3

#### IN THE NEWS

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the news and talk about it.



#### Procedure:

1. Introduce the activity about news.
2. Explain the task to the students, to get the general idea.
3. Students work in group and discuss what the news is about.
4. Students as a volunteer take turn reporting the news events.

	IN THE NEWS	
1	<b>Who?</b> Who is the story about? List the names of the important people in the story?	
2	<b>What?</b> List the important events and facts of the story?	
3	<b>When?</b> When did it happen?	
4	<b>Where?</b> Where did the even take place?	
5	<b>Why and how?</b> What causes were given for what happened?	

## Activity 4

### OPENING DISPLAY

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the film and predict what it is about.



#### Procedure:

1. Explain the task to the students, to examine a video clip.
2. Students work in group of three and discuss what happened in the opening scene.
3. Students discuss in the classroom the scene about what they watched.
4. Finally they use the table to summarize their ideas about the scene.

	<b>PREDICT THE OPENING SCENE</b>	
<b>1</b>	<b>Set</b> Where the opening displays take place?	
<b>2</b>	<b>Aspect</b> Features of something	
<b>3</b>	<b>Events</b> What event happen in the opening set?	
<b>4</b>	<b>Discussion</b> Talk about lines of discourse you might hear?	
<b>5</b>	<b>Extra</b> Talk about details you think are important in the opening display?	



## Activity 5

### STORY FRAME

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the film clip and write about it.

**Procedure:**

1. Introduce the activity and write the term on the board: setting, character, and plot.
2. Explain the task to the students; be sure they are familiar with their meanings.
3. Students work in group and fill the blank of the activity.
4. Students as a volunteer take turn reading their story frame.



STORY FRAME
<b>Film title:</b>
<b>Setting</b>  The story takes place:  I know this because I saw:
<b>Character</b>  The main character in this film is:  In the film, he /she :  What do you think about him /her?
<b>Plot</b>  In this film, the problem begins when:  Next : Then:  Finally, the problem is solved when:

## Activity 6

### TALK ABOUT THE STORY

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the trailers or film clip and talk about it.

**Procedure:**

1. Write the term on the board: plot, characters, setting, point of view, mood, and theme.
2. Explain the classes the six term means and these are features that film have in common.
3. Divide the class in pairs of students.
4. Explain the task to students and play the clip.
5. They work together and discuss the clip is about.



TALK ABOUT THE STORY	
<b>Plot</b> What are the main things that happen in the story?	
<b>Characters</b> Names some of them	
<b>Setting</b> Where does the story take place?	
<b>Point of view</b> What do you think of the story?	
<b>Mood</b> What is the mood of the film?	
<b>Theme</b> What is theme of the film?	

## Activity 7

### ANALYSING TRAILERS

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the trailers and analyze it.

**Procedure:**

1. Explain to the class what a trailer is.
2. Explain students the task, then they summarize the trailer
3. Put students in pair or group.
4. Conduct students to discuss the trailer is about.



ANALYSING TRAILER	
What is the title of the film?	
When does the trailer give the name of the film?	
What kind of music does the use?	
What emotion does the character display?	
What clues does this give us about the trailer?	
What information is at the end of the trailer?	

## Activity 8

### COMPLETE THE TIME LINE

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the event of a film and talk about it.

**Procedure:**

1. Tell students they are going to watch a film clip.
2. They should make notes on the timeline of each event they watched.
3. Divide the class in groups then they discuss the film clip.
4. Finally they use their timeline to summarize the event from a film clip.



COMPLETE THE TIME LINE	
Watch the clip and say the time lines the most like you. Use the boxes to take notes about each event that happens if you want.	
Fact 1	
Fact 2	
Fact 3	
Fact 4	
Fact 5	

## Activity 9

### LISTEN TO THE MUSIC

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the film and predict the song.

**Procedure:**

1. To activate students the film genres: thriller, horror, romance, historical drama, warm film, adventure film, science fiction, comedy.
2. Form pair group.
3. Explain the task to students; they are going to hear the music from a film.
4. Then they in group predict what the genre is.
5. Finally they compare their prediction of the music film watching the film clip.



LISTEN TO THE MUSIC	
Listen to the sequences from film and talk about predictions of film.	
Film genre	
Film title	
Time (historical period)	
Stars	
Opening scene	

## Activity 10

### WHAT'S IT ALL ABOUT?

**Source:** Resource books for Teachers.

**Age:** 16 years old

**Material:** Infocus, Computer, speakers, video clip.

**Time:** 30 minutes

**Preparation:** students need to watch the film and talk about the dramatic scene.

**Procedure:**

1. Write the following question on the board
2. Divide the class in group
3. Students discuss the situation from a film clip
4. Then students as a volunteers explain what is all about using their communicative language skills.



WHAT'S IT ALL ABOUT?	
Watch the film clip of a dramatic scene, and talk about it?	
What's the situation?	
Who are these people?	
Where are they?	
What are they doing?	
What are they talking about?	

#### 4.5.7.9 Interpretation of the results of the survey

##### Survey Audiovisual Resources.

##### Question 1: Did you enjoy the activities of the video clips?

**Aim:** to identify if students enjoyed in the activities of the video clips.

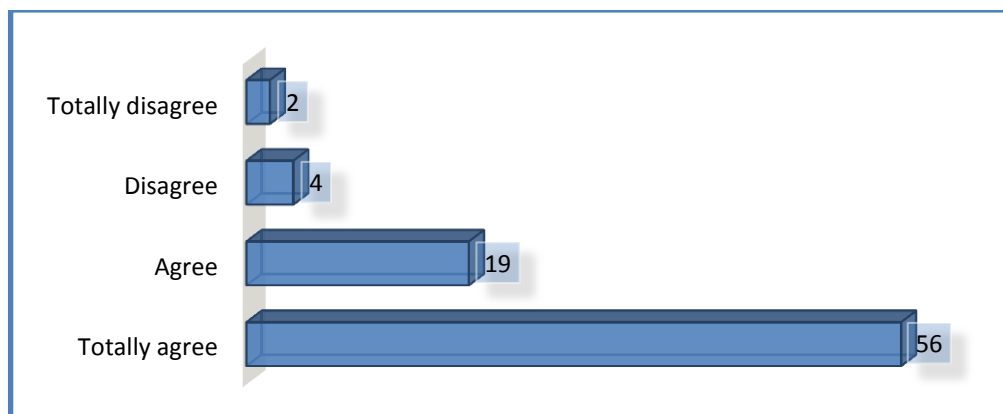
**Chart # 17 Students survey.** Did you enjoy the activities of the video clips?

