



MILAGRO STATE UNIVERSITY

ACADEMIC UNIT OF SEMIPRESENCIAL AND DISTANCE EDUCATION

**PREVIOUS PROJECT TO OBTAIN
THE B.A. DEGREE IN SCIENCES OF EDUCATION**

**MENTION:
ENGLISH LANGUAGE AND LINGÜISTIC**

**TOPIC:
TO DESIGN AN INTERACTIVE COMPACT DISK AS AN
AUDIOVISUAL RESOURCE TO BE USED ON ENGLISH TEACHING-
LEARNING PROCESS IN THE NINTH GRADE OF BASIC
EDUCATION AT 'EL TRIUNFO' HIGH SCHOOL IN THE SCHOOL
YEAR 2011-2012.**

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MILAGRO, JANUARY, 2012

ECUADOR

TUTOR'S AGREEMENT

For the present I do declare that I have analyzed the graduation project presented by Miss Clara Romero, to opt for the Graduated of Sciences of the Education Degree, Mention in Applied Linguistic to English Language and that I accept to guide the student, during the stage of the development of the work until their presentation, evaluation and sustentation.

Milagro, January, 2012

MSc. Jacqueline Maridueña

DECLARATION OF THE RESEARCH RESPONSIBILITY

The author of this investigation declares before the Directive Council at Milagro State University Sciences Education's Academic Unit, that the present work is of my own responsibility, it does not contain material written by another person, except for which is indexed properly in the text; a part or the entire work of the present document has not been accepted for the grant of any other Degree or Grade of a national institution or foreigner.

Milagro, January, 2012

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To my dear family for supporting me all this time, for its understanding, for its unconditional and incomparable love and encourage me on finishing my project.

Finally, I deeply thank my students from the bottom of my heart who taught me the real essence of being an educator.

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To God, in the first place, for giving me the skills, strength and abilities needed to be a teacher.

My gratitude to all the people who helped me all the time I was trying on making this research project being a reality.

Special thanks to my Director BA. MSc. Jacqueline Maridueña, she has been the ideal thesis supervisor and whose help made this thesis possible for being approved.

To my dear family for supporting me all this time, for its understanding, for its unconditional and incomparable love and encourage me on finishing my project.

Finally, I deeply thank my students from the bottom of my heart who taught me the real essence of being an educator.

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Present

By means of the present document, free and voluntarily I proceed to make delivery of the Surrender of the Rights of the Author of the Work carried out as prerequisite for the obtaining of my Third Level Degree whose topic was TO DESIGN AN INTERACTIVE COMPACT DISK AS AN AUDIOVISUAL RESOURCE TO BE USED ON ENGLISH TEACHING-LEARNING PROCESS IN THE NINTH GRADE OF BASIC EDUCATION AT 'EL TRIUNFO' HIGH SCHOOL IN THE SCHOOL YEAR 2011-2012 and that corresponds to the Sciences of Education's Academic Unit.

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SYNOPSIS

How I would like to say that there is not a single problem in the English teaching-learning process as second language in my beloved city! But I can not do this! The problem has been kept quiet for long years, and almost everybody have become accomplices of a fact that we have been tried to cover during all those years: the lack of two of the most important skills in the communication, in English's teachers, not only of who we have educated ourselves in the University, and we are trying to transmit a knowledge that we do not acquire. The flaw is not alone our but of the same professors that taught us to be excellent grammarians, without any doubt, but they did not have developed its speaking and listening communication level, therefore we had two of the biggest holes in the development of our professionalism. The easiest thing was closing the School of Languages, not forcing teachers of the university to attend seminars, workshops to demonstrate they are really qualified to be able to teach to teach. Another of the big problems is the fact of not knowing how to use strategies, TICs or any material resources in our classes. This project analyzes and it suggests a guide of concepts to understand the problem better and trying to improve the process transforming it from a vertical one...into a horizontal process which becomes the best medicine ever for a good development of the teaching-learning process.

Key words: problem, process, skills, knowledge

INTRODUCTION

The teaching of English language is difficult when teachers do not use the appropriate material resources to motivate students in learning or developing the learning abilities positively as listening, reading, writing and speaking of English language. These are four of the six skills we need to handle; there are two more (vocabulary and phonetics) but we never go after these. In our country most of us just work on writing and reading. We win trophies on these two skills, but we never develop the other two (listening and speaking); this is taboo for a lot of people. We, in our student day's did not know how to keep a conversation for two minutes or more; in some cases we know there are a lot of teachers who do not know either.

Motivated students have a better disposition to let teachers sharing knowledge. The old methodology use an inappropriate kit of resources: writing and reading are the icons for some teachers but they are not necessarily older human beings, they are older in their minds, they get into the boredom kingdom and push to their students to walk same way, never a game, never a song not even a poem, these people do not know how a guitar or a piano sounds. You never are going to see this kind of teacher telling a joke to their students or singing a song doing a homework just playing around.

Motivation is the key to have a better working environment where everybody is doing something involved in a well planned lesson time with games included. Evidently these games have to be observed the whole time, game time does not mean chaos time. If this happens is because we do not know how to handle the first principle of an assertive teacher: being in command of the class which is having a good class management and all this we can have it just with the presentation of the rules, rewards and consequences, even if they are in the high school level.

The educational resources that can be used in a teaching situation and learning can be or not didactic means. A videotape to learn what they are the volcanoes and their dynamics will be a didactic material and resources (it pretends just teach), on the other hand a videotape with a report of the National Geographic on the volcanoes of the world although it can be used as educational resources, it is not in itself a didactic

material (its only seeks to inform). Starting from the consideration of the technological platform in the one that are sustained, the didactic means, and for that the educational resources in general, they are usually classified in three big groups, each one of which it includes diverse subgroups:

Conventional Materials: Texts: books, photocopies, newspapers, documents...

Didactic Boards: Whiteboards, cardboards...

Manipulative material: cutting boards, Bristol boards...

Games: architectures, Board games...

Laboratory Materials: Audiovisual Materials: Images fixed (pictures): slides, pictures, videotape, audiovisual assemblies, movies, videotapes, television programs... Sound Materials (audio): cassettes, disks, radio programs...

New technologies: Computer programs (CD or on-line) educational: video games, author's languages, learning activities, presentations multimedia, encyclopedias, animations and interactive simulations... Internet Services: web pages, weblogs, virtual tours, web quest, hunt of the treasure, electronic mail, chats, forums, didactic units and on-line courses...

That is why I think is important the topic about an INTERACTIVE CD as an audiovisual resource in the teaching-learning process of English language.

The same that will allow developing a proposal for the application of new strategies of teaching-learning of the English language, based on songs, dialogues and didactic exercises.

The integral formation of the students as citizens of a modern society also make necessary a new focus on this matter which has the new tools that help us with the new technologies.

CHAPTER I

THE PROBLEM

1.1 PROBLEM SETTING

1.1.1 Problem Setting

English Language has been universalized through years, becoming essential tool in all the environments of the society, especially in the scientific, technological area and tourism, among others. It is very common listening students manifest they do not understand English language, and feel unmotivated about it; they even end up hating the matter and their teachers.

Also in the school where English's classes are imparted, every time that is required of a recorder to listen readings, they have low volume or they are damaged; and if didactic material is required as support, the institution does not have it. This determines the little motivation of the students to learn the English as a second language.

Therefore, it is needed that new techniques of teaching learning of English are applied to facilitate this process and make learning English amusing and easy of assimilating it.

Learning English, as well as any other foreign language, it can be given in a simple and amusing way that facilitates the acquisition of words and sentences of more practical utility in the most appropriate contexts. Nevertheless, one can deduce the possible causes that make the students to lose the interest in the learning of this language, among these are:

- The inappropriate use of methodologies.

- The teachers' little interest to apply a methodological strategy that motivates to their students.
- The students' insecurity when they have to carry out oral lessons.
- Lack of technological and methodological resources that delay teaching learning process.

This approach in the categorization of the studied problem allowed determining that the defined scientific problem is framed in the following object: The process of communication of the English language in the students of ninth year of the basic cycle.

1.1.2 Problem Delimitation

This research project is delimited as follows:

Field:	Educational
Area:	English
Aspect:	Teaching Process
Topic:	To design an interactive compact disk as an audiovisual resource to be used on English teaching-learning process in the Ninth Grade Of Basic Education at 'El Triunfo' High School in the school year 2011-2012.

1.1.3 Problem Formulation

How does the lack of interactive audiovisual didactic resources influence in the teaching - learning of the English language in the students of ninth year of Basic Education at "EL TRIUNFO" High School during the school year 2011-2012

1.1.4 Problem systematization

- Is it indispensable that the educational institutions have the new technology on English language teaching-learning process?
- Do the interactive didactic resources contribute to a better learning of English language?

- In which way the modern didactic resources favor to the teachers as supporting material?

1.1.5 Topic determination

To design an interactive compact disk as an audiovisual resource to be used on English teaching-learning process in the Ninth Grade Of Basic Education at 'El Triunfo' High School in the school year 2011-2012.

1.2 OBJECTIVES

1.2.1 General Objective

- To detect the causes that incur in the lack of students' encourage in teaching-learning English language.

1.2.2 Specific Objectives

- To evaluate the use of didactic resources in English area.
- To establish the students' low performance because of the lack of technologic didactic resources.
- To analyze the teaching – learning process.

1.3. JUSTIFICATION

Through this project I intend to provide the students the linguistic, theoretical and practical elements for the use at basic level of English's four fundamental skills (listening understanding, speaking, reading understanding and writing expression) in a communicative context.

During the last years a great advance has taken place in the technological development that justifies the formative necessity in the field of the Technologies of the Information and Communication. The students specify of the necessary knowledge to be active agents and "alphabetized" in this new "global village" that presents technical and formal innovations in the field of the communication and the information in a continuous way.

These ways, everyday more present in our lives, force us to the faculty to carry out an effort to dominate them and being able to transmit our students the necessary knowledge so they use them, so much in their daily life as in their formation and education, and always in a critical, constructive and solidarity way.

The new Technologies of the Information and Communication are causing deep changes in the current society, before which the educational centers cannot remain other people. These new technologies not allow solely new forms of consenting to the information, but also new methods of transmitting it.

On the other hand, the great accessibility that students have to manage these new technologies and the attractiveness that they feel about them, it allows that they become an useful and efficient pedagogical instrument, at the same time that are stimulant for them. Therefore, we should help them to discover that the T.I.C., besides being a recreational tool, they also constitute a valuable instrument for their formation and also for their integration in the new society of the communication.

Also it is necessary to verify the fact that they are just a few the students that prepare in their homes equipment and appropriate connections to access to the whole potential that today offers these new technologies. Therefore this is a problem that

should be solved, in order to correct deficiencies that cause unsatisfactory results to the students of ninth year of Basic Education “EL TRIUNFO” High School.

CHAPTER II

REFERENTIAL FRAME

2.1 THEORETICAL FRAME

2.1.1 Historical Antecedents

Facing the fundamental necessity of having a Public High School for the efforts that parents and professors had carried out in "Los Sapos" (a former name for the city), the Board of Education considered very fair the request because when the boys and girls finished the Elementary School, they did not have an option of following their secondary studies.

According to the data it is known that in May of 1974, the Guayas Board of Education, sent to this town to Hernán Bravo, Supervisor of Education, so that it begins to register in the school "Juan Montalvo", along with the Director of the same one, Professor Telmo Tejada and the Professor Tyrone Villacís, named secretary Ad-Honorem of the new facility, to the youths that wanted to continue the High School level.

The enrollment during the month of May was able to inscribe the first 120 students in the First Grade and 25 students in the Second. For this reason "El Triunfo" High School would work with régime of Coast, belonging to the area 43.

In the same year, the Yaguachi City Hall, thanks to Mr. Julio Adolfo Rodríguez's benefactor action, who gave to the Ministry of Education and Culture in donation an area of 4900 square meters, corresponding to the block "P", the same that was official in a session of December 10, 1974.

2.1.2 Referential Antecedents

The world has evolved along the years; transforming their commercialization forms, cultural relationships; education as well as in the environment of the communication; giving through the development of the technology and the scientific advances changes as outstanding as it is the globalization.

It is notorious the competitiveness that is creating in this world of technologies and innovations; giving as result the necessity of well prepared and competent human beings to be on the vanguard and being part of the world cultural diversity of our days.

Nowadays is indispensable the knowledge of English Language; because at the moment it is part of all the areas of understanding and human development. Easily it can be affirmed that is already the language of present time. We can define it as a prevailing necessity not as luxury in the world of work or in social relationships.

Today more than ever is indispensable to learn English language. It is, in the age of the globalization, the great international language that has rebounded in all the countries. It is more, it is even said since who does not dominate that language it would be in a clear disadvantage situation: it would be as if was silent or almost illiterate. There are more than enough reasons to say it. The proposal of this document is to show these reasons and making aware the youth and its families of the enormous importance of acquiring this language, through the way of joy, happiness and games, with new strategies to work in class; this is the time for all those audiovisual resources that are waiting for a long time to break free.

Finally, English is the tool that allows the communication with people of other countries, inside the global world we live in. It is unquestionable: English has become the global language of communication by excellence, one of those of more use in the world. It is an official language, or it has a special status, in about 75 territories in the entire world.

2.1.3 Scientific Foundation

This investigation topic is based in the necessity that exists of strengthening the process of learning of the English language in the students of Ninth Grade of Basic Education at “El Triunfo” High School, taking into account that nowadays technology is in constant evolution, what causes that we all are part of it becoming this way on its main beneficiaries.

It is essential to point out that technology without a doubt is very important inside all the environments and it opens us the doors of a new age, a new vision in which we should be conscious that the information is a very outstanding element.

This new stage of improvement will provide impact in the formation of the teaching and the learning process with the purpose of improving the quality of people's life inside an environment, providing an Interactive Compact disk for the teaching - learning of the English Language.

It is in this way how it settles down the main reasons for those that the educational System could never be to the margin of the new changes, since its main objective is based on offering benefits to the society, having bigger emphasis in the fundamental improvement that consists on favor the teaching and give everything that supports the impulse of it.

Multimedia has been defined in a number of ways. It is not our intention here to go into the details of these definitions. But, in order to clarify the use of the term in the context of the book, we would prefer to quote a few of them:

Definition 1: “Multimedia is the combination of a variety of communication channels into a coordinated communicative experience for which an integrated cross-channel language of interpretation does not exist” (Elsom-Cook, 2001).

This definition gives way for two approaches—one that is termed the “multiple-media” utilization, and the other in which a combination of different channels acquires unification as a medium. The latter approach leads us to the next definition:

Definition 2: "... multimedia can be defined as an integration of multiple media elements (audio, video, graphics, text, animation, etc.) into one synergetic and symbiotic whole that results in more benefits for the end user than any one of the media elements can provide individually" (Reddi, 2003). Definition 2 essentially tries to emphasize the second approach of Definition 1 with more clarity and spells out the components of multimedia. Taking a systems theory perspective, it also tells us that the overall effectiveness of multimedia is better than any one component of it. But, neither of the definitions explicitly includes the "interactive" power of multimedia, as in Definition 3:

Definition 3: "The term 'interactive multimedia' is a catch-all phrase to describe the new wave of computer software that primarily deals with the provision of information. The 'multimedia' component is characterized by the presence of text, pictures, sound, animation and video; some or all of which are organized into some coherent program. The 'interactive' component refers to the process of empowering the user to control the environment usually by a computer" (Phillips, 1997).

Though the authors of various publications use different words and phrases throughout their books, the intentions are invariably in tune with Definition 3 referred to above. Multimedia has been a favorite area for organizations as a means of training employees. McCrea and others (2000) and Urdan and Weggen (2000) found online training being given preference by organizations, considering that with this method, employees can be trained in less time, with less cost, and more effectively than with other methods. It has been found that integrating multimedia into course delivery certainly adds to the advantages (Najjar, 1996).

Authors of the various books critically examine interactive multimedia as a tool for education and training in various settings. Much has already been said in the literature about how-to aspects of multimedia development (Boyle, 1997; Phillips, 1997; Villamil & Molina, 1998; Lachs, 2000; Elsom-Cook, 2001; Lowetal, 2003; Reddi & Mishra, 2003). Here, the authors make an attempt to build a theoretical understanding based on experience and research. The pictures projected in all these

chapters are successful implementation stories of multimedia, and how it is useful as an educational tool.

Nevertheless, there is a huge amount of literature on “no significant difference.” Kahn (n.d.), in a short review, questions the effectiveness of multimedia in online training but recommends that it has a place “where visual/ or auditory depiction could enhance the learning experience.” Contributors of different chapters share their innovative uses of the potentials of multimedia, and this is expected to further motivate and guide other teachers and readers to use multimedia in their teaching.

