



PENINSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH TEACHING CAREER

**AUDIOVISUAL ENGLISH TEACHING MATERIALS TO
IMPROVE LISTENING SKILLS IN STUDENTS OF
FIFTH GRADE EGB AT ALEXANDER NEILL
ELEMENTARY SCHOOL, SANTA ELENA, PROVINCE
OF SANTA ELENA. SCHOOL YEAR 2015 – 2016.**

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR'S DEGREE IN ENGLISH

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ADVISOR: MSc. VERONICA ISABEL VERA VERA

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2016

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

CARRERA LICENCIATURA EN INGLÉS

**AUDIOVISUAL ENGLISH TEACHING MATERIALS TO
IMPROVE LISTENING SKILLS IN STUDENTS OF
FIFTH GRADE EGB AT ALEXANDER NEILL
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OF SANTA ELENA. SCHOOL YEAR 2015 – 2016.**

TRABAJO DE TITULACIÓN
Previo a la Obtención del Título de

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In my role as Advisor of the research paper under the title “AUDIOVISUAL ENGLISH TEACHING MATERIALS TO IMPROVE LISTENING SKILLS IN STUDENTS OF FIFTH GRADE EGB AT ALEXANDER NEILL ELEMENTARY SCHOOL, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 – 2016” prepared by Rosalba de las Mercedes Rodríguez Villón undergraduate student of the English Teaching Career, Faculty of Education and Languages at Peninsula of Santa Elena State University, I declare that after orienting, studying and reviewing 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

.....

Ing. Verónica Vera Vera MSc.

La Libertad, March 7th 2016.

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DEDICATION

First, I dedicate this work to God because he gave me the strength to continue with my aims all days, and my family who encouraged me every day to conclude this task. Especially to my son, he is the reason for achieving my goals and I want to be his model of perseverance and overcoming.

Rosalba

ACKNOWLEDGMENT

Firstly, I thank God, who guided my thoughts during my academic life, to my advisor Ing. Veronica Isabel Vera Vera MSc. who supported and guided to me throughout this process.

To my professors and my friends who led, supported to me and contributed in some manner many times during the development of this project.

Thanks to MSc. Glenda Pinoargote Parra, English Teaching Career for her leadership in preparing the new generation of professionals in this important field as it is English.

Rosalba

DECLARATORY

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY BELONGS TO PENINSULA DE SANTA ELENA STATE UNIVERSITY.

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Rosalba Rodríguez Villón

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ABSTRACT

The present research work was based on the necessities of students from Alexander Neill Elementary School, located at Santa Elena Canton, to develop listening skills using audiovisual English teaching materials with the objective to improve this skill and motivate to the students in the English classes. As, it is well known at present the society is exposed to the use of information and communication technologies (ICTS) and it is precisely in the field of education where technological strategies should be used to the students intensify the acquired knowledge with the teacher' assistance in their role as a guide in the learning process. Listening is a skill that should be practiced at the same time like other and frequently, and a way to do this is through the implementation of audiovisual materials and listening activities to achieve the objective.

Key words: Audio and video resources, Listening skills, listening activities.

INTRODUCTION

Listening is an important skill that permits to understand, obtain information, learn and it should be practiced because how well the human being listen, they will have effectiveness in their jobs and their relationships.

Today, the technology is considered an indispensable tool that provides to the teachers variety of materials to develop their classes, between these materials it is important to distinguish the audiovisuals that are used as a strategy to practice the listening skills through different activities. It is also an opportunity to improve their English skills and teach to the students through videos because they feel motivation toward this kind of materials.

This research paper is structured by chapters and each one covers diverse features of this work:

Chapter I, *The Problem*, describes the problem statement, context, critical analysis, problem formulation, guideline questions, significance and objectives of the research (general and specific).

Chapter II, *The Theoretical Framework*, gives details about preview research, philosophical and legal basis, fundamental categories, hypothesis and variables about this research.

Chapter III, *Methodology*, explains the methodological strategies in order to get a successful research. It is possible to find the research approach, levels or type of research, population, sample, variables operationalization, techniques and instruments, data collection and data processing and analysis and interpretation results, finally conclusions and recommendations.

The Chapter IV, *The Proposal*, expresses the solution of the problem, it contains informative data, proposal background, significance, objectives, design and development of the proposal, the results and analyses the outcomes of this research.

Chapter V, *Administrative Framework*, details the timetable, resources and budget of this research.

CHAPTER I

THE PROBLEM

1.1 Title of research paper

AUDIOVISUAL ENGLISH TEACHING MATERIALS TO IMPROVE LISTENING SKILLS IN STUDENTS OF FIFTH GRADE EGB AT ALEXANDER NEILL ELEMENTARY SCHOOL, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 - 2016.

1.2 Problem Statement

1.2.1 Context

English is spoken by over million people as a primary language in the United States and United Kingdom. Furthermore, most of the people select this language for learning as a second language and it is caused to its global nature because the knowledge of English is fundamental in the international language of science, technology and business and at the same way, it is a requisite in numerous professions.

English is a language spoken around the world. In some countries, as native language, and, as foreign language, in many other countries, so, for them, it is essential to consider English with its four skills such as: speaking, writing, reading and listening for communicating and understanding correctly in this globalized world. In various countries such as Ecuador, English is used as a foreign language and it is important because today it is applied in different areas of knowledge. The learning of English language is important to the development of Ecuador in the XXI century.

There are various reasons whereby speaking English is significant and it implicates the continuous progress in education in which this is considered as a required instrument in these days due to the great advances of research, technology, and different opportunities and advantages that has people who speak English. Nowadays, people should learn English also to upgrade their future.

In Ecuador, the education reforms are established as a resource for promoting the equality, multiculturalism and skills. Wherefore English language is considered as a source that will assist to increase the economy of the country at the same time, it takes into consideration many aspects that include the Common European Framework Reference, Communicative- Functional Language Approach to improve the quality of the students and their four English skills such as listening, speaking, reading and

writing. For these reasons, the English language will be compulsory from grade 2 this year and also 2017 with the objective to obtain the level B1 at least on the learners graduated for secondary, which is exposed in a research of the British Council.

In the Province of Santa Elena is relevant to learn the language due to the big changes produced in the areas such as education, business and tourism in which today this language plays an indispensable roll. Consequently, taking in consideration the Basic education there are many ways for teaching and developing the four skills involved on the English area but there are troubles for that because the students don't feel the necessity for learning or sometimes the teachers do not apply appropriate techniques, strategies, activities or they don't have enough materials to encourage the students to make the English classes meaningful. These are points of view that should be taken into account and there must have a solution immediately.

1.2.2 Critical Analysis

Taking into account the demands in the education, it is necessary to make emphasis in the skills that involve the English learning because it is one of the major languages that predominates in the future for these reasons this research looks to enhance the development in listening skills that is one of the greatest challenges for the students at Alexander Neill Elementary School.

The Private Elementary School “Alexander Neill” compromised with the human development contributes to the educational community bringing up capable students that can stand out in the different areas of knowledge and promote to the development of the Province in the near future.

One of the possible problems that has been focused in this private elementary school, located in Santa Elena City is the low level of the listening skills in students of fifth grade caused by the lack of materials and its insufficient use that believes, it produces less motivation on students to develop English skills, especially listening in the classes and they can adapt their hearing sense to the language and do their learning easier and better. Therefore, this project looks for a possible solution through a proposal that implicates the use of audiovisual materials.

1.2.3 Problem formulation

How will the Audiovisual English teaching materials help to enhance the listening skills in the students of fifth grade at Alexander Neill Elementary school?

- What are the causes that affect the development of listening skill in the learning process?

- What is English listening level in the students?
- What kind of audiovisual materials do English teachers use in classes?
- What kind of activities do English teachers use for teaching listening skills?

1.2.4 Guideline questions

Why is the development of four skills in English language important?

Why is it essential to develop listening skills?

Why is it important to analyze the level of listening in the students?

Why don't the students develop the listening skills?

How do the students develop the listening skills?

What kinds of techniques do the teachers use to teach listening skills?

What materials and activities do the teachers use for teaching listening skills?

Will the audio-visual materials help to develop the listening skills in the students?

Why do the audio-visual materials help the student to develop the listening skills?

How often do you practice listening skills?

Who will benefit from the use of audio-visual materials in English classes?

1.2.5 Problem limitation.

Field: Education.

Area: English.

Aspect: Audio-visual English teaching materials to improve listening skills

Time limitation: This problem is studied in the period 2015-2016.

Population limitation: Students between 9 and 10 years old of fifth grade and the research will take place at “Alexander Neill” Elementary School, Santa Elena, Province of Santa Elena.

Space Limitation: “Alexander Neill” Elementary School, Province of Santa Elena.

Delimitation of the population: Director, teachers, parents and students.

Context Limitation: This research will be focused on the audio-visual English teaching materials to improve listening skills in students of fifth grade EGB at “Alexander Neill” Elementary School, Santa Elena.

1.3 Significance of the Research

Nowadays, the English language is used in all areas of knowledge and is an essential subject at Elementary School, High School, university, and professional life so the students need to understand and adapt their ears when listening English language in

the real dialect, intonation, accents and expressions of native speakers. For these reasons, they need to develop the listening skills.

At the present time, the use of technology and its innovations capture the people's attention, on children, young and adults; it can be exploited in the education area because on internet you can find variety of materials among them audiovisual material that can be applied in classes according to the age of student and their needs. The application of those audiovisual materials can produce changes in the English traditional education, motivate to students to obtain a meaningful learning and reach a better level of English.

Children who study in fifth grade at Alexander Neill Elementary School need to enhance English abilities, these are speaking, listening, writing and reading for communicating in this language but mainly, it regards the listening practice to achieve its development. These students have troubles in the listening skills and a reason that might take into consideration is about the use of materials that the institution has.

Students need to practice listening skills, this research has as the aim to improve the listening skills and it can be possible through the use of audiovisual English teaching materials such as: movies, dialogues, interviews, cartoons, news, music, broadcast as

extra items to the book exercises to the students can get a feeling for the different speeches of the English language and they can obtain true information about the news around the world. Furthermore, it can complement and turn enthusiastic the listening skills practice class for getting a meaningful learning and acquiring that skill on the learners.

1. 4 Objectives of the research

1.4.1 General Objective

To improve listening skills through the use of Audio-visual English teaching materials in order to make the English learning meaningful.

1.4.2 Specific Objectives

- To determine the causes that affects the development in listening skills.
- To analyze the level of listening in the students at Alexander Neill Elementary school.
- To identify the materials for teaching listening skills used by teachers in English classes.
- To determine the activities that the teachers use for teaching the listening skills.
- To design a guide of activities to improve the listening skills.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous research

When children learn a foreign language, they develop the listening as the main skill during this learning process because they start hearing as their principle source before speaking but using the visual sense, when they see movement, gestures, mime and pictures, too. This idea is supported by Scott and Ytreberg (2013) when they expose the following:

It is quite clear that listening is the skill that children acquire first, especially if they have not yet learnt to read. When the pupils start to learn a foreign language, it is going in mainly through their ears and what the pupils hear is their main source of the language. Of course, we also give them as much visual back-up as possible through facial expression, through movement, through mime and through pictures.

Harmer (2012) said “There are many reasons for encouraging students to watch while they listen. In the first place, they get to see ‘language in use’. This allows them to see a whole lot of paralinguistic behavior.” It means, the students have the possibility to see how the intonations in the language made connections with the gestures, facial expressions when each one expresses certain phrases.

It is important to punctuate that AVMs can promote the educational field for teaching and researching. Admin-LISblog (2013):

Audio Visual materials are important to all circle of learning that start from the lowest to the highest, including informal education that starts at home and then the nursery, primary, secondary, tertiary and University. So AVMs are recognized and accepted as essential means of increasing the effectiveness of teaching learning and research purpose.

Santana (2009) expresses about the media audiovisual the following:

The media audiovisual used in the classes of language that is based in the Communicative approach of the teaching, framed to the students in a situational context and awake their interest and motivation for learning other language, furthermore it facilitate to the teacher the teaching of the new content, because dispenses to translate or define certain terms or concepts and streamline the educational work in the classes.

Fassbender (2009) expresses “The video materials are the most versatile tools that teachers can use in the classroom”. And it gives advantages in the classroom such as:

- It provides authentic patterns to the learners for personifying roles.
- The videos can be applied in English for specific purpose as assistance to the students for connecting the language with the scenarios when they practice in a specific field.
- This material also offers some advantages such as: contribute to the target language for giving a visual support in the listening practice and it can decrease the anxiety in the learners.
- This tool can expand the consciousness about different cultures, create many activities for reaching a large repertory to the classes, which helps the learners to understand and learn the language in a good way.

2.2 Philosophical Basis

(Chomsky, 1985)“The human mind is equipped with a rich system of abstract principles which force the class of possible natural grammars. That is, the child brings to the task of language acquisition an innately specified system of abstract knowledge about what constitute a possible grammar” It is believed that the human

being can adopt different grammatical patterns because it is an innate part that we have and it supports us to learn different languages.

(Krashen, 1981) According to Krashen “the comprehension takes a central and prevalent role about a second language in the learning process”. This is why the learners should assimilate the language to develop listening skills and to get a meaningful learning.

(Byrnes, 1984) Byrnes said “the learning comprehension precedes before the production all instance about language’s learning and there is not production without a linguistic incentive and at the same time it becomes a understandable material for the listener”. It means, the comprehension must be foremost in the learning process why understand what is said it can bring about motivation, thus it can exploit the potential before can produce the language.

2.3 Pedagogical Basis

Ozer (2004) refers “Piaget’s developmental theory of learning and constructivism are based on discovery”. It is means the learners acquire their knowledge through the own experiences which allow them to internalize the ideas that believes important for construing their knowledge and learning.

Araya, Alfaro, & Andonegui (2007) refers to Jean Piaget and his constructivist approach “the knowledge is the product between the learner interaction and the reality in which is involve; It is due to the learner act over his own reality and set up the structure on his own mind”. Piaget said children born with native capacities that allow act, receive and transmit information to survive over the world.

(Ozer, 2004) This author said about Lev Vygotsky and his social constructivism theory that cognitive development on children occurs when they are exposed to all environment such as their social context, culture, traditions, language as a collaborative activity that the children used and then internalizes to create his own ideas.

Flowerdew and Miller (2005) state that “the communicative approach is based on the premise that we do in the classroom should have some real-life communicative value. Real-life listening is integrated into such an approach”. Thus, it presents two relevant characteristics that communicative approach has:

- “It looks at what people do with language and how they respond because they hear”.

- “It is that a variety of language, in terms of input and output, is encouraged. Students use whatever language they have to complete an activity; they should not solely use what has been taught or practiced in a particular lesson”.

(Harmer, 2010) This author said about the Intensive and Extensive listening, levels, principles and some examples of activities about listening expressed in the following:

Extensive listening refers when the students do listening out of classroom for different reasons or just for pleasure. Nowadays, the material found on videos of internet they enjoy and more or less can understand them without have the help of a teacher. There are other materials that can download in a free way, it is in podcast sites.

The English language films constitute a great stimulation for the students because they listen to the dialog in English and can read the subtitles which can understand that they hear and understand and learn the correct pronunciation. Other audio materials that they listen away from the classroom are on CDs, Mp3 players or DVDs that is a form of extensive listening, too.

Intensive listening refers to listen in specifically form, it is while the students work listening skills in classroom and have a teacher who guides them when they have difficulties.

Listening levels

The teachers involve to students in listening materials practicing different genres such as news broadcast, phone conversations, dialogs, recorded messages so the educator resolves that material could be authentic or not. When it refers to authentic, it means the speech that is spoken for native or competent speakers and is found on the recorded radio or internet.

Although this type of speech can be difficult for the students that has a lower level of English at the same time is useful too because it immerses them in real-life language that is one of the main goals for all educators and will reach a high level of English as soon.

