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**SEMIPRESENCIAL AND DISTANCE LEARNING EDUCATION
ACADEMIC UNIT**

**PRELIMINARY DESIGN OF A THESIS TO OBTAIN
THE TITLE OF B.A. IN SCIENCES OF THE EDUCATION**

MENTION:

ENGLISH LANGUAGE AND LINGÜISTIC

TOPIC:

**USING OF AUDIOVISUAL RESOURCES ON ENGLISH LANGUAGE'S
TEACHING AND LEARNING PROCESS AT DR. JOSE MARIA
VELASCO IBARRA HIGH SCHOOL'S EIGHT GRADE STUDENTS OF
BASIC GENERAL EDUCATION.**

AUTHORS:

**CASTAÑEDA ARREAGA JENNY LETICIA
VELÁSQUEZ LAVAYE NARCISA ADRIANA**

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2011-2012

TUTOR´S AGREEMENT

For the present I do declare that I have analyzed the graduation project presented by Miss Jenny Leticia Castañeda Arreaga and Miss Narcisa Adriana Velásquez Lavaye, 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 authors of this investigation declare before the Directive Council of the Semipresencial and Distance Learning Education Academic Unit of Milagro State University, that the present work is of our own responsibility, it doesn't 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

Jenny Castañeda Arreaga
CI: 0911041390

Narcisa Velásquez Lavaye
CI: 1202313753

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THE EXAMINING TRIBUNAL previous to the obtaining of the Degree in Sciences of the Education, Mention in Applied Linguistic to the English Language, grants to the present investigation project the following qualifications:

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DEDICATORY

I dedicate with all my love this important work to my parents, Emilio Castañeda and Carmen Arreaga in a first place, because they always encouraged me to continue and culminate with this project.

In a second place to my husband, Willian Aristega, who have contributed with his tolerance in a significant way; for his love, support and comprehension during the development of this work.

Finally, in a special way, to my dear daughters, Nathali and Anggie, reasons of my life, to understand me and allow me to culminate with effort this work and to get my main objective.

Jenny Leticia Castañeda Arreaga

DEDICATORY

This job is dedicated to my God, that gave me life, the strength and necessary wisdom to be able to fulfill my objective with his help and direction and to allow that every day I am better.

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With all my heart

Narcisa Adriana Velasquez Lavaye.

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Jenny Leticia Castañeda Arreaga

Narcisa Adriana Velásquez Lavaye

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Milagro State University Director

Present

By means of the present document, free and voluntarily I proceed to make delivery of the Surrender of the Rights of the Authors of the Work carried out as prerequisite for the obtaining of my Third Level Degree whose topic was USING OF AUDIOVISUAL RESOURCES ON ENGLISH LANGUAGE'S TEACHING AND LEARNING PROCESS AT DR. JOSE MARIA VELASCO IBARRA HIGH SCHOOL'S EIGHT GRADE STUDENTS OF BASIC GENERAL EDUCATION that corresponds to the Sciences of Education's Academic Unit.

Milagro, January 2012

Jenny Castañeda
CI: 0911041390

Narcisa Velásquez
CI: 1202313753

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SYNOPSIS

Based on the foregoing, it is hypothesized: If it develops audiovisual teaching strategy for teaching English, helping to improve the teaching and learning of English.

Strategy linked to the practice of proper use of teaching aids, taking into account the development of the study area are related to multimedia labs properly equipped, can accommodate a certain number of students with visual media, sent from a control panel where can be established techniques applicable to the subject development, allowing the playback of audio-video materials, based on a set of activities (exercises oral, written, imaging, etc.) to establish the skills of each skill (listening, speaking, reading, writing) immersed in the English language.

The type of use of new technology applied to teaching English language shows that students involved in this learning will find motivation, updating and, above all the reflection in the awareness that includes the study and learning a language universally spoken. And the motivation in conjunction with the renovation of university teachers therefore it is not only part of his personal life but as an economic input in postgraduate performance. The continuing search for new teaching applicable to the environment associated with the technology will always lead to the link improvements for the good performance of the students meet the requirements demanded by the process of teaching and learning.

Keywords: Integrating Four Language Learning Skills, English Language Teaching, Second Language Acquisition, English as a Second Language

INTRODUCTION

The use of audiovisual resources on the second language teaching-learning process it helps and encompasses everything the language learner hears and sees in the new language. It may include a wide variety of simulated situations such as exchanges in restaurants and stores, conversations with friends, reading street signs and newspapers, as part of classroom activities to do English acquisition a little more fun to have motivated and happy students.

Regardless of the learning environment, the learner's goal is mastery of the target language. The learner begins the task of learning a second language from point zero (or close to it) and, through the steady accumulation of the mastered entities of the target language, eventually amasses them in quantities sufficient to constitute a particular level of proficiency.

This characterization of language learning entails the successful mastery of steadily accumulating structural entities and organizing this knowledge into coherent structures which lead to effective communication in the target language. If this is the case, then we would expect that well-formed accurate and complete target language structures would, one after another, emerge on the learner's path towards eventual mastery of the language. If the learner went on to master the language, we could, in principle, tabulate the expansion of his/her repertoire up to the point where all of the well-formed structures of the target language had been accounted for.

In reality this is not the case. Second language learners appear to accumulate structural entities of the target language but demonstrate difficulty in organizing this knowledge into appropriate, coherent structures. There appears to be a significant gap between the accumulation and the organization of the knowledge. This then raises a critical question - what kinds of language do second language learners produce in speaking and writing?

When writing or speaking the target language, second language learners tend to rely on their native language structures to produce a response. If the structures of the two

languages are distinctly different, then one could expect a relatively high frequency of errors to occur in L2, thus indicating an interference of L1 on L2

The budget for English area into the institutions is almost inexistent. Some High Schools don't have an English laboratory to practice the target language, not even a CD player. There is no money to manage motivation into the teaching-learning process buying materials to get a brand new English class.

In the public elementary and high schools the lack of audiovisual resources obstructs the learning in all the educational areas, especially in the learning of English as foreign language. We need to search for solutions. It must be at the end of the rainbow. Go for it!

CHAPTER I

THE PROBLEM

1.1 PROBLEM SETTING

1.1.1 Problem Setting

Audiovisual resources are necessary tools in the teaching-learning process of English language, since its use allows the students to develop the skills and abilities of the communication. It is proven that disks, video games and movies facilitate the practice of a second language and the lack of these items causes a series of problems in the classrooms between them: students' low achievement and little interest in learning something new, due to the lack of motivation.

Educational program and basic material are excellent resources when teachers give knowledge, so they get time and exert and it will do the class more interactive and participative. In addition, the existence of an English laboratory and a multimedia classroom is necessary for the students, so they can work with their own equipment. Obviously, to the students capture the knowledge faster, they must use more than one sense, because if they see, hear, touch the material they are learning, it will be easier to use and make their classes more interesting.

The main goal to develop this important project is just because the students are not developing their skills in class and we think that we can motivate them to get a best performance and avoid low grades at the end of the school year. This is the reason that we consider, should implement the use of audiovisual resources on English classes in eighth grade of basic education at Dr. Jose María Velasco Ibarra High School of Milagro if we want to get an education of quality.

Everybody knows that Public High Schools receive students with different English language levels and they need a lot of practice in it because most of the students never have practiced this subject in the Elementary school.

Moreover, it is very important that the government, through the universities prepare to the teachers in the use of new techniques because they will allow them to provide a better education. Also, it is necessary that teachers attend different seminars to improve and update their knowledge.

We have a deep sorrow in our own city: the School Of Languages of our Alma Mater still closed for more than 12 years, so teachers must go to other cities to get a better preparation on teaching English. Also, we remember a huge failure on the university...we just learn how to read and write very well, but we did not learn how to speak or listen properly, because our own teachers were not well prepared on these two skills. So, how can we give what we don't have?

The budget for English area into the institutions is almost inexistent. Some High Schools don't have an English laboratory to practice the target language, not even a CD player. There is no money to manage motivation into the teaching-learning process buying materials to get a brand new English class.

1.1.2 Problem Delimitation

Field: Education
Area: English Language and Linguistics
Aspect: Theoretical – Practical
Province: Guayas
City: Milagro
Location: San Francisco
Institution: Dr. José María Velasco Ibarra High School

1.1.3 Problem Formulation

How does the lack of audiovisual resources affecting on teaching-learning process of English language at Dr. Jose María Velasco Ibarra High School's Eight Grade students of Basic General Education?

1.1.4 Problem systematization

- How do teachers motivate their students in their classes?
- Can students develop communication skills?
- How does the use of audiovisual resources help in daily practice?
- What kind of techniques do teachers apply to boost their knowledge?
- How does the creation of a laboratory help to develop communication skills?

1.1.5 Topic determination

Using of audiovisual resources on English language's teaching and learning process at Dr. José María Velasco Ibarra High School's Eight Grade students of Basic General Education.

1.2 OBJECTIVES

1.2.1 General Objective

To recognize how the lack of audiovisual resources affecting on the teaching-learning process of the English language at Dr. José María Velasco Ibarra High School's Eighth Grade Students of Basic Education.

1.2.2 Specific Objectives

- To motivate on English teachers the using of several audiovisual resources that can be shared with some other subjects as: the computer laboratory, the maps from Geography, books from Literature to read famous passages from the classics, and represent small plays on classes, etc.
- To encourage teachers to prepare themselves in the use of the new technology, as work tools, to improve students' academic level.
- To apply new didactic techniques in the classroom to develop the communication skills. One of the teacher's main aims must be keeping motivation. We can do different kinds of activities to help students to stay interested in the subject.

- To demonstrate when the students have an English laboratory with some resources as books, newspapers, magazines, listening material, videos and DVDs, computer with access to the internet, they can accomplish a complete practice in a foreign language.

1.3. JUSTIFICATION AND RELEVANCE

Our daily experience in the classroom has led us to select this topic; we can see shortcomings inside the classroom, at Dr. José María Velasco Ibarra High School. Usually, we find discouraged students because teachers apply an inadequate methodology or sometimes using none.

Audiovisual education is important today, because children and young people spend a lot of time watching TV or playing video games today; activities that allow them to obtain knowledge when they practice with these didactic and technological resources. In fact, they will allow them some positive actions into the classroom like to know intercultural experience that will help students to form their own attitude's reflection and critical ability. The educational contribution of audiovisual material is summarized in three concepts:

- Memory
- Meaning and
- Motivation

The images help the retention of ideas associated with it and their own relevant language. When an idea is visually represented, the concept will be more easily set to the linguistic expression.

Visual resources give us the meaning of a word or phrase, so we avoid the translation. The images give us the global **meaning** to contextualize a conversation, a text or the practice of a grammatical structure. The pictorial language, pictures, films and drawings are now an extremely attractive expressive world. Teaching a foreign language offers some possibilities for incorporating audiovisual media of all kinds as well as facilitates learning, too.

For this reason our project is aimed at applying these resources in teaching and learning of English language, it has engaged not only in educational area, but also in our personal life.

In addition, the Informatics and communication techniques are moving us toward a new "paradigm of education", we understand that education through audio-visual techniques in the class is the principal instrument, and also with educational platforms and computer support in the classrooms and multipurpose rooms, provides the basic technology where the school of the future rests.

Also, in an ESL classroom, English language proficiency and academic experience among students can vary greatly. In order to help every student improve, teachers have to understand every individual student's level of language proficiency and educational history. The best way to make lessons comprehensible to all students is to replace difficult texts with simpler terms. They should not use oversimplified vocabulary because some students may find this insulting. It is important for ESL teachers to establish a more personal relationship with every student and their family. Simple actions such as pronouncing the students' names correctly and showing interest in their cultures will go a long way in giving students a more pleasant learning experience.

CHAPTER II

REFERENTIAL FRAME

2.1 THEORETICAL FRAME

2.1.1 Historical Antecedents

According to information obtained during our teaching practice, we know students have low level of English skills when they arrive to the eighth grade on High School, due to multiple reasons:

a) Many students do not study English language in Elementary school

Many students who live outside the city go to High School and do not have English's knowledge, because they do not have an English teacher in the Elementary School to prepare them.

b) Lack of teachers trained in the specialty.

Some Elementary schools do not have teachers trained to teach English, because the government does not provide enough economic resources to the educational institution; so parents association have the necessity to find a person who teaches students. This person does not know either the subject or teaching-techniques, so it is impossible they use audiovisual resources in class to develop competences, too.

c) A few hours of English class a week.

A lot of public schools have in its schedule one English class a week. This short period it is insufficient to students practice. They do not have an adequate place either necessary didactic resources to help teachers to improve the quality of the education and it is causing difficulties when students want to learn a second language.

d) Lack of motivation in class.

One of the teacher's main aims should be helping students to sustain their motivation. Teachers ask students some activities to motivate their participation in class.

Audiovisual resources are very important into the classroom when teachers give students a new topic. These resources will allow developing the competences into the classroom.

Over the last few decades teachers only had pens, board and chalk to work in. But, then some items came along:

- The tape recorder
- The language laboratory
- The video machine
- The overhead projector
- The computer
- The data projector and
- Interactive whiteboards (with internet connections).

The modern age obligate us to use new techniques that we must practice with electronic setting. That's why our project is oriented with a main aim, which is to improve the teaching- learning process of English language as a second language with the helping of all those resources that are waiting for us to work with them.

2.1.2 Referential Antecedent

According to Peter Skehan, the application of the audiovisual resources helps to enrich the English language teaching process. It is a beneficial influence with we achieve the best practice on communication skills.

Collin Campbell tell us when we work with audiovisual resources in teaching-learning class of a language, students, with practice, improve the survey process and then they can reach autonomy. It is very important in a learning process, because the

main goal is to have a clear idea about things to support on a strong base as: Use of audiovisual resources.

Howard Gardner suggests a number of different ways for the individual learning from different points of view: linguistic, musical, logical-mathematical, spatial, kinesthetic, intrapersonal and interpersonal, this is better known as multiple intelligences theory.

Students learn in many ways—by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing. Teaching methods also vary. Some instructors lecture, others demonstrate or discuss; some focus on rules and others on examples; some emphasize memory and others understanding. How much a given student learns in a class is governed in part by that student's native ability and prior preparation but also by the compatibility of his or her characteristic approach to learning and the instructor's characteristic approach to teaching.

The ways in which an individual characteristically acquires, retains, and retrieves information are collectively termed the individual's *learning style*. Learning styles have been extensively discussed in the educational psychology literature (Claxton & Murrell 1987; Schmeck 1988) and specifically in the context of language learning by Oxford and her colleagues (Oxford 1990; Oxford et al. 1991; Wallace and Oxford 1992; Oxford & Ehrman 1993), and over 30 learning style assessment instruments have been developed in the past three decades (Guild & Garger 1985; Jensen 1987). Serious mismatches may occur between the learning styles of students in a class and the teaching style of the instructor (Felder & Silverman 1988; Lawrence 1993; Oxford et al. 1991; Schmeck 1988), with unfortunate potential consequences. The students tend to be bored and inattentive in class, do poorly on tests, get discouraged about the course, and may conclude that they are no good at the subject of the course and give up (Felder & Silverman 1988; Godleski 1984; Oxford et al. 1991; Smith & Renzulli 1984).

Instructors, confronted by low test grades, unresponsive or hostile classes, poor attendance, and dropouts, may become overly critical of their students (making things even worse) or begin to question their own competence as teachers.

2.1.3 Foundation

2.1.3.1 Scientific Foundation

Every time more importance is granted to foreign languages learning, particularly in English, since this it is a very important tool to communicate in the global world. In spite of the social interest to dominate a second language, it is unavoidable to debate on the methods and resources that are more appropriate to get an effective learning.

Many people consider that learning English is very important to put it into practice in their daily life, although they recognize that to learn is difficult, but not impossible, because this would allow him to have bigger access to the labor world.

English's teaching should be a necessity for the student with a purpose at the end. The student should see the language like a tool that can use for own interests.