Option	Survey respondents	percentage
Totally agree	56	69%
Agree	19	23%
Disagree	4	5%
Totally disagree	2	2%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 11 Students survey. Question percentage.** Did you enjoy the activities of the video clips?



**Analysis and interpretation of the results:** Enjoyed in the activities with video, because they think, that through it they are more enthusiastic about what they are learning even they can connect the topic they are learning with the world outside the classroom. So the power of video clip help students becomes actively engaged in the learning.

**Question 2: Do you think that video clips grab your attention in the English class?**

**Aim:** to identify if video clips grab students' attention in the English class.

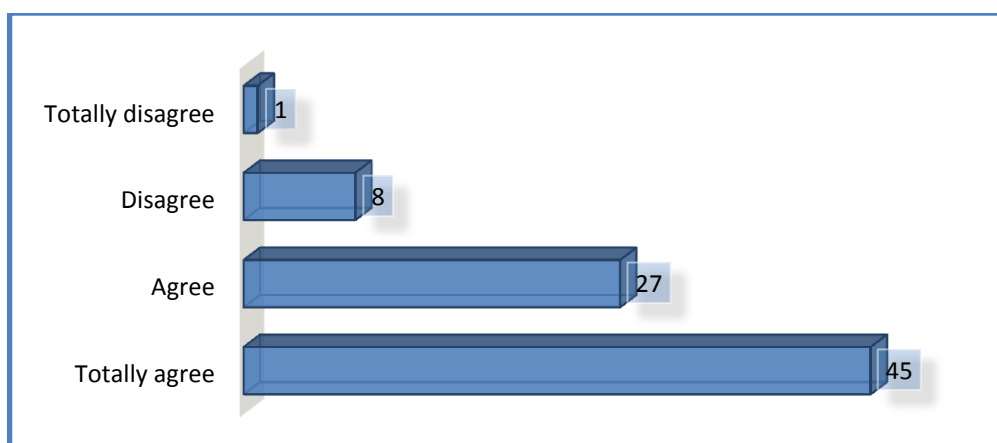
**Chart # 18 Students survey.** Do you think that video clips grab your attention in the English class?

Option	Survey respondents	percentage
Totally agree	45	56%
Agree	27	33%
Disagree	8	10%
Totally disagree	1	1%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 12 Students survey. Question percentage.** Do you think that video clips grab your attention in the English class?



**Analysis and interpretation of the results:** Every clip can grab student's attention because it became familiar with the features of their television, maximizing the learning opportunities, by encouraging students to become active viewers. They feel comfortable of what they want to express, when they experiment emotion through video clips.



### Question 3: Do you think that clips film relax the English language learning?

**Aim:** to identify if clips film relax the English language learning.

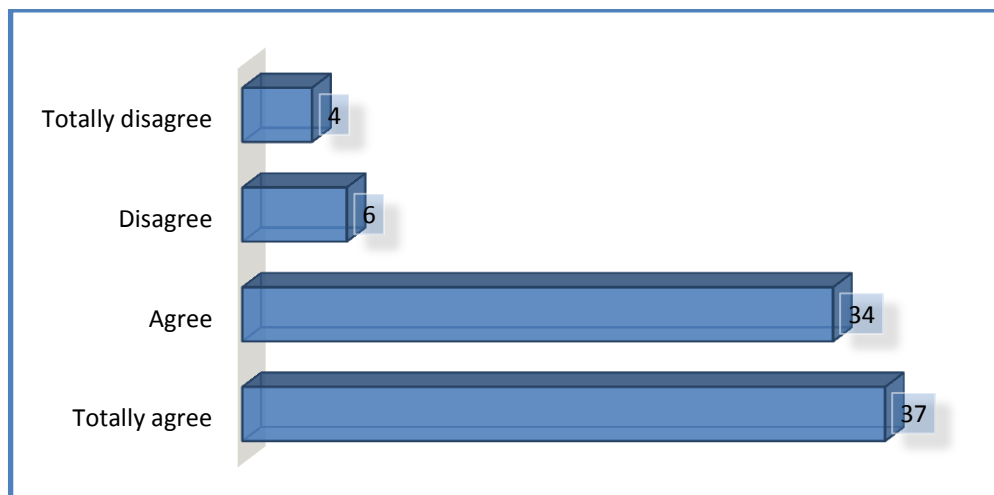
**Chart # 19 Students survey.** Do you think that clips film relax the English language learning?

Option	Survey respondents	percentage
Totally agree	37	46%
Agree	34	42%
Disagree	6	7%
Totally disagree	4	5%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 13 Students survey. Question percentage.** Do you think that clips film relax the English language learning?



**Analysis and interpretation of the results:** Because the aims of a teacher is get students energized in the hand on learning process, and video clips generate interest and enjoyment than the more traditional printed material, even it can maintain that interest for longer period of time required in the language acquisition.

**Question 4: Do you think that English is not only a grammar-alone subject but is linked to other multiple intelligences and learning styles?**

**Aim:** to identify that English is not only a grammar-alone subject but is linked to other multiple intelligences and learning styles.

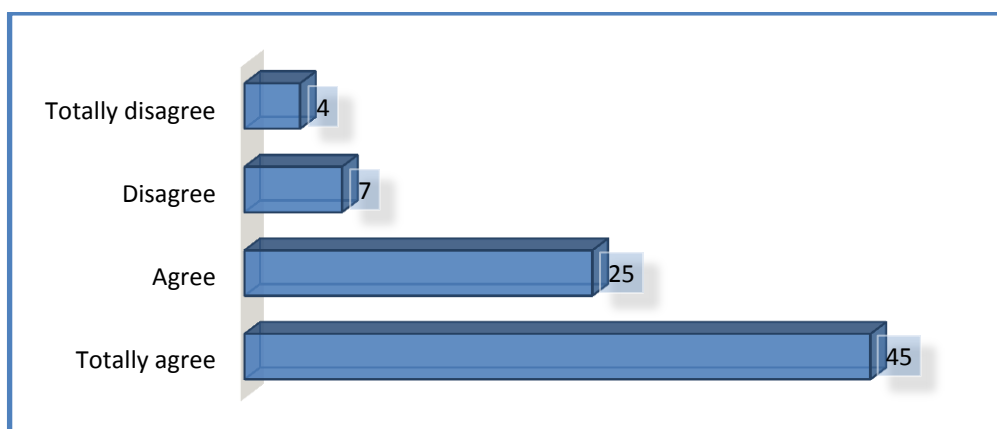
**Chart # 20 Students survey.** Do you think that English is not only a grammar-alone subject but is linked to other multiple intelligences and learning styles?

