



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

**“MOVIES AS AN AUDIO-VISUAL RESOURCE TO ENHANCE
WRITING SKILL TO STUDENTS OF TENTH GRADE AT UNIDAD
EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, SANTA
ELENA PROVINCE, ACADEMIC YEAR 2015-2016”.**

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
CARRERA LICENCIATURA EN INGLES.**

**“MOVIES AS AN AUDIO-VISUAL RESOURCE TO ENHANCE
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ELENA PROVINCE, ACADEMIC YEAR 2015-2016”.**

**TRABAJO DE TITULACIÓN
PARA OBTENER EL GRADO ACADÉMICO DE
LICENCIADA EN INGLES**

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La Libertad, August 18th, 2016

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "**MOVIES AS AN AUDIO-VISUAL RESOURCE TO ENHANCE WRITING SKILL TO STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015-2016**" prepared by Marjorie Roxana Chiquito Lucas undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after having revised and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the Board of Examiners.

Sincerely,

MSc. Jorge Cevallos Salazar

La Libertad, August 18th, 2016

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DEDICATION PAGE

I dedicate this graduation research work especially to my dear parents Ignacio and Francia for their constant support and patience with my children every day when I needed to go to the University to improve my knowledge.

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Finally my gratitude to the authorities of Unidad Educativa “Península de Santa Elena” for giving me permission to collect important data and work with students.

Marjorie Roxana

DECLARATION

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MARJORIE ROXANA CHIQUITO LUCAS

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ABSTRACT

This study attempts to solve writing deficiencies of Ecuadorian students by applying movies as an instructional audiovisual resource. Nowadays society is linked with technology, because it is an important part of the educational environment. The application of information and communication technologies (ICTS) plays an essential role for students and educators in the teaching-learning process. In some schools in Península of Santa Elena Province teachers continue using traditional methods and do not have access to the technological tools. One of the main objectives of this research paper is to determine the importance of movies as an academic tool to enhance the writing skill. The result of this process showed that movies combined with writing activities are very useful for both instructors and learners. This study applied the quantitative and qualitative methods at Unidad Educativa Península de Santa Elena. This project helped significantly the improvement of the writing skill by using movies

Keywords: Writing skill, movies, technology and websites.

INTRODUCTION

Currently, movies are considered as a useful tool to enhance skills especially writing. Just by watching movie trailers students have the opportunity to understand what a movie is about, after that they are capable to do writing activities in order to enhance their writing skill. Previously learners were not considered the center of the teaching learning process. Science and technology are changing the educational system. Students for example have the ability to use it easily. When teachers combine movies with writing activities they create a new environment inside and outside the classroom. The main objective of this project is the enhancement of the writing skill through the use of movies. This research paper is structured by five chapters, which are detailed as following:

Chapter I: It specifies the title, the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, significance and objectives of the research.

Chapter II: It consists of literature review, previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter III: It details the population; here you will find the research approach, level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results and finally conclusions and recommendations.

Chapter IV: The Proposal, offers the solution to the problem and the examination of the research.

Chapter V: Administrative Framework features the timetable, budget and resources of the project.

CHAPTER I

THE PROBLEM

1.1. TITLE

“MOVIES AS AN AUDIO-VISUAL RESOURCE TO ENHANCE WRITING SKILL IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA “PENÍNSULA DE SANTA ELENA”, LA LIBERTAD, SANTA ELENA PROVINCE 2015-2016.”

1.2. STATEMENT OF THE PROBLEM

1.2.1. Contextualization

English is the official language in a large number of countries. In this globalized world, it plays an important role in student’s education for achieving their goals. It helps students to create a lot of opportunities according to their needs. Internet, for example, is a tool that students can use to acquire knowledge. Nowadays students can access the internet for important information and by using this tool students can meet people around the world quickly.

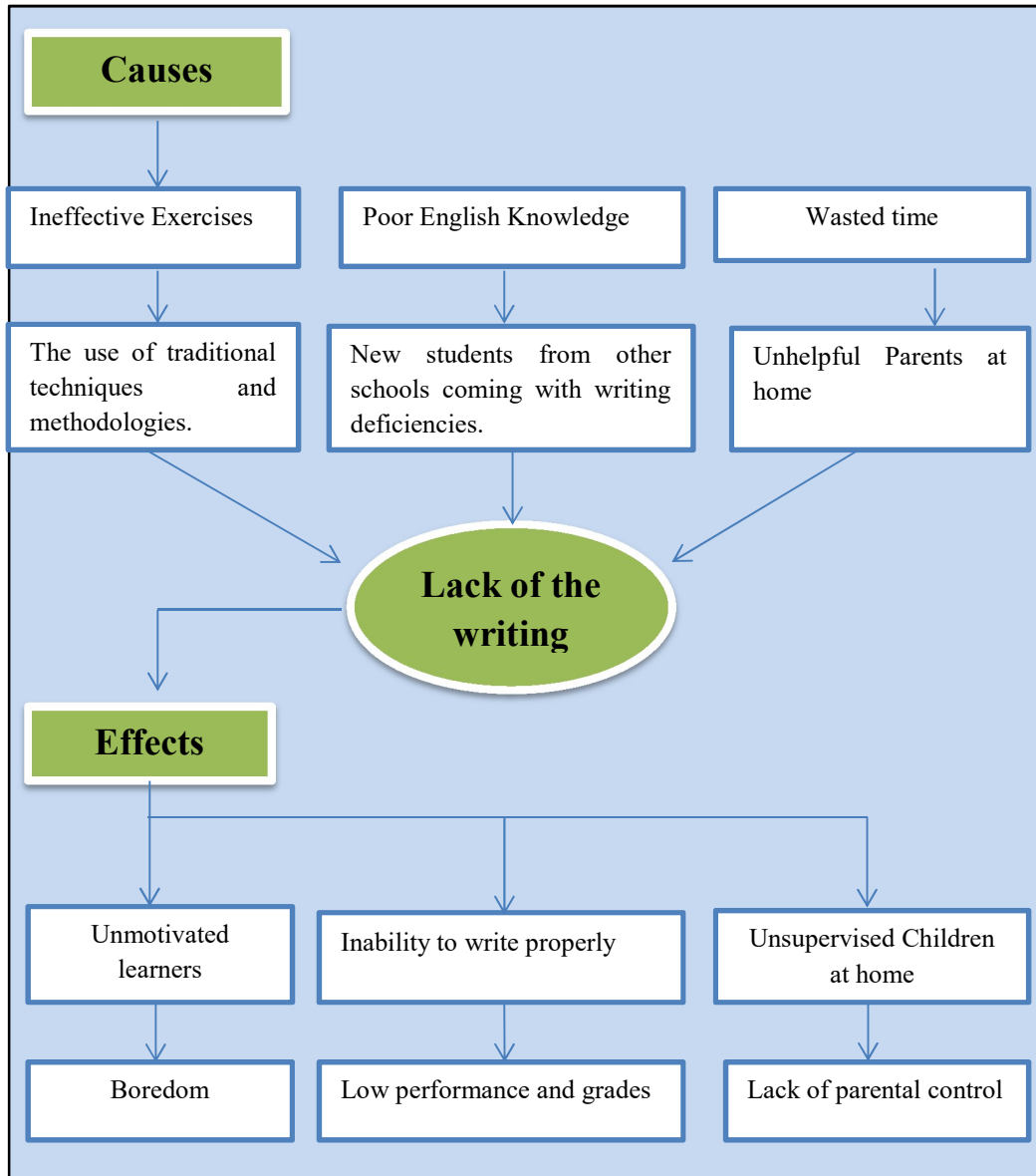
Communicative competence is the ability to use and understand language effectively to communicate in a social and educative environment. The importance of this is that students develop their four English skills in an educational process. The areas where students can use it are grammatical, sociolinguistic, and strategic competence. Currently in Santa Elena province especially at Unidad Educativa “Península de Santa Elena” English classes are considered boring by high schools students because most of the teachers continue using traditional methods like repeating vocabulary ten times or only follow a book pattern. Instead of applying technological resources

like internet for watching a movie and practice speaking, listening, reading and writing skills. Because we are in a digital era and they need something related to it and feel motivated.

Many of the songs, movies and books are produced and published in English so teachers need to apply an appropriate methodology in order to get students' attention and develop their abilities through the use of videos specifically movies, so they can use it in an educative way. Watching only a thriller they get the main idea about movie. If they do not understand they can use subtitles in order to know what the actors are saying. There are different kinds of movies so they have the opportunity to choose the best for them according their English levels and interest.

In spite of the global digital age the Unidad Educativa "Península de Santa Elena" with 40 students in each classroom, English teachers most of the time use only the teacher's guide instead of combining it with audio-visual resources like movies to enhance writing skill. Teachers instead of generating interest on their students, make them lose interest due to their methodology.

Chart # 1: Problem Tree



Elaborated by: Marjorie Roxana Chiquito Lucas

1.2.2 Critical Analysis

There are many difficulties for students when they are in an educative process to learn English language. At Unidad Educativa “Península de Santa Elena” students of tenth grade need better writing in order to learn effectively. They feel unmotivated when teachers do not apply the correct methodology for them. Besides they do not dedicate enough time to practice English along or between classmates to enhance their knowledge. Unidad Educativa "Península de Santa Elena" is an institution located in La Libertad with a large number of students and excellent teachers to offer an education with quality and warmth that change students' vision about how to learn English language. It is so important to emphasize that the aim of this research is to use movies as an audio visual resource to benefit students who want to continue strengthening their English skill specially writing according to their levels and interest in this school year 2015-2016.

1.2.3 Formulation of the Problem

Will the use of movies as an audio-visual resource enhance the English writing skill in tenth grade students at Unidad Educativa "Península de Santa Elena"?

1.2.4 Guideline questions

- What are audio-visual resources?
- What is writing skill?
- What is the influence of movies and audio-visual resources to enhance writing skill of tenth year students from Unidad Educativa “Península de Santa Elena”?
- Is it necessary to use movies as audio visual resource to enhance writing skill?
- What are the specific writing activities for tenth grade students?

1.2.5 Delimitation of research object

- **FIELD:** Education.
- **AREA:** English
- **ASPECT:** movies as audio visual resource to enhance writing skill.
- **TITLE:** “Movies as an audio-visual resource to enhance writing skill in students of tenth grade at Unidad Educativa “Península de Santa Elena” in La Libertad, Santa Elena province. Academic year 2015-2016.”
- **PROBLEM:** Lack of writing skill by students of tenth grade.
- **TIME LIMITATION:** The research will be conducted during the academic year 2015-2016.
- **POPULATION LIMITATION:** Tenth grade students, English teachers and managers from Unidad Educativa “Península de Santa Elena.”
- **SPACE LIMITATION:** Unidad Educativa “Península of Santa Elena” is located in Libertad neighborhood, Canton La Libertad, Province of Santa Elena.
- **CONTEXT LIMITATION:** This research will be focused on the importance of movies as strategies to enhance writing skill of tenth grade students at Unidad Educativa “Península de Santa Elena.”

1.3 SIGNIFICANCE

The internet is a tool that can be used by children, adolescents and adults in order to achieve their needs. Currently students are engaged in interactive activities using social networks. Sometimes people need to know how to use it to obtain better benefits for example students in their educative process. So teachers need to involve students in this area but they need to know and follow rules.

This study focuses on the use of movies as an audio- visual resource to enhance writing skills to change students' vision "just watch a movie and no more" because the objective of this is to watch and understand the main idea or the message of the movie. Students take notes of what about they understand and new word they hear, in this way they enrich their vocabulary and write a little composition or a summary following grammatical structures.

Unidad Educativa "Península de Santa Elena" with 40 students in tenth grade can apply Movies as audio-visual resources to enhance students writing skill because when they watch a movie they can write sentences and after that they can choose the best and write a composition, in this way they can show if they understand or not.

1.4 OBJECTIVES

1.4.1 General objective of the research

To analyze the influence and importance of movies to improve the writing skill of tenth grade students at Unidad Educativa “Península de Santa Elena.”

1.4.2 Specific objectives of the research

- To identify the level of writing of tenth grade students.
- To determine appropriate methodologies for developing the writing skill.
- To find out the proper movies and activities for enhancing Writing skill in tenth grade students.
- To design and implement a Wix page with movies to improve the Writing skill of tenth grade students.

CHAPTER II

LITERATURE REVIEW

2.1 PREVIOUS RESEARCH

This chapter will examine many sources related to this topic, mainly linked with the variables of this research paper which are movies and writing. The literature review will gather, select, and take the most important information found in books, digital books, internet educational websites, journals, magazines, encyclopedias, dictionaries, and other research papers.

English is one of the most important languages that people want to learn nowadays. Teachers apply different methodology to teach it, but sometimes students do not get the idea of any activity and so for them classes are bored. By applying movies to enhance this skill students can feel motivated because first they watch the movie and then they write sentences or short paragraphs about this movie following rules and grammar structures. This activity not only enhances writing but also the listening and reading skills because they can use subtitles sometimes to write unknown words.

2.2. FUNDAMENTAL CATEGORIES

2.2.1. Writing

The term writing has many definitions, therefore it is important to consult different authors in order to get the write concept. Some writers point out writing as a method, others; as a way to construct sentences following determinate rules. Others denote that imagination and originality are important to do a creative writing. According to Oxford Dictionaries, writing is “the activity or skill of marking coherent words on paper and composing text.

There are different definitions of writing according to writers.

With the intention to give a better definition of writing, William (1996) considers that writing is represented in a graphic or concrete form and it is composed for different kind of symbols. It is a clear definition of writing where describes it as model to write following rules to create an organized writing.

According to Harmer (2007), we need to consider the level, age, styles and interest of the students when they need to create a writing activity. Furthermore there are three important points in this process, genre, the writing process and building the writing habit.

Harmer points out that writing skill started to be more important when society grew up and citizens realized that learning writing and reading are important for their lives.

Tompkins (2004) considers that writing process gives students the opportunity to write creatively only showing the world through window.

Rivers (1981) defines writing as an expression of a group of clear ideas in a specific order that integrate a new language. Brown (2001) considers that writing should be planned and reviewed at least 5 times before its publication.

Brown (2001) defines writing in two phases:

1. Figuring out the meaning.
2. Putting the meaning into language.

Writing denotes people thinking, in order to reproduce things, which are in the mind. The next paragraphs will explain the types of writing.

2.2.2. Types of writing

There are five types of writing: descriptive, expository, compare and contrast, narrative and persuasive. The best writers most of the time use these types of writing as a guide to improve their writings.

2.2.2.1. Descriptive

Descriptive writing according to Zemach D. & Ghulldu L. (2011) is used to describe people or things that the writer is talking about in a story, it can be a picture or an image as is used in newspaper or magazines.

2.2.2.2 . Expository

Writing helps people to explain or inform about something, for example in a history class the educator or student can explain how America was discovered. Or only following instructions to do a particular task.

2.2.2.3. Compare and contrast

It means that writers can include similarities and differences between topics, people, objects or animals in the same writing. In order for readers to identify what topics have in common and which ones are different.

2.2.2.4. Narrative

It is used in novels, short stories or tales where writers use literary elements like characters, a plot, and setting to create in the mind of the reader an imaginary story or situation.

2.2.2.5. Persuasive

It is applied with the only aim to persuade readers mind to change their points of view about something, for example newspapers have a space called “editorial”.

2.2.3. The writing process

There are four important steps in the writing process according to Linda Butler (2007)

Step 1: Prewrite.- brainstorming or getting ideas.

Step 2: Write.- writing a paragraph.

Step 3: Edit.- checking the mistakes or add essential information.

Step 4: Write the final draft.- erase or make changes.

2.2.4 The purpose of writing

According to the expert "Tarigan (1994) the purpose of the writing is :

- To give information or knowledge.
- To persuade the readers.
- To entertain the readers.
- To create emotions and feelings.

2.2.5 The Benefits of Writing

The benefits of writing are the following:

- Writing encourages curiosity
- Writing activity arranges our mind systematically
- We can publish articles and textbooks.

- Writing encourages research, by consulting many references as possible, such as: books, journals, newspapers, magazines and obviously the internet, with the internet people have the worlds on their keyboards.

2.2.6 Why is Writing important?

Byrne (1980) Express writing is very important on communicative language because it allows students to express feeling, emotion, ideas and interact in a society. Based on that, students can be able to learn different types of text such as: narrative, report, analytical and hortatory exposition and spoof.

2.2.7 Evaluating writing

To teach writing is necessary to consider in an evaluation the students' writing ability.

According to Brown (2001), evaluating writing has four important points to consider: content, organization, discourse and mechanics.

- I. Content: It refers about the main parts of writing.
- II. Organization: In this part is necessary to include the introduction, sequence of ideas and conclusion.
- III. Discourse: this section includes a topic sentences, paragraph unity, reference and fluency.
- IV. Mechanics: It refers everything about spelling and punctuation.

Chart # 2: Writing Rubric

Accuracy	Advanced	Proficient	Progressing	Beginning
Sentences	100% correct sentences structures	75% correct sentences structures	50% correct sentences structures	25% correct sentences structures
Spelling	100% correct spelling	75 % correct spelling	50% correct spelling	25% correct spelling
Grammar	100% correct punctuation	75% correct punctuation	50% correct punctuation	25% correct punctuation
Handwriting	100% correct spacing	75% correct spacing	50% correct spacing	25% correct spacing

Elaborated by: Marjorie Roxana Chiquito Lucas

2.2.8 Approaches to Writing

2.2.8.1 The Structural Approach

It presents the development of L2 writing as the construction of the orthographic representation of lexical and syntactic features of L2 speech. This approach reflects behaviorist views of L2 learning, which involve producing correct grammatical patterns in controlled exercises. Corrective feedback is provided whenever an incorrect structure occurs since the aim of teaching is to minimize mistakes. The process of acquiring the writing skill depends on the four necessary stages:

- 1) Familiarization. Grammar and vocabulary are taught explicitly, usually through a reference of a text.
- 2) Controlled writing. Learners employ fixed patterns.

- 3) Guided writing. Model texts are imitated by learners.
- 4) Free writing. Learners develop the patterns they have practiced.

2.2.8.2 The Process Approach

According to Hedgcock (2005) “the model requires L2 writers to go through various stages from pre-writing, drafting feedback, revising and editing, reflecting recursive and non- linear processes involved in arriving at the final written product. In contrast to the previous approach it focuses on the learner as he or she goes through the different stages of writing rather than the written text itself”.

2.2.8.3 The Post-Process Approach

It incorporates and expands the principles of the process approach. The difference, however, is that according to Atkinson (2003) “the term encompasses the complex nature of L2 writing as a socio-cognitive, situational and diverse activity. As a result CF can be understood as a complex human activity that takes account of a variety of cultural, institutional and interpersonal contexts”. This approach also considers individual learner differences, such as beliefs and preferences about learning styles and forms of corrective feedback.

2.2.9 The role of technology in education

Sercu (2010) explains, “While in the past intercultural education denoted primarily the acquisition of knowledge about the target language culture, nowadays, in addition to this, it encompasses a much wider scope of abilities which lead the learner toward participation in intercultural and multilingual communities”. Scarino (2010) explains, “L2 learners come to understand culture not only as information about diverse people and their practices but also, and most importantly, as the contextual framework that people use to exchange meaning in communication with others and through which they understand their social

world”. Sercu (2005) states the abilities that describing an intercultural competent person: “the willingness to engage with the foreign culture, self-awareness and the ability to look upon oneself from the outside, the ability to see the world through the others’ eyes, the ability to cope with uncertainty”. According to Dudeney G. & Hockly N. (2007) websites give to teachers the opportunity to choose different activities on the internet making the learning teaching process less monotonous. Teachers can find a lot of information but they need to consider students’ level and age to apply any activity.

2.2.10 Movies

According to Longman Advanced American Dictionary, third edition 2013: A Movie is a story that is told using moving pictures on film and sound. Hornby A. (1995) defines movie “as story recorded as a set of moving pictures to be shown on television or the cinema”. Movies are used to enhance English skills like: speaking, reading, listening and writing. Teachers consider movies as a power medium tool in education because they can use it to improve students’ knowledge specially to enhance writing skill if proper techniques are applied to develop the writing skills. There is an interesting research called “The use of animation movies to improve students’ writing skill of a narrative text” by Nafik Fitriana (2010) where she tries to convince that applying movies to enhance writing skill is a good strategy to innovate techniques and use technology in classroom to catch students’ attention.

2.2.11 History of Movies

2.2.11.1 The Birth of Film

Throughout the time different civilizations presented an important interest about the capture and representation of movements. Some inventors built different kind of machines with the objective to illustrate them. The Phenakistiscope, the Praxinoscope, the Thaumatrope and the Zoetrope were the principal inventions.

Those were created by Edison and Dickson in 1890 with some special characteristics like: the persistence of vision, photography, projection, the perforated movie and the mechanism. Movies eventually became part of our culture, way of life, and entertainment. Movies play an important role in society these days. Everyone remembers how a nice movie changed our mood and emotions. Some movies have influenced in the educational process in order to increase knowledge and change the vision about things.