Teaching methods have great importance in the study of foreign languages, fundamentally the auditory, visual and audiovisual. Researchers in this matter sustain that: It is needed; approximately, 7 times less to capture the essential qualities from an object when seeing it directly that if is described in an oral way.

The human being perceives the information better through two channels: auditory and visual (11% and 83%, respectively).

The visual means used in the classes of languages that are based on the communicative focus of the teaching, frame the students in a situational context and wake up their interest and motivation to learn another language besides that facilitate to the teachers the teaching of the new content, because it is done without translation or defining certain terms or concepts and they speed up the educational work in the classes.

In this digital age, the challenge of the society and, especially, of the educational systems it is to combine the technology and the modernity reasonably; to generate a change that goes introducing in the pedagogic pattern of teaching-learning, growing dose of self-learning and cultivating an irrevocable audiovisual culture that contributes to facilitate the access to the knowledge and to improve the levels of preparation of the town in diverse fields of the educational formation.

The means have always constituted very important elements in the process of teaching-learning of a language; these have passed from the sheet, the cardboard, the recorder, the projector and the radio until the arrival of the computer, the television and the video. The audiovisual resources are essential to print actual events, naturalness and authenticity to the process, to demonstrate and modeling processes and phenomena that, in other words are not directly observed in the classroom.

Among the visual means more used in the learning of a language are:

- The slides
- The video
- The sheets and drawings
- The three-dimensional means (objects, scale models, toys)
- The projector
- The text book and workbook
- The board (written message and drawn)
- The multimedia (computers)

There are many different reasons for people to learn English as a second language, including business advancements and personal communication. Regardless of the reason, it is important to know and understand your learning option. Having this knowledge will enable a person to make the best decision regarding how they are going to learn English. Consider the following methods that are available and their benefits:

Classroom based lessons – Depending on an individual's learning style, one might enjoy a traditional class environment. Learning in a traditional environment provides consistent interaction with an instructor and can be helpful for students who may seek out extra guidance for class materials. Classroom based learning also provides students with the opportunity to form peer groups with other students to study and work with.

Audio lessons – These are rather old fashioned now, and a lot of learners find that it can be hard to gain a real grasp of a language through this method alone. However, good online courses that teach English as a second language may involve audio lessons to give students a better idea of pronunciation and dialect. Audio lessons are commonly used to supplement a curriculum; however, complete audio lessons are available for auditory learners.

Books – Books are also typically used as supplemental resources to more involved curricula. However, for self-motivated learners, instructional books may be just the ticket to learning the English language at a pace that is comfortable for them, without having the constraints and obligations technology might be involved in online learning forums.

DVDs – A very popular learning tool, DVD learning programs can be very successful if followed correctly and consistently. A self-motivated learner might appreciate the flexibility and freedom that comes with working with a DVD learning tool. However, the inability to gain feedback from peers and instructors may be frustrating to a user if they are struggling with course material or can not move forward with the program. A DVDs learning tool could be perfect for a student that already has a fundamental knowledge of the course material, but is in need of a refresher course.

Online learning – Online learning tools have proved to be very successful and well received by both students and instructors. With flexibility and convenience, this learning method might work well for a student who is unable to commit to a classroom schedule, but works well in groups and singularly. Online learning tools do assume that the student does have a working knowledge of the internet and newer technology.

Considering, in this way, the audiovisual resources importance, it is necessary preparing teachers about the use of the new technology, because they are guides of the process to achieve the proposed objective without forgetting that audiovisual resources always contribute to make our class more dynamic and interesting, allowing us getting better students performance.

With the objective of improving the process of teaching-learning of English language, we firmly believe that the use of the audiovisual resources gives us the opportunity to teach or learn the vocabulary introduced in the class topic, at the same time that it is an effective factor for a better educational work.

Finally, these become a powerful incentive so that the student recognizes the necessity to dominate another language, since we can this way having a fruitful work after graduating, inside the country or overseas.

2.1.3.2 Pedagogical Foundation.

Pedagogical use of technologies and media communication

The media and information use in the pedagogic practices are an indispensable resource to bring near the development of the competitions from the students to the dynamics of the contemporary world. The Educational Revolution intends to improve the learning fomenting the use of the electronic means, the television, the radio, the cinema, the video and the papers in the class classroom. Teachers are the axes of this process for the transfer from the teaching to the learning.

The Ministry of Education advances the project of pedagogical use of electronic means, radio, television, video, cinema in the pedagogical practices of the teachers. In the politics quality frame, their objectives are guided to improve the development of the competitions of the students referring to the access to these means and, mainly, to the invigoration of the abilities and the competitions of the teachers for the effective use of these resources in their pedagogical practices.

The contribution that gives the audiovisual language to the classroom is infinite: you can use it to build knowledge, to meditate about a specific topic, to make investigation, to develop communicative competitions, to read the reality and make critical reading of messages.

Induction is a reasoning progression that proceeds from particulars (observations, measurements, data) to generalities (rules, laws, theories). *Deduction* proceeds in the opposite direction. In *inductive presentation* of classroom material, one makes observations and infers governing or correlating principles; in *deductive presentation*

one starts with axioms, principles, or rules, deduces consequences, and formulates applications. As with the previous dimensions, students may have moderate or strong preferences for one or the other presentation mode; in particular, they may prefer deductive presentation because of its relatively high level of structure.

A large percentage of classroom teaching in every subject is primarily or exclusively deductive, probably because deduction is an efficient and elegant way to organize and present material *that is already understood*. However, there is considerable evidence that incorporating a substantial inductive component into teaching promotes effective learning.

Inductive reasoning is thought to be an important component in academic achievement (Ropo 1987). Current cognitive research emphasizes the importance of prior knowledge in learning (Glaser 1984); introducing new material by linking it to observed or previously known material is essentially inductive. The benefits claimed for inductive instructional approaches (e.g., discovery or inquiry learning) include increased academic achievement and enhanced abstract reasoning skills (Taba 1966), longer retention of information (McConnell 1934; Swenson 1949), and improved ability to apply principles (Lahti 1986).

Insofar as foreign languages are concerned, we propose that the distinction between induction and deduction is akin to the distinction between language acquisition and learning. To acquire a language means to pick it up gradually, gaining the ability to communicate with it without necessarily being able to articulate the rules. Individuals absorb what they can from the abundant and continuous input that bombards them; they cannot grasp all they hear, but each day increases their ability to understand, retain, and use in conversation what they have taken in.

Throughout the process they gain in their ability to transfer strategies, make assumptions about the new language system, formulate and test rules, and either keep or abandon them. They continue this process (most of which is subconscious) until they fossilize, which they may do as soon as they feel they have learned what

they need to in order to communicate in the language (Coulter 1983). In its progression from specifics to generalizations, acquisition is an inductive process.

On the other hand, language learning is a largely conscious process that involves formal exposure to rules of syntax and semantics followed by specific applications of the rules, with corrective feedback reinforcing correct usage and discouraging incorrect usage. The flow of the learning process from general to specific suggests its characterization as a deductive process.

The new technologies applied in English's classroom. -

Traditionally in English's learning different audiovisual supports have been used, such as television or the radio. With the inclusion of the new technologies in the teaching, the faculty has a series of multimedia resources, so much online as offline. These can end up being highly motivational elements for the students, whenever they make a responsible and critical use of these tools.

The use of these new systems will provide a great opportunity so that the students can be developed fully in a modern and multicultural world in which the English language plays an important paper.

Usually the use of the cassettes, videotapes and television was something common in the classrooms. However, thanks to the use of the computer and very recently to Internet, the motivation that students can find in the use of these tools leads us to provide an interactive learning.

The professor's role should be clear, they will act like guides of the process of the students' learning and they will select the material that the students will use carefully, since in English's area a quantity of available resources exists.

2.1.3.3 Psychological Foundation

In a human being, motivation it involves the conscious and unconscious fields. The psychological theories should consider as a "first" motivation level to satisfy the basic necessities, as those of the food, oxygen, and water; and as a secondary level of motivation completing the social necessities as companionship and achievements.

The primary necessities should be satisfied before an organism can attend the secondary fields.

In the context of the class, Motivation refers to certain characteristics of the student's behavior, such as: interest, attention, state of alert, concentration and persistence. These are motivation qualities of immediate interest for the professor. If the students did not pay attention, neither they follow the instructions, neither they complete the assigned tasks, it is obviously difficult to teach them.

The educator is also aware of the motivation characteristic of long term. For example, the professor of elementary school wants his students to learn how to enjoy the reading and the professor of History of the High School wants their students to develop a continuous interest in the raised events.

In 100 years, from the beginning of the scientific Psychology, motivation has received a great heap of attention. Almost when is finishing the century, the instinct was a favorite explanation of motivation. In that time, instinct was a vagrant and strange concept. The American psychologist Abraham Maslow invented a hierarchy of six levels of reasons that, according to its theory, it determines the human behavior.

Maslow aligns human necessities as follows:

- a) Physiologic
- b) The security
- c) Love and feeling of ownership
- d) The competition, prestige, and esteem
- e) The self-satisfaction and
- f) The curiosity and the necessity to understand

No single motivation theory has been accepted universally, but one direction is evident. Previously, many psychologists emphasized the stimulus reduction at their possible lower level. It was thought that an organism more probably followed that behavior to cause the state of any stimulus. Many systems physiologic humans operate in fact this way. The recent cognitive theories of motivation, however, depict humans that look for to perfect instead of minimizing the stimulus and it is this way

good capable to respond of the exploratory behavior, the necessity for the variety, aesthetic reactions, and curiosity.

A reason for the renovated interest of the psychologists in the mental process was the invention of the computer, which provided a fascinating metaphor for the human mind. The outlying team (hardware) of the computer it was compared to the brain, and the programs (software) provided a model step to step of how the information is entered, kept and recovered to produce an answer. Based on the metaphor of the computer, the psychologists began to formulate models of prosecution of information of the human thought and behavior.

The Swiss psychologist's pioneer work Jean Piaget also inspired the psychologists to study the knowledge (knowledge). In the twenties while he administered intelligence tests in the schools, Piaget in how children worked. It designed several tasks and questionnaire of interviews to reveal how children of diverse ages reasoned about the time, the nature, the cause, the morality and other concepts. Based on their many studies, Piaget speculated that from the childhood until the adolescence, children advanced through predictable series of states of the knowledge

The cognitive revolution also won space due to the development in the study of the language. The conductivista B. F. Skinner had claimed that the language is acquired according to the laws of the operating condition. In 1959, however, the North American linguist Noam Chomsky said that the explanation of Skinner about the development of the language was mistaken. Chomsky noticed that children from all over the world began to speak approximately to the same age and advanced in the same states without being explained neither rewarded by it. According to Chomsky, the human capacity to learn the language is innate. He speculated that the human brain is wired for the language like a product of the evolution.

The theory of Chomsky faced the supposition conductivista that all the human behaviors are maintained by support.

In the last 20 years, the methodology of the English language has been subject to changes and controversies that teachers often find confused. Methods and

techniques must be applied correctly in every educational institution giving emphasis to the valuable of both approaches: the traditional ones and the most recent.

Therefore, in our institution, the English courses are going to include traditional techniques such as: practical substitution and presentation of a structure through a situation, which are still in use, so that the teacher-students work in well-known atmosphere for them. It is in this field where our proposal of teaching English enters.

2.2 LEGAL FRAME

The State according to the Political Constitution of the Republic of the Ecuador has the obligation of guaranteeing the right to the education, it is a right irrevocable of people, inexcusable duty of the State, the society and the family; high-priority area of the public investment, requirement of the national development and guarantee of the social justness. It is responsibility of the State to define and to execute political that allow reaching these purposes.

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 FRAMEWORK

Audiovisual: Term that relates to the hearing and vision that is used separately or both at the same time.

Audiovisual education: Method of teaching that use support related with the image and the sound like movies, videos, audios, CDs, among others.

Computer: electronic machine that it receives and processes data to transform them into useful information.

Critical capacity: it is an educational process that teaches to think and reasoning, to motivate the creativity, necessarily teach how to judge, that is to say, to give an approach, criteria or see the reality in a different way, to contribute with their own points of view and to contribute to the improvement and transformation of the social life.

Digital age: new time of the information that takes us to the world of the internet by means of the use of computers and nets of information to carry out different activities that are part of our daily life.

Modernity: it is the reflexive political possibility to change the rules of the game of the social life.

Multimedia saloon: it is a room that has a wide range of means and materials that are good to enrich the process of our students' learning.

Multipurpose saloon: they are those rooms where offer cultural activities as storytellers, exhibitions, chats, conferences, theater, shops, presentations and launchings of books, among others.

Projector: device that can be connected to a television, video, computer to visualize the image in a bigger size to be seen by numerous groups of people.

Radio: device of communication that is based on sending signs of audio through waves.

Resources: Methods or materials that are good to get what is sought, are available elements to solve a necessity.

Self-learning: It is the way of learning by himself. It is a process of acquisition of knowledge, abilities, values and attitudes that the person either carries out by its own means on the study or the experience.

Significant learning: it is the process for which an individual elaborates and detain knowledge (making reference not just to knowledge, but also to abilities, skills, etc.) based on previous experiences.

Slides: graphic resource that can serve to present original pictures or copies of taken materials of any printed document.

Sound reproducer: electronic device that is good to reproduce the sounds of a CD, cassette, storage unit (pen drive).

Technology: it is scientifically the group of technical, orderly knowledge that allow to design and to create goods and services that facilitate the adaptation to the environment and to satisfy as much the essential necessities as the desires of people.

Television: device that is good to transmit images in movement and sound.

Traditional methods: They are methods based on the mechanical repetition of words to learn vocabulary, continued by complex explanations of the grammar; this makes learning a foreign language looks difficult and easy of forgetting unless is practiced daily.

Video: movie that registers images and sounds.

2.4. HYPOTHESIS AND VARIABLES

2.4.1 General Hypothesis

Audiovisual resources influence significantly on English's teaching-learning process in the 8th Grade of Basic General Education at Dr José María Velasco Ibarra High School, for such a reason it will allow the students to develop basic skills of the communication.

2.4.2 Particular Hypothesis

- The use of the audiovisual resources will be the tools that will allow to the students interact, achieving a bigger learning in less time and bigger retention of what they learned.
- If we put into practice the use of the audiovisual resources we will wake up the interest of the students on learning, motivating the activity of the knowledge, developing the creativity and stimulating their fantasy.

- Dr José María Velasco Ibarra High School, being the first institution in Milagro city, must have a laboratory plenty of audiovisual resources to prepare its students and teachers.

2.4.3 Variables´ Declaration

2.4.3.1. Independent Variable

- Audiovisual resources

2.4.3.2. Dependent Variable

- English teaching-learning process´ improvement.

2.4.4 Variables Working out

HYPOTHESIS	VARIABLES	CONCEPTUAL DEFINITION	OPERATIONAL DEFINITION	INDICATORS
<p>The audiovisual resources on English's teaching-learning at Dr. Jose Maria Velasco Ibarra High School will allow the 8th Grade students to develop the basic skills of the communication</p>	<p>INDEPENDENT VARIABLE</p> <p>Audiovisual Resources.</p>	<p>They are the necessary tools in the process of teaching learning of the English language.</p>	<p>The use of the audiovisual resources will be good to motivate the interest of the students in English's class.</p>	<ul style="list-style-type: none"> • Observation • Survey • Interview • Process' Evaluation
	<p>DEPENDENT VARIABLE</p> <p>English Teaching-learning process' improvement.</p>	<p>Pedagogical Process.</p>	<p>A process through the students will develop the basic skills of communication.</p>	

CHAPTER III

METHODOLOGICAL FRAME

3.1 RESEARCH TYPE AND DESIGN

According to the objective of the investigation, our project is based in the following investigation types:

Basic investigation

It is the investigation that intends to end up establishing principles, to develop new theories; which is, to contribute to the science with a new truth.

With this investigation type we will be able to develop new skills in the students, same that will allow improving the teaching-learning process of English language.