Listening Principles

- The main principle to listening is about to encourage the students to use listening skills the most of the time in the classroom and using out various ways for example: CDs, tapes, podcast or internet.
- The follow principles is to prepare learners to listen in which the professor must help them showing pictures, read the questions previously or discussing the topic in order to wake up the interest on students and feel engaged about the topic and these activities.
- Many times the first listening is not enough to students collect all the necessary information to develop a task. It is always for the learners catch a

general idea about the topic and make easy to follow repetitions in which can get enough things that they need.

- The listening and speaking are skills that always go together for this reason in practice the teachers must help the students understand the content of a listening and must encourage them to express their ideas.
- As soon as there are different listening stages, the educators must do different tasks; it means that when the learners listen for first time the audio, the task might respond to general and simple things according to the common understanding of the students and in order to reduce the stress that they feel in this kind of activities. Then the listening must be focused to task in which need to find out detailed information.

These are some examples of activities in which the listening skill intervenes:

- Listening skill to confirm predictions.
- Listening skill to extract specific information.
- Listening skill faced to a communicative activity: to take a note of a telephonic messages or a conversation in what the students is included, addresses.
- Listening skill to extract general information.
- Listening skill to ascertain and to verify specific information.
- Listening skill to infer that do not explain.

- Listening skill to detect and to interpret the figurative sense, two ways, the play of words, irony, mood.

Types of listening

Informative Listening

(Waks, 2015) According to this author, this type of listening refers to obtaining and understanding information and to achieve them, it advises: to take notes, to make audio recordings, ask questions, ask speakers. Furthermore, Waks (2015) also said “ Informative listening can be improved by acquiring background knowledge, specialized vocabularies, skills of focus and concentration, note-taking, question-asking, and use of memory and organizational aids”.

Relational listening

Waks (2015) said “ Relational listening is improved through close attention, empathy, and the suspension of ingrained habits of speaking”. Also this author express this type of listening can enhance by means of “lessons and workshops in active listening, through interpersonal feedback, mediation, and therapy”.

Appreciative listening

(Waks, 2015) This type of listening refers to listening for appreciating and enjoying for instance music or other person and it suggests our peaceful mind and unrelated

action schema. This author expresses “appreciative listening is important in all forms of teaching, as appreciation of the unique value of learners and their creative expressions”.

Critical Listening

Worthington & Fitch (2015) express “Critical comprehension also includes identifying the speaker’s purpose and pattern of organization of the ideas. You should also be able to identify the speaker’s bias and prejudice, the effect of that bias and prejudice, and the speaker’s attitude.”

Discriminative Listening

Worthington & Fitch (2015) “In essence, discriminative listening is about being tuned in to the variations and differences in the sounds and visual stimuli around you”. This visual stimuli refers to the body language such as facial expressions, gestures and the body postures and also when they focus on all characteristics about sound, the learners get the comprehension.

Audio and Video

Audiovisual made reference to a visual and sound language in which participate the senses of the eyesight and the ear; furthermore, the thought due to through the

different messages transmitted the receptors have the capacity to analyze and synthesize the information.

Santana (2009) exposes that “between the audiovisual media the most used in the learning of a language include”:

- The slides
- The video
- The prints and drawings
- The three-dimensional media (objects, models, toys)
- The overhead projector
- The text book and work book
- The blackboard (written and drawn message)
- The multimedia (computers)

Chan, Nyet, Nagami & Suthiwam, (2011) “The arrival of video sharing websites such as YouTube provides teachers and learners alike with a richness of current visual and aural manifestations of the cultures where the languages that we teach spoken”. This is why the videos are important tool because provide real instances to the development about a foreign language relevant in the educational field.

Chan et al. (2011) As well, these authors said “To acquire listening and speaking proficiency, the input must be oral, for example the voice of the teacher, voices of

native speakers, radio and TV broadcasts, movies, and video clips". Whereby their research contribute to this project in which agree with the explanation due to these kind of materials expose the voices of native speakers essential for acquiring listening skills.

(Chan et al., 2011) These authors refer to the video clips should be able to motivate and engage the learners: linguistically when their store of words and grammatical and phonological processors, culturally for noticing patterns and intellectually for taking interest in the content so when the content is easy to understand and carry out the second language acquisition takes place and the learners get a sense of accomplishment.

The Piagetian Classroom

(Ozer, 2004) This author mentions about the Piagetian Classroom and he refers about it must supply diversity activities that encourages to the learners to build their knowledge, admit their personal differences, discover new ideas and increase their availability to learn through tools such as e-mail and internet, which supply dialog and interaction about school, classroom or community for increasing their consciousness.

The students who are on this kind of classroom they are exposed to other cultures and global issues. Also, they can work in a collaborative manner through internet and

practice the learning experiences that implicate to see and hear. These activities such as pattern building, the utilization of palpable manipulatives and visual assistance serve for creating and practicing more sophisticated assignment.

Jones (2012) expresses: “The British Film Institute (BFI) encourages the use of video extracts in language and literacy while tapes can be used for the children to listen to stories or music and describe emotions, characters and settings”. According this author the audios and videos are technology resources that are used not only for teaching and learning currently but these can enrich other aspects such as social skills of children and the innovations in the practice of teachers.

There are four techniques expose by Harmer (2011) that are considered suitable for language learners. Frequently, these are used with video footage and these are:

- **Play the video without sound:** The learners try to foretell a video; they debate with the tutor about the clues, characters and what they regard. Then, the tutor shows the video again but this time including the sound to check if they were right.

Another way to apply this technique is playing the video in a fast manner to the learners regard was happening. Then the tutor plays it in a normal way with sound and also without sound.

- **Play the audio without the picture:** this reverses the previous procedure. While the students listen, they try to judge where the speakers are, what they look like, what's going on, etc. When they have predicted this, they listen again, this time with the visual images as well. Were they correct?
- **Freeze frame:** the teacher presses the pause button and asks the students what's going to happen next in the video. Can they predict the action and the language that will be used?
- **Dividing the class in half:** half the class faces the screen. The other half sit with their backs towards to the screen. The 'screen' half describes the visual images to the 'wall' half. It means, the students can see the screen they will describe the images to other students which have their view toward the wall.

2.4 Legal Basis

In order to support this research work in the legal aspect, it takes as reference the Constitution 2008 approved by the component meeting, furthermore, Code of childhood and adolescence, Law of Intercultural Education which are set down, literally.

ARTICLE	DESCRIPTION
16	<p>All person, individually or collectively, have the right to:</p> <p>Literal 2: Universal access to information and communication technologies.</p>
277	<p>The general duties of the state in order to achieve the good way of living shall be:</p> <p>Literal 6: To promote and bolster science and technology, the arts, ancestral wisdom and, in general, activities resulting from the creative initiative of communities, associations, cooperatives and the private sector.</p>
340	<p>The system is comprised of the sectors of education, health, social security, risk management, physical education and sports, habitat and housing, culture, information and communication, the enjoyment of leisure, science and technology, population, human security and transportation.</p>
343	<p>The national education system shall be aimed at developing the population's individual and collective capabilities and potential, enabling learning and the generation and use of knowledge, techniques, wisdom, arts and culture. The system shall have as its core focus the learning subject and shall function flexibly and dynamically, with an inclusive, efficient and effective approach.</p>

Constitution of Ecuador	
347	<p>It is the responsibility of the State:</p> <p>Literal 8: Incorporate information and communication technologies in the educational process and promote the linkage between teaching and social activities.</p>
350	<p>The higher education system shall be aimed at academic and professional training with a scientific and humanist vision; scientific and technological research; innovation, promotion, development and dissemination of wisdom and cultures; building solutions for the country's problems with respect to the objectives of the development system.</p>

- The Constitution of Ecuador on its article 16 mentioning one right that everybody has and can access to the technology including the information and communication. It is an article that support it project due to involve the technology for all.
- The article 277 mentions the purpose to accomplish the good way of living that is the duties that the state, in this article takes account the literal 6 that express the initiative about the different communities, associations,

cooperatives and the private sector to promote the ancestral wisdom, the art, the science and standing out the technology, mainly.

- The constitution in the article 340 expresses the compromise that the system have in the different fields such as health, social security, risk management, physical education and sports between others but in this project makes emphasis in the compromise in the education, technology, information and communication that involve about it.
- The Constitution of Ecuador in its article 343 expresses the goal of the education system which implicates the development of capabilities about all population and permitting to apply the knowledges, arts, culture and techniques. Also express the learning theme will be dynamic and flexible.
- The article 347 mentions about the responsibility that has the state and the literal 8 make emphasis about the process of education in which must be incorporated the information and the communication technology and promote the relationship between the education and the productive activities related with the society.
- The article 350 state that the superior education will be directed toward academic and professional field taking account a humanistic vision, scientific

and technological research, the innovation and the development of cultures that can contribute to the solution about problems of the country framed to the goals of system.

2.4.2 Organic Law of Education Intercultural

ORGANIC LAW OF EDUCATION INTERCULTURAL	
ART 347	Incorporate information technology and communication in the educational process and promote the link of education with productive or social activities.
CHAPTER ONE THE RIGHT TO EDUCATION	J. Ensuring digital literacy and the use of information technology and communication in the educational process, and foster the link of education with productive or social activities;
ART 6	
TRANSITIONAL PROVISIONS	TWELFTH.- In the case of System Intercultural and Bilingual Education, a decade after the publication of this law, allocation and budget execution for schools of communities, peoples and nations will be preferential to improve educational quality in the following areas: teacher education and training, educational infrastructure, training and community participation, development and provision of teaching materials and implementation of information and communication technologies.

At the Organic Law of Education Intercultural on the Chapter one the Right to Education, article 6, Literal J state about the educational process which guarantees the use of the communication and information technology and the digital literacy on this process also aimed to join the social and productive activities with the education.

At Transitional Provisions, the literal Twelfth express about the improvement in the education field and its quality; also it make emphasis in the training of teachers, the participation of communities, the infrastructure but especially the innovation and the implementation of materials, the information and communication technologies in the educational field for teaching.

2.5 Fundamental Categories

Activity: An educational process or procedure intended to stimulate learning through actual experience.

Approach: A way or means of reaching something; an access. It is a general guideline on ways of performing a work. It does not identify all the steps involved. Instead it just indicates the direction to proceed in or ways of handling some major or important tasks.

Audiovisual: Involving or directed at both hearing and sight. Conveying information through media such as audio and visual recordings, those are perceivable by both hearing and sight.

Audiovisual materials: These refer to audio cassettes, CDs, videotapes and multimedia materials such videos, podcast, music videos and educational videos, news, cartoons of type instructional.

Authentic learning: It refers a large diversity of educative and instructive techniques that is focused on linking the enforcements, realistic world issues and troubles together what the students are learning in the school.

Capacity: It refers to the skills, understood abilities and the experience of professors, leaders.

Classroom: A room or place especially in a school in which classes are conducted.

Classroom management: The large diversity of techniques and abilities approached to keep the order, thoughtful, attention on academic assignment during the classes.

Improvement: An occasion when something gets better or when you make it better.

Learning: The act process or experience of gaining knowledge or skill.

Listening: The act of hearing attentively.

Listening skills: It is the ability to accurately receive and interpret messages in the communication process.

Language: A system of signs, symbols, gestures or rules used in communicating. A system of communication consisting of sounds, words, and grammar, or the system of communication used by people in a particular country or type of work.

Method: Refers to a step by step description of tasks to be performed for performing a work. Methods for performing different kind of works are often formally designed and specified.

Material: Tools or apparatus for the performance of a given task.

Proficiency: In the viewpoint about education, the proficiency is based on various ways standards or arrangement system, which does the proficiency levels can be measure in direct relation through tests, scales, standards and score methods that are used to assess and establish proficiency.

Outcomes: A conclusion reached though a process of logical thinking.

Strategy: A strategy is a coming together of many decisions, such as identifying the goal and the groups you are trying to influence. It is an overall plan or approach to solving a problem.

Technique: A particular method or way of doing something. The body of specialized procedures and methods used in any specific field, especially in an area of applied science.

Skill: Proficiency, facility, or dexterity that is acquired or developed through training or experience.

Social skills: Social skills are ways of dealing with others that create healthy and positive interactions.

Student outcomes: It refers to the level or standard and the goal that the teachers wish the learners achieve in the school as a result about life effects in the education of the students through courses, programs and learning experiences.

2.6 Hypothesis

The use of Audio-visual English teaching materials will improve listening skills in students.

2.7 Variables

2.7.1 Dependent Variable: Listening skills.

2.7.2 Independent Variable: Audio-visual English teaching materials.

CHAPTER III

METHODOLOGY

3.1 Research Approach

The design of this research will be based on the methodologies: Logical – historical method, Analysis- Synthesis method, Descriptive method, Qualitative method, Quantitative method, Inductive-Deductive method. These methods will support to describe the ways how will be developed and will allow to get specific data and results about how materials improve the listening skill in the student of fifth grade EGB at “Alexander Neill” Elementary school.

3.1.1 Logical- Historical Method

This method will be used for gathering information about how the student have been developed the listening skill taking account the process, elements, material, activities used during English’s classes. It will enable to infer about their development and progress before.

3.1.2 Analysis- Synthesis Method

This paper will used both approaches Analysis and Synthesis in order to study how each component about English classes such as: the process, the elements, materials and activities related with all the others and how influence on the development of listening skill. This method will help to designate, identify different relevant ideas and points will be considered on this research.

3.1.3 Descriptive Method

This method will allow to observe and describe the behavior about the students and their relationship with the different elements about listening skill in the English' practice without to interfere on them.

3.1.4 Qualitative Method

This research used the qualitative method because it will permit to get real data, answers, credibility about the information and communication, the interviews, survey did to directors, professors and students.

3.1.5 Quantitative Method

Quantitative Research will be applied in order to measure and obtain results about surveys of the sample which it will work and it will provide reliable data.

3.1.6 Inductive-Deductive Method

Also this project will use both approaches Inductive and Deductive. At first, the deductive method will use to get the needful information about the use of audiovisual materials on teaching listening skills which was gathered, analyzed and contrasted between authors and finally simplified for the project. In contrast to the inductive method the investigations started with small observations to make assumptions about the improvement of listening skills on students of fifth grade at Alexander Neill Elementary school.

3.2 Level or type of research

3.2.1 Bibliographic Research

It will allow to collect and select scientific-theoretical information about the key topics are related to the use of audiovisual materials to develop the listening skills that is the subject of this investigation

3.2.2 Correlational Research

This paper will use the Correlational research, this method will measure the degree of relationship between the stated problem it's mean: the listening skills in students of fifth grade EGB and the proposal: Audio-visual English teaching materials. Field research will support to analyze the facts on it real environment. It will obtain the necessary update information according to the current status of listening skills and audiovisual English teaching materials on the student of fifth grade EGB at "Alexander Neill" Elementary school that is the target population involved in this research.

3.2.3 Field Research

Field research will support to analyze the facts on it real environment. It will obtain the necessary update information according to the current status of listening skills and audiovisual English teaching materials on the students of fifth grade EGB at

“Alexander Neill” Elementary school that is the target population involved in this research.

3.2.4 Applied Research

The Applied research will allow the use of audiovisual English teaching materials in order to improve the listening skills in students of fifth grade at Alexander Neill elementary school.

3.3 POPULATION AND SAMPLE

3.3.1 Population

The population of this research is composed by all the 22 students of the fifth grade EGB from “Alexander Neill” Elementary school.

Chart #1: Population

Nº	Descripción	Quantity	%
01	Principal at “Alexander Neill”	1	4
02	English Teacher at “Alexander Neill”	1	4
03	Fifth Grade Students at “Alexander Neill”	22	92
TOTAL		24	100 %

Source: “Alexander Neill” Elementary school

Author: Rosalba Rodríguez Villón.

3.3.2 Sample

Since the size of the population is manageable, the 100 % of the population will be studied.

3.4. VARIABLES OPERATIONALIZATION

3.4.1. Independent Variable: Audiovisual English teaching materials to student of fifth grade at “Alexander Neill”.

Chart#2 : Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
Audiovisual English teaching materials to students of fifth grade EGB at Alexander Neill Elementary school	Videos Cartoons Video music	Skills Methodological Strategies Tools Technology Audio Video	Does the teacher apply the appropriate teaching strategies in the classroom? Will the use of audiovisual materials improve the listening skills? Does the teacher use audiovisual materials in the classes? Does the teacher apply the appropriate tools and materials to practice listening skill?	Survey Camera Observation Interview Students grades

Author: Rosalba Rodríguez V.

