



**PENINSULA OF SANTA ELENA**

**STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**“DIGITAL VIDEO ACTIVITIES AND THEIR INFLUENCE  
FOR THE IMPROVEMENT OF ENGLISH TEACHING-  
LEARNING PROCESS IN STUDENTS OF EIGHTH YEAR OF  
BASIC EDUCATION AT VIRGINIA REYES GONZALEZ  
SCHOOL IN ANCONCITO, SALINAS, SANTA ELENA  
PROVINCE. YEAR 2014-2015”**

**RESEARCH PAPER**

**LICENCIATURA EN INGLÉS**

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**ADVISER: Lcdo. Kléber Loor Zambrano, MSc.**

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**PENÍNSULA DE SANTA ELENA**

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

**CARRERA LICENTURA EN INGLÉS**

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SCHOOL IN ANCONCITO, SALINAS, SANTA ELENA  
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**TRABAJO DE TITULACIÓN**

Previa a la obtención del Título de:

**LICENCIATURA EN INGLÉS**

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### **ADVISER'S APPROVAL**

In my role as Advisor of the research paper under the title "**Digital Video Activities and their influence for the improvement of English teaching-learning process in students of eighth year of basic education at Virginia Reyes Gonzalez School in Anconcito, Salinas, Santa Elena, Year 2014-2015**" prepared by Yenny Veronica Piguave Alfonzo undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

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## **DEDICATION**

I'd like to dedicate this work to my husband who encouraged my desire to excel and succeed and to my children who understood and supported me during the development of this paper research, without them none of this would have been possible to achieve my dream.

**Yenny**

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**Yenny**

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**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
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**Advisor: Lcdo. Kleber Loor Msc.**

**ABSTRACT**

The general objective of this research is to propose the application of digital activities through video techniques in order to improve the English teaching and learning process in students of eighth year at Virginia Reyes González School in Anconcito, Salinas as a way to contribute with the integral development of students. It was observed that some teachers do not use technological tools and internet. The Government requires that teachers contribute to digital Education. Some have been trained, but others do not like to change their traditional methods to the new digital age. It is true that today's society integrates the use of information and communication technologies (ICTs) and it is precisely in education where technological strategies should be implemented facilitating a meaningful and cooperative learning to allow students to consolidate the acquired knowledge, and to let teachers look for new knowledge and digital resources that motivate students and they can learn other language through YouTube videos, an online video repository in which nearly any digital video file can be stored and exhibited free of charge. Here you can find activities and methods to teach. The Role of Teachers is to guide students with current knowledge. In fact YouTube is a valuable tool through which multiple foreign language skills can be taught. Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills therefore they are utilized to stimulate lessons, and develop authentic vocabulary. These digital activities are fundamental in the improvement of the independent learning of the students and teachers.

**Keywords: Teaching and learning process, video techniques, digital activities.**

## **INTRODUCTION**

The massive access to internet and the use of ICTs are changing very fast around the world and education is part of them, and our country is not the exception. The educational institutions are implementing these digital technologies to innovate teaching practice with new didactic resources which arouse the interest of students and to improve the learning teaching process.

Traditional methods in the past were teacher-centered and students played a secondary role in the learning process. They were passive students inside the classroom. The modern methods of education propose the use of new methodologies and technologies where learners feel more comfortable, collaborative and interactively learning.

Modern society integrates new technologies in their daily activities, education should do the same by applying high-tech principles in its classes where students can consolidate their learning and question their performance always supervised by their professors. These digital video activities help to promote classes and the linguistic fluency of an English teacher.

It is emphasized that this research paper looks to apply digital video activities found in YouTube that offer many advantages to help students and teachers during the school activity.

This research paper is organized by chapters and each one covers different aspects of this work and are the following:

Chapter one describes the statement of the problem, contextualization, critical analysis, formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics).

Chapter two is about literature review, it contains previous researches, philosophical basis, fundamental categories, legal basis, hypothesis and variables of the study.

Chapter three is based on the methodology, in it 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 four is about the proposal, it contains informative data, proposal background, significance, objectives (general and specifics), design and development of the proposal, charts, tables and graphs, and interpretations of the results of surveys.

Finally chapter five shows the administrative framework, it contains the resources (institutional, human, materials, economic).

# **CHAPTER I**

## **THE STATEMENT OF THE PROBLEM**

### **1.1 Title**

“DIGITAL VIDEO ACTIVITIES AND THEIR INFLUENCE FOR THE IMPROVEMENT OF ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT VIRGINIA REYES GONZALEZ SCHOOL IN ANCONCITO, SALINAS, SANTA ELENA PROVINCE. YEAR 2014 - 2015.”

### **1.2 Statement of the problem**

#### **1.2.1 Context**

Nowadays English is the most important Language due to the continuous technological advances and the use of internet around the world. Human beings have had the need of learning English because this Language is useful to acquire more knowledge, and promote new ideas to the teaching and learning process of a second language.

There are also possibilities for traveling to other countries to improve English language through scholarships.

Education in Ecuador is constantly changing with the educational technology. Due to this change many teachers should be integrated to the new digital era, in order to develop the English skills in students.

In the Peninsula of Santa Elena there are many schools which have access to the internet and technological resources, and one of these is “Virginia Reyes González” School located in Anconcito. In this place, it is observed the use of traditional methodology by the teacher, which causes demotivation and boredom in the students during the English learning process. For this reason new techniques, strategies and didactic tools should be applied in this school.

The digital video activities are powerful didactic resources which allow interaction between teacher and student, through a cooperative, constructive, and meaningful learning. They guarantee quality in the teaching-learning process as required by The Government through the policies of the Ministry of Education.

### **1.2.2 Problem formulation**

How do digital video activities of English language contribute to the improvement of the teaching learning process in students of eighth year of basic education at VIRGINIA REYES GONZALEZ School in Anconcito?

### **1.2.3 Critical Analysis**

At “Virginia Reyes Gonzalez” School it is observed that the students of eighth year of basic education are interested in learning English to develop their linguistic abilities. But due to the lack of training, it has created serious problems to the students, suffering consequences in the development of the teaching and learning process of a foreign language, and the application of didactic unsuitable methodology have made students learn in a traditional way creating in them a limited knowledge and skills.



Teachers at Virginia Reyes Gonzalez School have not used the technological tools that are found there to impart new knowledge through digital video activities which offer new alternatives in order to the students improve their linguistic skills during the English teaching learning process.

#### **1.2.4 Guideline questions**

- What are digital video activities?
- What is the influence of digital video activities in the English class?
- Is it necessary to use digital video activities in the teaching –learning process in the students of eighth year of basic education at Virginia Reyes González?
- What kind of methodology is used in the English class?
- How are digital video activities applied in the English class?

#### **1.2.5 Problem Limitation**

- FIELD: Education

-AREA: English

-ASPECT: Teaching- Learning Process

-TITLE: “Digital Video Activities and their influence for the improvement of English teaching-learning process in students of eighth year basic education at Virginia Reyes Gonzalez School in Anconcito, Salinas, Santa Elena Province. Year 2014-2015.”

-PROBLEM: The English teaching-learning process in students of eighth year of basic education at “Virginia Reyes Gonzalez” School is limited.

-TIME LIMITATION: The work research will be carried out during the school year 2014-2015.

-POPULATION LIMITATION: The students of eighth year basic education at Virginia Reyes Gonzalez School.

-SPACE LIMITATION: Anconcito, Salinas, Santa Elena Province.

-CONTEXT LIMITATION: The research paper will focus on the influence of Digital Video Activities as didactic material to improve the English teaching-learning process in the students of eighth year of basic education at Virginia Reyes Gonzalez School in Anconcito, Salinas, Santa Elena Province.

### **1.3 Significance**

Technology has a great influence in the educational framework. In Ecuador there are not enough Public institutions that apply Digital Video Activities in the English class. Especially in the rural areas these digital resources have not been used. In spite of the fact that some educational institutions have access to internet and technological tools and teachers do not look for more alternatives to improve the English teaching learning process.

The significance and contribution of this research paper through the use of digital video activities will contribute to improve the English teaching-learning process and the students of eighth year will engage and have an experience of knowledge of foreign Language causing a sociological impact on the traditional strategies and this way the students can be prepared for a better social development in the tourist port Anconcito.

The feasibility of this research paper will improve the process of teaching of the English teachers, providing an effective, creative and innovative pedagogy to achieve a collaborative and participative learning; as a result the teacher ought to look for new resource digitals that today can be found in the internet as the use of digital video activities.

The Virginia Reyes González School will benefit with this project for the improvement of the English teaching learning process through digital video activities which will be a support for teachers when imparting new knowledge to the students with a great motivation.

## **1.4 Objectives of the research**

### **1.4.1 General Objective**

To analyze the influence of digital video activities in the English teaching learning process by researching scientific articles for the improvement of students' learning of eighth year basic education at Virginia Reyes Gonzalez School.

### **1.4.2 Specific Objectives**

- To identify the use of videos as methodological strategies for the improvement of teaching learning process.
- To determine which methodology, techniques and instruments are more convenient for the research.
- To apply and evaluate digital activities for the improvement of the English teaching-learning process of students.

## **CHAPTER II**

### **THEORETICAL FRAMEWORK**

#### **2.1 Previous Research**

At Universidad Península Santa Elena (UPSE) there is no previous research about the influence of digital video activities to improve the English teaching learning process, due to the fact that this is the first graduating class in the English career.

##### **2.1.1 Historical background**

In the 19th century the first motion pictures appeared and they were transformed in the 20th century. Films were transmitted by broadcast television which appeared in the 1970s. In the 21th century, digital videos emerged and then they spread out through web sites such as YouTube, where many people can share and learn information facilitating a good communication in a responsible and constructive manner.

Watkinson, (2012) said that Digital video is simply an alternative means of carrying a moving image. The worlds of digital video, communication and computation are closely related and it has now become a branch of information technology.

The information and communication technology has become a fundamental tool for improving the education worldwide. And Language teaching learning process is not an exception. Furthermore, with the introduction of technology, the teaching of English language is used widely for the communication between

people around the world. Particularly the technology offers to education new alternatives to the teacher and student such as the digital video. For Gannes, (2009) digital video is created and consumed through cell phone, or web sites as You Tube and also a digital camera can be used to create a video and then to show it in classroom.

### **2.1.2 Similar Background**

According to studies it has been proven that Captioning is more effective in a foreign language. It has applied short videos with and without captioning, so that the first group watched with captioning and the other without captioning both groups watched twice. They had taken a test of comprehension and vocabulary based on the video, then they were asked for captioning or no captioning. According to the result of ANOVA, (Analysis of Variance) which is done this statistical test because there were more than two groups and this indicated that “captioning was more effective than no captioning.” Accordingly, it considers that the application of captions is to intensify and analyse attention, reinforce previous knowledge, improving process of a foreign language.

Borras & Lafayette, consider the use of captions as powerful pedagogical tools that help to improve the listening and reading comprehension skills. (Winke Paula, 2010, págs. 65-86)

The captioned video is amply used in a foreign language classroom and this can be found online in You Tube or Viewpoints so that the captioned videos can help many teachers and can be used to improve the level of teaching- learning.

According to a survey in 2004 by the Corporation for Public Broadcasting (2004, pág. 2 & 10), the Television has been evaluated for over 50 years as an educational value, and the research indicates that video and television are effective teaching tools with a positive learning outcome.

It seems that many teachers have applied videos with learners who have not assimilated their teaching with traditional methods. In fact, by applying videos in class, it has been proven that students have achieved a positive perception during their learning. In other words the Corporation for Public Broadcasting has showed that videos were very effective and that results have been acceptable to the enhanced learning with different kind of students. Considering that TV and Videos are a support of great significance to the teaching learning process.

For these reasons, the present research paper proposes the application of digital video activities to improve the English teaching learning process in students of eighth year at Virginia Reyes Gonzalez School during the academic period 2014-2015. In addition, it should take into account all alternatives supplied by Information and communication and Technology for education as the digital tool which are directed to teachers as a way to achieve good learning outcome of a second language.

### **2.1.3 Influence of the use of digital video activities in the classroom**

Currently the use of digital video has influence in the spheres of our lives in the 21st century.

The idea of using video in the classroom is often a major factor to motivate students to participate actively during the courses, (Bijnens Marie, 2004-2006).

Using video in class is a motivating support which facilitates pleasure and fun to the student during his/her learning. Learners will be interested in the information and message that come to them. Teachers will change their centered approach applying digital video and with this they can work easily in class such as to capture the students' imagination and to grab them. On the other hand, the student acquires an interactive environment contributing towards success for learning and later he can apply it in the professional field.

According to studies made by researchers of the University of Florida, whom have developed bases on line for English Language Learner (ELL) to facilitate audio and videos samples with different levels of language proficiency. Therefore for them the video and audio are considered as educative tools, permitting the teacher and schoolchild to have a good learning outcome during the training of their linguistic skills. (Erben Tonny, 2009)

The digital video production is a media product that provides an individual and collective learning in the students, facilitating an initial positive experience and further contributing to facilitate the innovation of ideas, execution of lesson in the curriculum too to reinforce the attitude through stimulation and to have possibilities for improving the learning. (Mckenney & Voogt, 2011)



#### **2.1.4 The technology in the English teaching learning process**

Teaching of English language has grown in the last decade, so that learning is the product of evolutionary process of human beings, who looks for changes to confront and satisfy his needs according to the environment.

Dudeny and Hockly, (2011) said that Technology in language teaching is not new. Indeed, technology has been around in language teaching for decades so that laboratories and video are still used in the classroom around the world.

So, for decades Technology in language Teaching has been in the classroom around the world. In Fact, in 1980, Call Programs appeared called Call that means Computer Assisted Language Learning; it was required by learner because it was used to stimulate students. Call activities were probably the best known in that era. Which consisted in text construction, fill blank, to answer with incorrect or correct answers, all these activities have been made through computers. However, with these activities the teacher can remedy activities and enhance student's feedback.

In the 1990s, the Call activities have been connected with the internet. Due to the fact that Information and Communication Technology (ICT) has spread around the world, the use of the ICT in the classroom has become an important factor of education and forms part of ELT (English language teaching), and it has taken into account some reasons that technology offers to teaching and learning are:

Through the use of technology the learner has access to the internet and can be in the private home or at internet cafés.

Learners have grown in natural form and integrate with facility in the technology world. The technology offers new opportunities of learning as task and resources to ELT.

The internet permits to these who are geographically dispersed to integrate in a collaborative and communicative work during the learning. So technology offers new alternatives to practice and develop the language skills.

Nowadays computers and technology are useful resources in the English class and through internet many teachers can download, print out material from website, internet project work and blog. These digital resources are providing and enhancing the teaching learning process of second language acquisition.

## **2.2 Philosophical basis**

To determine the philosophical essentials of the use of the technology, it has been taken into account the Educational System, the socialist project led by the president of Ecuador and the impact that has been generated in Ecuador with the incorporation of (ICT) in the learning process. Therefore, this research has been approached on a critical paradigm with the intention of trying to resolve the problem of learning in the Virginia Reyes School during the English class and students can develop their skills and to motivate them through English digital video activities.

According to Piaget's theory the constructivism is based in the knowledge and understanding of people about the world through the experimentation of reflection, which modifies the structure that exists to elaborate new ideas as the

human being develops for example the computer and child have become as an interesting domain for study in this globalized world. (Farmon George, 2013).

The intellectual development has always been interwoven with cultural progress. So the science of knowledge, representation and information have made possible the transformation of learning, achievements resulting in the advance of a society.

Vygotsky focused on the social-cultural world to which the child must adapt. He viewed thought as functioning with language and saw the nature of individual adaptation as an interpersonal process through acculturation that result eventually in thinking. (Good, 2008).

Lev Vygotsky 's Theories help people in the social context through interactions and communications with others for example in education, the teacher creates an active learning in the community influencing in the learning process through interaction of students, peers and teacher, a social context consequently promote the distribution of instructional strategies where students work collaboratively.

Siemens and Downes (2013) have developed a theory called connectivism. This theory appeared due to needs of the 21st century, taking into account trends in learning of the digital age. In addition, the use of technology, networks, and the use of the internet which have allowed new possibilities of knowledge to people and sharing information around the world.

According to Siemens` video, he tells us that one of the things that the internet has done is to provide equality of participation reducing the barrier to participation so now with the blog post or with tools on average laptop I can create a video , I can log onto free online connect with other colleagues in other individual. Teachers can share information with their students about other regions and the learning process students need to learn to work in collaborative. (Siemens, 2010).

## **2.3 Fundamental categories**

### **2.31 Digital video**

It is a recording system that consists in making moving, pictures based in uniform intervals through time producing the illusion of motion, Watkinson et.al. (2012).

#### **2.3.2 Digital video activities**

There is not a specific concept about digital video activities, but according to this research the digital video activities are used to show stimulating questions allowing to the students to explore through images, words, and sounds.

Castro Maria MSc. (2010) has demonstrated that it can apply different video techniques as activities in classroom for example: silent viewing, freeze frame, prediction, thinking and feeling, sound only, watcher and listener, telling story. These strategies can help to improve student`s language during learning of English Language.