Applied investigation

It is the investigation that is carried out with an immediate purpose. This it is been worth of the discoveries, of the basic investigation's achievements to use them in practical situations.

Our project can be demonstrated and applied inside the educational field, specifically at basic level of general education.

Quasi-experimental investigation

It studies the relation causes-effect, but in circumstances that it is not possible the rigorous control of the factors that occur in the experiment.

When the audiovisual resources being implemented in the teaching - learning process, we guide the students to experience with different materials, in the classroom, through their daily practices.

3.2 POPULATION AND SAMPLE

3.2.1 Population Characteristics

The population is the group of individuals or objects that possess a common characteristic which it is required to know.

The sample is the population's division and it should be representative of this.

Our project will be applied a finite population composed of Dr. José María Velasco Ibarra High School's students of Milagro city, and we will take as sample to the students of the Eight Grade of Basic General Education, English teachers and authorities of the institutions.

3.2.2 Population Delimitation

From 88 parallels that exist at Dr. José María Velasco Ibarra High School of Milagro city, it will be considered two parallels from the Eight Grade of Basic General Education with a total of 87 students.

3.2.3 Sample Type

The sample type to be used is the non probabilistic because the parallels have been selected for the application of this project, according to the investigator's convenience

3.2.4 Sample Size

To select the sample we will consider the 88 students of the Eight Grade of Basic General Education, equivalent to 11% of the students of the population's total in study, 2 English teachers which is 10% of the English teacher's population.

3.2.5 Process Selection

The selection of the sample was carried out in random form being chosen two parallels as well as to the professors that work in the area.

3.3 METHODS AND TECHNIQUES

3.3.1. Theoretical Methods

Inductive method. - It allows analyzing particular cases, starting from which conclusions of general character are extracted. The induction generally begins with the cases or facts that present the phenomenon, it is looked for the causes that determine the presence of the phenomenon in the observed cases, through the comparison, experimentation, etc. to go next, to abstract the law or principle that it governs to this phenomenon and finally it generalizes it if it is applicable to a lot of cases.

Deductive method. - The deduction goes from the general thing to the particular thing, it is the previously established method of truths as principle general so then apply it to individual cases and check this way its validity. The investigator puts bigger emphasis in the theory, in the abstraction, not in the empiric data.

Contrary to the inductive method, the deductive method allows the demonstration of particular facts and consequently it provides secure knowledge.

In this, our project, we apply these two methods before noted when we evaluated to the eighth grades of Basic General Education, we realize that most of them have problems in the speaking, mainly the students that come from the state elementary schools.

3.3.2. Techniques and Instruments

3.3.2.1. Direct Observation

For a significant learning it is required of methodology and techniques that facilitate us the application of the knowledge. For such a reason there are here,

some of the techniques that will contribute in the gathering of the necessary information for the development of this project.

The Scientific Observation consists on the systematic perception and directed to capture the most significant aspects in the objects, facts, social realities and people in the context where they are usually developed.

In the development of this project we will apply the technique of the simple direct observation that allows us to inspect the physical space in which the students and the audiovisual resources are unwrapped with those that it counts Dr. José María Velasco Ibarra High School for the application of the knowledge in their English classes.

3.3.2.2. Research Instruments: Survey and Interviews

We will also make use of the survey that same thing as the observation it is directed to gather several people's information, through the written interrogation, a questionnaire.

The place to apply this technique will be the classrooms, where the teachers, to know the role that audiovisual resource play in the teaching-learning of a foreign language, they must apply them and will develop it.

Finally, to complete the information we will perform an interview that provides us information as the two previous techniques, with the difference that is in oral form; obviously because most people prefer to speak before to write. As long as, when applying this technique, it will go aimed both to the students and teachers of the institution about the importance of the audiovisual resources in the development of the hour-class; same way it will investigate on the advantages of having a laboratory endowed with the adequate technological tools for the teaching of ENGLISH language. So, this is the survey we did to the students:

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 a deep analysis of data we are going to use the Microsoft Excel Office program to get graphic representation of the every obtained data.

3.4.1 Survey Analysis

Contained in the investigation there will be surveys to every one of the samples through the statistical process formulated in this project.

The instruments we 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 institution at “Dr. José María Velasco Ibarra High School” of the Eight Grade of Basic Education which are students, staff, teachers, and the results will be subject of study to determine its level of trust and validity. They 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

The use of the audiovisual resources in English's class nowadays supposes uninstall to our students of a passive attitude, and to promote for our students an excellent opportunity to present real situations of language, which transforms it into an ideal method to transmit the language in a real socio-cultural context. These materials have the perfect combination of image and sound that it composes authentic information from the linguistic and pragmatic-discursive point of view.

But the production of materials to work with video requires a time that we don't have always, for what becomes indispensable the collaboration among those that we are devoted to this work to share the work. It is possible to create a bottom of materials that, thanks to Internet, are accessible to all. We suggest the advantages from the variety of materials to which we can consent thanks to the new technologies and we work directly in this shop on four material plans for our classes with a guide for the elaboration of the activities that you/they rotate around the audiovisual one. We promote the use of the new technologies to give to our classes adult interest and to reach this way an active participation on behalf of the students, and at the same time we promote the material development to share among colleagues of high level and quality that it can be useful for the teaching ESL in any place of the world thanks to the virtual issue.

But the production of materials to work with audiovisual resources requires a time that we do not have always, that's why becomes indispensable the collaboration among those that we are devoted to this work to share the work. It

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4.2 COMPARATIVE ANALYSIS, EVOLUTION, TENDENCY AND PERSPECTIVES

Interactive resources in Education and Training emerge out of the need to share information and knowledge on the research and practices of using multimedia in various educational settings. This thesis discusses issues related to planning, designing and development of interactive resources in a persuasive tone and style, offering rich research data. Roles and application of multimedia as resource 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. Authors of various chapters report on their experiences of designing multimedia resources 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 resources, as a subject or a topic still in its stage of infancy, which excites and it 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 thesis 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.

4.3 RESULTS

PRINCIPAL'S INTERVIEW

- 1 Do you think learning another language is a good option for the students of your institution?

I believe knowing another language is giving a good advantage to our students in the world that is changing nowadays.

- 2 Can you say if your students feel comfortable and happy on English classes?

I can not say that. Not entirely, the students have high and low moments on English classes. I see them not very happy most of the time.

- 3 Do you think English teaching-learning process has enough time to be taught?

If we want our students with a high quality of developed skills we need more than the time they are managing right now.

- 4 Could you say if you evaluate English teachers' work? How many times?

Yes, of course. I do my evaluation visits each trimester, but I do observations any moment.

5 Do you know if English teachers use audiovisual resources in their classes?

I'm not really sure about that, but when I am walking around and I look into the class where an English teacher is working I saw some materials different that books on his hands.

6 Do you help to English teachers in their professional development?

Just with permissions. We do not have financial resources to help them that way.

7 Does your institution have an English laboratory or a special classroom where the students can practice?

No, we do not have an English Laboratory, sorry.

8 Does the institution have enough financial resources to support the English teaching-learning process?

No, we do not have a special budget for that. We just handle English teacher's salary and that's it. After that, the teacher has to know what to do.

9 Does the institution give total support to the English teachers' activities?

When they present something innovator, we try to help them, specially when is a program for the community.

10 Do you think the CRADLE project have accomplished their objectives?

I believe the CRADLE tried to do its best to support the learning process in school by using content from other school subjects and by encouraging the learners to use their knowledge of the world or stimulate them to want to find out about the world around them. But, that's means a lot of work to do! I think that is the main point!

TEACHERS´ SURVEY

TABLE No. 1

1. Can you speak English?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Fluently	0	0
3	Well	0	0
1	Regular	2	100
0	Nothing	0	0
	TOTAL	2	100

Source: Survey

Question No. 1 Analysis

Characteristic: From a universe of two teachers, all of them say they speak English in a regular way.

Analysis: This means that a hundred percent of English´s teachers do not have an excellent or a good level of pronunciation.

Result discussion: This appreciation gives us the reason about teachers attending regularly courses, seminars or workshops to practice their skills on English language.

TABLE No. 2

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

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

Source: Survey

Characteristic: Two out of two teachers, say they understand in a regular way when somebody speaks English to them in English.

Analysis: This means that a hundred percent of English's teachers of the institution understand regularly when somebody addresses to them in English language.

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 No. 3

3. How long have you been studying English language?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	16 years or more	1	50
3	8 to 15 years	1	50
1	1 to 7 years	0	0
	TOTAL	2	100

Source: Survey

Characteristic: One teacher out of two says having contact with English between 8 to 15 years; the other one said 16 years or more.

Analysis: This means that a fifty percent (50%) of English's teachers have a contact with English language for a really long time; the other fifty percent (50%) had more than sixteen years.

Result discussion: Again, this appreciation gives us the reason about teachers attending regularly courses, seminars or workshops to practice their skills on English language. But, I have a question: Where did they learn how to speak English?

TABLE No. 4

4. Do you think your classes are?

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

Source: Survey

Characteristic: From a universe of 2 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.

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.

TABLE No. 5

5. Do you use audiovisual resources in your classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	0	0
3	Sometimes	2	100
1	Never	0	0
	TOTAL	2	100

Source: Survey

Characteristic: From a universe of 2 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 sometimes using audiovisual resources. 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, mainly in their technological skills.

TABLE No. 6

6. Do you speak English on classes?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	0	0
3	Sometimes	2	100
1	Never	0	0
	TOTAL	2	100

Source: Survey

Characteristic: The two 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: Once again, this appreciation gives us the reason about teachers attending regularly courses, seminars or workshops to practice their skills on English language. If they do not use English language in the class the whole time, something is happening there (Are they afraid to use it?)

TABLE No. 7

7. Do you plan English extracurricular activities for interaction with students?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	0	0
3	Sometimes	2	100
1	Never	0	0
	TOTAL	2	100

Source: Survey

Characteristic: From a universe of 2 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: Unmotivated teachers do not 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.

TABLE No. 8

8. What is the biggest impediment for a pedagogical upgrade?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Lack of money	1	50
3	Lack of workshops	0	0
1	Lack of academies	1	50
	TOTAL	2	100

Source: Survey

Characteristic: From a universe of 2 teachers, one of them say the main problem they do not improve their knowledge is the lack of money. The other said they think are several 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?

TABLE No. 9

9. According to you criteria, do you think that the CRADLE project has accomplished its objectives?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	0	0
3	In a certain way	1	50
1	No	1	50
	TOTAL	2	100

Source: Survey

Characteristic: From a universe of 2 teachers, one 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 did not 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 to learn how to manage the books, the kind the workshops we need to have here.

TABLE No. 10

10. What do you think is the main reason for which some students quit English classes and High School?

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

Source: Survey

Characteristic: Two out of two 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.

STUDENTS´SURVEY

TABLE No. 11

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

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Yes	58	66
3	A little	25	28
0	No	5	6
	TOTAL	88	100

Source: Survey

Question No. 1 Analysis

Characteristic: The universe for this survey is eighty eight students from the Eight Grade at Dr. Jose María Velasco Ibarra, fifty eight students answered affirmatively to this question; twenty five students said they like learning English as a second language just a little, and only 5 students said NO. The students are from two parallels.

Analysis: This means that a sixty six percent (66%) more than a half of the students consider as a great possibility for English language to be learn. Twenty eight percent (28%) of the students think they like English language just a little; and, six percent (6%) said no definitely.

Result discussion: This appreciation gives us an answer about the possibility on using material resources 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 No. 12

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

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Reading	80	92
5	Writing	82	94
5	Listening	87	100
5	Speaking	87	100

Source: Survey

Question No. 2 Analysis

Characteristic: From a universe of eighty eight students, eighty of them say they would like to learn Reading; eighty two students say they would like to learn Writing; Listening, eighty seven students, and speaking eighty seven too.

Analysis: This means there are a great amount of students considering Listening and speaking skills as really important too; also, we can say that every skill must be learned.

Result discussion: This appreciation tells us that students consider the learning of the four basic skills are necessary for the development of their professionalism.

TABLE No. 13

3. Would you like using more audiovisual resources on English's class?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Very satisfactory	70	80
3	Satisfactory	14	16
1	Little satisfactory	3	3
0	Unsatisfactory	1	1
	TOTAL	88	100

Source: Survey

Question No. 3 Analysis

Characteristic: From a universe of eighty eight students, seventy students coincide it would be very satisfactory to handle audiovisual resources; fourteen students said satisfactory, three of them say "little satisfactory" and only one says "unsatisfactory".

Analysis: Eighty four percent (70% + 14%) of the students say it will be a great deal to handle more audiovisual resources in class; three percent (3%) of the students say they are not really happy with the idea of manage audiovisual resources in class and only one percent (1%) is not happy at all.

Result discussion: According to those numbers, we can see the necessity of using audiovisual resources on English classes. Most of the students want your classes being more active and motivator. We have to do that.

TABLE No. 14

4. You think your time to learn English language is...?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Adequate	25	29
3	Limited	32	36
0	Inadequate	31	35
	TOTAL	88	100

Source: Survey

Question No. 4 Analysis

Characteristic: From a universe of eighty eight students, twenty five say it is adequate; thirty two say it is limited and thirty one students say it is inadequate.

Analysis: Twenty five percent (25%) of the students say they do not consider the time for work English as “adequate”; thirty two percent (32%) it is limited and thirty one percent (31%) that is Inadequate.

Result discussion: The state curriculum does not have special treatment for the teaching of English as a second language into the educational system of my country. There is no change nowadays to include more hours of a foreign language teaching on the educational institutions around the country. We have to wait!

TABLE No. 15

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

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	YES	0	0
0	NO	88	100
	TOTAL	88	100

Source: Survey

Question No. 5 Analysis

Characteristic: From a universe of eighty eight students, all of them say they do not have an English laboratory.

Analysis: From a hundred percent of the students (88) everybody says they do not have a fixed place for a laboratory for practicing English.

Result discussion: Even when they are not receiving money for resources or English laboratories, students, teachers and directive staff of the institution try to do the best they can do. Sometimes, the community helps a little, but knows all of that has changed too. Of course they are limited with state resources but they are trying to manage their time the best way; unfortunately it is not enough.

TABLE No. 16

6. 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	38	17
5	Speaking	40	18

Source: Survey

Question No. 6 Analysis

Characteristic: From a universe of eighty eight students, fifty of them say their teacher stress reading; ninety six students say writing; thirty eight students say the teacher works listening and forty students say their teacher works speaking.

Analysis: Ninety six percent (96%) of the students say English teacher gives a lot of importance to writing; fifty percent (50%) students say reading; thirty eight percent (38%) students say listening and forty students say Speaking.

Result discussion: Although writing and reading are important skills, we need to understand that the oral communication skills are not getting enough time for practicing, even when we know that all of them are the four basic skills we need to practice. It is really important to ask for an English laboratory to obtain production.

TABLE No. 17

7. How do you consider your English classes are...?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Fun	7	8
3	Fair	34	38
0	Bored	47	54
	TOTAL	88	100

Source: Survey

Question No. 7 Analysis

Characteristic: From a universe of eighty eight students, seven of them say they like the way their teacher manage the class; thirty four students say the fair (normal), and forty seven students say the class is bored.

.Analysis: Fifty four percent (54%) of the students say English classes are not totally well managed by the teacher (bored), thirty eight (38%) percent say the teacher manage the class in a fair way; and just eight percent (8%) say the class is fun.

Result discussion: What makes students say the classes have problems with the teacher's management? Maybe there is not a plan 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...not a game to play. We need to review that.

TABLE No. 18

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

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Always	6	7
3	Sometimes	80	92
0	Never	2	1
	TOTAL	88	100

Source: Survey

Question No. 8 Analysis

Characteristic: eighty students out of eighty eight say the teacher uses appropriate didactic resources in class; six students say their teacher always uses them, and two say never.

Analysis: Ninety two percent (92%) of the students say their teacher sometimes uses appropriate didactic resources in class, which is good because the teacher is working with them at least; seven percent (7%) say always and just one percent (1%) says never uses them.

