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“INCIDENCIA DE ESTRATEGIAS INTERACTIVAS AUDIOVISUALES EN LA
ENSEÑANZA DEL IDIOMA INGLÉS EN LOS ESTUDIANTES DE OCTAVO AÑO DE
BASICA DE LA UNIDAD EDUCATIVA ZULETA.”

PREVIO A LA OBTENCIÓN DEL TÍTULO DE MAGÍSTER
EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA
BILINGÜE ESPAÑOL-INGLÉS

Línea de investigación: Innovación metodológica en la enseñanza del inglés.

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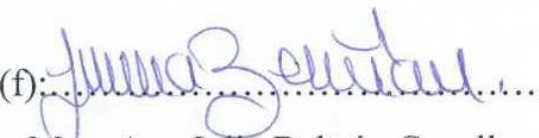
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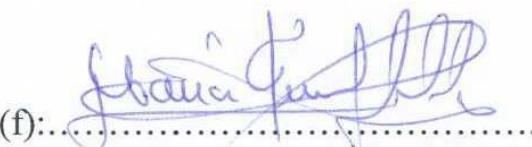
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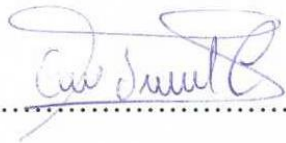
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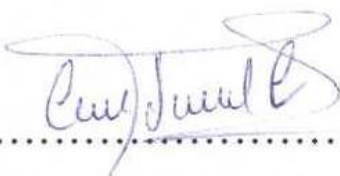
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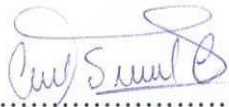
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I want to thank God, my husband, my children and my parents who contributed with their motivation to finish this step, the daily labor, and effort done during the route of preparation was helpful to strengthen my professional career, to apply the knowledge with my students are pretty enjoyable. To conclude, I feel very satisfied to share my knowledge and to teach children and adolescents from the community and parish where I was born. Thanks for being part of my life.

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RESUMEN

El presente trabajo de investigación “Incidencia de estrategias interactivas audiovisuales en la enseñanza del idioma Inglés para los estudiantes de Octavo Año de Educación General Básica de la Unidad Educativa Zuleta” se ha realizado con el objetivo principal de contribuir positivamente en el proceso de enseñanza - aprendizaje.

Este estudio proporciona conceptos relevantes de diferentes autores y fuentes que han sido extremadamente útiles para fortalecer el conocimiento del investigador, por lo tanto, todos los criterios recogidos en el marco teórico ayudarán a los lectores con la información que pueden ser tomados en cuenta por los profesores en las clases de inglés.

La metodología diseñada, la recopilación de datos, métodos y técnicas como la encuesta y la observación de clase han hecho la investigación más confiable para obtener información relevante y encontrar los mejores instrumentos para resolver el problema encontrado.

Existe una propuesta con muchos elementos que hacen que la investigación sea confiable. Además, la investigación consideró tres impactos como: social, educativo y ético demostrando que estos impactos apoyarán positivamente en las acciones llevadas a través de la investigación.

Palabras clave: Incidencia, enseñanza, estrategia, impactos, Inglés.

ABSTRACT

The present work of investigation “Incidence of audio-visual interactive strategies in the teaching of the English Language for the eighth year students of GBE at Unidad Educativa Zuleta” has been done with the main purpose of contributing positively in the teaching -learning process.

This study provides relevant concepts from different authors and sources that have been extremely helpful to strengthen the investigator’s knowledge, thus, all of the criteria gathered in the theoretical framework will provide the lecturers with remarkable information that can be taking into account for teachers in their English classes.

A well designed methodology has been used to establish the causes, determine the research’s problem and the effects that appear after considering the problem as the fact to be solved, regarding to data collection, methods and techniques as the survey and the observation class made the investigation reliable to obtain remarkable information to find the best instruments to solve the found problem.

There is a proposal with many elements that make the investigation profitable talking in academic terms, making use of activities and strategies to determine the incidence in the teaching learning process.

The investigation considered three impacts to be studied; social, educational and ethical, demonstrating that these impacts will support positively in the actions carried out throughout the investigation.

Finally, conclusions and recommendations are also established.

Keywords: incidence, teaching, strategies, impacts, English.

INTRODUCTION

This project of investigation is linked to the reality that Unidad Educativa “Zuleta” lives currently. The eighth-year students of General Basic Education have presented a deep resistance in learning the English language because they argue that being indigenous already have an ancestral language which is taught by their parents and it is transmitted from generation to generation.

Likewise, they manifest that since they are children who go to the urban zone or to primary schools, and innately they have learned Spanish, so that all of the eighth year students are bilingual.

Nevertheless, this does not constitute a factor that impedes their complete academic and personal development when having the authority of the educative laws the obligation to study the English language, relating to the integration and assimilation with other Anglo-Saxon cultures that besides being participant of the interculturality, are constant visitors of Zuleta Community, in the province of Imbabura and that it has been characterized to promote diversity of typical plates of the sector, as well as of crafts and embroideries that jointly with the upbringing of animals and the agriculture, are the main sources of income to the families of this sector located in the skirts of the volcano Imbabura.

This way the teaching - learning process of the English language comes to strengthen the knowledge of the students, due to the importance that has the learning of other languages and the opportunities that its knowledge could offer in a near future.

CHAPTER I

THEORETICAL FRAMEWORK

1. - The teaching-learning process

The teaching-learning process is of vital importance in the educational field, given the fact that provides different elements and strategies to be applied by teachers when teaching a foreign language, thus this process comes out to be more effective if applied correctly.

1.1 Teaching

According to (Pozo, 2006), he states that “teaching is an activity carried out jointly through the interrelation of three elements: the teacher, the students and the object of knowledge. It is the process that has as end the student’s formation”.

1.2 Learning

Learning is the process of acquiring new or modifying existing knowledge, behaviors, skills, values, or preferences (Gross, 2010).

Regarding to the words of (Nisbet and Shucksmith, 2009) state that learning is the process of attribution of meanings, to build a mental representation of an object or content, the person builds meanings and knowledge by means of a true process of elaboration and it organizes information establishing pertinent previous knowledge in which the student begins a significant learning.

1.2.1 Theories of learning

The theories of learning are conceptual frameworks describing how knowledge is absorbed, processed, and retained during learning (Simandan, 2013).

1.2.1.1 Constructivist Theory

Constructivism is a learning strategy that draws on students' existing knowledge, beliefs, and skills. With a constructivist approach, students synthesize new understanding from prior learning and new information.

(Bruner, 1966) States that a theory of instruction should address four major aspects:

- Predisposition towards learning
- The ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner
- The most effective sequences in which to present material
- The nature and pacing of rewards and punishments.