### **2.3.3 Digital video activities as pedagogical tool**

Today the use of digital video activities has an important role in education. And for (Dumova, 2008), the use Digital video has become in a subject of research. Due to the lack of pedagogical approaches is one of the major reasons for the adoption of digital video in classroom, and the use of digital and technology tools. These learning tools have allowed the students involvement in the learning process and engage in the real-world activities.

Digital video is considered as an active learning tool, because the active learning stimulates the intellectual inquiry and problem solving. In addition, with digital video provides practice skills, developing conceptual and collaborative learning.

Cennamo Katherine, J. R. (2010) considers that:

The impact of technological improvements and innovation on education, proving lifelong learning opportunities for the student, promoting creativity and innovation, assessing students' instructional needs and performances, and facilitating your own professional growth.

In fact, technology has made that the role of the teacher has changed and has benefited from time to time, in addition the technology has been incorporated so it is easy for the pedagogy that implements technological resources to contribute in the education. And students have possibilities to improve their learning.

Glen L. Bull and Lynn Bell (2010) said that the digital video offers new teaching and learning opportunities and through these we can engage to students, help

them understand a difficult concept or improve their retention of knowledge. In addition Digital video are allowing students to explore in different educative field such as in mathematics, science studies and language art. For example in the language art, students can create compositions inside or outside classroom applying image, sound and digital video for their literacies.

In fact with digital video, it can watch, analyze, and create, for example watching video facilitates knowledge building, enabling students to acquire a better gap of curricular concept. With regard to the analysis of video in first instance the students apply their own knowledge to achieve a conclusion about video and then create it combining picture, documents, maps etc.

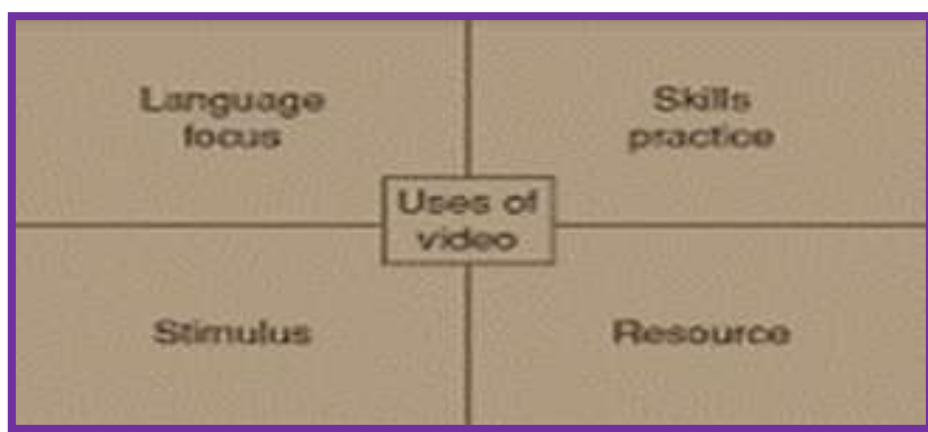
Digital video has a pedagogical role for Prof. Tschirner Erwin (2001) which

**“makes it possible to read communicative situations, to move back and forth just as in written texts, to repeat, to pay close attention to language and other features of the communicative situation, and to stop and reflect on the components that contribute to a deeper understanding of linguistic and semiotic data and to the language learning process.”**

Digital video is a pedagogical revolution in education that supports learner to have access an oral communication both auditory and visually, with this digital media the learner can find activities to improve his or her learning. So that, the students of eight year Virginia Reyes González School can improve their English in the practice and presentation, for example spoken language they can slow down and listen to multiple times, or to stop and within split seconds, students can copy discrete words, phrases, and sentences. In fact, it can combine with

visual information and simultaneously read, listened to understand the linguistic and semiotic of new language.

In Fact, Ben Goldstein and Paul Driver (2014) consider what video is an instrumental in changing concept of classroom space and setting so, they have taken account into Jane Willis' key roles for video which were published and established in 1983. In the following chart it can show the uses of video.



**Resource:** Ben Goldstein and Paul Driver, 2014. (Adopted from Willis 1983)

### **Key roles for the use of digital video in a classroom**

#### **Language focus**

It refers that the video presents like a language model, introducing the language through words and grammar structures.

#### **Skills practice**

The video is to practice four skills of a second language (speaking, listening, reading and writing), specifically the use of video is for listening comprehension

and speaking. The digital video provides skills practice through the reading and reproduction of caption in a video.

### **Stimulus**

It bases in the moving image that acts as catalyst to engage interest of students with stimulus the learner can be motivated providing for an interactive role during the learning process.

### **Resource**

The digital video is a pedagogical resource that provides information to the learner through content and activities to improve the knowledge during her or his learning.

### **2.3.4 Advantage of digital video activities in the English teaching learning process**

- Student can understand the topic to achieve a meaningful learning through image and sound.
- Permit that theoretical knowledge is more meaningful.
- Permit to observe the attitude of students during the class.
- Enhance the development the linguistic skills with a foreign language.
- Achieve a collaborative learning through a big group or small group.
- Offer possibilities to develop the comprehension through activities about the real life.



### **2.3.5 English in the digital era**

To learn a foreign language in the digital era is adapted to new word acquisition because The English in the Technology is a sophisticated communication. Language technology (LT) links language to diverse forms of knowledge, when people communicate.

Many young people dominate this technological language through different technological tools, people can obtain information using abbreviation. So, the big text has become in short text for example initialism, such as OMG for oh my God BTW for by the way or TTYL for talk to you later. Also people represent feeling, emotion through letter or symbol, such as an x for Kiss and zzz to represent sleep and facial expression such: ☺ to represent happiness, and <3 heart or love.

This new phenomenon is worrying because it would deviate the standard language. But some people are fascinated with this new way of communication, so that it is a way of learning a foreign language.

(Crystal, 2008). Textism even correlates positively with Word reading, vocabulary and phonological. In addition, Textism is more used in the message especially of teenagers and with this word play also people develop skills of writing.

English in the Internet is the most used in the world with 9.1 million registrations in February 2011, has a growing importance, and represents information. The internet offers an extensive range of application areas that can be improved the

English teaching learning process through the use of language technology such as are software systems designed to handle human language.

### **2.3.6 English as a subject in the basic general education**

According to the Curriculum of Ministry of Education, Basic general education in Ecuador includes ten levels of studies from first to tenth year of basic education. This education levels allow student to develop abilities to communicate, interpret and resolve problems, also understand the natural and social life.

Foreign language is a subject inside the Curriculum with five hours per week. In such a way that students can interpret and apply to a basic level of foreign language in common communicative situations.

The Ministry of Education has the project of strengthening the teaching of English as a foreign language and its main objective is that Ecuadorian students attain a result of functional level in the use of the English language. Initiatives are aimed at updating national curricula of this subject, the delivery of textbooks aligned to these curricula, professional development for teachers of English in exercise, and the improvement of training in that career.

### **2.3.7 Teaching learning process**

Chauhan S., (2009) considers that the teaching learning process “as old as human being on earth.” And Borton has defined as “Teaching is the stimulation, guidance, direction and encouragement of learning.” He considered that the teaching has four fundamental keys for what student can be motivated,

controlled in his activities and the teacher can guide him during development of his abilities, capabilities, attitude and knowledge also encouragement him to acquire more learning.

Teacher interaction influences in the student's behaviour. So, learning is process which a person can modify his skills knowledge and values and the teaching are the teacher's activities that teacher shows and are transmitted to the learner based in content and method. However, teaching learning process are words that always are going to go together to achieve a goal.

### **2.3.8 Teaching a second language**

Teaching a second language is other activity, (Harmer, 2011, pag. 23) “teaching is not an easy job, but it is a necessary one”. A teacher to teach should be skillful in the class because the teacher has different roles as controller, and sometimes it requires to be prompter. Thus to teach English it is necessary that teacher has knowledge about available material, teaching approaches and techniques for teachers and student. However, the teacher constantly is in a continuo innovation in the educative field and can apply the tools digital that offer the ITC.

Harmer et. al. 2011, considers to teacher English there is that take account the “the language system, material, resources and classroom equipment” for example:

The language system consists to know the grammar, lexical and pronunciation of words (sounds, stress and intonation). Material and resources refers to books and useful websites on the internet. Classroom equipment currently the technology

has progressed and there are different tools such as video machine, digital camera, overhead projector, and interactive whiteboards.

### **2.3.9 Methods to teach a second language**

Grammar translation is still considered a relevant method because it contributes to know rules and words list of foreign language for example; the student can structure sentences in different time.

Audio linguistic method, consists in listen and repeat, students respond to stimulus, in other words they perform activities of repetition as words, phrases and can do it through headphones or can see video digital.

This method has a procedure called PPP (Presentation Practice Production) which consists in teacher shows and explain the meaning and then form a new language. However, it can control and teach the pronunciation the words, this procedure is still used around the world.

Communicative Language Teaching with this method students learnt to involve with language functions, in other words students use English language when they need to talk either in a formal or informal way developing skills through a communicative activity. Therefore it can be controlled by the teacher.

### **2.3.10 Learning a second language**

There are many reasons to learn a second language for example some students want to study and obtain a target language community or need a ESP or too a General English, this learning of a second language depends on the needs of each

person. Actually students need to learn English because English is on the curriculum of each country. In Ecuador the English class has taken place in educational institutions.

There are different learning due to age and level knowledge such as children, adolescent and adults. General children learn English easily because they are in a stage of development which they can see, hear and speak with willingness and they respond to activities in class. Adolescents have abstract thoughts and they can understand and create things that interest them, different from adults because have different characteristics and experiences. (Brown, 2007, pag. 1)

However, there are factors that can make a difference in the experience and ability to learn a foreign language such as linguistic, social and cultural, take into account aspects as emotion, disposition and motivation.

## 2.4 Legal base

This research is protected in the Political Constitution of the Republic of Ecuador in 2008, Organic Law of Intercultural Education (2011), Update and Enforcement Curriculum of the General Basic Education (2010).

<b>CONSTITUTION OF ECUADOR 2008</b> <b>TITLE VII</b> <b>Good living Regimen</b> <b>First Section: Education</b>	
<b>Article</b>	<b>Description</b>
347	<ol style="list-style-type: none"><li>1. To strengthen the public education and coeducation, ensuring quality, coverage extension, physical infrastructure, and equipment of the public institution.</li><li>7. Eradicate, the functional and digital illiteracy, supporting the educative process for adults.</li><li>8. Incorporate the information and communication technology in the educational process in order to achieve productive and social activities.</li></ol>

**LAW OF INTERCULTURAL EDUCATION  
(Official Register N° 417 - 31<sup>St</sup> march, 2011)  
Title I THE GENERALE PRINCIPLES  
SINGLE CHAPTER  
THE SCOPE, PRINCIPLES AND PURPOSE  
(DEL ÁMBITO, PRINCIPIOS Y FINES)**

<b>Article</b>	<b>Description</b>
2	<p>Principles- The educational activity is developed according to general principles such as philosophical, conceptual and constitutional foundation, to sustain, define and govern the decisions and activities in the education.</p> <p>g. Permanent learning. - The conception of the education is developed permanent along the whole life;</p> <p>h. Interlearning and multilearning are considered as empower instruments to develop the human capabilities thought culture, sport, information and technology achieving a level of personal development and collective.</p>
3	<p>Purpose of the education.</p> <p>t. The promotion of scientific and technological development</p>

**SECOND CHAPTER  
OF THE STATE'S OBLIGATIONS WITH RESPECT TO THE  
RIGHT TO EDUCATION**

<b>Article</b>	<b>Description</b>
5	<p>Education as the State's obligation.-</p> <p>The State has the unavoidable and inexcusable obligation to guarantee the right of education to all Ecuadorian with equal of opportunities to enter, stay, move and graduating from educational services with National Authority of Education governed by State according to The Constitution of the Republic.</p> <p>Also the State guarantees a public education of quality, free and lay.</p>
6	<p>Obligations- The obligation principle of State.</p> <p>State has additional obligations as following:</p> <p>j. To guarantee the digital literacy and the use of the information technologies and communication in the educational process, connecting it with the productive or social activities;</p> <p>m. To promote scientific research, technological research and innovation, artistic creation, the sport, the protection and conservation of hearted, natural, environmental, and cultural linguistic;</p>



**UPDATING AND STRENGTHENING CURRICULUM  
BASIC GENERAL EDUCATION (2010)  
PEDAGOGICAL BASES OF THE CURRICULUM**

<b>Article</b>	<b>Description</b>
The use of ICT	<p>The Use Information and Communication Technology within educative process as support in the teaching and learning through videos, television, computers, and internet, and other alternatives such as:</p> <ul style="list-style-type: none"> <li>• To search fast information.</li> <li>• Preparation in the management of technological tools that are used in daily life.</li> </ul> <p>Within the Curriculum document does suggestion to use the ICT, whether the educative center has this resource.</p>

## **2.5 Hypothesis**

The application of digital video activities will improve the English teaching–learning process for the students of eighth year of basic education at Virginia Reyes Gonzalez School.

## **2.6 Variables of the study**

### **2.6.1 Independent variable**

#### **The application of digital video activities**

Digital video activities are educative digital resources that improve the teaching learning process facilitating acquisition of skills, collaborative and meaningful work within a second language.

### **2.6.2 Dependent variable**

#### **The English teaching learning process**

The English teaching learning process is an act which the teacher shows all the knowledge acquired and then these are transmitted to the students, based in an aim through of quality and warmth media with the propose of that students develop abilities of knowledge of foreign language to relate it in the social life.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research approach**

Methodology in the research is a system of methods orderly to resolve different problems looking a solution. Therefore, in this research paper will be based in the scientific method, inductive and deductive method, and qualitative method. These methods will allow obtaining specific results about the improvement of English teaching-learning process in students of eighth year of basic education at “Virginia Reyes Gonzalez” School in Anconcito.

##### **3.1.1 Scientific method**

It was applied the scientific method which has a characteristic to guide the human being’s own thinking of objective and systematic way obtaining valid result Through four steps that has scientific method such as are:

Observation, it was to know the fact or problem that presented at Virginia Reyes González School, using correctly the sense.

Hypothesis were a media of guidance and orientation that appeared during the observation of this research paper.

Experimentation, this allowed the verification of hypothesis of the fact knew in the school based in investigative sources and Investigative techniques.

Generalization, it referred to the practice solution of problem. Through, the proposal of this research paper.

### **3.1.2 Inductive and deductive methods**

**The inductive –deductive method**, these methods cannot be separated because they are complementary within the specific facts. These may help to formulate the overall purpose of this research paper.

**The deductive method** will let to infer hypothesis and new knowledge through concept related with digital video activities achieving an own theory and relate it with the English teaching learning process of students of eighth year of basic education at Virginia Reyes Gonzalez School.

**The Inductive method** is based in experiences, participations of facts during this research paper that through data collection, it can solve the problem of systematic and orderly manner, and these data are analyzed between variables of this research paper.

### **3.1.3 Qualitative method**

For (Creswell, 2013) said that:

**“This is approach for exploring and understand the meaning individual and groups ascribe to a social or human problem which involves emerging questions and procedures, data typically collected in the participant’s setting, data analysis inductively building from particlars to general themes.”**

This qualitative method will use in this research paper during interview with the principal of the “Virginia Reyes Gonzalez” school, specialists, students´ and

teachers' survey about the influence of digital video activities in the English class, then these data collection will be analyzed, interpreted and to obtain a report writing.

#### **3.1.4 Quantitative method**

Creswell et. al. (2013) Pag 110, he considers that Quantitative method is approach for testing objective theories by examining the relationship among variables and these can be measured typically on instruments, so that numbered data can be analyzes use statistical procedures.

This method is applied after students' survey during the research paper obtaining the results to achieve a conclusion and recommendation.

#### **3.2 Level or Type of the research**

For this research paper has been taken into consideration the following type of research such as: Field, Bibliographic, Correlational and Applied research

**Field Research:** It is a qualitative method of data collection aimed at understanding, observing, and interacting with people in their natural settings.

It is considered this research to get up dated information on the current status of Virginia Reyes Gonzalez School with regard to the application of digital videos activities and that through data collection, observation and interaction of students of eighth grade involving in the problem. It can to resolve it.

**Bibliographic research:** It is the Study of the material transmission of literary texts, it is concerned with the material objects by which they are transmitted-

printers' tools as well as books and their components and with the human activities which transmit them.

This kind of research is used through consultation of document such as books, magazines, newspapers, internet among others. The researcher can elaborate the theoretical framework related with the use of digital videos activities and to establish a great level of research.

**Correlational research:** It involves quantifying the relationship between two or more variables. It is more likely to explore relationship among variables that are continuous and often measures many different variables. (Marguerite G. Lodico, 2010).

This method will measure the degree of relationship between the independent and dependent variable looking for changes that influence in the values of both variables during the improvement of the English teaching learning process.