2.1.4 Pedagogical Foundation.

Learning is primarily the process through which we become the human beings we are, and it takes place through a variety of media, strategies, and processes, of which interactive multimedia is just one. Using these media and technologies, we internalize information and knowledge available in the external world to construct our own experiences.

Researchers into human learning are primarily categorized into three distinctive groups: behaviorism, cognitivism, and constructivism. There are others who also believe in experiential learning and androgogy. All of these have significance for the design and development of interactive multimedia. In this part dealing with theoretical issues, Vassilios Dagdilelis discusses the principles of designing educational software and emphasizes that “construction of educational software should be based on some method; otherwise it is in danger of failing of costing too much or of being greatly delayed.”

Michael Sankey, continues the discussion of multiple representations in multimedia materials. Sankey reviews the issue of multimedia literacy of learners and investigates the learning styles, visual representations, and cognitive constraints experienced by the learners when information is presented in multiple ways. Based on these analyses, Sankey suggests a set of 12 design principles. Paul Kawachi discusses a four-stage model for learning critical thinking skills using multimedia.

The four stages of Design for Multimedia Learning (DML) model are brainstorming cooperative group learning using synchronous media, lateral-thinking collaborative learning using asynchronous media, hypothesis testing in a collaborative synchronous manner, and experiential learning in cooperative synchronous media. Though this model is more about multiple-media use in teaching and learning, it has a new innovative framework to offer in the context of use of interactive multimedia on the Web. Peter Doolittle and others focus on multimedia and the effect of cognitive load on teaching, training, and learning. Based on a review of research, they present seven principles of multimedia design: Individuals learn, retain, and transfer information better:

1. When the instructional environment involves words and pictures rather than words or pictures alone (multimedia principle).
2. When the instructional environment involves auditory narration and animation rather than on-screen text and animation (modality principle).
3. When the instructional environment involves narration and animation rather than on-screen text, narration, and animation (redundancy principle).
4. When the instructional environment is free of extraneous words, pictures, and sounds (coherence principle).
5. When the instructional environment involves cues, or signals, that guide an individual's attention and processing during a multimedia presentation (signaling principle).
6. Where words or narration and pictures or narration are presented simultaneously in time and space (contiguity principle).
7. Where individuals experience concurrent narration and animation in short, user-controlled segments, rather than as a longer continuous presentation (segmentation principle).

Elsbeth McKay examines contextual issues involved in interactivity of multimedia instructional materials and the cognitive style construct as a meta-knowledge acquisition process. From a human-computer interaction (HCI) perspective, she describes a framework applicable in Web-based educational systems.

Finally, Retalis looks into the issue of interoperability of multimedia learning objects when describes a brokerage system for the exchange of learning resources.

2.1.5 Psychological Foundation

The learning and teaching activities that are selected to realize the objectives and the syllabus organization are guided by the understanding that what learners remember is the product of their interpretation, not the raw data themselves. Therefore, learning and instruction activities are designed to involve concrete experience; reflective observation; abstract conceptualization; active experimentation. A theoretical consideration is the development of autonomy-supporting structures that facilitate independence of learning, offering the learner opportunities for choice and decision making, and, in general, promoting the learner's self-determining status.

Direct learner involvement in activity development and organization enhances the self determining status of students. Moreover, such activities draw students into the teaching-learning process in an active and reflective manner; they involve learners in aspects of diagnosis and evaluation which are generally considered to be the teacher's prerogative. The integration of language skills reinforces the learning process through the three part structure of the activities design: learning language, learning through language, learning about language.

Students start with top-down processing: they are exposed to input which they process for meaning while at the same time selectively attending to specific language features. Students, by their prior knowledge generate expectations and combine them, with the language input to construct or reconstruct the meaning. While interpreting the language input, students assimilate and integrate new information to already existing schemata of stored knowledge. As a result, they record the gist of their experiences with the language input, an integrated understanding of the material, and not the exact original sentences and word order of the sentences.

To get students to consciously focus on the specific linguistic features that have guided them in making their interpretations, are alerted to specific context details and

language features, guiding through the exposition to audiovisual resources as interactive multimedia (A CD Rom with educational material)

Interactive Multimedia in Education and Training emerges out of the need to share information and knowledge on the research and practices of using multimedia in various educational settings.

The topic maintains issues related to planning, designing and development of interactive multimedia in a persuasive tone and style, offering rich research data. Roles and application of multimedia in different education and training contexts are highlighted, as are case studies of multimedia development and use, including areas such as language learning, cartography, engineering education, health sciences, and others. Some authors report on their experiences of designing multimedia materials that are pedagogically appropriate and suitable to the cognitive abilities of the target groups.

There have been many experiments and innovations in the field of education and training regarding knowledge delivery. From face-to-face to virtual education, different technologies have played great roles at different times. In the last two decades, due to the advent of computer technologies, information delivery has got new meaning. Development, access, and transfer of text, sound, and video data have given a unique face to classrooms, libraries, and training and resource centers, in the form of interactive multimedia programs.

Interactive multimedia as a subject is still in its stage of infancy, which excites and attracts educational technologists. However, design and development of an interactive multimedia program is a complex task involving a team of experts, including content provider(s), multimedia developer(s), graphic designer(s), and, of course, the instructional designer(s), who most of the time plays the role of a project manager as well. This research is not about multimedia development, but the subject matter delves into the complex issue of planning, guiding, and designing multimedia from the instructional perspective. As such, we address pedagogical issues, applications, and effectiveness.

In education and training settings, interactive multimedia packages have been found to be used as library-based multimedia resources for teachers and students; as supplementary curricular material for a specific course; as a tool for teaching and reinforcing analytic and reading skills and for building an entire course around the use and creation of multimedia materials. In the modern society, where computer and Net technologies are becoming indispensable, the learning technologies are found to be deployed in all sectors: schools, colleges, universities, and industries.

The emergence of the knowledge and educational content industry, the emergence of virtual campuses of learning, the availability of new learning and training tools, and the deployment of such tools to meet the diverse needs of learners have greatly influenced education and training systems. The needs for lifelong learning, just-in-time training, and retraining led to the development of widely accessible and reusable digital multimedia content and learning repositories. As the contributors of this book point out, the advantages are multifarious: increased interoperability, reusability, and individualization of digital learning materials. The learners are benefited in terms of increased quality, relevance, and contextualization of their learning.

The primary objective of Interactive Multimedia Education and Training is to document and disseminate relevant theoretical frameworks and the latest empirical research findings and showcase illustrative examples of multimedia applications in various disciplines. I'm hoping the chapters included in this research have attempted to achieve this objective and shall be useful to teachers, researchers, educational administrators, and policy makers as a one-step reference point on innovative use of multimedia, based on sound pedagogical principles.

Nevertheless, there are still gray areas, such as the assessment of multimedia packages, their costs, and return on investment (ROI). In spite of this gap, it is expected that this research will encourage teachers/trainers and administrators to plan, design, develop, and implement interactive multimedia in educational settings: in basic, secondary, higher, and further education, and in business and industrial training.

2.2 LEGAL FRAME

ECUADOR CONSTITUTION

TITLE II

RIGHTS

CHAPTER TWO

Well Living Rights

Fifth Section

Education

Art. 26. - The education is a right of people along its life and an unavoidable and inexcusable duty of the State. It constitutes the public politics' high-priority area and of the state investment, guarantee of the equality and social inclusion and indispensable condition for the good one to live. People, the families and the society have the right and the responsibility of participating in the educational process.

Art. 27.- The education will be centered in the human being and it will guarantee its holistic development, in the frame of respect to the human rights, to the sustainable environment and the democracy; it will be participative, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will impel the gender equality, justice, solidarity and peace; it will stimulate the critical sense, the art and the physical culture, the individual and community initiative, and the development of competitions and capacities to create and work. The education is indispensable for knowledge, the exercise of the rights and the construction of a sovereign country, and it constitutes a strategic axis for the national development.

Art. 28. - The education will respond to the public interest and it will not be to the service of interests singular and corporate. The universal access, permanency, mobility and expenditure without discrimination will be guaranteed and it will be mandatory in the initial, basic and high school levels or its equivalent.

It is the right of all person and community interact among cultures and to participate in a society that they learn. The State will promote the intercultural dialogue in its multiple dimensions. Learning will be developed in both schooling and non schooling

way. The public education will be universal and religion free in all its levels and gratuitous until the third level of superior education inclusive.

Art. 29. - The State will guarantee teaching freedom, class freedom in the superior education, and the right of people of learning in its own language and cultural environment. Parents or their representatives will have the freedom of choosing for their daughters and children an education according to their principles, beliefs and pedagogical options.

2.3. CONCEPTUAL FRAME

Advance: to make progress or help something or somebody make progress.

Application: The act of putting something to a special use or purpose.

Approach: to speak to somebody usually in order to ask for something.

Communication: the act of sharing or exchanging information, ideas or feelings.

Cooperative: done by people working together.

Didactic: designed to teach people something, especially a moral lesson.

Enhance: to improve something or to make something look better.

Environment: the natural world, for example the land, air and water, in which people, animals and plants live.

Essential: completely necessary; that you must have or do.

Features: important or noticeable parts of something.

Holistic: Emphasizing the importance of the whole and the interdependence of its parts.

Illiterate: not able to read or write.

Interactive: that involves people working together and having an influence on each other Improvement.

Intercultural: Of, relating to, involving, or representing different cultures.

Learning: to get some information about something; to find out.

Listening: one of the four main skills to be learned

Method: a way of doing something.

Motivation: to cause somebody to act in a particular way.

Multimedia: The combined use of media, such as movies, music, lighting, CD-ROMs, and the Internet, as for education or entertainment.

Proposal: a plan that is formally suggested

Reading: to be able to understand something from what you can see. It is one of the four main skills.

Resource: a supply of something, a piece of equipment, etc. that is available for somebody to use.

Role: The characteristic and expected social behavior of an individual.

Syllabus: An outline or a summary of the main points of a text, lecture, or course of study.

Skills: the ability to do something well, especially because of training, practice, etc.

Speaking: It is one of the four main skills. Speak in order to give information or to express feelings, ideas, etc., with no problems.

Stage: one part of the progress or development of something.

Structure: The interrelation or arrangement of parts in a complex entity.

Support: help and encouragement that you give to a person or thing

Teaching: to give somebody lessons or instructions so that it knows how to do something.

Technique: a particular way of doing something.

Technology: the scientific knowledge and/or equipment that is needed for a particular industry, etc.

Writing: the skill or activity of writing words

2.4. HYPOTHESIS AND VARIABLES

2.4.1 General Hypothesis

The difficulty in the process of learning of English Language is affected by the non existent use of interactive didactic resources in the students of the Ninth Year of Basic Education at 'El Triunfo' High School.

2.4.2 Particular Hypothesis

- Lack of the interactive didactic materials makes the students having strong bad reactions against the Educational Centers.
- Lack of the interactive didactic materials makes the students being not motivated to get involved into the English teaching-learning process.
- Lack of the interactive didactic materials workshops or seminars, makes English teachers' classes looks bored.

2.4.3 Declaration of the Variables

2.4.3.1. Independent Variable

- Designing an interactive CD.

2.4.3.2. Dependent Variable

- Improving the English language's teaching-learning process.

2.4.4 Variables Working out

HYPOTHESIS	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS
<p>The difficulty in the process of learning of English Language is affected by the non existent use of interactive didactic resources in the students of the Ninth Year of Basic Education at 'El Triunfo' High School.</p>	<p>INDEPENDENT VARIABLE</p> <p>Designing an interactive CD.</p>	<p>They are strategies that develop the skills of the students' learning.</p>	<p>To reach significant learning and to wake up the interest of the students.</p>	<ul style="list-style-type: none"> ▪ Survey ▪ Interview ▪ Interactive students. ▪ Develop of an interactive compact disk
	<p>DEPENDENT VARIABLE</p> <p>Improving the English language's teaching-learning process.</p>	<p>Pedagogical Process.</p>	<p>A process where the students will increase their basic skills of communication.</p>	

CHAPTER III

METHODOLOGICAL FRAME

3.1 RESEARCH TYPE AND DESIGN

In every research, it becomes necessary that studied facts, as well as the relations that we settle down among the obtained results and the evidences found in the relation with the problem, gather the conditions of reliability, objectivity and internal validity; for that, it is required to define the procedures of methodological order, through which it is tried to give answer to the queries that are object of my investigation.

In this topic of research the Non Experimental Investigation will be used, because it is necessary to take into account that will not be carried out any experiment. As well as it will be made the application of the Descriptive and Field.

Descriptive: To identify the students' behavior, attitudes and reactions, skills and also those of the educational community in general, facing the information obtained from the institution and to determine the reasons for the difficulty that exists in the English Language learning process.

Field: Carrying out a direct investigation in the Educational Institutions, since it is the place where the problem takes place. Starting from the field investigation it will originate a feasible project, because it is directed to the improvement of the English Language learning process and this way to improve the learning quality and knowledge in the community.

Non Experimental: The experimental investigation is presented as the manipulation of a not proven experimental variable, under conditions rigorously controlled, with the purpose of describing in what way or why it causes a situation or particular event takes place.

Its difference with the other investigation types is that the study objective and its treatment depend completely on the investigator, of the decisions that it takes to manage its experiment.

In this project it will be applied the basic investigation, the applied investigation and the bibliographical investigation.

Basic investigation

- It is in charge of knowing and explaining.
- It worries about the development of new theories.
- It investigates and it contributes for love to the science.
- It constitutes the foundation of any other investigation.

Applied investigation

- It uses the discoveries of the basic investigation.
- It is carried out with an immediate purpose.
- It is utilitarian.
- It looks to improve the society and to solve the problems.

Bibliographical investigation

- It constitutes a starting point for any investigation.
- It depends on the information that is picked up in all kinds of books and documents.
- It leans on in the consultation, analysis and critic of documents.

3.2 POPULATION AND SAMPLE

To know the sample it has been considered as population to all Ninth Grade students of Basic Education and English teachers at “El Triunfo” High School being a total population of 100 students, the same one that this composed of two parallels, existing in each one a total of 50 students, as well as the teachers.

3.2.1 Population Characteristics

The population considered for this project is integrated by the students legally registered in the school year 2011 - 2012 and are usually attending classes at “El Triunfo” High School and English teachers of the area.

3.2.2 Population Delimitation

This project is directed to the students of the Ninth Grade’s students of Basic Education at “El Triunfo” High School, legally registered in the school year 2011 - 2012.

3.2.3 Sample Type

The statistical sample is the population's part, which is, a number of individuals or objects selected scientifically, each one of which it is an element of the universe. The sample is obtained with the purpose of investigating, starting from the knowledge of its particular characteristics, the properties of a population.

The same one that will allow us to know certain important aspects inside the investigation that is carried out whose objective is to provide a solution to the mentioned problem, waiting is the most suitable.

3.2.4 Sample Size

The finite population is limited to 100 students, divided in two parallels and 3 teachers of English's area.

3.2.5 Process Selection

The selection of the sample was performed in a random way; it was chosen just the parallel as well as the teacher that work in the area.

3.3 METHODS AND TECHNIQUES

3.3.1. Theoretical Methods

Analysis - Synthesis: Because it will be performed an exhaustive analysis of the causes that provoke difficulties in the learning of English Language, to know their main origin and to reach a conclusion and later on to provide the correct solution.

Inductive - Deductive: To understand and explain the causes of the difficulty on English language learning process at “El Triunfo” High Schools ‘students of Ninth Grade of Basic Education. Taking this way us to the **hypothetic - deductive** level where we will leave of our hypotheses to check them experimentally.

Hypothetical - Deductive: Taking the hypotheses outlined in the objectives to obtain new conclusions and empiric predictions, those in turn will be verified.

3.3.2. Techniques and Instruments

3.3.2.1. Direct Observation

The techniques to follow in this project are:

Observation: To determine the necessities and deficiencies related to the communication process. A camera will be used to get information.

This facilitate us the realization of a better analysis and interpretation of the characteristics that describe the behavior of the variables presently investigation topic.

3.3.2.2. Research Instruments: Survey and Interviews

Survey: To obtain information through the interrogation, I did a questionnaire to be answered for the students of Ninth Grade of Basic Education at “El Triunfo” High School.

For the investigation I will use descriptive statistic; it will help us to determine what the situations are that difficult the process of learning of the English language at “El Triunfo” High School’s students of the Ninth Grade of Basic Education. All this will allow us to describe and summarize the observations that are made about the study of investigations starting from the suitable sample.