Result discussion: With this comment in mind to solve, we must conclude that we need to have workshops or seminars to get the skills on doing our own resources because the students need our resources to get a better classroom environment.

TABLE No. 19

9. Could you say what level of importance does it have English language on these times?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	High	84	96
3	Medium	3	3
1	Low	1	0
	TOTAL	88	100

Source: Survey

Question No. 9 Analysis

Characteristic: eighty four students of eighty eight, say learning English has high importance; three students say it has a medium level of importance and only one student says it has low importance.

Analysis: Most of the students (ninety six percent, 96%) realize that English language learning has a real importance; three percent (3%) of the students say “medium” and only one percent (1%) says “low”.

Result discussion: Everybody says that teaching-learning process of English language has a very high level of importance; the others are not about really sure about what they say but they try to do their best.

TABLE No. 20

10.What do you say about the application of higher technology on English language teaching-learning process?

VALUE SCALE	ALTERNATIVES	FREQUENCY	%
5	Necessary	88	100
0	Unnecessary	0	0
	TOTAL	87	100

Source: Survey

Question No. 10 Analysis

Characteristic: Eighty eight students say the application of higher technology on English language teaching-learning process it is necessary, for being applied into the educational system.

Analysis: Most of the students that are the a hundred percent (100%) of students say the application of higher technology on English language teaching-learning process is really necessary.

Result discussion: We need to try to convince our educational authorities about the importance of getting an English Laboratory in a room if this is necessary, because the students deserve to have better objectives on life and we need to try to help them on reaching those goals, because that's why we are here.

4.4 HYPOTHESIS VERIFICATION

I'm really sure with the application of the interactive resources on the teaching-learning process of English, the students' performance at Dr. Jose María Velasco Ibarra High School No. 1 in the Eight Grade of Basic Education will raise in their schooling years to come. The new applied strategies to transmit the knowledge through the teaching-learning process will be more attractive to students and they will come to our classes wanting to learn in this new environment we offer to them.

CHAPTER V

PROPOSAL

5.1. THEME

Planning a trimester workshop with an understanding guide on the use of audiovisual resources in English language's teaching and learning process at Dr. José María Velasco Ibarra High School's Eight Grade students of Basic General Education.

5.2 JUSTIFICATION

Due to the problematic facts it is going to be complemented a methodology that involves students own context when learning new vocabulary or any other topic making an useful and meaningful connection between what they learn and what surrounds them in a social and cultural way by improving not only linguistically knowledge but also cultural knowledge of the world and their own country background.

It is going to be implemented a trimester workshop on use of audiovisual resources in English language's teaching and learning process at Dr. Jose María Velasco Ibarra High School's eight grade students of basic general education in which teachers learn how to get involved to the students to make them learn vocabulary and any other topic making connections with their socio cultural context; this allows them to understand the relationship that English has with their daily lives...in a fun way.

This research proposal is going to be involved in a public school and more specifically among eight graders, and they were chosen taking into account their interest for the class along the course. These students enjoyed some of the activities proposed for the class in an irregular way also they gave their

opinion about the activities as well as helped their classmates to participate and make them feel more comfortable.

5.3 THEORETICAL FOUNDATION

The main purpose of the using of audiovisual resources in English is improving teaching-learning process getting new strategies and method's management; this will be possible by exploiting teachers creativity and imagination to identify their needs, objectives and interests to use them as a tool to teach establishing different kind of activities that help students cultivate their skills through the use of audiovisual resources.

Taking this into account it will be possible to demonstrate that with the application of using audiovisual resources, the set up goals, are reachable; and achieve students goals like appreciate socio cultural contexts, to understand and write some expressions, to recognize when someone talks to them in English, to be able to express feelings is likely to develop vocabulary building by making connections with students' socio cultural context setting up this way a solid base to build further knowledge by adapting the language learning socio cultural environment in the classroom.

Teaching materials is considered as instruments to access the target language. They are a means of dealing with grammar, syntax, phonetics, and cultural matters among others. They are perceived as instrumental objects to inform students and help teachers deal with the curricular aspects. Didactic materials as audiovisual resources are essential because they function as stimulus to promote learning. The significance of teaching materials has been mostly associated to the issue of motivation because they activate students' affectivity towards academic performance and the competence of the language in study. This idea of the material-stimulus is strongly supported on Abraham Maslow's hierarchy of needs.

All materials must be organized by skill and level of the students for quick and easy access making them able to adapt and fit individual classrooms and students. It is taken in consideration the age, course, objectives and the students learning purposes. Materials faithfully follow the content targets,

objectives, language function, evaluation criteria and the cultural view of the English language. Language functions should include a critical view of cultural practices, values and attitudes; and teaching materials as textbooks, songs, videos etc, should also respond to students' interests and needs.

5.4 OBJECTIVES

5.4.1 General Objectives

To improve the English Language teaching-learning process getting new strategies and method's management that allow to the students to participate in the English class

5.4.2 Specific Objectives

- To analyze the process teachers follow to make topic connections between new knowledge and their own context, taking into account their interests and needs at Dr. José María Velasco Ibarra High School's Eight Grade Students of Basic General Education during the school year 2011 - 2012.
- To establish different kind of activities that help teachers encourage their lost skills through the use of audiovisual resources in English language's teaching and learning process at Dr. José María Velasco Ibarra High School's Eight Grade Students of Basic General Education during the school year 2011 - 2012.
- To demonstrate that using of audiovisual resources in English language's teaching and learning process creates a solid base to build further knowledge by adapting the language learning socio cultural environment in the classroom at Dr. José María Velasco Ibarra High School's Eight Grade Students of Basic General Education during the school year 2011 - 2012.

5.5 LOCATION

Interactive resources seminary's trimester guide to be shared with Eighth Grade of Basic Education English teachers at 'DR. JOSE MARIA VELASCO IBARRA' High School in a first phase. The workshop-guide is going to be applied there as a pilot in the same institution location.

NAME: "DR. JOSE MARIA VELASCO IBARRA" High School

SECTOR: Urban

RESOURCES: Public

SCHEDULE: Morning-Afternoon-Night

REGIME: Coast

GENDER: Mixed

5.6 FEASIBILITY ANALYSIS

Keeping our lessons fresh and our ESL students engaged with materials resources (audiovisual) included in every "Lesson Plan" it will provide a better environment of study and learning. Lesson plans and activities to use for getting teaching communicative skills and include individual pages for teaching conversation, teaching grammar, teaching listening and speaking, teaching reading, writing and vocabulary, and teaching integrated skills.

We will need to find fully-developed lesson plans on many topics, such as noun clauses and conditionals for teaching grammar and telephone lesson plans for teaching listening and speaking. If we are trying on become "conversation teachers" to help our students on their searching for skills, we can make lists of conversation questions and discussion starters along with conversation card sets and innovate our ideas on how to use them in the classroom. Grammar teachers need to do grammar games and activities to use in the classroom, as well as printable activities and worksheets.

For teachers who want to integrate media into their lessons, we must do pages dedicated to teaching with film and video, teaching with the Internet, and teaching with music give lesson plans and activities designed to incorporate these media into a lesson. If we incorporate films into our classroom with fully-developed lesson plans that include pre-movie discussion questions and internet activities, vocabulary and listening activities for use during the movie, and post-viewing discussion questions, we could have heaven on earth.

If we bring music into the classroom with lyric sheets, discussion questions, and music-based activities to use with our favorite tunes, I'm sure we are going to need to do more classes per week.

We can harness the power of the Internet with Internet scavenger hunts and online worksheets and quizzes. Teachers of all levels, topics, and skills can find material to inspire them and their students only if we are trying to become assertive and motivator teachers. With our preparation and achievements we'll give to our students a new chance to get the best of the English world: its language.

5.7 PROPOSAL DESCRIPTION

To get a better idea about our proposal we are going to expand and clarify what is the meaning of certain audiovisual resources concepts. They are:

5.7.1. Definition

The instruments that help to transmit the messages call themselves "means". The word *Media* comes from Latin <medius>, it means any thing that sends a message between an originator and a receiver. It includes the instruments, teams and facilities and the materials or documents. These means are applied in the didactic activities call themselves didactic means (in English "instructional media") (Chang, 1994:1; Lui, 1994:3).

Previously, the didactic means in the activities of the teaching occupied in many cases a secondary role. In the year 1961 the American specialist Bruner already used the name of "aids to teaching"; auxiliary means for the teaching.

Terms like audiovisual materials, audiovisual teams, audiovisual means, etc. arose this way.

Starting from the development of the programmed teaching of the sixties, the broadcasted teaching and the teaching attended by computer (CAI, Computer-Assisted Instruction) of the years 70, the new means are no longer only auxiliary means. Some well designed materials, mainly with the appropriate means to the individualized learning; they already can replace the teachers in some missions. The students can study for their own paces. The terminology abandons the term "auxiliary" (Lui, 1994:4).

On the middle of the seventies, the arising of the Didactic Technology renovates the Audio-visual Education that made a point in the use of the audiovisual means to improve the yield. The Didactic Technology applies the psychology, the sociology, the electronics, the computer science and the studies and new products in the objectives and didactic methods and in the design of the class, as well as in the evaluation.

This progress reinforces the most effective application in the didactic means and it improves the quality of the learning.

5.7.2. Types

There are many types and models of didactic means. According to the stages of the development of this technology, they can be divided in traditional, modern and new means. They are divided in the following ones (Heinich, Molenda and Russel, 1993):

Pictures

Drawings

Maps

Types of graphics----- graphics

Visual means-without projector, postcards

Cartoons

Objects, specimens

Scale models

Slides

Visual means for projection

Didactic television programs and videos

Didactical movies

Audio mediums (discs, tapes, compact discs, radios)

Computers

Multimedia

Art performances

Simulated games

Extra curricular activities assistance

5.7.3. Selection

The resources are varied. Each one has advantages and limitations too. There is not one that is the best that embraces all the advantages and neither there is none that can complete all the functions or to satisfy the necessities of all the professors or students. The effectiveness of the means depends on the subjective factors and objectives.

The subjective factors depend if the selection and the teacher's application is appropriate. The objective factors depend if the didactic atmosphere is pleasant. Each means has certain effectiveness. To get the objective of the learning, several means can be chosen. These processes do exist (Lui, 1994:239-244):

5.7.4. According to the object of the teaching

Lewis and Paine (1986:115) consider that "the most important thing when choosing the means is to evaluate if you can get the objective of the teaching". We use different means for different objectives. For example, to increase the audio capacity the medium that we need are tapes and the radio.

To present the geography of Spain or Latin America is only necessary a map in a small group, however, in a group of numerous students it can become trained in transparencies or slides. Through the radio, tapes and compact disks the music is introduced but when one speaks of Flamenco or Tango, made up of music and it dances, it is better than are used the television or videos by its combination of sounds and images.

Each means has its didactic function, but if inadequate means are used or are applied in a wrong way to the contents, not only does not help on the teaching but rather it also contradicts their own utility (Perry and Rumble, 1987:8). Lewis and Paine (1986) they also indicate that we must think that the effect of the means of the high technology is better than those of the low technology. Also, they suggest using the simplest and easier means of managing when it is possible.

5.7.5. According to the students 'characteristics.

The characteristics of the students include their necessities and their basic knowledge of the study. If the base of the study is defective, these means are really needed for the teaching. Mainly, in the expression of the abstract concepts, it is needed to appeal to the means to sum up them, so understand each other more easily. This way, the culture of the Hispanic countries is for example, a class for the students of the first course that almost ignore the Hispanic world, where, through the stimulation of the audiovisual contact, you can transmit more direct information and objectively.

5.7.6. According to the material content.

To different classes and materials suit different means. In Phonetics classes, Conversation, Laboratory, Translation, Composition, Culture or Art can be applied different means and methods to communicate the contents.

5.7.7. According to the environment characteristics.

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. The advantages and limitations of the means that are indicated in the use of the teaching are showing below (Lui, 1994:242-243; Zuon, 1991:96).

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

5.7.8. Didactic means results

There are many foreign and Taiwanese specialists that have studied the effects of the didactic means. Sen yi-zen says that in the cognitive human process, the experience visual has 40% and the audio one 25%. If they combine the two experiences you can arrive until 70% (Sen, 1957). The American expert of audiovisual means Wodsworth comments that learning through visual organs sizes 70%, audio 20%, and the rest 10% (Wodsworth, 1983).

In these last years, there are many more investigations that explain the relationships between the didactic means and learning. The means of high quality, well designed and applied, get an achievement objective in the teaching of the class or replacing the teachers in the teaching (Kemp, 1989). The following results take place in the use of these didactic means:

To concrete the abstract concepts so they understand each other better.

The writing and the language transmit abstract messages (Hoban, Hoban Jr. and Zissman, 1937). For people that have little previous knowledge on their study it is more difficult of understanding. Using audiovisual means is better than the description of the language.

For example, it tries to indicate the difference of the landscapes of Spain for the students that never went to this country. If, instead of the descriptions of words, we project some beautiful sheets, the students not only know the geographical characteristics of Spain, but they can also make a comparison. It is difficult to explain the word "goblin" of the Flamenco. But, if we put a video in which are presented some good dancers (bailaores) of the Flamenco, the students will be able to understand that idea more easily.

To reduce the special distance

In Taiwan, it is difficult to get information about Spain or Latin America. If such means are used as videos, tapes or compact disks that are gathered of different places along to the content of the material in the culture class, the students can receive the information of these places and it decreases the space distance.

To activate the didactic activities

The sounds and images of the didactic means can provoke attention and emotions and awakening the interest, as well as to diminish the monotony and boredom in the process of the learning.

The students' participation

Traditional teaching consists on unidirectional communication. The professor develops a topic while the students listen. We can change this passive learning, by means of the didactic mediums. With previous and later activities to the class we can stimulate the participation of the students. For example, before watching a Steven Spielberg movie, it is requested to the students that look for information of the director of the North American cinema. After watching the movie, a discussion is organized.

5.7.9. ASSURE Didactic design

Applying the audio-visual means to improve the teaching is already an important issue in education. How to use the means to promote teaching depends on a well designed plan. A planned didactic design is about a process designed with objectives, systems and stages. Among them, the didactic pattern **ASSURE**, promoted by the American professors of the University of Indiana R. Heinich, M. Molenda and of the University of Purdue J.D. Russell, is the most effective and applied on these days (Chang,1988). **ASSURE** is a combination of the first letter of the words in English. Their meaning is “to assure the effective application of the didactic means”.

The six steps of the didactic pattern ASSURE in the teaching is the following ones (Heinich, Molenda and Russell, 1993:67-116):

- 1) **A**nalyze learner characteristics
- 2) **S**tate objectives
- 3) **S**elect, modify or design materials
- 4) **U**tilize materials
- 5) **R**equire learner response
- 6) **E**valuate

Application of ASSURE on American Culture class

Among so many didactic means, visual means as transparencies, slides, videos, and audio such as tapes and compact disks, up to now they have been used more and get more results in the culture class. However, it is not easy to apply these different means in a concrete process.

Starting from the ASSURE pattern, the teacher analyzes in the first place the students and knows his basic knowledge of the study. Then, it defines the objectives to concrete what the students should learn after seeing the slides, videos and listening the tapes and compact disks.

According to the teaching atmosphere the teacher chooses, corrects or designs the materials so they can transmit their messages well. Don't get complicated too much; it should put attention in the results of the projection or audition. It should check if the students can see and listening well.

Teachers should keep in mind the techniques of use of the means, when it applies audiovisual means. Before the class, they need to prepare them well. In the class it applies them step to step and in advance.

As for applying the means in the activities of learning, we must do everything in our hands to make the students participate. Repeating the explanations and suggesting the important points of the material will help the students to remember the content. We should keep in mind if the students can follow what

the professor explains. It motivates the students' interest through the dialogues and questions or it encourages them to that ask.