Option	Survey respondents	percentage
Totally agree	45	56%
Agree	25	31%
Disagree	7	9%
Totally disagree	4	5%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 14 Students survey. Question percentage.** Do you think that English is not only a grammar-alone subject but is linked to other multiple intelligences and learning styles?



**Analysis and interpretation of the results:** The more interested and engaged students are, and more interactive is the learning process, the more students enjoy, learn and retain information about the language they are studying. The interactive instruction provides students predict or debate specific content about what they are studying. So take into account the individual's ability to learn of students help to improve their speech in a conversation.

**Question 5: Do you think that speech from video clips engage you in the social interaction?**

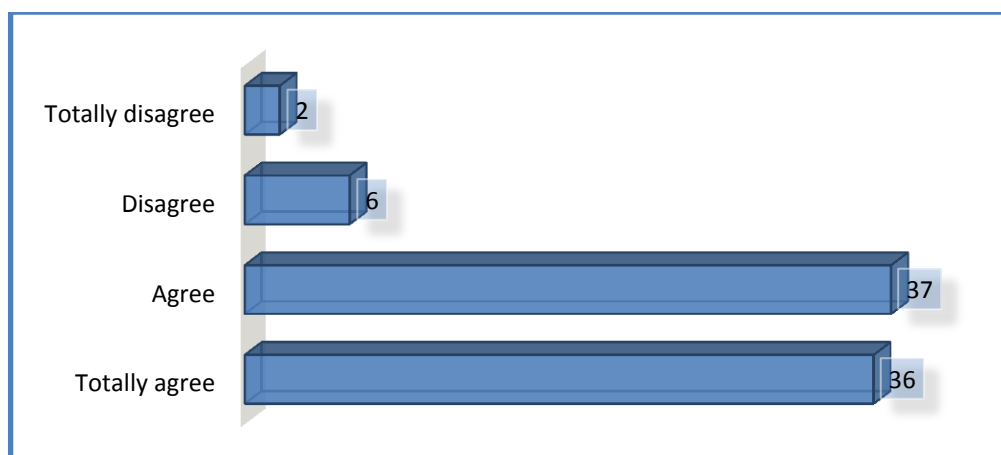
**Aim:** to identify if speech from video clips engage students in the social interaction.

**Chart # 21 Students survey.** Do you think that speech from video clips engage you in the social interaction?

Option	Survey respondents	percentage
Totally agree	36	44%
Agree	37	46%
Disagree	6	7%
Totally disagree	2	2%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 15 Students survey. Question percentage.** Do you think that speech from video clips engage you in the social interaction?



**Analysis and interpretation of the results:** The 46% agree in the idea that video clips increase engagement and excitement about what they expect to learn, it help to stimulate discussions. They cannot deny the collaboration they face with when they acquire vocabulary through real life situation.

**Question 6: Did you increase your English fluency when doing the activities of video in the language learning?**

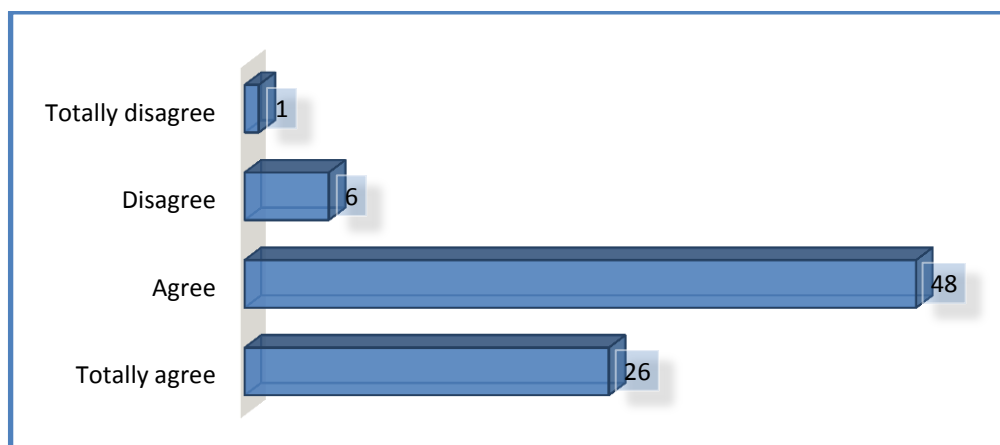
**Aim:** to identify if students increase English fluency when doing the activities of video in the language learning.

**Chart # 22 Students survey.** Did you increase your English fluency when doing the activities of video in the language learning?

Option	Survey respondents	percentage
Totally agree	26	32%
Agree	48	59%
Disagree	6	7%
Totally disagree	1	1%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 16 Students survey. Question percentage.** Did you increase your English fluency when doing the activities of video in the language learning?



**Analysis and interpretation of the results:** Because they have vocabulary, then with video clips they retain and remember information of specific language situation. It brings the English knowledge to life, also spark a conversation. Learners enhance student's comprehension and discussion. So the 59% agree on activities with video clips increase their fluency in the language learning.

**Question 7: Do you think the activities with video clips gave you an emotional English experience?**

**Aim:** to identify if activities with video clips gave learners an emotional English experience.

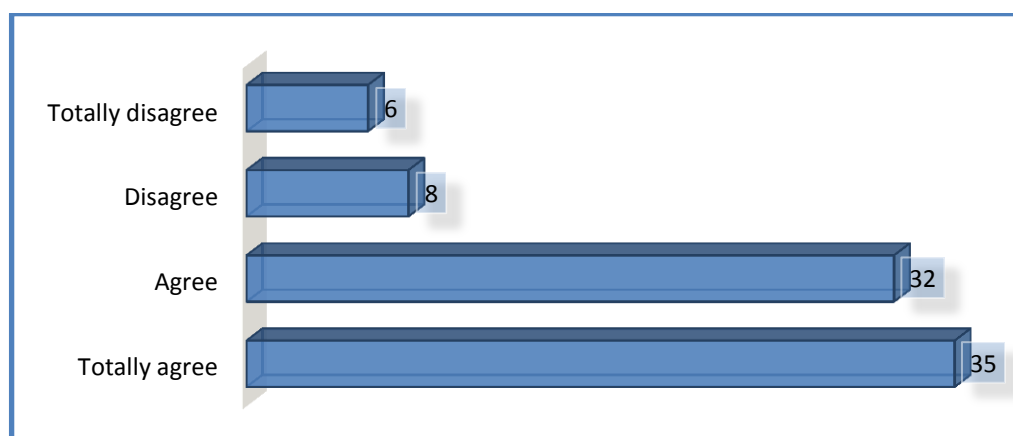
**Chart # 23 Students survey.** Do you think the activities with video clips gave you an emotional English experience?