Hereby there is an example taken from (Bruner, 1973):

The concept of prime numbers appears to be more readily grasped when the child, through construction, discovers that certain handfuls of beans cannot be laid out in completed rows and columns. Such quantities have either to be laid out in a single file or in an incomplete row-column design in which there is always one extra or one too few to fill the pattern. These patterns, the child learns, happen to be called prime. It is easy for the child to go from this step to the recognition that a multiple table, so called, is a record sheet of quantities in completed multiple rows and columns. Here is factoring, multiplication and primes in a construction that can be visualized (Kearsley & Culatta, 2019).

The constructivism theory is mentioned as the best for education, founded by the famous Jean Piaget, constructivism highlights the importance of active involvement learners in constructing knowledge for themselves.

According to Piaget, If the intellectual development is a process of changes of structures from the most simples to the most complex, the structures of knowledge are constructions that go modifying through the assimilation processes and accommodation of lay outs. The assimilation that consists on in the incorporation to the brain of external elements and the accommodation that refers to the lay out changes or to the necessity of adjusting the layout or fit it to the new

situation. The cognitive goal consists on the equilibrium between the assimilation and the accommodation. Thus, a structure is in cognitive equilibrium with the purpose of learning when it is in the right conditions of giving in an adequate way, it means, when the learning is correctly assimilated after being accommodated to its characteristics (Pedagógicas, 2019) .

Students are thought to use background knowledge when new information is approached; the learner faces a loss of balance with their previous understanding which demands a change in cognitive structure. This change effectively combines previous and novel information to form an improved cognitive schema. Constructivism can be both subjectively and contextually based. Under the theory of radical constructivism, coined by Ernst Von Glasersfeld, understanding relies on one's subjective interpretation of experience as opposed to objective reality. Similarly, William Cobern's idea of contextual constructivism encompasses the effects of culture and society on experience (Bodner, 2001).

In pedagogy it is denominated constructivism to a current that affirms that the knowledge of all the things is the individual's mental process that is developed in an internal way as the individual interact with his environment.

The concept of constructivism has influenced a number of disciplines, including psychology, sociology, education and the history of science (Eddy, 2004).

1.2.1.2 Experiential Learning Theory

Carl Rogers on Experiential Learning Theory (ELT) provides a holistic model of the learning process and a multiline model of development, both of them are consistent with what teachers know about how people learn, grow, and develop. The theory is called 'Experiential learning' to emphasize the central role that experience plays in the learning process, an emphasis that distinguishes ELT from other learning theories. The term 'experiential' is used, therefore, to differentiate ELT both from cognitive learning theories, which tend to emphasize cognition over affect, and behavioral learning theories that deny any role for subjective experience in the learning process.

Experiential learning theory defines learning as ‘the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience’ (Theories, 2019).

1.2.1.3 Cooperative Learning Theory

As it is stated, cooperative learning is the groupal learning based on the exchange of social experiences and information, which motivates their self-improvement and help others to learn (Meng, 2010)).

Cooperative Learning develops the speaking skills of students who refuse to learn a foreign language. This theory considers that teachers are not the transmitters but the learning mediators (Attamimi, 2014).

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson & Holubec, 2008).

Cooperative learning is one of the best researched of all teaching strategies. The results show that students, who have opportunities to work collaboratively, learn faster and more efficiently, have greater retention, and feel more positive about the learning experience. This is not to say that students can just be put into a group and assigned a project to complete. There are very specific methods to assure the success of group work, and it is essential that both teachers and students are aware of them. Recently there has been criticism of this process largely as a result of its misuse. To be perfectly clear, this is not a way for teachers to ‘get off the hook’ as students work in groups while the teacher corrects papers! It is not a way for teachers to address the needs of ‘gifted’ students by continually putting them in charge of learning groups. It is a way for students to learn essential interpersonal life-skills and to develop the ability to work collaboratively—a skill now greatly in demand in the workplace. It is a way for students to take turns with different roles such as facilitator, reporter, recorder, etc. In a cooperative group, every student has a specific task, everyone must be involved in the learning or project, and no one can ‘piggyback.’ The success of the group depends on the successful work of every individual.

Students work together on academic tasks in small groups to help themselves and their teammates learn together. In general, cooperative learning methods share the following five characteristics.

1.2.1.4 Task Based Learning Theory

Throughout the tasks the use of symbols was combined with other communication strategies such as gesture, words, objects and signs. By using these differing methods we anticipated this would encourage communication with the participating students (Fitzgerald, 2003).

Task based learning promotes real communication in the English class. If Task Based Learning is applied, learning is more natural because students focused on meaning and not only on form (Rodríguez-Bonces, 2010).

1.2.1.5 The cognitivist theory

Cognitivism involves examining learning, memory, problem solving skills, and intelligence. Cognitive theorists may want to understand how problem solving changes throughout childhood, how cultural differences affect the way we view our own academic achievements, language development, and much more (Feldman, 2010).

The cognitivism theory focuses on the inner mental activities opening the “black box” of the human mind is valuable and necessary for understanding how people learn. Mental processes such as thinking, memory, knowing, and problem-solving need to be explored. Knowledge can be seen as schema or symbolic mental constructions. Learning is defined as change in a learner’s schemata (Scheur, 2007).

1.3. Language

1.3.1 Definition of language

“Language is a set (finite or infinite) of sentences, each finite in length, and constructed out of a finite set of elements” (Chomsky, 1957).

“Language is the linguistic system in which a speaking community is been worth and that it is characterized to be strongly differentiated, to possess a high leveling grade, to be the vehicle of an important literary tradition and, in occasions, for being exposed to linguistic systems of its own origin” (Alvar, 2007).

The English word language derives ultimately from Proto-Indo-European “tongue, speech, language” through Latin lingua, “language; tongue”, and Old French language” (AHDEL, 1992).

Language is a wider concept to make references to communication systems and transmission of information. This way, language considers, besides the created languages by human beings (math language, informatics, graphic, gestural, as well as languages constituted by signs systems or drawings), the languages used by animals to communicate among themselves (Significados., 2018).

1.3.2 Learning a foreign language

Mentioning (Ellis, 2010), states that “learners possess communication strategies that can help them effective use of their second language. For example, even if they have not learned a word they are able to communicate the idea”.

Students of different institutions do not consider the importance of learning a second or foreign language, they are not aware of the opportunities and doors that can be opened when knowing different language.

Studies, work, communication, learning of other cultures can be approached when a person has the ability of speaking different languages besides their native language, and it is so that many students have left their hometowns to pursuit and achieve their goals, which have been chosen since early ages.

“It will surprise many people to know that there are not superior languages. Every language is a linguistic system deniable in the same terms as the other ones, with the necessary grammatical ordering for a complex gamma of abstract communication, symbolic, metaphoric, imperative,

expressive, and ludic, from a particular phonologic system. Nahuatl is a linguistic system as German; Mayais a complex system as French: Zapoteco is also as Italian and Puerpecha as Greek, Spanish and English are as Mazateco” (Montemayor, 1998).