Finally, like the pattern ASSURE suggests, it evaluates the means and materials. By means of the official or no-official evaluations, it knows if the students have completed most of the objectives of the teaching. It analyzes what they like and what they do not. It tries to get the opinions of the students to be able to correct the lacks.

5.7.10. A Model

To analyze the characteristics of the students

General characteristics

The students of the Eight Grade enter for the first time in contact with another culture. Most are 14 or 15 years. Because it is a special subject, the students of this class usually have not a good motivation. Most waits, through knowing the North American culture, to increase their interest in English's study. It is a class of numerous students, 87 to be precise.

Elemental Capacities

Most of the students have studied the history and foreign geography in the school, but they know little about USA and North America. Also, they have a very limited knowledge in other fields. They have just begun their learning of English. They lack it the capacity to read in English.

Defining Objectives

By means of the introduction of Geography, History, People and Education, parties and food, the literature, the art, the music and the cinema etc., are expected that the students have a notion on the target countries.

Choosing, correcting or designing materials

There is not a material that can satisfy the objectives of this subject and the characteristics of the students. For that reason it is needed to choose the appropriate didactic means, and also, to choose, to correct or designing the

necessary materials. For example, according to the topic, we must prepare notes and it also reproduces slides, videos or songs.

For a class of many students, in the moment we project slides it can be showed the geographical situation and the artistic works correctly. When we want to appreciate a show, the race, the dances and the cinema, you can use the videos to obtain the visual stimulation. When listening to music you can use the tapes and compact disks.

There are no limitations in the use of the means. According to the designed materials by the teacher, we can use one or several.

Using the means

It checks the means before the class. We need a classroom endowed with a screen, the installation to cover the light, projectors, video and a compact device. Before using the didactic means, some previous activities can be made to catch the interest and the attention of the students.

For example, to explain the outline a little, to cause the motivation, to relate the interesting parts of the content just a little. At the end, we should keep in mind the techniques of means using. Such as those that continue:

- Each transparency does not exceed more than 36 letters (each line has 6 letters) (Heinich, Molenda and Russell, 1993:113)
- The time of projecting slides or of putting the video it does not exceed more than 20 or 30 minutes. The pen-laser can get the attention of the students.
- When the means are used, unless that material contributes information, the teacher's explanations are very important.

Encouraging students' answers

We must encourage students to ask or give their opinions. Or we can make questions to the students. For example, after watching an adapted movie of a novel, we request to the students that discuss, look for materials and give a work for groups.

Evaluation

It includes two evaluations. One is for the result of the learning and the other one is for the means and didactic methods. Besides observing the reactions and the students' opinions, we can evaluate the result of the learning by means of the exams and discussions.

Through the surveys, we can know students opinions about the didactic means (included materials and means).

The last step of the teaching is revising the result of the evaluations. Do differences exist among what is sought and what is gotten? If the evaluation indicates some defect, we return to the starting point and we try to find the problems and correct them.

If the ASSURE model is useful for teaching, it depends on its constant use, and if it can improve the quality of its teaching.

Future ways of didactic technology (instructional technology)

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 are 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!

5.8 Financial resources analysis

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 No 22**FINANCIAL RESOURCES**

No.	OPERATIONAL DETAIL	INCOMING	EXPENSES
1	Capital (Cash)	900,00	
2	Research cost		120,00
3	Computer time leasing		75,00
4	Printing of the Draft		12,00
5	Final Printing		50,00
6	Thesis Presentation (copies)		300,00
9	Transportation		100,00
10	Other expenses		197,10
	TOTAL		854,10

5.9 Impact

Linguists have often pointed out that children and teenagers in every culture all over the world manage to achieve communicative competence in their “first” or “native” languages — unless they have a specific language processing problem like autism or have been restricted to a developmental environment markedly deficient in language stimuli. After years of working with the language(s) in use within the home and immediate community, children become increasingly more fluent and effective in their command of the native tongue.

Subsequent work within a school setting with a more abstract or decontextualized use of the native language — and with the addition of materials resources, also written as well as oral use of language — further strengthens the child’s communicative competence. It might at first glance seem logical that an academically well-prepared adolescent or adult who makes a “second” language an object of serious study could likewise achieve proficiency in that language without undue stress or emotional turmoil. But as any educator of new learners of English will attest, a smooth and seamless course is rarely the pattern for second language acquisition within a high school or a college

setting. We need to use audiovisual resources to get the attention of our students first and then getting them involved into the English teaching-learning process. Then we will have a better harvest with the appropriate use of resources to teach ESL.

5.10 Alignments to evaluate the proposal

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

1. It will let students to feel as a main part of the process and get involved and motivated into the English language teaching-learning process in the internal high school schedule and out of it.
2. It will give to the teacher a new perspective about the work that was doing sharing knowledge with their students; the other point of view is that audiovisual resources become tools to involved them into a new world of teaching-learning process.

CONCLUSIONS

Traditionally, in English's teaching, the systems multimedia have been used with great frequency, but the "massive" entrance of the TICs in some centers it has made the faculty to have a potent tool to motivate to the pupil, although the truly outstanding thing and determinant will be the pedagogic use that we, as educational-mediators, make of them. In this work we present how to integrate the audiovisual resources, the new technologies of the information and the communication inside our didactic project, understanding it in global way to contribute to the formation of critical, autonomous and creative youths.

More than to describe a didactic unit as example in work way, it is our intention to develop it of a more global form and alternative since we all are aware that our methodology should adapt to a certain context that in turn will be influenced by some very concrete circumstances in each moment for what any fixed and static design would not be feasible neither effective in all the cases. For this reason, we consider three environments of the didactic exploitation:

- a) The means like auxiliary didactic.
- b) The means like study environments.
- c) The means like technical of work.

So, we look behind and all we see is teachers having classroom problems because of the lack of motivation; there is not a good response by the students over teachers. Students get not involved but bored in a class full of nothing (a standing teacher moving from time to time its hands); no using of a CD player, no using of a whiteboard (sometimes there is not a single drawing over there). Students are not interested in a class that do not have something nice for them. We change that...we change the world!

RECOMMENDATIONS

Teaching students who have a limited understanding of the English language can be a daunting task. Since ESL students speak a different language at home, some of them do not know the meanings of simple English words and phrases, and it can be difficult for teachers to communicate with them. Nevertheless, teachers can exercise more patience and try to find the right ways to help to their students become more proficient in the language. We need to developed strategies and here are a number of effective strategies for teaching ESL as recommendations:

1. We need to understand the Individual Needs of Students

In an ESL classroom, English language proficiency and academic experience among students can vary greatly. In order to help every student improve, teachers have to understand every individual student's level of language proficiency and educational history. The best way to make lessons comprehensible to all students is to replace difficult texts with simpler terms. We should not use oversimplified vocabulary because some students may find this insulting. It is important for ESL teachers to establish a more personal relationship with every student and their family. Simple actions such as pronouncing the students' names correctly and showing interest in their cultures will go a long way in giving students a more pleasant learning experience

2. We must be sure that Students Know What is Going on in Class

Some ESL students do not have sufficient knowledge of the English language to understand the instructions that are provided by their teachers. As such, they may not know exactly what is going on in their classes. Teachers have to encourage their students to ask for clarification when they do not understand certain instructions. During the course of a lesson, they have to let their students know which points are important and give them more time to ask questions. At the end of the lesson, they should ask the students to write down all the things that they have learned and aspects of the lesson that they are

unsure of. Then, they can use the information to provide better clarification at the beginning of the next lesson.

3. We need to help Students Speak English More Comprehensibly

There is no need for ESL teachers to eliminate accents when they are teaching their students to pronounce English words. The important thing is to teach them to speak comprehensibly. Teachers should speak clearly and repeat words that are difficult to pronounce, and they can help their students learn how individual sounds are produced by showing the right positions and movements of tongue and lips. Students should be encouraged to speak slowly, so that their pronunciation will be clearer and more accurate.

4. We must encourage Students to Speak English Outside Class

To help ESL students make better progress, teachers should encourage them to converse more frequently with native English speakers. Also, they can ask their students to speak more English at home or take part in activities that require them to speak or read English.

5. We need to ask for help on the professional development issue, to whom it may concern

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).

6. Workshops, workshops and more workshops

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

ANNEX 1: PRINCIPAL'S INTERVIEW

OBJECTIVE

To obtain information that allows knowing how audiovisual resources is included on english language's teaching and learning process at dr. José Maria Velasco Ibarra high school's eight grade students of basic general education.

INSTRUCTIONS

GIVE AN ORAL COMMENT (ANSWER) TO EVERY QUESTION.

- 1 *Do you think learning another language is a good option for the students of your institution?*
- 2 *Can you say if your students feel comfortable and happy on English classes?*
- 3 Do you think English teaching-learning process has enough time to be taught?
- 4 *Could you say if you evaluate English teachers' work? How many times?*
- 5 *Do you know if English teachers use audiovisual resources in their classes?*
- 6 *Do you help to English teachers in their professional development?*
- 7 Does your institution have an English laboratory or a special classroom where the students can practice?
- 8 Does the institution have enough financial resources to support the *English teaching-learning process?*
- 9 *Does the institution give total support to the English teachers' activities?*

10 *Do you think the CRADLE project have accomplished their objectives?*

ENTREVISTA AL RECTOR DEL COLEGIO

1. ¿Piensa usted que el aprendizaje de otro idioma una opción buena es para las estudiantes de su institución?
2. ¿Puede usted decir si sus estudiantes se sienten cómodos y felices en las clases de inglés?
3. ¿Piensa usted que el proceso de enseñanza-aprendizaje del inglés tiene suficiente tiempo a ser enseñado?
4. ¿Podría decir si usted evalúa el trabajo de los maestros de inglés?
¿Cuántas veces?
5. ¿Sabe usted si los maestros ingleses usan los recursos audiovisuales en sus clases?
6. ¿Ayuda usted a los maestros ingleses en su desarrollo profesional?
7. ¿Tiene su institución un laboratorio inglés o una aula especial dónde los estudiantes puedan practicar?
8. ¿Tiene la institución suficientes recursos financieros para apoyar el proceso de enseñanza-aprendizaje del idioma inglés?
9. ¿Da la institución apoyo total a las actividades de los maestros ingleses?
10. ¿Cree usted que el Proyecto CRADLE ha logrado cumplir sus objetivos?

TEACHERS´SURVEY

OBJECTIVE

To obtain information that allows knowing how audiovisual resources is included on English language´s teaching and learning process at dr. José Maria Velasco Ibarra high school´s eight grade students of basic general education.

INSTRUCTIONS

Draw an x in the alternative that you like the most

1. *Can you speak English?*

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

2. *Can 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. *Do you think your classes are?*

Fun () Normal () Regular () I don´t know ()

5. *Do you use audiovisual resources as support in your classes?*

Always () Sometimes () Never ()

6. *Do you speak English on classes?*

Always () Sometimes () Never ()

7. *Do you plan English extracurricular activities for interaction with students?*

Always () Sometimes () Never ()

8. *What is the biggest impediment for a pedagogical upgrade?*

Lack of money () Lack of workshops () Lack of academies ()

9. *According to you criteria, do you think that the CRADLE project has accomplished its objectives?*

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

10. *What do you think is the main reason for which some students quit English classes and High School?*

Lack of money () Forced to work () Lack of academies ()

STUDENTS´SURVEY

OBJECTIVE

To obtain information that allows knowing how audiovisual resources is included on english language´s teaching and learning process at dr. Jose María Velasco Ibarra high school´s eight grade students of basic general education.

INSTRUCTIONS

Draw an x in the alternative that you like the most

1. Do you like being on 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. Would you like using more audiovisual resources on English's class?
Very good () Fair () I don´t care ()
4. You think your time to learn English language is...?
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. How do you consider your English classes are....?
Fun () Fair () Bored ()
8. How often does your teacher use appropriate didactic resources in the class?

Always ()

Sometimes ()

Never ()

9. Could you say what level of importance does it have English's language on these times?

High ()

Medium ()

Low ()

10. What do you say about the application of higher technology on English language teaching-learning process?

Necessary ()

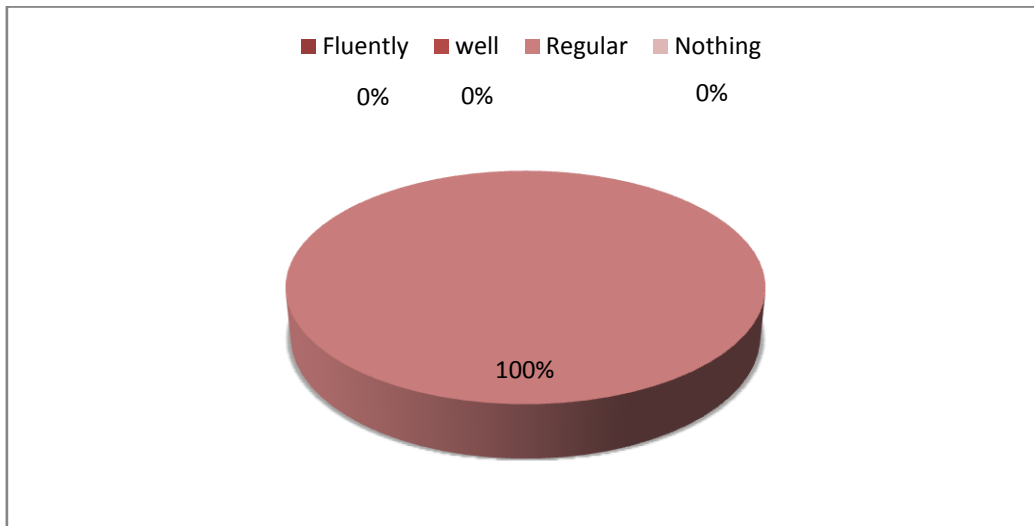
Unnecessary ()