3.4.2. Dependent Variable: Listening skills

Chart# 3: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>The Listening Skills are improved by audiovisual materials.</p>	<p>Teaching Listening Methodology and Strategies</p> <p>Connection Learning</p> <p>Receptive ability development (Listening)</p>	<p>The Use of audiovisual resources</p> <p>Learning Process</p>	<p>Are students doing Listening exercises?</p> <p>Does the teacher promote the practice Listening Skills?</p> <p>Will the audiovisual materials improve the Listening Skills of the Fifth Grade Students at Alexander Neill Elementary school?</p>	<p>A Guide</p> <p>Lesson Plans</p> <p>Observation sheet</p> <p>Observation</p> <p>Interview</p> <p>Survey</p>

Author: Rosalba Rodríguez Villón.

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.5.1 Techniques

The techniques will be applied during this research are: survey and interview.

3.5.1.1 Observation

This technique will be use to obtain direct and detailed information about causes and effects of the problem related to the use of audiovisual materials to improve the listening skills in students of fifth grade EGB at Alexander Neill elementary school.

3.5.1.2 Survey

The surveys will be used for collecting real and specific data concerning listening skills the audio-visual English teaching materials will improve the listening skills from the students of fifth grade.

3.5.1.3 Interview

This technique will be applied for obtaining direct information from the director and teachers from “Alexander Neill” elementary school it will enable possible to know how the listening skills are being directed regarding methodologies, strategies, activities, materials used for the application and development of listening skills in classes.

3.5.2 Instruments

3.5.2.1 Camera

This instrument will be used to capture images during the process from this research in order to have evidences about how, where it will obtain the information in which the audio-visual English teaching materials will improve the listening skill.

3.5.2.2 Notebook

This instrument will be used to take note about the most activities and relevant points to contribute this research.

3.5.2.3 Questionnaire

The questionnaire is a document that includes several questions which was elaborated to get information about the condition of the problem.

3.6 DATA COLLECTION PLAN

Data collection plan was done pursuant to the surveys and interviews, mathematical calculations and statistical charts were done for the purpose of this research.

Chart #4: Data Collection plan

BASIC QUESTIONS	EXPLANATION
1. What for ?	To improve the listening skills.
2. From which people or objects?	The fifth grade students from the “Alexander Neill” Elementary school.
3. About what aspects ?	Audio-visual English teaching materials.
4. Who ?	Rosalba Rodríguez
5. To Whom ?	Director, students, professors.
6. When ?	2015 - 2016.
7. Where ?	“Alexander Neill” Elementary school.
8. How many times ?	Once a year during the school year 2015 - 2016.
9. How ?	Individually
10. What data collection techniques ?	Interviews, and survey.
11. With what ?	Lists, an activity guide and cameras.

Source: “Alexander Neill” Elementary school.

Author: Rosalba Rodríguez Villón

3.7 DATA PROCESSING PLAN

Chart#5 : Data Processing plan

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The use of audio-visual English teaching material to improve the listening skills at “Alexander Neill” elementary school was defined trough surveys directed to the students of fifth grade EGB.</p> <p>The use of audio-visual English teaching materials to improve listening skills was justified.</p>	<p>Once the problem was discovered the investigators started looking for related information at: Books, articles, internet, among others resources. Besides an interview with the Director of “Alexander Neill” elementary school.</p>	<p>Once the problem was confirmed at Alexander Neill elementary school, surveys and interview were made (survey for students and interviews for the Director and English teacher), these were analyzed in order to develop a proposal to resolve the stated problem.</p>	<p>Using all the collected Data that proved the used of audio-visual English teaching material in the listening skills from students of fifth grade EGB at “Alexander Neill” elementary school, it was important to involve the Director and teacher in the incoming process in order to improve the listening skills in the students.</p>	<p>Implementing audio-visual materials in students of fifth grade EGB will improve listening skills.</p>

Source: “Alexander Neill” Elementary school

Author: Rosalba Rodríguez Villón.

3.8 ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Survey directed to the students

Question 1: Do you like English language?

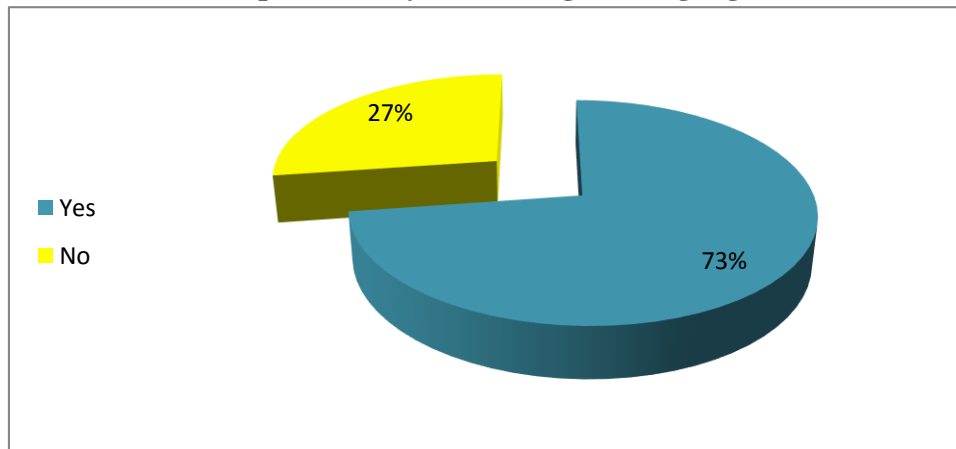
Objective: To determine if the students are in favor of English.

Chart #6: English preferences.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	16	73 %
No	6	27%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 1: Do you like English language?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: According to the results, 73% of the students in the fifth grade like the English language and 27% of the students do not like it, because maybe their classes seem boring for them. It shows that most of the students get the inclination to learn the language.

Question 2: Which English skill is more difficult for you?

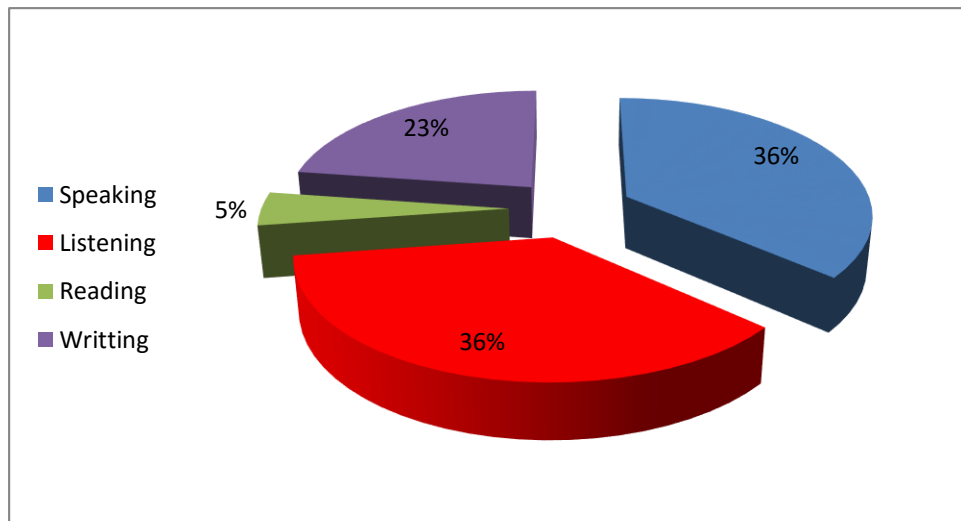
Objective: To determine the most difficult skill on the students.

Chart # 7: English skills on students.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Speaking	8	36%
Listening	8	36%
Reading	1	5%
Writing	5	23%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 2: Which English skill is more difficult for you?



Source: Student at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: According to the results most of the students express listening and speaking as the more difficult skills for them and the other students choose reading and writing skills as difficult for them.

Question 3: Would you like listening music to learn English?

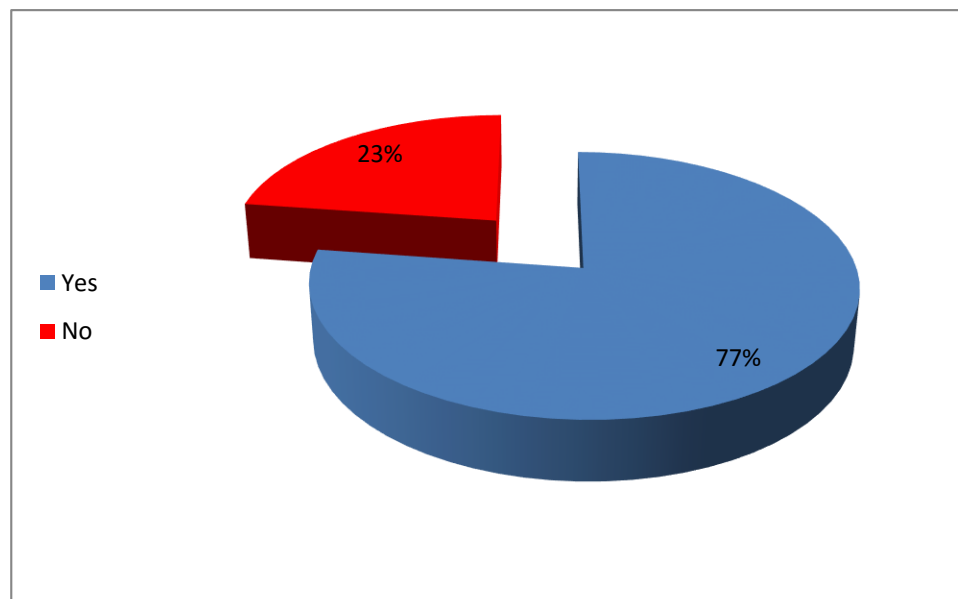
Objective: To determine if the students would like to include music to learn English.

Chart # 8: Listening music to learn English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	17	77%
No	5	23%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 3: Would you like listening music to learn English?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: 77% students said they would like to learn English through music and 23% students said they do not like it. It concludes the most of the students want to receive their classes in a different ways as applying music in this case.

Question 4: Would you like to watch TV shows, videos, cartoons and movies to learn English?

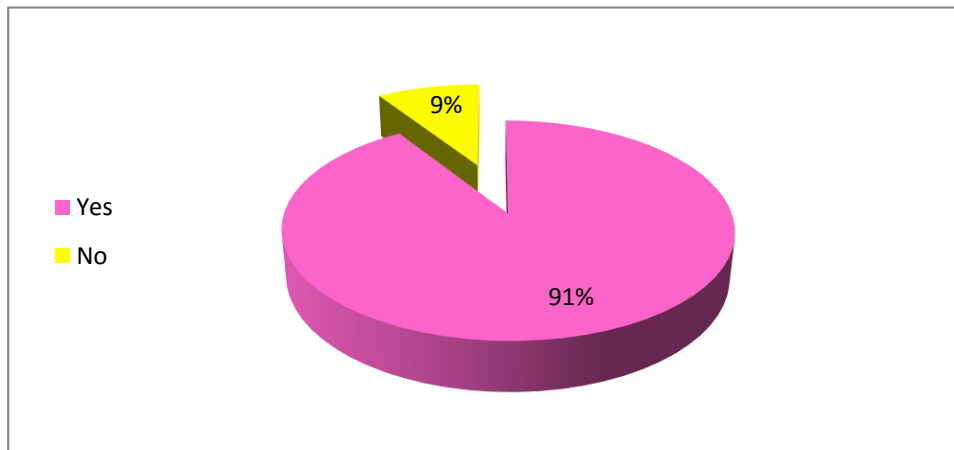
Objective: To determine if the students would like to include TV shows videos, cartoons and movies in their English classes.

Chart # 9: Audiovisual materials as resources to learn English.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	91%
No	2	9%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 4: Would you like to watch TV shows, videos, cartoons and movies to learn English?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: According to the results, 91% students answered they would like to apply TV shows, videos, cartoons, movies as materials for learning English. On the other hand, 9% students said that would not like it.

Question 5: How often do you watch videos and cartoons at home?

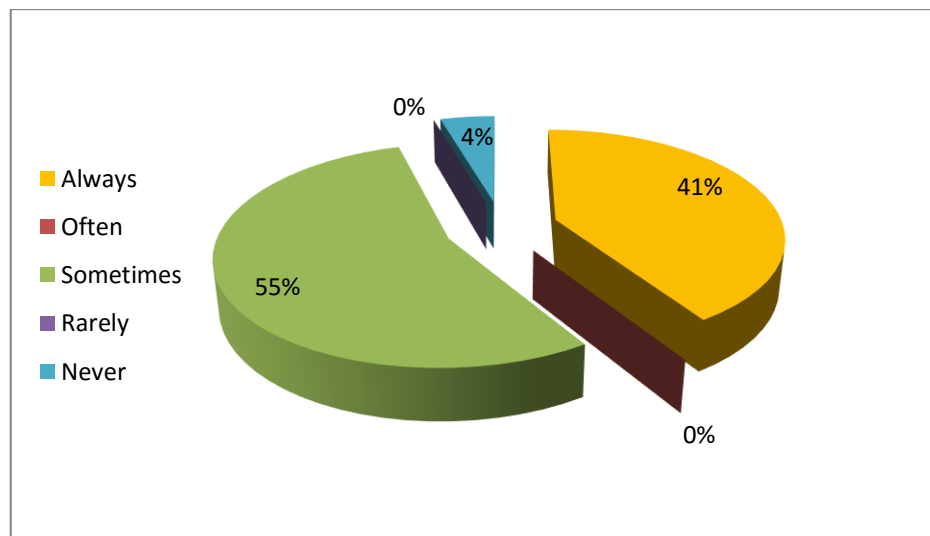
Objective: To define how often the students watch videos and cartoons at home.

Chart # 10: Frequency of audiovisual resources at home.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	9	41%
Often		
Sometimes	12	55%
Rarely		
Never	1	4%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 5: How often do you watch videos and cartoons at home?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: The majority of the students said that they watch videos and cartoons at home: always and sometimes, few students said watch these never. It shows the students feel attraction for this kind of materials also that can be apply in the classes.

Question 6: What kind of materials does your teacher use in English classes?

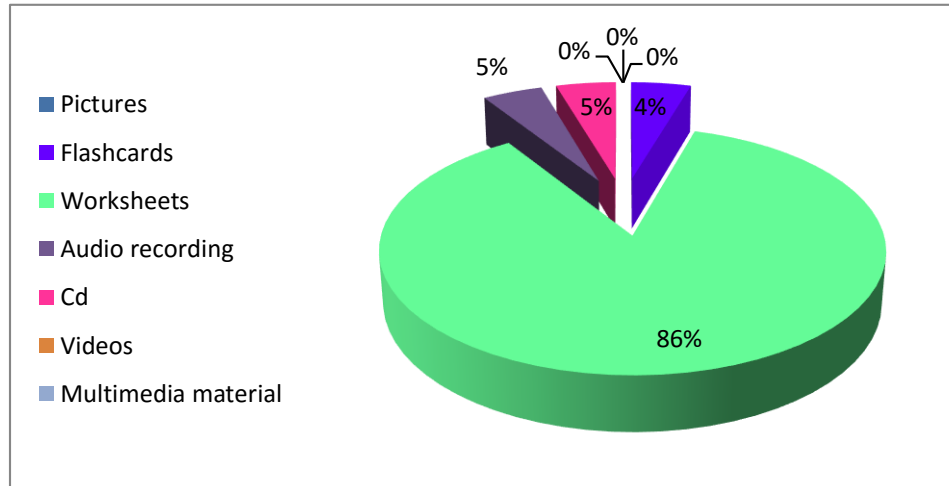
Objective: To define the materials used for the teachers in English classes.

Chart # 11: Materials used in English classes.

ALTERNATIVE	FREQUENCY	PERCENTAGE
Pictures		
Flashcards	1	4%
Worksheets	19	86%
Audio recording	1	5%
Cd	1	5%
Videos		
Multimedia material		
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 6: What kind of materials does your teacher use in English classes?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: In the results, 86% students answered the teacher uses worksheets as material in the English classes, a small percentage of students answered the teacher uses audio recording, CD and flashcards.