**Applied research:** This Applied research strives to improve our understanding of a problem, with the intent contributing to the solution of that problem. (Bickman Leonard, 1998)

With this research it can apply the use de digital videos activities to acquire new knowledge theoretical and practical of Language foreign to obtain good results with the implementation of this.

### 3.3 Population and sample

#### 3.3.1 Population

The population is constituted by 120 people involved in the research paper at “Virginia Reyes Gonzalez” School in Anconcito, Salinas. It is considered a part of the whole educational agglomerated, which is distributed of the following manner

Chart 1: Description of Populattion

Population			Percent
No.	Description	Quantity	%
01	Authority	1	1
02	Teachers	2	2
03	Students	105	97
<b>Total</b>		107	100%

Source: School Administration “Virginia Reyes González” School.

Author: Yenny Piguave Alfonzo.

#### 3.3.2 Sample

Sample is the extraction small of population and it has the purpose to infer, through study, characteristics of the entire population with the objective of identifying shortcoming within a given process. Due to this, it has considered to work with all.

### 3.4 Variable operationalization

**Independent variable:** The application of digital video activities.

Chart 2: Variable Operationalization (I.V)

Conceptualization	Dimensions	Indicators	Items	Techniques	Instruments	Unit of Observation
Digital video activities are educative digital resources that improves teaching learning process facilitating acquisition of skills, collaborative and meaningful work within a second language.	ICT	Technological resources	Do you believe that teacher uses technology tools? YES <input type="checkbox"/> NO <input type="checkbox"/>	Observation Interview	Check-List Questionnaires	Authorities Teachers
	Educational program	Digital Activities	Does the Institution have Internet every day? YES <input type="checkbox"/> NO <input type="checkbox"/> Why?...	Survey	Questionnaires	Students
	Curricular Content	Pedagogical approach	Do you agree that teacher must teach English class applying digital videos? YES <input type="checkbox"/> NO <input type="checkbox"/>			

**Author:** Yenny Piguave Alfonso



**Dependent variable:** The English teaching learning process.

Chart 3: Variable Operationalization (D.V)

Conceptualization	Dimensions	Indicadores	Items	Techniques	Instruments	Unit of Observation
The English teaching learning process is an act which the teacher shows all the knowledge acquired and then these are transmitted to the students, based in an aim through of quality and warmth media with the propose of that students develop abilities of knowledge of foreign language to relate it in the social life.	Teaching Learning process	Teachers	Do you agree that digital videos activities can improve the English teaching learning process? YES <input type="checkbox"/> NO <input type="checkbox"/>	Observation	Check-list	Teachers
	English	Students				Students
		Academic Activities	Does the teacher apply digital resource as digital video activities inside school that allows to improve teaching and learning of English class applied in the Basic general Education? YES <input type="checkbox"/> NO <input type="checkbox"/>	Survey	Questionnaires	
			Do you believe that the use of ICT can improve the learning of a second language? YES <input type="checkbox"/> NO <input type="checkbox"/>			
			WHY.....			

**Author:** Yenny Piguave Alfonso

### **3.5 Techniques and instruments for data collection**

#### **3.5.1 Technique**

According to Cambridge dictionary on line the technique is a way of doing an activity that needs skill. To procedure with the scientific activity and achieve the planned goal, it applied the following techniques such as: Observation, interview and survey.

#### **3.5.2 Observation**

With the application of this technique, it observed English activities, to whom are inside the execution of this research paper, it applied the observation directed to students of eight year of basic Education at Virginia Reyes González School using a check-list, and it analyzed behaviour, material, resources required for teacher and students, and methodologies applied in class. In addition, it gives one proposal to resolve the problem that it presents during the teaching learning process.

#### **3.5.3 Interview**

For the professor of social Research at De Montfort University UK Martyn (Denscombe, 2007), It is an attractive proposition for project research involving tight control over the format questions and answers.

It interviewed to Sara Gómez, director of “Virginia Reyes Gonzalez” school in Anconcito, with the unique purpose to obtain information about strategies and methods applied inside curricular. However to execute this interview, it takes into account the following material of support, such as: digital camera, and

cellphone. The intention is to keep evidences that will serve for the development of this research paper.

#### **3.5.4 Survey**

For (Lavrakas, 2008), in the introduction of his book wrote that the survey is a systematic set of methods used to gather information to generate knowledge and to help make decisions. This instrument is more useful in the research process and this is great help to attain genuine data of problem.

The survey was based in the Variable Operationalization which was approached in the students of eighth year of basic education. In addition, these recollected data will be analyzed through tabulation and computer tools as excel then it establishes results with statistical graphics allowing an original explication.

### **3.6 Instruments for data collection**

#### **3.6.1 Questions**

It is a set questions with answers that apply to the students of eighth year of basic education at Virginia Reyes Gonzalez School.

#### **3.6.2 Digital camera**

It is an instrument which is used to capture important image that serves for the evidence of this research paper as digital video activities.

### **3.7 Data collection plan**

This data collection plan was done according to the interviews and surveys.

Chart 4: Data collection plan

<b>BASIC QUESTIONS</b>	<b>EXPLICATION</b>
1. What for?	To assess the acquired knowledge by students.
2. From which people or object?	Teacher and students.
3. About what aspects?	Class with digital videos.
4. Who?	Researcher: Yenny Veronica Piguave Alfonzo.
5. To whom?	To the students of eighth year of basic education.
6. When?	2014- 2015
7. Where?	At Virginia Reyes González School in Anconcito, Salinas, Santa Elena Province.
8. How many times?	Once a week during year 2014- 2015.
9. How?	Individually and by group way.
10. What data collection techniques?	Interview. Observation. Surveys.
11. With what?	Questionnaires and digital camera.

**Author:** Yenny Piguave Alfonzo.

### 3.8 Data processing plan

Chart 5: Data collection plan

<b>Determination of a situation</b>	<b>Data search</b>	<b>Data Collection and Analysis</b>	<b>Definition and formulation</b>	<b>Statement and solution</b>
<p>According to interview to graduate Sara Gómez principal of “Virginia Reyes González” school and survey directed to students and English teacher of eighth year. It has confirmed that the use of videos improves the English teaching learning process.</p>	<p>Once the problem was detected the researcher started looking for related information with actual problem such as books, articles, internet, and Upse library virtual among others.</p>	<p>Once the problem was confirmed in the “Virginia Reyes Gonzalez” school, surveys and interviews were applied (survey for students, interview English Teacher and Principal), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected Data that proved the use of videos in students of eighth grade at “Virginia Reyes González”, it was important to involve the principal of school and English teacher in the incoming process in order to improve the teaching learning process each student en foreign language.</p>	<p>Implementing the activities using the videos, the students of eighth grade will improve their learning.</p>

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### 3.9 Analysis and interpretation of the results

It comes for projecting the tables with their respective statistical graphs of results generated by surveys applied to students of eighth year of basic education, and teacher who teaches the subject of English Applied to Education.

#### 3.9.1 Survey directed to students

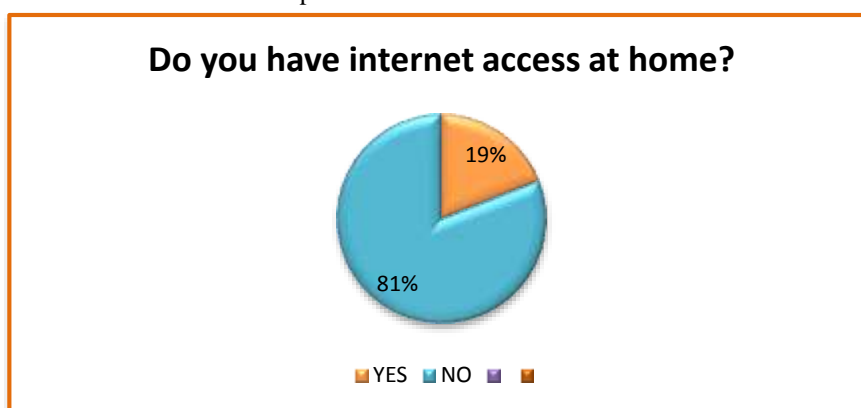
**Question 1:** Do you have internet access at home?

**Objective:** To know that quantity of students have access of internet at home.

Chart 6: Internet access at home

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	19%
No	85	81%
Total	105	100%

Graph 1: Internet access at home



Source: Survey to students at "Virginia Reyes González" School 2014

Author: Yenny Piguave Alfonzo

**Analysis:** The statistical results indicate that 81% students do not have internet and 19% of students have access to the internet at home.

**Interpretation:** Through this analysis it was found that most students do not have access to internet.

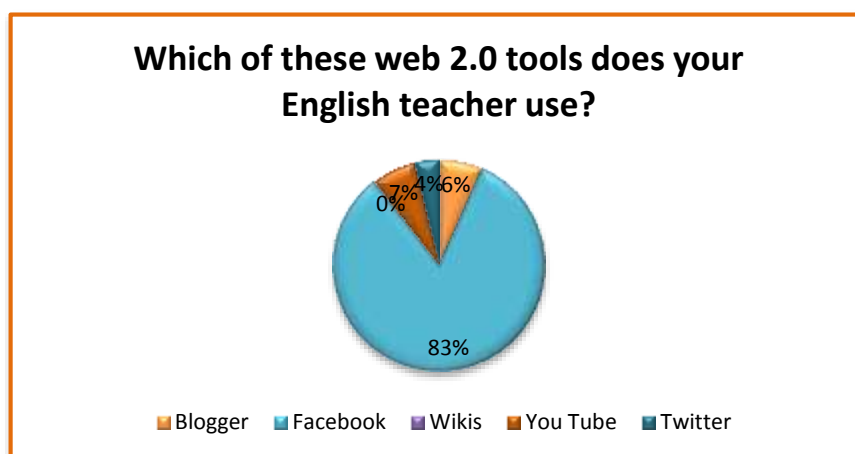
**Question 2:** Which of these web 2.0 tools does your English teacher use?

**Objective:** To verify through students if teacher uses web 2.0 tools.

Chart 7: The use of Web 2.0 tools

ALTERNATIVES	QUANTITY	PERCENTAGE
Blogger	7	6%
Facebook	87	83%
Wikis	0	0%
You Tube	7	7%
Twitter	4	4%
Total	105	100%

Graph 2: The use of Web 2.0 tools



Source: Survey to students at “Virginia Reyes González” School 2014.  
Author: Yenny Piguave Alfonzo

**Analysis:** The 83% of students indicate that teacher uses Facebook, the 7% opinioned that is You Tube, while that twitter the 4% and blogger the 6%.

**Interpretation:** According to students it establishes that teacher uses most the Facebook than other web 2.0.

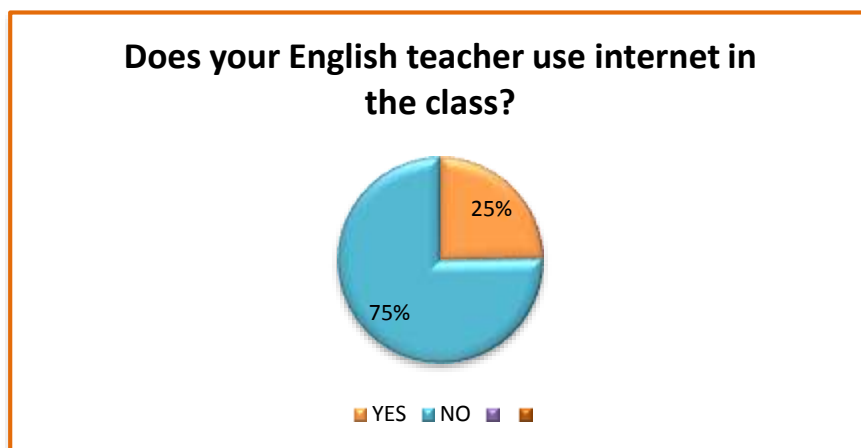
**Question 3:** Does your English teacher use internet in the class?

**Objective:** To verify through students if teacher uses internet in the class.

Chart 8: The use of internet in class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	26	25%
No	79	75%
Total	105	100%

Graph 3: The use of internet in class



Source: Survey to students at "Virginia Reyes González" School 2014  
Author: Yenny Piguave Alfonzo

**Analysis:** According to results the 75% of students affirm that teacher does not use internet and the 25% say yes.

**Interpretation:** Through this analysis it can see that teacher does not use internet in class.



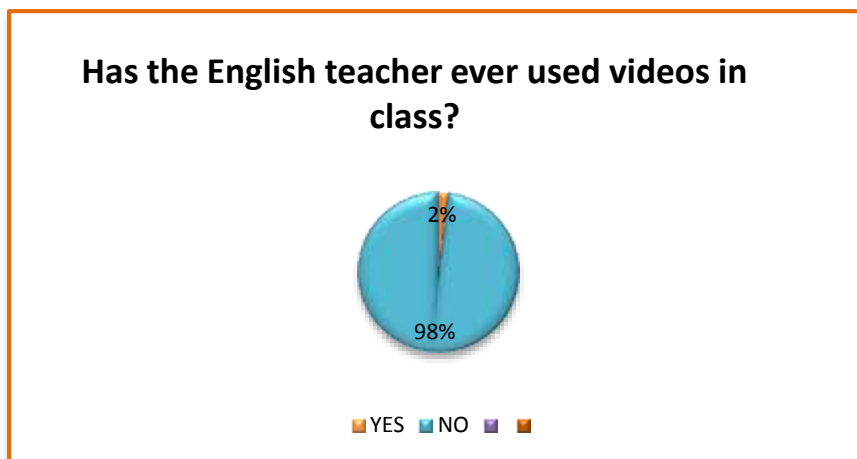
**Question 4:** Has the English teacher ever used videos in class?

**Objective:** To confirm through students' opinion If teacher has used videos in class.

Chart 9: The use of video in class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	2%
No	103	98%
Total	105	100%

Graph 4: The use of video in class



Source: Survey to students at "Virginia Reyes González" School 2014

Author: Yenny Piguave Alfonzo

**Analysis:** The results indicate that 98% of students consider that teacher does not use videos in class and 2% yes.

**Interpretation:** This analysis confirms that English teacher does not use videos.

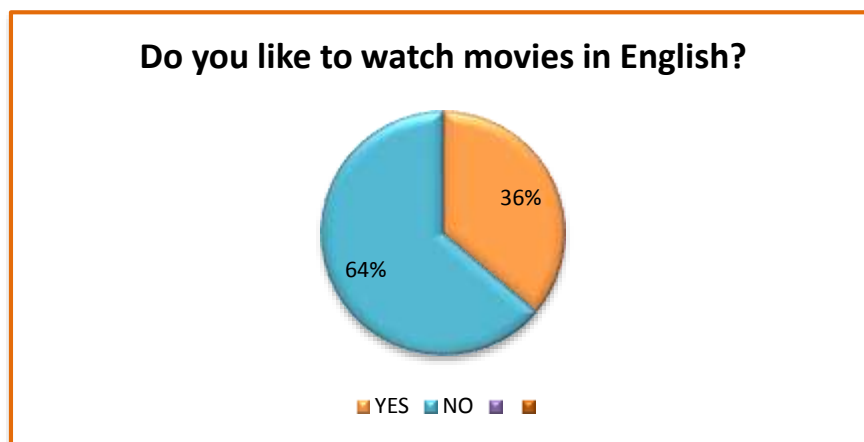
**Question 5:** Do you like to watch movies in English?

**Objective:** To make sure If students like to watch movie in English.

Chart 10: Students watch movies in English

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	38	36%
No	67	64%
Total	105	100%

Graph 5: Students watch movies in English



Source: Survey to students at “Virginia Reyes González” School 2014  
Author: Yenny Piguave Alfonzo

**Analysis:** The 64% of students express that like to watch movie in English and the 38% of students do not like.

**Interpretation:** According to this analysis, students like to watch movies in English.

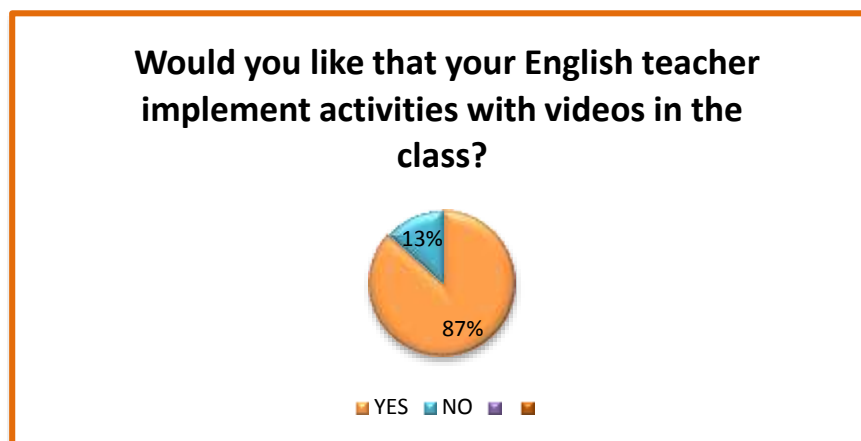
**Question 6:** Would you like that your English teacher implements activities with videos in the class?