Option	Survey respondents	percentage
<b>Totally agree</b>	35	43%
<b>Agree</b>	32	40%
<b>Disagree</b>	8	10%
<b>Totally disagree</b>	6	7%
<b>Total</b>	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 17 Students survey. Question percentage.** Do you think the activities with video clips gave you an emotional English experience?



**Analysis and interpretation of the results:** There is no doubt the emotion provided by video clips increase student's motivation and enthusiasm to learn. The feeling and emotion are elicited when students watch a video. Furthermore the 43% of learner are agreeing in the use of video clips to motivate and increase their emotional to learn English. Net generation environment inspired, sustained and desired changed in language learning usually involved in video activity.

**Question 8: Was there interaction with your classmates when applying the activities with audiovisual resources?**

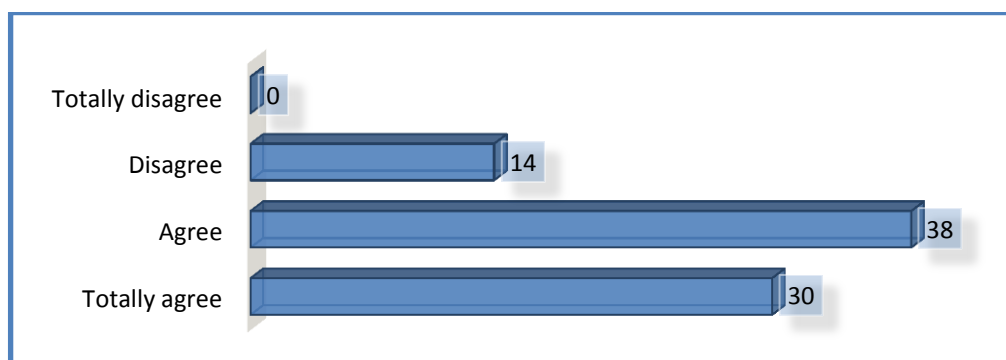
**Aim:** to identify if was there interaction between students when applying the activities with audiovisual resources.

**Chart # 24 Students survey.** Was there interaction with your classmates when applying the activities with audiovisual resources?

Option	Survey respondents	percentage
Totally agree	30	37%
Agree	38	47%
Disagree	14	17%
Totally disagree	0	0%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 18 Students survey. Question percentage.** Was there interaction with your classmates when applying the activities with audiovisual resources?



**Analysis and interpretation of the results:** The 43% of learners agree and feel confident interacting with their classmates when they do activities with video clips. But the point is that they have never been studying with video clips of real life situation. Thus the more opportunity learners have the more opportunity they have to improve their skills. The multiple intelligences allow them to create and nurture resonant relationship so their understanding of language will be better than before.

**Question 9: Did you develop your communicative language skills when doing the activities of the video?**

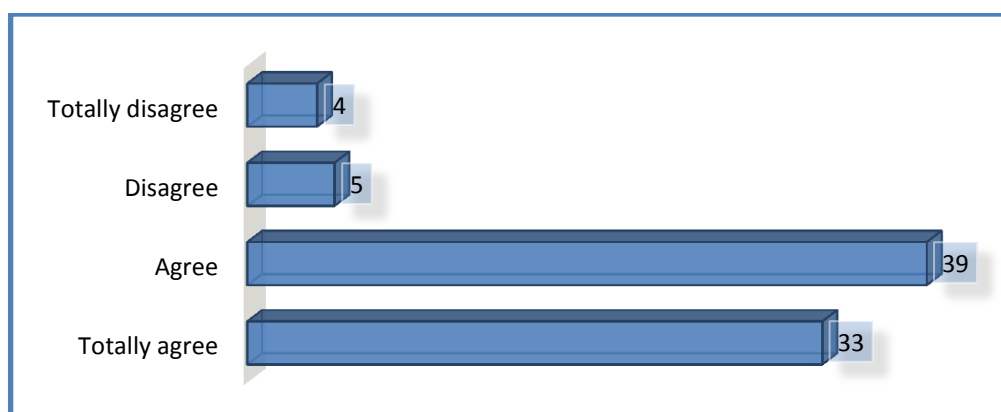
**Aim:** to identify if students develop their communicative language skills when doing the activities of the video.

**Chart # 25 Students survey.** Did you develop your communicative language skills when doing the activities of the video?

Option	Survey respondents	percentage
Totally agree	33	41%
Agree	39	48%
Disagree	5	6%
Totally disagree	4	5%
Total	82	100%

**Source:** Student of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.  
**Author:** Francisco Barzola S.

**Graph # 19 Students survey. Question percentage.** Did you develop your communicative language skills when doing the activities of the video?



**Analysis and interpretation of the results:** The 48% of learners agree in the developing of the communicative language skills when they do activities with video clips. The term communicative attached itself to video that used a notional function language. Even through clips students exploited the variety of social meaning contained in specific language structure provided in a video. For students it becomes a useful tool to acquire the language in a native speech way.

**Question 10: Would you like your teachers apply video clips to help the improvement of your communicative language skills?**

**Aim:** to identify if students like their teachers apply video clips to help the improvement of communicative language skills.