Question 7: Does your teacher apply listening exercises in classes?

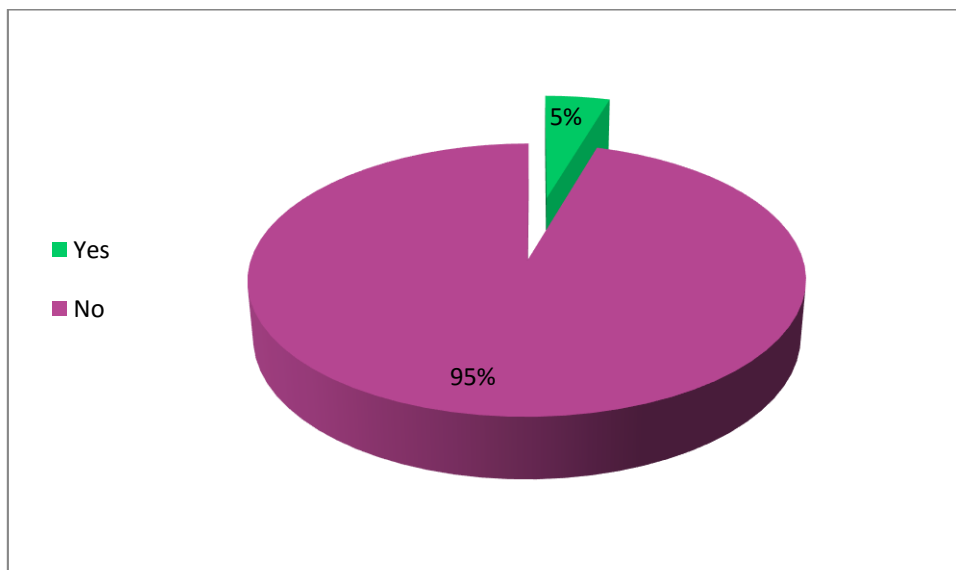
Objective: To determine if the teacher applies listening exercises in classes.

Chart # 12: Listening exercises in English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	1	5%
No	21	95%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 7: Does your teacher apply listening exercises in classes?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: The results about this question indicated that 95% students said the teacher does not apply listening exercises in classes and only 5% of the students said the teacher applies listening exercises in the classes.

Question 8: Does your teacher use videos in English classes?

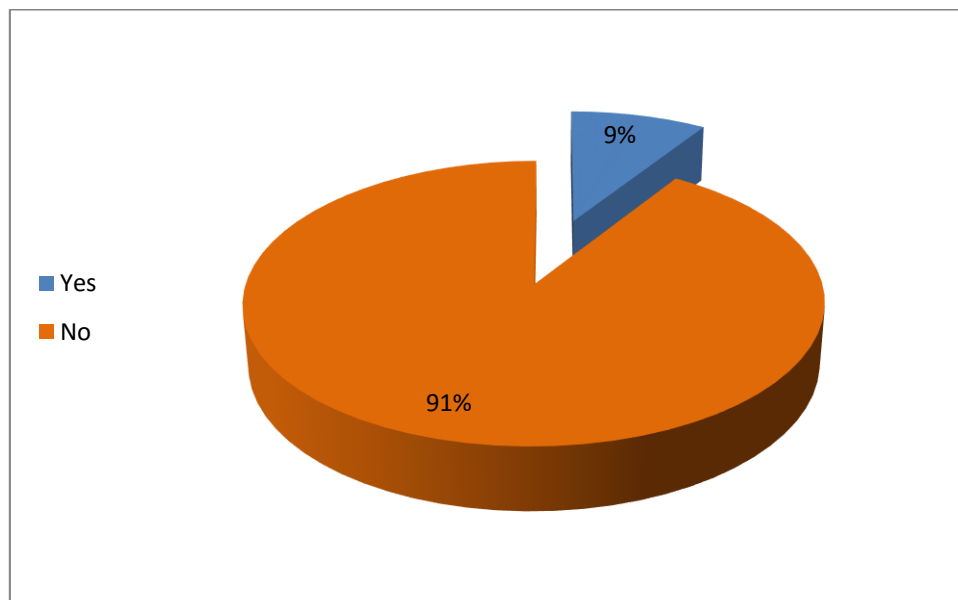
Objective: To determine if the teacher includes videos in the English classes.

Chart # 13: Videos in English classes.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	9%
No	20	91%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 8: Does your teacher use videos in English classes?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: In this question, most of the students established that teacher does not use videos in English classes and in the other hand only 9% of the students said the teacher applies videos.

Question 9: What kind of listening activities do you usually practice during English classes?

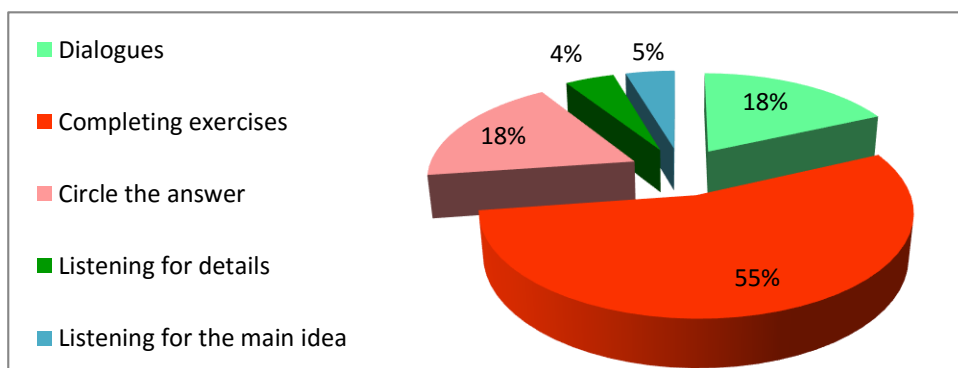
Objective: To define what listening activities the students usually practice during classes.

Chart # 14: Listening activities during English classes.

ALTERNATIVES	QUANTITY	PERCENTAGE
Dialogues	4	18%
Filling in the blanks		
Checking off items in a list		
Completing exercises	12	55%
Get in order		
Circle the answer	4	18%
Listening for details	1	4%
Listen to music		
Listening for the gist		
Listening for the main idea	1	5%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 9: What kind of listening activities do you usually practice during English classes?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: The majority of students said they usually practice the activity: completing exercises in the listening activities and in the other hand few students answered circle the answer, listening for details, listening for the main idea and dialogues.

Question 10: Would you like use audiovisual materials to practice listening skill?

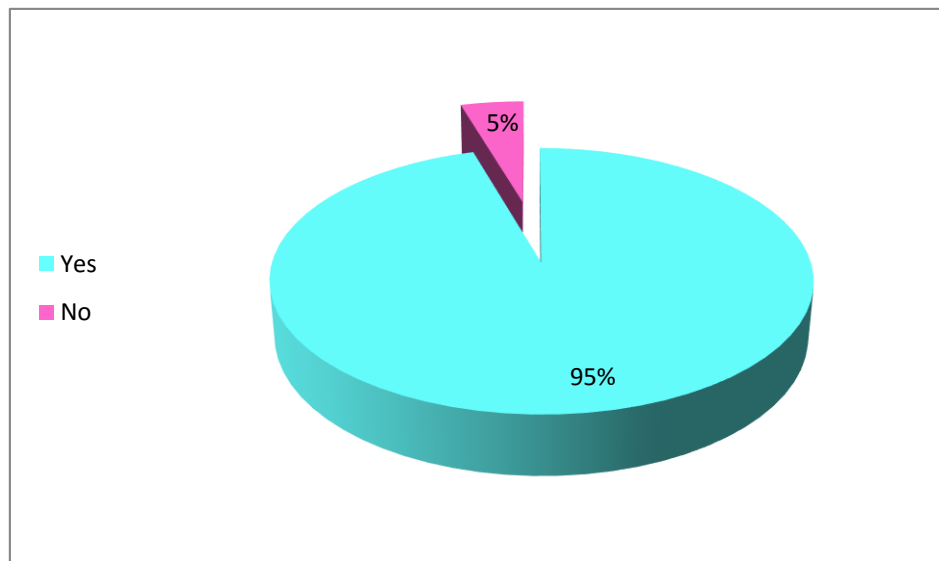
Objective: To define if the students would like to use audiovisual materials for practicing listening skill.

Chart # 15: Audiovisual materials to practice listening skill.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	21	95%
No	1	5%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 10: Would you like use audiovisual materials to practice listening skill?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: According to the results, 95% students agree about they would like to use audiovisual materials to practice listening skill and only few students said they would not like to use it to practice listening skill.

Question 11: Do you consider the use of videos to improve the listening skill in classes?

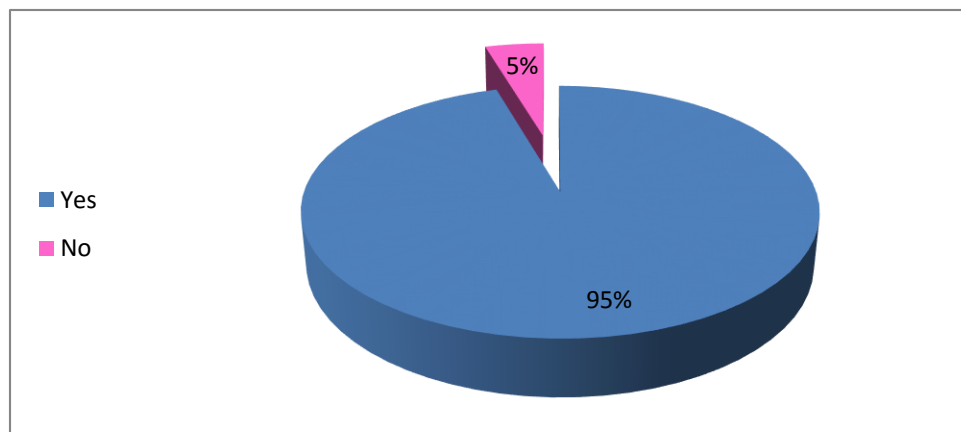
Objective: To determine if the students consider they would improve their listening through the use of videos.

Chart # 16: videos listening skill

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	21	95%
No	1	5%
Total	22	100%

Source: Students at “Alexander Neill” elementary school.

Graph # 11: Do you consider the use of videos to improve the listening skill in classes?



Source: Students at “Alexander Neill” elementary school.

Author: Rosalba Rodríguez Villón.

Analysis: The most of students answered that they consider the use of videos to improve the listening skill in classes. In the other hand, just one student do not consider it to improve the listening skills.

3.8.2 Analysis of the results – Director

The Director considers that the English language is very important to the students learn today but she said that the students receive few hours per week and it is not enough. She expresses the English teacher uses an English book and receives training of people that supply them the book. They apply empirical knowledge and research the topics. The institution that she manages, it just has an audiovisual area that is used for teaching English sometimes. The director agree with the implementation about a guide of activities for improve the listening skill.

3.8.3 Analysis of the results – Teacher

The English teacher uses a book that includes a Cd but she does not use it because it just contains some educational songs and she needs more materials that helps the student to develop their skills. She applies listening activities in their English classes and considers that the students feel interest toward those activities. The teacher uses dialogs and repeats the pronunciation about that for teaching listening and sometimes applies videos but she does not use their eventually.

In this interview the teacher expresses the audiovisual materials are important because she considers the students can listen and watch at same time so the students can learn better.

3.8.4 Analysis of the results- Students

According to the results that gives this survey done to the students of fifth grade at Alexander Neill elementary school, it showed the most of the students like the English language so why the students have a low level on it?, this research consider also other questions that validates this project and answers this question that is detailed in the following:

In the question: Which English skill is more difficult for you? The most of the students considered mainly listening as the more difficult skill to learn and them also speaking skill. They do not apply listening exercises that is the answer to the question: Does your teacher apply listening exercises in class? It is relevant question to this project looks for improving the listening skill and that contributes to the speaking, reading and writing skills.

In these questions: Would you like to watch TV shows, videos, cartoons and movies to learn English? And, would you like use audiovisual materials to practice listening skill? Respectively and according to the answers of students, the majority express that they agree with these resources for learning English and also they would like use this kind of materials for practicing listening skill because the most of the time their teacher just apply traditional English classes. Therefore, this question: Do you consider the use of videos to improve the listening skill in classes? It is supported by means of the reply about the student that thinks the audiovisual materials can improve their listening skills.

3.9 CONCLUSIONS AND RECOMMENDATIONS

3.9.1 Conclusions

- ❖ The English classes are developed with traditional tools and without the use of audiovisual materials for teaching the skills.

- ❖ The students of fifth grade at Alexander Neill elementary school do not have enough practice about listening skills because rarely the english teachers develop this skill.

- ❖ The use of audiovisual materials is an indispensable tool for teaching that creates a new and good environment that can contribute for improving the listening skill in the students of fifth grade.

- ❖ The analysis about the diagnostic test made to the students of fifth grade at Alexander Neill elementary school reflected a low level in the listening skills and it is due to the institution have a minimum material to the development of this skill.

3.9.2 Recommendations

- ❖ It is important to look for tools that contributes to the innovations in the classes and for this can be used audiovisual materials for teaching.

- ❖ It suggested the English teacher should develop the listening skill in the same way as the others skills for reaching a best level of English.

- ❖ It recommends the use of audiovisual materials as a didactic material for teaching, learning English and improving the listening skill especially because it creates a new environment that can encourage to all learners to get a successful learning process.

- ❖ The implementation of audiovisual materials and listening activities can contribute to the development about four skills: listening, speaking, reading and writing and improve level of English in the students of fifth grade at Alexander Neill elementary school.

CHAPTER IV

THE PROPOSAL

4.1 INFORMATIVE DATA

Title of proposal

AUDIOVISUAL ENGLISH TEACHING MATERIALS TO IMPROVE LISTENING SKILLS IN STUDENTS OF FIFTH GRADE EGB AT ALEXANDER NEILL ELEMENTARY SCHOOL, SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015 – 2016.

Executing Institution:

“Alexander Neill” elementary school.

Beneficiaries:

Students of fifth grade; General Basic Education.

Location:

Santa Elena Canton, Santa Elena Province.

Responsible:

Author: Rosalba Rodríguez Villón.

4.2 PROPOSAL BACKGROUND

At present, education asks for constant innovation. It makes teachers change the traditional classes to active classes in which the learners are involved in the practice of the topics to get a meaningful learning. Today, the Internet is a tool, it provides multiple audiovisual materials that teachers can use in their classes.

Audio-visual materials constitute a beneficial resource for teaching and learning English language because motivate, create new and real learning environment about the students' English classes. It leads to relate the images and the sounds to get a meaningful learning in the listening skills practice.

4.3 SIGNIFICANCE

- This research paper has a relevant value to the teachers and students at “Alexander Neill” elementary school because it will provide a refreshing material that will permit to keep students awake and obtain their attention while practicing the listening skills using audiovisual materials. Furthermore, the students can hear the native people language through the audios and videos to adapt their hearing sense toward the English language.

4.4 OBJECTIVES

General Objective

To implement Audiovisual English teaching materials to apply listening activities in order to enhance the listening skills in students of fifth grade at “Alexander Neill”.

4.4.1 Specific Objectives of the research

- To collect audiovisual materials according to the topics from the English book of fifth grade.
- To recognize suitable activities for applying with the audiovisual materials.
- To measure the listening skills through a diagnostic test to the students of fifth grade.
- To apply listening activities through audiovisual materials to the students.
- To evaluate the learning results in the students of fifth grade at “Alexander Neill”.

4.5 DESIGN AND DEVELOPMENT OF THE PROPOSAL

The implementation of Audio-visual English teaching materials will enhance listening skills in students of fifth grade EGB at Alexander Neill elementary school, Santa Elena, Province of Santa Elena. School year 2015-2016. This guide is based on

selected videos according to the unit of Enterprise Book; they will look and listen to work in different listening activities through a worksheet related to the video.

This material is also available in the educational platform named EDMODO which includes the respective videos and two listening activities on each unit.