Also, to complete the information with teachers and principal I will do an interview that provides me information same as the two previous techniques. As long as, when applying this technique, it will go directed so much to the students as to the teacher about the importance of the audiovisual resources in the development of the hour-class; at the same time I will investigate the advantages of having a laboratory endowed with the technological tools for the teaching of English language.

3.4 DATA STATISTICAL PROCESSING

To obtain the information I made the survey to the principal, teachers, and students, and then I checked and coded the results, tabulated the data and percentages corresponding to every question, I drew graphics and data tables, after that I did the respective analysis of the results.

To do the analysis of data I will use Microsoft Excel Office program applying a system of distribution of frequencies with graphic representation. With organization methods and description we can perform a data analysis, coming from the observations in the study.

3.4.1 Survey Analysis

Within the investigation it will be applied surveys to each one of the samples already obtained through the statistical process formulated, about this project.

The instruments I have used, it is guided to a questionnaire, with a scale of measure Likert type. The survey will be applied to the members of the educational community at “El Triunfo” High School’s of the Ninth Grade of Basic Education which are students, directive, teachers, and the results will be subject of study according to the existent approaches to determine its level of trust and validity. The chosen sectors will be subjected to the survey, among them authorities, educational and students who will be provided a questionnaire with 10 questions of closed type and multiple selections, those that will have a value to facilitate the code of results.

CHAPTER IV

RESULTS ANALYSIS AND INTERPRETATION

4.1 ACTUAL SITUATION ANALYSIS

This idea arises based on the educational situation of the country, before a reality that we cannot hide, where necessities persist as for the infrastructure implementation and endowment of necessary team to facilitate the process of teaching learning of the matters, specifically of the English language as foreign language in the educational establishments of the public sector of our country in a general context, and the city of “El Triunfo”, in the particular context.

In opposition, there is the continuous technological advances that creates the necessity to form well prepared students to face this modernization and it bears it the handling of the tools like the manage of English language that it will take them to a better understanding and use of the informatics and their effects to achieve the scientific formation and technique.

A professional of the education cannot stop to participate in the search of solutions, what leads to perform a study on the importance of the means or audiovisual materials in the teaching of the English language as foreign language in the establishments of Basic Education of the public sector, to determine the grade of use of them, since they optimize the learning of this language.

There are lots of English teachers who have serious problems with the attending to workshops, seminaries or courses to develop their skills on listening and speaking specially, because these two are the key of the incomplete students´ skills getting. If they do not have the skills we need to learn so, it will be a problem when they want transmit that knowledge to the

students. Could we have a chance on the getting of those skills some day? What do we need to do? This is the reality on English program nowadays, with the CRADLE project in danger of extinction...to have a worst view perspective.

4.2 COMPARATIVE ANALYSIS, EVOLUTION, TENDENCY AND PERSPECTIVES

Input-rich communicational environments are a prerequisite for language learning. Inputs include textbooks, learner-chosen texts, and class libraries allowing for a variety of genres: print (for example, Big Books for young learners); parallel books and materials in more than one language; media support (learner magazines/newspaper columns, radio/audio cassettes, TV programs, computer software, the Internet); and “authentic” materials.

The language environment of disadvantaged learners needs to be enriched by developing schools into community learning centers. A variety of successful innovations exist that needs exploration and encouragement.

Approaches and methods need not be exclusive but may be mutually supportive within a broad cognitive philosophy (incorporating Vygotskian, Chomskyan, and Piagetian principles). Higher-order skills (including literary appreciation and the role of language in gendering) can be developed once fundamental competences are ensured. For all this happens we need a new way to teach, we need more motivated and well prepared teachers in technology management too.

Also, we need an English laboratory in every school or high school. If this is not possible, at least we need to have one of those labs in the center of an area where one school could be the nucleus (center) of every four or five institutions. But, we must do the positive change. In Milagro city and its zone of influence is going to be a feasible project because principals and teachers of those institutions maintain a nice friendship and they are very united. If we can handle that proposition, we need to start as soon as possible to get a new perspective

of the English teaching and learning process, not only in our hometown but in the whole country.

4.3 RESULTS

PRINCIPAL'S INTERVIEW

Table 1. Do you consider important the use of audiovisual resources inside the teaching - learning process of English language?

ALTERNATIVES	FRECUENCY	%
very important	1	100
little important	0	0
no important	0	0

This means that Audiovisual resources are the kind of motivation that students need to stay in a class that half for the time has been considered bored.

Table 2. Does the institution have English's laboratory to help the students to reinforce their classes and develop the skills of the language?

ALTERNATIVE	FRECUENCY	%
yes	0	0
no	1	100

This means that the institution must have English's laboratory to help the students to reinforce their classes through the audiovisual resources.

Table 3. Does the government assign enough budgets for a well English lab equipped with high technology for the institution?

ALTERNATIVE	FREQUENCY	%
enough budgets	0	0
something budgets	0	0
nothing budgets	1	100

This means that government do not assign budgets for a well English lab equipped with high technology for the institution.

Table 4. Has the institution a special budget to help Foreign Language teachers on attending workshops or seminars to develop their professionalism?

ALTERNATIVE	FREQUENCY	%
yes	0	0
no	1	100

This means that the institution do not have a special budget to help Foreign Language teachers on attending workshop or seminars.

Table5. Does the institution organize activities so that the students can develop the skills of the language target?

ALTERNATIVE	FREQUENCY	%
yes	0	0
no	1	100

This means that the institution do not organize activities so that the students can develop the skills of the language target.

Table 6. Do you believe that teachers are prepared to use the Technologies of the Information and the Communication like tools inside the educational process?

ALTERNATIVE	FRECUENCY	%
very prepared	0	0
little prepared	1	100
no prepared	0	0

This means that the teachers must prepare to use the Technologies of the Information and the Communication like tools inside the educational process.

Table7.Do the methods, didactics and technological training exist for teachers in relation to the use of the new technologies to improve their methodology?

ALTERNATIVE	FRECUENCY	%
yes	0	0
No	1	100

This means that the methods, didactics and technological training do not exist for teachers in relation to the use of the new technologies to improve their methodology.

Table 8 . According to your criteria, which one is the biggest impediment for the pedagogical upgrade?

ALTERNATIVE	FRECUENCY	%
Low Salaries	1	50
Little Interest	0	0

Lack of Special institutions	1	50
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This means that low salaries and lack of special institutions are the biggest impediment for the pedagogical upgrade.

Table 9 .Do you believe that CRADLE project has filled the expectations outlined during the time of its application?

ALTERNATIVE	FREQUENCY	%
yes	0	0
no	1	100

This means that CRADLE project do not have filled the expectations outlines during the time of its application.

Table 10. How important is English language in the professional development of the students?

ALTERNATIVES	FREQUENCY	%
very important	1	100
little important	0	0
no important	0	0

This means that English language is very important in the professional development of the students.

TEACHERS´ SURVEY

Table 11. Do you speak English?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Fluently	0	0
3	Well	0	0
1	Regular	3	100
0	Nothing	0	0
	TOTAL	3	100

Source: Survey

Question No. 11 Analysis

Characteristic: From a universe of 3 teachers, the three of them say they speak English in a regular way.

Analysis: This means that a hundred percent of English´s teachers have a limited level of oral communication, and because this survey depends on their own credibility without a taken test, we can not be sure about the level they are giving themselves.

Result discussion: This appreciation gives us the reason about teachers need attending regularly courses, seminaries or workshops to acquire and practice

their skills on English language. The only way to teach Speaking skill to the students is getting that skill for us first.

Table 12. Do you understand when somebody speaks in English to you?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Correctly	0	0
3	Well	0	0
1	Regular	2	67
0	Nothing	1	33
	TOTAL	3	100

Source: Survey

Question No. 12 Analysis

Characteristic: From a universe of 3 teachers, two teachers say they understand something (in a regular way) when somebody speaks English to them and one says he understands nothing.

Analysis: This means that sixty seven percent of English's teachers of the institution understand when somebody (a native speaker or somebody who has an excellent English speaking level) addresses to them; and just one (33%) said understands nothing at all.

Result discussion: Once again, this appreciation gives us the reason about teachers need to attend regularly courses, seminaries or workshops to practice their listening, speaking and other skills on English language.

Table 13. How long have you been studying English language?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	16 years or more	1	33
3	8 to 15 years	2	67
1	1 to 7 years	0	0
	TOTAL	3	100

Source: Survey

Question No.1 3 Analysis

Characteristic: Two out of three teachers, say they have contact with English between 8 to 15 years; only one said 16 years or more.

Analysis: This means that a sixty seven (67%) percent of English's teachers have contact with English language from eight to fifteen years, one of them have more than sixteen years.

Result discussion: Again, this appreciation gives us the reason about teachers who must attend regularly courses, seminaries or workshops to practice their skills on English language. Also, this means that the teacher who had an indirect contact for 16 years or more must have a perfect pronunciation on the target language. But, I have a question: Where did they learn how to speak English?

Table 14. How do you consider your classes are?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Fun	0	0
3	Normal	3	100
2	Regular	0	0
1	No answer	0	0
	TOTAL	3	100

Source: Survey

Question No.1 4 Analysis

Characteristic: From a universe of 3 teachers, everybody said their classes are normal.

Analysis: This means that a hundred percent of English's teachers in the institution manage their classes without any problem, with no positive or negative changes. Their classes must be a hundred percent motivating and nobody wants to leave out.

Result discussion: This appreciation tell us that teachers are managing their classes in a standard way, however we could think there is not a change in any way which means nothing bad happens but nothing good either. Also, like I did before, "normal" is a subjective appreciation. What is the real meaning for "normal"?

Table 15. Do you use audiovisual resources in your classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	0	0
3	Sometimes	3	100
1	Never	0	0
	TOTAL	3	100

Source: Survey

Question No.15 Analysis

Characteristic: From a universe of 3 teachers, the three of them say they sometimes use audiovisual resources in their classes.

Analysis: This means that a hundred percent of English's teachers are using audiovisual resources from time to time. Of course this is the path to get motivation from the students. One of the teachers told me he used movie trailers to work in class.

Result discussion: Teachers must go and attending workshops to fabricate puppets or handicrafts to use in class; there are workshops to learn how to use the features of Power Point or Movie Maker, that is why we teachers must develop mainly in our technological skills.

Table 16. Do you speak English on classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	0	0
3	Sometimes	3	100
1	Never	0	0
	TOTAL	3	100

Source: Survey

Question No.1 6 Analysis

Characteristic: The three teachers said they sometimes speak English in class.

Analysis: This means that a hundred percent of English's teachers are using the target language on classes, which is the same answer we have from the students; my only concern is that "sometimes" could have the real meaning of "almost never".

Result discussion: Question is: If they do not use English language in the class the whole time, something is happening there...Are they afraid to use it? Is something weird here? Could be a reason the one that says they (the teachers) do not speak English at all?

Table 17. Do you update your knowledge?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	0	0
3	Rarely	3	100
1	Never	0	0
	TOTAL	3	100

Source: Survey

Question No. 17 Analysis

Characteristic: From a universe of 3 teachers, the three of them say they go just rarely to update their knowledge.

Analysis: This means that a hundred percent of English's teachers are not motivated to improve their English knowledge.

Result discussion: Well, to be honest, unmotivated teachers don't have reasons to look after their own improvement, sometimes I saw teachers just living a day by day philosophy. They think they do not need going far than the point they are: teachers working just because. There are some other reasons: lack of money, low salaries, long distances, expensive courses or seminaries. It is not motivation spends more expenses money than income, so...update knowledge has to wait more time.

Table 18. According to your criteria, which one is the biggest impediment for the pedagogical upgrade? If you choose “Other”, please expand your comment.

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Lack of money	1	33
3	Lack of workshops	0	0
1	Other	2	67
	TOTAL	3	100

Source: Survey

Question No. 18 Analysis

Characteristic: One out of 3 teachers, say the main problem for they do not improve their knowledge is the lack of money. The others said they think there are some other causes.

Analysis: This means that a sixty seven percent are not sure it is only the lack of money the problem to keep them out of their knowledge’s improvement.

Result discussion: Is there a money problem here? Could be the lack of financial resources the main cause? Could be low salaries? Could be the lack of Academies or educational institutions with a high level of competence the reason for this problem to happen? Could be all of them? None of the private language institutions or even the university has as a primary goal to offer English teachers workshops, courses or seminars to update their knowledge. There is not a culture of education for teachers.

Table 19 . Do you believe that CRADLE project has filled the expectations outlined during the time of its application? Please, expand your comment.

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes, I do	0	0
3	In a certain way	2	67
1	No, I don't	1	33
	TOTAL	3	100

Source: Survey

Question No. 19 Analysis

Characteristic: From a universe of 3 teachers, two of them said the CRADLE Project accomplish its objectives just In A Certain Way. Only one said no, but this teacher made an attached comment.

Analysis: This means that a sixty seven percent of English's teachers consider the CRADLE Project in a normal level of accomplishment, the other one said NO but because we, the teachers did not apply Book alignments and resources completely; in other words we didn't use it in a correct way.

Result discussion: Same strategies were applied and still being applying in countries bigger than ours, they have no problems with their application. I know this happens there because they have extended workshops (two weeks) to learn how to manage the books, the kind the workshops we need to have here.

Table 20. Do you know what is the reason or reasons for which most of the students avoid English classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Lack of money	1	33
3	Forced to work	2	67
1	Other	0	0
	TOTAL	3	100

Source: Survey

Question No. 20 Analysis

Characteristic: Two out of three teachers said “forced work” is the main cause for this happens. The other teacher said it is lack of money.

Analysis: This means that sixty seven percent of English’s teachers have the idea that students need to help in their homes with any kind of work they find in the system, although this is not permitted in our society.

Result discussion: Lack of money is the detonator for a final result that is kids being forced to work and it is part of every family in our hometown. It is truth that salaries are not good enough to sustain a house with four or five kids to feed or educate, that’s why they go to work and give up the school.

Table 21. Do you like attending English classes at your High School?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes, I do	20	20
3	A little	70	70
1	No, I don't	10	10
	TOTAL	100	100

Source: Survey

Question No. 1 Analysis

Characteristic: From a universe of 100 students, twenty of them say they like learning English as a second language; seventy students say they like just a little. Ten students, say they don't like to learn English as a Second language.

Analysis: This means that a half of the students consider as a great possibility for English language to be learning.

Result discussion: This appreciation gives us an answer about the possibility on using material resources; they could do English classes more motivated. Teachers could have the kind of help they were needed during all these years to make their classes funnier.

Table 22. What is the skill that you like to learn the most?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Reading	18	18
5	Writing	58	58
5	Listening	9	9
5	Speaking	15	15
	TOTAL	100	100

Source: Survey

Question No. 2 Analysis

Characteristic: From a universe of a hundred students, eighteen say they like Reading on English classes; fifty eight students say they like Writing. Nine students like Listening, and fifteen say they like Speaking.

Analysis: This means that a seventy six percent (76%) of the students consider almost as mandatory being on English language to learn just writing and reading skills more than any other; twenty four percent (24%) of the students say they would like to learn the other skills (speaking and listening).

Result discussion: This appreciation tell us that something is going wrong with the class management because the oral communication is important at a same level than the others skills. We are forming just good grammarians but they do not know how to speak or they can not understand when somebody speaks in English to them.

Table 23. What do you say about using more frequently audiovisual resources on English's class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Very good	85	85
3	Fair	14	14
1	I don't like it	1	1
	TOTAL	100	100

Source: Survey

Question No. 3 Analysis

Characteristic: From a universe of a hundred of students, eighty five of them say they would like the teacher use more frequently audiovisual resources in class; fourteen students say that will be nice and just one student say does not like it.

Analysis: Eighty five (85%) percent of the students say they would like to have audiovisual resources in class; fourteen percent (14%) say it will be a good thing to have them and just one percent (1%) say its is not important to have them..

Result discussion: If almost a hundred percent of the students are asking for a new way of learning English language, it must be mandatory for the teacher to take those signals in account to apply them in the classroom and make their students being part of the new age of the English teaching-learning process.

Table 24. What do you think about the time students have to learn English language?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Adequate	5	5
3	Limited	30	30
1	Inadequate	65	65
	TOTAL	100	100

Source: Survey

Question No. 4 Analysis

Characteristic: Just five out of a hundred students say they have an adequate time to study English; thirty students say the time to work English language in class is limited and sixty five students say it is inadequate.