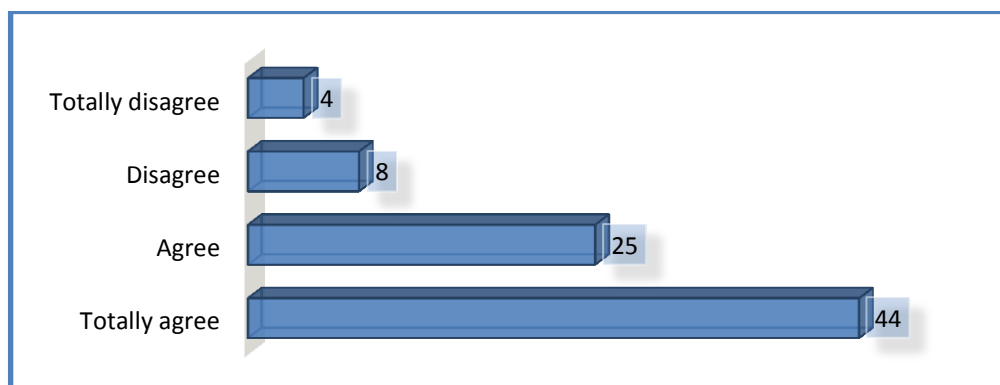
**Chart # 26 Students survey.** Would you like your teachers apply video clips to help the improvement of your communicative language skills?

Option	Survey respondents	percentage
Totally agree	44	54%
Agree	25	31%
Disagree	8	10%
Totally disagree	4	5%
Total	82	100%

**Source:** Students of Second Year Bachillerato at Unidad Educativa J. Dagoberto Montenegro R.

**Author:** Francisco Barzola S.

**Graph # 20 Students survey. Question percentage.** Would you like your teachers apply video clips to help the improvement of your communicative language skills?



**Analysis and interpretation of the results:** The 54% of learners agree their teachers apply video clips to help the improvement of communicative language skills. Learners expect modern teacher should be an aggregator than just an expository of knowledge. The specific language function students need not always they find with teacher interaction so they look for other resources where they can improve their knowledge about the language they pretend to use as a second language.



## **CHAPTER V**

### **ADMINISTRATIVE FRAMEWORK**

#### **5.1 Resources**

##### **5.1.1 Institutional**

Unidad Educativa Juan Dagoberto Montenegro Rodríguez,

La Libertad, Santa Elena Province.

Santa Elena peninsula state university

Faculty of science education and languages

Language school

English teaching career

##### **5.1.2 Human**

Principal of *Unidad Educativa Juan Dagoberto Montenegro Rodríguez*.

Teachers

Students of first and Second Year Bachillerato

Author of thesis (Francisco Barzola Suárez)

Tutor (Lcda. Sara Gonzalez MSc.)

##### **5.1.3 Materials**

The institution should have:

Computer

Speakers

Infocus

Printer

Internet Access

Paper

Books

## 5.2 Economic (Budget)

Detail	v. unitary	Total
<b>Self-management of the research: Francisco Barzola Suárez</b>	\$ 450	\$ 450
Total entry		\$ 450

EQUIPMENT			
EQUIPMENT	QUANTITY	PRICE	TOTAL
<b>1</b>			
computer	1	1.800	1.800
<b>2</b>			
Infocus	1	1.000	1.000
<b>3</b>			
speaker	2	40	40
<b>4</b>			
Pen drive	1	8	8
<b>5</b>			
camera	1	200	200
<b>6</b>			
Internet		40	40
<b>7</b>			
Printer	1	200	200
<b>8</b>			
Cellphone	1	150	150
<b>TOTAL</b>			3.438

MATERIALS			
Equipment	Quantity	Price	Total
<b>1</b> Paper	5	3.00	15.00
<b>2</b> Folder	4	50	2.00
<b>3</b> Pen	12	0.30	3.60
<b>4</b> Cd	25	0.50	12.50
<b>5</b> Pendrive	2	8.00	16.00
<b>6</b> Lunch		2.00	35.00
<b>Total</b>			84.10

TOTAL BUDGET	Total
EQUIPMENT	<b>3.438</b>
MATERIALS	<b>84.10</b>
Total	<b>3.522,10</b>

### 5.3 SOURCE MATERIALS

Timetable

MONTH ACTIVITIES	July				August				September				October				November				December				January				February				March			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
1. Topic Approval			X	X																																
2. Appointment of guardians				X	X	X	X																													
3. Meeting of guardians					X	X	X																													
4. Meeting with alumni							X	X																												
5. 1 tutoring job qualifications							X	X																												
6. Development Chapter I and II							X	X	X	X	X	X	X	X																						
7. Review and correction											X	X	X	X	X																					
8. 2 tutoring job qualifications													X																							
9. Sample identification													X	X	X	X																				
10. Development and implementation of instruments													X	X	X	X																				
11. Collection and analysis of results														X	X	X																				
12. Determination of conclusion and															X	X	X																			



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- <http://books.google.es/books?hl=es&lr=&id=GCx9AgAAQBAJ&oi=fnd&pg=PA58&dq=developing++speaking+skills&ots=GEPDYWH3J0&sig=3MarVpJst2w7hmKD13T2kEV0luE#v=onepage&q=developing%20%20speaking%20skills&f=false>
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## VIDEO CLIPS:

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- [https://www.youtube.com/channel/UCcVgaQLw8\\_s\\_19IgrjqbXQg](https://www.youtube.com/channel/UCcVgaQLw8_s_19IgrjqbXQg)
- <https://www.youtube.com/channel/UCCj956IF62FbT7Gouszaj9w>

# APPENDIX

**APPENDIX # 1.-CLASSROOM INSPECTION GUIDE ABOUT THE ENGLISH CLASS.**

**GUÍA DE OBSERVACIÓN**

La presente guía tiene como objetivo recolectar la información necesaria para la elaboración del trabajo de titulación **“AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS”** de la carrera de Licenciatura en inglés de la Universidad Estatal Península de Santa Elena que contribuirá a mejorar las habilidades comunicativas en la Enseñanza-Aprendizaje del inglés como idioma extranjero.

**Instructions:** indicate what you think of each of the following statements about teaching and learning by checking (✓) the box under the column that best describes your views.

Actions to look		Observance		Inspection
		Yes	No	
1	Are the students motivated to learn the English class?			
2	Does the teacher say the aim of the class first?			
3	Does the teacher introduce the topic with a warm up?			
4	Does the teacher prepare material to present the topic?			
5	Does the teacher use the tics in the English class?			
6	Does the teacher bring audiovisual resources to the class?			
7	Does the teacher interact with students in class?			
8	Do the students communicate meaningful thing in class?			
9	Does the teacher explain the topic clear?			
10	Does the student engage in the class properly?			

Thanks so much for your attention.