**Objective:** To determine if students would like that the English teacher implements activities with videos in class.

Chart 11: Motivation through the use of videos in class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	91	87%
No	14	13%
Total	105	100%

Graph 6: Motivation through the use of videos in class



Source: Survey to students at “Virginia Reyes González” School 2014  
Author: Yenny Piguave Alfonzo

**Analysis:** The 87% students would like that their teacher implements activities with videos and the 13% of students would not like this.

**Interpretation:** Most students would like to learn English through videos in class and that teacher implements new activities.

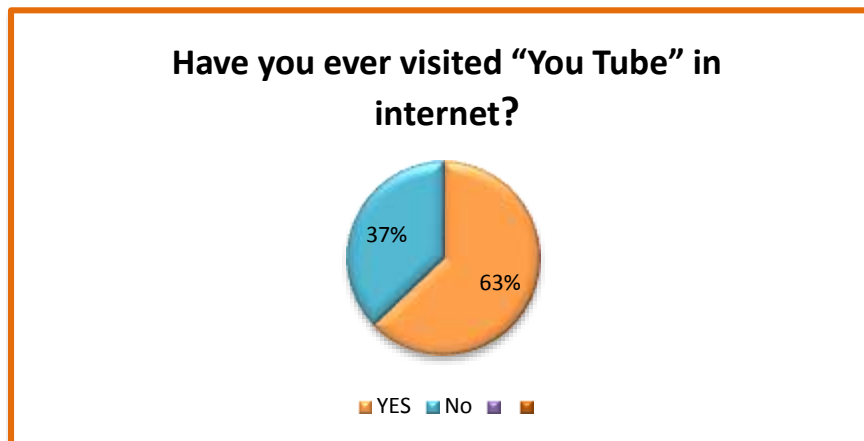
**Question 7:** Have you ever visited “You Tube” in internet?

**Objective:** To confirm if student has visited this web 2.0.

Chart 12: Surfing on websites

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	66	63%
No	39	37%
Total	105	100%

Graph 7: Surfing on websites



Source: Survey to students at “Virginia Reyes González” School 2014

Author: Yenny Piguave Alfonzo

**Analysis:** The results indicate that the 63% of students have visited “You Tube” and the 37% of students have not done it.

**Interpretation:** Most students have visited You Tube in internet.

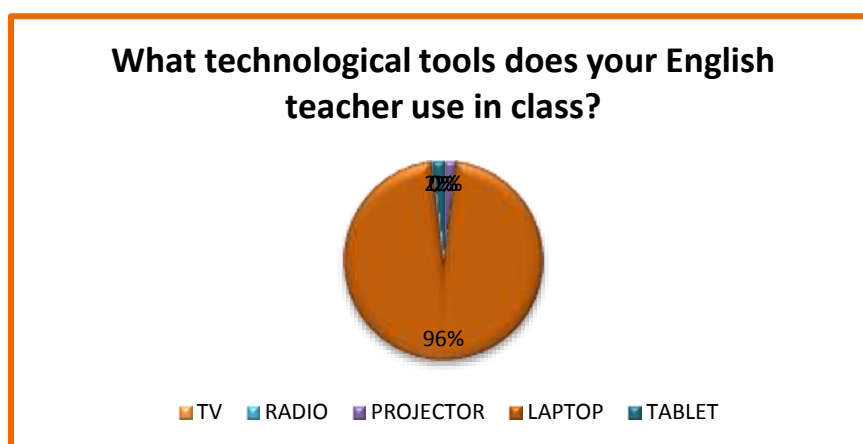
**Question 8:** What technological tools does your English teacher use in class?

**Objective:** To know through students what kind of technological tools use the English teacher in class

Chart 13: Use of technological resources in class

ALTERNATIVES	FREQUENCY	PERCENTAGE
TV	0	0%
Radio	0	0%
Projector	2	2%
Laptop	101	96%
Tablet	2	2%
Total	105	100%

Graph 8: Use of technological resources in class



Source: Survey to students at “Virginia Reyes González” School 2014  
Author: Yenny Piguave Alfonzo

**Analysis:** The 96% of students testify that the teacher use laptop, the 2% express in projector and 2% of them assure that use tablet.

**Interpretation:** The technological tool more used in class by English teacher is laptop.

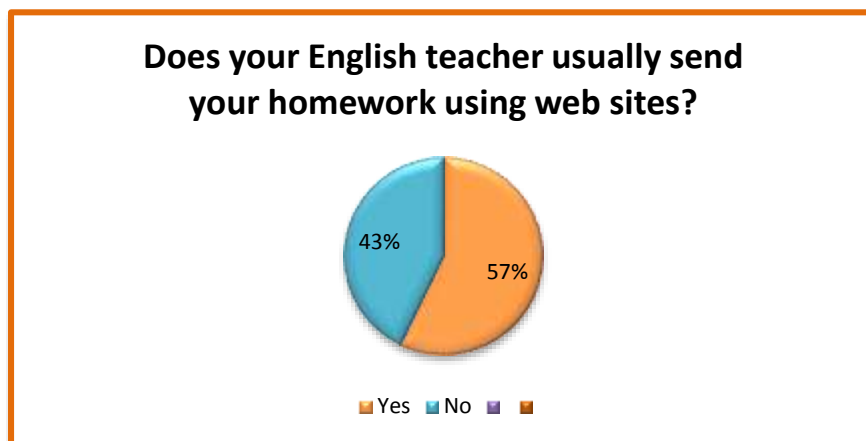
**Question 9:** Does your English teacher usually send your homework using web sites?

**Objective:** To verify if students do homework using web site.

Chart 14: Use of websites at home

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	60	57%
No	45	43%
Total	105	100%

Graph 9: Use of websites at home



Source: Survey to students at "Virginia Reyes González" School 2014  
Author: Yenny Piguave Alfonzo

**Analysis:** The statistical results indicate that 57% of students express that yes the teacher send homework in website and 43% of them assure that not.

**Interpretation:** With this analysis a little more than half of students affirm that the English teacher send homework in web site.

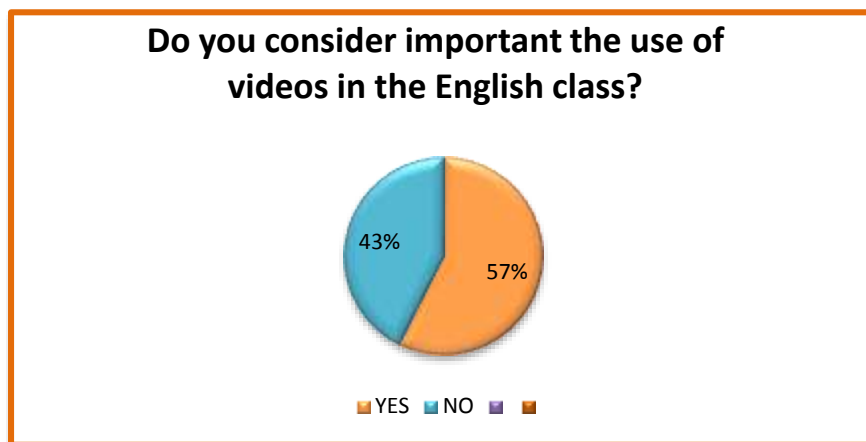
**Question 10:** Do you consider important the use of videos in the English class?

**Objective:** To know which is the important the use of video in the English class.

Chart 15: Importance of the use of videos in English class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	66	57%
No	49	43%
Total	105	100%

Graph 10: Importance of the use of videos in English class



Source: Survey to students at "Virginia Reyes González" School 2014

Author: Yenny Piguave Alfonzo

**Analysis:** The 57% of students consider important the use of videos and 43% not consider important.

**Interpretation:** The analysis indicates that a little more than half of students consider important the use of videos in the English class.

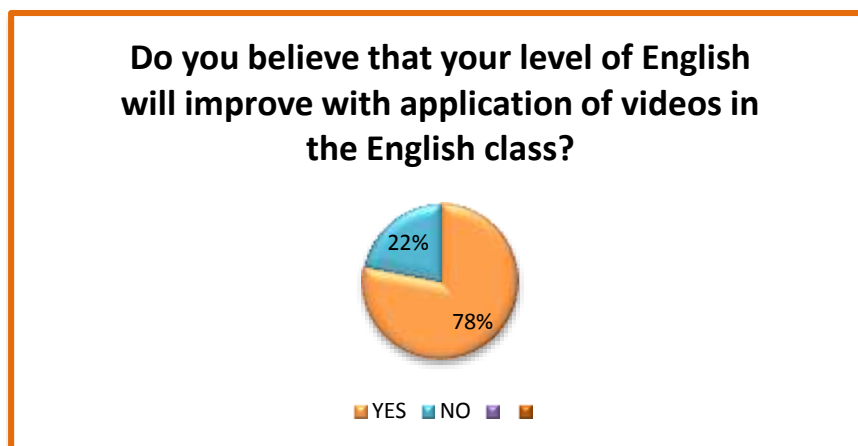
**Question 11:** Do you believe that your level of English will improve with application of videos in the English class?

**Objective:** To show if student believe that her/his level of English will improve applying videos in the English class.

Chart 16: Application of videos in English class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	82	78%
No	23	22%
Total	105	100%

Graph 11: Application of videos in English class



Source: Survey to students at “Virginia Reyes González” School 2014  
Author: Yenny Piguave Alfonzo

**Analysis:** The 78% of students believe that their level of learning will improve in English class and 22% do not believe.

**Interpretation:** The most students believe that their level English will improve using video in class.



### **3.9.2 Interview directed to English teachers**

**Question 1:** How often do you use Internet?

**Interpretation:** One of them said; yes she always uses internet and other sometimes use, because he does not have enough time to go at computer laboratory.

**Question 2:** Which of these webs 2.0 tools do you use in your class?

**Interpretation:** They teachers said that web 2.0 tools (Blogger, Facebook, Wikis, You Tube and Twitter) they use more YouTube and Facebook at home, but they not use English class because they do not use computer laboratory.

**Question 3:** Do you use internet in the English class?

**Interpretation:** One of them said; yes he uses internet in class but he does not exactly use it in the English class, and other seldom use it during the English class.

**Question 4:** Do you elaborate your lesson plans using technological tools?

**Interpretation:** All teachers said; yes they use technological tools to elaborate their lesson plans with the help of their coworker.

**Question 5:** Do you use videos in your class?

**Interpretation:** One of them confirm that he seldom uses video in class and other teacher does not use video to teach.

**Question 6:** Do you use “YouTube” videos as a learning resource in your class?

**Interpretation:** They all teachers confirm that they do not use YouTube video in The English class.

**Question 7:** Have ever you attended web 2.0 tools seminars?

**Interpretation:** They said; yes they have attended web 2.0 tools seminars but when there are these seminars only one teacher can attend.

**Question 8:** What technological tools do you use in class?

**Interpretation:** All English teachers said that they technological tools as laptop and tablet during their work.

**Question 9:** Do you usually send homework using web sites?

**Interpretation:** They confirm that they send homework to students using the websites to research different topic according to subject.

**Question 10:** Do you consider important the application of videos in your English class?

**Interpretation:** All teachers consider important and useful the application of videos in your English class.

**Question 11:** Do you believe that the teaching learning process will improve with the use of videos?

**Interpretation:** They confirm totally that the teaching learning process will improve with the use of videos. Because with digital videos students can enjoy and motivate. Besides it is a way to reach their knowledge.

### **3.9.3 Interview directed to Principal**

**Question 1:** Does your Institution have access to the internet?

**Interpretation:** Principal of school said that the institution has access to the internet thanks to National Telecommunication Corporation and support of government. Besides its take into account that this institution is been monitored by Ministry of Education because in the near it will be a Millennium school.

**Question 2:** Do you know about web 2.0?

**Interpretation:** Principal said, she does not know exactly, maybe because she does not have time to catch up on the internet. But she had listened about this. it mentioned these programs as YouTube, Facebook and Twitter. She thinks what these digital tools are helpful for the education.

**Question 3:** Do you know what digital educative resources are?

**Interpretation:** Principal said about digital educative resources that they are related with all implements of a PC (computer personal), and in this can apply activities in a machine to teacher. She thinks that educative resources are all tools that help to prepare a class.

**Question 4:** Do you believe what all teachers in this institution use technological tools and internet?

**Interpretation:** Principal said that 50% of teachers use computer, therefore some teachers are training and the government has given a computer to each teacher to learn because the institution will be a millennium school and other 50% not training because not have time or some are not able to manipulate technological resources due to their age.

**Question 5:** Do you consider that the use of videos to improve English is a current tendency?

**Interpretation:** Principal said of course! That the use of videos is a current trend to improve English because students can link to a new structure to learn and they can speak, think and see the thing from a different perspective.

**Question 6:** Would you like that English teachers use video activities in class?

**Interpretation:** Principal of institution said naturally! This comes to do an innovation and with the technological advances can change the traditional methods facilitating to the teacher its teaching. Therefore the use of videos in class is a way to motivate at students.

**Question 7:** Do you believe that the English teaching learning process will improve using videos activities?

**Interpretation:** Principal said; yes she believes that the English teaching learning process will improve especially if the school had a teacher in the area of English.

This situation was different, currently the school does not have English and computer teacher and each teacher substitute these areas.

**Question 8:** Would you support the application of videos to improve English?

**Interpretation:** Principal of school said about topic, that the pedagogical advances are pioneers in the education and our school has Educative project which are supported by parents because this is a model school in Anconcito.

The application of videos to improve English teaching learning process is “like a glove” because soon our institution will be a millennium school.

#### **3.9.4 Interview directed to Specialists**

**Question 1:** What kind of web sites do use you in your class?

**Interpretation:** All specialists use websites according to subject for example one specialist uses YouTube in the English conversation class and he usually use video to begin his class and other uses web sites of Cambridge according to manual program of book.

**Question 2:** What are the advantage that offers ICT according to your experiences in higher education?

**Interpretation:** They consider that it is one of the best advantage in the market learning investment is that technology has methods to teach like videos which are resource to motivate to students.

**Question 3:** Do you use videos in class?

**Interpretation:** They all specialist affirm that they use video in their classroom.

**Question 4:** Do you believe that with the application of videos will improve the teaching learning process?

**Interpretation:** All specialists are absolutely sure that videos are good resources and these help definitely to reinforce the language more easily in English class specially with listening and speaking.

**Question 5:** Do you believe that if an institution does not have a professional in English, its teaching will improve with these digital videos activities? Why?

**Interpretation:** Specialists consider videos to be of great helpfulness, because if an institution does not have a specialist in English, the teacher can implement activities with videos little by little.

**Question 6:** According your experiences can you say, what are the benefits that offer the use of videos in class?

**Interpretation:** All of them agreed that videos motivate to students, help to correct mistakes and other benefit is that students can practice speaking through discussion.

**Question 7:** What advice will you give to the principal school that not has a professional in the English class?

**Interpretation:** Specialist suggests to the principal school that it is better to have a teacher with experience, certificated as a good professional to lot of students.

### 3.9.5 Results chart- students

Chart 17: Matrix of results - students' survey.

Alternatives		Yes Blogger TV		No Facebook Radio		Wikis Projector		YouTube Laptop		Twitter tablet		TOTAL	
		F	%	F	%	F	%	F	%	F	%	F	%
<b>1</b>	Do you have internet access at home?	20	19	85	81	0	0	0	0	0	0	105	100
<b>2</b>	Which of these web 2.0 tools does your English teacher use?	7	6	87	83	0	0	7	7	4	4	105	100
<b>3</b>	Does your English teacher use internet in the class?	26	25	79	75	0	0	0	0	0	0	105	100
<b>4</b>	Has the English teacher ever used videos in class?	2	2	103	98	0	0	0	0	0	0	105	100
<b>5</b>	Do you like movies in English?	38	36	67	64	0	0	0	0	0	0	105	100
<b>6</b>	Would you like that your English teacher implements activities with videos in the class?	91	87	14	13	0	0	0	0	0	0	105	100
<b>7</b>	Have you ever visited "YouTube" in internet?	66	63	39	37	0	0	0	0	0	0	105	100
<b>8</b>	What technological tools does your teacher use in class?	0	0	0	0	2	2	101	96	2	2	105	100
<b>9</b>	Does your English teacher usually send your homework using web sites?	60	57	45	43	0	0	0	0	0	0	105	100
<b>10</b>	Do you consider important the use of videos in English class?	66	57	49	43	0	0	0	0	0	0	105	100
<b>11</b>	Do you believe that your level of English will improve with application use of videos in the English class?	82	78	23	22	0	0	0	0	0	0	105	100

Source: Survey to students at "Virginia Reyes González" School 2014

Author: Yenny Piguave Alfonzo.

### **3.9.6 Analysis of results – students**

It was found similar results that most students do not have access to internet at home. They establish that their teacher uses more YouTube as web 2.0 tool. However, there is a controversy with respect to if your teacher use internet in class.

Generally students like to watch movie in English and they would like to learn English through videos in class and that teacher implements new activities. Because the majority of students have visited the website “You Tube” in internet.