2.2.11.2 The goal of movies as an art and movies as a form of entertainment

According to Allen & Gomery (1985) the goal of movie as an art is “to give a particular message to the viewers” meanwhile movies as a form of entertainment is just to entertain the viewers and general audience.

2.2.11.3 Advantages of Using Movies in the Classroom

According to Harmer the advantages of using movies in the classroom are the following:

- a. Seeing language in use.- It refers when students watch movies and listen to language audio - visually at the same time.
- b. Cross Cultural awareness.- It permits students to know about cultures, food, social and political issues around the world.
- c. The power of creation.- It happens when students take movies as a part of their learning process and create enjoyable activities.
- d. Motivation.- Most students increase their interest watching movies when teachers give them appropriate worksheets.

According to Anderson (1987) the learning process always requires some elements to get excellent benefits such as stimulus, color, sounds, moves and interaction. So teach writing using movies is a good tool.

2.2.11.4 How to teach writing using movies.

According to Harmer (2004) the best way to teach writing with movies is to present it at the beginning of the class. Because it helps students to write with correct grammar. In addition Onasanya (2004) expresses that teachers need to consider concreteness and abstractness of experience produced by the movie.

2.2.11.5 Function of media in teaching writing

Erdmenger (1997) points out the following statements as functions of media to teach writing:

- Develops the students' motivation.
- Gives the best information.
- Guides the students offering some clues about the materials.
- Monitors the activity and focus in the aim of the study using appropriate materials.

Meanwhile Munadi considers another function of learning with media:

Learning media as:

- A learning resource.
- A semantic function.
- A manipulative function.
- A psychological function.
- A socio-cultural function.

Allen and Gomery (1985) mentioned “the goal of a movie as an art is to give particular messages to the viewers”. But for educational purposes the goal of a movie is to educate and improve the four language skills, here writing. Harmer (2001) considers that the application of movies helps students to emphasize the writing skill. Just using movie trailer students can be motivated to do any activity.

Hoban and Ormer (1951) point out the instructional films in the following generalities:

- People learn from films.
- The use of effective and appropriate films results in more learning in less time and better retention of what is learned.
- Films in combination with other instructional materials are better than either alone.
- Instructional films stimulate other learning activities.
- Films facilitate thinking and problem solving.
- Films are equivalent to a good instructor in communicating facts or demonstrating procedures.

2.2.11.6 Media for teaching writing

Media plays an important role in education nowadays because it offers different kind of material and activities that students can obtain to practice on line or download to do it and practice in any moment.

Lehman and Russell (2000) argument that media is a tool for students to enhance their learning process; because it provides some important stimulus and good classroom experiences.

The main kinds of media used in teaching writing are:

- 1) Visual, such as pictures and photos.
- 2) Audio, such as tape recorder, cassettes, cds, radio, and other digital devices.
- 3) Audiovisual, such as: movies, and videos.

Smaldino and Russell (2008) categorize media presentation as:

- Text that can be presented in a format.

- Audio that can be recorded for listening.
- Visual materials for the development of the learning process.
- Audio-visual to stimulate emotions.

Different media can be used to enhance the writing skill but they need to be applied with a specific purpose according to levels, ages and students interests.

2.2.11.7 Audio-visual resources

These are useful materials such as videos, filmstrips, recordings that teachers can use to enrich knowledge in the classroom to present any topic and catch students' attention. Before that students can use it to do any presentation in different areas.

2.2.11.8 Students' perception using movies in classroom

According to Ismaili (2013) students have the following perceptions about movies:

1. Learning with movies is very pleasant experience.
2. They feel very motivated to see and hear real-life situations than only follow the patterns of the book.
3. They consider that using movies will enhance their English.
4. They think watching movies will increase their vocabulary.

2.3 BASIS

2.3.1. LEGAL BASIS

Constitution of the Republic of Ecuador (2008)

This research is based on the legal basis in The Constitution of Ecuador (2008) and the Organic Law of Intercultural Education (LOEI). The Constitution of

Ecuador in its Art.26 expresses that education is a right of people in their entirely lifetime. Article 27 of the Ecuadorian Constitution states: “The education in Ecuador will focus on human beings and assure their equity development of human rights and democracy; it will be participatory, compulsory, intercultural, democratic, nondiscriminatory and varied; it will promote values; stimulate critical thinking, art, and physical education, in order to develop students’ skills and abilities. Education is necessary for increasing knowledge, practicing of rights, and constructing a sovereign country, and it is a strategic area for national development”.

Organic Law of Intercultural Education (2011)

Article #347 express the incorporation of information, technology and communication in the educational process and promote the link of education with productive or social activities. Chapter one, the right to education article #6 literal J, states: Ensuring digital literacy and the use of information, technology and communication in the educational process, and foster the link of education with productive or social activities.

Organic Code of Children and Adolescent (2014)

Article 37.- Right to education

Children and adolescent have the right to a quality education. This right demands an educational system that:

Assure the access and permanence of all children in the basic education, and adolescents to bachillerato or its equivalent. Furthermore ensure that children and adolescents have teachers, didactic resources, laboratories, classroom and good environment for learning. The State assures that educational institutions offer services with equity, quality and opportunity and ensure parents the right to choose the suitable education for their children.

2.4 HYPOTHESIS

The implementation of movies as an audio-visual resource will help to enhance the writing skill of tenth grade students from Unidad Educativa Península de Santa Elena.

2.5 VARIABLES OF THE STUDY

Independent variable

Movies as an audio-visual resource

Dependent variable

Writing skill

CHAPTER III

METHODOLOGY

3.1 RESEARCH APPROACH

This research will be based on quantitative and qualitative methodology. These methods will permit to gather the best results about the enhancement of the writing skill on tenth grade students from Unidad Educativa “Península de Santa Elena”. Moreover the result obtained in the observations, surveys and interviews. Here will be presented the surveys done to students, interviews done to the principal and teacher, in addition all the other techniques and instruments applied during this process.

METHODS

3.1.1. Quantitative Method

This method was applied in order to get precise data related to the use of Movies as an audio-visual resources to enhance writing skill of tenth grade students from Unidad Educativa “Península de Santa Elena”.

3.1.2. Qualitative Method

This method was applied in order to obtain information about the uses of Movies to teach writing, the researcher interviewed to the principal, the main educator, also students were consulted.

3.1.3. Inductive Method

This method allows the researcher to know possible reasons of the problem and

state a hypothesis in order to find the best solution for the writing difficulties and its best activities.

3.1.4. Deductive Method

It is only a complement of the Inductive Method because it permits to examines, infers and determines the best way to apply movies as an audio-visual resource to enhance the writing skill.

3.1.5. Observation Method

The main objective of this method is to observe the students' attitude during the execution of this proposal in the application of movies as an audio-visual resource to enhance writing skill in order to establish the students' progress.

3.2. LEVEL OR TYPE OF THE RESEARCH

3.2.1. Field research

This research took place where the object of study was found in order to have better control of situation that was happening there, the causes, and effects. The several observations done in situ class, interviews to the principal and the main educators, and surveys to students allow to have a clear view of the problems within their social environment (Unidad Educativa Península de Santa Elena in La Libertad).

3.2.2. Bibliographic Research

In this research paper, the information was taken from textbooks, books, articles, journals, thesis, and educational web pages, only important, accepted and suitable information was considered for this work.

3.2.3. Applied Research

This research was applied because of its practicality and realism in the educational field (Unidad Educativa Península de Santa Elena in La Libertad), to solve the writing problem using movies.

3.3. POPULATION AND SAMPLE

The population of this research is composed by the principal, educators, and students.

Chart # 3: Population

N°	Description	Quantity	%
01	Principal at Unidad Educativa “Península de Santa Elena”	1	2.4%
02	English Educators at Unidad Educativa “Península de Santa Elena”	1	2.4%
03	Tenth Grade Students at Unidad Educativa “Península de Santa Elena”	40	95.2%
TOTAL		42	100%

Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

3.4. VARIABLES OPERATIONALIZATION

Chart # 4: Independent Variable

Independent Variables	Definition	Indicators	Items for indicators	Tools
Movies as an audio-visual resource	<p>Movie is a story that is told using moving pictures on film and sound.</p> <p>Is story recorded as a set of moving pictures to be shown on television or the cinema</p>	<p>Action movies</p> <p>Drama movies</p> <p>Documentary</p> <p>Comedy movies</p> <p>Educational</p> <p>Musical</p> <p>Cartoons</p>	<p>What are teachers and learners perceptions about movies?</p> <p>What are the advantages of using movies?</p> <p>What influence do the movies have on learners?</p>	<p>Videos</p> <p>Educational blog</p> <p>Printable materials</p> <p>Images</p> <p>Pictures</p>

Chart # 5: Dependent Variable

Conceptualization	Definition	Indicators	Items for indicators	Tools
Writing skills	<p>A composed text by coherence words and grammar structure printed on paper.</p> <p>A method of representing language in visual or tactile form.</p>	<p>Descriptive</p> <p>Expository</p> <p>Compare and Contrast</p> <p>Narrative</p> <p>Persuasive</p>	<p>What do students think about writing skill?</p> <p>What are students' attitudes towards writing activities?</p> <p>What are the benefits of writing for learners?</p>	<p>Writing task</p> <p>Writing activities</p> <p>Assessments</p>

3.5. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1. Techniques

The following techniques will be applied during this research: Observation, Survey and Interview.

3.5.1.1. Observation

This technique was applied to gather important information of the tenth grade students at Unidad Educativa Península de Santa Elena in order to know the current situation by visual inspection and recording the evidence.

3.5.1.2. Interview

With interviews, the researcher can get information from the principal and educators about techniques applied in the classroom and the difficulties that students present in writing skill.

3.5.1.3. Survey

The researcher uses surveys in order to gather important data for this academic paper. By the use of surveys, the researcher gathers quantitative data that will be used with other qualitative information.

3.5.1.4. Instruments

3.5.1.5. Camera, video - camera

These instruments will be used to take pictures and film videos in order to reproduce them later and to present them as evidence of the project.

3.5.1.6. Notebook

This instrument will be used to take notes about the important points in the different activities developed during this research.

3.5.1.7. Questionnaire

It is a structured document applied to collect data. This questionnaire was developed in order to gather information about the stated problem. It was directed to the principal, teacher and students of tenth grade of Unidad Educativa Península de Santa Elena. All the data collected was used for making the analysis and interpretation of the results

3.6. DATA COLLECTION PLAN

Chart # 6: Data Collection Plan

QUESTIONS	EXPLANATION
1. What for?	To enhance the writing skill in the teaching-learning process.
2. Who is it directed to?	Students of tenth grade at Unidad Educativa “Península de Santa Elena”
3. Under what features is it?	Techniques and instruments to develop writing skill
4. Who?	Marjorie Roxana Chiquito Lucas
5. When?	School year 2015 – 2016
6. Where?	Unidad Educativa “Península de Santa Elena” in La Libertad, Santa Elena Province.
7. What technique?	Through a survey and interviews
8. How?	Using questionnaires, surveys, interviews, observations, etc.

Elaborated by: Marjorie Roxana Chiquito Lucas

3.7 DATA PROCESSING PLAN

Chart # 7: Data Processing Plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low scores in writing skill and the use of technology were determined through surveys directed to Tenth Grade students and English teachers from Unidad Educativa “Península de Santa Elena”, the use of movies to enhance the writing skill of students was justified.</p>	<p>Once the problem was discovered the investigators started looking for related information at: Books, articles, internet, among others. Besides an interview with the principal of Unidad Educativa “Península de Santa Elena” and the Specialists.</p>	<p>Once the problem was confirmed in Unidad Educativa “Península de Santa Elena”, surveys and interviews were made (survey for students and interviews for principal, and teachers), these were examined in order to develop a proposal to solve the stated problem.</p>	<p>Using all the gathered data that evidenced the low scores in writing practice of Tenth Grade Students Unidad Educativa “Península de Santa Elena”, it was important to involve the principal and English teachers in the incoming process in order to improve the listening skills in each student.</p>	<p>Implementing of Movies to Tenth Grade Students from Unidad Educativa “Península de Santa Elena” will improve their writing skills.</p>

Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

3.8 ANALYSIS AND INTERPRETATION OF THE RESULTS

3.8.1 INTERVIEW DIRECTED TO PRINCIPAL FROM UNIDAD EDUCATIVA “PENINSULA DE SANTA ELENA”

Question 1: Do you consider internet as an important factor in education?

INTERPRETATION

The principal said yes, because it permits to the teachers and students focus and used it in the teaching – learning process.

Question 2: Do you consider that teachers should use technology in their classes?

INTERPRETATION

The principal thought that teachers need to guide their classes in the real era, that means the use of technology and its applications are nowadays the best option to learn anything.

Question 3: Why educators need new strategies to teach English Language?

INTERPRETATION

The principal said because through the use of different technological tools teachers can apply audio or educational videos to teach concepts.

Question 4: Do you consider that movies can develop the writing skills? Why or why not?

INTERPRETATION

The principal considered the movies are useful to develop the four skills through the use of songs and online courses that are free today.

Question 5: Do you consider that teachers are ready to use technology in the teaching- learning process?

INTERPRETATION

The principal thought that there is a group of teachers that do not have enough knowledge about how to use technology in their classes. She considered that teachers need training courses to develop this ability.

Question 6: Do you consider that students should use technology to increase their knowledge in the learning process?

INTERPRETATION

The principal considered that it is not a requirement but students rather manipulate the technology but it is not guided in the teaching- learning process. They need teachers or tutors who guide them to their professional training.

Question 7: Would you support with the implementation of movies to develop the writing skill?

INTERPRETATION

The principal considered that every tool can help in the teaching-learning process, for this reason she would support the application of movies as an audio-visual resource.

3.8.2 INTERVIEW FOR ENGLISH TEACHER LCDA. MARIA AQUINO.

Question 1: What is your opinion about the English learning process at Unidad Educativa “Península de Santa Elena”?

INTERPRETATION

The teacher said that the English learning process is excellent when students receive motivation before begin classes because it is important to catch their attention.

QUESTION 2: What is the English level of students of tenth grade?

INTERPRETATION

The teacher considered that the most of the students have low level in the English language because they do not like it but the problem is they do not have developed their English ability yet.

QUESTION 3: What methods do you use in your English classes?

INTERPRETATION

She said that at the beginning of the classes she introduces a game and sometimes uses flash cards according to the topic.

QUESTION 4: How do you motivate your students to learn English?

INTERPRETATION

She said the games are useful to motivate students because only write it on a sheet is so boring for students.

QUESTION 5: Have you ever used movies to teach writing?

INTERPRETATION

The teacher said that she uses movies but not all the time.

QUESTION 6: Do you think that teaching English with movies could enhance the writing skills of your students? Why or why not?

INTERPRETATION

The teacher expressed that teaching with movies is interesting for students because it can be developed in the four English skills.

QUESTION 7: What advantages do you think movies could provide to students and educators?

INTERPRETATION

The teacher considered that one advantage for students is that they can be engaged in a different environment.

QUESTION 8: Would you like to have resources as movies in order to improve the writing skills of your students?

INTERPRETATION

She said that this resource can be useful and interesting to improve students writing skill because they are immersed in the technology era.

QUESTION 9: Would you support the implementation of movies to enhance the writing skill in students of tenth grade?

INTERPRETATION

She said the implementation of movies can enhance students writing skill as long as the teacher guides this activity because it can take another direction.

3.8.3 SURVEY DIRECTED TO STUDENTS

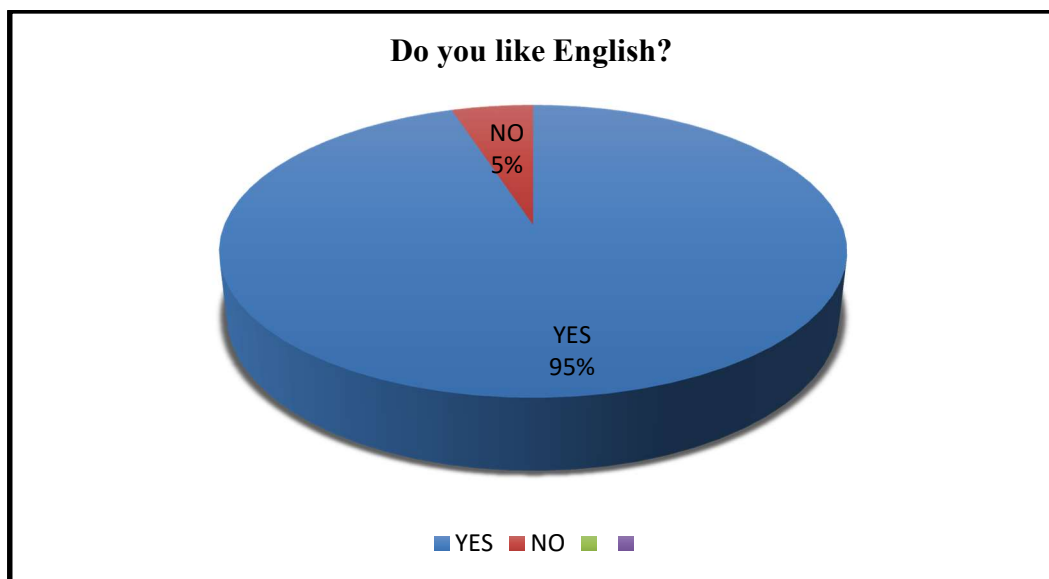
Question 1: Do you like English?

Objective: To determine the attitude of students about English language.

Chart # 8: Interest in English

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	38	95%
NO	2	5%
TOTAL	40	100%

Graphic # 1: Interest in English



Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 95% of students said Yes, 5% said No.

Qualitative: Most of the students like learning English.

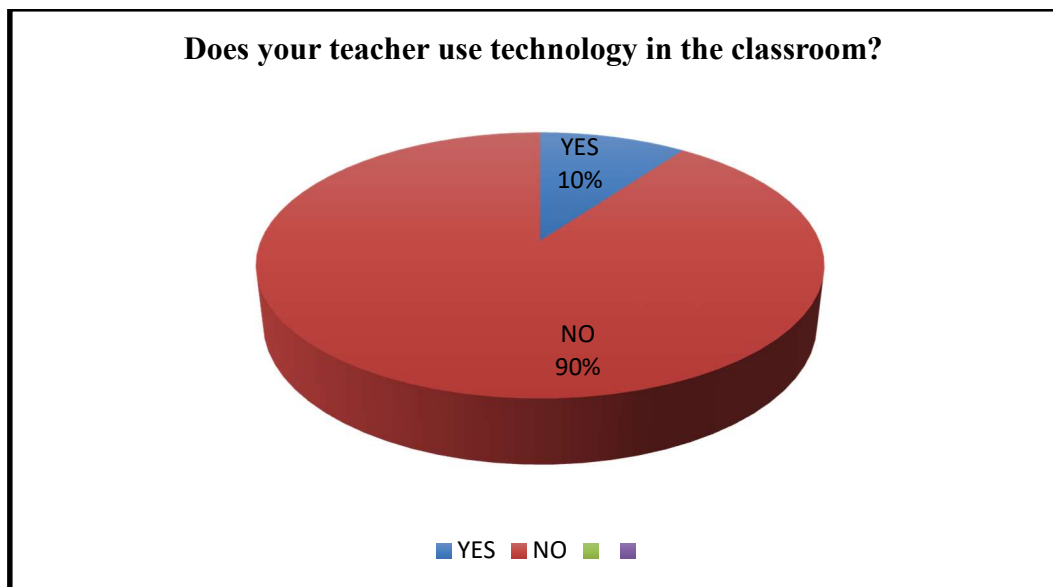
Question 2: Does your teacher use technology in the classroom?

Objective: To determine if teachers use technology.

Chart # 9: Use of Internet by the English teacher

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	4	10 %
NO	36	90%
TOTAL	40	100%

Graphic # 2: Use of internet by English teacher



Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 90% of students said No, 10% said Yes.

Qualitative: Most of the students said that the teacher does not use technology.

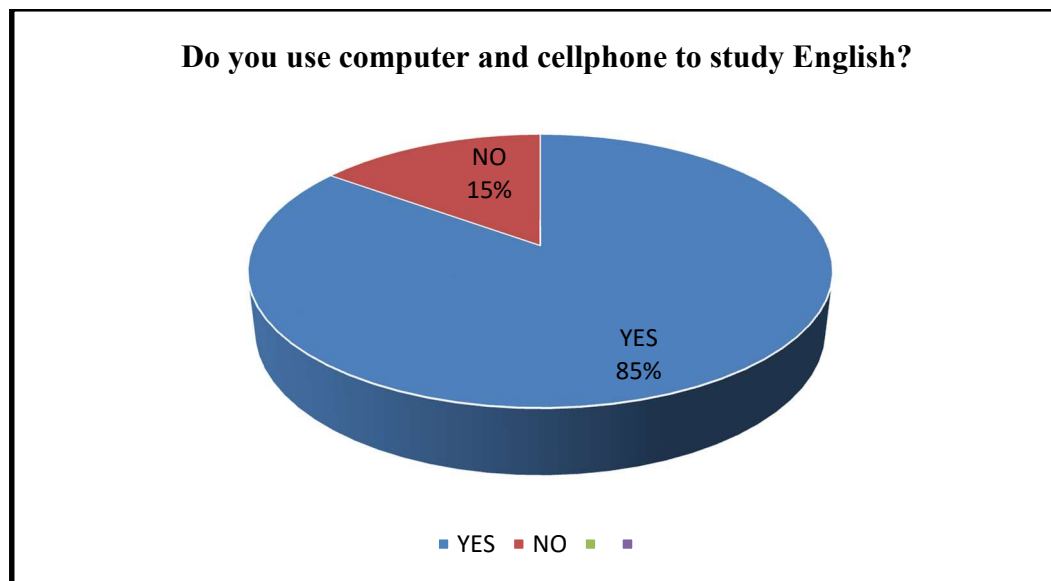
Question 3: Do you use computer and cellphone to study English?