ANNEX 2: TEACHERS' SURVEY

GRAPHIC No. 1

1. *Can you speak English?*

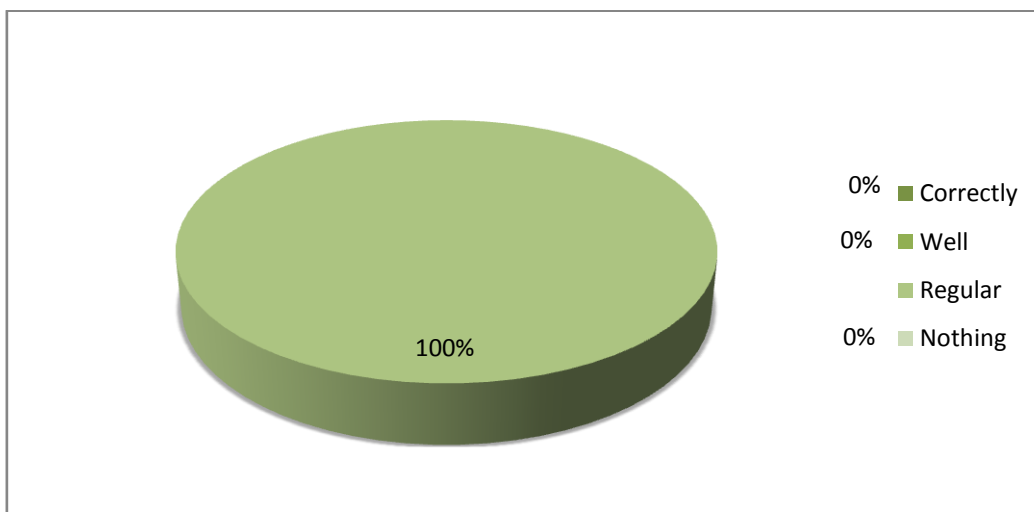
FLUENTLY WELL REGULAR NOTHING



GRAPHIC No. 2

2. *Can you understand when somebody speaks in English to you?*

CORRECTLY WELL REGULAR NOTHING



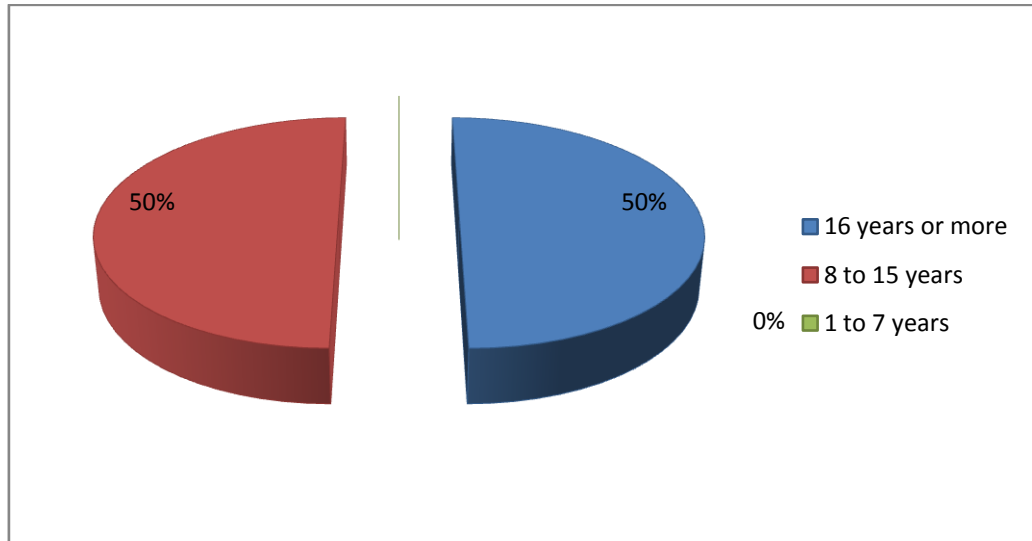
GRAPHIC No. 3

3. *How long have you been studying English language?*

16 YEARS OR MORE

8 TO 15 YEARS

1 TO 7 YEARS



GRAPHIC No. 4

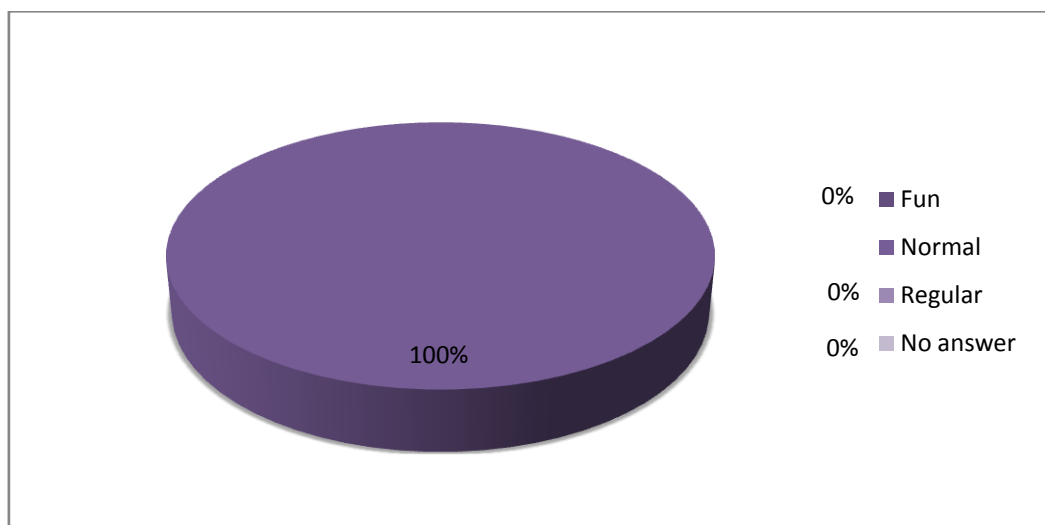
4. *Do you think your classes are...?*

FUN

NORMAL

REGULAR

NO ANSWER



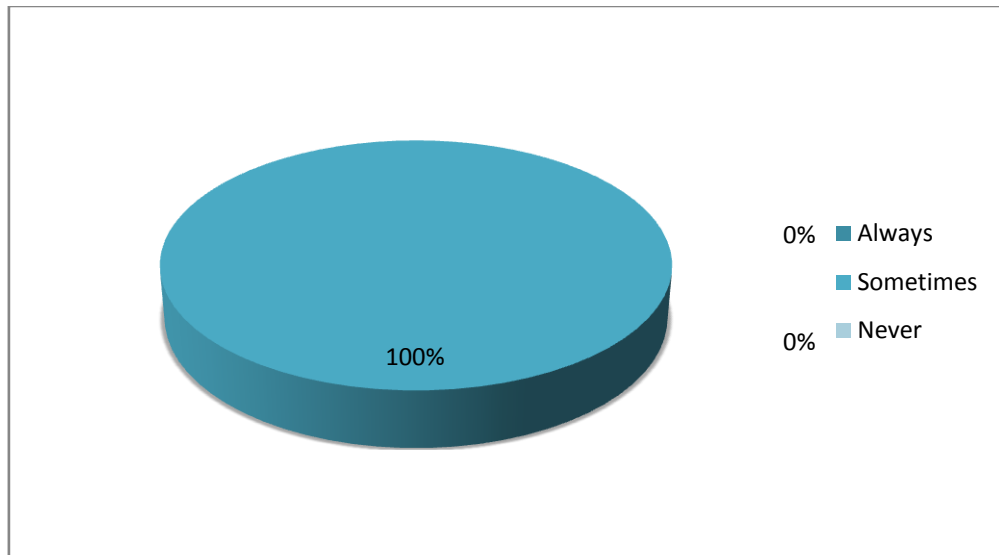
GRAPHIC No. 5

5. Do you use audiovisual resources in your classes?

ALWAYS

SOMETIMES

NEVER



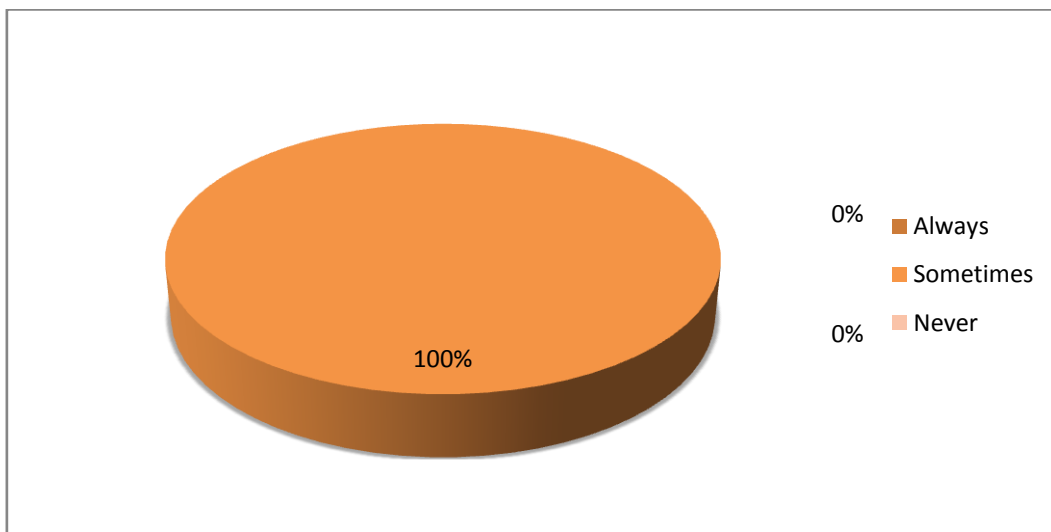
GRAPHIC No. 6

6. Do you speak English on classes?

ALWAYS

SOMETIMES

NEVER



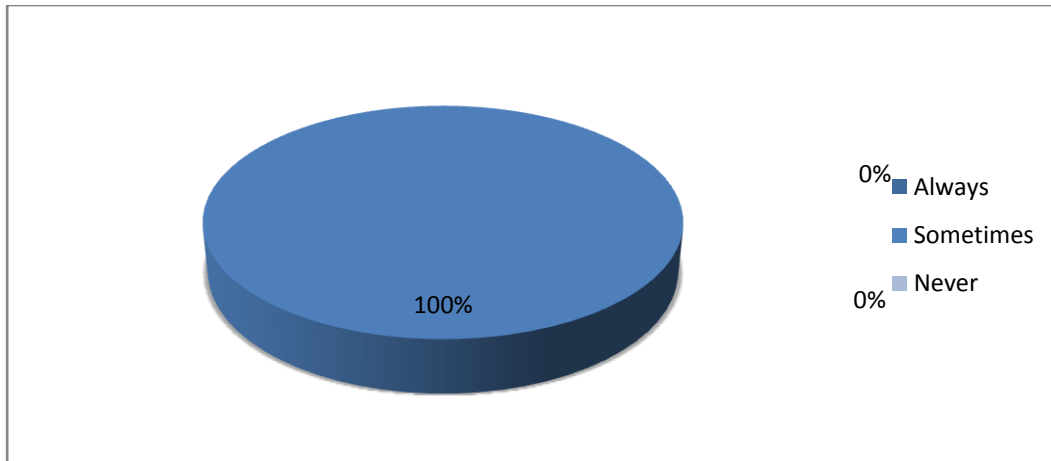
GRAPHIC No. 7

7. Do you plan English extracurricular activities for interaction with students?

ALWAYS

SOMETIMES

NEVER

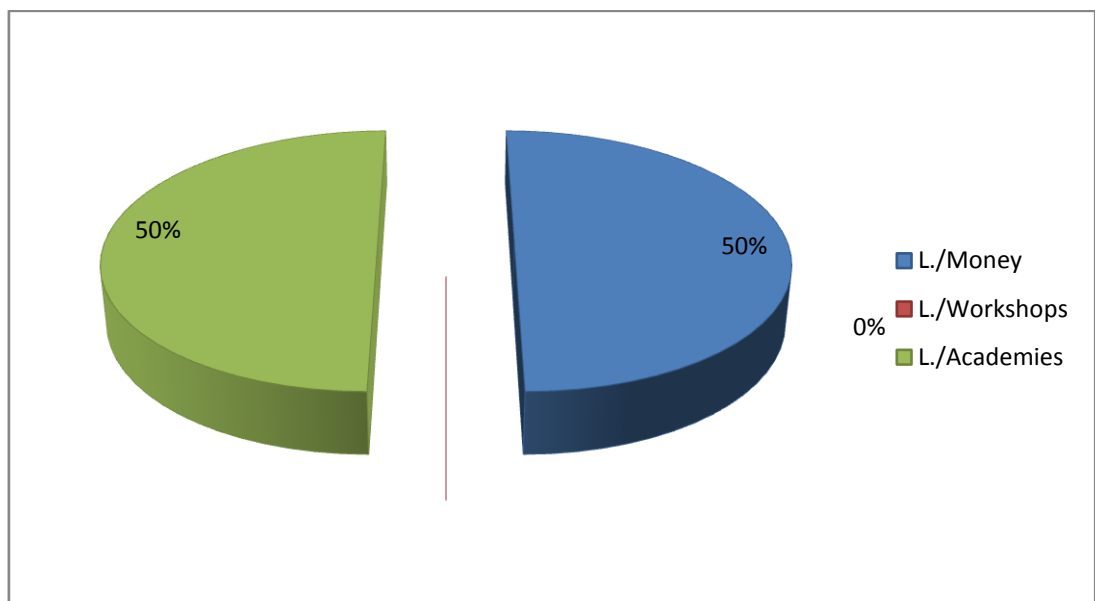


GRAPHIC No. 8

8. What is the biggest impediment for a pedagogical up

9. grade?