The technological tool more used in class by English teacher is a laptop. Therefore a little more than half of students affirm that the English teacher send homework in web site. Too a little more than half of students consider important the use of videos in the English class, because students believe that your level English will improve using video in class.



### **3.10 Conclusion**

- ❖ Students of eighth year of basic education have showed interest to learn English, but they do not have access to internet at home, this being a negative factor for their teaching learning process.
- ❖ Teachers consider important the use of technological tools and internet as resources educative but little teacher of institution know the useful of those. Because with this tool the students can interact inside class.
- ❖ The use of video in English class motivates to the students and they can develop their Knowledge and abilities acquiring a knowledge digital in their education.
- ❖ Teacher and students believe that with the application of videos activities is the best way to achieve a quality of education because they are in a digital era.

### **3.11 Recommendations**

- ❖ Nowadays the use of technology resources enrich the educational practice so teacher and parents should look for new alternative for the formation de knowledge of student as it is the access to technological tools and internet avoiding obstacle for your development of learning.
- ❖ The usefulness of technological tools should be promoted as resources educative inside school especially in the English teaching learning process.
- ❖ Digital videos activities should be used to improve the teaching learning process of a foreign language and with these the students can motivate and develop skills linguistics achieving competence during their learning.
- ❖ To achieve higher performance in education, it should apply videos activities in the English classes because it is the best alternative for student´s today.

All institution should have a good professional in English to improve the quality education of a community.

## **CHAPTER IV**

### **PROPOSAL**

#### **4.1 Informative Data**

##### **4.1.1 Title of proposal**

“Digital video activities to improve the English teaching-learning process in students of eighth year of basic education at Virginia Reyes González school in Anconcito, Salinas, Santa Elena Province. Year 2014-2015.”

##### **4.1.2 Institution**

“Virginia Reyes González” School in Anconcito, Salinas, Santa Elena Province.  
School Year 2014.

##### **4.1.3 Beneficiaries**

Students of eighth year of basic Education and teacher at “Virginia Reyes Gonzalez” School.

##### **4.1.4 Location**

Anconcito Salinas, Province of Santa Elena.

##### **4.1.5 Period of Research**

From August 2014 to February 2015.

##### **4.1.6 Responsible of research**

**Author:** Yenny Veronica Piguave Alfonso.

**Advisor:** Lcdo. Kléber Loor Zambrano MSc.

## **4.2 Background**

Siemens and Downes et al (2013) said that connectivism is the tendency of digital world, evidently with the introduction of internet and digital video, the education has made innovative changes contributing in the first place as a media of communication between teacher and student.

After a long research it was noticeable to obtain a proposal about how to improve the English teaching learning process through digital video activities for the students of eight year of basic education at “Virginia Reyes González” School, in order to help them with their learning of a second language, in addition this modality derives and connects with today’s technological advances which are acutely important in an educative field.

It is important to highlight that the Erben, Ban, and Castañeda et al. (2009), they have considered that videos permit to obtain great learning outcome in students and teacher, and this is the reason why the implementation of new digital didactic resources improve English teaching learning process. Those can find in websites like Google sites.

The proposal of this research is try to solve the problems found at “Virginia Reyes González” School using several video techniques as resources didactic resources.

Finally, this proposal has an effective application for students due to its diffusion promotion and application.

Then, each page will be explained in detail how this proposal will be carried out.

### **4.3 Significance**

Thinking in the videos as a pedagogical strategy, it is to think in a wide range of discoveries, imaginative richness, enjoyment and knowledge, Students can acquire experiences and abilities for their strengthening of learning of a foreign language through various digital activities. This Proposal is of great significance in the field of education and modernism, because with these technological tools, students will improve their learning.

The use of digital videos activities are used by many educators and institutions what are located in great or principal cities as private school, but in the institutions of rural zones like “Virginia Reyes González” School located in Anconcito, this school some teachers do not use properly the technology tools why they are not sufficiently trained so that most teachers still apply traditional methods, the intention of this research work does not take out teacher. Indeed, it tries of the improvement of learning of students of eighth year of basic education.

It executes the proposal, and it possesses in the “Virginia Reyes González” School to resolve the trouble benefiting to students of eighth year, and for what English teachers have facility to use new techniques and digital resources as digital videos activities and that he or she can impart new knowledge during the English class. In other words look for the new alternatives that offer the technology and internet.

The feasibility of this proposal can be executed due to the acceptance of principal of school Sara Gómez, who demonstrates to be according to with this proposal because it is great support for teaching learning process and development of the Institution. Because Virginia Reyes González School will be a School Millennium in a short time.

#### **4.4 Objectives**

##### **General Objective**

To improve English teaching learning process through digital video activities for the students of eighth year at “Virginia Reyes González” School.

##### **Specific Objectives**

- ✓ To promote the use of video activities as pedagogical resource for strengthening the learning of students.
- ✓ To apply digital activities through video techniques for the students of eighth year of basic education.
- ✓ To evaluate the English learning of students using a rubric during the digital video activities in the Virginia Reyes González School.

#### **4.5 Design and Development of the Proposal**

##### **4.5.1 Digital video activities**

Digital video activities are used to show stimulating questions allowing to the students to explore through image, words, and sound developing skills of a new language, achieving a meaningful and cooperative learning.

Currently digital video is a common form of media on the Web. And it is beneficial for who teach and learn with online activities, as access to video of interesting topic which becomes increasingly available in the education. In question of administration the use of digital video is basic, management and economic. However, if it wishes to explorer this website, it is not necessary of a specialized personal, because there is tutorial about each topic.

With regard to communication tools, digital video nowadays presents a linguistic and semiotic data and to the language learning process.” these can be shared in websites such as Google drive, Google site, and Google docs, where you can link, modify, and eliminate content according to needs.

It’s well known that Virginia Reyes González School has a Computer Laboratory with access to the internet and Wi-Fi, where both teachers and students can develop perceptive and reproductive skills of English language in a way they can practice.

**Illustration 1:** Application of digital video activities.



**Source:** Computer laboratory at “Virginia Reyes González” School 2014 -2015.

**Author:** Yenny Piguave Alfonzo.

From December 13<sup>th</sup> 2014 to February 6<sup>th</sup> 2015; digital video activities were applied to students of eighth year at Virginia Reyes González School in the computer laboratory. Teachers applied activities with video techniques which were modified with digital technology.

The application of digital video activities through video techniques has an objective, which is to help to improve the teaching learning process between teacher and student. Nowadays use technological tools as didactic resources, facilitating the comprehension in the students during the acquisition of new knowledge so that students can learn of way visually involving them in the digital education.

#### **4.6 Impact**

The application of digital video activities will influence positively in Education and through society. Specially in education because English teacher should be a support to promote new knowledge, techniques and methodologies for the teaching and to train up children with skills and capacities, and that students can integrate.

Digital video activities are an important factor in the learning of teenagers because students are in the age at which everything changes like digital age. In fact the digital videos have a great influence on the students because they can learn and can be engaged with their teaching learning process in a different way. But for this it is necessary to use techniques to teach through digital video activities which are essential to help to the students in their knowledge.

It has considered the following impacts.



- ✓ Students should be motivated to participate in the teaching learning process
- ✓ Teacher should be prepared for changes constantly in the education with the best techniques, strategies and didactic resources to transmit significant and collaborative knowledge for students.
- ✓ School should use didactic materials according to needs of the community in order to give a good quality of education.

#### **4.6.1 Educational impact. Socialization to teachers**

##### **4.6.1.1 Training workshop for teacher**

**Title of workshop:** “The influence of digital video activities and their application in the English class.”

**Objective:** To highlight the influence of digital video activities like didactic resources.

**Time:** 1hour      **Participants:** 4 teachers      **Guided:** Teachers

Chart 18: Training workshop for teachers.

<b>Objective</b>	<b>Content</b>	<b>Activities</b>	<b>Resources</b>	<b>Evaluation</b>
To know the influence of the digital video activities in the English class. To know video techniques. Awareness the application of digital video during the English class.	Digital videos and their Influence. The use of videos in classroom nowadays. Video techniques. How apply videos in class.	To execute the workshop about influence of videos. To do activities of workshop and analyzing the different aspects. To do reporting Explanation about observation, recommendation and conclusion.	Computer Projector Pen Pencil Teachers.	Awareness about digital video activities in the English classroom, standing out responsibility as media to achieve a goal.

**Author:** Yenny Piguave Alfonso.

#### 4.6.1.2 Use of digital video activities for Teachers

During the second week of December, 2014 teachers were invited for training in digital video activities and promote digital videos activities. Then a workshop on “The influence and application of digital video activities in the English class using video techniques, to motivate and arouse interest of application of digital activities in the English class.

The use of digital video activities will be guided during English class by teachers. These digital activities will be easily used with only a click, the teacher can work and surf the internet permitting him or her to go back and forth elsewhere on the internet. With these digital activities, the English class will be more motivating.

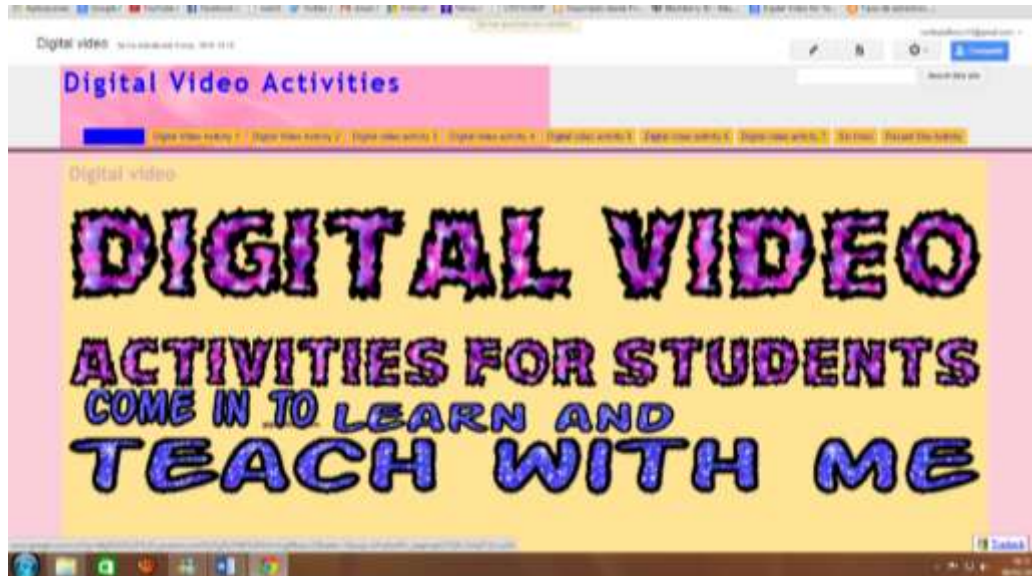
**Illustration 2:** Training workshop for teachers.



**Source:** Computer laboratory at “Virginia Reyes González” School 2014 -2015.  
**Author:** Yenny Piguave Alfonzo.

During the workshop, English teachers learned more about the use of digital video activities which are found in Google sites <https://sites.google.com/site/yenicitave/>.

**Illustration 3:** Web sites with Digital video activities and techniques.



**Source:** <https://sites.google.com/site/yenicitave/>.

**Author:** Yenny Piguave Alfonzo

Teacher can adapt it and use these digital video activities and can check the techniques of video <https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers>. Which will serve for the new project that government has for the Institution.

## 4.7 Methodology

Chart 19: Methodology.

Statements	Indicators	Methods of verification	Assumption
Aim To improve the English teaching learning process in the students of eighth grade of basic education through digital video activities with techniques of video.	Achieve 100% of application of digital video activities	Determinate the date and schedule to application of digital activities as didactic resource	Are there government financing?
Propose Promote the use of video activities in class for the principal and English teacher	Achieve 100% of benefits that offers the application de video activities for English teacher.	To verify the usefulness of videos for teacher	Are there arrangement and support of authorities and parents?
Laboratory Physical area is with the technology resource as internet to apply the digital video activities	Motivate the 100% of learning of students in the Computer Laboratory	Principal and teacher use the videos for strength the learning	Authorities give possibilities to achieve this work research
Activities To use all context that has the videos according updating and strengthening curricular	To improve the teaching learning process through digital video activities.	Application of video activities with techniques in English class.	Authorities allocate financial resources for courses

**Author:** Yenny Piguave Alfonzo.

#### 4.8 Action plan. Digital video activities to improve English teaching-learning process

Chart 20: Action Plan.

Activities	Objective	Date				Responsible
		December 2014				
		1	2	3	4	
Application of an English class with traditional method	To identify the level of students' knowledge through a diagnostic					English Teacher
To apply unit # 1 Where are you? "The simple present of verb to Be with the Freeze frame technique	To practice speaking through pronunciation and grammar applying the verb to be					English Teacher
		Date				
		January 2015				
		1	2	3	4	
To apply unit #2 Where are my things? "Prepositions of place" with The Prediction Technique	To develop the speech identifying prepositions through predictions					English Teacher
To apply unit # 3 My family "Possessive adjectives" with Watcher and Listener technique	To practice speaking and listening through the observation and hearing applying possessive adjectives					English Teacher
To apply unit #4 Counting animals " Nouns: singular and plural applying silent viewing technique	To stimulate speaking and writing through guess applying plural and singular nouns					English Teacher
		Date				
		February 2015				
		1	2	3	4	
To apply unit #5 My abilities The use of modal verb can with thinking and feeling technique	To practice the speaking and writing expressing emotion and feeling according to your own language					English Teacher
To apply unit #6 Description of people using adjectives with the sound only technique.	To develop the comprehension through listening.					English Teacher
To apply unit #7 Careers week The preposition of time applying the story telling	To stimulate oral and writing composition through of a small story using preposition of time					English Teacher

**Author:** Yenny Piguave Alfonso

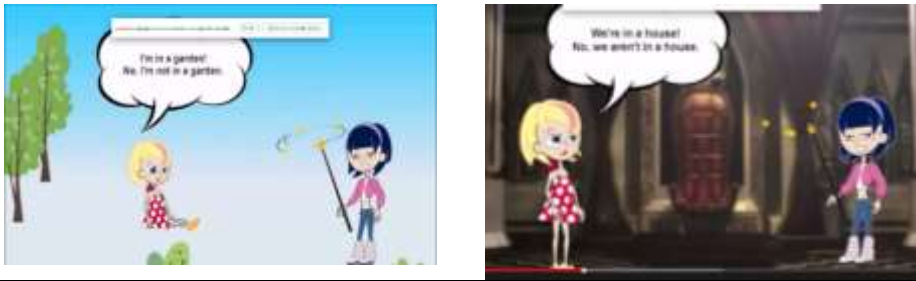
## **PROPOSAL INTRODUCTION**

The presence of digital videos has always had enormous potential in the language class thanks to recent advances in technology. All teachers can apply the digital video activities as didactic resources to teach a second language.

The use of digital video activities are important support in the development of skills of the eighth year students at “Virginia Reyes González” school, which permit students to be in a margin of capacities and competences like the current society and education of the province of Santa Elena demand. During the school year 2014-2015, this project will help to improve the teaching learning process of a foreign language like English.

The digital video activities are based on video techniques such as silent viewing, freeze frame, prediction, thinking and feeling, sound only, watcher and listener, and telling story, which are used to increase the knowledge and to raise the interest of students by visualizing, listening, writing and reading. Therefore they can develop some qualities not acquired during their school activity. All these techniques are found on websites like Google sites, <https://sites.google.com/site/yenicitave/> for the teaching learning process, which allows the interaction of teacher and students. Therefore, they are great resources to motivate students. In other words, teaching English through digital video activities provides visual stimuli which are easier and more motivating for students and facilitates the development of skills and increases oral communication during the teaching learning process.

### 4.8.1 Digital Video Activity 1

Activity # 1	
Topic: Where are you?	Lesson: 40 minutes
	
<p><b>Objective:</b> To identify the different tenses of verb to Be through sentences applying digital video activities.</p>	
<p><b>Expected Results:</b> To practice the pronunciation and grammar of English language through sentences with the verb to Be.</p>	
<p><b>Material resources:</b>            Google sites: <a href="https://sites.google.com/site/yenicitave/digital-video-activity-1">https://sites.google.com/site/yenicitave/digital-video-activity-1</a>  <u>Book: Education Ministry of Ecuador English book</u>  <u>projector</u>  <u>laptop</u>  <u>Internet</u></p>	
<p><b>Technique:</b> freeze frame</p>	
<p><a href="https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/freeze-frame-tehcnique">https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/freeze-frame-tehcnique</a></p>	
<p><b>Activities:</b>            Teacher shows digital video and students watch the video then the teacher freezes the screen in order to read each dialogue.            Then, teacher asks students about the dialogue using questions as where is she? or Where are they?            Teacher explains the three forms of the verb To Be in the present tense.            Teacher reads the sentences in the digital activity and students repeat, practicing pronunciation that they have learned.            To make a list of sentences using the verb to be like it was showed in the digital video activities.</p>	

#### 4.8.1.1 Application of freeze frame technique

This technique involves the use of pause with a click on the digital video to ‘freeze’ the picture on the screen. It allows students to look more closely at individual images or utterances within a sequence.