1.3.3 Language and culture

Until the last century prevailed remarkably the school discrimination; the indigenous population was forced to drop their cultural values and to assume other cultures, the mestizo culture was inserted in a homogenizer school system and characterized by a vertical educational model where the teacher was the owner of the knowledge and the students spend long hours cloistered in the classroom, in case of the indigenous students with the addition to forget their maternal language and learn “to speak in Christian” (Toalombo, 2015).

1.4 Communication in a foreign language

The communication in a foreign language is so important to know the necessary languages to obtain an excellent communication with each other.

1.4.1 Communication

As the words of (Tena, 2004) he states that “communication is the art of transmitting and receipting information by means of the message. For that reason men have developed communication forms that facilitate the exchange of ideas, knowledge or feelings”.

1.4.2 Communication elements

The commutation in any language has such important elements as shown hereby:

(Dominick, 2002) States the following elements of communication:

- ✓ **Source:** The source begins the process when having an idea or thought that the sender wants to transmit to another entity.
- ✓ **Code:** The code refers to the activity in which the source is crossed to interpret the thoughts and the ideas so that they can be perceived by the senses.
- ✓ **Message:** The message is the real physical product coded by the source and when speaking our speech it is the message.
- ✓ **Channels:** The channels refer to the form on how the message travels toward the receiver and the sound waves transport the spoken word.
- ✓ **Decoding process:** The decoding process consists on activities that you translate or they interpret by physical messages to a form that means something for the receiver.
- ✓ **Receiver:** The receiver is the objective of the message; its final goal can be a single person, a group, an institution or even a big anonymous group of people.
- ✓ **Retroaction:** The retroaction represents the investment of the communication flow.

The communication elements approached by Dominick is considered a remarkable issue that allow people have the best transmission of the ideas or messages when people from different countries, cities, provinces, etc., want to transmit their thoughts in order to obtain the best understanding during the conversation.

1.5. Multiple Intelligences

1.5.1 Definitions by some authors

According to (Gardner, 1999) intelligence is much more than IQ because a high IQ in the absence of productivity does not equate to intelligence. In his definition, “Intelligence is a bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture”

“Capacity to solve problems or creating products that are valuable in one or more cultural environments” (Villarroel, 2003).

1.5.2 Characteristics of human intelligence

The following characteristics were studied and launched by Gardner (1994) to have better understanding on this issue.

- ❖ A group of abilities that allow a person to solve opposing genuine problems along the life.
- ❖ The capacity to create an effective product or to offer a service that is valued in a culture.
- ❖ The potentiality to recognize or to create problems, establishing this way the necessity of a new knowledge. In this sense, the Theory of the Multiple Intelligence (MI) represents Gardner’s pluralistic vision about the mind. (Gardner, 1994)

Here he emphasizes “many different and discreet knowledge facets where each person has cognitive strengths and different cognitive styles” (Gardner, 1994).

1.5.3. Intelligences formulated by Howard Gardner.

At first Gardner enounced a number of seven intelligences, these are state hereby (Gardner, Intelligence reframed: Multiple intelligences for the 21st century., 1999. p. 41-43):

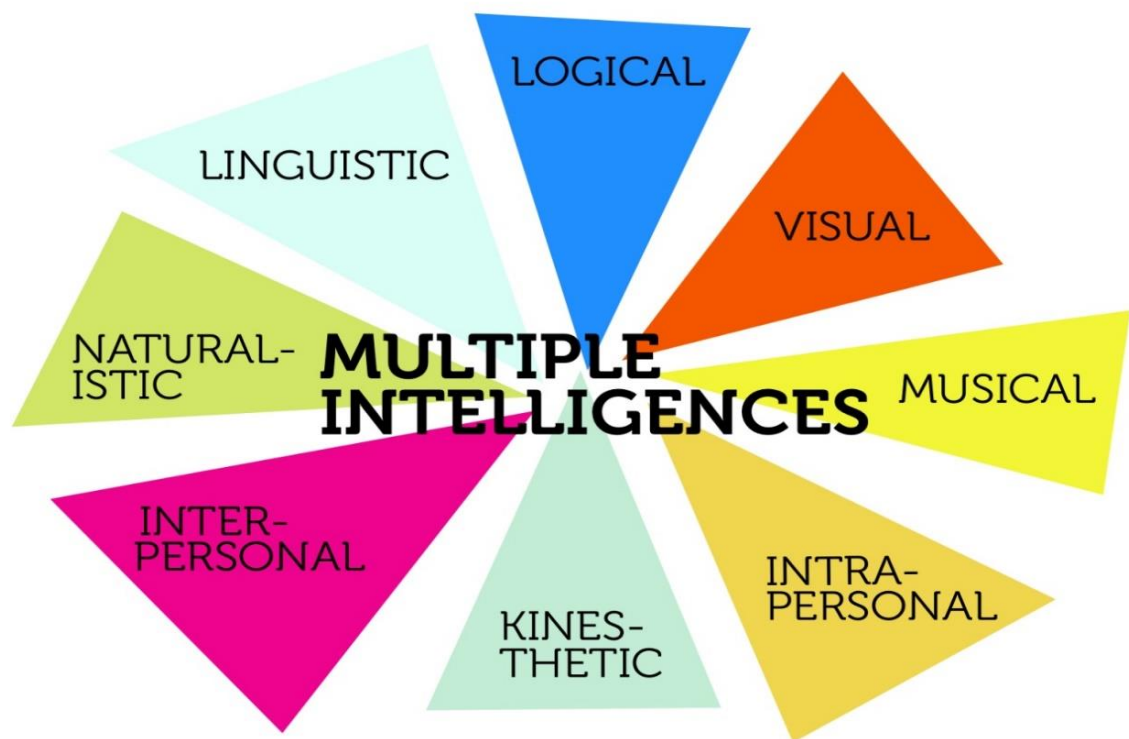
- ✓ **Linguistic intelligence** involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. This intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence.
- ✓ **Logical-mathematical intelligence** consists of the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. In Howard Gardner’s

words, it entails the ability to detect patterns, reason deductively and think logically. This intelligence is most often associated with scientific and mathematical thinking.

- ✓ **Musical intelligence** involves skill in the performance, composition, and appreciation of musical patterns. It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms. According to Howard Gardner musical intelligence runs in an almost structural parallel to linguistic intelligence.
- ✓ **Bodily-kinesthetic intelligence** entails the potential of using one's whole body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related.
- ✓ **Spatial intelligence** involves the potential to recognize and use the patterns of wide space and more confined areas.
- ✓ **Interpersonal intelligence** is concerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, salespeople, religious and political leaders and counselors all need a well-developed interpersonal intelligence.
- ✓ **Intrapersonal intelligence** entails the capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives.
- ✓ **Naturalist intelligence** enables human beings to recognize, categorize and draw upon certain features of the environment. It 'combines a description of the core ability with a characterization of the role that many cultures value.