Objective: To determine the use of computer and cellphone in the learning process.

Chart # 10: Use of electronic devices

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	34	85 %
NO	6	15 %
TOTAL	40	100%

Graphic # 3: Use of electronic devices



Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 85% of students said Yes and 15% No

Qualitative: Most of the students use computer and cellphone to learn English.

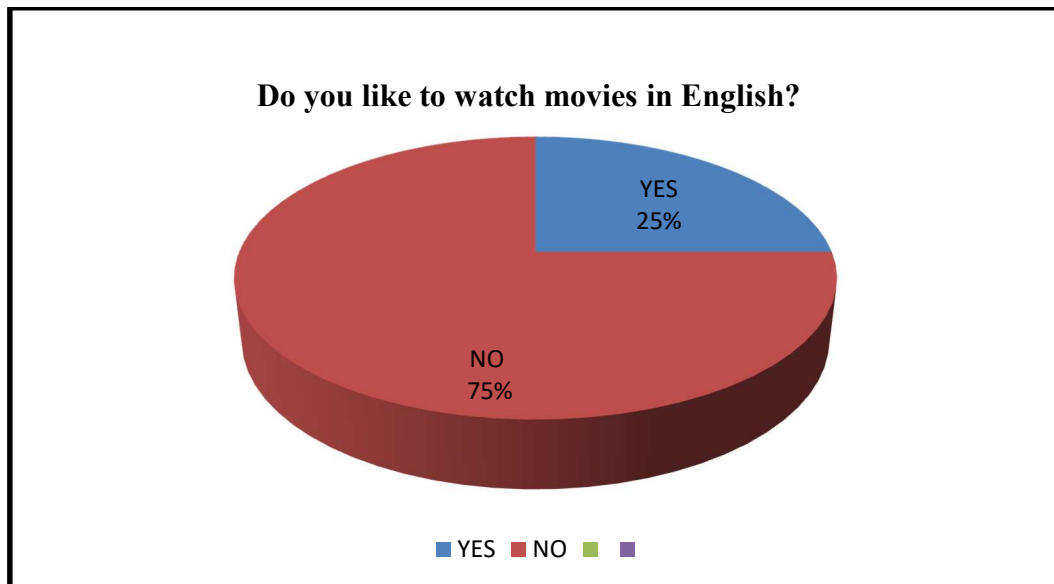
Question 4: Do you like to watch movies in English?

Objective: To determine the acceptance of students about movies in English.

Chart # 11: Acceptance of watching movies

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	10	25 %
NO	30	75 %
TOTAL	40	100%

Graphic # 4: Acceptance of watching movies



Source: Unidad Educativa "Península de Santa Elena"

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 25% of students said Yes and 75% said No

Qualitative: Most of the students like movies in English

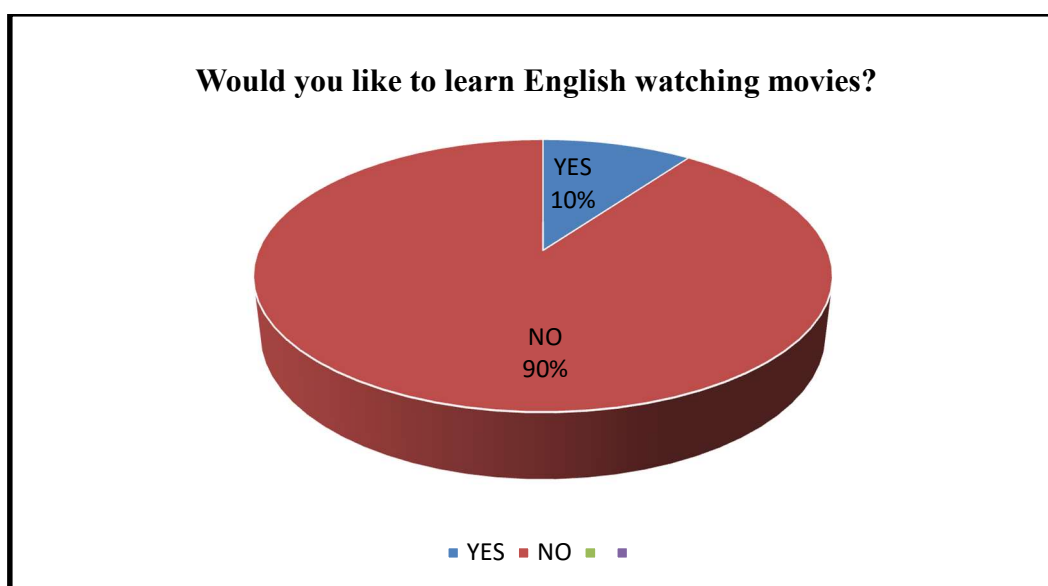
Question 5: Would you like to learn English watching movies?

Objective: To determine the acceptance of students about movies for learning English.

Chart # 12: Use movies to learn English

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	4	10%
NO	36	90%
TOTAL	40	100%

Graphic # 5: Use movies to learn English



Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 10% of students said Yes, 90% said No.

Qualitative: Most of the students consider that watching movies they can learn English.

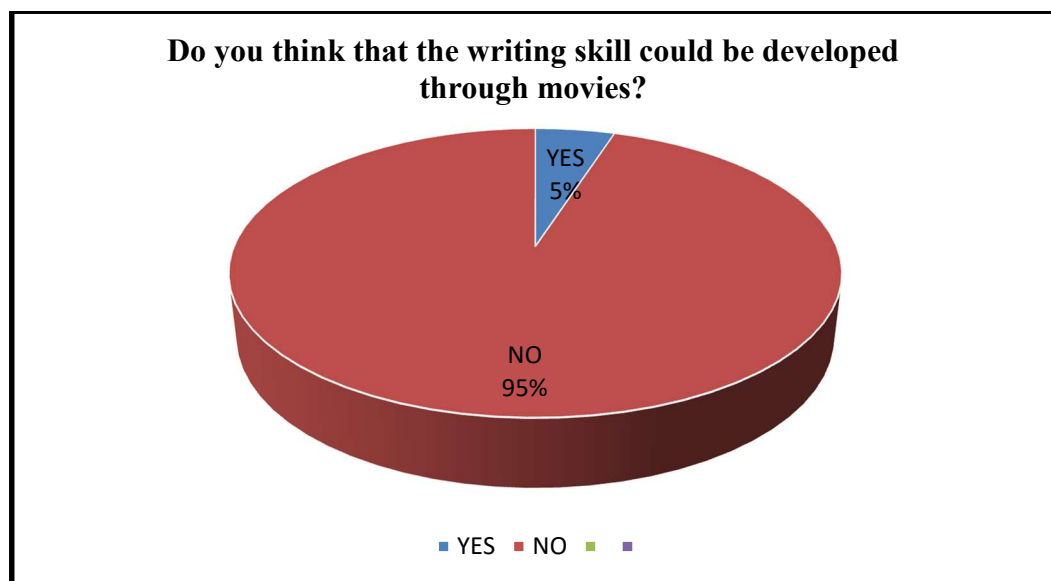
Question 6: Do you think that the writing skill could be developed through movies?

Objective: To determine the acceptance of students about movies to develop writing skill.

Chart # 13: Use movies to enhance writing skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	5%
NO	38	95%
TOTAL	40	100%

Graphic # 6: Use movies to enhance writing skill



Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 95% of students said No, 5% said Yes.

Qualitative: Most of the students thought that movies do not develop the writing skill.

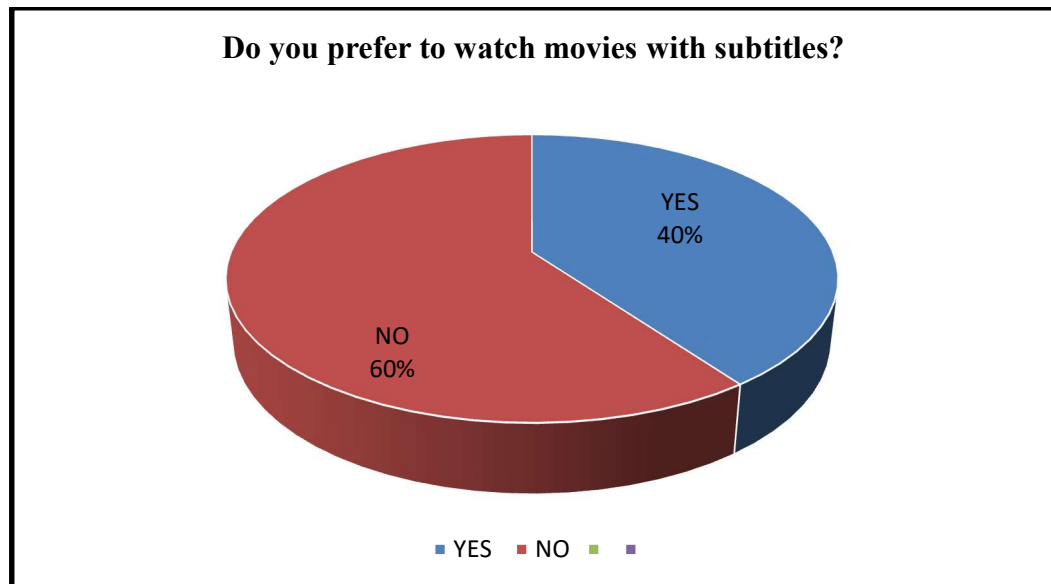
Question 7: Do you prefer to watch movies with subtitles?

Objective: To determine the acceptance of students about watching movies with subtitles.

Chart # 14: Use subtitles for watching movies

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	16	40%
NO	24	60%
TOTAL	40	100%

Graphic # 7: Use subtitles for watching movies



Source: Unidad Educativa "Península de Santa Elena"

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 40% of students said Yes, 60% said No

Qualitative: Most of the students considered that watching movies with subtitles is more convenient for them.

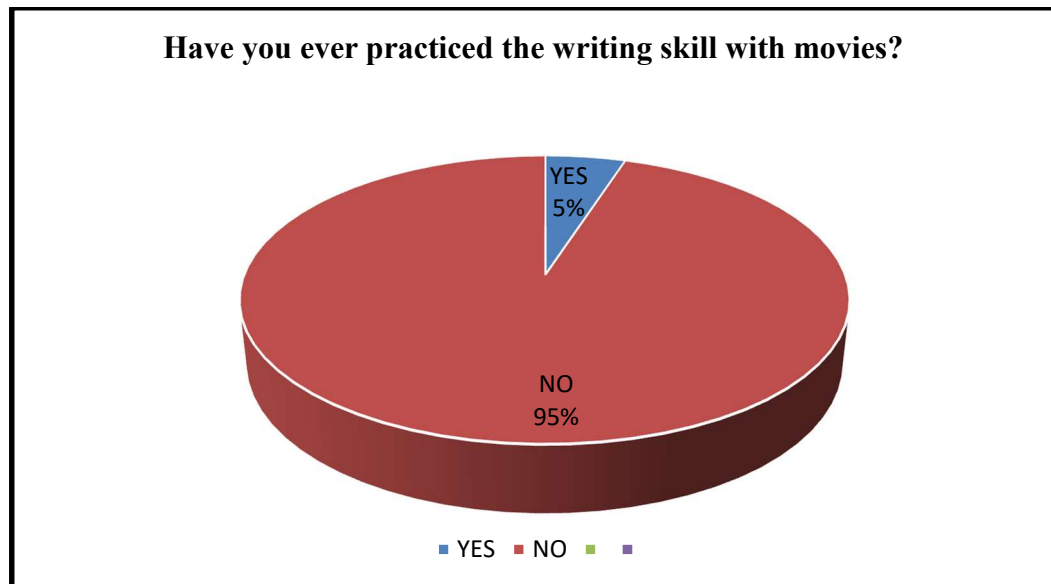
Question 8: Have you ever practiced the writing skill with movies?

Objective: To determine if students practice writing with movies.

Chart # 15: Use of movies to practice writing skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
YES	2	5%
NO	38	95%
TOTAL	40	100%

Graphic # 8: Use of movies to practice writing skill



Source: Unidad Educativa “Península de Santa Elena”

Elaborated by: Marjorie Roxana Chiquito Lucas

Quantitative: 95% of students said Yes, 5% said No.

Qualitative: Most of the students said that they do not watch movies for practicing the writing skill.

Chart # 16: Survey directed to students

N	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	STU	%
1	Do you like English?	38	95%	2	5%	40	100
2	Does your teacher use technology in the classroom?	4	10%	36	90%	40	100
3	Do you use computer and cellphone to study English?	34	85%	6	15%	40	100
4	Do you like to watch movies in English?	10	25%	30	75%	40	100
5	Would you like to learn English watching movies?	4	10%	36	90%	40	100
6	Do you think that the writing skill could be developed through movies?	2	5%	38	95%	40	100
7	Do you prefer to watch movies with subtitles?	16	40%	24	60%	40	100
8	Have you ever practiced the writing skill with movies?	2	5%	38	95%	40	100

Elaborated by: Marjorie Roxana Chiquito Lucas

3.9 Conclusions and Recommendations

3.9.1 CONCLUSIONS

- Most of the teachers do not use technology in their classes sometimes because they do not know how to use appropriately in combination with other pedagogical tools.
- Most students and educators have not used movies as a pedagogical resource to improve the writing skill.
- The Writing skill is very important for students to increase their English communicative competence.
- Students do not have the appropriate background to acquire English knowledge.

3.9.2 RECOMMENDATIONS

- Teachers should apply technology to enhance the writing skill and the authorities should implement technology resources and training courses for their teachers.
- Teachers and learners should use movies in their classes in order to improve the English writing skill.
- School and teachers should apply appropriate activities and resources to develop students' communicative competences.
- Reinforce their English background.

CHAPTER IV PROPOSAL

4.1. INFORMATIVE DATA

Title of proposal

IMPLEMENTATION OF MOVIES IN A WIX PAGE AS AN AUDIO-VISUAL RESOURCE TO ENHANCE WRITING SKILL IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA “PENÍNSULA DE SANTA ELENA”, LA LIBERTAD, SANTA ELENA PROVINCE 2015-2016.

Institution

Unidad Educativa “Península de Santa Elena”

Beneficiaries: Tenth grade students at Unidad Educativa “Península de Santa Elena”

Location: La Libertad, Santa Elena Province.

Estimated time for execution: 30 days

Responsible: Marjorie Roxana Chiquito Lucas

Budget: \$1.197.00

4.2. PROPOSAL BACKGROUND

Education and technology change every day in the world, Ecuador is not the exception, for this reason teachers have the opportunity to use different tools to enhance the teaching process and encourage their students to apply it in daily

learning activities. Technology offers a wide variety of devices, such as: computers, cellphones, tablets, projectors, DVDS, CDs, televisions, etc. Only by using the internet people from different ages can meet people around the world, download applications and access different web pages to learn whatever they want.

In the process of a teaching practice at Unidad Educativa “Península de Santa Elena” was evidenced the real problem that students have when they do writing activities like sentences in a simple paragraph. The research done showed clear indication of the current situation to be improved.

Writing is an important skill that students need to develop to acquire knowledge and reinforce their communicative competence. Through the use of movies students can develop their writing skill with the appropriate activities. This proposal solves the deficit that students have in this skill and motivates them to continue learning English. After reviewing and selecting the best materials and sources, it was proposed the application of movies to enhance the writing skill using different activities web-based.

This proposal was accepted by the director of Unidad Educativa “Península de Santa Elena” and the English teacher gave the facilities to do the research and develop the project to enhance students’ writing skills.

4.3. SIGNIFICANCE

The aim of this proposal is to give solutions through the implementation of movies in a Wix webpage for the enhancement of students’ writing skills as well as the educator’s easiness when teaching writing. This project is conducted to tenth grade students at Unidad Educativa “Península de Santa Elena”.

This proposal solves the main problems that students present in their writing activities when they write simple sentences. Also it is a useful tool for teachers to

integrate technology in their classes, because using only books is very boring, in this way tutors can motivate their students. Furthermore it permits that students practice and enhance their writing skill watching movies using any technologic device anywhere.

One more benefit is that students after watching a movie not only enhance their writing skill, but the other skills too as speaking, reading, listening, and of course vocabulary which is part of all these skills. In addition the use of subtitles works as an aid to reinforce the content of the movie. For all these reasons the application of this proposal is of great help not only for the educator and student, but for the entire educational community: parents, friends, principal, and even the country.

4.4. OBJECTIVES

4.4.1 General

To enhance the writing skill using movies in a web page in students of tenth grade at Unidad Educativa “Peninsula de Santa Elena.”

4.4.2 Specific Objectives

- To compile movies activities for practicing Writing skill of tenth grade students.
- To design the Movies for Writing Wix page.
- To implement audiovisual activities in the Movies for Writing Wix page.
- To evaluate the effects of movies activities in tenth grade students at Unidad Educativa Peninsula de Santa Elena.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The use of Web Site movies is an important tool in the development of skill in tenth grade students at Unidad Educativa “Península de Santa Elena”, in La

Libertad City, academic year 2015-2016, this project will help students to enhance writing skill. This web site is based in selected videos (movies, cartoons and songs) to share and practice with students. Also it has link where people can find information and download several writing activities to use in their learning process.

4.5.1 What is Wix?

Wix is a platform to create free web site without using a domain. As a requirement to create a wix web site is to have a wix account.



Illustration # 1: Wix Logo
Source: Internet

4.5.2 “MOVIES FOR WRITING” WEB SITE

The web site called “**MOVIES FOR WRITING**” was created by the author of this proposal. This include some important buttons where students can practice several writing activities according to the movies, cartoons and songs. This is the link: <http://marbri510.wixsite.com/misitio-3>

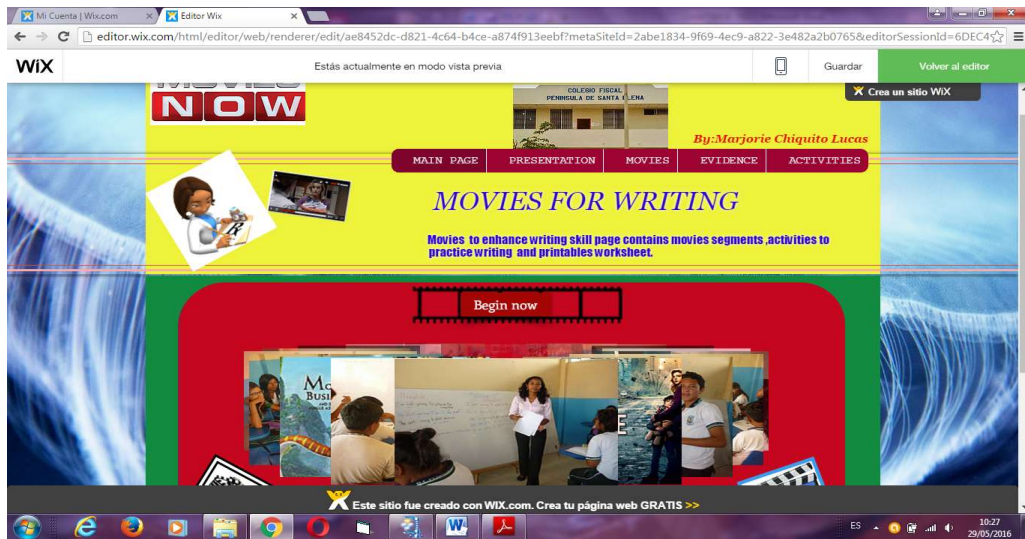


Illustration # 2: final design of the “MOVIES FOR WRITING” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

4.5.3 DESCRIPTION OF “MOVIES FOR WRITING” WEBSITE

After the author concluded the design of the MOVIES FOR WRITING web site, presented the command to be used.

- Main page
- Presentation
- Movies
- Evidence
- Activities

4.5.4 MAIN PAGE

In this section the students will find a presentation to the Web Site and a brief explanation about the aim of this project.



Illustration # 3: MAIN PAGE of the “MOVIES FOR WRITING” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

4.5.5 PRESENTATION

In this section students have a little presentation of the project “MOVIES FOR WRITING” Web site.



Illustration # 4: PRESENTATION OF THE PROJECT
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

4.5.6 MOVIES

Also the students can watch movie trailer to have an idea about it before watch a complete movie.