**Illustration 4:** Application of Freeze Frame Technique.



**Source:** <https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/freeze-frame->  
**Author:** Yenny Piguave Alfonzo

This technique has been applied with the following steps:

- a) Freeze acts when the teacher stops the video just at the point when a character is about to respond to a question using the verb BE.
- b) Prediction consists during the initial viewing of a section when it can do freeze frame and ask about either dialogue or events using the questions.
- c) Reproduction acts when the students have already seen a section of the video.
- d) Assessment measures students’ comprehension in order to compare ideas and answer with the event actually happens.
- e) Rewind slightly so that students can hear the utterance again, and repeat with teacher or following the character’s voice.

Activity:

Answer the questions when the teacher stops the video.



1. Write sentences about dialogue as possible until the teacher say stop

2. Write and complete the sentences with verb to Be according to the video.

Compare with your classmate the sentences if he/ she has some additional sentences and write the sentence into the box.



## 4.8.2 Digital Video Activity 2

Activity # 2	
Topic: Where are my things? Lesson: 40 minutes	
Objective: To identify prepositions of place doing predictions for the development of language through digital video activities.	
Expected Results: Students identify the prepositions of place through sentences improving the comprehension, fostering speaking and discussion.	
Material resources: Google sites: <a href="https://sites.google.com/site/yenicitave/digital-video-activity-2">https://sites.google.com/site/yenicitave/digital-video-activity-2</a> Book: <u>Education Ministry of Ecuador English book</u> <u>projector</u> <u>laptop</u> <u>Internet</u>	
Technique: Prediction	
<a href="https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/freeze-frame-tehcnique">https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/freeze-frame-tehcnique</a>	
Activities: Teacher shows the video and gives a click to stop the video. To elicit from the classroom with questions; what is this, where is it. Then the teacher shows all sequences of the video. Teacher asks students what is the topic about or the idea about the video activity. The teacher explains about preposition of place showing digital activity. Teacher and students read sentence identifying the prepositions of place. Teacher assesses students asking what are the prepositions of place? Students work on their workbook Page 119.	

#### 4.8.2.1 Application of prediction technique

This is one of the simplest and most popular techniques for using video in the English class. It serves for developing comprehension, fostering speaking skills and promotion discussion.

**Illustration 5:** Application of Prediction Technique.



**Source:** <https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/prediction-technique>

**Author:** Yenny Piguave Alfonzo.

The steps to apply this technique are:



- a) It stops with a click on the digital video activities at a certain point.
- b) Elicit from the class what happens or what is said next.
- c) It predicts the title or topic sharing your ideas about the video.

Activity:

Answer

1. What do you think the video is about?  
.....
2. Where is the clock? /where is the picture?  
.....
3. What did you read in the video?  
.....
4. Write the preposition of place what you can see, listen and read.  
.....

### 4.8.3 Digital Video Activity 3

Activity # 3	
Topic: My family Lesson: 40 minutes	
Objective: To recognize the possessive adjectives using digital video activities improving speaking and listening skills.	
Expected Results: Learner recognizes the possessive adjective developing a good listening and speaking through observation and listening	
Material resources: Google sites: <a href="https://sites.google.com/site/yenicitave/digital-video-activity-3">https://sites.google.com/site/yenicitave/digital-video-activity-3</a> <u>Book: Education Ministry of Ecuador English book</u> Laptop Projector Internet	
Technique: Watchers and listeners	
<a href="https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/prediction-technique">https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/prediction-technique</a>	
Activities: Teacher divides into two groups half classroom listen and the other half only watch. To show the video and it can repeat the digital video activities. Then the teacher asks each group what did you listen? And another group what did you watch? Listener explains what they have seen then Watchers speak what they have seen. Students compare their ideas about their family, teacher explains the possessive adjective using video Students work on their book page 120 and 121.	

#### 4.8.3.1 Application of Watcher and listener Technique

This technique is very important in the teaching learning process of a foreign language because it provides observation and accurate reporting in the practice of speaking.

**Illustration 6:** Application of Watcher and listener Technique



**Source:** <https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/watcher-and-listener>

**Author:** Yenny Piguave Alfonzo



The steps to apply this technique are:

- a) Here Students are divided in two groups.
- b) Half the classroom watches the screen and the other half listens.
- c) Then the watchers explain to the listeners what they have seen on the digital video, and the watchers ask is to tell the story to the listeners.
- d) Then the listeners tell what they have heard from the teacher.

Activity:

1. Student A watches the, student B does not.
2. Students tells about adjectives (teacher may sometimes repeat the video).
3. Pairs form group four.
4. Student B tells about possessive adjective to another student A.
5. Group of four write the adjective possessive (with a time limited).
6. Group writes adjective possessive on the board.
7. Students watch all the video with sound.

#### 4.8.4 Digital Video Activity 4

Activity # 4	
Topic: Counting animals Lesson: 40 minutes	
Objective: To identify singular and plural nouns through digital activity stimulating the speaking and writing skills.	
Expected Results: Students speak and write singular plural nouns	
Material resources: Google sites: <a href="https://sites.google.com/site/yenicitave/digital-video-activity-4">https://sites.google.com/site/yenicitave/digital-video-activity-4</a> Book: Education Ministry of Ecuador English book Laptop Projector Internet	
Technique: Silent viewing	
<a href="https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/watcher-and-listener">https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/watcher-and-listener</a>	
Activities: Teacher shows video in turn down and students only watch the video for seconds. The teacher asks student using the questions; how many are there? One or two. Then the teacher explains singular and plural nouns then students repeat the pronunciation of singular and plural nouns. The teacher asks students the plural noun according to words of digital activity. Students work on their book page 123.	

#### 4.8.4.1 Application of Silent Viewing Technique

**Illustration 7:** Application of Silent Viewing Technique



**Source:** <https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/silent-viewing-te>

**Author:** Yenny Piguave Alfonzo

This technique is excellent for stimulating speaking and writing of a learner. So that the silent viewing technique involves playing the video extract with the sound turned down, and students watch the video and decide what is going on and what the speakers are saying.

However, with this technique students obtain two advantages by watching a scene with the sound off, which are:

- 1) That students absorb the content without the anxiety of having to understand the language.
- 2) That students have an opportunity to fit the language that they listen a second time and can better their level of comprehension because a second time just includes both sound and picture.

Silent Viewing has the following steps to be applied:



- a) Making a click in the volume of digital video for that the sound is turned down.
- b) Students watch the video and then they can predict or guess about what they have just seen silently on the video.
- c) Students want to communicate their interpretations.

Activity:

What and answer the question:

1. How many animals are there in the video?
2. How many bears were there?
3. What happen with nouns?
4. Write the plural of the singular nouns.

### 4.8.5 Digital Video Activity 5

Activity # 5	
<p>Topic: My abilities Lesson: 40 minutes</p>	
<p>Objective: To express your thinking and feeling through abilities using the modal verb Can.</p>	
<p>Expected Results: Students express their through and emotion improving the language.</p>	
<p>Material resources:            Google sites: <a href="https://sites.google.com/site/yenicitave/digital-video-activity-5">https://sites.google.com/site/yenicitave/digital-video-activity-5</a>            Book: Education Ministry of Ecuador English book            Laptop            Projector            Internet</p>	
<p>Technique: Thinking and Feeling</p>	
<p><a href="https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/thinking-">https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/thinking-</a></p>	
<p>Activities:            Teacher shows the digital video activity and reads the sentences after students repeat it for a better comprehension.            The teacher explains about the use of the modal verb Can using a video activity.            The teacher asks students what is your ability using questions Can you swim? Can you sing? or Can you cook? .....</p> <p>Students write sentences using the verb “can” to know their abilities.            Students can identify their self-expressing their thinking and emotion about their ability.</p>	



#### 4.8.5.1 Application of Thinking and Feeling Technique

This is designed to focus on the thinking and feeling of the characters in a video sequence, and their relation to what is said.

This technique consists that students have watched the video and they can express their emotion and thought about the topic what are their abilities.

**Illustration 8:** Application of Thinking and Feeling technique.



**Source:** <https://sites.google.com/site/venicitave/techniques-of-video-for-teachers/thinking->

**Author:** Yenny Piguave Alfonzo

And steps for this technique are the following:

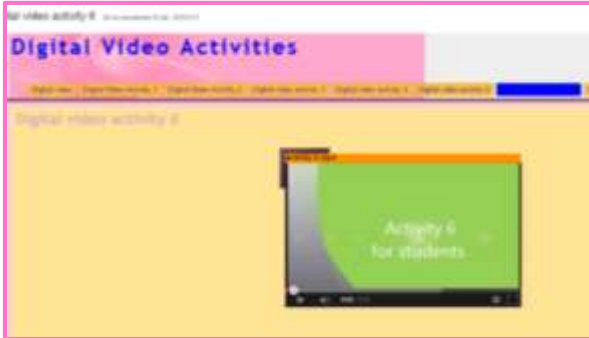

1. Apply the digital video activities.
2. Students watch and listen with attention.
3. Teacher can repeat the video for a better comprehension.
4. Students can express that have thought about the video.

Activity:

Look for answer to the following a questions as you watch in the video.

1. What do you think about the video?
2. According to the video what is your ability?
3. Express about your ability.

#### 4.8.6 Digital Video Activity 6

Activity # 6	
Topic: Description of people Lesson: 40 minutes	
Objective: To develop students` comprehension trough listening activities applying adjectives.	
Expected Results: Students have developed the comprehension describing people through listening.	
Material resources: Google sites: <a href="https://sites.google.com/site/yenicitave/digital-video-activity-6">https://sites.google.com/site/yenicitave/digital-video-activity-6</a> Book: Education Ministry of Ecuador English book Laptop Projector Internet	
Technique: Sound only	
<a href="https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/sound-only">https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/sound-only</a>	
Activities: Teacher minimizes the digital video and students are only listening and put much attention. The teacher repeats again video for a better comprehension. To ask the students what are adjectives and that they have listened. Teacher checks students` expectation with the digital video activities. Students work on their book page 73.	

#### 4.8.6.1 Application of Sound Only Technique

The application of videos with this technique helps the comprehension and at the development of listening and speaking as an assessment instrument in the intermediate participant. It provides practice in describing and identifying things or people by their description and following an oral description of something.

**Illustration 9:** Application of Sound Only Technique.



**Source:** <https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/sound-only>

**Author:** Yenny Piguave Alfonzo

This technique to be applied, it is necessary the following steps:



- To minimize the video with a click leaving only the audio or sound for what they hear or teacher can cover the lent of the projector.
- Students are only listening with attention the dialogue.
- It repeats the sound or audio for a good comprehension.
- The teacher asks students and they can predict about what they have listened.
- The teacher asks students and they can predict about what they have listened.

Activity:

Students complete a task about video (like filling in of a chart) with information gleaned from the listening.

No.	Pronouns	Verb	adjectives
1	She	Is	tall
2			
3			
4			

#### 4.8.7 Digital Video Activity 7

Activity # 7	
Topic: Careers week Lesson: 20 minutes	
Objective: To recognize the preposition of time stimulating oral and writing composition through a short story	
Expected Results: Students use preposition of time writing short compositions and telling your own story.	
Material resources: Google sites: <a href="https://sites.google.com/site/yenicitave/digital-video-activity-7">https://sites.google.com/site/yenicitave/digital-video-activity-7</a> Book: Education Ministry of Ecuador English book Laptop Projector Internet	
Technique: Storytelling	
<a href="https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/telling-story">https://sites.google.com/site/yenicitave/techniques-of-video-for-teachers/telling-story</a>	
Activities: Teacher shows the entire video students. Students watch, listen and read captions of the video. The teacher asks students about digital video using questions where is she? or where is her mother? Students identify preposition of time through video captions with the help of their teacher. The Students make a short story using the preposition of time and then they tell their own story. Students work on their book page 128 and 129.	

#### 4.8.7.1 Application of Storytelling Technique

This technique is designed to stimulate oral and written composition and it focuses in the development of speaking and reading skills.

**Illustration 10:** Application of Storytelling Technique.



**Source:** <https://sites.google.com/site/venicitave/techniques-of-video-for-teachers/telling-story>

**Author:** Yenny Piguave Alfonzo.

The steps are the following:

1. It shows all video activity with captions.
2. Student can watch and read to obtain a good result of comprehension.
3. It asks students about the video.
4. Students try to construct their own story similar at the video.

Activity:

According to video you answer the questions:

1. Did you read the caption of the video?  
.....
2. Who are speaking in the video?  
.....
3. Write the preposition that you read in the video.  
.....
4. Write a short story about you using the preposition.  
.....

## **4.9 Evaluation of digital video activities with techniques**

### **4.9.1 Evaluation**

It has considered for this evaluation four important steps:

Diagnostic Stage is the assessment to know the level of students' knowledge.

Formative Stage is to know the process of learning achievements.

Summative stage is the process to know the degree of learning.

Satisfaction stage is the result of students' satisfaction through Likert scales.

In the chart 33, it can observe the learning before the application digital video activities. In fact has an objective what is to know level of learning and useful of book.

Chart 21: Diagnostic test of students.

N0.	Students	Diagnostic test	
		Quantitative	Qualitative
1	Alvarez Cedeño Karla Alexandra	3,25/10	Fair
2	Anchundia Clemente Emely Adriana	1,50/10	Poor
3	Angulo Reina Alina Melisa	2,40/10	Poor
4	Anzulez Arteaga Juliana Michelle	3,00/10	Fair
5	Barco Almeida Yulán Michelle	2,45/10	Poor
6	Cedeño Zambrano Nayeli Mabel	2,25/10	Poor
7	Del Pezo Perez Rosa Daniela	3,60/10	Fair
8	Macías Coquinche Ana Cristina	4,00/10	Fair
9	Quiñonez Bone Alisson Denisse	2,60/10	Poor
10	Reyes Arana Evelyn Vanessa	2,50/10	Poor
11	Rezabala Cedeño Virginia	3,10/10	Fair
12	Solorzano Ponce Jocelyn Maholy	3,00/10	Fair
13	Valencia Mero Pamela Thayry	1,80/10	Poor
14	Vega Bone Lisbeth Magdalena	2,00/10	Poor
TOTAL		2,67/10	Poor

**Author:** Yenny Piguave Alfonso.

In this chart 34, it can observe the results of each students with activities of digital video. I n the following chart only it detailed a part rating of students like sample.

Chart 22: Rating of students of each digital activity with technique.

No.	STUDENTS	I ACT.	II ACT.	III ACTI.	IV ACT.	V ACT.	VI ACT.	VII ACT.
1	Alvarez Cedeño Karla Alexandra	3,70	3,90	4,50	4,80	4,85	6,60	8,80
2	Anchundia Clemente Emely Adriana	2,70	4,85	3,95	5,25	5,80	4,20	5,00
3	Angulo Reina Alina Melisa	2,75	4,90	5,25	6,60	7,95	6,50	7,10
4	Anzulez Arteaga Juliana Michelle	3,20	6,45	6,60	6,80	7,15	7,98	8,25
5	Barco Almeida Yulán Michelle	2,90	6,10	5,25	6,40	8,00	5,60	7,70
6	Cedeño Zambrano Nayeli Mabel	4,80	6,40	5,60	8,00	5,25	6,50	4,50
7	Del Pezo Perez Rosa Daniela	3,95	7,90	7,80	6,65	4,90	7,17	5,50
8	Macías Coquinche Ana Cristina	8,50	9,00	7,50	7,85	8,40	8,85	9,00
9	Quiñonez Bone Alisson Denisse	3,00	4,60	5,00	4,25	5,70	6,90	5,00
10	Reyes Arana Evelyn Vanessa	3,00	6,20	5,50	4,75	4,00	5,25	4,60
11	Rezabala Cedeño Virginia	4,00	4,15	6,25	4,35	4,60	5,90	5,15
12	Solorzano Ponce Jocelyn Maholy	4,10	5,30	4,80	5,15	5,37	5,80	6,00
13	Valencia Mero Pamela Thayry	2,45	2,45	3,00	3,15	3,60	3,75	3,70
14	Vega Bone Lisbeth Magdalena	2,50	4,75	3,80	6,75	6,39	5,50	6,50
	<b>Average</b>	3,68	5,35	4,73	5,76	5,85	6,17	6,20

Author: Yenny Piguave Alfonso.



It has considered either the total average of rating for then to be compared with a before and a after in the teaching learning process at students of eighth year of basic education.

Chart 23: Total average rating of students.