The researcher (Kornhaber, 2001) identified many reasons why teachers and policymakers have replied positively to Howard Gardner's presentation of multiple intelligences. Thus: the theory validates educators' everyday experience: students think and learn in many different ways. It also provides educators with a conceptual framework for organizing and reflecting on curriculum assessment and pedagogical practices. In turn, this reflection has led many educators to develop new approaches that might better meet the needs of the range of learners in their classrooms.

Figure 1 Graphic of Multiple intelligences



Source: <https://readnicole.files.wordpress.com>

1.6. Audio-Visual learning and strategies

1.6.1 Auditory learners

Auditory learners are the people who concentrate more on the spoken word, instead of the written word. For these students, teachers can make use of taped recordings of lectures. Instead of reading from a textbook, auditory learners can benefit greatly if they are provided with computers having speech-recognition devices. Teachers can use microphones while giving lectures for the students who have hearing disabilities.

1.6.2 Visual learners

In the past, teachers would use slide projectors in classrooms. They have now been replaced by PowerPoint presentations. But the purpose of both is the same. Students who are visual learners will gain a better understanding of various concepts when they are explained through the use of graphic portrayals – like charts, diagrams, and illustrations. Such students' learning outcomes can be greatly augmented if teachers find visual supplements to be used during the lectures.

1.6.3 Incorporating movie clips

If the teachers choose to incorporate instructional videos in their lectures, it would not only facilitate the learning process but would also make it fun. Teachers can download video clips from the web and embed them in a PowerPoint presentation if the Internet facility is not available in the classroom. Before watching the video, teachers should explain what the students should be looking for in the video. After watching it, teachers should discuss the video with the students in order to make sure that the students understood the purpose of the video (Branson, 2015).

1.6.4 Audio-visual materials

Audiovisual materials may have had a key role in the understanding of instructions, especially if we consider that they help students to form clear and accurate concepts in English and they provide interest (Daniel, 2013).

As (Daniel, 2013) points out, audio-visual aids:

- Help to avoid excessive, empty, and meaningless verbalization in teaching English.
- Help students to form clear and accurate concepts in English.
- Make teaching and learning effective.
- Provide variety to teaching.
- Provide interest and inspiration.
- Clarify the subject-matter.
- Save time and energy. (p. 3811)

(Krčelić, 2015) Mention that “today’s students live in a predominately visual world, exposed to the media, technology and an overabundance of digital stimuli” (p. 110).

“All children need a measure of routine and predictability to their day because it provides a significant sense of certainty and security” (Touhill, 2012) .

“When introducing new material, we often need also to give explicit descriptions or definitions of concepts or processes, and whether we can or cannot explain such new ideas clearly to our students may make a crucial difference to the success or failure of a lesson” (Ur, 1991).

According to (Hindal, 2014), “through the visual learning system, the learner recognizes objects, distinguishes sizes and shapes, perceives depth, notes color, and uses visual-spatial awareness to estimate where he is”.

1.6.5 Suggestopedia in language teaching

Georgi Kirilov Lozanov enounced that Suggestopedia is a language teaching method. This language teaching method highly supports the use of audio-visual aids in teaching language.

The most visible characteristics of Suggestopedia are the decoration, furniture and arrangement of the classroom, the use of music and the authoritative behavior of the teacher (Richards, 1986).

Mostly the classroom is arranged with diverse colorful posters for a relaxing learning environment for the learners.

The classroom setting is arranged in a way so that it creates an image of target language settings. (Freeman, 2000) Stated:

“The challenge for the teacher is to create a classroom environment which is bright and cheerful. This was accomplished in the classroom we visited where the walls were decorated with scenes from the country where the target language is spoken. These conditions are not always possible. However, the teacher should try to provide as positive an environment as possible”.

(Mathew, 2013) carried out a study on the usefulness of audio-visual aids in ELT. According to the authors, “Teaching and learning becomes monotonous when the language teachers are compelled to rely on the text books as the only source of language input”. In their study, they explored how the use of audio visual aids helps the language teacher in EFL classroom at undergraduate level.

1.7. Technology in language teaching

Using technology in language teaching has contributed a lot to make our lives easier and comfortable. The teachers in the field of education and training are using different technologies in their classes to make it different and effective; currently teachers of ELT are well aware of the trend of incorporating ICT in language teaching in diverse ways. (Ozaslan, 2013) states a relevant study where they found that students learn better if materials are presented through some visual tools.

1.7.1 Presentations in Slides

Teachers believed that slides makes the content more appealing which draw the attention of

the students easily. According to (Norvig, 2003), “PowerPoint makes it harder to have an open exchange between presenter and audience, to convey ideas that do not neatly fit into outline format” (Craig & Amernic, 2006)).

Nevertheless, (Corbeil, 2007) in his study found that students like PowerPoint for their brightness, liveliness, clarity and interactivity. It helps the learners to understand better as they can see the visual with examples.

1.7.1.1 Presentation skills in Power Point

The use of PowerPoint in presentation has become popular in the recent time. Availability of multimedia projectors and computers has made the task easier for the teachers of using PowerPoint slides in their lecture (Mutar, 2009).

Teachers present the teaching materials visually in the class using a PowerPoint presentation. Also, teachers can explain some examples with colorful image or video using the PowerPoint slides. As a result, the class becomes interesting to the learners and they are motivated and highly engaged in the class activities (Subartha, 2012).

1.8. Audio-visual aids

The use of videos in teaching English as a foreign language is a common practice for the ELT practitioners. Nowadays, internet facilities and availability of different technology have made the task of the language teachers easier. Teachers can download different videos appropriate for the learners from internet. As there are thousands of readymade videos designed for language

teaching, teachers can easily choose according to their needs (Ozkan, The use of video cases in teacher education. The Turkish Online Journal of Educational Technology, 1(1), 37-40. , 2002) .

(Cakir, 2006) reported that use of video in language teaching ensures authentic language input to the learners. Moreover, using content related videos helps the learners to conceptualize the ideas and get in depth thought on that topic.

(Cunning, 2001) Discussed the usefulness of using videos in language teaching stating that video provides stimuli to the learners which facilitates an opportunity to the learners to get a background schema of the subject.

As (Herron, Secules & Tomasello, 1992) stated, “Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension (Long & Doughty, 2009).

1.8.1 Using picture in EFL classroom

Use of picture in language teaching is effective aids in an EFL classroom. Using relevant pictures in classrooms makes the class interesting and interactive.

Use of audio-visual materials makes the learning more long-lasting than the use of traditional textbooks (Craig & Amernic, 2006).

1.8.1.1 The advantages of using pictures

- Pictures are very available in online.
- Almost all types of pictures exist on internet.
- A picture can express thousand words which is more effective than giving only verbal lecture.