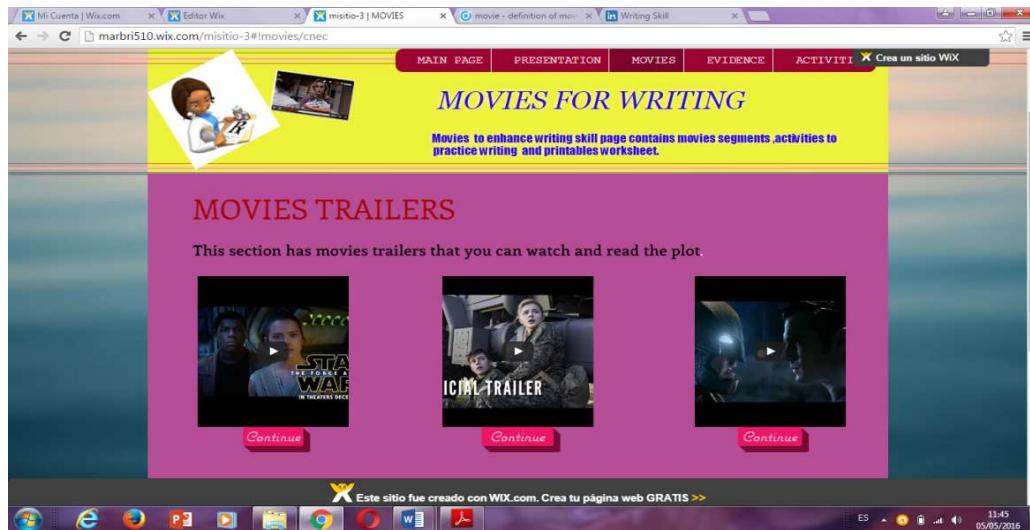


Illustration # 5: “MOVIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

Therefore this section allows students select different trailer according their preferences to do any writing activity. One of them is Star Wars movie “The Force Awakens” it page contains the plot of the movie and the link where they can find more information about it. After watch the movie and read the plot they can do a writing activity only pressing “Continue” bottom.

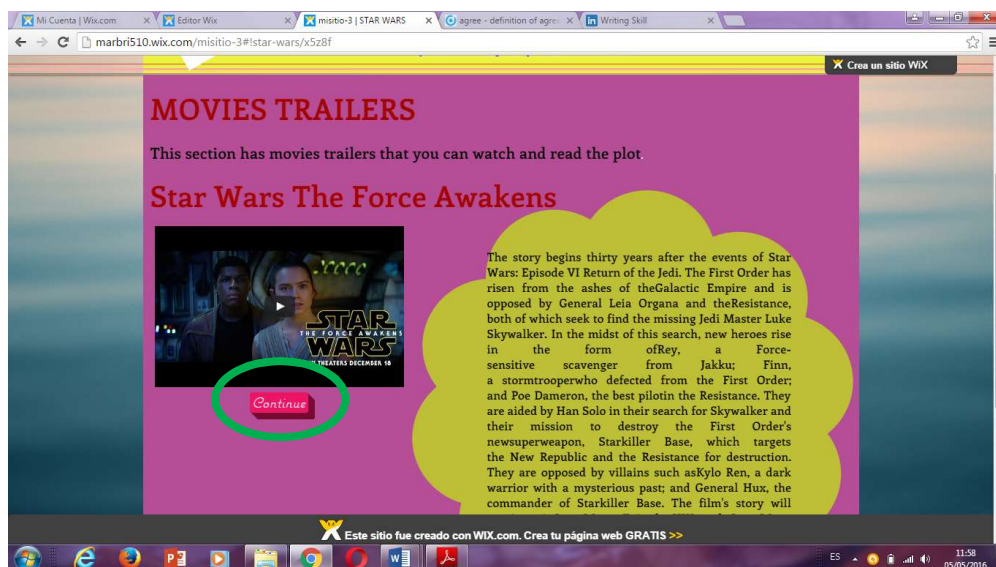


Illustration # 6: “MOVIES TRAILERS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

4.5.7 EVIDENCE OF THE PROJECT

In this section there are evidences of the project “MOVIES FOR WRITING”, where students can watch movies before do writing activities.

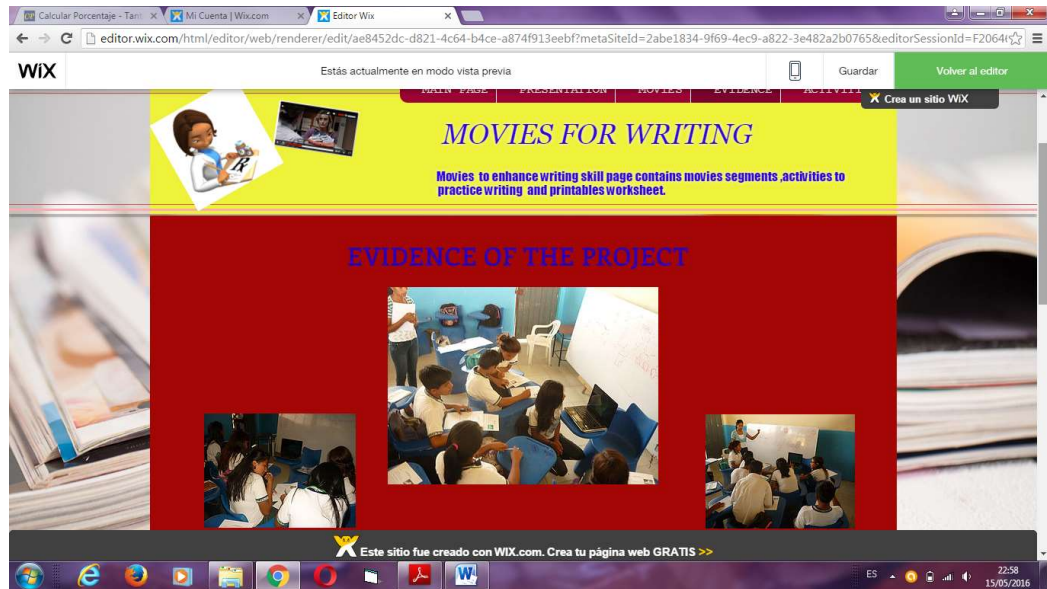


Illustration # 7: “EVIDENCE OF THE PROJECT” Web Site

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

4.5.8 ACTIVITIES

In this part students can download worksheet for practicing writing activities.

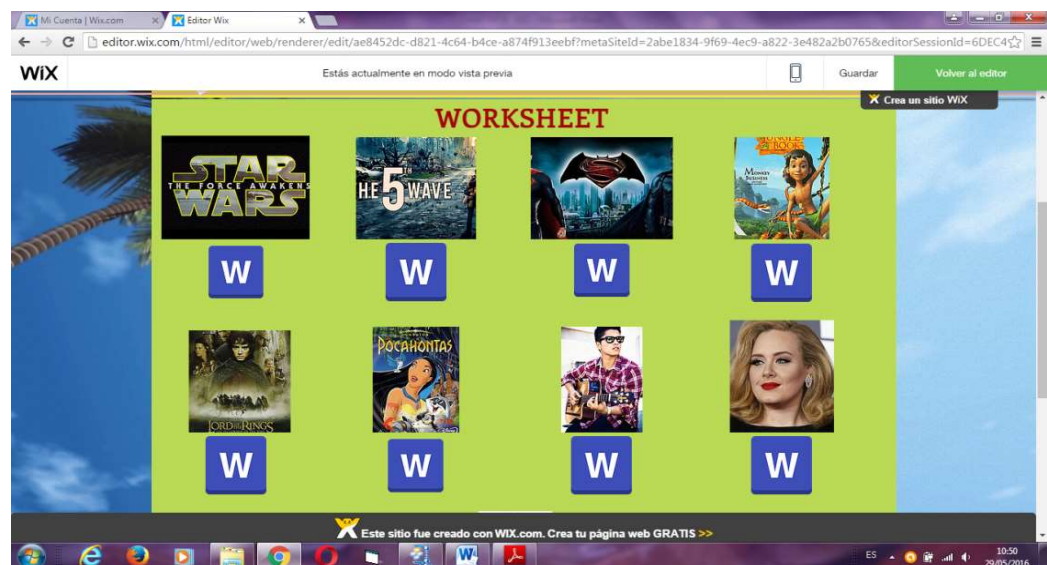


Illustration # 8: “WORKSHEET” Web Site

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

4.5.9 PRINTABLE ACTIVITIES

In this part students can check some website to use “printable worksheet”.

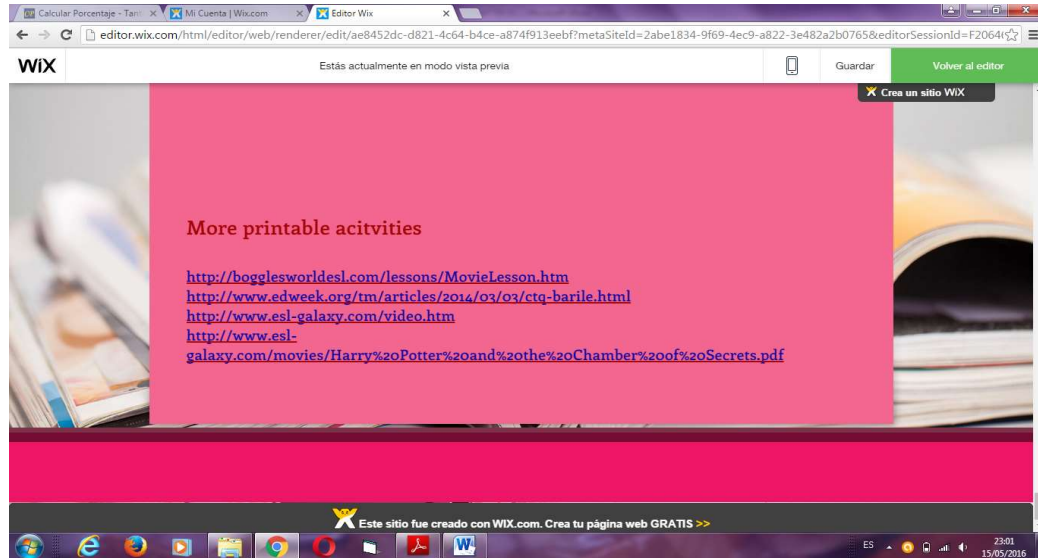


Illustration # 9: “WORKSHEET” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY #1

Objective: To reinforce the use of WH questions

Wh questions

STAR WARS MOVIE



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches the use of Wh questions.
- Make Wh questions using what- who- when.
- Practice them.
- Teacher asks questions about Star Wars Movie.

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity #1



Movie: Star Wars

Movie trailer time: 2 minutes 35 seconds

Objective: to reinforce the use of WH questions.

Answer the following WH questions (10 points)

1. What machines do you see in this trailer?

.....

2. When is the movie going to be released?

.....

3. What color is the robot?

.....

4. What is the name of the most famous actor of this movie?

.....

5. What color is the sword?

.....

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 2

Objective: To use connectors in a paragraph.

Connectors

The fifth wave



Time: 20 minutes

Students: Tenth Grade

Instructions:

- **Teacher pre teaches the use of connectors.**
- **Make sentences using connectors.**
- **Practice them.**
- **Teacher engages students in the activity.**

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity # 2

Movie: The fifth wave

Movie trailer time: 2 minutes 29 seconds

Objective: To use connectors in a paragraph.



1. Answer the following questions (4 points)

a) What does the girl have in her hands?

.....

b) What is the name of the news?

.....

c) What the first wave brings?

.....

d) What the second wave bring?

.....

2. Write an alternative ending of “The fifth wave” movie using connectors

6 (points)

.....

.....

.....

.....

.....

.....

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 3

Objective: To reinforce the use of connectors in a short paragraph.

Connectors

Batman vs Superman



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches the use of connectors.
- Make sentences then using connectors.
- Teacher engages students in the activity.

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity #3

Movie: Batman Vs. Superman

Movie trailer time: 3minutes 34 seconds



Objective: To use connectors in a short paragraph.

Answer the following questions then write a short paragraph using the following connectors: First, then, after that, next, finally (10 points)

1. What did you feel when you watch this film?

.....

2. What is the author's name?

.....

3. Who was rescued by Superman first?

.....

4. Where did Superman appear?

.....

5. What is the name of the other Super Hero that appeared in the movie?

.....

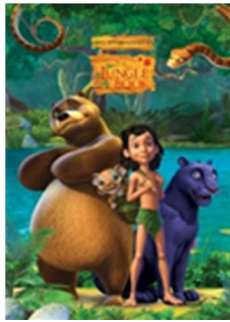
Paragraph

.....
.....
.....
.....
.....

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 4

Objective: To use simple present tense answering some questions.



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches the use of simple present tense.
- Make sentences using simple present tense.
- Practice them.
- Teacher engages students in the activity.

UNIDAD EDUCATIVA

“PENINSULA DE SANTA ELENA”

Activity # 4

Movie: The jungle book

Time: 2 minutes 16 seconds

Objective: to use simple present tense answering some question (5 points)



1. Write in your own words what the Jungle book film is about?

.....

.....

.....

.....

.....

2. Answer the following questions (5 points)

- a. What does the animal talk with the child?

.....

- b. Who climb the mountain?

.....

- c. Who surround the child?

.....

- d. What does the child use to navigate?

.....

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 5

Objective: To practice the use of going to in simple sentences.

Going to

Lord of the Rings



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches the use of Going To.
- Make sentences using Going to.
- Practice them.
- Teacher engages students in the activity.

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity # 5

Movie: Lord of the Rings

Movie trailer time: 3minutes 27 seconds



Objective: To reinforce the use of GOING TO in simple sentences.

1. Write sentences using going to with the following: (5 points)

- a. I practice football.
.....
- b. She travels to Guayaquil.
.....
- c. He works at the office.
.....
- d. You play in the stadium.
.....
- e. They dance in the disco.
.....

2. Write the following sentences in negative form (5 points)

- a. He is going to climb the mountain
.....
- b. Gandalf is going to ride a horse
.....
- c. Legolas is going to shoot an arrow
.....
- d. They are going to fight in the battle.
.....
- e. The movie is going to be released on December.
.....

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY #6

Objective: To use the Simple Past Verbs in sentences.

Simple Past Verbs

Pocahontas



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches the use of simple past verbs.
- Make sentences using simple past verbs.
- Practice them.
- Teacher engages students in the activity.

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity #6

Cartoon: Pocahontas

Cartoon trailer time: 2minutes 24 seconds

Objective: To use simple past verbs in sentences.



1. Write sentences using verbs in past. (5 points)

Talk

Swim

Fly

Sail

Sing

See

2. Write a short paragraph about to the movie using verbs in past.
(5 points)

.....

.....

.....

.....

.....

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 7

Objective: To complete “Just the way you are” song by Bruno Mars song after watch a video.



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches how to complete a song.
- Activities completing songs.
- Practice them.
- Teacher engages students in the activity.

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity # 7

Song: Just the way you are
By: Bruno Mars

Fill in the blank with the following words after watch a video.

SMILE CHANCE BEAUTIFUL WAY EVERYDAY FACE STOPS AMAZING

Oh, her eyes, her eyes make the stars
look like they're not shining
Her hair, her hair falls perfectly
without her trying
She's so
And I tell her every day.

Yeah, I know, I know when I
compliment her,
she won't believe me
And it's so, it's so sad to think that
she doesn't see what I see
But every time she ask me do I look
okay? I say
When I see your
There's not a thing that I would
change
'Cause you're amazing
Just the way you are

And when you smile
The whole world stops and starts for
a while
'Cause girl, you're
Just the way you are
Her lips, her lips, I could kiss them
all day if she'd let me
Her laugh her laugh,
she hates but I think it's so sexy
She's so beautiful
And I tell her

Oh, you know, you know, you know
I'd never ask you to

If perfect's what you're searching for,
then just stay the same
So don't even bother asking if you
look okay
You know I'll say
When I see your face
There's not a thing that I would
change

'Cause girl you're amazing
Just the way you are
And when you
The whole world and
stares for a while
'Cause girl, you're amazing
Just the you are
The way you are
The way you are
Girl, you're amazing
Just the way you are

When I see your face
There's not a thing that I would
change
'Cause girl you're amazing
Just the way you are

And when you smile
The whole world stops and starts for
a while

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 8

Objective: To use adjectives for describing places.

Adjectives

Adele



Time: 20 minutes

Students: Tenth Grade

Instructions:

- **Teacher pre teaches the use of adjectives to describe places.**
- **Make sentences using adjectives.**
- **Practice them.**
- **Teacher engages students in the activity.**

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity #8

Song: When we were young by Adele

Time: 5 minutes 42 seconds

Objective: to use adjectives for describing places and will or might to predict something.



1. Write a paragraph about the stage of the Adele’s video using adjectives for describe places. (5 points)

.....

.....

.....

.....

.....

2. Write a paragraph about what do you think Adele is going to do after her presentation. (5 points)

.....

.....

.....

.....

.....

ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 9

Objective: to describe people using adjectives for appearance and personality

Adjectives

Captain America



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches the use of adjectives.
- Make sentences using adjectives.
- Practice them.
- Teacher engages students in the activity.

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity # 9

Movie: Captain America

Time: 2 minutes 26 seconds

Objective: to describe people using adjectives for appearance and personality.

1. Look at the pictures and write a sentence using adjectives to describe people.

ADORABLE ATTRACTIVE HONEST ELEGANT GLAMOROUS CRUEL SPLENDID PRETTY BRAVE HANDSOME COMPETITIVE SUCCESSFUL



ACTIVITY TO ENHANCE WRITING SKILL

ACTIVITY # 10

Objective: to combine the two sentences into one sentence using the following linking words: when, while, because, so, and.

Linking words

Mr. Bean at the hospital



Time: 20 minutes

Students: Tenth Grade

Instructions:

- Teacher pre teaches the use of linking words.
- Combine sentences using linking words.
- Practice them.
- Teacher engages students in the activity.

**UNIDAD EDUCATIVA
“PENINSULA DE SANTA ELENA”**

Activity # 10

Movie: Mr. Bean at the hospital

Time: 8 minutes 47 seconds



Objective: to combine the two sentences into one sentence using the following linking words: when, while, because, so, and.

Read the following sentences then link them. (10 points)

e.g. They couldn't open the ambulance doors. Mr. Bean parked behind it.

They couldn't open the ambulance doors because Mr. Bean had parked behind it.

1. The girl queued. Mr. Bean threw her doll.

.....

2. The men started fighting. Mr. Bean pinched one of the men's bottoms.

.....

3. The old man walked towards the chairs. Mr. Bean ran around the table and sat down.

.....

4. Everyone saw Mr. Bean hand in the teapot. They laughed.

.....

5. Mr. Bean tried to steal his ticket. The old man woke up.

.....

When students choose a movie to watch they need to follow these steps.