Edmodo Link: <https://www.edmodo.com/home#/library>

This guide has activities based in the following topics of the English book:

Chart# 17: Topics and Activities

UNIT	TOPIC	ACTIVITY
1	A healthy body The human body Video: Sesame Street- Know your body	-Circle the correct answer according to the video. -Listen and pay attention to the video of Sesame Street and answer the question. Choose the correct picture.
2	How much money is there? Numbers Video: Math class Video: Make a cake.	-Watch the video and answer the question about: Math Class. Underline the correct answers. -Write the Ordinal number according to the steps to: Make a cake.

3	<p>Happy New Year!</p> <p>The months of the Year</p> <p>Video: Eating cookies all year.</p>	<p>-Complete the song: Eating cookies all year.</p> <p>Use the following words: season, fall, season, summer, season, spring, season, fall, winter.</p> <p>-Look at the picture and write the correct Season according to the video: Eating cookies all the year.</p>
4	<p>These are my things</p> <p>Demonstratives</p> <p>Video: The ant Bully.</p>	<p>Fill in the blanks using the Demonstratives Pronouns according to the video: The ant Bully.</p> <p>-Follow the sequence of the movie: The ant Bully and match the expression that characters used on each scene with the respective picture.</p>
5	<p>She is my daughter.</p> <p>Subject Pronouns</p> <p>Video: English conversation- Meet my family</p>	<p>-Complete the dialog using the correct Subject pronoun according to the video.</p> <p>- Pay attention to the video: Meet my family and answer the questions. Underline the correct answer.</p>
6	<p>An interesting place.</p> <p>Articles</p> <p>Video: The voyage of the animal orchestra.</p>	<p>-Watch the video and get in order the story: The voyage of the animal orchestra. Match the picture with the respective dialogue.</p> <p>-Complete the story: The voyage of animal orchestra using the Articles: a, an, the.</p>

7	<p>At the supermarket</p> <p>Plural Forms</p> <p>Video: Super Fab Lab! Food Group.</p>	<p>-Complete the following sentences which are expressed in the video: Super Fab Lab! Food Groups.</p> <p>-Answer the follow questions about the video: Super Fab Lab! Food Groups. Make a tick in the correct answer.</p>
8	<p>I am a fireman</p> <p>Verb To Be</p> <p>Video: When I grow up.</p> <p>Video: People work.</p>	<p>-Circle the word that you hear in the interview: When I grow up.</p> <p>-Fill in the blanks using professions according to the song: People work.</p>

Author: Rosalba Rodríguez Villón.

Unit 1: A healthy body

Objective: To identify the parts of the body through the video

Chart # 18: Listening activity 1

<p>Activity:</p> <p>Circle the correct answer according to the video.</p>	<p>Time: 15 min</p> <p>Students: 5 Grade at Alexander Neill.</p> <p>Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher reads the instructions. 2. Then, she tells some about the video: Know your body from Sesame Street. 3. The video is played 3 times to the student work in the activity. 4. Then, check the answers and ask the students. 	


NAME: _____

UNIT 1, Human Body

Sesame Street: Do you know the part of your body?

b) Circle the correct body part in the picture according to the question.


1) Where are your feet, Elmo? 2) Where are your fingers, Elmo?




b) Circle the parts of the human body in the list that you listen according to the video and match the words with the respective Samantha's body parts.

Samantha, what part of body do you have them?

Knees
mouth
legs
elbow
Shoulders
lips
Ears
Eyes
hair
Hands
arm



c) Circle the part of body that the song said in the video of Sesame Street.



Chin	head	ears	cheek	nose	legs
legs	mouth	Arms	fingers	eyes	Knees
lip	toe	hand	foot/feet	elbow	shoulder
face	hair				

Source: Rosalba Rodríguez Villón.

Web Resource: <http://www.youtube.com/watch?v=T9jblkLUhH0>

Unit 1: A healthy body


Objective: To practice the parts of the body through a video for applying in an exercise.

Chart # 19: Listening activity 2


Activity: Listen and pay attention to the video of Sesame street and answer the question.	Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instructions: <ol style="list-style-type: none">1. The teacher reads the instructions.2. Then, she tells some about the video: Know your body from Sesame Street.3. The video is played 3 times to the student work in the activity.4. Then, check the answers and ask the students.	

Listen and pay attention to the video of Sesame Street and answer the question. Choose the correct picture


Where are your shoulders?




Where is your nose?




Where are your head?




HEY Paige! Can you tell me, where your nose is?



Can you show me, where your ears are?



Can you show me, where your chin is?



Source: Rosalba Rodríguez Villón

Web Resource: <http://www.youtube.com/watch?v=T9jblkLUhH0>

Unit 2: How much money is there?

Objective: To identify the numbers through video for applying in an exercise.

Chart # 20: Listening activity 3


Activity: Watch the video and answer the question about: Match Class. Underline the correct answer.	Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instruction: <ol style="list-style-type: none">1. The teacher gives the instruction and reads the questions.2. Then, she tells some about the video: Math Class.3. The video is played 3 times to the student work in the activity.4. Then, check the answers and ask the students.	

UNIT 2: NUMBERS

Watch the video and answer the question about: Math Class. Underline the correct answers.

1., What does the teacher ask to the student?

- a) what's eight take away five?
- b) What's four take away five?
- c) What's five take away nine?



2., The second question that the teacher ask is:

- a) What's six take away seven?
- b) What's seven take away nine?
- c) What's six take away one?

3., The third question that the teacher ask is:

- a) What's ten minus one?
- b) What's three minus nine?
- c) What's seven minus one?



4., What question does teacher use at the end of the video?

- a) Did you understand?
- b) Did you get now?
- c) Did you know that?

Source: Rosalba Rodríguez Villón.

Web Resource: <http://www.youtube.com/watch?v=KdxEA91D7k>

Unit 2: How much money is there?











Objective: To recognize the Ordinal Numbers through a video for practicing in class.

Chart # 21: Listening activity 4

Activity: Listen and pay attention the song: Make a cake, and write the Ordinal numbers according to the steps.	Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instruction: <ol style="list-style-type: none">1. The teacher reads the instructions.2. Then, she tells ideas about the video: Make a cake.3. The video is played 3 times to the student work in the activity.4. Then, check the answers and ask the students.	

ORDINAL NUMBERS

Listen and pay attention the music video them get in order and write the Ordinal numbers according to the steps to: Make a cake. First, Second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.

 spread butter in pan	 1 tablespoon vanilla	 3 large eggs	
 1 cup of sugar	 1 stick of butter	 1 tablespoon of salt	
 2 cups of flour	 pour batter with hands	 1 cup of milk	 1 table of baking powder

Source: Rosalba Rodríguez Villón.

Web Resource: <http://www.youtube.com/watch?v=vc820BteGzY>

Unit 3: Happy New Year

Objective: To identify the Season through a video for applying in a worksheet.

Chart # 22: Listening activity 5

Activity: Complete the song: Eating cookies	Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instruction: <ol style="list-style-type: none">1. The teacher gives the instructions.2. Then, she tells ideas about the Eating cookies video contains.3. The video is played 3 times to the student work in the activity.4. Then, check the answers and ask the students.	

UNIT 3: The months of the year.

Complete the song: Eating cookies all the year. Use the following words: season, fall, season, summer, season, spring, season, fall, winter, season, summer, wind, spring, season, winter, time.

In the _____ there lots of snow. It's very chilly,
but don't you know?
If another season, another reason for eating cookies.

In the _____ time the birds sing, the buds, they bloom
and one more thing,
If another _____ another reason for eating cookies.

Me eat them every _____, me eat them day or night.

When it comes to cookie, me go healthy appetite


In the _____, it very hot, me go to the beach, me sweat a lot

If another _____ another reason for eating cookies.

In the _____ the leaves turn brown, the _____, it blows.
The leaves fall down
If another _____ another reason for eating cookies.

So if it _____, _____, or _____, no matter!
Hey, any _____ at all!

If the _____, me got a reason for eating cookies. All together now!
It a _____, me got a reason for eating cookies.



Source: Rosalba Rodríguez Villón.

Web Resource: <http://www.youtube.com/watch?v=1qGdXc2tH3s>

Unit 3: Happy New Year

Objective: To infer about the Season through a video for practicing in class.





Chart # 23: Listening activity 6

Activity: Look at the picture and write the correct season according to the video: Eating cookies all the year.	Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instruction: <ol style="list-style-type: none">1. The teacher reads the instructions.2. Then, she tells ideas about the Eating cookies video contains.3. The video is played 3 times to the student work in the activity.4. Then, check the answers and ask the students.	

NAME: _____

SEASONS

Look at the picture and write the correct season according to the video: Eating cookies, all the year.

 _____	 _____
 _____	 _____

Source: Rosalba Rodríguez Villón.

Web Resource: <http://www.youtube.com/watch?v=1qGdXc2tH3s>

Unit 4: These are my things

Objective: To remember Demonstratives through a video for practicing in an exercise.

Chart # 24: Listening activity 7

<p>Activity: Fill in the blanks using Demonstratives Pronouns according to the video: The ant Bully.</p>	<p>Time: 15 min</p> <p>Students: 5 Grade at Alexander Neill.</p> <p>Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher reads the instructions. 2. Then, she tells ideas about the essence of video: The ant Bully. 3. The video is played 3 times to the student work in the activity. 4. Then, check the answers and ask the students. 	

UNIT 4: DEMONSTRATIVES

Fill in the blanks using the Demonstratives Pronouns according to the video: the ant Bully

Ant 1: Wow, _____ is a big nest. -Must have taken thousands of humans to build _____. -
What's that?

Boy: - It's just the door.

Ant 1: A door? Fantastic. Do all of your guests pass under _____
door?

Boy: Well, actually, you guys are the first friends I've had over.

Ant 1: We are the first ones? - Great.

Ant 2: - And to think... all of _____ is made from your own poop. Nice

Boy: Oh, why did Mom have to get shag carpet? It'll take days to get to the kitchen.

Ant 1: Oh, gee, _____ is too bad. I guess now we'll have to go home before we all get _____ trouble.

Boy: No. Wait. Come on _____ is called hang-gliding.

Ant 3: Have you ever done _____, actually?

Boy: I played the video game. Now, when I give the word, everybody
jump. Now!

Ant 2: Oh, sorry, was _____ the word? - Coming.

Boy: - Hey, hey, look out.

Ant 2: For queen and colony. Oh, God. Ant 1: - Show off.

Boy: - Awesome. Yeah, _____ is Hawaii. We went there last summer. It's got volcanoes and hula
dancers and Don Ho and surfboards. And I caught a fish. And _____ are the pyramids. Well, not the
real pyramids. The real ones are lot bigger. Mommo says aliens built them. She's my grandma.

Ant 3: Oh, are _____, _____ nest mates?

Boy: Yeah, _____ is my family.

Ant 3: Which one is the queen? Boy: My sister thinks she is.

Ant 3: What's wrong?

Boy: Nothing. It's just, well... I should have told my mom goodbye. _____ is all. I can be a real jerk
sometimes.

Ant 3: - Lucas, your face is leaking. Boy: - Leaking? Oh, no, it's okay.

Source: Rosalba Rodríguez Villón.

Web Resource: <http://www.youtube.com/watch?v=GDIK-tzqQWg>

Unit 4: These are my things

Objective: To relate the Demonstratives with pictures through a video for applying in a worksheet.

Chart # 25: Listening activity 8

Activity: Follow the sequence of the movie: The ant Bully and match the expression that characters used on each scene with the respective picture.	Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instruction: <ol style="list-style-type: none">1. The teacher gives the instructions.2. Then, she tells ideas about the essence of video: The ant Bully.3. The video is played 3 times to the student work in the activity.4. Then, check the answers and ask the students.	

DEMONSTRATIVES

Follow the sequence of the movie... The ant Bully and match the expressions that characters used on each scene with the respective picture.

1. Oh, sorry, was that the word?

2. And these are the pyramids.

3. Wow, this is a big nest.

4. Oh, gee, that, is too bad.

5. Yeah, that's my family.

6. When ants are sad, we do this.

7. This is called hantz-pling.

8. This is hantz.

Source: Rosalba Rodríguez Villón.

Web Resource: <http://www.youtube.com/watch?v=GDIK-tzgQWg>

Unit 5: She is my daughter

Objective: To recognize the Subject pronouns through a video for applying in a worksheet.

Chart # 26: Listening activity 9

<p>Activity: Complete the dialog using the correct Subject pronouns according to the video: Meet my Family.</p>	<p>Time: 15 min</p> <p>Students: 5 Grade at Alexander Neill.</p> <p>Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher reads the instructions. 2. The teacher tells about the essence of Meet my family video. 3. The video is played 3 times to the student work in the activity. 4. Then, check the answers and ask the students. 	

UNIT 5: SUBJECT PRONOUNS

Complete the dialog using the correct Subject pronouns according to the video.

PETER: That's your cousin Teddy. _____ is a waiter, _____ is single, and _____ likes rock music.

JANE: _____ is my brother Eddie. _____ is a doctor. _____ is got a wife and two kids, and _____ likes classical music. How about this one?

PETER: _____ don't know, a cousin?

JANE: No!

PETER: your brother?

JANE: No!

PETER: An uncle?

JANE: _____ is my aunt Judy!

PETER: Sorry, Mrs. Morris. _____ looks like your uncle.

JANE: Tell me something about her. _____ is an architect.

JANE: Artist. _____ Married.

JANE: divorced

PETER: two kids? Three kids, four kids? Eya kids?

JANE: no kids. Only eight more. Here's an easy one.

PETER: _____ don't know. _____ is my father!

PETER: _____ know who your father is! Why are _____ showing me photos of your father?

JANE: My family is coming in one hour. Now pay attention.

PETER: Why do _____ have such a large family?



JANE: _____ is not that large.

PETER: Not that large. _____ have six brothers and sisters, fourteen aunts and uncles. Who knows how many cousins, nieces, and nephews! _____ would say that's a large family.

JANE: _____ are not all coming over.

PETER: No, just eighteen of them.

JANE: _____ am sorry, honey. _____ just want them to like you. Calm down. _____ is OK. _____ are

Source: Rosalba Rodríguez Villón.

Web Resources: <https://www.youtube.com/watch?v=FpWwjZhiBc8>

Unit 5: She is my daughter

Objective: To classify the members of family through the video: Meet my family for answering questions.

Chart # 27: Listening activity 10

Activity: Observe the video: Meet my family and answer the questions. Choose the correct answer.	Time: 20 min. Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instruction: <ol style="list-style-type: none">1. The teacher gives the instructions.2. The teacher tells a short explanation about the video: Meet my family.3. The video is played 3 times to the student work in the activity.4. Then, check the answers and ask the students.	

UNIT 5: SHE IS MY DAUGHTER

Pay attention to the video: Meet my family and answer the questions. Underline the correct answer.

1. Who is the name Jane's brother?

- Ernie
- Peter
- Eddie

2. Who is the name Jane's aunt?

- Judy - Helen - Dave

3. The sister's husband Ernie. Is he an

- doctor - architect - waiter


4. What does Ernie like?

- baseball - soccer - basketball

5. Who is David?

- Jane's father - Jane's nephew - Jane's brother

6. Who lives David?



Source: Rosalba Rodríguez Villón.

Web Resources: <https://www.youtube.com/watch?v=FpWwjZhiBc8>

Unit 6: An Interesting Place











Objective: To distinguish the sequence of story: The voyage of animal orchestra through a video for matching in an exercise.

Chart # 28: Listening activity 11

<p>Activity: Watch the video and get in order the story: The voyage of the animal orchestra. Match the picture with the respective dialogue.</p>	<p>Time: 15 min</p> <p>Students: 5 Grade at Alexander Neill.</p> <p>Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 5. The teacher reads the instructions. 6. The teacher tells about the essence of short story: The Voyage of animal. 7. The video is played 3 times to the student work in the activity. 8. Then, check the answers and ask the students. 	

NAME: _____ UNIT 6: ARTICLES

Watch the video and get in order the story: The voyage of the animal orchestra. Match the picture with the respective dialogue.