1.8.2 Using songs in teaching language

Songs are useful to provide language input to the learners. Music creates a relaxing environment to lower the anxiety level of learners.

(Freeman, 2000) Explained that the settings of a suggestopedia classroom stating, the teacher puts on some music.

However, (Freeman, 2000)) pointed out that “music reinforces the linguistic material. It is desirable that students achieve a state of “infantilization” so that they will be more open to learning. If they trust the teacher, they will reach this state more easily”.

1.8.3 Songs in Designing Activity

Songs can be used in the pre-task of a speaking class. Learners can be asked to share their understanding of the theme of the song in the class after they listen to it. They can reflect on the song played in the class. Thus songs can be good way of motivating the learners in speaking as well (Rosava, 2007).

There can be practice of all the four language skills through different drills practices individually and in pair. It ensures better language input and exposure to the learners than the classroom settings. “The language laboratory helps to train some students to rally listen to what they say and how they say it. When they compare their pronunciation with the correct version on the tape, they begin to notice the differences, and this awareness, over a period, helps them to hear and pronounce English better” (Harmer, 2001).

1.8.4 Benefits of using visual aids in teaching reading

According to (John, Salehi & Yunus, 2013), use of visual aids creates interest among the learners in reading. Different visual aids like pictures, videos and projectors helps the learners to understand the abstract ideas of the text. Moreover, visual aids create an authentic communication between the readers and the text. It makes the reading process faster and active. Readers feel more engaged with the text through visual aids (pp. 114-15).

1.8.5 Usefulness of visual aids in teaching speaking

(Cakir, 2006) explains the idea of using videos in language class to facilitate speaking and presentation skills. He stated Active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels (p. 69).

1.8.6 Visual aids in facilitating writing

According to (Harmer, 2001)“Teachers sometimes use pictures for creative writing. They might tell the students to invent a story using at least three of the images in front of them (on cue cards, for examples). They can tell them to have a conversation about a specified topic, and at various stages during the conversation, they have to pick a card and bring whatever that card shows into the conversation (p.135).

1.8.7 Use of audio and video in teaching listening

Teaching listening is one of the most difficult tasks for the teachers. That is why this skill with the development of technology has become easier.

As a result, the use of audio-visual materials in teaching listening skill has increased significantly. Even the modern ELT teachers are trained in way so that they can learn how to incorporate audio-visual aids in language teaching (Ozkan, The use of video cases in teacher education. The Turkish Online Journal of Educational Technology, 1(1), 37-40., 2002).

1.8.8 Planning for teaching listening

According to (Underwood, 1989) “In the pre-listening phase of a lesson it can cause “students to ‘switch off’ and not attempt to do anything, and this in turn distracts those who are trying to perform the task. All the students should understand what they have to do before a teacher starts to play, read or speak the listening text” (Rosava, 2007).

1.8.9 Teaching vocabulary through visual aids

According to (Allen, Kate & Marquez, 2011), “Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words”.

1.8.10 Challenges of using audio visual materials in class

According to (Cakir, 2006) the main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for the students (p.68).

CHAPTER II

DIAGNOSTIC

2.1 Background

Unidad Educativa “Zuleta” is a public institution which develops its educative activity in the rural area called Zuleta, Angochagua Parish, Ibarra Canton, and province of Imbabura.

2.1.1 Mission

Unidad Educativa “Zuleta” is a Rural Educative Institution that offers the levels of: Initial education, Basic General Education and Unified General High school with Technical mention in Agricultural Production, working in three separate and appropriate blocks, offering an inclusive education of quality and warmth, where the students develop their individual capacities, with processes under a constructivist pedagogical model valuing their culture, taking care of their natural environment through participative projects based on the limits of the good live.

In primary school there are 70 children and in high school there are 115 youths. The Educative Unit has the technical specializations.

2.1.2 Vision

Unidad Educativa “Zuleta”, by year 2022 will be a local referent in the integral formation of boys, girls and adolescents, giving the society graduate students with entrepreneurial competences, proactive, sensitive to the necessities of their environment and committed to the improvement of the personal conditions and social life.

2.2 OBJECTIVES

2.2.1 General Objective

To elaborate a study on audio visual interactive strategies in the teaching of the English language throughout the application of a mixed learning method for a fluent oral communication in the eighth year students of GBE at Unidad Educativa “Zuleta”.

2.2.2 Specific Objectives

- To establish the theoretical and conceptual basis about audiovisual interactive strategies in the teaching of the English language through bibliographical-conceptual search articulating scientifically the investigation work.
- To make a diagnosis that establishes the influence of the interactive strategies in the oral production of the English language for eighth grade students of GBE at Unidad Educativa “Zuleta”.
- To implement communication spaces on the socialization and consciousness of the practice of the English language as a foreign language for eighth grade students of GBE at Unidad Educativa “Zuleta”.
- To analyze the main impacts that will be generated with the use of the audio visual interactive strategies to conclude on their incidence in the English language teaching.

2.2.3 The Ministry of Education of Ecuador

The Ministry of Education has established the curriculum of Foreign Language, regarding different aspects for a better learning.

This is what has been determined by de Ministry of Education and it is shown below:

The Ministry of Education, from the National Direction of Curriculum as part of the educational politics has designed a new English curriculum of foreign language that responds to the necessities of the Ecuadorian reality. The curricular proposal is designed for the students from 2° to 10° grade of Basic General Education and from 1° to 3° of Unified General High school

whose native language is not English. Since the Ecuadorian population is composed of groups of different cultural and linguistic origins, this plan of studies recognizes that not all of the students in Ecuador are Spanish-speaking L1 and there are diverse bilingualism grades in the communities. In consonance with the necessities of a population linguistically and culturally diverse, this proposal presents a justification and a mark for English learning at the time that recognizes and it facilitates the educational inclusion of the students, independently of their native Language (L1). The curricular proposal is flexible, worked by sub-levels, developed in five (5) curricular blocks aligned with the exit profile and the values of justice, innovation and solidarity that it promotes, as well as with the Common Frame of Reference for Languages (CFRL), MEE.

The basic principles of the curricular proposal can be summarized in:

- The focus of communicative language: the language memorizes better as a means for interaction and to communicate and not as a group of knowledge that is memorized.
- Focus centered in the student: teaching methodologies that reflect and respond to the strengths and challenges of the students, facilitating their learning process.
- Thought abilities: to learn a foreign language impels the development of the thought, as well as the necessary social and creative abilities for the permanent learning and the exercise of the citizens.
- Integrated learning of Content for the Foreign Languages (AICLE): a model used to integrate the learning of the language with cultural aspects and cognitive, so the acquisition of this language is good as motor for the development of the students.
- Standard international: the plan of studies is based internationally on the levels and grateful teaching processes for the learning of languages (MCER).