1. Choose a movie

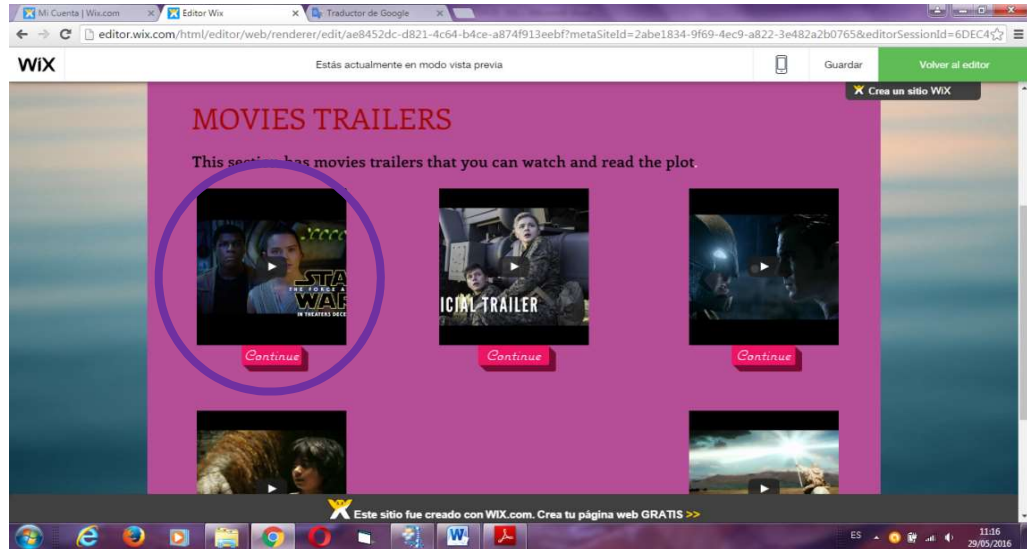


Illustration # 10: “WORKSHEET” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

2. Click on the “Continue” bottom

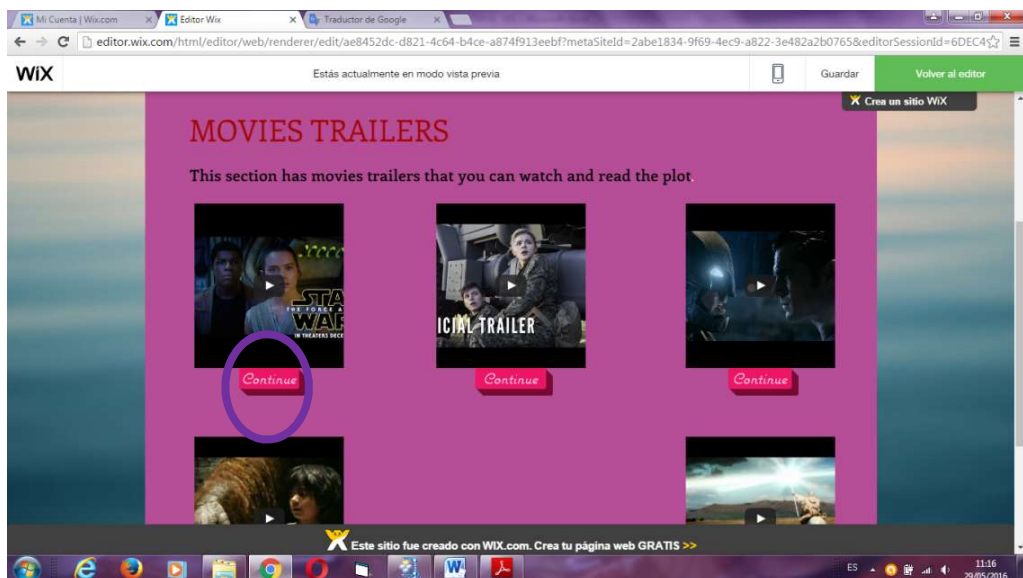


Illustration # 11: “MOVIES TRAILERS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

3. Read the plot to have an idea about the movie.

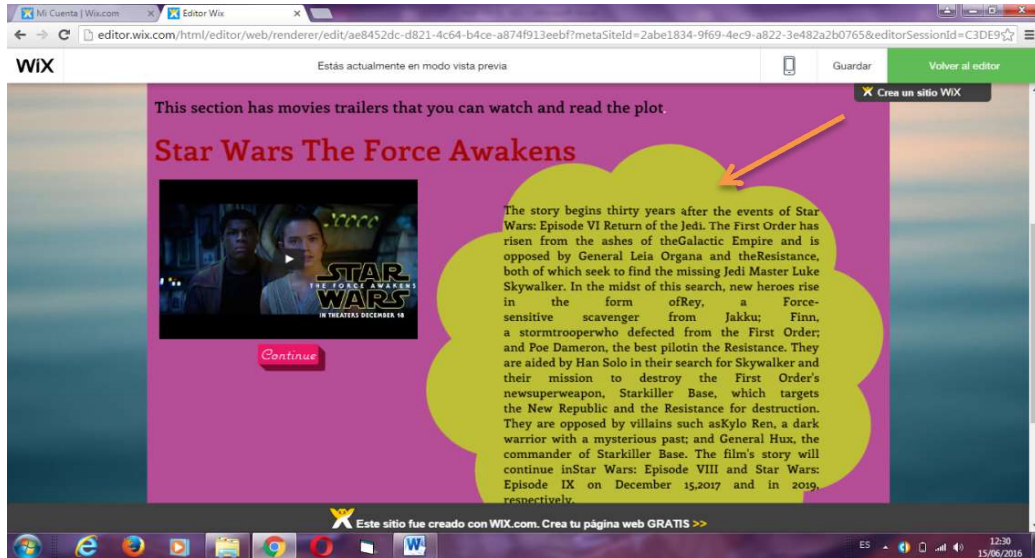


Illustration # 12: “MOVIES TRAILERS” Web Site

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

4. Click on the "word icon to download the activity.

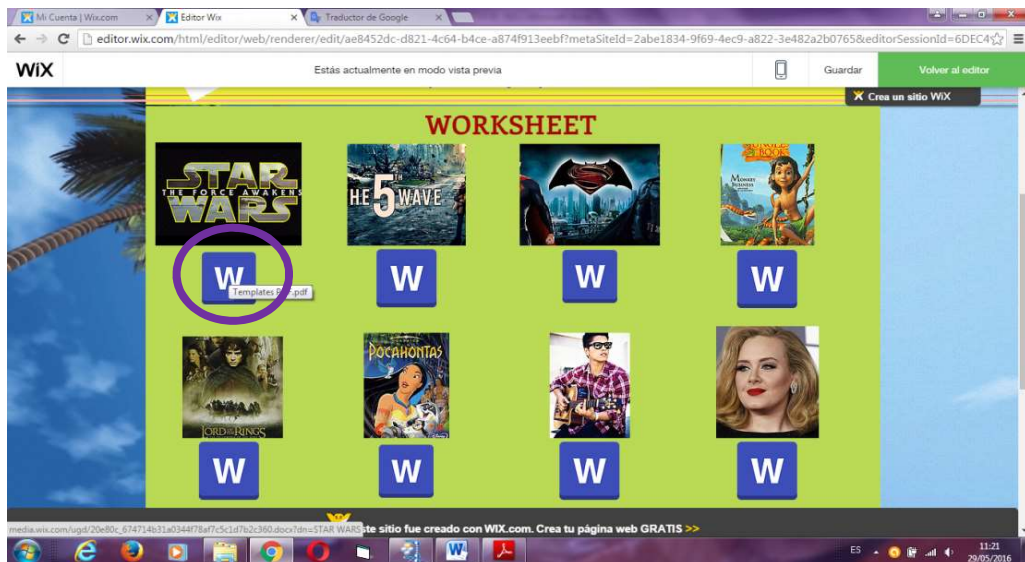


Illustration #13: “WORKSHEET” Web Site

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

Students can check the activities in **Movies Activities** section before download them.

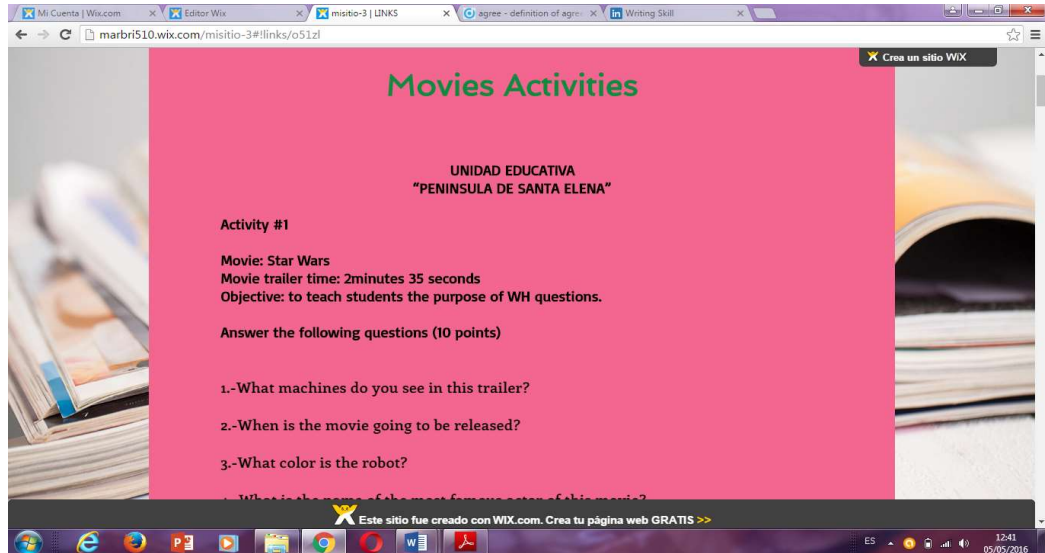


Illustration # 14: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

The fifth wave is another movie that students can watch.

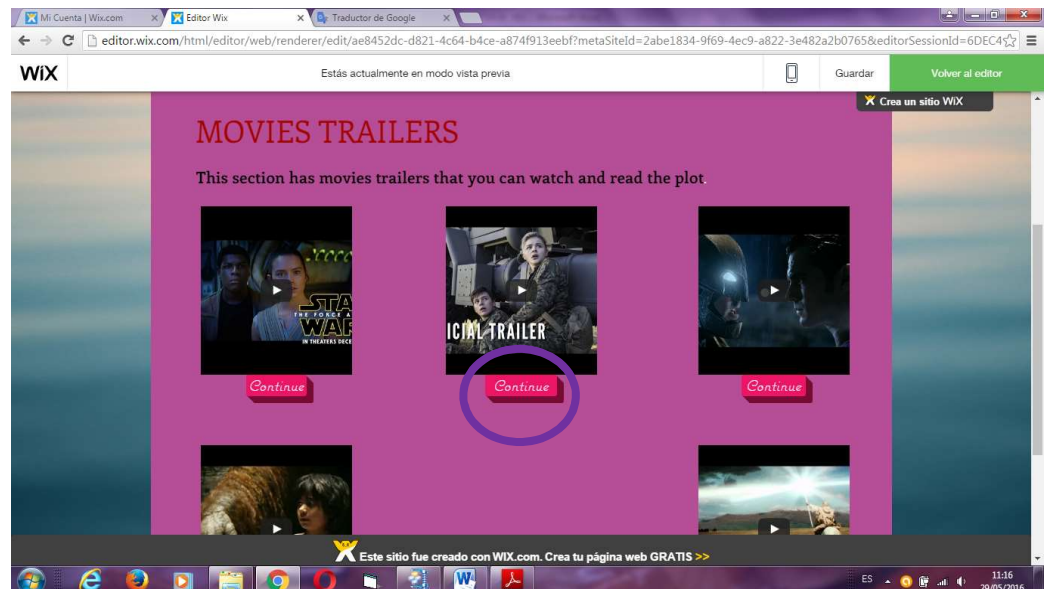


Illustration # 15: “MOVIES TRAILERS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

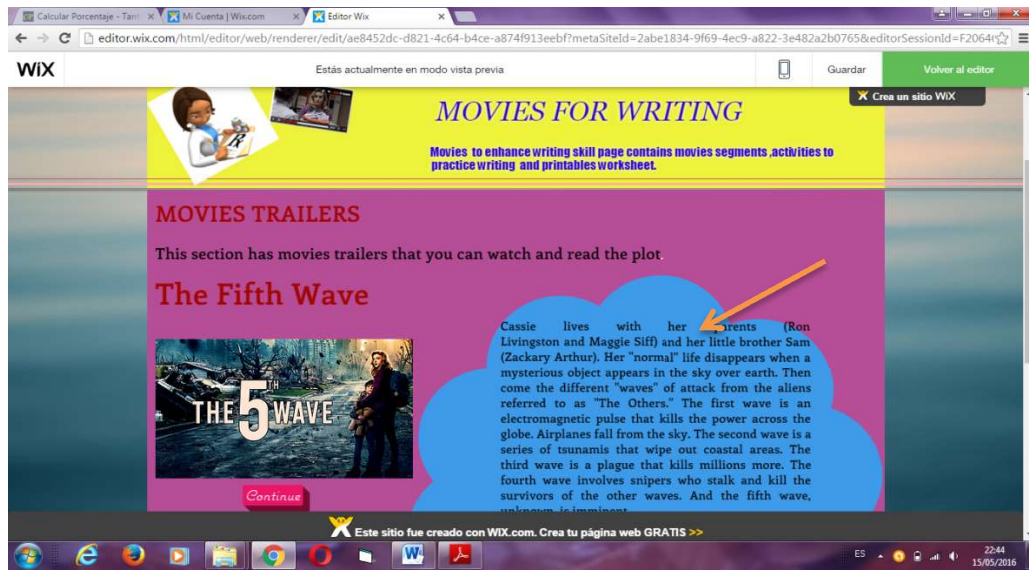


Illustration # 16: “MOVIES FOR WRITING – THE FIFTH WAVE”
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

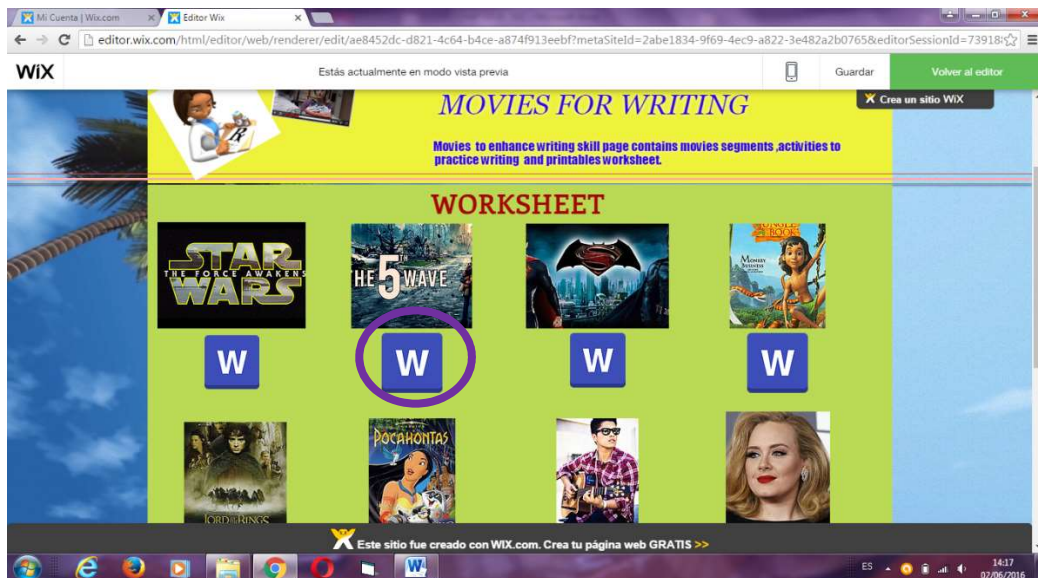


Illustration # 17: “WORKSHEET” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

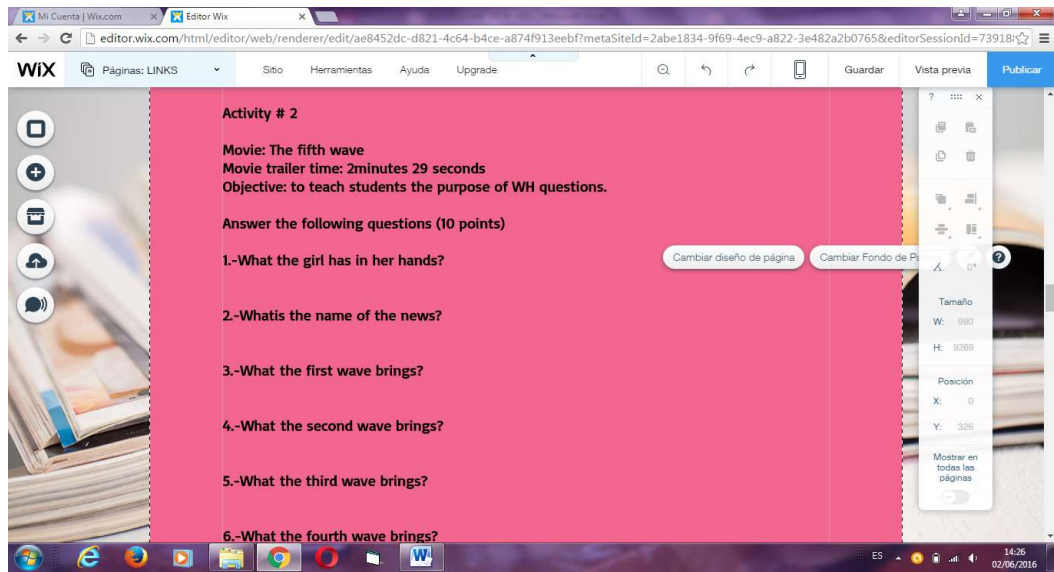


Illustration # 18: “MOVIE ACTIVITY” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

Batman & Superman is another movie to practice writing.

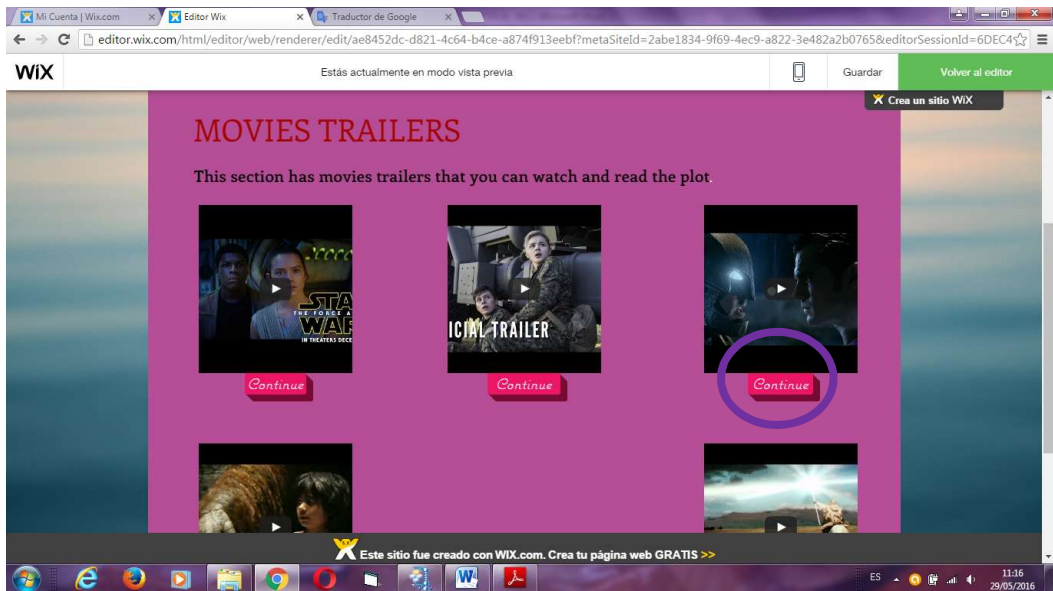


Illustration # 19: “MOVIES TRAILERS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

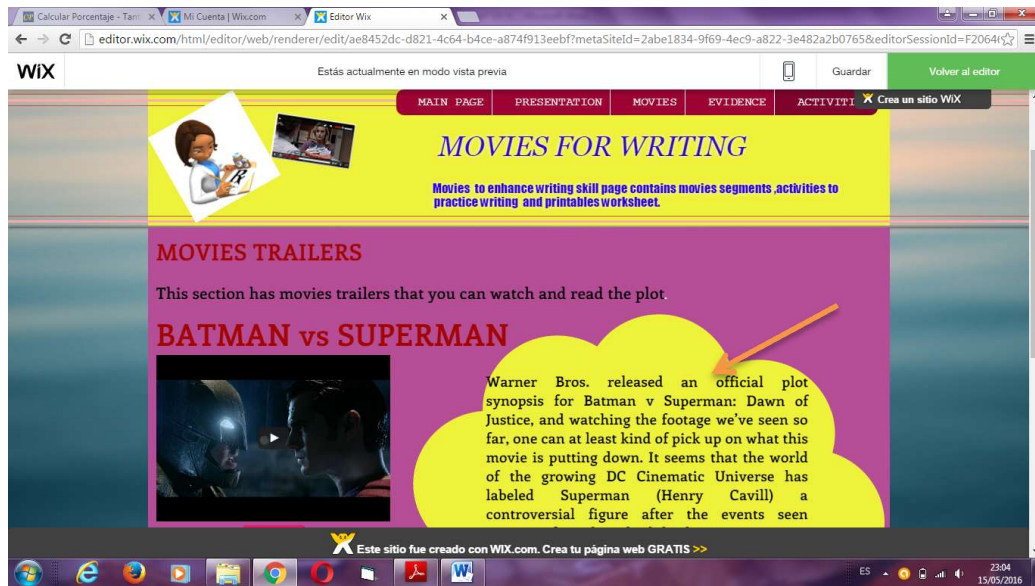


Illustration # 20: “MOVIES TRAILERS- BATMAN & SUPERMAN”