LACK OF MONEY LACK OF WORKSHOPS LACK OF ACADEMIES



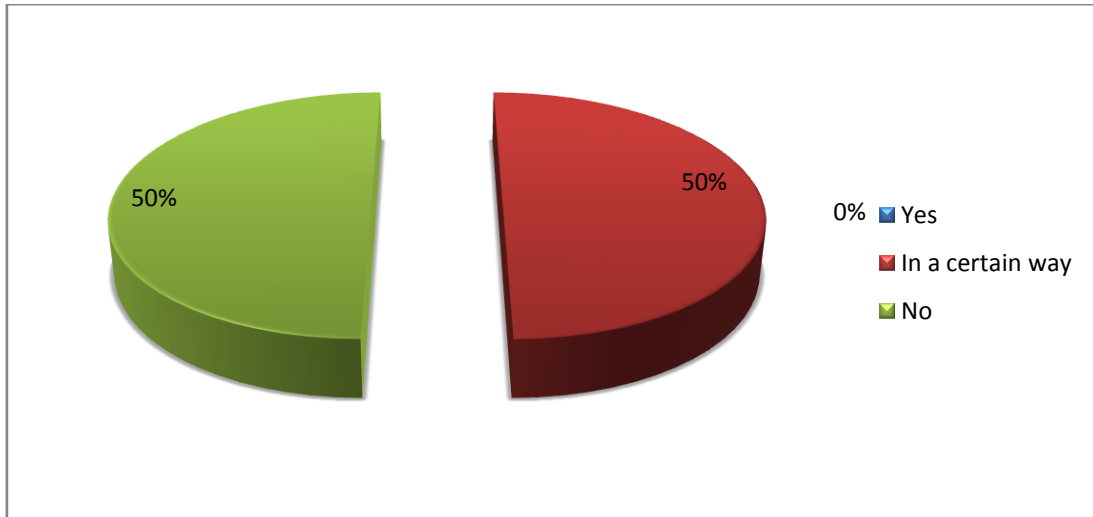
GRAPHIC No. 9

10. Do you think that CRADLE project has accomplished its objectives?

YES

IN A CERTAIN WAY

NO



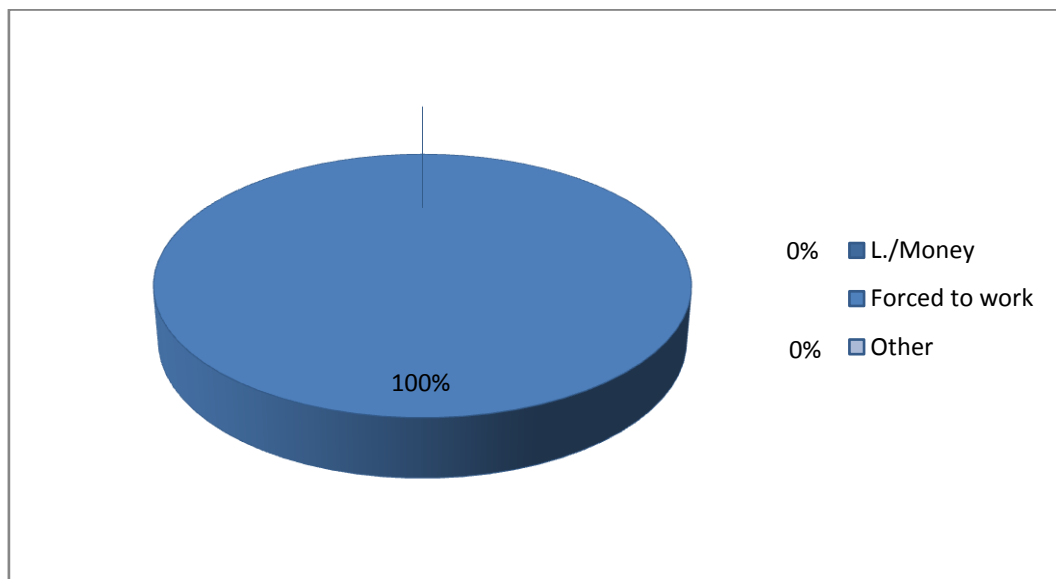
GRAPHIC No. 10

11. Could you point out the reason for which most of the students give up English classes?

LACK OF MONEY

FORCED TO WORK

OTHER

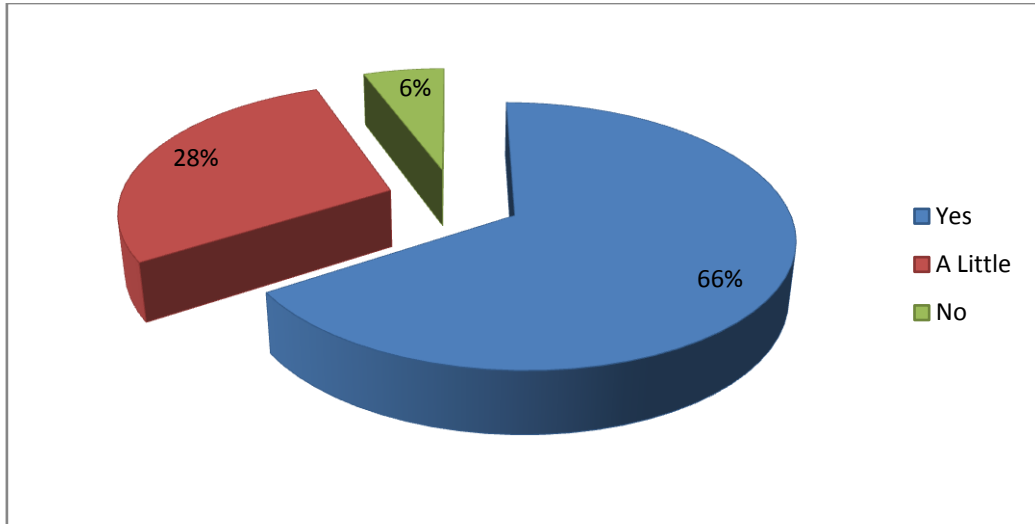


ANNEX 3. STUDENTS´SURVEY

GRAPHIC No. 11

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

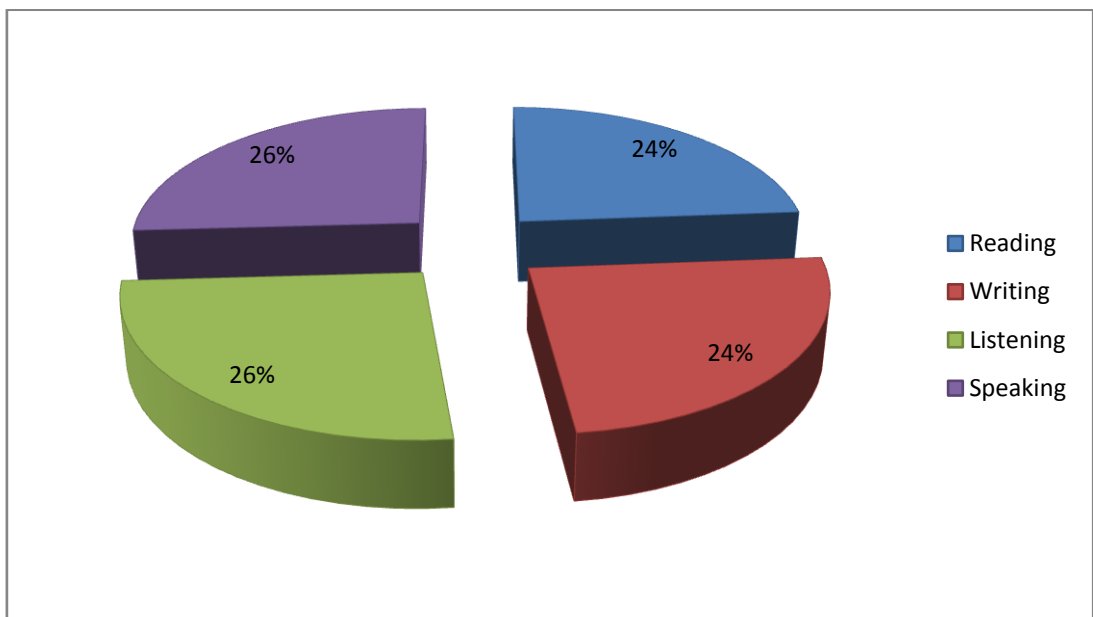
YES A LITTLE NO



GRAPHIC No. 12

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

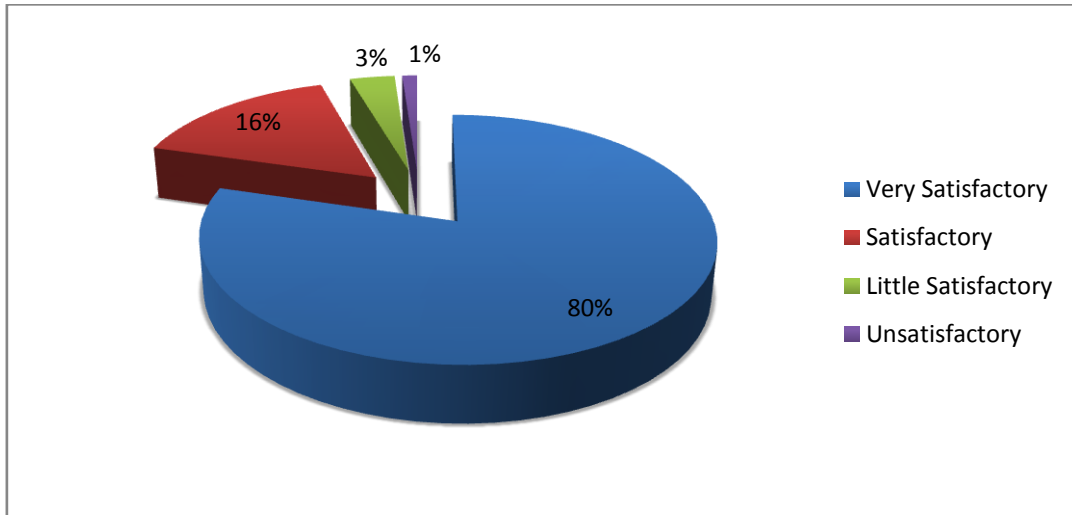
READING WRITING LISTENING SPEAKING



GRAPHIC No. 13

3. Would you like using more audiovisual resources on English's class?

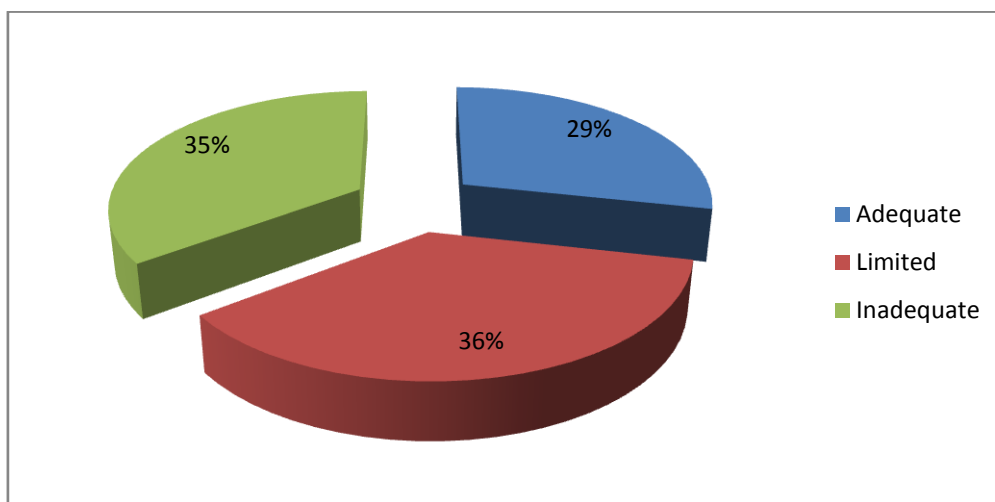
VERY SATISFACTORY SATISFACTORY LITTLE SATISFACTORY UNSATISFACTORY



GRAPHIC No. 14

4. You think your time to learn English language is ?

ADEQUATE LIMITED INADEQUATE

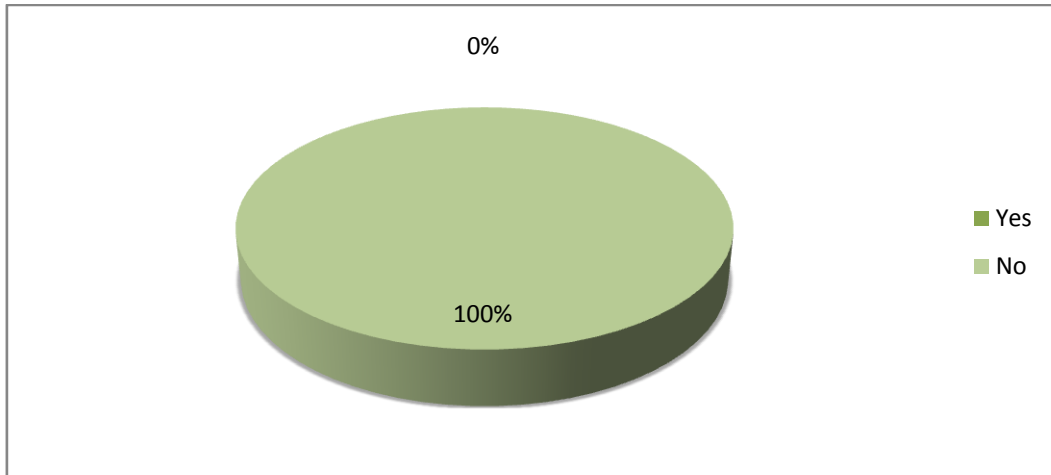


GRAPHIC No. 15

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

YES

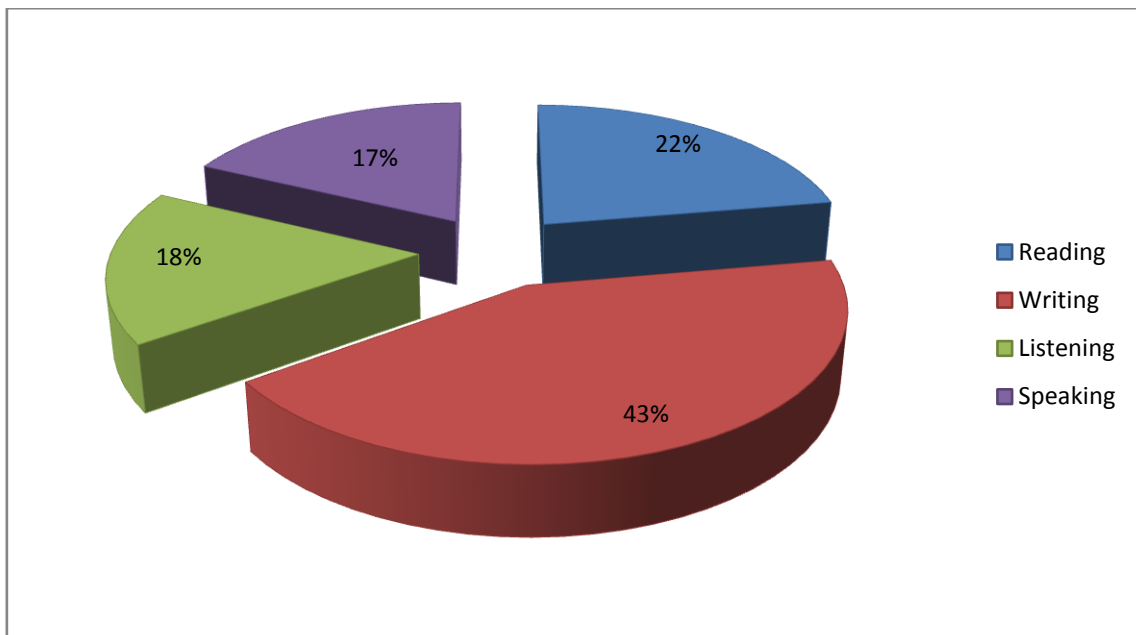
NO



GRAPHIC No. 16

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

READING WRITING LISTENING SPEAKING



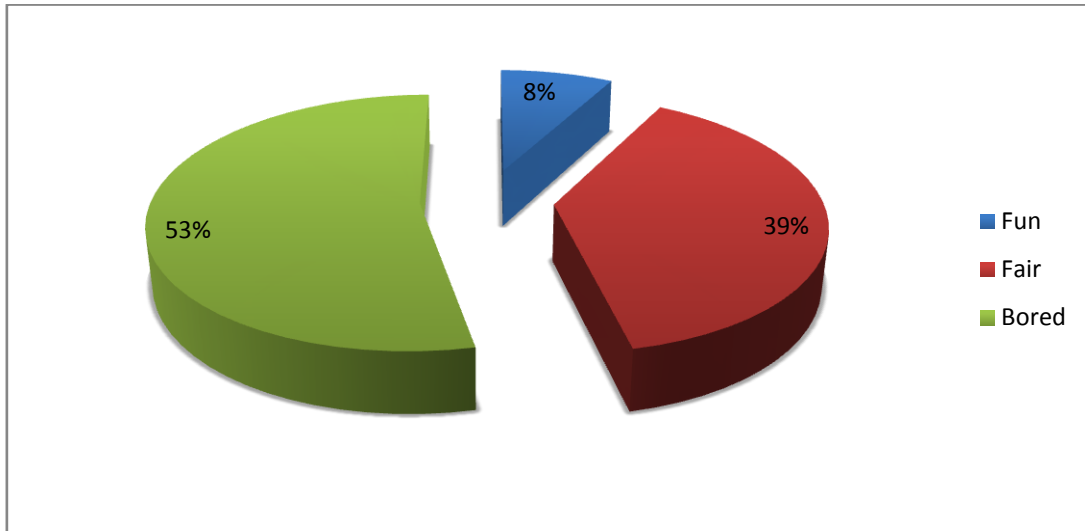
GRAPHIC No. 17

7 How do you consider your English classes are...?

FUN

FAIR

BORED



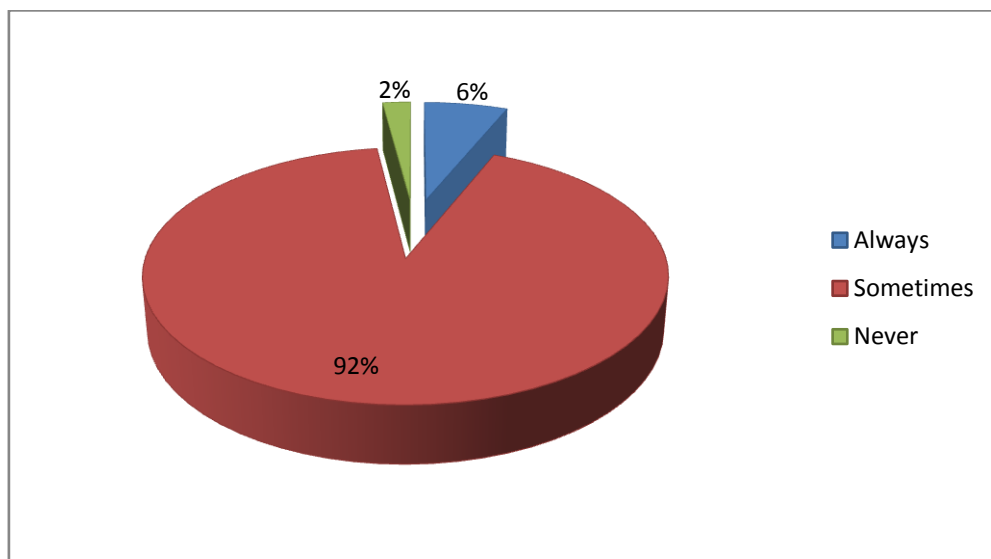
GRAPHIC No. 18

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

ALWAYS

SOMETIMES

NEVER



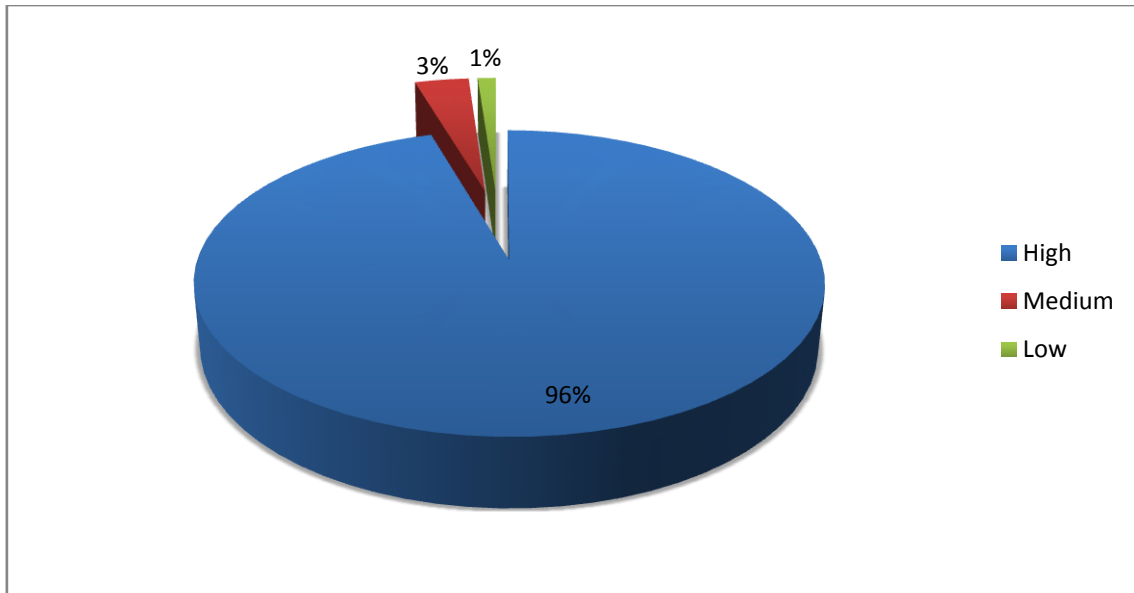
GRAPHIC No. 19

9 Could you say what level of importance does it have English language on these times?

HIGH

MEDIUM

LOW

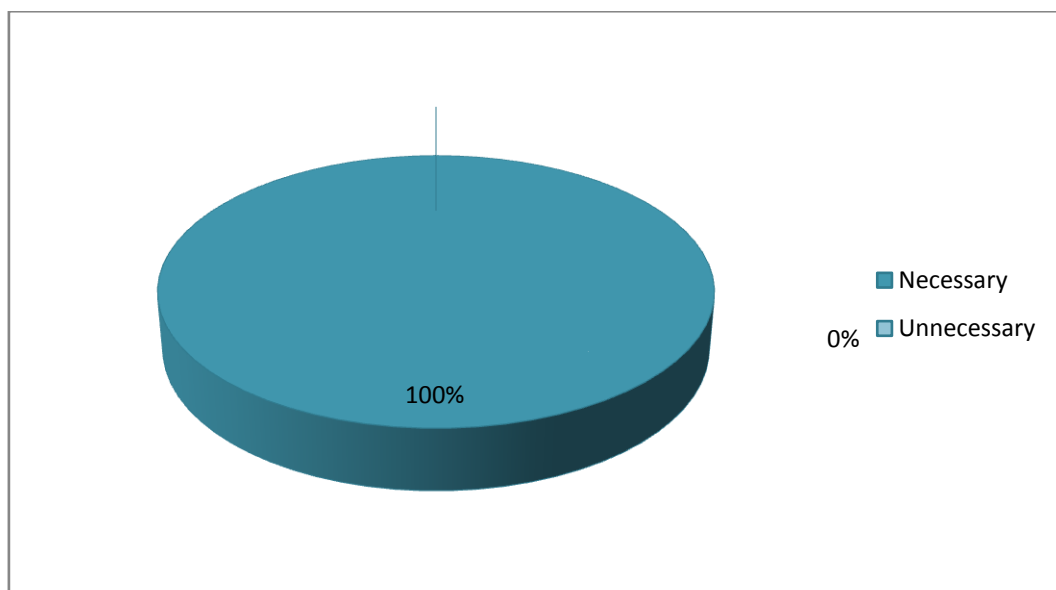


GRAPHIC No. 20

10 What do you say about the application of higher technology on English language teaching-learning process?

NECESSARY

UNNECESSARY



ANNEX 4. SOME PICTURES

The entrance at Dr. Jose Maria Velasco Ibarra High School, of Milagro, Province of Guayas.



A panoramic view of the Dr. Jose Maria Velasco Ibarra High School, of Milagro city, Province of Guayas.

To the right, the author of the thesis, in the day of the interview carried out to the Lic. Eduardo Vega, Director or Area of the School Dr. Jose Maria Velasco Ibarra, of "Milagro", County of the Guayas.





Lic. Eduardo Vega, Director of English Area of the School Dr. Jose Maria Velasco Ibarra, of "Milagro", County of the Guayas.

The authors of this thesis in front of the main building of the Dr. Jose Maria Velasco Ibarra (Administrative Offices)



The authors of this thesis in front of the Auditorium of “Dr. Jose Maria Velasco Ibarra High School”.



The authors of this thesis taking the students' survey.



English Teachers of Dr. Jose Maria Velasco Ibarra High School.

Adriana Velasquez and Jenny Castañeda authors of the thesis in the class room.



Students of eighth year of Basic General Education

ANNEX No. 5

ENGLISH AS A SECOND LANGUAGE'S WORKSHOP

The ESL workshops, offered at “Dr. José María Velasco Ibarra” High School every trimester (including vacation time), are designed for teachers who want to develop their speaking, listening, writing, and reading skills for academic, professional, and/or personal use.

Each workshop is two days in duration. The classes take place Saturday and Sunday from 8:00 to 12H00 (First Part); and 13H00 to 17H00 (Second Part). Teachers in the program draw on a communicative and student-centered approach to meet these needs. Structured conversations, web searches, simulations, oral presentations, games and role-plays are some of the activities in which teacher-students are expected to be actively involved.

ITA Workshop Content & Evaluation Procedures

1. WORKSHOP CONTENT

Specific Language Skills:

Pronunciation (English consonants and vowels)

Pronunciation of key field-specific vocabulary

Stress and intonation patterns

Reduction, linking, rhythm

Classroom Language Tasks:

Short practice videos, reading out loud, role-plays (lab, class and office) with native-English speaking students, introductions of self and syllabus, announcements

Presentation Topics:

Definition of term or concept

Explanation of process in the field

Explanation of why something happens (giving reasons)

Topic of choice from field, including review of previously covered material

2. EVALUATION PROCEDURES

Initial oral evaluation:

On the first day of the workshop, there will be an initial oral evaluation, usually 5-6 minutes long. During this evaluation, participants are:

- asked some questions about themselves, their experiences, and fields of study
- given a passage of text from their major field of study to be read aloud
- asked to give a 2-3 minute prepared talk in which they define a field-specific term and tell why it is significant. This term will be assigned in the workshop's introductory session.

Additional evaluation procedures:

A performance test based on videotaped and non-videotaped microteaching presentations on assigned topics before an audience of workshop instructors and professors representing concerned academic topics are administered.

Self-evaluation based on videotapes and audience feedback

Instructor evaluation based on test performance

Department chairs and representatives are invited to view participants' presentations and have access to all evaluation documentation.

No one test solely determines the outcome of the final evaluation of a participant's English proficiency or readiness for teaching U.S. undergraduates. Rather, all of the information gathered in the evaluation procedures described in the foregoing text are considered when making a recommendation to each participant's department at the end of the workshop.

3. RECOMMENDATIONS FOR THE WORKSHOP:

Teacher-Students approved to teach are permitted to work insofar as it is reasonable at a given level of proficiency. Students approved to teach have two options (see below) and should continue training in spoken English. If a student's English proficiency is still low the student will be re-evaluated.

ESL 2 - offered exclusively for prospective ITAs

Repeat the workshop the following trimester.

Teacher-Students not approved to teach may not perform instructional duties until qualified by a new evaluation. "Instructional duties" include duties as lab assistants.

FIRST DAY

Time	Topic	Extended (Subtopic)
08H00-08H30	Registration	
08H30-09H00	Breakfast	
09H00-11H00	METHODOLOGIES A new perspective. Are they new? Or We just forgot how to use them!	Initial Oral Evaluation. Definition of term or concept Explanation of process in the field Explanation of why something happens (giving reasons)
11H00-12H00	MOTIVATION Material resources to promote motivation in the classroom.	Topic of choice from field, including review of previously covered material
12H00-13H00	Lunch time	
13H00-15H00	PLANNING How to manage our time minute to minute in an assertive way?	Application of the lesson plan minute to minute.
15H00-17H00	AUDIOVISUAL RESOURCES Application of several types of resources including TICs	Technologies of Information and Communication
17H00-17H05	First part closing	

SECOND DAY

Time	Topic	Extended (Subtopic)
08H00-08H30	Registration	
08H30-09H00	Breakfast	
09H00-11H00	METHODOLOGIES 2 Are you an assertive teacher?	Rules, Rewards and Consequences: Classroom management
11H00-12H00	MOTIVATION Promoting a new class environment with fun.	<ol style="list-style-type: none">1. Use behavioral techniques to help students exert themselves and work toward remote goals.2. Make sure that students know what they are to do, how to proceed, and how to determine when they have achieved goals.3. Do everything possible to satisfy deficiency needs -- physiological, safety, belongingness, and esteem.4. Accommodate the instructional program to the physiological needs of your students.5. Make your room physically and psychologically safe.6. Show your students that you take an interest in them and that they belong in your classroom.7. Arrange learning experiences so that all students can gain at least a degree of esteem.