Figure 2 Lengua Extranjera



Source: <https://educacion.gob.ec/curriculo-lengua-extranjera/>

2.3. MATRIX OF DIAGNOSTIC RELATION

VARIABLE MATRIX OF SITUATIONAL DIAGNOSTIC

VARIABLE	OBJECTIVE	INDICATOR	SOURCE	TECHNIQUE	SOURCE OF INFORMATION
Independent: Audiovisual interactive strategies	To obtain theoretical and conceptual basis about audiovisual interactive strategies in the teaching of the English language	Songs Videos Expressions Music Audio aids Video aids	Primary	Survey	English teachers at Unidad Educativa "Zuleta". 20 students of eighth year of GBE at Unidad Educativa "Zuleta"
Dependent: English language teaching	To establish the influence of the interactive strategies in the oral production of the English language	Oral communication Level of motivation Active attention Level of learning	Primary	Observation	20 students of eighth year of GBE at Unidad Educativa "Zuleta"

Elaborated by: Carmen Sandoval

2.4 Type and investigation design

It is important to point out the type of the investigation carried out in this research work. Thus, the investigation was:

- Quantitative
- Qualitative

2.4.1 Methods

Analytic-synthetic.-This method allows to carry out an exhaustive analysis of the results obtained from the gathered information, so that, after being analyzed to carry out a synthesis of what is happening in the teaching learning process of the English language for the eighth year students of GBE at Unidad Educativa “Zuleta”, and to have a clear vision on what happens so this way to apply the corrective necessary actions in the teaching learning process of the English language.

2.4.2. Techniques for data gathering

The techniques used in the present investigation were the survey, the observation class and the interview.

The survey:

- **The survey:** It was carried out to twenty students of eighth year of General Basic Education at Unidad Educativa “Zuleta”, with the main purpose to determine and corroborate the information that allows to thoroughly knowing more about the problem that currently the institution has.

The Observation class:

- **The Observation class:** There was an observation class imparted by a teacher of the institution; this will allow to gather more information and to validate the problems that are occurring in the

classroom, besides verifying the behavior of the students regarding to the acceptance or rejection of the English language.

The Interview:

- **The Interview:** A conversation with the authorities and English teachers will be carried out in an informal formal, to discuss different aspects that can be affecting the correct learning of the English language by the eighth grade students of the institution.

2.4.3 Identification of the population

This research has a population composed by:

- ❖ Two English teachers at Unidad Educativa “Zuleta”.
- ❖ Twenty students of eighth year of GBE at Unidad Educativa “Zuleta”.

The universe of the population is very small; this is the reason why it was not necessary to make use any statistic formula to obtain a smaller sample.

2.5 Analysis of results

2.5.1 Analysis of results of the Survey to the students

To determine the problem appropriately and to get a good diagnosis, the survey was an excellent tool.

Source: Survey (See Annex 1)

1. Do you like to learn English as a foreign language?

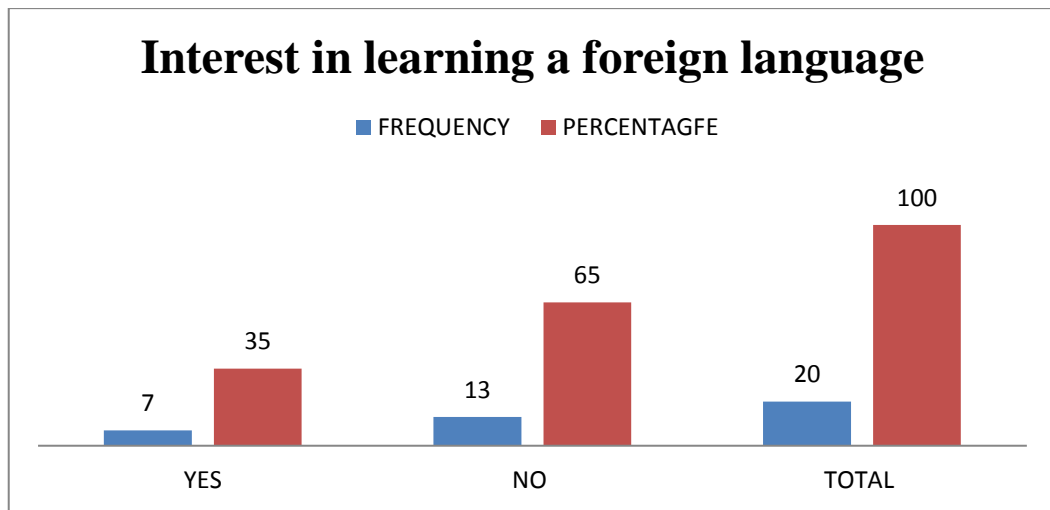
Chart 2. 1

Interest in learning a foreign language

CATEGORY	FREQUENCY	PERCENTAGFE
YES	7	35
NO	13	65
TOTAL	20	100

Source: Direct investigation
Elaborated by: Carmen Sandoval

Graph 2.1



Source: Chart 2.1.

Elaborated by: Carmen Sandoval

Analysis:

The results show that 65% of the students do not like to learn English as a foreign language, the rest of the students which corresponds to 35% mentioned that they like to learn English.

These results reflect that learning a foreign language, in this case English is not a priority for the eighth grade students at Unidad Educativa “Zuleta”.

- 2. Do you think the English language is important for you, your classmates and your community?**

Chart 2.2

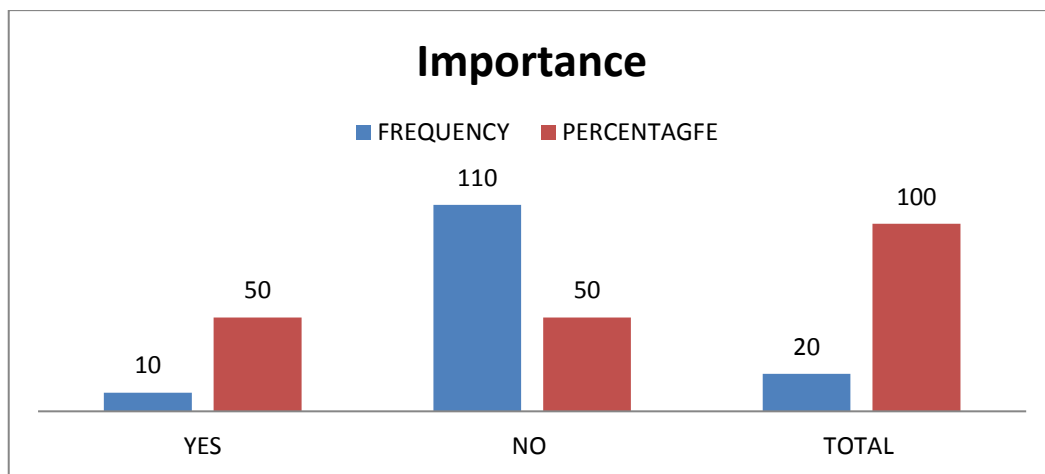
Importance of the English Language

CATEGORY	FREQUENCY	PERCENTAGFE
YES	10	50
NO	110	50
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 2



Source: Chart 2.2.