Analysis: Sixty five percent (65%) percent of the students say they do not have a normal time to work on English language which means inadequate; thirty percent (30%) say that is good enough and five percent (5%) say the time for study English is adequate.

Result discussion: If we do not have enough resources to make the study of English more pleasant it does not matter the time we spend in classes (2, 3 or 5 hours per week). There are some people who have lived in an English speaker country for twenty years but they do not speak English in a fluently way, because they were not in an appropriate environment, they did not need to speak the language...that's why.

Table 25. Does your High School have a language laboratory to practice in?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
0	NO	100	100
	TOTAL	100	100

Source: Survey

Question No. 5 Analysis

Characteristic: From a universe of a hundred students, each one of them say they don't have an English laboratory in their high school.

Analysis: A hundred percent of the students say they do not have an English language laboratory or a special classroom to practice in; so, they do not have enough time to practice English language.

Result discussion: Certainly, the government budget does not have a special treatment for the teaching of English as a second language into the educational system of Ecuador or in my city. There is no money to spend in a modern language laboratory internet include for each one of the public educational institutions.

Table 26.Can you point out the skill that your teacher works mostly in the class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Reading	50	50
5	Writing	96	96
5	Listening	0	0
5	Speaking	0	0

Source: Survey

Question No. 6 Analysis

Characteristic: Fifty students out of a hundred say the teacher works more frequently Reading skill; ninety six say the teacher works with more frequency Writing skill; no one says the teacher works Listening or Speaking skills.

Analysis: Fifty percent of the students say the English teacher gives more importance to Reading skill; ninety six percent of the students say the teacher works more than the others, writing skill. The students' perception is that the teacher does not give any importance to Listening and Speaking skills.

Result discussion: English teaching-learning process is not only two skills; we need to work, at least two more skills (Listening and speaking) out of the six skills that exist: 1) Reading, 2) Writing, 3) Listening 4) Speaking, 5) Vocabulary and 6) Phonetics. In our country is very common to give a lot of importance to reading and writing (I'm talking about public educational institutions), we are creating good grammarians but they are not able to maintain a dialogue for more than 3 minutes.

Table 27. Do you think your English classes are...?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Fun	5	5
3	Fair	25	25
0	Bored	70	70
	TOTAL	100	100

Source: Survey

Question No. 7 Analysis

Characteristic: From a universe of a hundred students, five of them say they like the way their teacher manage the class; twenty five students say the teacher manage the class in a fair way, and seventy students say definitely the teacher does not manage the class very well.

.Analysis: Seventy percent of the students say English classes are not totally well managed by the teacher and they are bored, twenty five percent say their classes are just fair (not bad, not good) and just five percent of the students say English classes are fun.

Result discussion: Classes are mostly bored, so...what makes students say there is a problem with the teacher's management in the classroom? There is no planning in advance, there are no resources to use, there is not a motivation warming up, there is not a single song to be sing, not a picture to look...not a movie preview to watch...

Table 28. How often does your teacher use appropriate didactic resources in class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	9	9
3	Sometimes	90	90
0	Never	1	1
	TOTAL	100	100

Source: Survey

Question No. 8 Analysis

Characteristic: Ninety students out of a hundred, say the teacher sometimes uses appropriate resources in class; nine students say the teacher always uses appropriate resources in class and just one student say the teacher never uses appropriate resources in class.

Analysis: Ninety percent of the students say their teacher uses appropriate resources in class from time to time (we do not know how long takes this); nine percent of the students say the teachers always uses appropriate resources in class (this appreciation is in contradiction with mostly of the students). And there are one percent of the students who says the teacher never uses didactic resources in class.

Result discussion: Teacher must implement a week schedule for using didactic resources according to the lesson plan to be applied in class.

Table 29. Can you say what level of importance does it have English language nowadays?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	High	95	95
3	Medium	5	5
0	Low	0	0
	TOTAL	100	100

Source: Survey

Question No. 9 Analysis

Characteristic: Ninety five out of a hundred say English language has a High level of importance; five students say English language has a medium level of importance nowadays.

Analysis: Most of the students (ninety five percent), say that English is very important, its importance is in a high level. Only five percent of them say that English does not have a high level of importance.

Result discussion: In some way, we could say that everybody in the class say learning English language is really important these times.

Some people say *“If we do not know how to use a computer and we do not learn a foreign language, could be called the new illiterate of the actual times”*

Table 30.How do you consider the application of higher technology on English language teaching-learning process?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Necessary	100	100
0	Unnecessary	0	0
	TOTAL	100	100

Source: Survey

Question No. 10 Analysis

Characteristic: A hundred students say the application of higher technology in the classroom is really necessary.

Analysis: Every single student (a hundred percent) says the application of higher technology could be the key for a new age of learning in the institution, not only on English language teaching-learning process but the whole studies 'processes.

Result discussion: We need to ask to the institution's authorities for the implementation of a Computer Laboratory where we can work both computer and language skills if we can have a timing schedule to give attention to the students in both areas. Everybody knows that learning languages and computer skills is the key to get better job options in this competitive world; even if we are well prepared students in other areas; we need knowledge in these two modern subjects.

4.4 HYPOTHESIS VERIFICATION

- It is indispensable that the Educational Centers have modern interactive didactic material.
- Using of interactive didactic resources contributes to improve the process of learning of the English Language.
- The use of modern didactic resources allows to the teachers to facilitate the teaching process.

CHAPTER V

PROPOSAL

5.1. THEME

THE RECORDING OF AN INTERACTIVE COMPACT DISK WITH AUDIOVISUAL RESOURCES TO BE APPLIED ON ENGLISH TEACHING LEARNING'S PROCESS IN THE NINTH GRADE OF BASIC EDUCATION AT "EL TRIUNFO" HIGH SCHOOL.

5.2 THEORETICAL FOUNDATION

This work, tries to emphasize critically the importance developed by video techniques applied to modern language training. It is not a secret that in the last twenty years audiovisuals have become a major part in the learning process offering its users the possibility of enriching their knowledge at a faster speed and in an easier way. In the process of acquiring large groups of lexical items, its results are really striking for both teacher and students, as it is widely proved that experiencing a new concept through the eyes makes the learning process much closer to real life than just suggesting intellectual references. In order to produce suitable and useful works according to a scheduled syllabus, many different aspects in addition to the strictly technical ones must be taken into consideration, namely:

- Linguistic level of the students.
- Linguistic goals to be achieved.
- Achieving that every element in the audiovisual may be closely linked in order to reach the linguistic goals successfully.

The means are varied and have different characteristic. Some means are remarkable in the expression of actions, as movies and videos. Some favor that

the students observe with attention, such as scale models, drawings. The transparencies highlight in teaching the concepts. Multi-images can cause in the students reactions.

The advantages of the system of the interactive video diskette consist on a mutual communication and in the students´ participation.

Table 31. The advantages and limitations of the means
Indicated in the use of teaching

MEANS	ADVANTAGES	LIMITATIONS
OBJECT	Reality	1. Difficulty to get some objects 2. Difficulty on moving big objects, watching small objects, insecurity of dangerous objects 3. Difficulty on focus the several objects sizes for an opaque projector
PRINTINGS	1. Easiness to get the material 2.Economy 3.Easiness to carry out and read 4.Easiness to reproduce	1. If they are books a capacity of Reading will be necessary
TRANSPARENCES	1. Easiness to design 2.Easiness on using the machine 3.It is convenient for big or small groups 4.Tha class is not getting dark	1. Difficulty of carry out the projector
SLIDES	1. Color and likeness 2. It is convenient for big or small groups 3. Easiness on using the machine	1. Easy on being loss 2. It is needed to know photographic technique
VIDEOS Y LDS	1. Actions with sounds 2.It can be stop, slow motion or fast forwarding 3.Good images quality and easiness to find them	1. There are several systems (PAL, NTSC) 2. LD cost is higher
INTERACTIVE VIDEO-DISKETTES AND MULTIMEDIA COMPUTER	1. Higher participation of the students 2. It is convenient to the	1. Complex and expensive devices 2. Coordination of too many

	individual necessity 3. Lots of information	people in the materials design 3. Necessity of knowing about computers
AUDIO MEANS (DEVICES)	Easiness of getting and recording materials	There are no images

For example, among the visual means for projection, such as sheets in opaque projector, slides and videos, the effect of the slides is better than other to appreciate the artistic works. The opaque projector is used, they are needed to take many catalogs or sheets and it takes a long time in focusing them. In comparison with the video, the color of the slides is more alive and they can be observed more attentively.

The way in which the audiovisual is used in the classroom by the teacher is explained, pointing out the importance of the latter in its handling so as the unavoidable need for a battery of exercises to complement his performance. I show my view on what experience has led them to discover about teaching English for Specific Purposes (E.S.P.), in their case connected with higher education, and they consider the possibilities of video as a means of improving the teacher's performance in the classroom and the student's results as well.

5.3 JUSTIFICATION

At the present time, the didactic means more used in the high tech institutions are transparencies, slides, videos and video conferences (Lui, 1994:269). This study tries to introduce the application of the traditional means in the culture class. The field of the computer is now arising. However, given the development of the technological means the computer will be applied more and more in the education. The learning in the application of the traditional means is passive. However, the development of the new didactic technology leans toward the high communication, the plurality of opinions and the individual freedom. At the moment, the new technological means still in development, they consist on the system of the video diskette, the multimedia and the hypermedia (Zu, 1992:26-37). Some educational institutions are trying on using the cell phone in class.

The video diskette, in essence, is an audiovisual device of high definition. It combines images and sound of the compact diskette in on-line courses that are developed actively. It will be able to overcome the technological problems of the loss of the reality of the images and the sound in the means of CAI. It is a necessary device for the teaching of interactive video (Heinich, Molenda and Russell, 1993:734).

The multimedia computer is a product that unites the messages of letters, graphics, immobile squares, cartoons, images, voice, videos in movement, etc. The students can learn in an individual and active atmosphere. That is to say, it is an atmosphere in that it becomes trained with diverse means and they offer activities of interactive communication.

The hypermedia is a product of the computer science's advanced development. There is who believes that it will be an important field in the teaching. The hypermedia offers a better control of the information through the multimedia. In other words, the hypermedia separates the materials in graphics, drawings, texts, sounds, etc. in independent and related knots that establish the use of the net. The on-line courses offer varied and individualized learning situations. They favor that users look for and take advantage of the information. It is not only a good method for the automatic learning, but rather it is also good for the necessities of the development of the education at distance (Chang, 1994:344). Finally, we must know that there is in the market the interactive boards that are connected to the internet which will be the way to have the whole wide world (www) into the class. Is it the future? No! The future is already here!

5.4 OBJECTIVES

5.4.1. General Objective

- To improve the English language teaching-learning process through the design and recording of the Compact Disk with interactive didactic resources in the Ninth Grade of Basic Education at "EL TRIUNFO" school in the school year 2011-2012. .

5.4.2. Specific Objectives

- To increase the technological didactic resources in English's area.
- To be able on improve the knowledge of the students applying technological didactic resources.
- To improve the English teaching-learning process.

5.5 LOCATION

It is truth that the interactive resources compact disk goes to be implemented at the Ninth Grade of Basic Education at 'EL TRIUNFO' High School in a first phase. The CD is going to be applied there as a pilot in the same institution address, there is no need in moving from class to class because we are going to work in the same class not in a lab.

NAME: EL TRIUNFO High School

SECTOR: Urban

RESOURCES: Public

SCHEDULE: Afternoon

REGIME: Coast

GENDER: Mixed

5.6 FEASIBILITY ANALYSIS

When I was a high school student, one of my English teachers showed documentaries on the school's film projector (just fixed pictures). When I participated in a teacher-training program, I learned the importance of the VHS video player as a tool for learning.

Now, as an educator, I am trying on incorporate multimedia elements, including textbook publishers' DVDs, teacher-created materials, and student films, into every lesson every time I can.

More recent technological advances have made it possible for teachers to access authentic audiovisual resources directly from the Internet via Web sites such as friction.tv (this is my dream), where users post videos with an eye toward sparking debate; lonelyplanet.tv, where people can post and view videos about travel experiences; or beeline.tv, which allows users to access televised programs from across the world.

These resources benefit the modern classroom, but they are often used in ways that leave ultimate control over content with the instructor, thus diminishing student agency in the process of learning. The project described here takes a different approach.

In this work, I describe my experiences designing and teaching with a Multimedia resource (just with only one: a compact disk). If we want to apply technology in a proper way, in these days we can use a laptop computer with small speakers and a work made in Windows Movie Maker (a computer program on any computer) is going to play a crucial role in the development of the course. So, we can do everything possible, the project of course it will be very feasible

5.7 PROPOSAL DESCRIPTION

This is a Total Physical Response (TPR) computer program — which means that the user actually interacts with people and objects on the computer screen. Humor and light-hearted fun engage the learner in activities for listening, teaching, reading, writing, vocabulary, verb forms, and spelling. Using casual,

natural, and practical language, each unit presents basic vocabulary through a logical sequence of imperatives describing a familiar activity.

This English Interactive Compact Disk was produced expecting we joined forces to produce such a dynamic, productive, and captivating ESL software program, well at least in this first pilot. It can be played in any computer or TV set.

In the preparation phase it can help the teacher to order, to prepare and to dose the contents that it will impart. For it, in some occasions, it can use the videotape like half of transmission. In other it can use it as source of information and of knowledge.

When the teacher imparts the class and it transmits the content, it can use the means like support, using the images and the sounds to illustrate or to exemplify the contents that it communicates through the word and of other didactic resources: slate, transparencies, scale models, slides, etc. while in other occasions, when the compact disk is of high expressive potentiality, it can use it as means for the transmission of the whole content; wrapped, of course as an appropriate didactic strategy.

In the phase of understanding and development of capacities the student can use the means to order and to elaborate the acquired knowledge. For what will use their remote experience, the consulted documentation and the teacher's help; that, in turn, it will evaluate the result of the work.

In the verification phase the student, by means of looking again the video or the compact disk, it can check which the grade of obtained learning has been. The videotape in the teaching of a language can be present inside the different phases of the process. Nevertheless, we will center in those of transmission of information and verification of the learning.

5.7.1 Proposal Activities

- Song: The alphabet song
- Song: The numbers
- Task: The Water Cycle
- Task: Nidia´s day
- Task: Some Occupations
- Task: Our city
- Lesson: Preparing Oral Rehydration solution
- Lesson: Making an orange cake
- Song: Rudolph the red nosed reindeer

Didactic strategy

Referring to the application of this themes from the compact disk and their integration in the educational activity it is necessary to highlight, again, their use like expressive element of support to the didactic message and as a vehicle of the information that with arrangement to the program of the subject has been elaborated previously, trying to motivate, to illustrate, and in certain cases, to create an objective approach to the explanations of lexical and grammatical content starting from a very specific context and with a certain purpose.

It is convenient to put once again as a main point that our objectives are exclusively of linguistic character and that all information of scientific, although basic and inexcusable nature, does not constitute but a support and maybe a pretext for the elaboration and development of our lessons. This scientific information in their original form ("authentic materials") or adapted, it is the material starting from which work to get our linguistic ends, this is, the training and increase of the linguistic level of the students in the exercise of their

profession until a point that allows them to face with success the texts of diverse nature that use the English language as diffusion vehicle (Kennedy & Bolitho 1984).

So, in this way, at the beginning of each lesson we proceed to the presentation of the topic in oral, brief and general form by means of simple questions that direct the attention of the pupil and cause an appropriate motivation-atmosphere. For their nature of botanical content and for their narrow relationship with the ecological topics the ideas exposed by the professor during the presentation of the topic could be formulated this way:

- *"In your opinion, are we concerned enough with the idea of wildlife preservation?"*
- *"Are people in Ecuador aware of the dangers menacing our forests?"*

After we got answers of two or more students, we would pass to comment the importance of the conservation of the vegetable species quickly, especially of those that are picked up in the video that immediately would pass in a first visualization.

Next we would give the students a short exercise type - test with the double purpose of measuring their immediate understanding of the general ideas contained in the audiovisual and at the own time of serving as slight orientation (by means of the written word as support to the voice) for those students who are in disadvantage in relation with the rest of the class and they are far from the average level required to take out profit of the information that the video contributes.

This third step of development of the lesson concludes with the contribution on the part of the teacher of those answers that solve the mentioned exercise, after 2 or 3 minutes granted for its elaboration. Since it is not still sought to measure neither to value the student's work but continuing with the educational action, this third activity constitutes a form more than approaching the teaching,

causing in the student a performance that breaks its passivity in the educational process.