		<p>8. Enhance the attractions and minimize the dangers of growth choices.</p> <p>9. Direct learning experiences toward feelings of success in an effort to encourage an orientation toward achievement, a positive self-concept, and a strong sense of self-efficacy.</p> <p>10. Make use of objectives that are challenging but attainable and, when appropriate, that involve student input.</p> <p>11. Provide knowledge of results by emphasizing the positive.</p> <p>12. Try to encourage the development of need achievement, self-confidence, and self-direction in students who need these qualities.</p> <p>13. Use achievement-motivation training techniques.</p> <p>14. Use cooperative-learning methods.</p> <p>15. Try to make learning interesting by emphasizing activity, investigation, adventure, social interaction, and usefulness.</p> <p>16. Using songs, games, word searching, plays,</p>
12H00-13H00	Lunch time	
13H00-15H00	<p>PLANNING</p> <p>Annual, monthly or weekly planning? What's best?</p>	<p>When planning group activities, we must think about our goals. Then, design very clear and precise tasks to meet these goals.</p> <p>We should provide detailed instructions. Avoid complex language and confusing directions. If students don't understand a task, they tend to zone out and get distracted.</p>

15H00-17H00	AUDIOVISUAL RESOURCES The electronic whiteboard: how to use it!	The interactive electronic whiteboard is great for demonstrations. Many technology teachers and specialists reported enthusiasm for the board in staff development or computer class to show students how to use a particular application. Because the presenter can run the application from the board, using his finger like a mouse, it is easy to show the important features of particular software. The ability to mark on the board by writing with the stylus or using one's finger makes it possible to point out important features of the program.
17H00-17H05	Second part closing	Resume
17H05-18H00	Farewell dinner	Friendship meeting.

ANNEX No.

ENGLISH AS A SECOND LANGUAGE'S WORKSHOP

The ESL workshops, offered at “Dr. José Maria Velasco Ibarra” High School every trimester (including vacation time), are designed for teachers who want to develop their speaking, listening, writing, and reading skills for academic, professional, and/or personal use.

Each workshop is two days in duration. The classes take place Saturday and Sunday from 8:00 to 12H00 (First Part); and 13H00 to 17H00 (Second Part). Teachers in the program draw on a communicative and student-centered approach to meet these needs. Structured conversations, web searches, simulations, oral presentations, games and role-plays are some of the activities in which teacher-students are expected to be actively involved.

ITA Workshop Content & Evaluation Procedures

1. WORKSHOP CONTENT

Specific Language Skills:

Pronunciation (English consonants and vowels)

Pronunciation of key field-specific vocabulary

Stress and intonation patterns

Reduction, linking, rhythm

Classroom Language Tasks:

Short practice videos, reading out loud, role-plays (lab, class and office) with native-English speaking students, introductions of self and syllabus, announcements

Presentation Topics:

Definition of term or concept

Explanation of process in the field

Explanation of why something happens (giving reasons)

Topic of choice from field, including review of previously covered material

2. EVALUATION PROCEDURES

Initial oral evaluation:

On the first day of the workshop, there will be an initial oral evaluation, usually 5-6 minutes long. During this evaluation, participants are:

- asked some questions about themselves, their experiences, and fields of study
- given a passage of text from their major field of study to be read aloud
- asked to give a 2-3 minute prepared talk in which they define a field-specific term and tell why it is significant. This term will be assigned in the workshop's introductory session.

Additional evaluation procedures:

A performance test based on videotaped and non-videotaped microteaching presentations on assigned topics before an audience of workshop instructors and professors representing concerned academic topics are administered.

Self-evaluation based on videotapes and audience feedback

Instructor evaluation based on test performance

Department chairs and representatives are invited to view participants' presentations and have access to all evaluation documentation.

No one test solely determines the outcome of the final evaluation of a participant's English proficiency or readiness for teaching U.S. undergraduates. Rather, all of the information gathered in the evaluation procedures described in the foregoing text are considered when making a recommendation to each participant's department at the end of the workshop.

3. RECOMMENDATIONS FOR THE WORKSHOP:

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ESL 2 - offered exclusively for prospective ITAs

Repeat the workshop the following trimester.

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FIRST DAY

Time	Topic	Extended (Subtopic)
08H00-08H30	Registration	
08H30-09H00	Breakfast	
09H00-11H00	METHODOLOGIES A new perspective. Are they new? Or We just forgot how to use them!	Initial Oral Evaluation. Definition of term or concept Explanation of process in the field Explanation of why something happens (giving reasons)
11H00-12H00	MOTIVATION Material resources to promote motivation in the classroom.	Topic of choice from field, including review of previously covered material
12H00-13H00	Lunch time	
13H00-15H00	PLANNING How to manage our time minute to minute in an assertive way?	Application of the lesson plan minute to minute.
15H00-17H00	AUDIOVISUAL RESOURCES Application of several types of resources including TICs	Technologies of Information and Communication
17H00-17H05	First part closing	

SECOND DAY

Time	Topic	Extended (Subtopic)
08H00-08H30	Registration	
08H30-09H00	Breakfast	
09H00-11H00	METHODOLOGIES 2 Are you an assertive teacher?	Rules, Rewards and Consequences: Classroom management
11H00-12H00	MOTIVATION Promoting a new class environment with fun.	<ol style="list-style-type: none">1. Use behavioral techniques to help students exert themselves and work toward remote goals.2. Make sure that students know what they are to do, how to proceed, and how to determine when they have achieved goals.3. Do everything possible to satisfy deficiency needs -- physiological, safety, belongingness, and esteem.4. Accommodate the instructional program to the physiological needs of your students.5. Make your room physically and psychologically safe.6. Show your students that you take an interest in them and that they belong in your classroom.7. Arrange learning experiences so that all students can gain at least a degree of esteem.

		<p>8. Enhance the attractions and minimize the dangers of growth choices.</p> <p>9. Direct learning experiences toward feelings of success in an effort to encourage an orientation toward achievement, a positive self-concept, and a strong sense of self-efficacy.</p> <p>10. Make use of objectives that are challenging but attainable and, when appropriate, that involve student input.</p> <p>11. Provide knowledge of results by emphasizing the positive.</p> <p>12. Try to encourage the development of need achievement, self-confidence, and self-direction in students who need these qualities.</p> <p>13. Use achievement-motivation training techniques.</p> <p>14. Use cooperative-learning methods.</p> <p>15. Try to make learning interesting by emphasizing activity, investigation, adventure, social interaction, and usefulness.</p> <p>16. Using songs, games, word searching, plays,</p>
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17H00-17H05	Second part closing	Resume
17H05-18H00	Farewell dinner	Friendship meeting.