Elaborated by: Carmen Sandoval

ANALYSIS:

Analyzing the results, it is important to point out that 50% of the students think English is important for them, their families, and their community, but the other 50% consider that English does not have any importance for them.

The English language is not considered relevant for the students, and they give poor importance to learn this language.

3. Do the English teachers make use of audio-visual aids when imparting their English classes?

Chart 2. 3

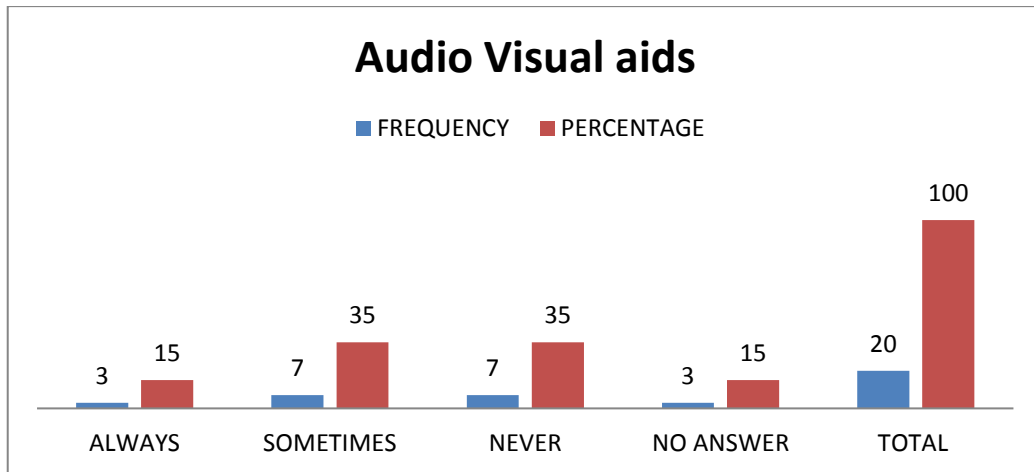
Audio-Visual aids

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	3	15
SOMETIMES	7	35
NEVER	7	35
NO ANSWER	3	15
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 3



Source: Chart 2.3

Elaborated by: Carmen Sandoval

ANALYSIS:

Regarding to this question, 15% of the students mentioned that the English teachers use audio visual aids I their classes, 35% consider that the teachers sometimes make use of audio visual aids, the other 35% say that never, and 15% of the students do not answer the question.

The audiovisual aids are extremely important to obtain excellent results when making use of new methodologies in the English classes.

4. Do you watch interactive videos in your English classes?

Chart 2. 4

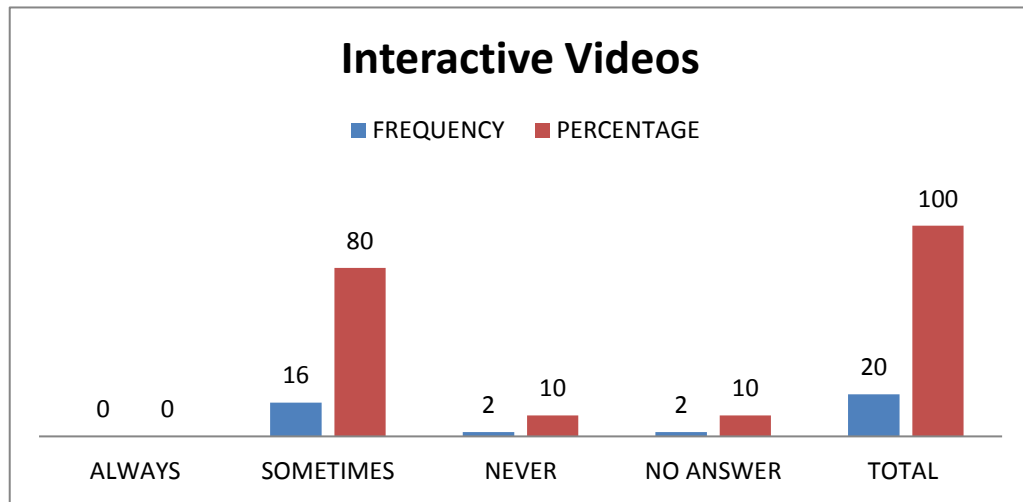
Interactive Videos

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	0	0
SOMETIMES	16	80
NEVER	2	10
NO ANSWER	2	10
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 4



Source: Chart 2.4.

Elaborated by: Carmen Sandoval

ANALYSIS:

Looking at the results, they show in the chart above that 0% of the students said that they watch videos in their English classes, 16% sometimes watch videos, 10% never, and the last 10% do not answer the question.

5. Do you sing English song in your English classes?

Chart 2. 5

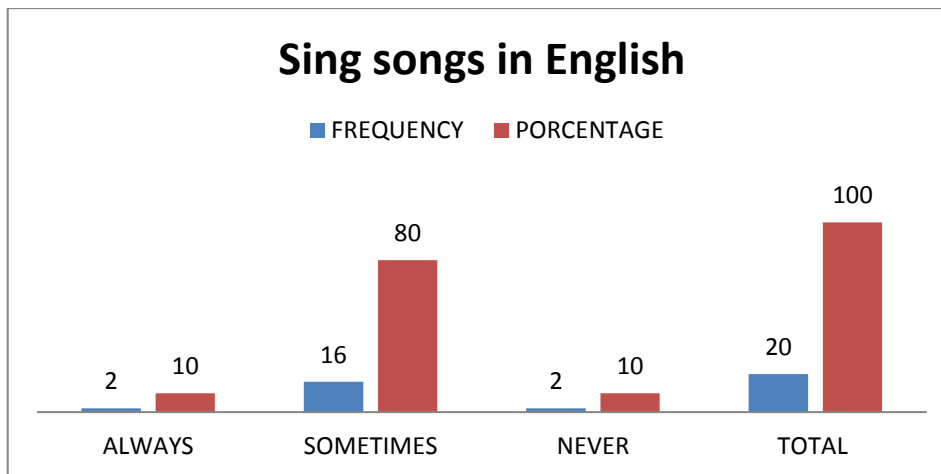
Sing songs in English

CATEGORY	FREQUENCY	PORCENTAGE
ALWAYS	2	10
SOMETIMES	16	80
NEVER	2	10
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 5



Source: Chart 2.5.

Elaborated by: Carmen Sandoval

ANALYSIS:

Pointing out the results of this question, 10% of the students always sing songs in English, 80% sometimes, and other 10% say that they never sing songs in English.

This is an important activity that helps the students learn English. So that the teachers have to put in practice more frequently this interactive activity.