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

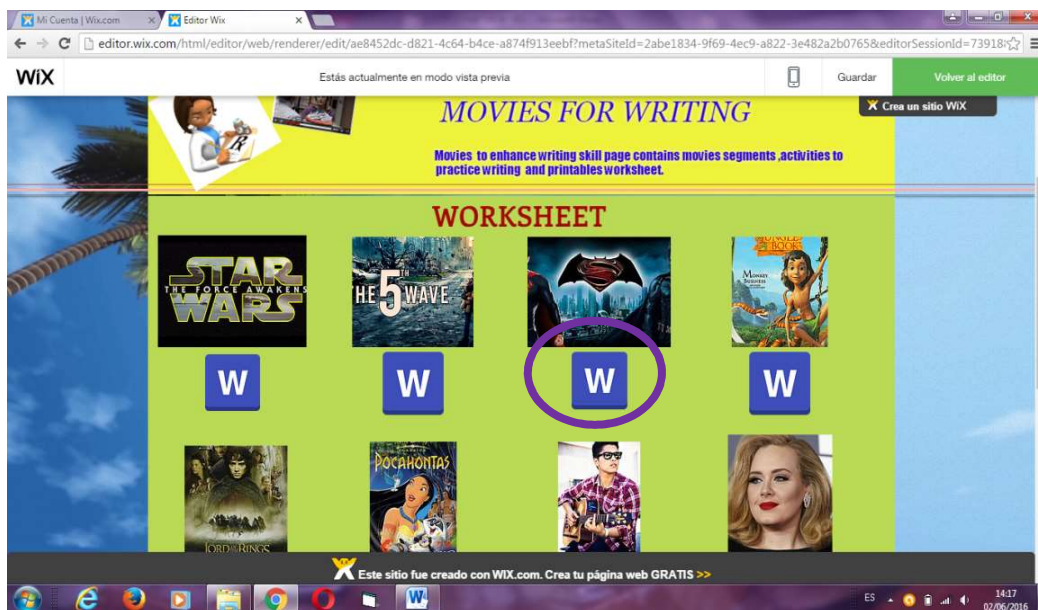


Illustration # 21: “WORKSHEET” Web Site

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

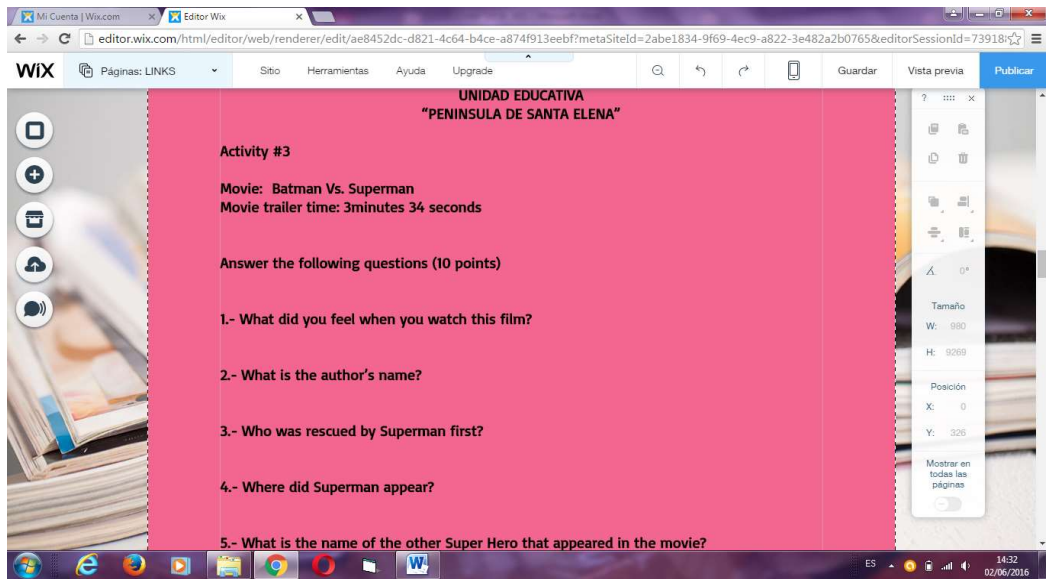


Illustration # 22: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

Another movie is “The Jungle Book”

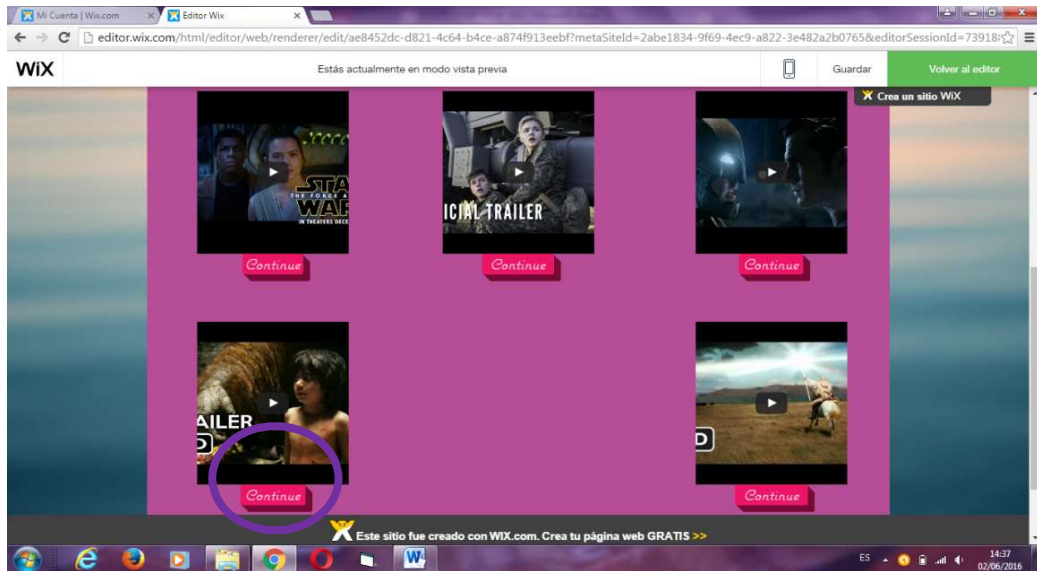


Illustration # 23: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

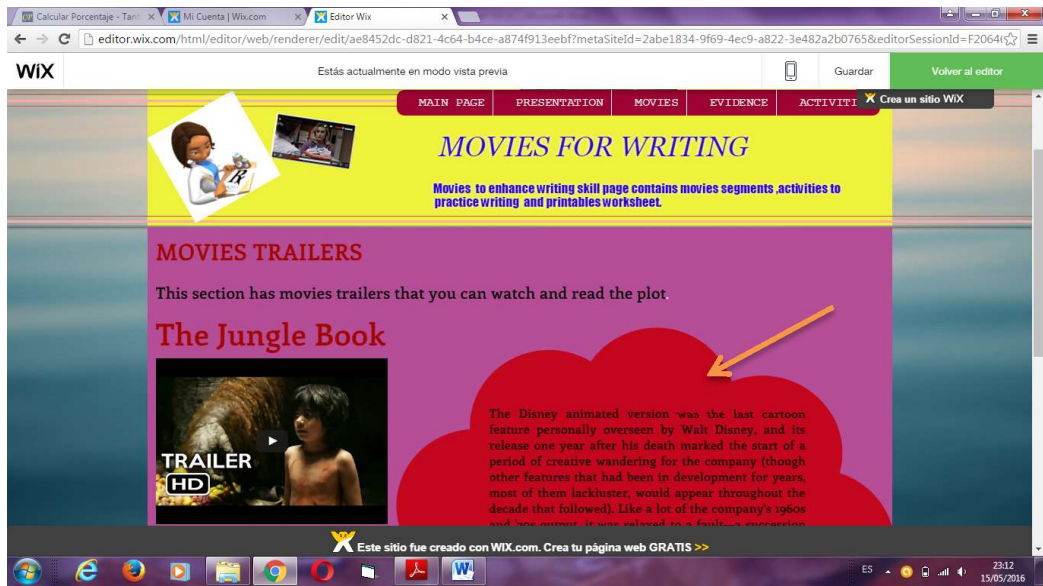


Illustration # 24: “MOVIES TRAILERS- THE JUNGLE BOOK” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

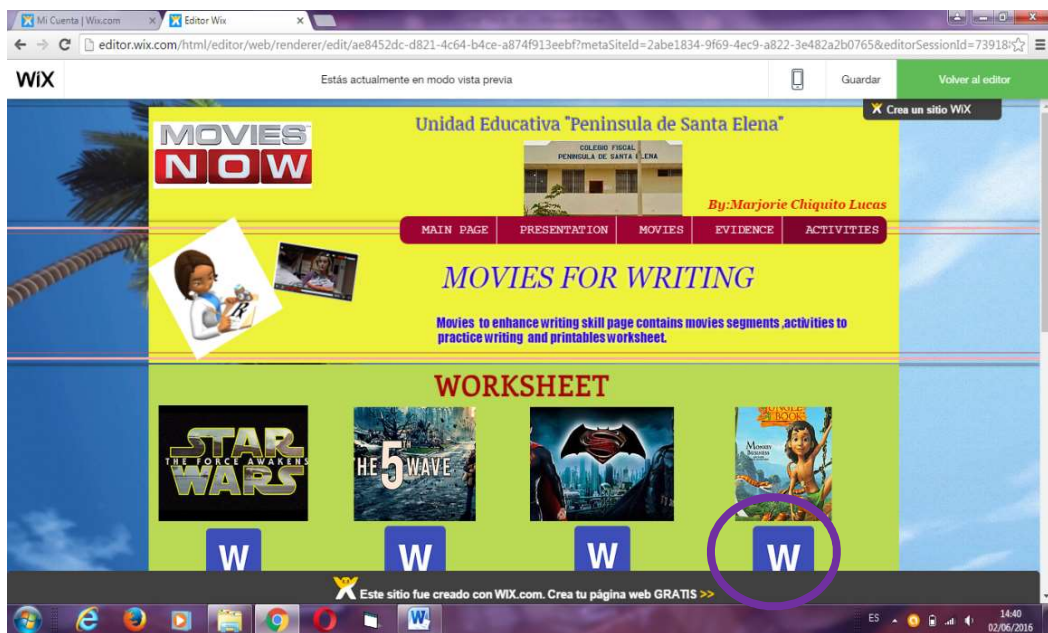


Illustration 25 “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

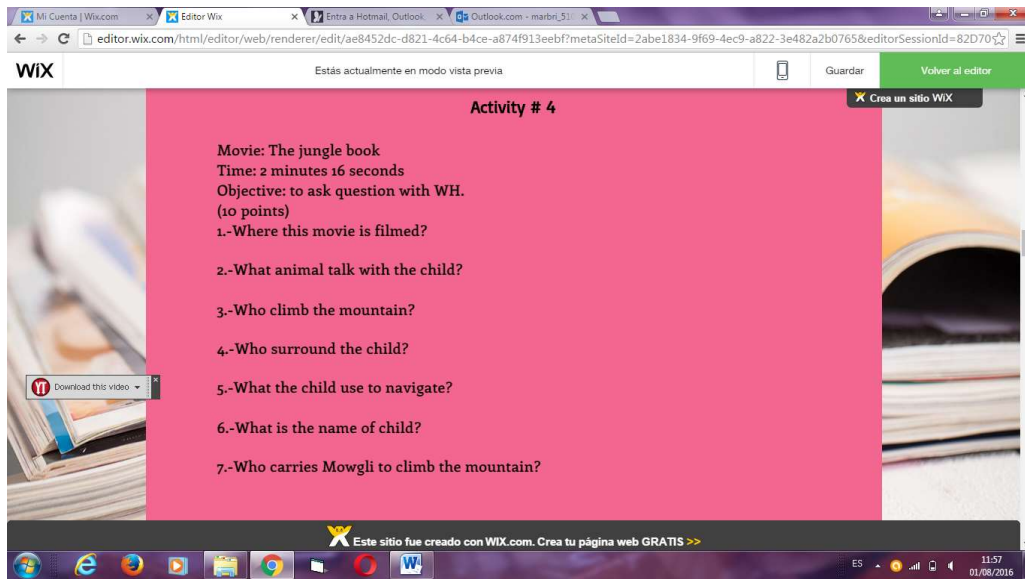


Illustration # 26: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

The Lord of the Rings is another interesting movie.

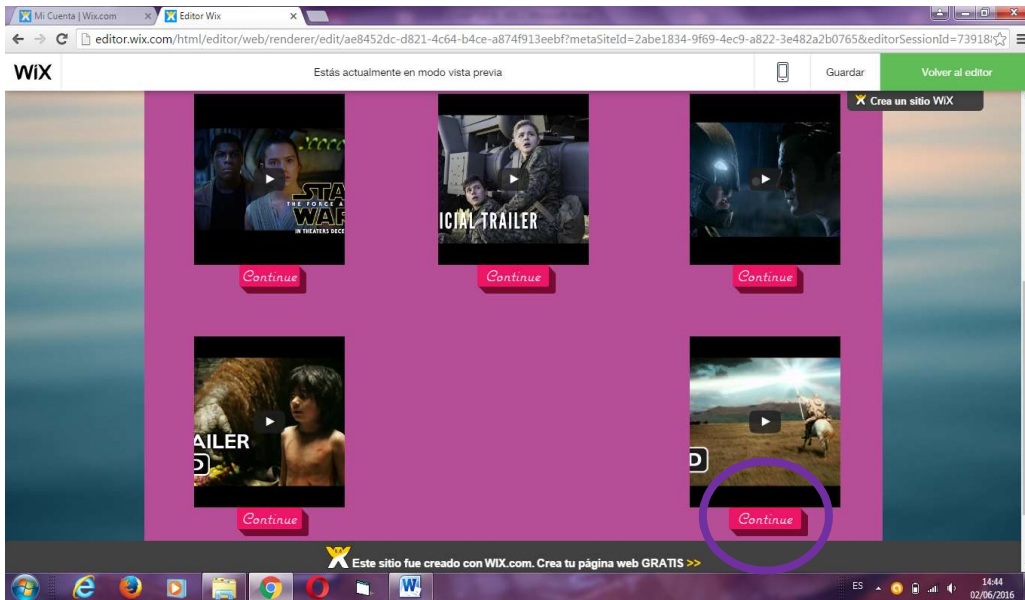


Illustration # 27: “MOVIES TRAILERS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

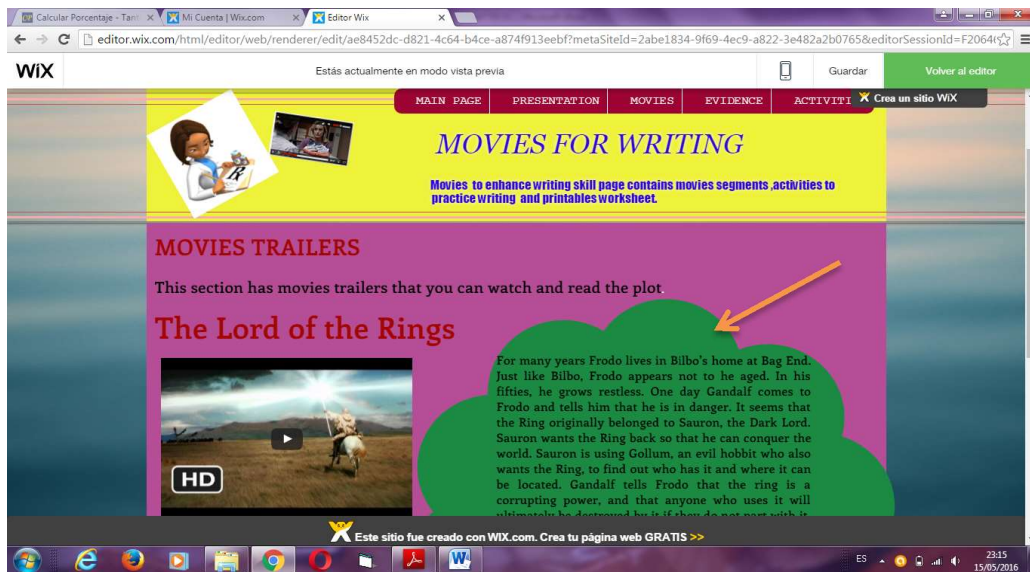


Illustration # 28: “MOVIES TRAILERS- THE LORD OF THE RING”

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

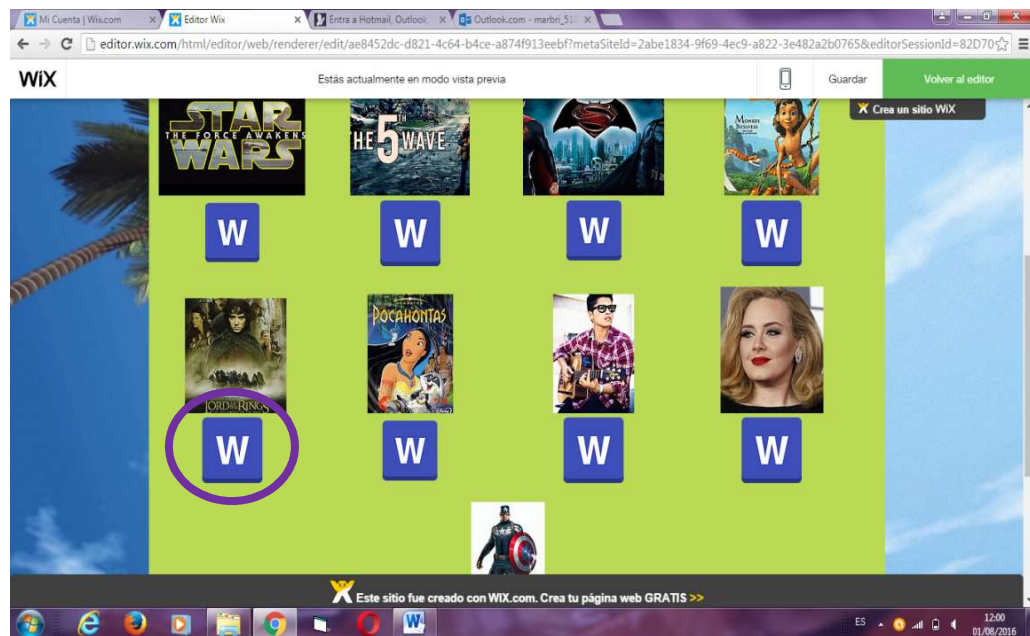


Illustration # 29: “MOVIES ACTIVITIES” Web Site

Author: Marjorie Roxana Chiquito Lucas

Source: <http://marbri510.wixsite.com/misitio-3>

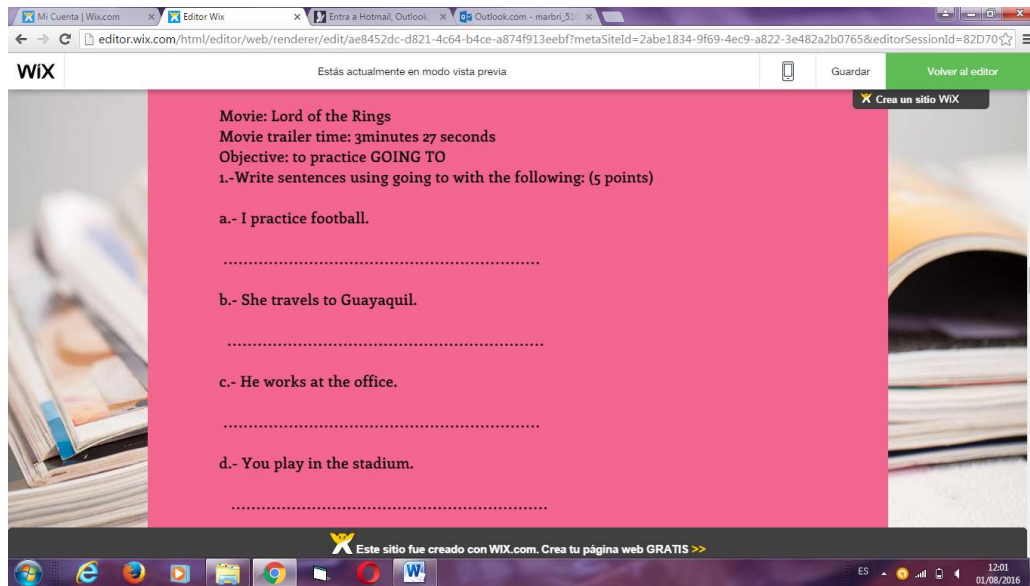


Illustration # 30: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

Pocahontas cartoon is another option to practice writing skill.



Illustration # 31: “POCAHONTAS CARTOONS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

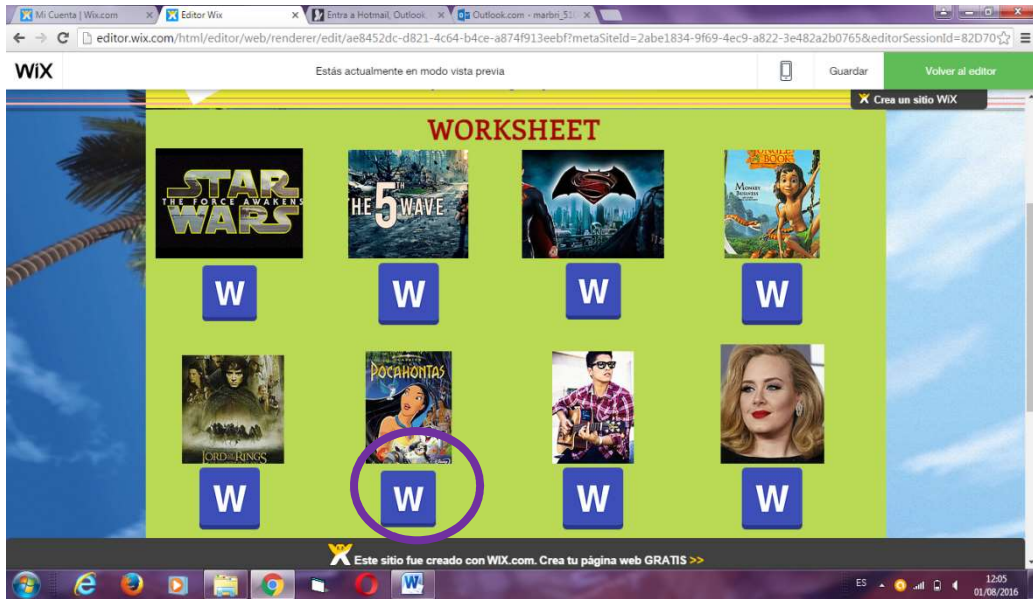


Illustration # 32: “POCAHONTAS CARTOONS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

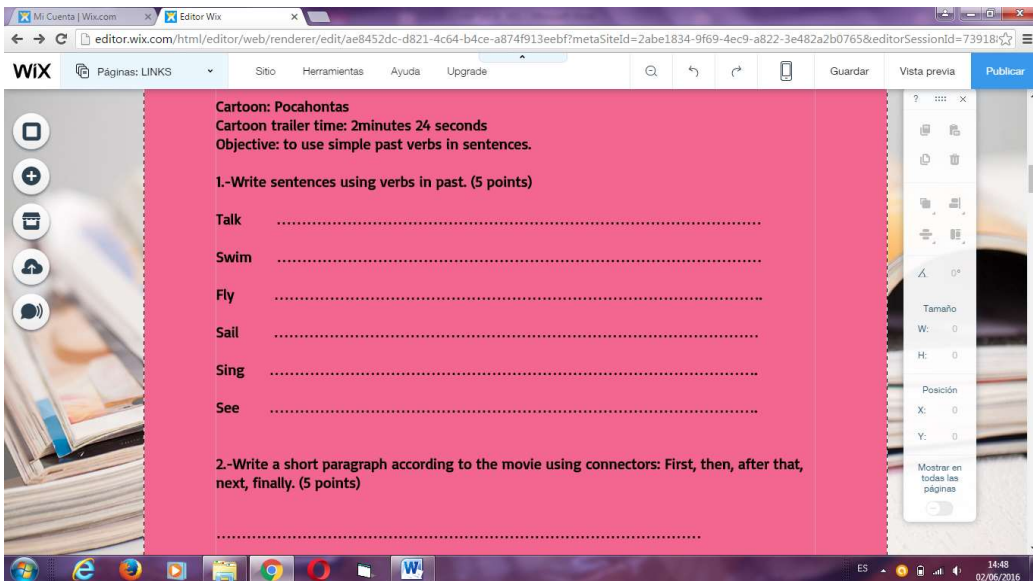


Illustration # 33: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

Listen songs is another option to practice writing.