	It's a miracle! The ship heard the band and came to rescue us. WUUC.OOOOO.OOOING. OOO.OOOOO.OOOO. We're going home! Hip hip hurrry! Hip hip hurrry!	
DAY 1 	This morning the band was playing on the beach the music was so loud when a ship sailed by! I drew my seatbelt and the ship stopped!	DAY 6 
DAY 2 	Today we climbed a volcano. At the top there was a pool of fresh sea water. It was delicious! Now we must explore more of the island!	DAY 7 
DAY 3 	Today we walked across the island. There were banana trees and coconut trees -ouugh! Now we must make a shelter. Who knows how we can make one?	DAY 364 
DAY 4 	We're alive! We swam all day and all night until we reached land. Who knows what's on this island first we must sleep and rest.	
	It's a sad day, Day ship, Symphony, it's a noo! This morning and we are singing. We must abandon the ship and swim for our lives.	
	Today we walked around the island like climbed a tree and all we saw the deep blue sea and the hot sand - ouugh! Now we must find food.	
	Today we made a shelter out of bamboo and palm leaves. We have fish, fruit, milk, water and shelter. Now we must have some music!	
	Today we went swimming and fishing. There's OOOO.OOO -ouch! In the sea - ouugh! Now we must find fresh water. Who knows how we can get it?	

Source: Rosalba Rodríguez Villón.

Web Resources: <http://www.youtube.com/watch?v=7bq2G5s-YwY>

Unit 6: An interesting Place

Objective: To locate the Articles through a video for completing a short story in a worksheet.


Chart # 29: Listening activity 12

<p>Activity: Complete the story: The voyage of the animal orchestra using the Articles: <u>a, an, the</u>.</p>	<p>Time: 15 min</p> <p>Students: 5 Grade at Alexander Neill.</p> <p>Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher gives the instructions. 2. The teacher tells about the essence of short story: The Voyage of animal. 3. The video is played 3 times to the student work in the activity. 4. Then, check the answers and ask the students. 	

Name: _____

Complete the story: The voyage of the animal orchestra using the Articles: a, an, the.

It's _____ sad day, our ship, Symphony, hit _____ rock this morning and we are sinking. We must abandon _____ ship and swim for our lives.



Day 1. We're alive! We swam all day and all night until we reached land. Who knows what's on this island? First we must sleep and rest.

Day 2. Today we walked around _____ island. We climbed _____ tree and all we saw _____ deep blue sea and _____ hot sand -ouch! Now we must find food.

Day 3. Today we went swimming and fishing. There were _____ sea -urchins in _____ sea -ouch! Now we must find fresh water. Who knows how we can carry it?

Day 4. Today we climbed _____ volcano. At _____ top there was _____ pool of fresh rain water. It was delicious! Now we must explore more of _____ island.

Day 5. Today we walked across _____ island. There were banana trees and coconut trees -ouch! Now we must make _____ shelter. Who knows how we can make one?

Day 6. Today we made _____ shelter out of bamboo and palm leaves. We have fish, fruit, milk, water and shelter. Now we must have some music!

Day 7. Today _____ band practiced on _____ beach. There was _____ ship on horizon but it didn't see us. Who knows how we can stop _____ next ship?

Day 8. This morning _____ band was playing on _____ beach (the music was a bit loud) when _____ ship sailed by! I blew my seashell and _____ ship stopped!

It's _____ miracle! _____ ship heard _____ band and came to rescue us. We're finally leaving _____ desert island. We're going home! Hip hip hooray! Hip hip hooray!

Source: Rosalba Rodríguez Villón

Web Resource: <http://www.youtube.com/watch?v=7bq2G5s-YwY>

Unit 7: At the Supermarket.


Objective: To practice Nouns through the video Super Fab Lab! Food Groups for applying in exercises.

Chart # 30: Listening activity 13


<p>Activity: Complete the following sentences which are expressed in the video: Super Fab Lab! Food Groups.</p>	<p>Time: 15 min</p> <p>Students: 5 Grade at Alexander Neill.</p> <p>Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher gives the instructions. 2. The teacher tells ideas about the video: Super Fab Lab! Food Groups. 3. The video is played 3 times to the student work in the activity. 4. Then, check the answers asking the students. 	

UNIT 7: AT THE SUPERMARKET


Complete the following sentences which are expressed in the video: Super Fab Lab! Food Groups. (breads, chicken, lunches, meal, crackers, fish, vegetables, bread, table, picture, pasta, boxes, milk, fruits, food, meat)




For this investigation, I like everyone to go and get your lunch and bring them back to the




I bet will find all the food groups in your



Wait a minute! I see and,
meat and, and yogurt,
..... and pasta but not cake.



Now, let's take out the food from your lunch boxes and place everything into the different groups and when you are done you can each draw a of a nutritious in your journal.



It's important to be a little meal from each food group, vegetables groups, and group, the dairy group and the chicken and group.

Source: Rosalba Rodríguez Villón

Web Resources: <http://www.youtube.com/watch?v=ARD1MAh434w>

Unit 7: At the Supermarket.

Objective: To determine the correct answers through the video Super Fab Lab! Food groups.

Chart # 31: Listening activity 14

Activity: Answer the questions about the video: Super Fab Lab! Food Groups. Make a tick in the correct answer.	Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.
Instruction: <ol style="list-style-type: none">1 The teacher reads the instructions.2 The teacher reads the questions that the worksheet contains.3 The teacher tells ideas about the video: Super Fab Lab! Food Groups.4 The video is played 3 times to the student work in the activity.5 Then, check the answers and ask the students.	

NAME: _____

UNIT 7: AT THE SUPERMARKET

Pay attention to the video: Super Fab Lab! Food Groups and answer the follow questions. Make a tick in the correct answer.

1) What is the best way to eat a nutritious meal?

a) to buy little bit from each food group every Monday.

b) to eat little bit from each food group every day.

c) to save little bit from each food group every Thursday.

2) What food do Sid and their friends find in their lunches?

a) carrots, bread, tuna, cheese

b) chicken, bread, fruits, vegetables

c) pasta, pizza, sandwiches.

3) What food does Sid see in the blackboard?

a) Fruits and vegetables, noodles and pasta, juice and soda

b) rice and beans, onions and celery, soda and tea

c) Fruits and vegetables, meat and chicken, milk and yogurt, bread and pasta

4) What groups of food are in the plates?

a) vegetables groups, breads, crackers and pasta group, the dairy group and the meat, chicken and fish group.

b) soda groups, snacks groups.

c) beverages groups, sweet group.

Source: Rosalba Rodríguez Villón.

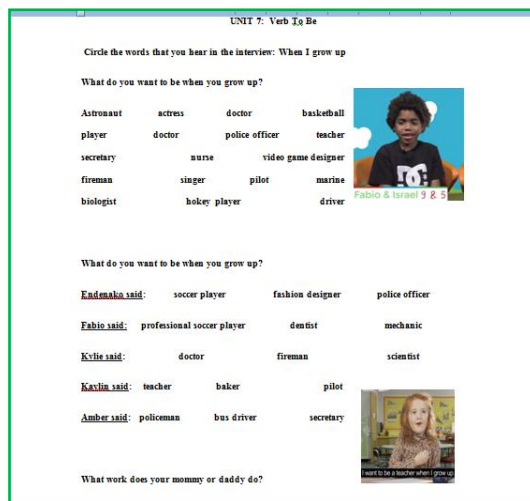
Web Resources: <http://www.youtube.com/watch?v=ARD1MAh434w>

Unit 8: I am a Fireman

Objective: To recognize the professions through a video for answering questions in a worksheet.

Chart # 32: Listening activity 15

<p>Activity:</p> <p>Circle the words that you hear in the interview: When I grow up.</p>	<p>Time: 15 min</p> <p>Students: 5 Grade at Alexander Neill.</p> <p>Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher gives the instructions. 2. The teacher reads the questions that the worksheet contains. 3. The teacher tells ideas about the video: When I grow up. 4. The video is played 3 times to the student work in the activity. 5. Then, check the answers and ask the students. 	



Source: Rosalba Rodríguez Villón.

Web Resources: <http://www.youtube.com/watch?v=bczejkA3d0I>

Unit 8: I am a fireman

Objective: To memorize the Professions through a video for applying in a worksheet.


Chart # 33: Listening activity 16

<p>Activity: Fill in the blanks using professions according to the song: People work.</p>	<p>Time: 15 min Students: 5 Grade at Alexander Neill. Resources: Worksheet, video.</p>
<p>Instruction:</p> <ol style="list-style-type: none"> 1. The teacher reads the instructions. 2. The teacher reads the song in the worksheet. 3. The teacher tells ideas about the video: People work. 4. The video is played 3 times to the student work in the activity. 5. Then, check the answers and ask the students. 	

NAME: _____

PROFESSIONS

Fill in the blanks using professions according to the song:
People work.



Nigel Naylor, He's a _____, he makes trousers, suits and shirts.

Penny Proctor, she's a _____, comes to see you when it hurts.

Peter Palmer, he's a _____, he's got cows and pigs and sheep.

Wendy Witter, _____, minds the kids when they're asleep.

People _____ in the country, people _____ in the town.

People _____ day and night to _____ the world go round.

Mabel Mescher, language _____, teaches English, French and Greek.

Gary Gummer, he's a _____, call him when you've got a leak.

Paty Fremke, she's a _____, keeps your teeth both clean and white.

Ronnie Rayman, he's a _____, comes when there's a fire to fight.

People _____ in the country, people _____ in the town.

People _____ day and night to _____ the world go round.

Source: Rosalba Rodríguez Villón.

Web Resources: <http://www.youtube.com/watch?v=ORGLQudvMWE>

4.6 RESULTS

4.6.1 Diagnostic test results.

The students of fifth grade at Alexander Neill elementary school was participated in this project and they did a diagnostic test in which is reflected the low level in the listening skill.

Chart # 34: Diagnostic Test Results.

N°	NAMES	SCORE
1	Aldaz Salazar Justin	0,9
2	Cacao Franco Juan Esteban	2,1
3	Del Pezo Soriano Andy Daniel	1,8
4	González Gellibert Jean Carlos	3,6
5	Moreta Ramirez Ronald Mauricio	0
6	Lino Morocho Luis Nathan	1,2
7	Rengifo Alejandro Schneider Giraldino	1,2
8	Reyes Mite Kerly Melissa	0,9
9	Saltos Chiriguay Howard Fabian	0,9
10	Tomalá Rodríguez Javier Saúl	1,2
11	Velez Yunda Galo Isidro	0
12	Velez Yunda Nancy Marcela	2,1
13	Villón Rodríguez Nestor Andrés	2,4
14	Villacrés Reyes Krystell Raquel	2,7
15	Briones Mendoza Scarlet	4,8
16	Almendariz Zamora Michael Steven	3
17	Neira Reyes Nicky Isaias	0,9
18	Tigrero Muñoz Freddy Raúl	3,9
19	Plúas Suarez Brandon Jeremi	1,5
20	Pinta Mera Elias Ismael	3,3
21	Tomalá Campoverde Arnaldo Isaac	1,5
22	Rodríguez Yagual Ivanna Fiorela	1,5

Source: Rosalba Rodríguez Villón.

4.6.2 Activity Results

The students did activities during the English classes, for this was used the audiovisual materials, it means appropriate videos for answering worksheets related to the vocabulary of each unit.

Chart # 35: Activity Results

N°	NAMES	SCORE 1	SCORE 2	SCORE 3	TOTAL	FINAL SCORE
1	Aldaz Salazar Justin	7	8,8	5	20,8	6,93
2	Cacao Franco Juan Esteban	8,4	8,8	9	26,2	8,73
3	Del Pezo Soriano Andy Daniel	7	10	10	27	9
4	González Gellibert Jean Carlos	7	-	-	-	7
5	Moreta Ramirez Ronald Mauricio	5,6	7,6	2	15,2	5,07
6	Lino Morocho Luis Nathan	5,6	6,8	4	16,4	5,46
7	Rengifo Alejandro Schneider Giralдино	6,3	7,6	-	13,9	6,95
8	Reyes Mite Kerly Melissa	6,3	9,6	10	25,9	8,63
9	Saltos Chiriguay Howard Fabian	5,6	-	7	12,6	6,3
10	Tomalá Rodríguez Javier Saúl	5,6	5,2	6	16,8	5,6
11	Velez Yunda Galo Isidro	6,3	10	10	17,3	5,77
12	Velez Yunda Nancy Marcela	6,3	8,8	8	23,1	7,7
13	Villón Rodríguez Nestor Andrés	8,4	8,8	10	27,2	9,07
14	Villacrés Reyes Krystell Raquel	7,7	9,2	10	26,9	8,97
15	Briones Mendoza Scarlet	9,8	10	10	29,8	9,93
16	Almendariz Zamora Michael Steven	9,8	9,6	8	27,4	9,13
17	Neira Reyes Nicky Isaias	9,8	10	10	29,8	9,93
18	Tigrero Muñoz Freddy Raúl	6,3	-	-	-	6,3
19	Plúas Suarez Brandon Jeremi	5,6	10	10	25,6	8,53
20	Pinta Mera Elias Ismael	9,8	9,6	7	26,4	8,8
21	Tomalá Campoverde Arnaldo Isaac	6,3	6,4	1	13,7	4,57
22	Rodríguez Yagual Ivanna Fiorela	9,1	10	10	29,1	9,7

Source: Rosalba Rodríguez Villón.

4.6.3 Comparison between Diagnostic Test and Total Activities Results.

Chart# 36: Comparison between Diagnostic Test and Total Activities Results.

Nº	NAMES	Diagnostic Tets	Total Activities Results
1	Aldaz Salazar Justin	0,9	6,93
2	Cacao Franco Juan Esteban	2,1	8,73
3	Del Pezo Soriano Andy Daniel	1,8	9
4	González Gellibert Jean Carlos	3,6	7
5	Moreta Ramirez Ronald Mauricio	0	5,07
6	Morocho Lino Luis Nathan	1,2	5,46
7	Rengifo Alejandro Schneider Giraldino	1,2	6,95
8	Reyes Mite Kerly Melissa	0,9	8,63
9	Saltos Chiriguay Howard Fabian	0,9	6,3
10	Tomalá Rodríguez Javier Saúl	1,2	5,6
11	Velez Yunda Galo Isidro	0	5,77
12	Velez Yunda Nancy Marcela	2,1	7,7
13	Villón Rodríguez Nestor Andrés	2,4	9,07
14	Villacrés Reyes Keystell Raquel	2,7	8,97
15	Briones Mendoza Scarlet	4,8	9,93
16	Almendariz Zamora Michael Steven	3	9,13
17	Neira Reyes Nicky Isaias	0,9	9,93
18	Tigrero Muñoz Freddy Raúl	3,9	6,3
19	Plúas Suarez Brandon Jeremi	1,5	8,53
20	Pinta Mera Elias Ismael	3,3	8,8
21	Tomalá Campoverde Arnaldo Isaac	1,5	4,57
22	Rodríguez Yagual Ivanna Fiorela	1,5	9,7

Source: Rosalba Rodríguez Villón.

4.7 CONCLUSIONS AND RECOMMENDATIONS

4.7.1 Conclusions

- ❖ The Audiovisual materials as a helpful tool for teaching English language can catch the attention on the students of fifth grade at Alexander Neill elementary school.

- ❖ The listening practice through the use of audiovisual English teaching materials help students because they have access to a natural context of the native speakers. For, the students can adapt and understand the language to develop the listening skill in a better way.

- ❖ The implementation of audiovisual English teaching materials with listening activities is relevant for engaging and enhancing the level of English in the learners.

4.7.2 Recommendations

- ❖ It is important to use audiovisual materials as a helpful tool for teaching English language to motivate and interact with the students, it could also be applied for practicing speaking because the videos can be used for other exercises such as for asking and answering questions.

- ❖ It is relevant the practice and develop listening skills through the use of audiovisual English teaching materials to the students of fifth grade at Alexander Neill Elementary school so they can adapt to the natural language context and they can understand better the English language. It can be intensified through the use of educational platform which contains this appropriate material and additional materials as homeworks or games to the students practice at home and in their free time.