## APPENDIX # 2.- SURVEY TO PRINCIPAL.

### ENCUESTA A DIRECTIVO

La presente encuesta tiene como objetivo recolectar la información necesaria para la elaboración del trabajo de titulación “AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS” de la carrera de Licenciatura en inglés de la Universidad Estatal Península de Santa Elena que contribuirá a mejorar las habilidades comunicativas en la Enseñanza-Aprendizaje del inglés como idioma extranjero.

**INSTRUCCIÓN:** Por favor lea detenidamente cada pregunta y en base a su experiencia marque (✓) solo una opción por cada pregunta.

No.	Pregunta	SI	NO
1	¿Cree que enseñar es una verdadera vocación?		

No.	Preguntas	Siempre	A veces	Algunas veces	Muy pocas	Nunca
2	¿Es fácil dirigir una institución?					
3	¿Cree usted que hablar inglés es importante?					
4	¿Conoce usted las habilidades del idioma inglés?					
5	¿Realiza usted el proceso de evaluación de la gestión docente de inglés?					
6	¿Es importante que el estudiante desarrolle la habilidad comunicativa?					
7	¿Estimula la institución a sus estudiantes en la adquisición de una lengua extranjera?					
8	¿La enseñanza del inglés en su institución está enfocada desde el currículo nacional?					
9	¿Los docentes cuentan con recursos pedagógicos suficientes?					

No.	Pregunta	SI	NO
10	¿Estaría usted de acuerdo que se cree una guía didáctica sobre el uso de recursos audiovisuales en la asignatura del área de inglés para mejorar las habilidades comunicativas de los estudiantes?		

Muchas gracias por la atención prestada.



### APPENDIX # 3.- SURVEY TO TEACHERS.

#### ENCUESTA DOCENTES

La presente encuesta tiene como objetivo recolectar la información necesaria para la elaboración del trabajo de titulación “**AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS**” de la carrera de Licenciatura en inglés de la Universidad Estatal Península de Santa Elena que contribuirá a mejorar las habilidades comunicativas en la Enseñanza-Aprendizaje del inglés como idioma extranjero.

**Instructions:** indicate what you think of each of the following statements about teaching and learning by checking (✓) the box under the column that best describes your views.

No.	QUESTIONS	Always	Usually	Sometimes	Rarely	Never
1	Do you think students are really trained in the English language teaching?					
2	Do you think students are motivated to study English?					
4	Do you think that the high school encourages the English language teaching?					
5	Do you think that the use of tics help you to develop the language skills of the students?					
6	How often do you use the tics in the language learning process?					
7	Do you have opportunities to use audiovisual resources in your classes?					
8	How often do you use audiovisual resources in the language learning process?					
9	Do you think that communicative language skills are important?					

No.	QUESTIONS	YES	NO
3	Do you know if the students know about the CEFR?		
10	Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?		

Thanks so much for your attention.

**APPENDIX # 4.- SURVEY TO STUDENTS ABOUT THE ENGLISH SUBJECT.**

**ENCUESTA A LOS ESTUDIANTES DEL SEGUNDO AÑO BACHILLERATO**

La presente encuesta tiene como objetivo recolectar la información necesaria para la elaboración del trabajo de titulación **“AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS”** de la carrera de Licenciatura en inglés de la Universidad Estatal Península de Santa Elena que contribuirá a mejorar las habilidades comunicativas en la Enseñanza-Aprendizaje del inglés como idioma extranjero.

**Instructions:** indicate what you think of each of the following statements about teaching and learning by checking (✓) the box under the column that best describes your views.

No.	QUESTION	YES	NO
1	Do you like English?		

No.	QUESTIONS	Always	Usually	Sometimes	Rarely	Never
2	Do you think the English is just another subject of the curriculum?					
3	Do you think the English subject is difficult?					
4	Do you like to receive more hours of English classes?					
5	Would you like to use technology in the English class?					
6	Do you think audiovisual resources help you to improve your communicative language skills?					
7	Do you think that audiovisual resources are important in the language learning?					
8	Have you developed the English language skills?					
9	Are you ready to communicate in English using the language skills?					

No.	QUESTION	YES	NO
10	Do you agree in the creation of a didactic guide about the use of audiovisual resources in the English subject to improve your communicative language skills?		

Thanks so much for your attention.



**APPENDIX # 5.- SURVEY TO STUDENTS ABOUT THE USE OF AUDIOVISUAL RESOURCES ACTIVITY.**

**ENCUESTA A LOS ESTUDIANTES DEL SEGUNDO AÑO BACHILLERATO**

La presente encuesta tiene como objetivo recolectar la información necesaria para la elaboración del trabajo de titulación **“AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS”** de la carrera de Licenciatura en inglés de la Universidad Estatal Península de Santa Elena que contribuirá a mejorar las habilidades comunicativas en la Enseñanza-Aprendizaje del inglés como idioma extranjero.

**Instructions:** indicate what you think of each of the following statements about teaching and learning by checking (✓) the box under the column that best describes your views.

No.	QUESTIONS	Totally agree	Agree	Disagree	Totally disagree
1	Did you enjoy the activities of the video clips?				
2	Do you think that video clips grab your attention in the English class?				
3	Do you think that clips film relax the English language learning?				
4	Do you think that English is not only a grammar-alone subject but is linked to other multiple intelligences and learning styles?				
5	Do you think that speech from video clips engage you in the social interaction?				
6	Did you increase your English fluency when doing the activities of video in the language learning?				
7	Do you think the activities with video clips gave you an emotional English experience?				
8	Was there interaction with your classmates when applying the activities with audiovisual resources?				
9	Did you develop your communicative language skills when doing the activities of the video?				
10	Would you like your teachers apply video clips to help the improvement of your communicative language skills?				

Thanks so much for your attention.



**APPENDIX # 6.- REQUEST LETTER TO START THE RESEARCH AT  
UNIDAD EDUCATIVA J. DAGOBERTO MONTENEGRO R.**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**

Creación: Ley No. 110 R.O. No.366 (Suplemento) 1998-07-22

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**

**ESCUELA DE IDIOMAS**

**CARRERA DE LICENCIATURA EN INGLÉS**



**Oficio n.º: ESID - CLI -2014-288-OF**

La Libertad, 15 de Octubre de 2014

Licenciada.

Mariana Montenegro Parrales

DIRECTORA DE LA U. E. JUAN DAGOBERTO MONTENEGRO

En su despacho

De mis consideraciones:

El Sr. FRANCISCO BARZOLA SUÁREZ, C.I. 0920932373 egresado de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciada en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
Audiovisual Resources to Improve Communicative Language Skills	Lcda. Sara González Reyes, MSc.	RCA-018-2014 con fecha 17 de Julio de 2014

Solicito a usted se le dé las facilidades para realizar la investigación de campo y otras actividades pertinentes.