We can already at this time deliberately attract the attention of the student toward those points that we try to highlight by means of comments that, without constituting true explanations, give them hints on what configures the nucleus of the educational message of the class.

This way we will be under conditions of proceeding to the second viewed, which would open the way to the explanations of lexical, grammatical and occasionally phonetic type that would be developed under the traditional teaching conditions and for that will be able to make use of the board as well as of how many other resources are considered pertinent. This would be the fundamental moment of the whole lesson and for that should be used it the linguistic examples that the audiovisual offers, which can and they should be enlarged with other several inside the scientific context that approaches the same one and other contexts of general nature.

If it is considered precise and the time it is enough, the explanations can occasionally be illustrated visualizing some fragment of the video again where is necessary to emphasize some aspects of their grammatical content (outstanding expressions of the technical English call, such as employment of the passive voice with impersonal content, scientific formulations, magnitudes, etc.).

Next we will proceed to give the students those exercises (previously printed) that developing and enlarging the lexicon-grammatical suppositions that the lesson behaves will contribute to its best training and practice of what they learned.

These exercises will be preferably of the "multiple choice" type and "fill-in" tests and their quantity and extension will be closely linked to the contents of the lesson. Once corrected these, will surrender the final exercises whose objective

consists on to measure and to evaluate knowledge, reason why they will include activities in those that the student "produces" starting from that learned.

For that, the most suitable thing can be (according to the number of students) a "fill-in the gaps" with parallel suppositions to those developed in the lesson, inverse translation of sentences immerse in the scientific specialty that occupies us and questionnaires that bear answers of medium extension, which can mix aspects tried in the video with others of similar nature technician scientist but of suppositions not seen in the video; but always, we repeat, inside the lexicon-grammatical context that develops the action.

5.7.2 Financial Resources (Budget)

The expenses I had for this research (writing, copies, preparation of the power point file, transportation, etc) and the software's design for the compact disk with the exposition of the areas on it are:

Table 32. Financial resources

No.	OPERATIONAL DETAIL	EXPENSES
1	Research cost	\$50.00
2	Computer time leasing	\$100.00
3	Printing of the Draft	\$16.00
4	Final Printing	\$25.00
5	Thesis Presentation (copies)	\$32.00
6	Compact disk design (software)	\$200.00
7	Compact disk design label and presentation & reproduction	\$5.00
8	Transportation	\$200.00
9	Other expenses	\$80.00
	TOTAL	\$708.00

5.7.3 Impact

The teaching of a foreign language in Ninth Grade of Basic Education is presented as a challenge; it is not exempt of difficulties since most of the students do not bring basic notions of the foreign language. This situation demands a formation and specific orientations that allows carrying out this work with the best possible strategies, so they are able to learn and to exchange ideas. All of this with the purpose of improving the communication among people.

The computer science's current development enlarges the offer of alternatives for the learning of languages, specifically of English. From there the interest to develop this project, and to use a program in which it can be carried out didactic activities that allows dynamic learning, this can be achieved through the software of the program of the compact disk and the Internet like a didactic tool, without losing of view the fact that consider the technological and pedagogic aspects that guide the use of the audiovisual materials as auxiliary resources for the learning and improvement of the English language.

Although it is certain that an excellent way to progress in a foreign language consists on using it with a communicative purpose, in such a way that becomes an instrument, instead of being an end in itself. After all, it is this way like we use our own language, the impact that is behind the use of the compact disk in the course, begins with them, the students there in the classroom, and then it will extend to the other courses and levels. It is our illusion, our hope.

5.7.4 Alignments to evaluate the proposal

There are two clear points to proceed to evaluate this proposal, they are:

1. It will allow that students get completely involved and motivated into the English teaching-learning process in the class time and out of it.
2. It will give to the teacher a tool to work in a better way making them getting involved in the new path of sharing knowledge.

CONCLUSIONS

From the results with the surveys application to the people involved in this investigation, the following conclusions can be made:

- The work in teams allows learning of others, taking advantage of the different ways of learning and the different achievement levels that are given among the members of the groups.
- The fact of incorporating actively all the members of the group to work in the computers with the educational software, makes the flexibility and mobility in the group.
- The organization and atmosphere that is given to the project in the different stages allow the group interaction.
- To work with the recorder, cassettes, compact disks of their groups or favorite singers, have, comics etc., it constitutes an excellent support to begin in the learning of the English language in a fun and attractive way.
- Teachers need not only be prepared in English language teaching but also in computer technology and Internet navigation.

A final conclusion

Due to the express progress of the technology, their push and influence, and to the explosion of information and socialization of the means, applying the means appropriately to improve the areas of the teaching will be, without a doubt, an important issue in the education in the future.

As the gradual appreciation increases for the development of the didactic technology in the educational institutions, teachers will cultivate or to elevate the knowledge of the didactic means, until ending up accepting them and even producing them and apply them with pleasure. To apply the didactic means in the computer, it is already without any doubt an important issue nowadays.

Teaching of the computer multimedia has just begun. How to cooperate and to coordinate the human resources, such as the teachers, multimedia designers, the programmers, etc., to create the on-line courses is a challenge that should integrate the educational field to face the educational currents of the future.

Vision:

1) An area to create teachers' materials: it will offer facilities with the main means and consulting services

2) Three audiovisual labs: 120, 60 and 25 students will fit, with a video-computer projector, an opaque projector, a projector of transparencies, one of slides, radio microphone, control of light, Internet access, etc.

3) Production zone and means use: It will be divided in 4 sections, the development of on-line courses, recording, photographic laboratory and artistic design.

4) Videoconference room: It will have all the functions of the teleconference.

5) A reserved room for distance education: This classroom that will contain the facilities of light, sub control, assembly, etc., it will be good to coordinate the education at distance with a second campus in anywhere or with other educational institutions.

Plans:

1) To promote the use of the audiovisual resources to the whole institution members: students, teachers, employees, etc.

2) To offer easier ways to take advantages of its services.

3) Socializing the audiovisual resources use.

4) Researching, designing and producing of didactic resources.

5) To apply the triple www (World Wide Web).

RECOMMENDATIONS

After the analysis of the results the following recommendations can be made.

1. The Ministry of Education has the responsibility of qualifying, to inform, to upgrade and support to English teachers in the use of means and audiovisuals material and didactic helps, in order to improving the process of learning of the English language
2. The director of each institution should do the pertinent steps, in order to create a laboratory of audiovisual means in their institutions for the optimization of the different subjects, specifically of the English language.
3. The director of each institution should propitiate and implement training workshops for the elaboration of didactic aids of easy handling and low cost (recycled, globes, posters, boards, paperboards, records, cuttings, elaboration of authentic stories).
4. English teachers could elaborate a document that gathers basic information about the importance, use and benefits that provide the audiovisual means and the didactic aids to facilitate the learning of this language.
5. The Ministry of Education should propitiate workshops and/or meetings of English language's teachers to exchange knowledge on the elaboration of didactic aids and its appropriate application.

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ANNEXES

ENGLISH INTERACTIVE CD
NINTH GRADE



THE ALPHABET SONG



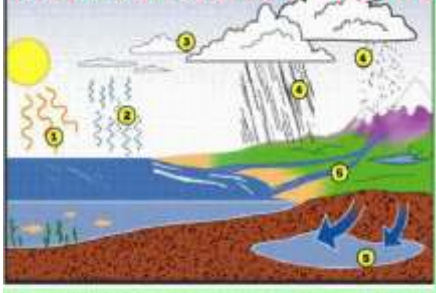
NEXT

THE NUMBERS SONG

1 one	6 six
2 two	7 seven
3 three	8 eight
4 four	9 nine
5 five	

NEXT

MATCH THE SENTENCES WITH THE PICTURES.



CONFIRM
NEXT

- 1 It forms clouds
- 2 The sun heats the water in the sea
- 3 The rainwater returns to the sea.
- 4 Water evaporates from the sea
- 5 Rain falls from the clouds.

NIDIA'S DAY

COMPLETE WITH THE CORRECT TIME

6:00	NIDIA GETS UP AT	<input type="text"/>	IN THE MORNING
6:15	SHE HAS BREAKFAST AT	<input type="text"/>	
7:15	NIDIA'S SCHOOL STARTS AT	<input type="text"/>	<input type="button" value="DOWN"/>
10:30	THE SCHOOL BREAK IS AT	<input type="text"/>	<input type="button" value="NEXT"/>
1:15	NIDIA SCHOOL FINISHES AT	<input type="text"/>	
3:00	NIDIA DOES HER HOMEWORK AT	<input type="text"/>	

MATCH THE PEOPLE WITH THEIR OCCUPATIONS

 <input type="checkbox"/> RECEPTIONIST	 <input type="checkbox"/> COMPUTER ENGINEER	 <input type="checkbox"/> FLIGHT ATTENDANT	 <input type="checkbox"/> MEDICAL EXAMINER
--	---	--	---



COMPLETE THE CROSSWORD



CONFIRM

NEXT

PREPARING ORAL REHYDRATION SOLUTION

MATCH THE PICTURE WITH THE SENTENCES

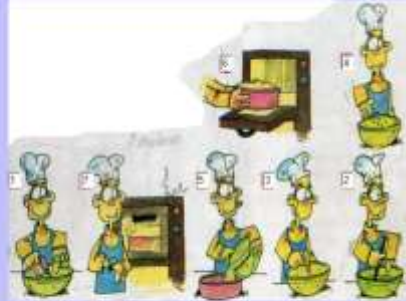


- STIR THE MIXTURE
- ADD EIGHT TEASPOONS OF SUGAR AND ONE TEASPOON OF SALT
- COVER THE MIXTURE
- BOIL A LITRE OF WATER

NEXT

CONFIRM

MAKING AN ORANGE CAKE



BAKE PUT ADD MIX

- THE BUTTER, THE SUGAR AND THE VANILLA IN A BOWL
- THEN WHIP THE EGGS , THE FLOUR AND THE BAKING POWDER
- THE ORANGE JUICE LITTLE BY LITTLE
- THE RAISINS
- THE MIXTURE INTO A BAKING TIN
- THE BAKING TIN IN THE OVEN
- IT FOR 45 MINUTES

NEXT

CONFIRM

RUDOLPH THE RED NOSED REINDEER



FINISH

PRINCIPAL´S INTERVIEW

OBJECTIVE

TO OBTAIN INFORMATION THAT ALLOWS DESIGNING AN INNOVATIVE AND INTERACTIVE COMPACT DISK THROUGH THE USE OF FIELD RESEARCH TO DETERMINE ITS APPLICATION FOR ENGLISH TEACHERS.

INSTRUCTIONS

GIVE AN ORAL COMMENT (ANSWER) TO EVERY QUESTION.

1. Do you consider important the use of audiovisual resources inside the teaching - learning process of English language? Why?
- 2 Does the institution have English's laboratory to help the students to reinforce their classes and develop the skills of the language?
- 3 Does the government assign enough budgets for a well English lab equipped with high technology for the institution?
- 4 Has the institution a special budget to help Foreign Language teachers on attending workshops or seminaries to develop their professionalism?
- 5 Does the institution organize activities so that the students can develop the skills of the language target
- 6 Do you believe that teachers are prepared to use the Technologies of the Information and the Communication like tools inside the educational process?
- 7 Do the methods, didactics and technological training exist for teachers in relation to the use of the new technologies to improve their methodology? Can you explain it?
- 8 According to your criteria, which one is the biggest impediment for the pedagogical upgrade?

9 Do you believe that CRADLE project has filled the expectations outlined during the time of its application?

10 How important is English language in the professional development of the students?

TEACHERS´SURVEY

OBJECTIVE

TO OBTAIN INFORMATION THAT ALLOWS DESIGNING AN INNOVATIVE AND INTERACTIVE COMPACT DISK THROUGH THE USE OF FIELD RESEARCH TO DETERMINE ITS APPLICATION FOR ENGLISH TEACHERS.

INSTRUCTIONS

DRAW AN X IN THE ALTERNATIVE THAT YOU LIKE THE MOST

1. Do you speak English?

Fluently () Well () Regular () Nothing ()

2. Do you understand when somebody speaks in English to you?

Correctly () Well () Regular () Nothing ()

3. How long have you been studying English language?

16 years or more () 8 to 15 years () 1 to 7 years ()

4. How do you consider your classes are?

Fun () Normal () Regular () No answer ()

5. Do you use audiovisual resources in your classes?

Always () Sometimes () Never ()

6. Do you speak English on classes?

Always () Sometimes () Never ()

7. Do you update your knowledge?

Always () Rarely () Never ()

8. *According to your criteria, which one is the biggest impediment for the pedagogical upgrade? If you choose "Other", please expand your comment.*

Lack of money () Lack of workshops () Other ()

9. Do you believe that CRADLE project has filled the expectations outlined during the time of its application? Please, expand your comment.

Yes, I do () In a certain way () No, I don't ()

10. Do you know what is the reason or reasons for which most of the students avoid English classes?

STUDENTS´SURVEY

OBJECTIVE

TO OBTAIN INFORMATION THAT ALLOWS DESIGNING AN INNOVATIVE AND INTERACTIVE COMPACT DISK THROUGH THE USE OF FIELD RESEARCH TO DETERMINE ITS APPLICATION FOR ENGLISH TEACHERS.

INSTRUCTIONS

DRAW AN X IN THE ALTERNATIVE THAT YOU LIKE THE MOST

1. Do you like attending English classes at your High School?

Yes, I do

Just a Little

No, I don´t

2. What is the skill that you like to learn the most?

Reading ()

Writing ()

Listening ()

Speaking ()

3. What do you say about using more frequently audiovisual resources on English's class?

Very good

Fair

I don´t like it

4. What do you think about the time students have to learn English language?

Adequate

Limited

Inadequate

5. Does your High School have a language laboratory to practice in?

Yes ()

No ()

6. Can you point out the skill that your teacher works mostly in the class?

Reading ()

Writing ()

Listening ()

Speaking ()

7. Do you think your English classes are....?

Fun ()

Fair ()

Bored ()

8. How often does your teacher use appropriate didactic resources in the class?

Always ()

Sometimes ()

Never ()

9. Can you say what level of importance does it have English's language nowadays?

High

Medium

Low

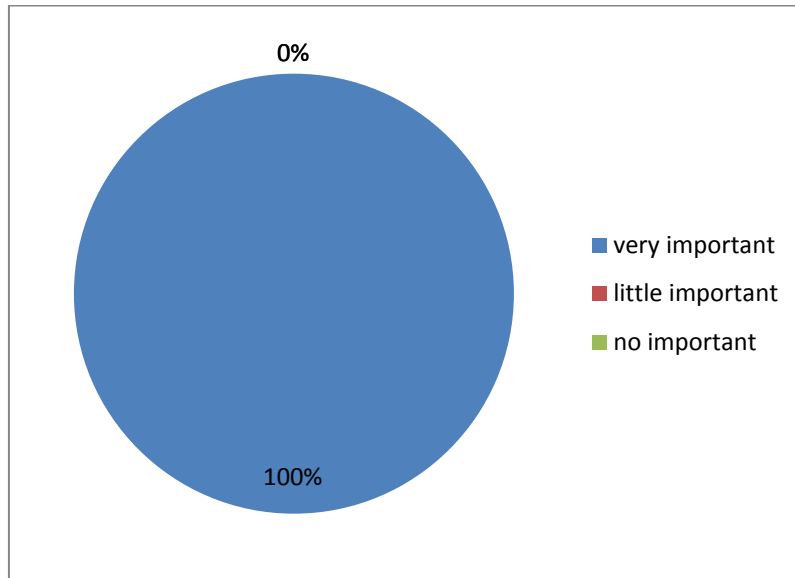
10. How do you consider the application of higher technology on English language teaching-learning process?