- ❖ It is recommended the appropriate audiovisual English teaching materials and the listening activities respectively to the students at Alexander Neill elementary school because it can be applied toward other levels as long as it is according to the topics that teachers are teaching in the English classes. Thus, the students engage with the audiovisual materials to enhance the level in the four English skills.

CHAPTER V

ADMINISTRATIVE FRAMEWORK

5.1. RESOURCES

5.1.1. Human Resources

DESCRIPTION
Student researcher
Tutor
English Teacher
Students of Fifth Grade at “Alexander Neill”
Principal from “Alexander Neill”

5.1.2. Materials

DESCRIPTION	UNIT COST	TOTAL COST
Paper	\$3.50	\$ 3.50
Prints	\$ 0.10	\$ 40.00
Copies	\$ 0.10	\$ 20.00
Pens	\$ 0.50	\$ 2.00
Tablet	\$0.00	\$ 0.00
TOTAL		\$ 65.50

5.1.3. Technology

DESCRIPTION	UNIT COST	TOTAL COST
Camera	\$100.00	\$ 100.00
Computer	\$1500.00	\$1500.00
Celphone	\$120.00	\$ 120.00
Internet	\$22.00	\$176.00
TOTAL		\$ 1,896.00

5.1.5. Economic

DESCRIPTION	UNIT COST	TOTAL COST
Transportation	\$ 30.00	\$ 30.00
Lunch	\$100.00	\$ 100.00
Unexpected expenses	\$100.00	\$ 100.00
TOTAL		\$230.00

TOTAL SUMATORY		\$ 2,191.50
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[84&o=2458&u=390974&t=1445711553&h=1F66429DED4354648540B204](http://reader.ebib.com/(S(xr4wp33gprfnyni4c2cegj1g))/Reader.aspx?p=982384&o=2458&u=390974&t=1445711553&h=1F66429DED4354648540B204)

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4. APPENDIX

4.1 Survey to students

Attachment #1: Survey Applied to the students



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

Objective: This survey is directed to the students of “Alexander Neill” Elementary school with the purpose to know what they think about English classes and what they need.

This information will be used for academic purposes only, please answer honestly, the success of this project will depend on your answers.

1) Do you like English language?

Yes

No

2) Which English skill is more difficult for you?

Speaking

Listening

Writing

Reading

3) Would you like listening music to learn English?

Yes

No

4) Would you like to watch Tv shows, videos, cartoons and movies to learn English?

Yes

No

5) How often do you watch videos and cartoons at home?

Always

Often

Sometimes

Rarely

Never

6) What kind of materials does your teacher use in English classes?

Pictures

Flashcards

Worksheets

Audio recorder

Cds

Videos

Multimedia material

7) Does your teacher apply listening exercises in classes?

Yes

No

8) Does your teacher use videos in English classes?

Yes

No

9) What kind of listening activities do you usually practice during English classes?

Dialogues

Filling in the blanks

Checking off items in a list

Completing exercises

Get in order

Circle the answer

Listening for details

Listen to music

Listening for the gist

Listen for the main idea

10) Would you like use audiovisual materials to practice listening skill?

Yes

No

11) Do you consider the use of videos to improve the listening skill in classes?

Yes

No

4.2 Interview to English Teacher

Attachment #2: Interview directed to the English Teacher



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

QUESTIONNAIRE

This information will be used for academic purposes.

Question 1: How many hours do the students receive English classes per week?

Interpretation: The teacher said they receive two hours per week.

Question 2: Does the English book include audio activities?

Interpretation: The students use the “Enterprise” book and it includes a Cd but we do not use it.

Question 3: What English skill do you practice in class, frequently?

Interpretation: The teacher said “I explain my class and then I interact with them.

Question 4: Do you apply listening exercises in English classes?

Interpretation: The teacher said “Yes, I apply listening exercises in my classes”.

Question 5: How often do you carry out listening activities?

Interpretation: The teacher said “I apply listening exercises each two activities”.

Question 6: Do you consider students feel interest in listening activities?

Interpretation: The teacher said “Yes, I consider the students feel interest in the listening activities”.

Question 7: What kind of audiovisual materials do you use for teaching listening in classes?

Interpretation: The teacher said “There is a Cd but on it just has music no more.

Question 8: What activities do you use for teaching listening skill?

Interpretation: The teacher said that she applies dialogues and she teaches the pronunciation and they repeat it.

Question 9: Do you use audio and videos in English classes?

Interpretation: The teacher said: She sometimes uses audios and videos because the audiovisual area is not available.

Question 10: How often do you use videos in classes?

Interpretation: The teacher said: Sometimes, the use of videos is one time per week or sometime, it is each two week.

Question 11: Have you ever used cartoons, TV shows, movies in English classes?

Interpretation: The teacher said: “Yes, I have it for working in classes and I have brought to the students”

Question 12: Have you ever used music videos in classes?

Interpretation: The teacher expresses that recently she has it but she does not apply in classes.

Question 13: Do you think the audiovisual materials can improve the listening skills in students?

Interpretation: The teacher expresses that she thinks the audiovisual materials are important in the classes because the students listen and watch and they can learn better.

Question 14: How often do you apply audio or video for practicing listening skill?

Interpretations: The teacher said “I sometimes apply audios and videos to the students”

Question 15: Do you receive seminars, congress to update your knowledge for enhancing the English classes?

Interpretation: The teacher said “Yes, I have received seminars but not recently.

Question 16: How often do you receive seminars, congress?

Interpretation: The teacher said “I receive seminars when the director communicates to me and when I can attend to it.

4.3 Interview to the Director

Attachment #3: Interview to the Director



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

QUESTIONNAIRE

This information will be used for academic purposes.

Question 1: In your opinion, how important is the English language?

Interpretation: The director said “According to the education guidelines that demand innovations in the learning, English is an area has been increasing in the teaching field, and it seems very important the students get the knowledge about this language”.

Question 2: How many hours of English classes do the students receive per week?

Interpretation: The director said “The students from fifth grade receive English classes about two hours per week”.

Question 3: Do you consider the amount of hours per week enough for the students to learn English?

Interpretation: The director said “It seems little but we do the possible to the students learn well those knowledges”.

Question 4: What methodology does the English teacher apply in the teaching learning process?

Interpretation: The director said “The English teacher works in a visual form and interacting with the student.

Question 5: Does the English teacher receive training in order to improve the English classes?

Interpretation: The director said “Truly, the teacher applies the empirical knowledge even though she researches for teaching the classes and the publishers that supplies the books they give us training”.

Question 6: What materials does the institution have for teaching English classes?

Interpretation: The director said “The English teacher uses the “Enterprise” book but furthermore, there is an audiovisual area”.

Question 7: Does the institution have an English laboratory?

Interpretation: The director said “I consider the institution does not have a laboratory but if an audiovisual area for teaching English.

Question 8: What equipment does the English laboratory have?

Interpretation: The director said “The audiovisual area has speakers, a TV set 60” and a DVD player, those are the equipments for the moment, we aspire to increase it because the requirements”.

Question 9: Does your English teacher use audio and video materials for teaching English skills?

Interpretation: The director said “Of course, we use those resources in class”.

Question 10: Does the institution have materials for teaching the listening skill?

Interpretation: The director said “The institution has video musics”.

Question 11: Do you consider the use of audiovisual materials to improve listening skill?

Interpretation: The director said “Of course, it helps a lot because in another way, it would be as a traditional class so it must work with to the students because they learn and listen the pronunciation.

Question 12: Do you support the implementation a guide of activities to improve the listening skills in the Alexander Neill’ students?

Interpretation: The director said “Of course, it would help us because we might have one to guide us in the listening activities”.

4.4 Listening Activities

Attachment # 4: Listening activity #1

Author: Rosalba Rodríguez Villón

NAME:

UNIT 1 : HEALTHY BODY

Sesame Street: Do you know the part of your body?

b) Circle the correct body part in the picture according to the question.

1) Where are your feet Elmo?



2) Where are your fingers, Elmo?



b) Circle the parts of the human body in the list that you listen according to the video and match the words with the respective Samantha's body parts.

Samantha, what part of body do you have there?

Knees
mouth
legs
elbow
Shoulders
lips
Ears
Eyes
hair
Hands
arm
Feet
check



Web Resource: <http://www.youtube.com/watch?v=T9jblkLUhH0>

c) Circle the part of body that the song said in the video of Sesame Street.



Chin	head	ears	check	nose
legs	lips	mouth	arms	fingers
eyes	Knees	hip	toe	hand
foot/feet	elbow	shoulder	face	hair

Web Resource: <http://www.youtube.com/watch?v=T9jblkLUhH0>

Attachment # 5: Listening activity #2

Author : Rosalba Rodríguez Villón

NAME: _____

UNIT 1: HEALTHY BODY

Listen and pay attention to the video of Sesame Street and answer the question. Chose the correct picture

Where are your shoulders?



Where is your nose?



Where are your head?



Where are your elbows?



Web Resource: <http://www.youtube.com/watch?v=T9jblkLUhH0>

HUMAN BODY

HEY Paige! Can you tell me, where your nose is?



Can you show me, where your ears are?



Can you show me, where your chin is?



Web Resource: <http://www.youtube.com/watch?v=T9jblLUhH0>

Attachment #6 : Listening activity #3

Author: Rosalba Rodríguez Villón

NAME:

UNIT 2: HOW MUCH MONEY IS THERE?

Watch the video and answer the question about: Math Class. Underline the correct answers.

1.- What does the teacher ask to the student?

- a) what's eight take away five?
- b) What's four take away five?
- c) What's five take away nine?



2.- The second question that the teacher ask is:

- a) What's six take away seven?
- b) What's seven take away nine?
- c) What's six take away one?

3.- The third question that the teacher ask is:

- a) What's ten minus one?
- b) What's three minus nine?
- c) What's seven minus one?



4.- What question does teacher use at the end of the video?

- a) Did you understand?
- b) Did you get now?
- c) Did you know that?

Web Resource: <http://www.youtube.com/watch?v=KdxEA91D7k>

Attachment # 7 : Listening activity # 4

Author : Rosalba Rodríguez Villón

NAME: _____

UNIT 2: HOW MUCH MONEY IS THERE?

Listen and pay attention the music video them get in order and write the Ordinal numbers according to the steps to: Make a cake. First , Second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth.



spread butter in pan



1 tablespoon vanilla



3 large eggs



1 cup of sugar



1 stick of butter



1 tablespoon of salt



2 cups of flour



pour batter with hands



1 cup of milk



1 table of baking powder

Web Resource: <http://www.youtube.com/watch?v=vc820BteGzY>

Attachment # 8 : Listening activity # 5

Author : Rosalba Rodríguez Villón.

NAME:

UNIT 3: HAPPY NEW YEAR.

Complete the song : Eating cookies all the year. Use the following words: season, fall, season, summer, season, spring, season, fall, winter, season, summer, wind, spring, season, winter, time.

In the _____ there lots of snow. It's very chilly,
but don't you know?

If another season, another reason for eating
cookies.

In the _____ time the birds sing, the buds,
they bloom

and one more thing,

If another _____, another reason for eating
cookies.

Me eat them every _____, me eat them
day or night.

When it comes to cookie, me go healthy appetite

In the _____ it very hot, me go to the beach, me sweat a lot

If another _____, another reason for eating cookies.

In the _____ the leaves turn brown, the _____, it blows.

The leaves fall down

If another _____, another reason for eating cookies.

So if it _____, _____, _____, or _____, no matter!

Hey, any _____ at all!

It the _____, me got a reason for eating cookies. All together now!

It a _____, me got a reason for eating cookies.



Web Resource: <http://www.youtube.com/watch?v=1qGdXc2tH3s>

Attachment # 9: Listening activity # 6

Author : Rosalba Rodríguez Villón.

NAME: _____

SEASONS

Look at the picture and write the correct season according to the video: Eating cookies all the year.









Web Resource: <http://www.youtube.com/watch?v=1qGdXc2tH3s>

Attachment # 10 : Listening activity # 7

Author : Rosalba Rodríguez Villón.

NAME: _____

UNIT 4: THESE ARE MY THINGS

Fill in the blanks using the Demonstratives Pronouns according to the video: The ant Bully

Ant 1: Wow, _____ is a big nest. -Must have taken thousands of human of humans to build _____. - What's that?

Boy: - It's just the door.

Ant 1: A door? Fantastic. Do all of your guests pass under _____ door?

Boy: Well, actually, you guys are the first friends I've had over.

Ant 1: We are the first ones? - Great.

Ant 2: - And to think... all of _____ is made from your own poop. Nice

Boy : Oh, why did Mom have to get shag carpet?. It'll take days to get to the kitchen.

Ant 1: Oh, gee, _____ is too bad. I guess now we'll have to go home before we all get in trouble.

Boy : No. Wait. Come on. _____ is called hang-gliding.

Ant 3: Have you ever done _____, actually?

Boy : I played the video game. Now, when I give the word, everybody jump. Now!

Ant 2: Oh, sorry, was _____ the word? - Coming.

Boy : - Hey, hey, look out.

Ant 2: For queen and colony. Oh, God. Ant 1 : -Showoff.

Boy : - Awesome. Yeah. _____ is Hawaii. We went there last summer. It's got volcanoes and hula dancers and Don Ho and surfboards. And I caught a fish. And _____ are the pyramids. Well, not the real pyramids. The real ones are lots bigger. Mommo says aliens built them. She's my grandma.

Ant 3: Oh, are _____ your nest mates?

Boy: Yeah, _____ is my family.



Ant 3: Which one's the queen? Boy: My sister thinks she is.

Ant 3: What's wrong?

Boy : Nothing. It's just, well... I should have told my mom goodbye. _____ is all. I can be a real jerk sometimes.

Ant 3: - Lucas, your face is leaking. Boy : - Leaking? Oh, no, it's okay.

Ant 3: Is _____ what humans do when they're sad? They leak from the face? When ants are sad, we do _____



Web Resource: <http://www.youtube.com/watch?v=GDIK-tzgQWg>

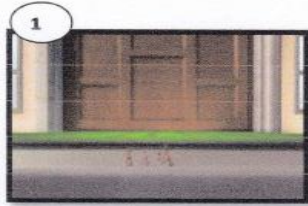
Attachment # 11 : Listening activity # 8

Author: Rosalba Rodríguez Villón

Name:

UNIT 4: THESE ARE MY THINGS

Follow the sequence of the movie : *The ant Bully* and match the expression that characters used on each scene with the respective picture.



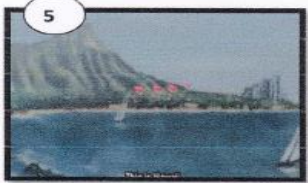
Oh, sorry, was that the word?

And these are the pyramids.



Wow, this is a big nest.

Oh, gee. That is too bad



Yeah, That is my family.

When ants are sad, we do this:

This is called hang-gliding



This is Hawaii.



Web Resource: <http://www.youtube.com/watch?v=GDIK-tzgQWg>

Attachment # 12: Listening activity # 9

Author : Rosalba Rodríguez Villón.

UNIT 5: SHE IS MY DAUGHTER

Complete the dialog using the correct Subject pronoun according to the video: Meet my Family.

PETER: That's your cousin Teddy. _____ is a waiter. _____ is single, and _____ likes rock music.

JANE: _____ is my brother Eddie. _____ is a doctor. _____ is got a wife and two kids, and _____ likes classical music. How about this one?

PETER: _____ don't know, a cousin?

JANE: No!

PETER: your brother?

JANE: No!

PETER: An uncle?

JANE: _____ is my aunt Judy!

PETER: Sorry, Mrs. Morris. _____ looks like your uncle.

JANE: Tell me something about her.

PETER: _____ is an architect

JANE: Artist.

PETER: Married.

JANE: divorced

PETER: two kids? Three kids, four kids? Five kids?

JANE: no kids. Only eight more. Here's an easy one.

PETER: _____ don't know.

JANE: _____ is my father!

PETER: _____ know who your father is! Why are _____ showing me photos of your father?

JANE: My family is coming in one hour. Now pay attention.