Gracias por su atención.

Atentamente,

**ACEPTADO**  
13 OCT 2014

Lcda. Mariana Montenegro de Quezada  
RECTORA

Glenda Pinoargote Parra, MAD  
Directora Escuela de Idiomas



Feb 16-10-2014  
13:06  
OP

**APPENDIX # 7.- AUTHORISATION FROM UNIDAD EDUCATIVA J.  
DAGOBERTO MONTENEGRO R. TO DO THE RESEARCH**



**UNIDAD EDUCATIVA  
"JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ"**

La Libertad - Ecuador

Teléfono 2 - 781222

Email: j.d.m.r.1970@hotmail.com



Ministerio  
de Educación

La Libertad, Octubre 17 del 2014.  
OFICIO-169-UE-JDMR

MAD.

Glenda Pinoargote Parra.

Directora Escuela de Idiomas

Universidad Estatal Península de Santa Elena.

Ciudad.

De mis consideraciones:

Por medio de la presente, me permito indicar que en virtud de su oficio N<sup>o</sup> ESID -CLI- 2014- 288-OF, de fecha 15 de Octubre del presente año, que este Rectorado autoriza al estudiante **BARZOLA SUÁREZ FRANCISCO**, para que realice la investigación de campo y otras actividades pertinentes, previo la obtención del Título de Licenciado en Idioma Inglés.

Particular que comunico a usted, para los fines consiguientes.

Atentamente,

UNIDAD EDUCATIVA  
"JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ"  
LA LIBERTAD - ECUADOR

*Mariana Montenegro De Quezada*  
Lda. Mariana Montenegro De Quezada  
RECTORA



**APPENDIX # 8.- CERTIFICATE FROM UNIDAD EDUCATIVA J. DAGOBERTO MONTENEGRO R. ABOUT THE RESEARCH.**



**UNIDAD EDUCATIVA  
"JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ"**

La Libertad - Ecuador

Teléfono 2 - 781222

Email: j.d.m.r.1970@hotmail.com



**LA Rectora de la Unidad Educativa "JUAN  
DAGOBERTO MONTENEGRO RODRIGUEZ"**

**CERTIFICA**

Que el Sr. Francisco Barzola Suárez, con cédula de identidad N° 092093237 - 3, culminó con éxitos el trabajo de Tesis **"AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS TO STUDENTS OF SECOND YEAR BACHILLERATO AT UNIDAD EDUCATIVA JUAN DAGOBERTO MONTENEGRO RODRIGUEZ, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2014-2015.**

Lo certifico en honor a la verdad. Puede el interesado hacer uso de este certificado en la forma que estime conveniente.

La Libertad, Enero 22 del 2015.

Atentamente

UNIDAD EDUCATIVA  
"JUAN DAGOBERTO MONTENEGRO RODRIGUEZ"  
A LA LIBERTAD - ECUADOR  
*Mariana Montenegro De Quezada*  
Lcda. Mariana Montenegro De Quezada  
RECTORA





**APPENDIX # 9.-CERTIFICATE OF THE GRAMMAR AND SPELLING OF THE CONTENT OF THE RESEARCH.**

**CERTIFICATE**

I, Martha Delgado Cisneros, hereby certify that I have reviewed the grammar and spelling of the content of the Research "AUDIOVISUAL RESOURCES TO IMPROVE ENGLISH COMMUNICATIVE LANGUAGE SKILLS TO STUDENTS OF SECOND YEAR BACHILLERATO AT UNIDAD EDUCATIVA JUAN DAGOBERTO MONTENEGRO RODRÍGUEZ, LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2014-2015" prepared by the undergraduate student FRANCISCO CIPRIANO BARZOLA SUÁREZ prior to obtain the BACHELOR'S DEGREE IN ENGLISH.

To this end I proceeded to read and analyze in depth the style and shape of the content of the text:

- Neatness in writing.
- Correct use of punctuation.
- Completion and accuracy of ideas.
- Handling with knowledge and precision of morphosyntax.
- The language is educational, academic, simple, direct and easily understood.

Based on the previous and according with my rights as a Master in Education I certify the validity of this research.

Yours truly



Martha Delgado C. de Lara, MHRD

CC # 0905407128

**APPENDIX # 10.- REPORT OF URKUND DOCUMENTAL SERVICE**

UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
ESCUELA DE IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS.

La Libertad, 26 de Enero 2015

Para: Lcda. Glenda Pinoargote Parra. M.A.  
Directora Carrera Licenciatura en Inglés.  
De: Lic. Sara González Reyes. MSc.  
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio de este comunicado hago llegar a usted, los resultados obtenidos en la Tesis del señor: **Francisco Cipriano Barzola Suárez** una vez pasado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 4% de similitud el mismo que va por debajo de indicadores considerados plagio, de la misma manera solicitar el paso para la defensa de la Tesis para la obtención al Título de Licenciado en Idioma Inglés.

De ante mano agradezco su tiempo y pronta respuesta.

Atentamente,

  
Lic. Sara González Reyes. MSc.  
Docente

## APPENDIX # 11.-REPORT OF URKUND DOCUMENTAL SERVICE PERCENTAGE

Documento: mylanguageanagramblog.docx (D12986617)