Necessary

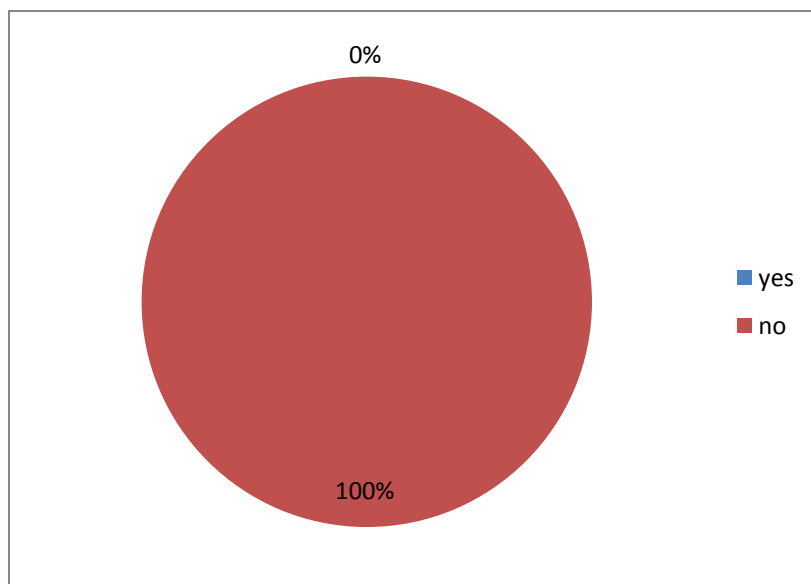
Unnecessary

PRINCIPAL'S INTERVIEW

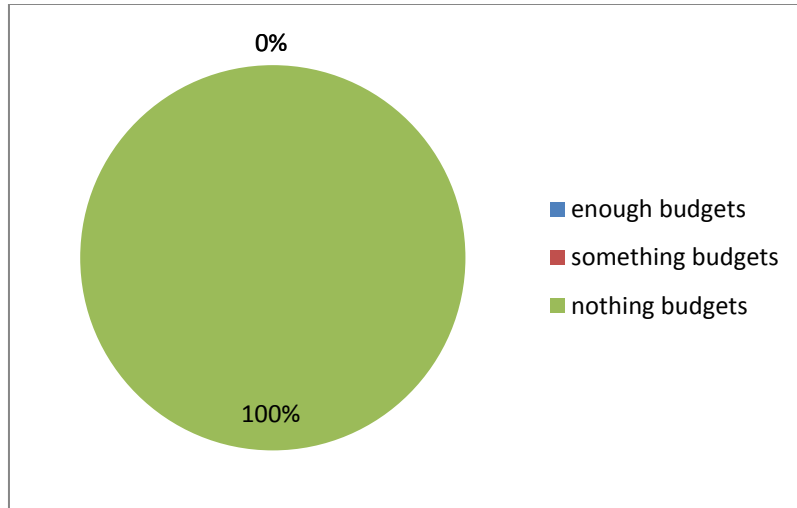
Graphic 1. *Do you consider important the use of audiovisual resources inside the teaching - learning process of English language?*



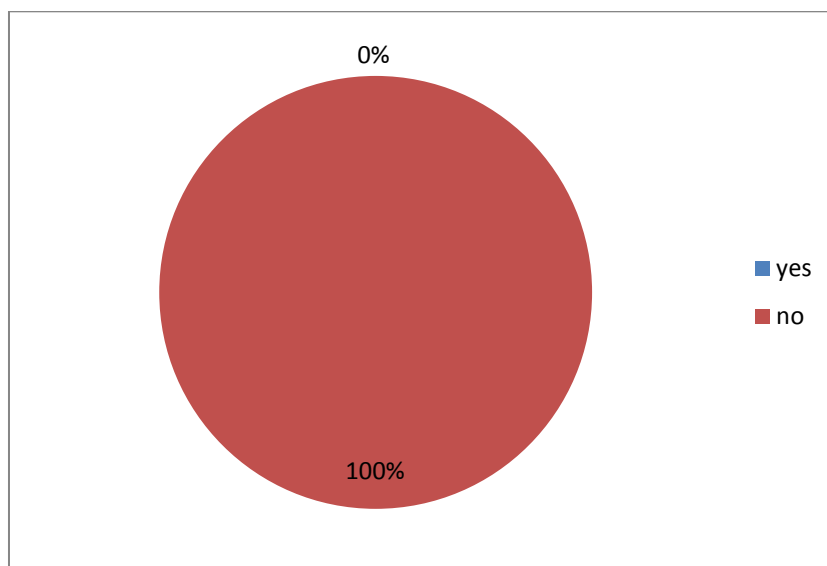
Graphic 2. *Does the institution have English's laboratory to help the students to reinforce their classes and develop the skills of the language?*



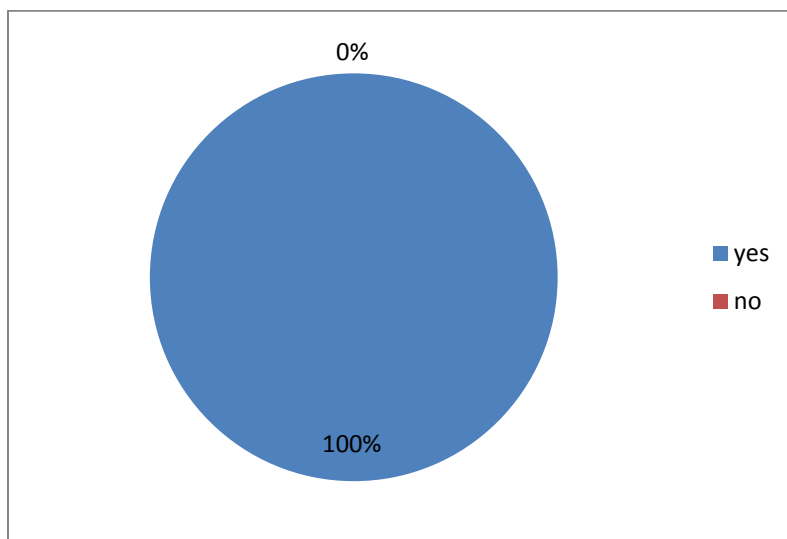
Graphic 3. Does the government assign enough budgets for a well English lab equipped with high technology for the institution?



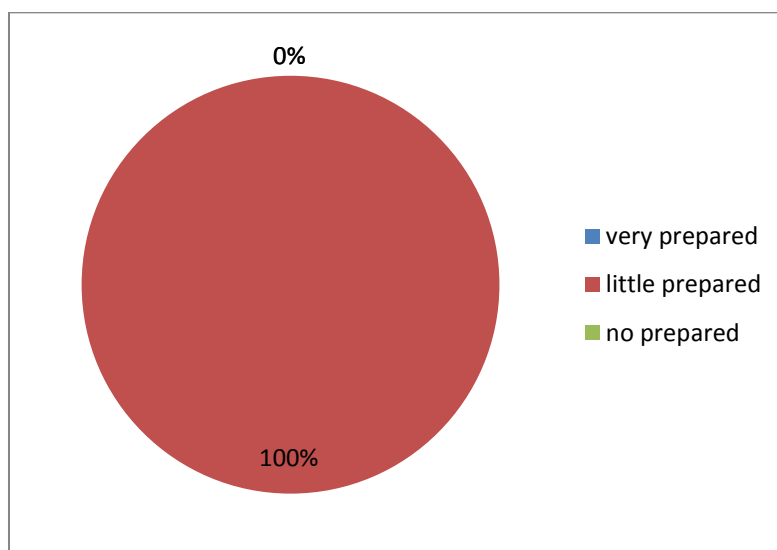
Graphic 4. *Has the institution a special budget to help Foreign Language teachers on attending workshops or seminars to develop their professionalism?*



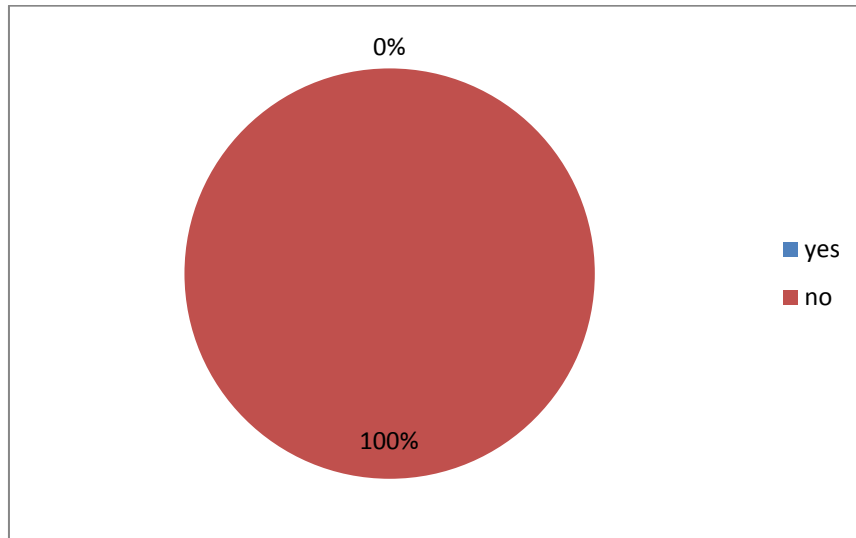
Graphic 5. Does the institution organize activities so that the students can develop the skills of the language target?



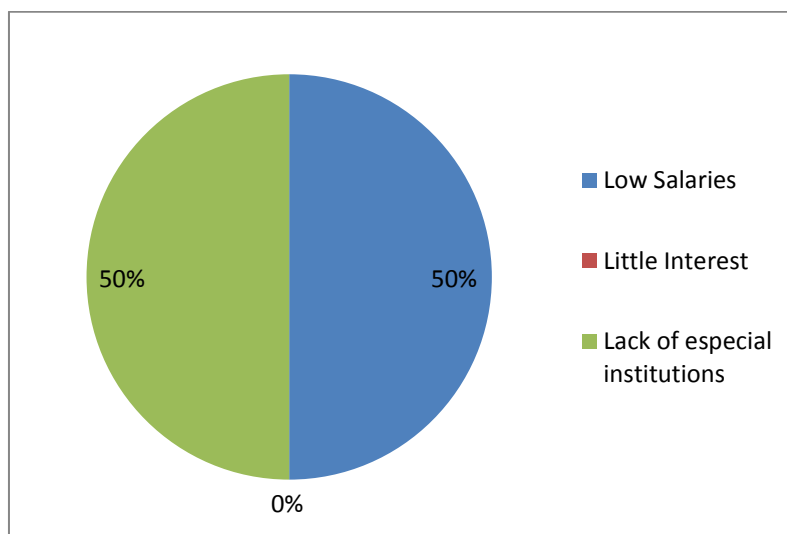
Graphic 6. Do you believe that teachers are prepared to use the Technologies of the Information and the Communication like tools inside the educational process?



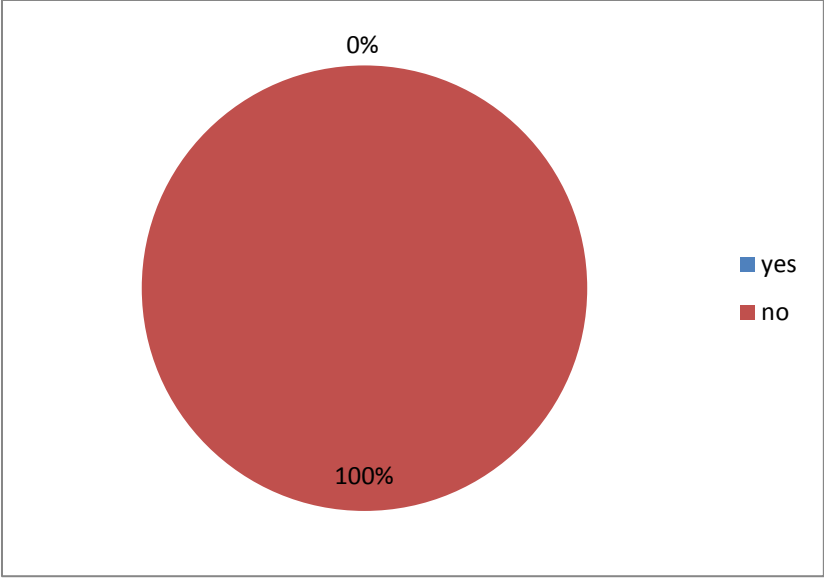
Graphic 7. Do the methods, didactics and technological training exist for teachers in relation to the use of the new technologies to improve their methodology?



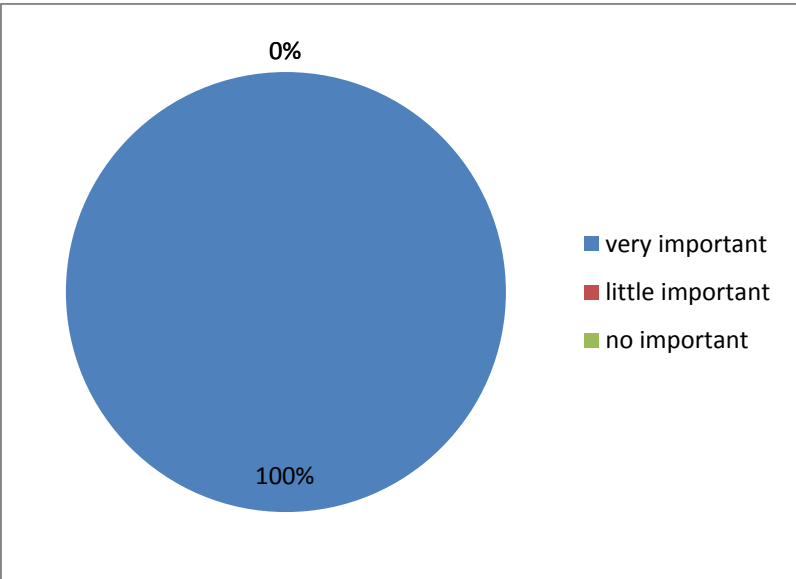
Graphic 8. Which one is the biggest impediment for the teacher's pedagogical upgrade?



Graphic 9. Do you believe that CRADLE project has filled the expectations outlined during the time of its application?

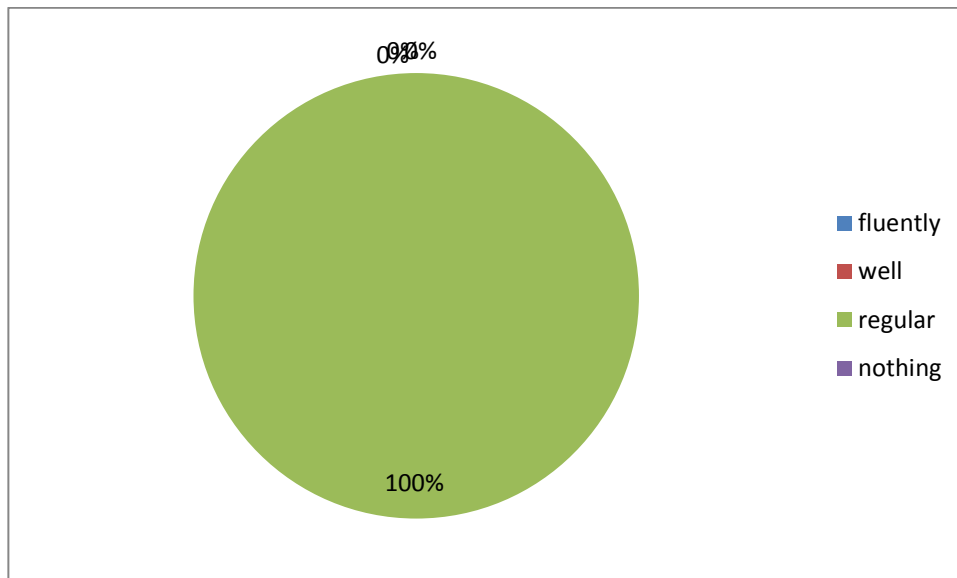


Graphic10. How important is English language in the professional development of the students?