N0.	Students	Rating	
		Quantitative	Qualitative
1	ALVAREZ CEDEÑO KARLA ALEXANDRA	5,31/10	Good
2	ANCHUNDIA CLEMENTE EMELY ADRIANA	4,54/10	Fair
3	ANGULO REINA ALINA MELISA	5,86/10	Good
4	ANZULEZ ARTEAGA JULIANA MICHELLE	6,63/10	Good
5	BARCO ALMEIDA YULÁN MICHELLE	5,99/10	Good
6	CEDEÑO ZAMBRANO NAYELI MABEL	5,86/10	Good
7	DEL PEZO PEREZ ROSA DANIELA	6,27/10	Good
8	MACÍAS COQUINCHE ANA CRISTINA	8,44/10	Very Good
9	QUIÑONEZ BONE ALISSON DENISSE	4,92/10	Fair
10	REYES ARANA EVELYN VANESSA	4,75/10	Fair
11	REZABALA CEDEÑO VIRGINIA	4,91/10	Fair
12	SOLORZANO PONCE JOCELYN MAHOLY	5,17/10	Good
13	VALENCIA MERO PAMELA THAYRY	3,15/10	Fair
14	VEGA BONE LISBETH MAGDALENA	5,17/10	Good
AVERAGE		5,50/10	Good

Author: Yenny Piguave Alfonso.

#### 4.10 Strategies of improvement

Chart 24: Strategies of improvement.

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"> <li>• Use of traditional materials in the English class.</li> <li>• Do not use of laboratory computing.</li> <li>• Do not use of digital video in English class.</li> <li>• Unsuitable use of book.</li> <li>• Low level of interaction in class.</li> <li>• Low level of the students' motivation.</li> <li>• Low level of Knowledge of foreign language.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of technological resources as didactic material.</li> <li>• Use of technological tools and laboratory computing.</li> <li>• Use of digital video activities selected and edited to improve English class.</li> <li>• Suitable at book of students with digital activities.</li> <li>• Student increased the level of interaction between teacher and student.</li> <li>• Students increased the level of motivation.</li> <li>• Students increased the level knowledge of a foreign language.</li> </ul>

**Author:** Yenny Piguave Alfonzo.

#### 4.11 Interpretation of the results of the proposal

It shows in this chart the results of student's rating before and after of the Application Digital Videos Activities like a small sample. Which the students obtained a general average of 2, 67/10 during their diagnostic. However, they obtained a general average of 5, 50/10 during all digital video activities achieving to improve their knowledge in the learning English.

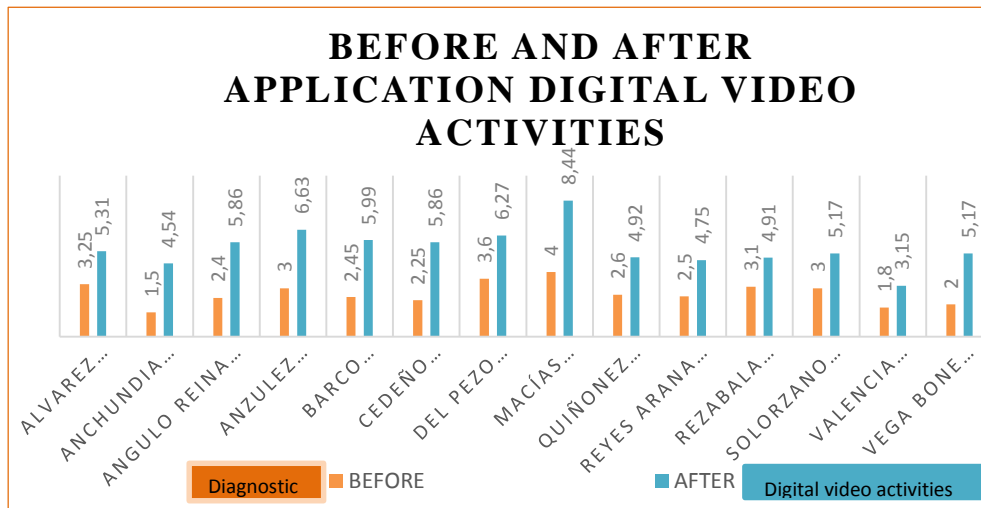
Chart 25: Results of before and after of the application digital video activities.

NO.	Students	DIAGNOSTIC TEST	TOTAL OF ACTIVITIES
1	ALVAREZ CEDEÑO KARLA ALEXANDRA	3,25/10	5,31/10
2	ANCHUNDIA CLEMENTE EMELY ADRIANA	1,50/10	4,54/10
3	ANGULO REINA ALINA MELISA	2,40/10	5,86/10
4	ANZULEZ ARTEAGA JULIANA MICHELLE	3,00/10	6,63/10
5	BARCO ALMEIDA YULÁN MICHELLE	2,45/10	5,99/10
6	CEDEÑO ZAMBRANO NAYELI MABEL	2,25/10	5,86/10
7	DEL PEZO PEREZ ROSA DANIELA	3,60/10	6,27/10
8	MACÍAS COQUINCHE ANA CRISTINA	4,00/10	8,44/10
9	QUIÑONEZ BONE ALISSON DENISSE	2,60/10	4,92/10
10	REYES ARANA EVELYN VANESSA	2,50/10	4,75/10
11	REZABALA CEDEÑO VIRGINIA	3,10/10	4,91/10
12	SOLORZANO PONCE JOCELYN MAHOLY	3,00/10	5,17/10
13	VALENCIA MERO PAMELA THAYRY	1,80/10	3,15/10
14	VEGA BONE LISBETH MAGDALENA	2,00/10	5,17/10
AVERAGE		2,67/10	5,50/10

**Author:** Yenny Piguave Alfonso.

Continue to, it shows with statistical graphics the results of before and after of the Application Digital Videos Activities.

Graph 12: Before and after of digital video activities.

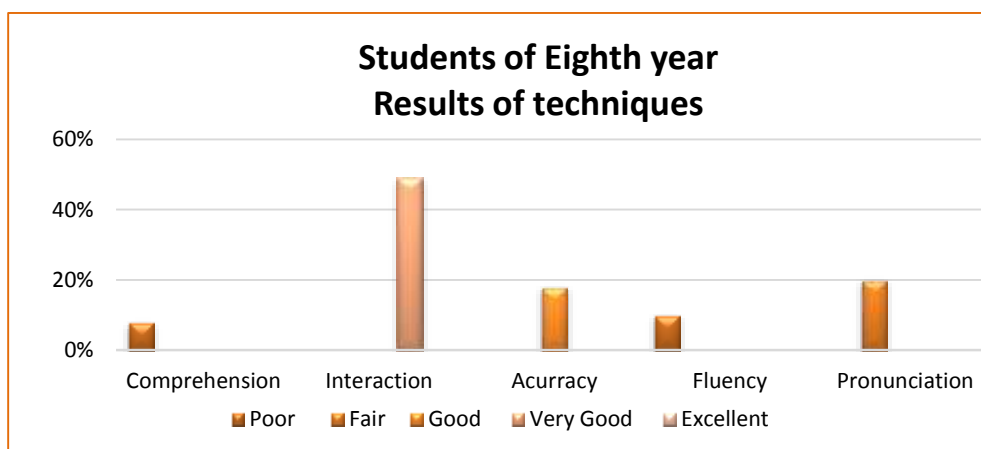


Author: Yenny Piguave Alfonso.

According to the rubric of Ministry of Education, it measured the knowledge of students through the digital video activities using video techniques. It considered “Good” the result of students’ learning in the English language.

In this graph 13, it obtained statistical result with video techniques.

Graph 13: Statistical results of techniques.



Author: Yenny Piguave Alfonso.

It achieved to improve the 49% of students' interaction, it considered poor the comprehension because 8% of students still have a problem with the understanding question and answer. Regarding, accuracy it has achieved 15% for the structuration of sentences. Fact, the fluency achieved 10% because students are the lack of hesitation. However, pronunciation in students it achieved to 20% due to the repetition of video practicing speaking. According to results obtained it believes that your level of English is fair for that with the application of digital videos activities it achieved to improve the interaction of students.

It has applied the Likert scale (see appendix 11) to know students' satisfaction about digital video activities during English that gives like result, what the 56 students strongly agree that their English class had been better. 33 students agree, and 9 students were neutral. Fact, 5 students strongly disagree and 2 students disagree. However, most of the students strongly agree with the application of Digital video activities.

Chart 26: Results of application of digital video activities through Likert scales.

Rating	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
<b>General attitude</b>	5	2	9	33	56
<b>Student involvement</b>	0	2	10	36	57
<b>Assessment</b>	2	2	15	56	40
<b>Learning</b>	4	3	25	31	42

Author: Yenny Piguave Alfonzo.

#### **4.12 Conclusion**

This research shows the influence that the application of digital video activities has in the English teaching learning process account the following conclusions:

- a) The digital video activities selected in Google sites have diverse content and they can promote an original vocabulary even reading and writing activities which can give results to achieve the objective within the teaching-learning process in English.
- b) Teacher and students can use digital video activities and resources adapted in Google sites. They can develop skills of listening, speaking, reading and writing in order they develop communicative competences.
- c) The application of new strategies always increases students' motivation during their learning.
- d) Teachers can not only teach with traditional methods, they must use technological and digital tools.
- e) Surfing on the internet it is a pedagogical tool to teach English.

#### **4.13 Recommendations**

Regarding the application of digital videos activities through technique, it considers the following recommendation.

- a) Teacher should use digital activities using Google sites and adopt them, according to the need of the teaching learning process in English.
- b) It should use the digital video activities found in Google sites considering the advantage that the internet offers to develop abilities in the learning of a second language.
- c) Students should use digital video and teacher should use technique using video those resources can adapt in Google sites to improve the teaching-learning process.
- d) Teacher should combine traditional method with a digital method to teach and improve foreign language learning. It can be applied for repeating videos once or twice according to student need.
- e) English teacher and all teacher should use internet because it is a valuable tool to teach.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 Resources

##### 5.1.1 Institutional

“Virginia Reyes González” Basic Education School.

##### 5.1.2 Human

- ✓ Student Researcher
- ✓ Guide of research paper: advisor
- ✓ Author of title
- ✓ Principal
- ✓ Area teacher
- ✓ Students

##### 5.1.3 Material

- ✓ Printer
- ✓ Cell phone
- ✓ Internet
- ✓ Computer
- ✓ Books
- ✓ Pens
- ✓ Sheets of Interview and Survey
- ✓ Digital Camera
- ✓ Flash memory
- ✓ Cartridge
- ✓ Ink (change three times)
- ✓ Paper



#### 5.1.4 Economic (Budget)

<b>Material</b>	<b>U/P</b>	<b>Total</b>
Paper (4)	3,85	15,40
Folder 4	0,75	3,00
Pens 10	0,35	3,50
Markers 5	0,75	3,75
books (3 books)	45	135,00
Photocopies (poil)	0,05	1,20
<b>Total</b>		<b>161,85</b>

<b>Technology Material</b>	<b>U/P</b>	<b>Total</b>
Computer	750,25	750,25
Cartridge 3	40,00	120,00
Ink (change three times)	33,75	102,25
Flash memory 2	18,00	36,00
Internet ( 7 months)	32,00	224,00
Digital camera	225,45	225,45
<b>Total</b>		<b>1457,95</b>

<b>Materials</b>	<b>Total</b>
Didactic materials	161,85
Technology materials	1457,95
<b>Total of Badget</b>	<b>1619,80</b>



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# APPENDIX

Appendix 1: Request to apply research work.



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
Creación: Ley No. 110 R.D. No. 368 (Suplemento) 1998-07-27  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**ESCUELA DE IDIOMAS**  
**CARRERA DE LICENCIATURA EN INGLÉS**



**Oficio n.º: ESID - CLI -2014-339-OF**  
La Libertad, 19 de Diciembre de 2014

Licenciada  
Sara Gómez  
Escuela de E.B. Virginia Reyes González  
En su despacho

De mis consideraciones:

La Sra. Yenny Piguave Alfonzo, C.I. 0918029711 egresada de la Carrera Licenciatura en Inglés, se encuentra desarrollando el trabajo de titulación previo a la obtención del título de Licenciada en Idioma Inglés de acuerdo a la información que se detalla a continuación:

TRABAJO DE TITULACIÓN	TUTOR ASIGNADO	RESOLUCIÓN
DIGITAL VIDEO ACTIVITIES AND THEIR INFLUENCE IN THE IMPROVEMENT OF ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS OF EIGHTH GRADE AT VIRGINIA REYES GONZÁLEZ SCHOOL IN ANCONCITO, SALINAS, SANTA ELENA PROVINCE. YEAR 2014-2015.	Lcdo. Kleber Loor Zambrano, MSc.	RCA-018-2014 con fecha 17 de Julio de 2014

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

Gracias por su atención.

Atentamente,

  
Glenda Pincargote Parra, M.A.D.  
Directora Escuela de Idiomas

Adjuntos:

Correo electrónico: [gpincargote@upse.edu.ec](mailto:gpincargote@upse.edu.ec)

  
CENTRO "Virgí" 1  
Por:   
Fecha: 17 Julio 2014  
Hora: 12:47  
RCA No. 1  
González

Appendix 2: Document of acceptance.



ESCUELA DE EDUCACIÓN BÁSICA  
**"VIRGINIA REYES GONZÁLEZ"**  
Anconcito - Salinas - Santa Elena  
Teléfono 2946-346  
Año Lectivo 2014 - 2015

Anconcito 19 de Diciembre, 2014

Sra. Yenny Piguave Alfonso  
Presente.-

De mis consideraciones:

La presente misiva es para comunicarle, que ante la solicitud presentada por Ud. Cuenta con la autorización para la realización del Trabajo de Titulación **"DIGITAL VIDEO ACTIVITIES AND THEIR INFLUENCE FOR THE IMPROVEMENT OF ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS OF EIGHTH GRADE AT VIRGINIA REYES GONZALEZ SCHOOL IN ANCONCITO, SALINAS, SANTA ELENA PROVINCE. ACADEMIC YEAR 2014-2015"**

Particular que comunico para los fines permitentes.

Atentamente,

  
Sra. Sara Gomez  
Directora del Escuela de Educación Básica  
Virginia Reyes González



Appendix 3: Request to a Certificate.

Anconcito, 20 de Febrero del 2015

Leda. Sara Gómez  
Directora de la Escuela  
Virginia Reyes González  
En su despacho.

De mis consideraciones:

Reciba un cordial saludo y deseos de muchos éxitos en el trabajo que realiza en beneficio de la niñez que se educa en la prestigiosa institución que rige muy acertadamente.

La presente es para solicitarles muy respetuosamente me conceda un certificado de constate la culminación del trabajo de titulación **"DIGITAL VIDEO ACTIVITIES AND THEIR INFLUENCE FOR THE IMPROVEMENT OF ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS OF EIGHTH GRADE AT VIRGINIA REYES GONZALEZ SCHOOL IN ANCONCITO, SALINAS, SANTA ELENA PROVINCE. ACADEMIC YEAR 2014-2015"**

El Trabajo de Titulación antes mencionada me permitirá alcanzar el título de Licenciatura en Inglés que realizo en la Universidad Península de Santa Elena, por lo cual es de mucha importancia se certifique mi trabajo realizado.

Atentamente,



Yenny Piguave Alfonzo  
CI: 0918029711



20 Feb 2015  


Appendix 4: Certificate.



ESCUELA DE EDUCACIÓN BÁSICA  
**"VIRGINIA REYES GONZÁLEZ"**  
Anconcito - Salinas - Santa Elena  
Teléfono 2946-346  
Año Lectivo 2014 - 2015

Anconcito 2 de Marzo 2015

Leda. Sara Gómez  
Directora de la Escuela  
Virginia Reyes González

**Certifica:**

Que la Sra. Yenny Piguave Alfonzo portadora de la C.I. N° 0918029711, culminó con éxitos el trabajo de titulación **"DIGITAL VIDEO ACTIVITIES AND THEIR INFLUENCE FOR THE IMPROVEMENT OF ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS OF EIGHTH GRADE AT VIRGINIA REYES GONZALEZ SCHOOL IN ANCONCITO, SALINAS, SANTA ELENA PROVINCE. ACADEMIC YEAR 2014-2015"**

Certifico en honor a la verdad que la interesada puede hacer uso de este certificado como considere conveniente.

Atentamente,

  
Leda Sara Gomez  
Directora de la Escuela  
Virginia Reyes González



Appendix 5: Teachers' Interview.

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



**TEACHERS' INTERVIEW**

**QUESTIONS**

1. How often do you use Internet?
2. Which of these web 2.0 tools do you use in your class?  
Blogger Facebook Wikis Twitter YouTube
3. Do you use internet in the English class?
4. Do you elaborate your lesson plans using technological tools?
5. Do you use videos in your class?
6. Do you use "You Tube" videos as a learning resource in your class?
7. Have ever you attended web 2.0 tools seminars?
8. What technological tools do you use in class? TV Radio Projector  
Laptop Tablet
9. Do you usually send homework using web sites?
10. Do you consider important the application of videos in your English class?
11. Do you believe that the teaching learning process will improve with the use of videos? Why....

Appendix 6: Students' survey.