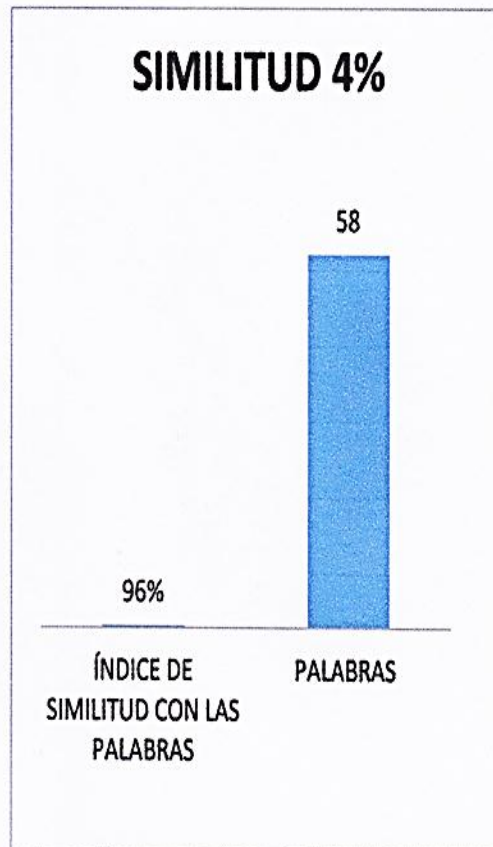
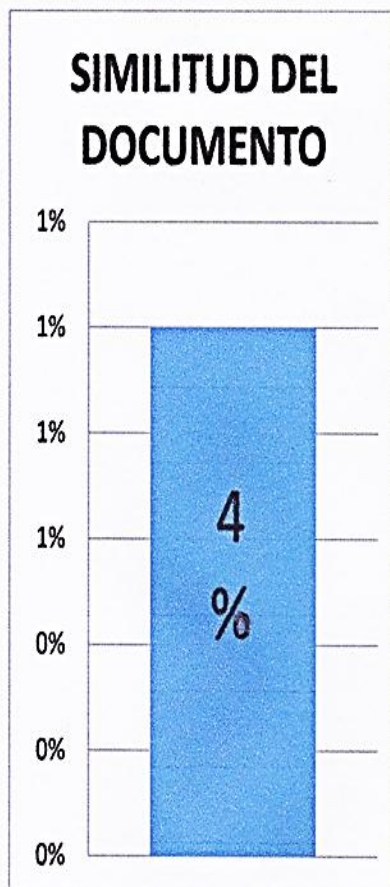
Alrededor de 4% de este documento se compone de texto más o menos similar al contenido de 22 fuentes consideradas como las más pertinentes.

La más larga sección comportando similitudes, contiene 58 palabras y tiene un índice de similitud de 96% con su principal fuente.

TENER EN CUENTA que el índice de similitud presentado arriba, no indica en ningún momento la presencia demostrada de plagio o de falta de rigor en el documento.

Puede haber buenas y legítimas razones para que partes del documento analizado se encuentren en las fuentes identificadas.

Es al corrector mismo de determinar la presencia cierta de plagio o falta de rigor averiguando e interpretando el análisis, las fuentes y el documento original.

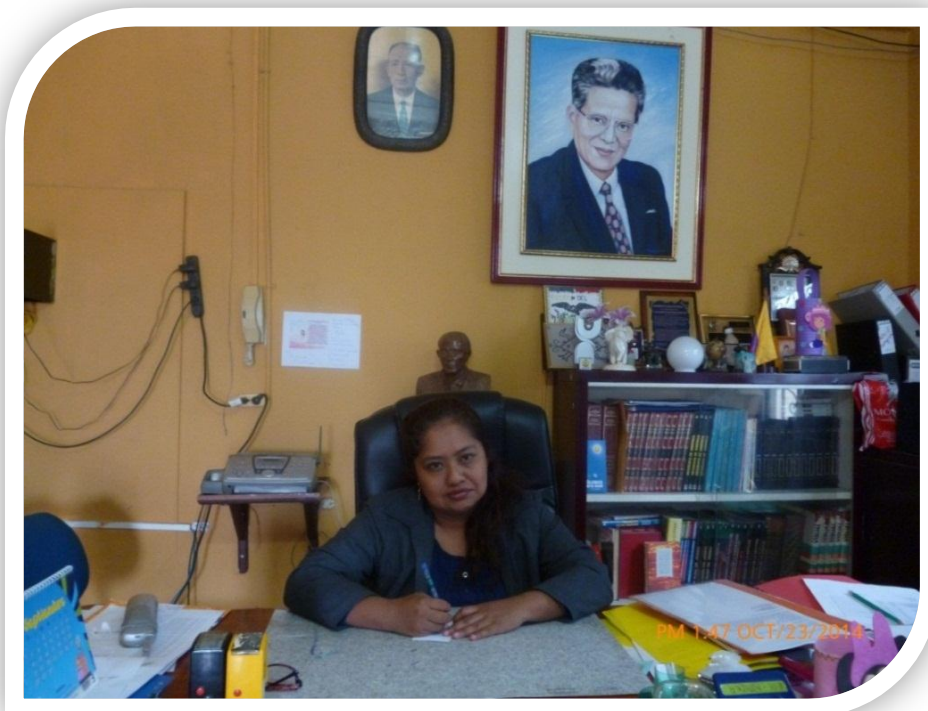




**APPENDIX # 12.-PHOTOS OF THE HIGH SCHOOL AND THE PRINCIPAL**



**Photo # 1.-** Unidad Educativa “Juan Dagoberto Montenegro Rodríguez”



**Photo # 2.-** Lcda. Mariana Montenegro Parrales. Principal of the High School.

### APPENDIX # 13.- PRINCIPAL DURING THE INTERVIEW



**Photo # 3.-** Interview to Lcda. Mariana Montenegro Parrales.



**Photo # 4. -** The principal of Unidad Educativa J. Dagoberto Montenegro R. is doing the survey.



#### **APPENDIX # 14.-TEACHER AND STUDENTS DOING THE SURVEY**



**Photo # 5.-** Teachers doing the survey.



**Photo # 6.-** Students doing the surveys online.

## **APPENDIX # 15.-STUDENTS DOING THE VIDEO CLIPS ACTIVITIES**



**Photo # 7.-** Students doing the activities about video clips.



**Photo # 8.-** Students point of view about the video clip activity.

## **APPENDIX # 16.-STUDENTS PRACTICING WITH THEIR COMMUNICATIVE LANGUAGE SKILLS**



**Photo # 9.-** students develop their communicative language skills about what they watched.



**Photo # 10.-** Students have fun during the story frame activity.



## APPENDIX # 17.-LEARNER ANALYSING THE EYEWITNESS ACTIVITY



**Photo # 11.-** Student analysis of the eyewitness activity.



**Photo # 12.-** Students interacting in the news clip activity.

## APPENDIX # 18.-STUDENTS ANALYSING THE VIDEO CLIP ACTIVITY



**Photo # 13.-** Students analyzing the video clip activity.



**Photo # 14.-** Students practicing communicative language skills about the opening scene.

**APPENDIX # 19.- STUDENTS SHARING POINT OF VIEW ABOUT FILM CLIP**



**Photo # 15.-** Students sharing point of view about the interesting film clip.



**Photo # 16.-** Students doing the timeline activity of short film scene.