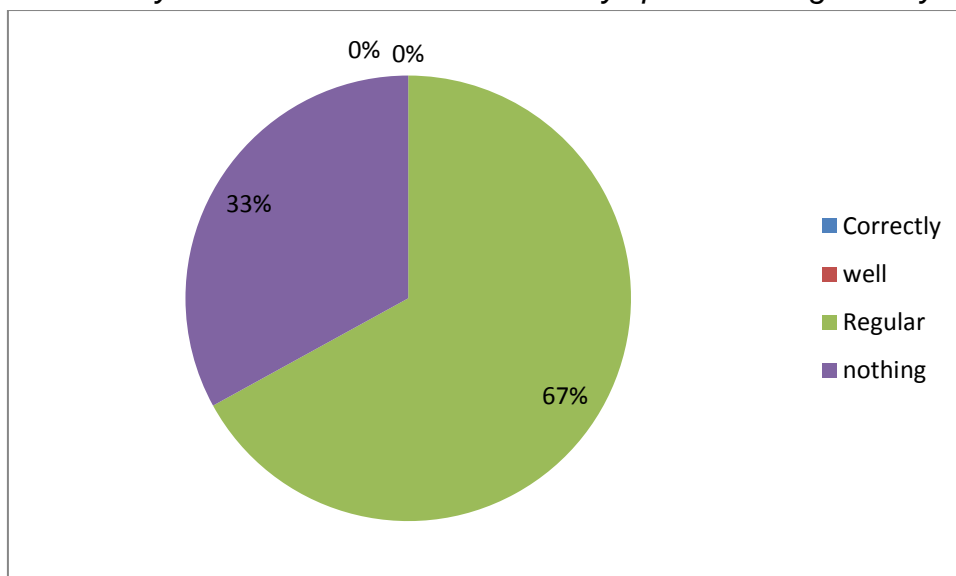


TEACHERS' SURVEY

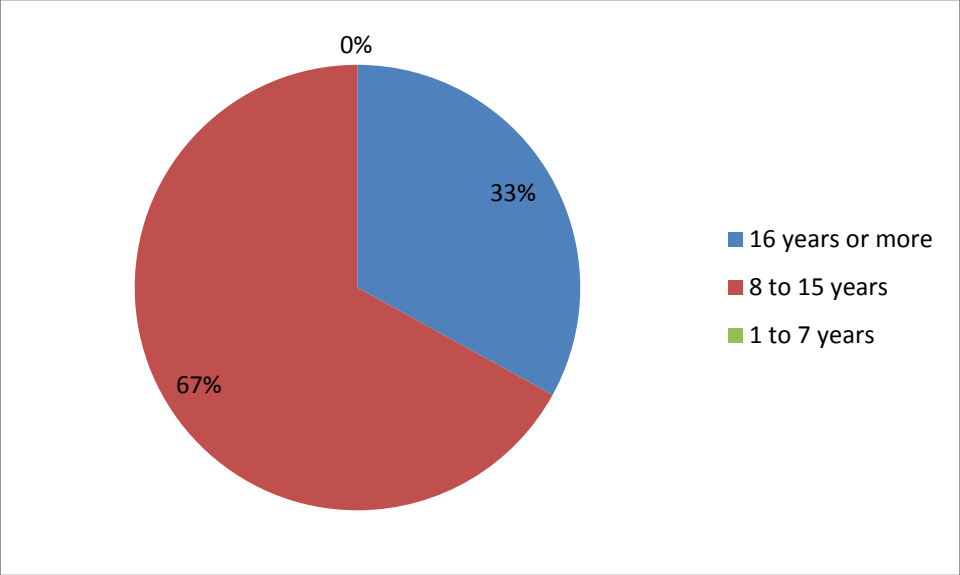
Graphic 11. Do you speak English?



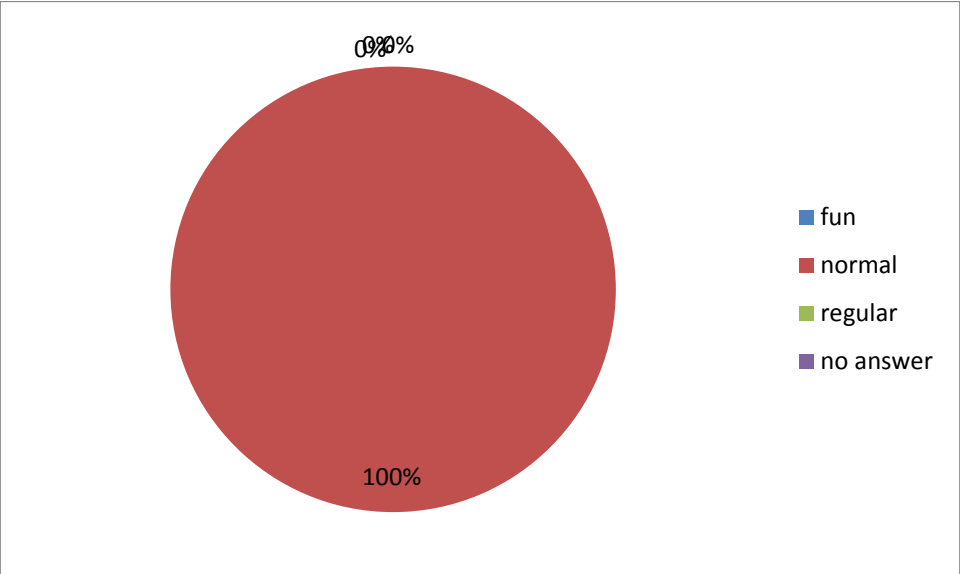
Graphic 12. Do you understand when somebody speaks in English to you?



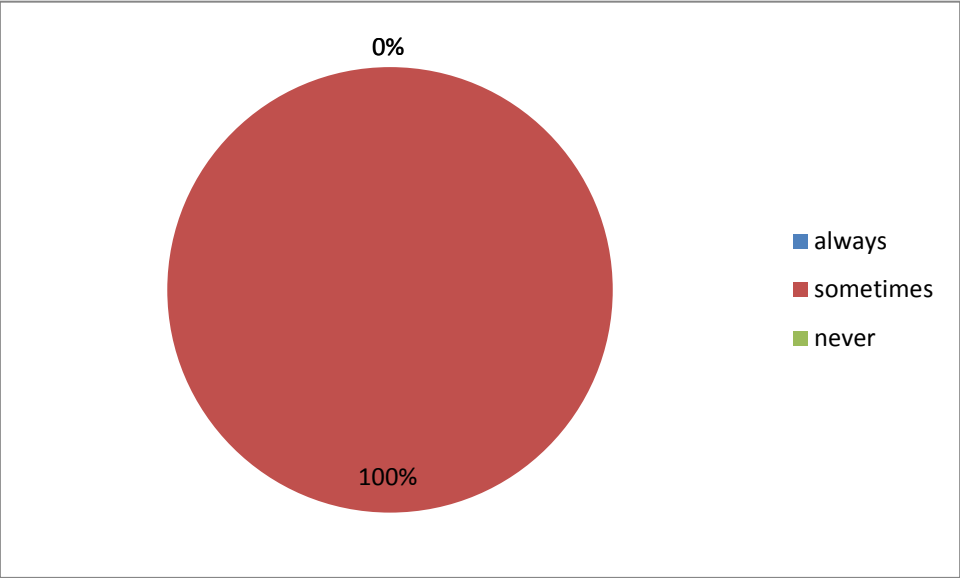
Graphic 13. How long have you been studying English language?



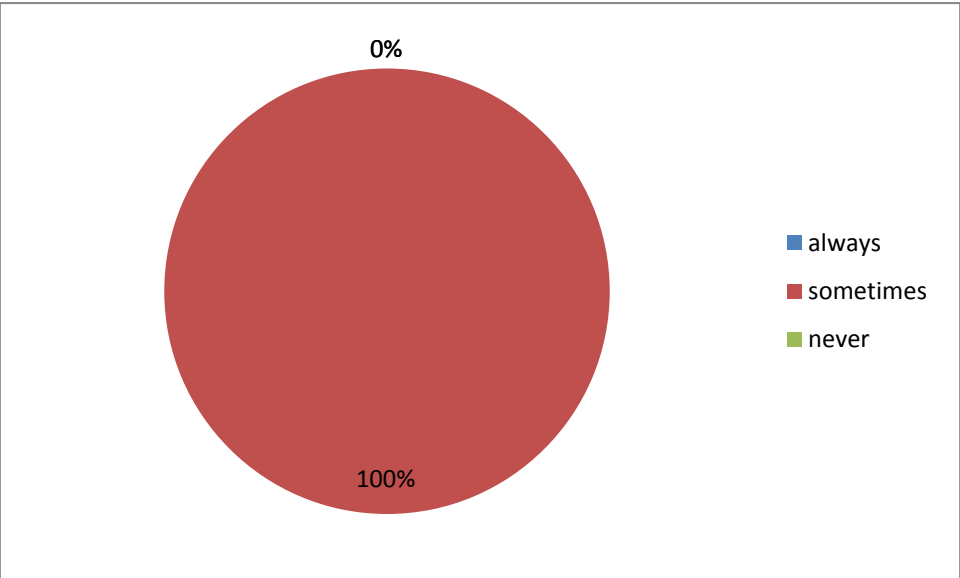
Graphic 14. How do you consider your classes are?



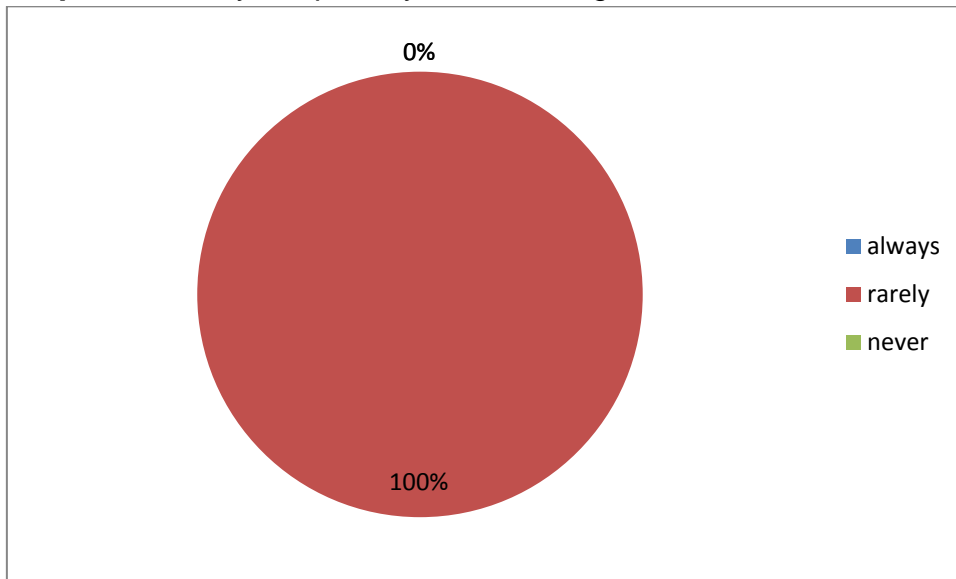
Graphic 15. Do you use audiovisual resources in your classes?



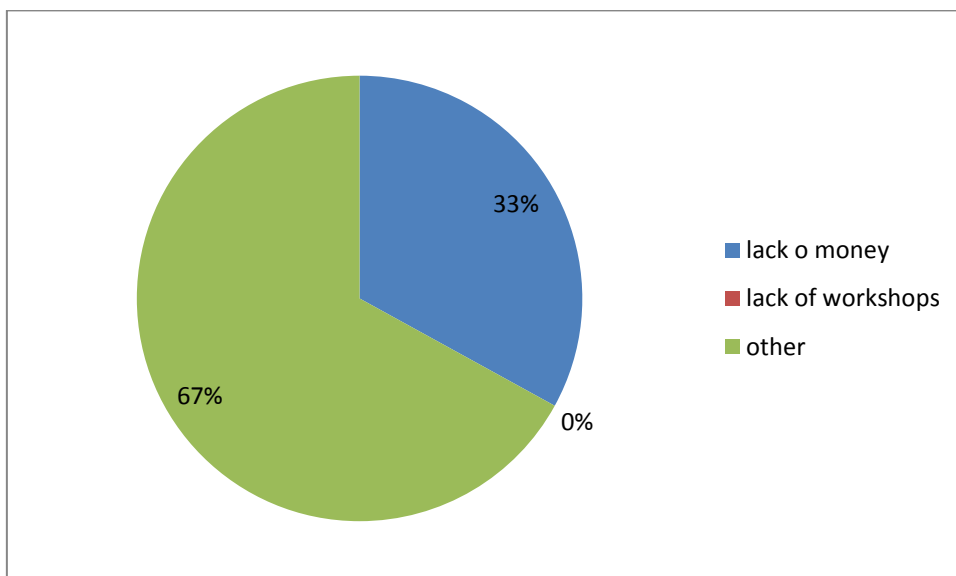
Graphic16. Do you speak English on classes?



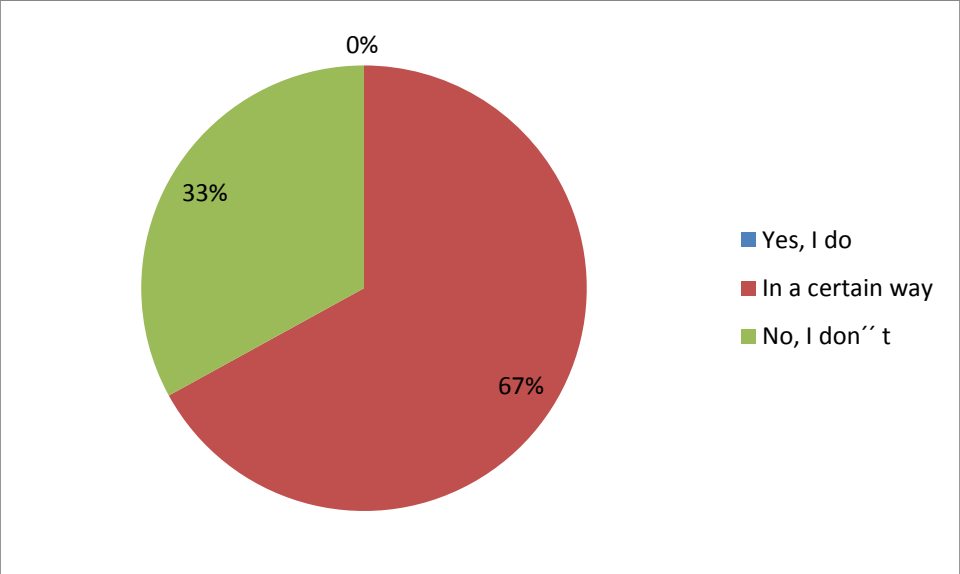
Graphic 17. Do you update your knowledge?



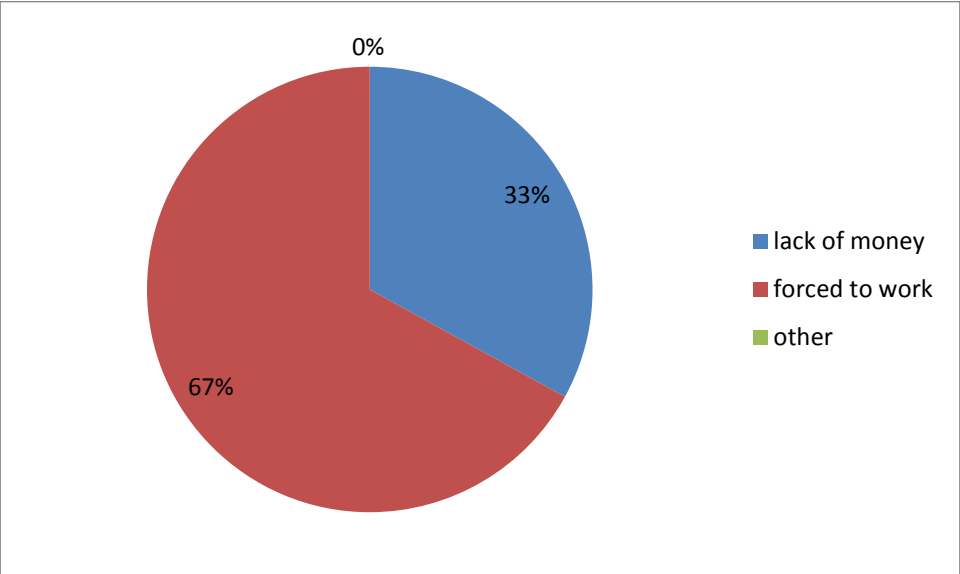
Graphic 18. According to your criteria, which one is the biggest impediment for the pedagogical upgrade? If you choose “Other”, please expand your comment.



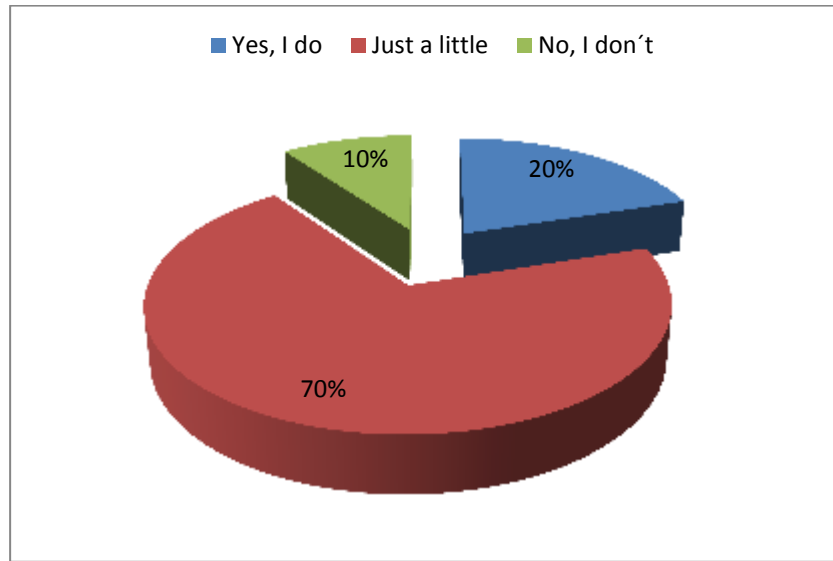
Graphic 19 . Do you believe that CRADLE project has filled the expectations outlined during the time of its application? Please, expand your comment.