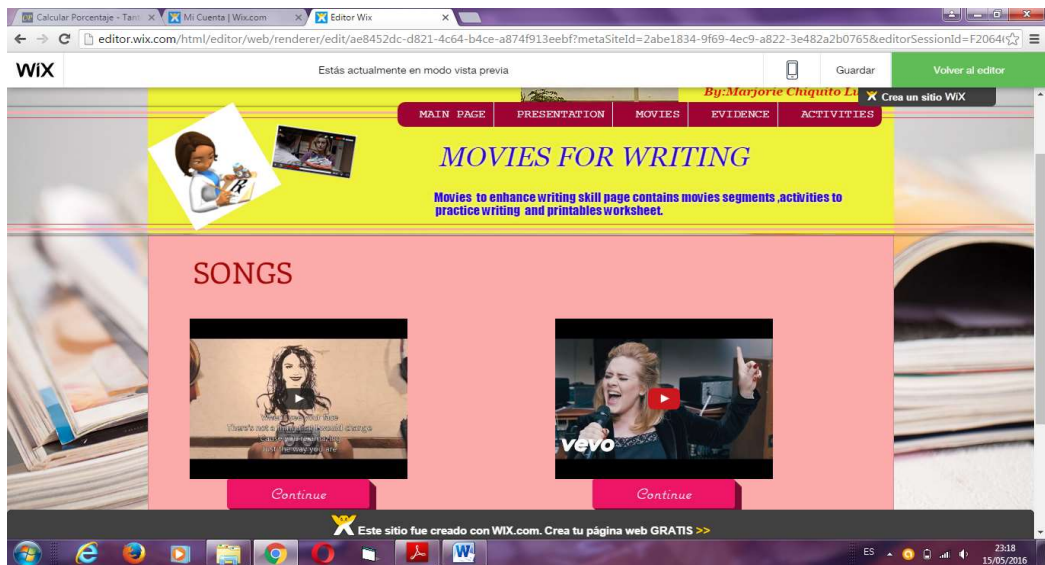


Illustration # 34: “SONGS” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

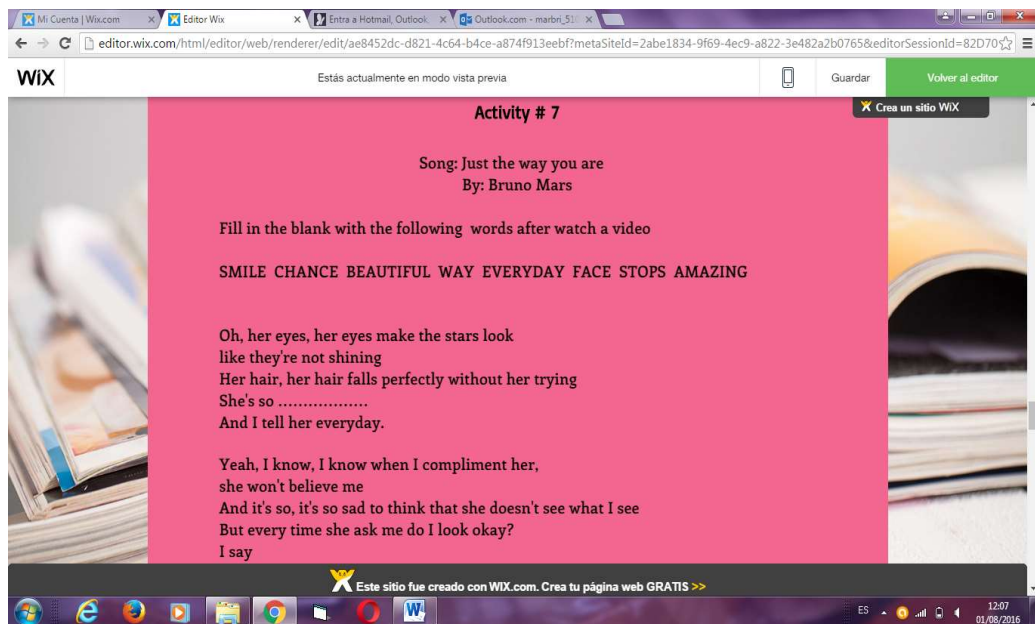


Illustration # 35: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

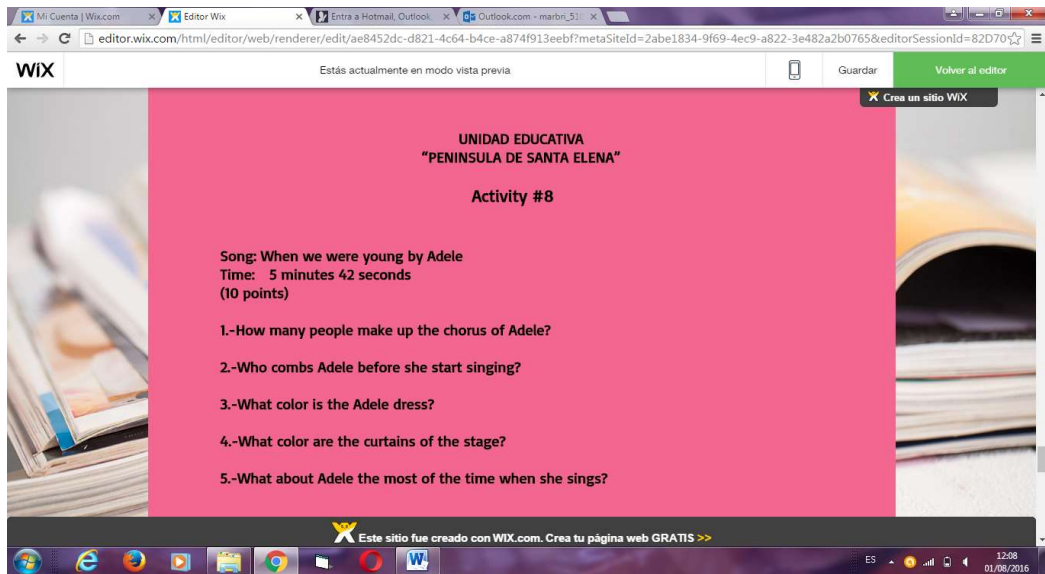


Illustration # 36: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

Using adjectives students can describe and creating sentences or paragraph to enhance their writing skill.

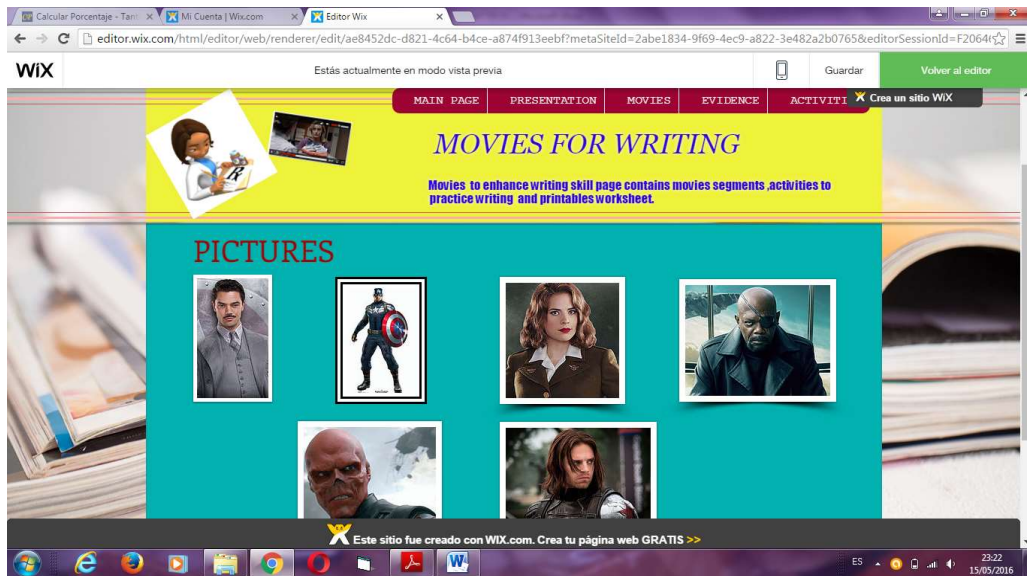


Illustration # 37: “DESCRIBES PICTURE” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>



Illustration # 38: “MOVIES ACTIVITIES” Web Site
Author: Marjorie Roxana Chiquito Lucas
Source: <http://marbri510.wixsite.com/misitio-3>

4.6 RESULT

4.6.1 DIAGNOSTIC TEST RESULTS

Chart # 17: Diagnostic Test Results

No.	NAMES	DIAGNOSTIC TEST
1	ALARCON BASURTO BRYAN EDUARDO	5
2	ALAVA ESTACIO BRANDO JOSEPH	5
3	ALEJANDRO TIGRERO JORGE WELLINGTON	6
4	ALFONSO ESTRADA EDUARDO FRANCISCO	6
5	ALVIA QUITUISACA ADRIAN ALEXIS	5
6	ANZULES DE LA CRUZ ANGIE NICOLE	5
7	BUSTAMANTE MORA ANDRES SABASTIAN	5
8	CAMPOS YAGUAL NALLELY MABEL	6
9	CEDEÑO PEÑA RUTH MELANIE	4
10	CENTENO VERA KAREN PAMELA	6

11	CORNEJO GONZÁLEZ ANDRES LEANDRO	5
12	DELGADO QUIMI RONNY BYRON	5
13	FIGUEROA BACILIO MARJORIE GEAMAIRA	4
14	GAMBOA ENRIQUEZ MARIANA PAULINA	4
15	GONZÁLEZ REYES ADRIANA JANNINA	7
16	GUALE BORBOR ANTHONY ANDRES	4
17	GUALE ESTUPIÑÁN YARI MISHELLE	4
18	HOLGUIN BERMEO LUCIA VERONICA	5
19	HUMANANTE POZO NICOLE ESTEFANIA	4
20	MAGALLAN CEVALLOS KAREN MICHELLE	5
21	MAGALLAN MIRABA CAROLINE TATIANA	5
22	MALAVE LÓPEZ ERWING STEVEN	4
23	MARCILLO MERO LESLY MELANIA	6
24	MATINEZ BAZAN SUSY ESYTEFANIA	6
25	MARTINEZ REYES HELLEN JAMILET	4
26	MERCHAN CHOEZ NATHALY MICHELLE	6
27	MERO ONTANEDA FRANCISCO ADRIAN	5
28	MORA MACIAS GABRIELA ESTEFANIA	5
29	ORRALA MOREIRA JORDIE DIDIER	6
30	PANCHANA ALFONSO MELINA JULIANA	6
31	PEÑA RIVERA KIMERLY DAYANA	5
32	POZO SANTOS ARNALDO ANDRES	6
33	PRUDENTE VERA ANDRES JOEL	4
34	QUIRUMBAY VERA JORDY ULISES	5
35	RAMIREZ PEÑA HELLEN ALINSON	6
36	REYES GONZÁLEZ NAYDELIN LISSETTE	6
37	RODRIGUEZ CHALEN TYRON ABEL	6
38	RODRIGUEZ POZO DARLA NAHOMI	5
39	ROMO PORTOCARRERO JEVERLY NICOLE	4
40	SANCHEZ TUMBACO HELLEN GENESIS	6

Elaborated by: Marjorie Chiquito

4.6.2 FINAL TEST RESULTS

Chart 18: Final Test Results

No.	NAMES	FINAL TEST
1	ALARCON BASURTO BRYAN EDUARDO	7
2	ALAVA ESTACIO BRANDO JOSEPH	6
3	ALEJANDRO TIGRERO JORGE WELLINGTON	7
4	ALFONSO ESTRADA EDUARDO FRANCISCO	8
5	ALVIA QUITUISACA ADRIAN ALEXIS	6
6	ANZULES DE LA CRUZ ANGIE NICOLE	6
7	BUSTAMANTE MORA ANDRES SABASTIAN	7
8	CAMPOS YAGUAL NALLELY MABEL	7
9	CEDEÑO PEÑA RUTH MELANIE	6
10	CENTENO VERA KAREN PAMELA	7
11	CORNEJO GONZÁLEZ ANDRES LEANDRO	6
12	DELGADO QUIMI RONNY BYRON	6
13	FIGUEROA BACILIO MARJORIE GEAMAIRA	6
14	GAMBOA ENRIQUEZ MARIANA PAULINA	6
15	GONZÁLEZ REYES ADRIANA JANNINA	8
16	GUALE BORBOR ANTHONY ANDRES	5
17	GUALE ESTUPIÑÁN YARI MISHELLLE	6
18	HOLGUIN BERMEO LUCIA VERONICA	6
19	HUMANANTE POZO NICOLE ESTEFANIA	6
20	MAGALLAN CEVALLOS KAREN MICHELLE	7
21	MAGALLAN MIRABA CAROLINE TATIANA	7
22	MALAVE LÓPEZ ERWING STEVEN	7
23	MARCILLO MERO LESLY MELANIA	7
24	MATINEZ BAZAN SUSY ESYTEFANIA	7
25	MARTINEZ REYES HELLEN JAMILET	6
26	MERCHAN CHOEZ NATHALY MICHELLE	7
27	MERO ONTANEDA FRANCISCO ADRIAN	7
28	MORA MACIAS GABRIELA ESTEFANIA	7

29	ORRALA MOREIRA JORDIE DIDIER	7
30	PANCHANA ALFONSO MELINA JULIANA	6
31	PEÑA RIVERA KIMERLY DAYANA	6
32	POZO SANTOS ARNALDO ANDRES	7
33	PRUDENTE VERA ANDRES JOEL	7
34	QUIRUMBAY VERA JORDY ULISES	7
35	RAMIREZ PEÑA HELLEN ALINSON	8
36	REYES GONZÁLEZ NAYDELIN LISSETTE	8
37	RODRIGUEZ CHALEN TYRON ABEL	7
38	RODRIGUEZ POZO DARLA NAHOMI	7
39	ROMO PORTOCARRERO JEVERLY NICOLE	6
40	SANCHEZ TUMBACO HELLEN GENESIS	7

Elaborated by: Marjorie Roxana Chiquito Lucas

4.6.3 COMPARISON BETWEEN DIAGNOSTIC AND FINAL TEST

Chart # 19: Comparison between Diagnostic and Final Test

No	NAMES	PRE-T.	FINAL T.	% IMPROVEMENT
1	ALARCON BASURTO BRYAN EDUARDO	4	7	30
2	ALAVA ESTACIO BRANDO JOSEPH	5	6	10
3	ALEJANDRO TIGRERO JORGE WELLINGTON	6	7	10
4	ALFONSO ESTRADA EDUARDO FRANCISCO	5	8	30
5	ALVIA QUITUISACA ADRIAN ALEXIS	5	6	10
6	ANZULES DE LA CRUZ ANGIE NICOLE	5	6	10
7	BUSTAMANTE MORA ANDRES SABASTIAN	4	7	30

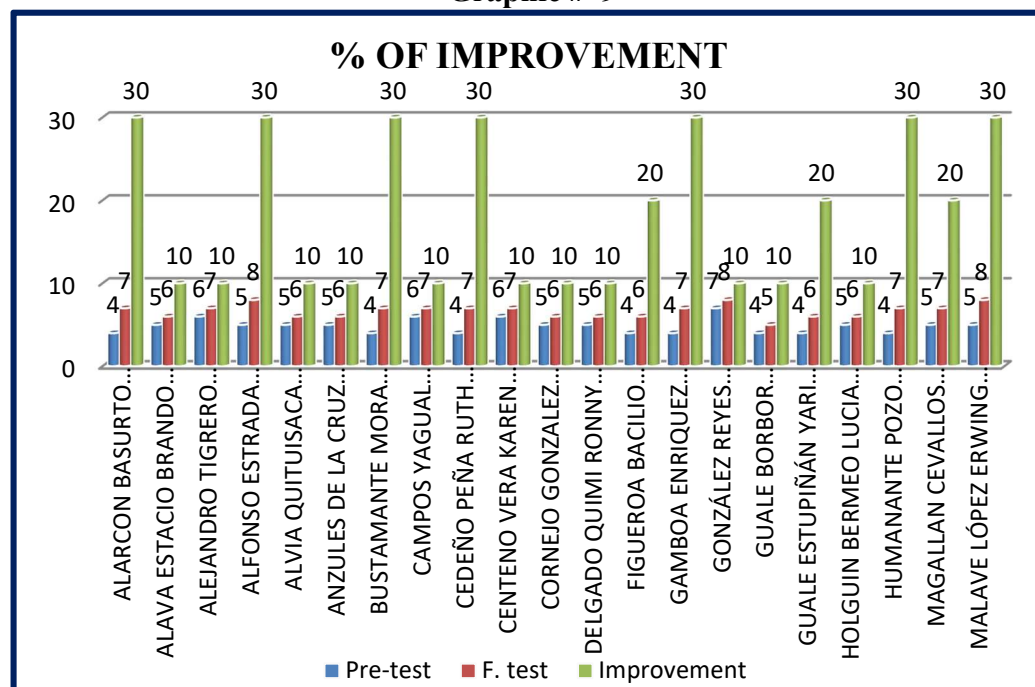
8	CAMPOS YAGUAL NALLELY MABEL	6	7	10
9	CEDEÑO PEÑA RUTH MELANIE	4	6	20
10	CENTENO VERA KAREN PAMELA	6	7	10
11	CORNEJO GONZÁLEZ ANDRES LEANDRO	5	6	10
12	DELGADO QUIMI RONNY BYRON	5	6	10
13	FIGUEROA BACILIO MARJORIE GEAMAIRA	4	6	20
14	GAMBOA ENRIQUEZ MARIANA PAULINA	4	6	20
15	GONZÁLEZ REYES ADRIANA JANNINA	7	8	10
16	GUALE BORBOR ANTHONY ANDRES	4	5	10
17	GUALE ESTUPIÑÁN YARI MISHELLLE	4	6	20
18	HOLGUIN BERMEO LUCIA VERONICA	5	6	10
19	HUMANANTE POZO NICOLE ESTEFANIA	4	6	20
20	MAGALLAN CEVALLOS KAREN MICHELLE	5	7	10
21	MAGALLAN MIRABA VAROLINE TATIANA	5	7	20
22	MALAVE LÓPEZ ERWING STEVEN	5	8	20
23	MARCILLO MERO LESLY MELANIA	6	7	10
24	MATINEZ BAZAN SUSY ESYTEFANIA	6	7	10
25	MARTÍNEZ REYES HELLEN JAMILET	4	6	20
26	MERCHAN CHOEZ NATHALY MICHELLE	6	7	10

27	MERO ONTANEDA FRANCISCO ADRIAN	5	7	20
28	MORA MACIAS GABRIELA ESTEFANIA	5	7	20
29	ORRALA MOREIRA JORDIE DIDIER	6	7	10
30	PANCHANA ALFONSO MELINA JULIANA	6	6	0
31	PEÑA RIVERA KIMERLY DAYANA	5	6	10
32	POZO SANTOS ARNALDO ANDRES	6	7	10
33	PRUDENTE VERA ANDRES JOEL	6	7	10
34	QUIRUMBAY VERA JORDY ULISES	5	7	20
35	RAMIREZ PEÑA HELLEN ALINSON	7	8	10
36	REYES GONZÁLEZ NAYDELIN LISSETTE	6	8	20
37	RODRIGUEZ CHALEN TYRON ABEL	6	7	10
38	RODRIGUEZ POZO DARLA NAHOMI	5	7	10
39	ROMO PORTOCARRERO JEVERLY NICOLE	4	6	20
40	SANCHEZ TUMBACO HELLEN GENESIS	6	7	10

Elaborated by: Marjorie Roxana Chiquito Lucas

4.7 ANALYSIS OF THE STUDENTS' RESULTS

Graphic # 9



Analysis of the results

Author: Marjorie Roxana Chiquito Lucas

4.8 STRATEGIES OF IMPROVEMENT

Chart #20: Strategies of improvement

Before the proposal	After the proposal
<ul style="list-style-type: none"> • Overuse of traditional writing activities. • Absence of technology in the teaching process. • Low level in the writing skill. 	<ul style="list-style-type: none"> • Modern writing activities using movies. • Presence of technology in the teaching process. • Increased the level of writing activities.