Web Resources: <https://www.youtube.com/watch?v=FpWwjZhiBc8>

PETER: Not that large. _____ have six brothers and sisters, fourteen aunts and uncles. Who knows how many cousins, nieces, and nephews! ____ would say that's a large family.

JANE: _____ are not all coming over.

PETER: No, just eighteen of them.

JANE: _____ am sorry, honey. _____ just want them to like you. Calm down. _____ is OK . _____ are doing fine.

PETER: Ok . _____ am ok. Your cousin John?

PETER: That's your sister's husband Ernie. _____ live on Park Street. Two kids – Elizabeth is twelve years old, and Katie is eight.

Ernie's an architect. _____ likes baseball, basketball, and the movies.

JANE: Wow! One more.

PETER: Your nephew David. His nickname is Dave. _____ lives on king street. _____ is single, and _____ is a student. _____ loves to travel. _____ likes jazz, and _____ doesn't like fish.

JANE: _____ are amazing! Very nice! Oh, _____ is almost 6:00!

MOTHER: Bob, would _____ wipe off the counter?

PETER: _____ will be in the bathroom for a while.



Web Resources: <https://www.youtube.com/watch?v=FpWwjZhiBc8>

Attachment # 13 : Listening activity # 10

Author: Rosalba Rodríguez Villón.

NAME:

UNIT 5: UNIT 5 : SHE IS MY DAUGHTER

Pay attention to the video: Meet my family and answer the questions. Underline the correct answer.

1. Who is the Jane's brother?

- Ernie

- Peter

- Eddie



2. Who is the name Jane's aunt?

- Judy

- Hellen

- Dave

3. The sister's husband Ernie. Is he an

- doctor

- architect

- waiter

4. What does Ernie like?

- baseball

- soccer

- basketball

5. Who is David?

- Jane's father

- Jane's nephew

- Jane's brother

6. Who live David?

- On Park street

- On California street

- On King Street.


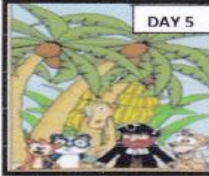





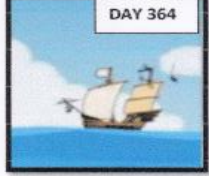




Web Resources: <https://www.youtube.com/watch?v=FpWwjZhiBc8>

Attachment # 14 : Listening activity # 11

Author: Rosalba Rodríguez Villón.

NAME: _____ UNIT 6

Watch the video and get in order the story: The voyage of the animal orchestra. Match the picture with the respective dialogue.

	<p>It's a miracle! The ship heard the band and came to rescue us. We're finally leaving the desert island. We're going home! Hip hip hurray! Hip hip hurray</p>	
	<p>This morning the band was playing on the beach (the music was a bit loud) when a ship sailed by! I blew my seashell and the ship stopped!</p>	
	<p>Today we climbed a volcano. At the top there was a pool of fresh rain water. It was delicious! Now we must explore more of the island.</p>	
	<p>Today we walked across the island. There were banana trees and coconut trees –ouch! Now we must make a shelter. Who knows how we can make one?</p>	
	<p>We're alive! We swam all day and all night until we reached land. Who knows what's on this island? First we must sleep and rest.</p>	
	<p>It's a sad day, Our ship, Symphony, hit a rock this morning and we are sinking. We must abandon the ship and swim for our lives.</p>	
	<p>Today we walked around the island .We climbed a tree and all we saw the deep blue sea and the hot sand – ouch! Now we must find food.</p>	
	<p>Today we made a shelter out of bamboo and palm leaves. We have fish, fruit, milk, water and shelter. Now we must have some music!</p>	
	<p>Today we went swimming and fishing. There were sea –urchins in the sea – ouch! Now we must find fresh water. Who knows how we can carry it?</p>	
	<p>Today the band practiced on the beach. There was a ship on the horizon but it didn't see us. Who knows how we can stop the next ship?</p>	

Web Resources: <http://www.youtube.com/watch?v=7bq2G5s-YwY>

Attachment # 15 : Listening activity # 12

Author : Rosalba Rodríguez Villón.

Name: :

UNIT 6

Complete the story: The voyage of the animal orchestra using the Articles: a, an, the.

It's _____ sad day, our ship, Symphony, hit _____ rock this morning and we are sinking.



We must abandon _____ ship and swim for our lives.

Day 1. We're alive! We swam all day and all night until we reached land. Who knows what's on this island? First we must sleep and rest.

Day 2. Today we walked around _____ island .We climbed _____ tree and all we saw _____ deep blue sea and _____ hot sand –ouch! Now we must find food.

Day 3. Today we went swimming and fishing. There were sea –urchins in _____ sea –ouch! Now we must find fresh water. Who knows how we can carry it?

Day 4. Today we climbed _____ volcano. At _____ top there was _____ pool of fresh rain water. It was delicious! Now we must explore more of _____ island.

Day 5. Today we walked across _____ island. There were banana trees and coconut trees – ouch! Now we must make _____ shelter. Who knows how we can make one?

Day 6. Today we made _____ shelter out of bamboo and palm leaves. We have fish, fruit, milk, water and shelter. Now we must have some music!

Day 7. Today _____ band practiced on _____ beach. There was _____ ship on _____ horizon but it didn't see us. Who knows how we can stop _____ next ship?

Day 364. This morning _____ band was playing on _____ beach (the music was a bit loud) when _____ ship sailed by! I blew my seashell and _____ ship stopped!

It's _____ miracle! _____ ship heard _____ band and came to rescue us. We're finally leaving _____ desert island. We're going home! Hip hip hurray! Hip hip hurray!

Web Resources: <http://www.youtube.com/watch?v=7bq2G5s-YwY>

Attachment # 16 : Listening activity # 13

Author : Rosalba Rodríguez Villón.

NAME:

UNIT 7: AT THE SUPERMARKET

Complete the following sentences which are expressed in the video: Super Fab Lab! Food Groups. (breads, chicken, lunches, meal, crackers, fish, vegetables, bread, table, picture, pasta, boxes, milk, fruits, food, meat)



For this investigation, I like everyone to go and get your lunch and bring them back to the



I bet will find all the food groups in your



Wait a minute! I see and,
meat and, and yogurt,
..... and pasta but not cake.



Now, let's take out the food from your lunch boxes and place everything into the different groups and when you are done you can each draw a of a nutritious in your journal.



It's important to be a little meal from each food group, vegetables groups,,, and group, the dairy group and the, chicken and group.

Web Resources: <http://www.youtube.com/watch?v=ARD1MAh434w>

Attachment # 17 : Listening activity # 14

Author : Rosalba Rodríguez Villón.

NAME:

UNIT 7: AT THE SUPERMARKET

Pay attention to the video: Super Fab Lab! Food Groups and answer the follow questions. Make a tick in the correct answer.

1) What is the best way to eat a nutritious meal?

- a) to buy little bit from each food group every Monday.
- b) to eat little bit from each food group every day.
- c) to save little bit from each food group every Thursday.



2) What food do Sid and their friends find in their lunches?

- a) carrots, bread, tuna, cheese
- b) chicken, bread, fruits, vegetables
- c) pasta, pizza, sandwiches.



3) What food does Sid see in the blackboard?

- a) Fruits and vegetables, noodles and pasta, juice and soda
- b) rice and beans, onions and celery, soda and tea
- c) Fruits and vegetables, meat and chicken, milk and yogurt, bread and pasta



4) What groups of food are in the plates?

- a) vegetables groups, breads, crackers and pasta group, the dairy group and the meat, chicken and fish group.
- b) soda groups, snacks groups.
- c) beverages groups, sweet group.



Web Resources: <http://www.youtube.com/watch?v=ARD1MAh434w>

Attachment # 18 : Listening activity # 15

Author : Rosalba Rodríguez Villón.


NAME: _____

UNIT 7: UNIT 8: I AM A FIREMAN

Circle the words that you hear in the interview: When I grow up

What do you want to be when you grow up?

Astronaut	actress	doctor	basketball player
doctor	police officer	teacher	secretary
nurse	video game designer	fireman	singer
pilot	marine biologist	hokey player	driver



Fabio & Israel 9 & 5

What do you want to be when you grow up?

Endenako said: soccer player fashion designer police officer

Fabio said: professional soccer player dentist mechanic

Kylie said: doctor fireman scientist

Kavlin said: teacher baker pilot

Amber said: policeman bus driver secretary

What work does your mommy or daddy do?

Charlotte: She makes pizza. She makes cake.

Endenako: She works in the office. She works in the computer.

Ethan: She works in the airplane. She works in the hospital.



I want to be a teacher when I grow up

Web Resources: <http://www.youtube.com/watch?v=bczejkA3d0I>

Attachment # 19 : Listening activity # 16

Author : Rosalba Rodríguez Villón.

NAME:

UNIT 8: I AM A FIREMAN

Fill in the blanks using professions according to the song:

People work.



Nigel Naylor, He's a _____, he makes trousers, suits and shirts

Penny Proctor, she's a _____, comes to see you when it hurts.

Peter Palmer, he's a _____, he's got cows and pigs and sheep.

Wendy Witter, _____, minds the kids when they're asleep

People _____ in the country, people _____ in the town.

People _____ day and night to _____ the world go round.

Mabel Meacher, language _____, teaches English, French and Greek

Gary Gummer, he's a _____, call him when you've got a leak.

Patty Prentike, she's a _____, keeps your teeth both clean and white.

Ronnie Rayman, he's a _____, comes when there's a fire to fight

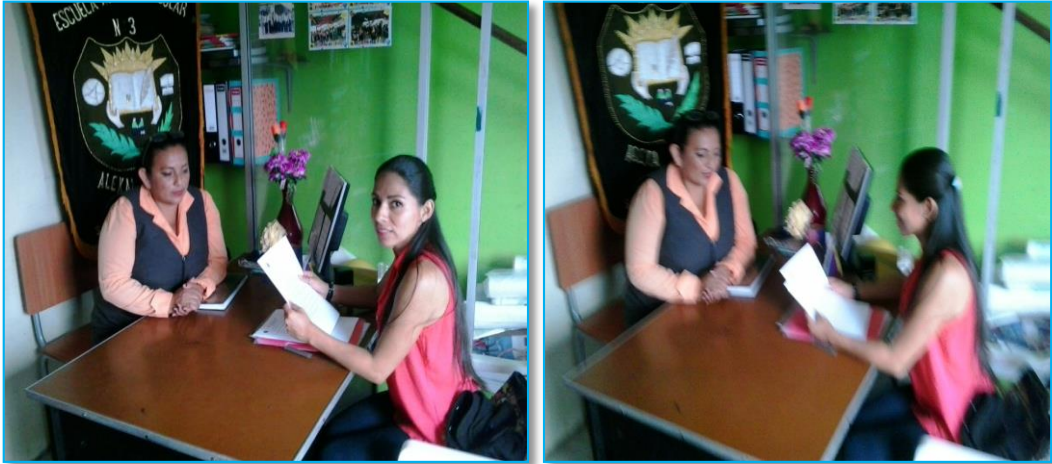
People _____ in the country, people _____ in the town.

People _____ day and night to _____ the world go round.

Web Resources: <http://www.youtube.com/watch?v=ORGLQudvMWE>

4.5 Photos

Attachment # 20 : Interview to the Director



Interview to the Director MSc. Ibelice Tomalá

Attachment # 21 : Interview to the English Teacher



Interview to the teacher Lcda. Elizabeth Reyes.

Attachment # 22 : Survey to the Students



Survey to the students of Fifth Grade at Alexander Neill

Attachment # 23 : Survey to the Students



Diagnostic Test to the students of Fifth grade.

Attachment # 24 : Listening activity; Unit 2



Students are watching the video: Make a cake and work in the worksheet.

Attachment # 25 : Listening activity; Unit 5



Students are watching the video: Meet my family and work in the listening activity.

Attachment # 26 : Listening Activity; Unit 6



Students are watching the video: The voyage of the animal orchestra and work in the worksheet.

Attachment # 27 : Listening Activity; Unit 8



Students are watching the video: “When I grow up” and work in the respective listening activity.

Attachment # 28: Certificado URKUND



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

La Libertad, 3 de Marzo de 2016

CERTIFICADO ANTIPLAGIO

004-TUTOR VIVV (Verónica Isabel Vera Vera)-2016

En calidad de tutor del trabajo de titulación denominado "**AUDIOVISUAL ENGLISH TEACHING MATERIALS TO IMPROVE LISTENING SKILLS IN STUDENTS OF FIFTH GRADE EGB AT ALEXANDER NEILL ELEMENTARY SCHOOL , SANTA ELENA, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2015-2016.**", elaborado por la estudiante : **RODRÍGUEZ VILLON ROSALBA** , egresada de la Carrera de **LICENCIATURA EN INGLES** , de la Facultad de **CIENCIAS DE LA EDUCACIÓN E IDIOMAS** de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de **LICENCIADO EN INGLES** , me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con **0%** de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in blue ink, appearing to be 'Vera Vera', written over a horizontal line.

Vera Vera Verónica, MSc
C.I.:091971225-7
DOCENTE TUTOR



UNIVERSIDAD ESTATAL
PENÍNSULA DE SANTA ELENA

REPORTE URKUND

URKUND

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UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

FUENTES DE SIMILITUD

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Attachment # 29: Aceptación para Implementación del Proyecto.



Escuela de Educación Básica
"ALEXANDER NEILL"
Cabecera Provincial de Santa Elena - Ecuador
Acuerdo Ministerial 245 12 de Septiembre del 2000



Santa Elena, 15 de Febrero del 2016

La suscrita Directora de la Escuela de Educación Básica "Alexander Neill"

La **SRTA. ROSALBA RODRIGUEZ VILLÓN** de nacionalidad ecuatoriana, mayor de edad, titular de la cédula de identidad N° **0924276157**, Estudiante de la **Universidad Estatal Península de Santa Elena**, aplicar las diferentes actividades para la realización de su tesis con el tema: **Audiovisual English teaching materials to improve listening skills in students of fifth grade EGB at Alexander Neill Elementary school, Santa Elena, Provice of Santa Elena, School Year 2015 – 2016.**

Información que se estará monitoreando de acuerdo a la asistencia de la interesada.

Atentamente

Msc. Ibelice Tomalá Villón



Dirección: Barrió Valdivia-calle 18 de Agosto entre Fajardo y Paquisha Fono: (04) 2 942 097

Attachment # 30: Carta Aval



Escuela de Educación Básica
"ALEXANDER NEILL"
Cabecera Provincial de Santa Elena - Ecuador
Acuerdo Ministerial 245 12 de Septiembre del 2000



Santa Elena, 25 de Enero del 2016

La suscrita Directora de la Escuela de Educación Básica "Alexander Neill"

La **SRTA. ROSALBA RODRIGUEZ VILLÓN** de nacionalidad ecuatoriana, mayor de edad, titular de la cédula de identidad N° **0924276157**, Estudiante de la **Universidad Estatal Península de Santa Elena**, culmino con éxito la aplicación de los diferentes instrumentos para la elaboración de su tesis con el tema: **Audiovisual English teaching materials to improve listening skills in students of fifth grade EGB at Alexander Neill Elementary school, Santa Elena, Province of Santa Elena, School Year 2015 – 2016.**

Esto todo lo que se puede certificar ante la ejecución de este proyecto.

Atentamente

Msc. Ibélize Tomalá Villón



Dirección: Barrió Valdivia-calle 18 de Agosto entre Fajardo y Paquisha Fono: (04) 2 942 097

Attachment # 31: Certificado de Tutor

La Libertad, 04 de Marzo del 2016.

CERTIFICACIÓN DEL TRABAJO DE TITULACIÓN

ING. Verónica Vera Vera MSc, TUTOR DEL TRABAJO DE TITULACIÓN DE LA EGRESADA ROSALBA DE LA MERCEDES RODRÍGUEZ VILLÓN DE LA CARRERA DE LICENCIATURA EN INGLÉS.

CERTIFICA:

Que una vez revisados los convenios de la Investigación y desarrollo del Borrador del informe final del Trabajo de Titulación , estos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del Método de Investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

Ing. Verónica Vera Vera MSc.

DOCENTE TUTOR