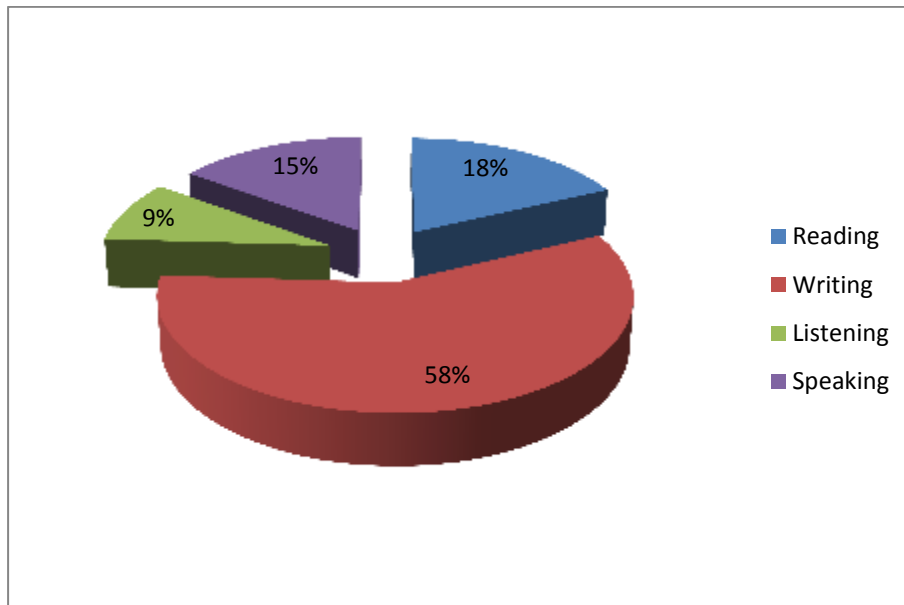
Graphic 20. Do you know what is the reason or reasons for which most of the students avoid English classes?



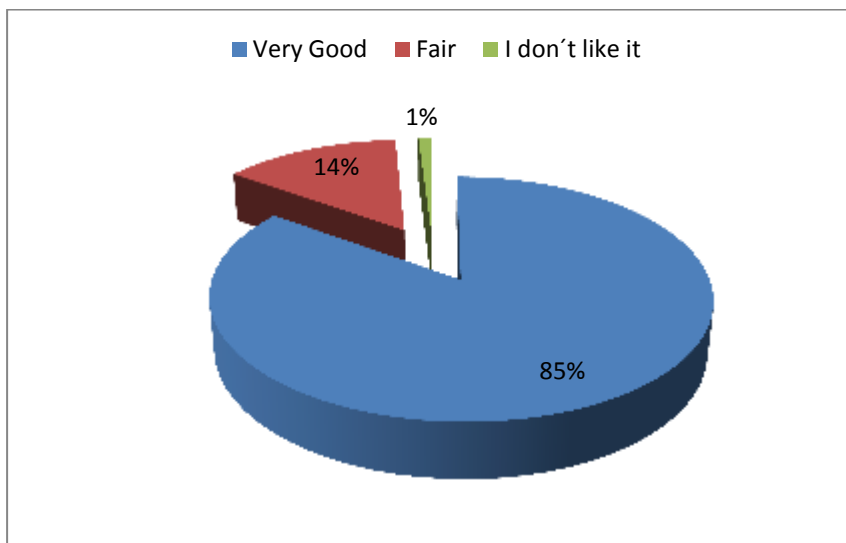
Graphic 21.Do you like attending English classes at your High School?



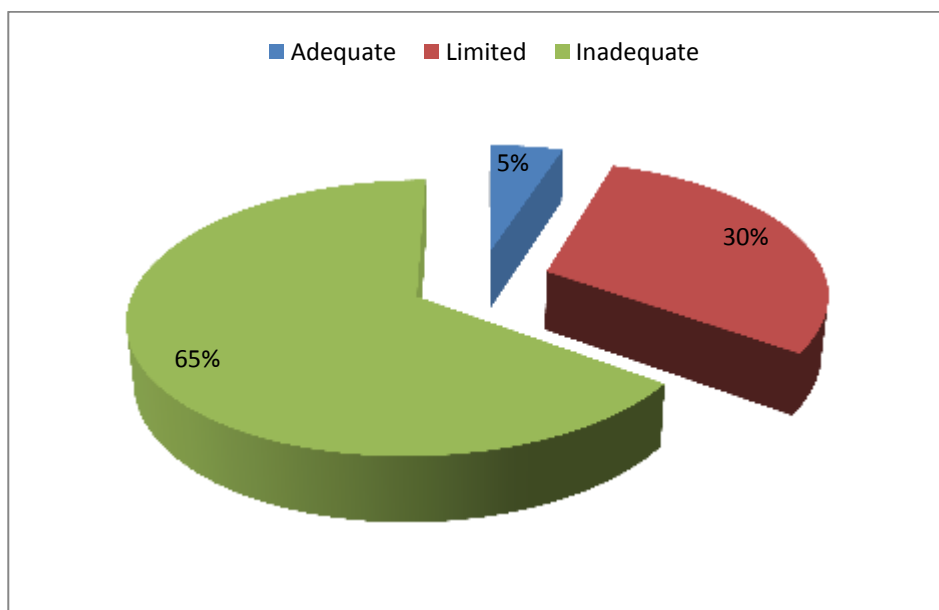
Graphic 22.What is the skill that you like to learn the most?



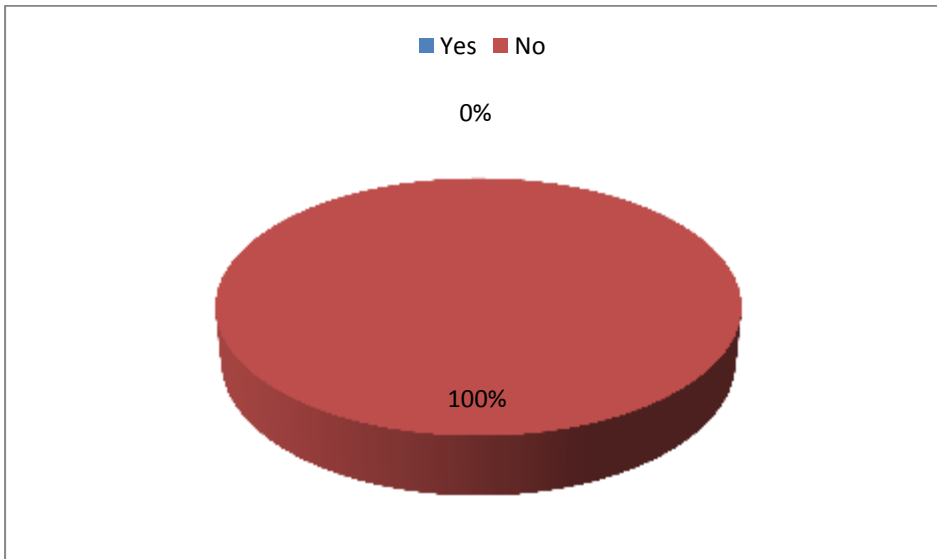
Graphic 23.What do you say about using more frequently audiovisual resources on English's class?



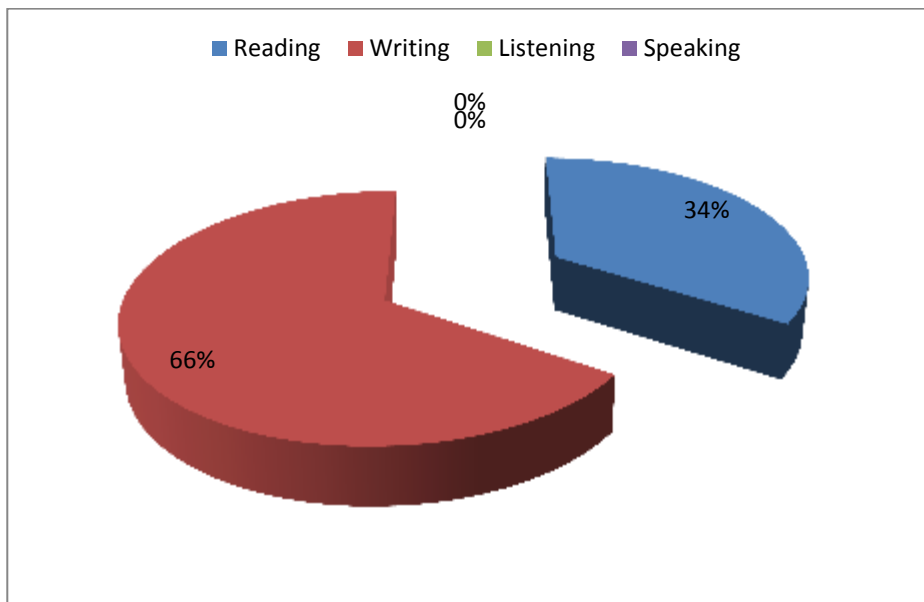
Graphic 24. What do you think about the time students have to learn English language?



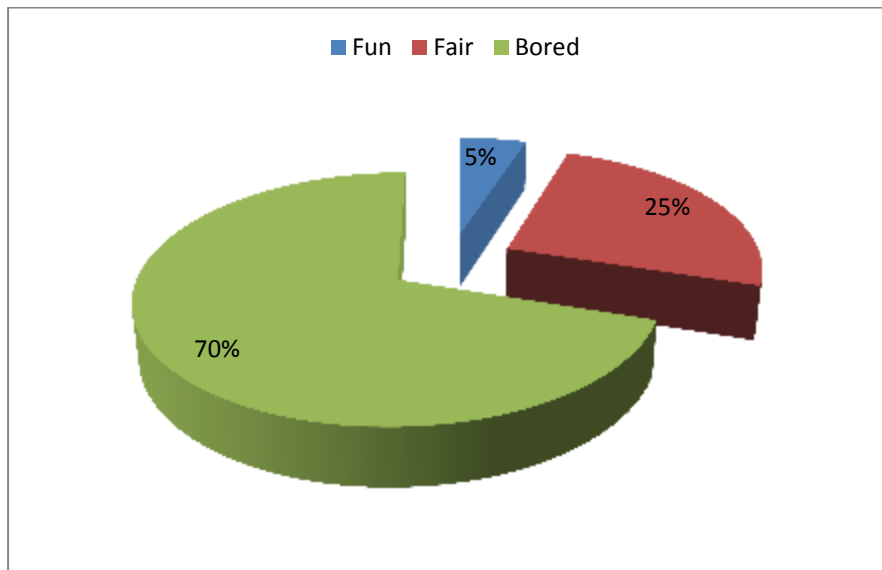
Graphic 25. Does your High School have a language laboratory to practice in?



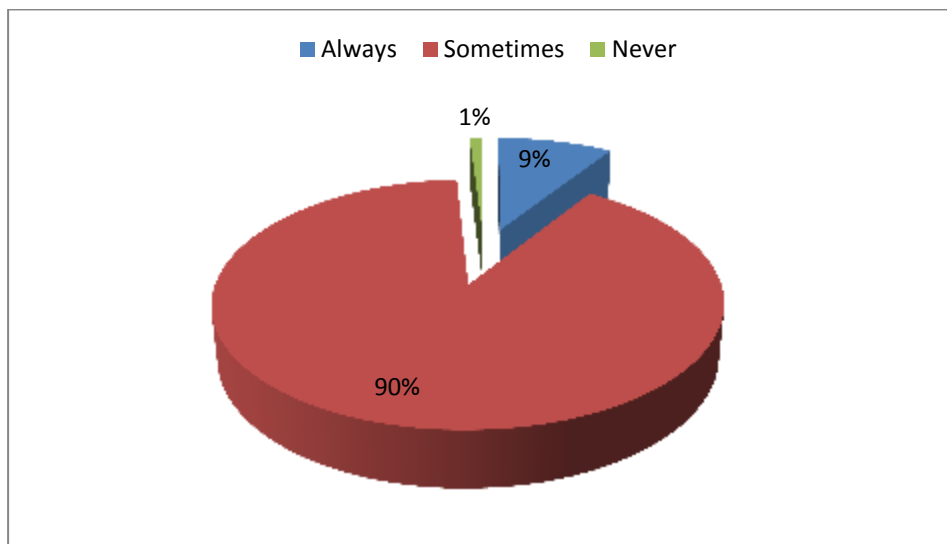
Graphic 26. Can you point out the skill that your teacher works mostly in the class?



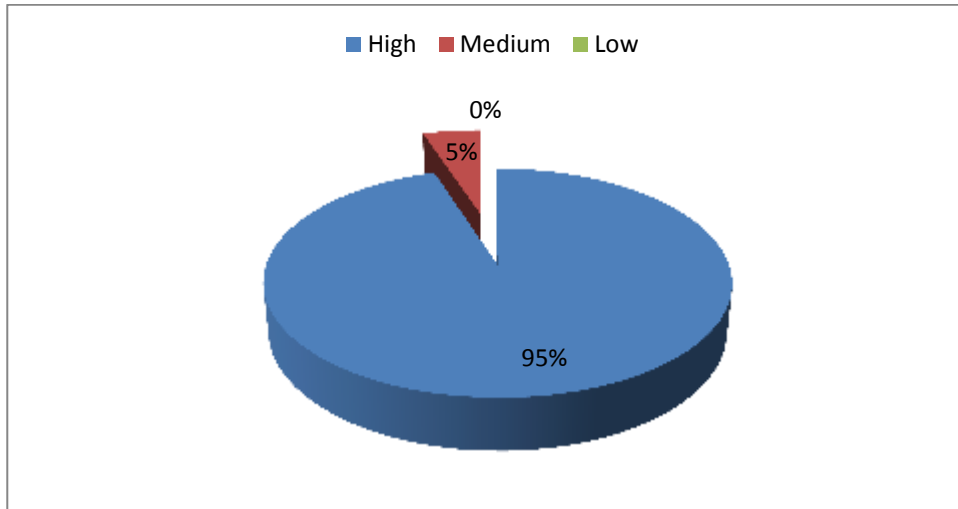
Graphic 27. Do you think your English classes are...?



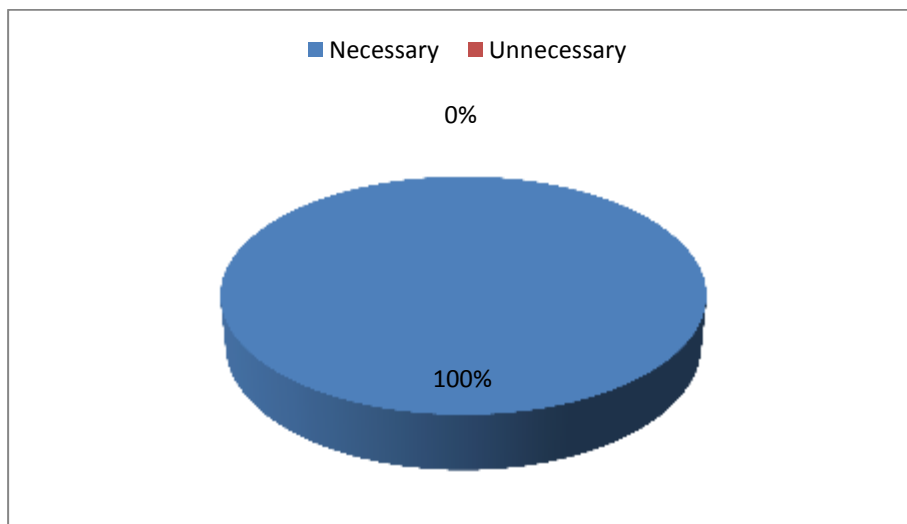
Graphic 28. How often does your teacher use appropriate didactic resources in class?



Graphic 29. Can you say what level of importance does it have English language nowadays?



Graphic 30. How do you consider the application of higher technology on English language teaching-learning process?



EL TRIUNFO HIGH SCHOOL



PRINCIPAL: Eng. Alberto Olivo



ENGLISH TEACHERS: Lic. Ana Fernandez and Lic. Yolanda Mosquera



STUDENTS