4.9 BASIS

4.9.1 Psycholinguistic basis

4.9.2 Pedagogical basis

Harmer (2001) states that “the use of videos (movies) can add a special or extra dimension to the learning experience”. It means when students watch movies not only heard they see language too. Furthermore they can look at different situation beyond their normal classroom activities. But the most important is when students can create special writing activities and feel motivated to do that.

Champoux (2003) states that “movies are widely available and easily accessed as learning resources. As a result, the use of movies will be easily utilized to give positive effects in writing processes for the students”.

Students can watch movies with only a click because they have a technological media such as computer or cell phone where they can choose a page and watch one according their necessities.

4.10 Conclusions and Recommendation

4.10.1 Conclusions

1. Unidad Educativa Península de Santa Elena does not have electricity service in tenth grade courses; it is a big problem to teach with technology and for enhancement writing skill with movies.
2. It is necessary for tenth grade learners use movies to improve their writing skill.
3. The technological tool “Movies for writing” was applied in students of tenth grade to enhance writing skill; it had a positive effect in the development of their knowledge.

4.10.2 Recommendations

1. It is important for institution provide the essentials facilities for tutors and learners in order to help in the process for the enhancement of the writing skill.
2. The use of movies can be implemented in different areas according to learner's age and levels to improve their English skills.
3. The application of the "Movies for writing" webpage is very useful for enhance learners' writing skills.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. RESOURCES

5.1.1. Institutional

DESCRIPTION	UNIT COST	TOTAL COST
Internet	\$ 25.00	\$ 25.00
TOTAL		\$ 25.00

5.1.2. Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	4.00	12.00
Prints	0.15	30.00
Copies	0.20	4.00
Flash Drives	10.00	10.00
TOTAL		\$ 56.00

5.1.3. Technology

DESCRIPTION	UNIT COST	TOTAL COST
Camera	210.00	210.00
Computer	500.00	800.00
TOTAL		\$ 1010.00

5.1.4. Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	10.00	10.00
Lunch and snacks	3.00	36.00
Unforeseen expenses	60.00	60.00
TOTAL		\$ 106.00

TOTAL SUMATORY	\$ 1.197.00
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3 APPENDIX

3.1 SURVEY DIRECT TO STUDENTS

Attachment # 1: Survey to students

Author: Marjorie Roxana Chiquito Lucas



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

SURVEY DIRECT TO STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA “PENINSULA DE SANTA ELENA”

Dear students, the aim of this survey is to get information about the importance of using movies to enhance writing skill for my research paper for English teaching career at UPSE. In order to obtain the best information please read carefully before answer.

#	QUESTIONS	YES	NO
1.-	Do you like English?		
2.-	Does your teacher use technology in the classroom?		
3.-	Do you use computer and cellphone to study English?		
4.-	Do you like to watch movies in English?		
5.-	Would you like to learn English watching movies?		
6.-	Do you think that the writing skill could be developed through movies?		
7.-	Do you prefer to watch movies with subtitles?		
8.-	Have you ever practiced the writing skill with movies?		

3.2 INTERVIEW TO THE ENGLISH TEACHER

Attachment # 2: Interview to the English Teacher

Author: Marjorie Roxana Chiquito Lucas



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

INTERVIEW DIRECTED TO THE ENGLISH TEACHER AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA

Good afternoon Lcda. Maria Aquino, English teacher. The objective of this interview is to get information about the use of movies to enhance writing skill for tenth grade students.

1. What is your opinion about the English learning process at Unidad Educativa “Penninsula de Santa Elena”?
2. What is the English level of students of tenth grade?
3. What methods do you use in your English classes?
4. How do you motivate your students to learn English
5. Have you ever used movies to teach writing?
6. Do you think that teaching English with movies could enhance the writing skills of your students? Why or why not?
7. What advantages do you think movies could provide to students and educators?
8. Would you like to have resources as movies in order to improve the writing skills of your students?
9. Would you support the implementation of movies to enhance the writing skill in students of tenth grade?

3.3 INTERVIEW TO THE PRINCIPAL

Attachment # 3: Interview to the principal

Author: Marjorie Roxana Chiquito Lucas



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

INTERVIEW DIRECTED TO THE PRINCIPAL
AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA

Dear Lcda. Mariana Castro MSc. The objective of this interview is to know your opinion about the teaching-learning process in English Language for my research paper for the English teaching career at UPSE.

1. Do you consider internet as an important factor in education?
2. Do you consider that teachers should use technology in their classes?
3. Why educators need new strategies to teach English Language?
4. Do you consider that movies can develop the writing skills? Why or why not?
5. Do you consider that teachers are ready to use technology in the teaching-learning-process?
6. Do you consider that students should use technology to increase their knowledge in the learning process?
7. Would you support with the implementation of movies to develop the writing skill?

3.4 OBSERVATION APPLIED TO TEACHER

Attachment # 4: Observation sheet

Author: Marjorie Roxana Chiquito Lucas



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

Teacher: _____	Course: _____		
Observer: _____	Time: _____		
Topic: _____	Date: _____		
Instructions: Please rate each indicator using the scale below: 1 Needs improvement 2 Effective 3 High effective			
CRITERIA	1	2	3
Subject Matter Content Shows good command and Knowledge of subject matter; demonstrates breadth and depth of mastery.			
Organization Organizes subject matter, evidences preparation; is thorough; states clear objectives; emphasizes and summarizes main points.			
Rapport Holds interest of students; is respectful and fair; provides feedback, encourages participation			
Teaching methods Uses relevant teaching methods, materials, techniques, and technology.			
Presentation Establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, strong projection and proper enunciation.			
Management Use time wisely; attends to course interaction; demonstrates leadership ability and maintain control.			
Assistance to students Assists students with academic problems.			
Personal Evidences self-confidence; maintains professional comportment and appearance.			

Source: Google.com

3.5 OBSERVATION APPLIED TO STUDENTS

Attachment # 5 : Observation sheet

Author: Marjorie Roxana Chiquito Lucas



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

Students: _____	Course: _____
Observer: _____	Time: _____
Topic: _____	Date: _____

	OBSERVATION CRITERIA	ALWAYS	SOMETIMES	RARELY	NEVER
1	They speak in English				
2	They feel motivated				
3	They understand teacher's instructions				
4	They pay attention.				
5	They participate in class.				
6	They feel shame				

Source: Students of Unidad Educativa "Península de Santa Elena"

Elaborated by: Marjorie Chiquito

3.6 DIAGNOSTIC TEST

Attachment # 5: Diagnostic test

Author: Marjorie Roxana Chiquito Lucas



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

DIAGNOSTIC TEST FOR TENTH GRADE STUDENTS

Student's name _____

Date _____

1. Write a profile about you using the following information:
Name, age, city, country, sport. (2.5 points)

Hello. My name is

.....
.....
.....
.....
.....

2. Write sentences using the cues. Use the article a or an. (2.5 points)

a. Mary is / excellent student.

.....

b. Ecuador is / small country

.....

c. France is / European country

.....

d. Ronaldo is / soccer player

.....

e. Orange is / delicious fruit

.....

3. Complete the question with How, What or Who. (2.5 points)

a. old are you?

- b. is your name?
- c. is your favorite song?
- d. is your teacher?
- e. is your mother's name?

4. Write the simple past of the following verbs (2.5 points)

- | | |
|-----------------|------------------|
| a. Play | f. Cook |
| b. Admire | g. Ask |
| c. Close | h. Call |
| d. Finish | i. Explain |
| e. Study | j. Decide |

3.7 FINAL TEST

Attachment # 6: Final test

Author: Marjorie Roxana Chiquito Lucas



**PENINSULA OF SANTA EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER**

FINAL TEST FOR TENTH GRADE STUDENTS

Student's name _____ Date _____

1. Answer some questions about The Jungle book movie. (2 points)
 - a. Who is the main character of this movie?
.....
 - b. What does he use to navigate in the river?
.....
 - c. Who talks with the boy in the jungle?
.....
 - d. Where was this movie filmed?
.....

2. Put the sentences about Pocahontas cartoon in the correct order. (2.5 points)
 - Two beavers swim in the river.
 - She is sitting on the river bank.
 - Hummingbird awakens the turtles.
 - She falls in a waterfall and sees a rainbow.
 - She speaks with the raccoon and the hummingbird.
 - 1.....
 - 2.....
 - 3.....
 - 4.....
 - 5.....

3. Listen Eternal Flame song chorus and complete in the blank with the following words: Understand - Beating - Dreaming - Burning – Hand (2 points)

Close your eyes

give me your, darling

do you feel my heart

do you

do you feel the same

am I only

is this, an eternal flame.

4. Write a descriptive paragraph about The Fifth Wave and Star Wars pictures. (3 points)



.....
.....
.....
.....



.....
.....
.....
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3.8 ANTI-PLAGIARISM CERTIFICATE

Attachment # 7: Anti-plagiarism Certificate

EVIDENCIA URKUND

SIMILITUD TOTAL 6 %

ESTUDIANTE: CHIQUITO LUCAS MARJORIE ROXANA

URKUND

Documento: [CHAPTER I YES.docx](#) (D21114222)

Presentado: 2016-07-18 12:45 (-05:00)

Presentado por: marbri_510@hotmail.com

Recibido: jcevalloss.upse@analysis.urkund.com

Mensaje: [Mostrar el mensaje completo](#)

0% de esta aprox. 3 páginas de documentos largos se componen de texto presente en 0 fuentes.

1.2.2 Critical Analysis There are many difficulties for students when they are in an educative process to learn English language. At Unidad Educativa "Península de Santa Elena" students of tenth grade need better writing in order to learn effectively. They fell unmotivated when teachers do not apply the correct methodology for them. Besides they do not dedicate enough time to practice English along or between classmates to enhance their knowledge. Unidad Educativa "Península de Santa Elena" is an institution located in La Libertad with a large number of students and excellent teachers to offer an education with quality and warmth that change students' vision about how to learn English language. It is so important to emphasize that the aim of this research is to use movies as an audio visual resource to benefit students who want to continue strengthening their English skill specially writing according to their levels and interest in this school year 2015- 2016. 1.2.3 Formulation of the Problem Will the use of movies as an audio-visual resource enhance the English writing skill in tenth grade students at Unidad Educativa "Península de Santa Elena"? 1.2.4 Guideline questions • What are audio-visual resources? • What is writing skill? • What is the influence of movies and audio-visual resources to enhance writing skill of tenth year students from Unidad Educativa "Península de Santa Elena"? • Is it necessary to use movies as audio visual resource to enhance writing skill? • What are the specific writing activities for tenth grade students? 1.2.5 Delimitation of research object- FIELD: Education • AREA: English • ASPECT: movies as audio visual resource to enhance writing skill. • TITLE: "Movies as an audio-visual resource to enhance writing skill in

students of tenth grade at Unidad Educativa "Península de Santa Elena" in La Libertad, Santa Elena province. Academic year 2015-2016."

PROBLEM: Lack of writing skill by students of tenth grade. •

TIME LIMITATION: The research will be conducted during the academic year 2015-2016. • POPULATION

URKUND

Documento: [CHAPTER II YES.docx](#) (D21120199)

Presentado: 2016-07-19 19:03 (-05:00)

Presentado por: marbri_510@hotmail.com

Recibido: jcevalloss.upse@analysis.urkund.com

Mensaje: [Mostrar el mensaje completo](#)

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CHAPTER II LITERATURE REVIEW 2.1 PREVIOUS RESEARCH This chapter will examine many sources related to this topic, mainly linked with the variables of this research paper which are movies and writing. The literature review will gather, select, and take the most important information found in books, digital books, internet educational websites, journals, magazines, encyclopedias, dictionaries, and other research papers. English is one of the most important languages that people want to learn nowadays. It carries that teachers apply different methodology to teach it, but sometimes students do not get the idea of any activity and so for them classes are bored. By applying movies to enhance this skill students can feel motivated because first they watch the movie and then they write sentences or short paragraphs about this movie following rules and grammar structures. This activity not only enhances writing but also the listening and reading skills because they can use subtitles sometimes to write unknown words. OK 2.2 FUNDAMENTAL CATEGORIES 2.2.1 Writing The term writing has many definitions, therefore it is important to consult different authors in order to get the write concept. Some writers point out writing as a method, others, as a way to construct sentences following determinate rules. Others denote that imagination and originality are important to do a creative writing. According to Oxford Dictionaries, writing is "the activity or skill of marking coherent words on paper and composing text. There are different definitions of writing according to writers. With the intention to give a better definition of writing, William (1996) considers that writing is represented in a graphic or concrete form and it is composed for different kind of symbols. It is a clear definition of writing where describe it a model to write following rules to create an organized writing. Ok According to Harmer (2007), we need to consider the level, age, styles and interest of the students when they need to create a writing activity. Furthermore there are three important points in this process: genre, the writing process and building the writing habit. Harmer points out that writing skill started to be more important when society grew up and citizens realized that learning writing and reading are important for their lives. Tompkins (2004) considers that writing process gives students

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Documento: [CHAPTER III YES.docx](#) (D21114224)

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Mensaje: [Mostrar el mensaje completo](#)

0% de esta aprox. 6 páginas de documentos largos se componen de texto presente en 0 fuentes.

CHAPTER III METHODOLOGY 3.1 RESEARCH APPROACH This research will be based on quantitative and qualitative methodology. These methods will permit to gather the best results about the enhancement of the writing skill on tenth grade students from Unidad Educativa "Península de Santa Elena". Moreover the result obtained in the observations, surveys and interviews. Here will be presented the surveys done to students, interviews done to the principal and teacher, in addition all the other techniques and instruments applied during this process. OK METHODS 3.1.1. Quantitative Method This method was applied in order to get precise data related to the use of Movies as an audio-visual resources to enhance writing skill of tenth grade students from Unidad Educativa "Península de Santa Elena". OK 3.1.2. Qualitative Method This method was applied in order to obtain information about the uses of Movies to teach writing; the researcher interviewed to the principal, the main educator, also students were consulted. OK

3.1.3 Inductive Method This method allows the researcher to know possible reasons of the problem and state a hypothesis in order to find the best solution for the writing difficulties and its best activities. OK

3.1.4 Deductive Method

It is only a complement of the inductive Method because it permits to examines, infers and determines the best way to apply movies as an audio-visual resource to enhance the writing skill. OK

3.1.5 Observation Method

The main objective of this method is to observe the students' attitude during the execution of this proposal in

URKUND

Documento: [CHAPTER IV YES.docx](#) (D21114300)

Presentado: 2016-07-18 13:12 (-05:00)

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Mensaje: [Mostrar el mensaje completo](#)

0% de esta aprox. 5 páginas de documentos largos se componen de texto presente en 0 fuentes.

CHAPTER IV PROPOSAL 1.1.1 INFORMATIVE DATA Title of proposal MOVIES AS AN AUDIO-VISUAL RESOURCE TO ENHANCE WRITING SKILL IN

STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA "PENÍNSULA DE SANTA ELENA", LA LIBERTAD, SANTA ELENA PROVINCE 2015-2016.

Institución Unidad Educativa "Península de Santa Elena" Beneficiaries: Tenth grade students at Unidad Educativa "Península de Santa Elena" Location: La Libertad, Santa Elena Province. Estimated time for execution: 30 days Responsible: Marjorie Roxana Chiquito Lucas Budget: \$1.197.00 1.2 PROPOSAL BACKGROUND Education and technology change every day in the world, Ecuador is not the exception, for this reason teachers have the opportunity to use different tools to enhance the teaching process and encourage their students to apply it in daily learning activities. Technology offers a wide variety of devices, such as computers, cellphones, tablets, projectors, DVDs, CDs, televisions, etc. Only by using the internet people from different ages can meet people around the world, download applications and access different web pages to learn whatever they want. OK In the process of a teaching practice at Unidad Educativa "Península de Santa Elena" was evidenced the real problem that students have when they do writing activities like sentences in a simple paragraph. The research done showed clear indication of the current situation to be improved. OK Writing is an important skill that students need to develop to acquire knowledge and reinforce their communicative competence. Through the use of movies students can develop their writing skill with the appropriate activities. This proposal solves the deficit that students have in this skill and motivates them to continue learning English. OK After reviewing and selecting the best materials and sources, it was proposed the application of movies to enhance the writing skill using different activities web-based. OK This proposal

3.9 LETTER FOR THE PRICIPAL

Attachment # 8: Request letter to conduct the research

Author: Marjorie Chiquito Lucas

La Libertad, 4 de Enero del 2016

Licenciada

Mariana Castro MsC.

RECTORA DE LA UNIDAD EDUCATIVA "PENINSULA DE SANTA ELENA"

En su despacho.

Yo, Chiquito Lucas Marjorie Roxana, con cédula de identidad N. 092152178-7 egresada de la Carrera Educación e Idiomas de la Universidad Estatal "Península de Santa Elena" Solicito a usted me de apertura en la Institucion que usted dirige para la realización de mi Proyecto de Investigación con el tema **"Movies as an audio-visual resource to enhance writing skill in students of tenth grade at Unidad Educativa Peninsula de Santa Elena, Province of Santa Elena, academic year 2015-2016"**.

Agradezco su atención.

*Aprobado.
104-01-2016
Señores directores de las
Facultades de la UPEL
Atte. Marjorie Chiquito*

Atentamente
Marjorie R. Chiquito L.
.....
Marjorie R. Chiquito L.
C.I # 092152178-7

3.10 CERTIFICATE OF THE PTINCIPAL AT UNIDAD EDUCATIVA “PENINSULA DE SANTA ELENA”

ATTACHMENT # 9 : Certificate of the Principal



UNIDAD EDUCATIVA

PENINSULA DE SANTA ELENA

Aprobado por Resolución Ministerial No. 1461 de Abril 19 de 1991

Telefax: 2 538 827

La Libertad - Santa Elena - Ecuador



Ministerio
de Educación

DISTRITO EDUCATIVO 24D02
LA LIBERTAD - SALINAS

La Libertad, febrero 04 del 2016
Oficio No. 005-UEPASE-2016


Sra. Master Of Arts
Glenda Beatriz Pinoargote Parra
DIRECTORA DE LA ESCUELA DE IDIOMAS Y CARRERA LICENCIATURA EN INGLES
UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
Ciudad.-

Reciba por medio del presente un atento y cordial saludo a la vez que comunico a usted lo siguiente:

Con fecha 04 de enero del presente año la Sra. MARJORIE ROXANA CHIQUITO LUCAS, C.I. 0921521787 inició el proceso investigativo a fin de obtener información para el desarrollo de sus tema de Trabajo de Titulación: MOVIE AS AN AUDIO – VISUAL RESOURCE TO ENHANCE WRITING SKILL TO STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA, LA LIBERTAD, SANTA ELENA PROVINCE, ACADEMIC YEAR 2015 – 2016. Actividad que ha cumplido exitosamente hasta el día jueves 28 de enero de 2016.

Particular que comunico a usted para lo fines pertinentes.

Atentamente,


MS.c. Marieta De La Cruz Tomalá
RECTORA (E.)

La Libertad – Cdla. Virgen del Carmen Calle 13 Avda. 31 y 32
Telefax – 2 53 88 27
colpeninsulasantaelena@hotmail.com

PICTURES



**Picture # 1: Interview to the Principal of Unidad Educativa “Peninsula de Santa Elena”
Author: Marjorie Roxana Chiquito Lucas**



**Picture # 2: Interview to the English teacher of Unidad Educativa “Peninsula de Santa Elena”
Author: Marjorie Roxana Chiquito Lucas**



Picture # 3: Observation class
Author: Marjorie Roxana Chiquito Lucas



Picture # 4: Students doing the Diagnostic test
Author: Marjorie Roxana Chiquito Lucas



Picture # 5: Giving an introduction about the project “Movies to enhance Writing skill”

Author: Marjorie Roxana Chiquito Lucas



Picture # 6: Students working in pairs.
Author: Marjorie Roxana Chiquito Lucas



**Picture # 7: Students working in groups.
Author: Marjorie Roxana Chiquito Lucas**



**Picture # 8: Researcher Ms. Marjorie Chiquito Lucas explaining the activity to students
Author: Marjorie Roxana Chiquito Lucas**



Picture # 9: Students watching a movie before the writing activity
Author: Marjorie Roxana Chiquito Lucas



Picture # 10: Students doing the writing activity after the movie
Author: Marjorie Roxana Chiquito Lucas