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



STUDENTS' SURVEY

Dear students, this survey will help to obtain important information for a research paper, please take five minutes to fill it out honestly. Thanks in advance

INSTRUCTIONS:	
Read carefully each one of these questions and mark with an X the best alternative.	
NOTE: Please answer sincerely in each heading and check before to deliver.	
NO.	QUESTIONS
1	Do you have internet access at home? YES <input type="checkbox"/> NO <input type="checkbox"/>
2	Which of these web 2.0 tools does your English teacher use? Blogger <input type="checkbox"/> Wikis <input type="checkbox"/> Twitter <input type="checkbox"/> Facebook <input type="checkbox"/> YouTube <input type="checkbox"/>
3	Does your English teacher use internet in the class? YES <input type="checkbox"/> NO <input type="checkbox"/>
4	Has the English teacher ever used videos in class? YES <input type="checkbox"/> NO <input type="checkbox"/>
5	Do you like to watch movies in English? YES <input type="checkbox"/> NO <input type="checkbox"/>
6	Would you like that your English teacher implements activities with videos in the class? YES <input type="checkbox"/> NO <input type="checkbox"/>
7	Have you ever visited "You Tube" in internet? YES <input type="checkbox"/> NO <input type="checkbox"/>
8	What technological tools does your English teacher use in class? TV <input type="checkbox"/> Projector <input type="checkbox"/> Tablet <input type="checkbox"/> Radio <input type="checkbox"/> Laptop <input type="checkbox"/>
9	Does your English teacher usually send your homework using web sites? YES <input type="checkbox"/> NO <input type="checkbox"/>
10	Do you consider important the use of videos in the English class? YES <input type="checkbox"/> NO <input type="checkbox"/>
11	Do you believe that your level of English will improve with application of videos in the English class? YES <input type="checkbox"/> NO <input type="checkbox"/>

Appendix 7: Questions about interview.

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



**INTERVIEW TO PRINCIPAL**

**Questions**

1. Does your Institution have access to the internet?
2. Do you know about web 2.0?
3. Do you know what digital educative resources are?
4. Do you believe what all teachers in this institution use technological tools and internet?
5. Do you consider that the use of videos to improve English is a current tendency?
6. Would you like that English teachers use video activities in the class?
7. Do you believe that the English teaching learning process will improve using videos activities?
8. Would you support the application of videos to improve English?

Thank you for your collaboration!



Appendix 8: Interview to Specialists.

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



**INTERVIEW TO SPECIALISTS**

**Questions**

1. What Kind of web sites do you use in your class?
2. What are the advantage that offers ICT according to your experience in higher education?
3. Do you use video in class?
4. Do you believe that with implementation of video will the teaching learning process improve? Why?
5. Do you believe that if an institution does not have a professional in The English, its teaching will improve with this digital video activities? Why?
6. According to your experience can you say, what are the benefits that offer the use of videos in a class?
7. What advice will you give to the principal school that does not have a professional in the English class?

Appendix 9: Check list of observation.

Classroom Observation 1

Check-list

<b>Items about material resources and behaviour in class.</b>	<b>SI</b>	<b>NO</b>
Teacher uses internet in class.		
Teacher uses traditional didactic material.		
Teacher uses technological tools in classroom.		
Students interact into class.		
Teacher has relationship with students.		
Teacher uses methods and technique to teach.		
Teacher is dynamic in class.		
Teacher uses the book of government.		
Students use the book of government.		
Students use suitable didactic material.		
Students use English dictionary.		
Teacher reviews homework in class.		
All students attend to the English class.		
Students are motivated during English class.		
Students show good behaviour.		
Teacher speaks in English.		

Appendix 10: Likert scales applied in the workshop.

<b>Excellent</b>	<b>Very good</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
Fully meets expectations.	Acceptably meets expectations.	Usually meets expectations.	Almost never meet expectations.	Never meet the expectation.
5	4	3	2	1

<b>Indicators</b>	<b>Rating</b>				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Principal School gives opportunities to the application of digital activities.					
Principal School demands to your teachers the use digital videos activities.					
Students are motivated with the use of digital activities during the teaching learning process in the English class.					
With digital activities have obtained a meaningful and collaborative learning in the English class.					
There is increased participant of students.					
Techniques are used suitable.					
It is easier with digital activities than with traditional methods.					
It can control students in class.					
The relationship between teachers and student.					

Appendix 11: Likert scales applied to finish the proposal.

Likert Scales to Measure the satisfaction of the Application of Digital Video At students of eight year.



Items	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
<b>General attitude</b>					
1. Digital Video Activities in the classes were better.					
<b>Student involvement</b>					
2. You were engaged in the class with Digital Video Activities.					
3. You were more motivated, with Digital Video Activities.					
4. You participated more with Digital Video Activities.					
5. Using Digital Video Activities generated more class of discussion.					
<b>Assessment</b>					
6. Using Digital Video Activities was a good way to improve your knowledge.					
7. You like see that other classmate in the class selected for answer.					
8. You like that your use digital video for test.					
<b>Learning</b>					
9. You learned more vocabulary when Digital video were used.					
10. You structured grammatical sentences alone when Digital video were used.					
11. You can pronounce more words in English when Digital video were used.					
12. You can learn to listen in English when Digital video were used.					

Appendix 12: Rubric to obtain a general rating of students about knowledge.

Rubric to Measure the knowledge of students



ITEMS	Poor 1-2	Fair 3-4	Good 5-6	Very Good 7-8	Excellent 9-10
Comprehension (ability to understand questions and respond appropriately)	Unable to make her/himself understood while performing the task, even when listener asks for repetition or clarification	Unable to make her/himself understood while performing most of the task listener frequently asks for repetition and clarification	Make her/himself understood while performing at least half the task; listener something asks for repetition or clarification	Make her/himself understood while performing most of the task; listener seldom asks for repetition or clarification	Make her/himself understood must of the task; listener rarely asks for repetition or clarification
Interaction (ability to listen and interact with a partner)	Unable to listen attentively or respond appropriately while participate with a partner	Unable to listen attentively while performing most of the task interacts poorly with a partner	While performing at least half of the task; listener to another person and responds reasonably well; interacts adequately with a partner	While performing most of the task; listener attentively to another person and responds appropriately interacts well with a partner	While performing the task; listener attentively to another person and responds appropriately interacts very well with a partner
Accuracy (grammar, syntax, and general structures)	Uncontrolled grammar, syntax, lacks of knowledge of general structures	Very frequently errors difficulty in making meaning clear	Frequent errors; meaning is not always clear	Quite accurate some errors; but meaning is clear	Grammatical and lexical accuracy are high
Fluency (vocabulary, speed, naturalness, lack of hesitation)	Unnatural and labored speech extremely hesitant on even high frequency vocabulary, words, phrases, and structures	Hesitant very limited range of language available	Quite hesitant limited range of vocabulary and structures	Some hesitation and sometimes has to search for words	Speaks fluently without hesitation or searching for words
Pronunciation (stress, rhythm, intonation patterns)	Lots of errors: unclear articulation and intonation which make speech	Very frequent errors often very difficult understand	Frequent errors; not always clear enough to understand	Generally clear reasonable control of stress and intonation	Very clear; stress and intonation help to make meaning clear

Appendix 13: Documental Urkund.



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

La Libertad 08 de Mayo 2015

Para: Lcda. Glenda Pinoargote Parra, M.A.Ed.  
Directora de Carrera Licenciatura en Inglés  
De: Lcdo. Kléber Loor Zambrano MSc.  
Docente

ASUNTO: Informe de los resultados del servicio documental Urkund.

Por medio del presente comunico a usted los resultados obtenidos en el Trabajo de Titulación de la señorita: **YENNY VERONICA PIGUAVE ALFONZO**, una vez culminado el debido proceso de revisión en el servicio Urkund, en el cual se detectó el 0% de similitud el mismo que cumple con los criterios de valoración del porcentaje de plagio permitido; de la misma manera solicito a Ud. Se proceda con la convocatoria a la sustentación y defensa del trabajo de titulación para la obtención del título de Licenciado en Inglés

Particular que comunico a Ud. para los fines pertinentes.

Atentamente,

.....  
Lcdo. Kléber Loor Zambrano MSc

Docente CLI 2015



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## Appendix 14: Certificate of grammar and spelling.

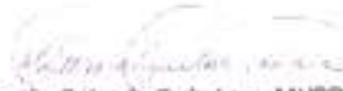
### CERTIFICATE

I, Martha Delgado Cisneros, hereby certify that I have reviewed the grammar and spelling of the content of the Research "DIGITAL-VIDEED ACTIVITIES AND THEIR INFLUENCE FOR THE IMPROVEMENT OF ENGLISH TEACHING-LEARNING PROCESS IN STUDENTS OF EIGHTH YEAR OF BASIC EDUCATION AT VIRGINIA REYES GONZALEZ SCHOOL IN ANCONITO, SALINAS, SANTA ELENA PROVINCE, YEAR 2014-2015" prepared by undergraduate student YENNY VERÓNICA FIGUEROA ALFONZO prior to obtain the BACHELOR'S DEGREE IN ENGLISH.

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

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

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

  
Martha Delgado C. de Lara, MHRD  
CC # 0905407128

Appendix 15: Record qualifying students.

Escuela de Educación Básica Superior										
"Virginia Reyes González"										
Anconito - Salinas - Santa Elena										
Año Lectivo: 2014 - 2015										
Grado: OCTAVO "C"					Fecha: From December to February 2015					
Nombre del Educador: Yenny Piguave					Asignatura: English					
Nombre de la Directora: Lcda. Sara Gómez Suárez										
REGISTRO DE CALIFICACIONES II QUIMESTRE									QUALIFI CATION SCALES	BE HA VI UR
	I Activity	II Activity	III Activity	IV Activity	V Activity	VI Activity	VII Activity			
ALVAREZ CEDAÑO JORDY ARMANDO	2,85	3,92	4,10	6,50	3,70	5,10	5,05	FAIR	A	
BAILON RAMOS JACKSON ADRIAN	2,75	2,90	3,15	3,45	3,70	4,00	4,30	FAIR	B	
BAQUERIZO TOMALA ANGELLO AGUSTIN	3,20	6,50	3,75	4,90	4,15	4,85	5,05	GOOD	B	
CHILAN RAMIREZ JESUS ELIAS	3,95	4,00	4,12	4,25	4,68	4,95	5,20	GOOD	A	
CLEMENTE JAIME ERICSON ENRIQUE	3,20	3,45	3,56	3,00	3,50	2,70	3,00	FAIR	B	
GARCIA GONZALEZ JEREMY JAVIER	3,10	3,40	3,65	3,90	4,12	4,25	4,50	FAIR	B	
LÓPEZ ESPINAL PEDRO PABLO	3,75	3,25	5,10	7,50	6,20	5,45	6,00	GOOD	B	
LÓPEZ PILLIGUA ANTHONNY DAVID	3,60	4,50	5,60	5,60	5,10	4,6	5,65	GOOD	B	
MALAVÉ FIGUEROA BRYAN JHONNY	3,70	4,20	5,25	4,60	6,40	5,60	5,00	GOOD	B	
MALAVÉ MATIAS DARWIN DARIO	2,90	4,50	5,20	6,30	4,20	5,35	7,50	GOOD	B	
MEREJILDO TOMALA JIMMY MICHAEL	3,25	5,00	6,00	5,60	6,50	4,50	3,40	GOOD	B	
MITE TOMALA HUGO JOHN	3,60	5,60	5,15	4,50	5,00	3,60	5,60	GOOD	B	
NAVARRETE RODRIGUEZ CARLOS ANDRES	3,25	4,60	4,25	5,45	7,10	4,30	4,50	GOOD	A	
PEÑA ALCIVAR MARCOS JAVIER	3,68	6,00	5,10	7,50	6,45	6,00	6,15	GOOD	A	
QUINONEZ SANCHEZ JOHNNY ANDRÉS	4,30	5,60	6,20	5,60	7,50	6,00	7,50	GOOD	B	
RAMÍREZ FIGUAVE ANDY EDINSON	2,45	5,00	5,60	0,00	6,20	7,50	0,00	FAIR	B	
RICARDO MALAVÉ MARIO GEOVANNY	2,80	4,00	3,60	5,00	5,15	4,5	4,35	GOOD	B	
RIVAS LIMONES RUBEN ESTEVEN	2,45	4,20	6,00	6,20	2,7	5,10	5,30	GOOD	B	
ROJAS FIGUAVE JORDY RONALDO	3,25	4,60	4,50	2,00	2,00	5,60	3,66	FAIR	B	
SANTANA DELGADO WELLY JORBY	2,75	5,60	6,00	4,52	6,00	7,50	2,45	GOOD	B	
MUJERES									B	
ALVAREZ CEDAÑO KARLA ALEXANDRA	3,70	3,90	4,00	4,50	4,85	5,60	8,80	GOOD	A	
ANCHUNDIA CLEMENTE EMELY ADRIANA	2,70	4,85	3,95	5,25	5,80	4,20	5,00	FAIR	A	
ANGULO REINA ALINA MELISA	2,75	4,90	5,25	6,60	7,95	6,50	7,10	GOOD	A	
ANZULEZ ARTEAGA JULIANA MICHELLE	3,20	6,45	6,60	6,80	7,15	7,98	8,25	GOOD	A	
BARCO ALMEIDA YULÁN MICHELLE	2,90	6,10	5,25	6,40	8,00	5,60	7,70	GOOD	A	
CEDAÑO ZAMBRANO NAYELI MABEL	4,80	6,40	5,60	8,00	5,25	6,50	4,50	GOOD	A	
DEL PEZO PEREZ ROSA DANIELA	3,95	7,90	7,80	6,65	4,90	7,17	5,50	GOOD	A	
MACÍAS COQUINCHE ANA CRISTINA	8,50	9,00	7,50	7,85	8,40	8,85	9,00	GOOD		
QUINONEZ BONE ALISSON DENISSE	3,00	4,60	5,00	4,25	5,70	6,90	5,00	FAIR	B	
REYES ARANA EVELYN VANESSA	3,00	6,20	5,50	4,75	4,00	5,25	4,60	GOOD	B	
REZABALA CEDAÑO VIRGINIA	4,00	4,15	6,25	4,35	4,60	5,90	5,15	FAIR	A	
SOLORZANO PONCE JOCELYN MAHOLV	4,10	5,30	4,80	5,15	5,37	5,80	6,00	GOOD	A	
VALENCIA NIRO PAMELA THAYRY	2,45	2,45	3,00	3,15	3,60	3,75	3,70	FAIR	A	
VEGA BONE LISBETH MAGDALENA	2,50	4,75	3,80	6,75	6,39	3,50	6,50	GOOD	B	
Yenny Piguave	Lic. Carlos González Q			Lic. Sara Gómez						
Profesora	Jefe Comisión Pedagógica			Directora						

Appendix 16 Interviews.

Picture 1: Interview with Principal at Virginia Reyes Gonzalez School.



Interview with the principal of Virginia Reyes Gonzalez School.

Picture 2: Interview with Professor.



Interview with one of specialist who spoke about a professional camera.

Appendix 17: Teachers and students answer survey.

Picture 3: Survey with students.



Students answer the survey to apply the work research in the school.

Picture 4: Interview with teachers.



Interviewing to English teacher about the digital videos.



Appendix 18: Teaching with traditional method.

Picture 5: English class of eighth year.



Evaluating the teaching learning process during English class.

Picture 6: Observation of English class.



Observation directed to students of eight year of basic Education at Virginia.

Picture 7: Researcher applied an English class.



Students of eighth year are receiving English class with traditional methods.

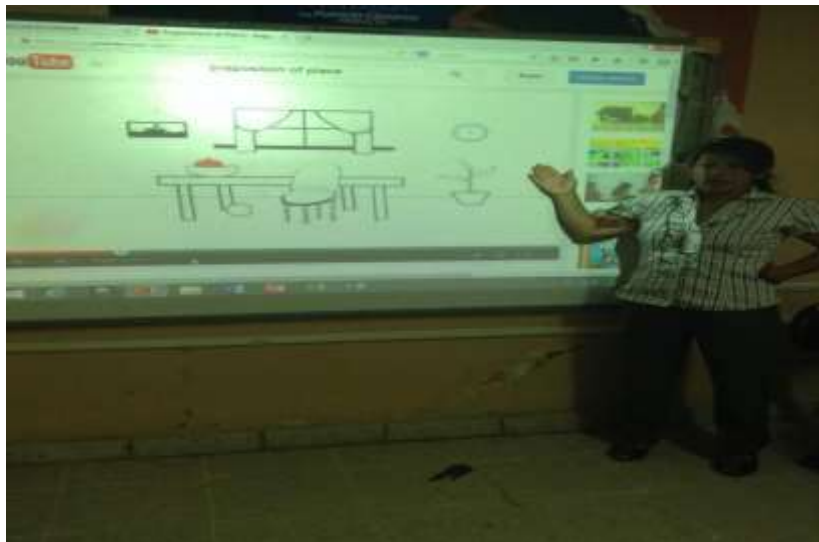
## Appendix 19: Computer Laboratory.

Picture 8: Using the technological tools.



Using the Laboratory of Computing to apply the digital video activities.

Picture 9: Applying the digital video activities.



Applying digital video in the Laboratory of computing  
At Virginia Reyes González School during English class.