6. Are there enough audio visual materials in your classroom?

Chart 2. 6

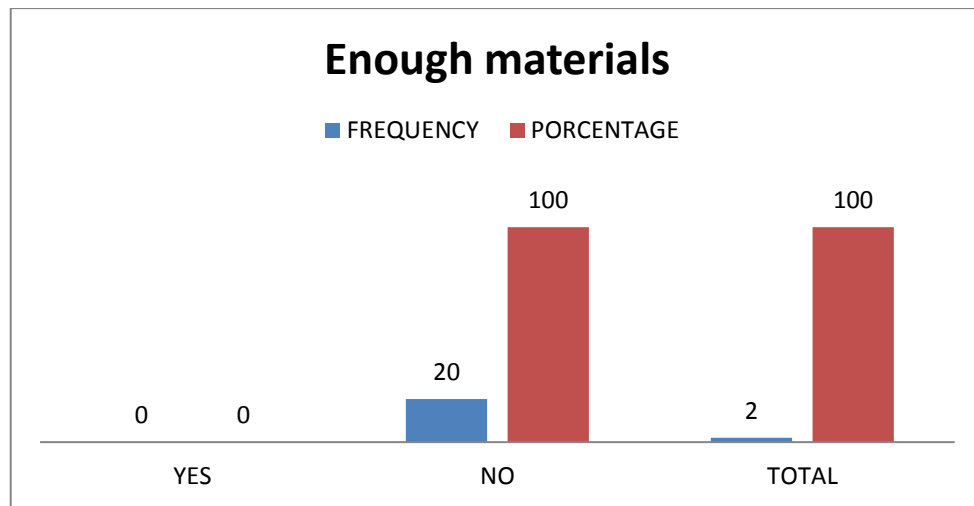
Enough material in the classroom

CATEGORY	FREQUENCY	PORCENTAGE
YES	0	0
NO	20	100
TOTAL	2	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 6



Source: Chart 2.6.

Elaborated by: Carmen Sandoval

Analysis:

Regarding to the results of this questions, the results show that 100% of the students, and putting this in others words, all of the students have detected that there are not enough audio visual material in their classroom.

7. Do you have communication in English with your English teacher??

Chart 2. 7

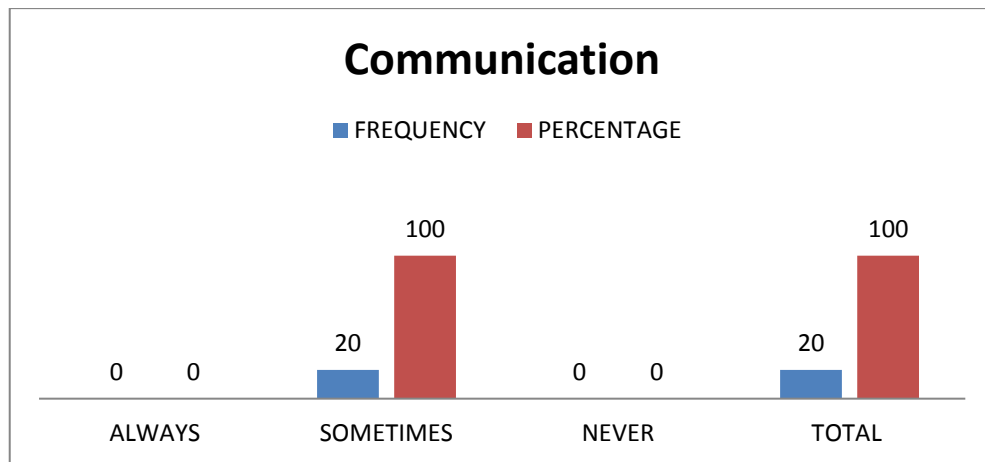
Communication

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	0	0
SOMETIMES	20	100
NEVER	0	0
TOTAL	20	100

Source: Direct investigation

Elaborated by Carmen Sandoval

Graph 2. 7



Source: Chart 2. 7

Elaborated by: Carmen Sandoval

ANALYSIS:

Regarding to this question, 0% of the students answered that they always have communication in English with their teachers, and 10% of the students considered that they sometimes have communication in English with their teachers.

It is relevant to say communication is poor between students and teachers.

8. Do you think the teachers prepare interactive activities as a way of motivation for the students?

Chart 2. 8

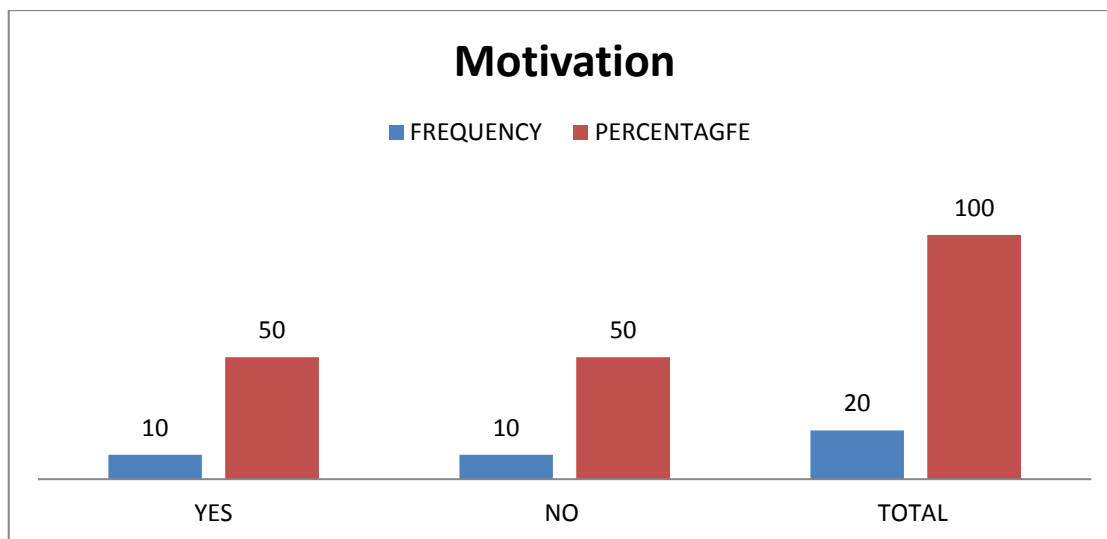
Motivation

CATEGORY	FREQUENCY	PERCENTAGFE
YES	10	50
NO	10	50
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 8



Source: Chart 2. 8

Elaborated by: Carmen Sandoval

ANALYSIS

Checking out the results, the chart shows that 50% of the students said that the teachers do not prepare interactive activities to motivate them, and the other 50% feel that the teachers motivate them with their activities in their classes.

Motivation is important for the students, and they are getting only half of the motivation they need by their teachers.

9. What do you consider your level of English is?

Chart 2. 9

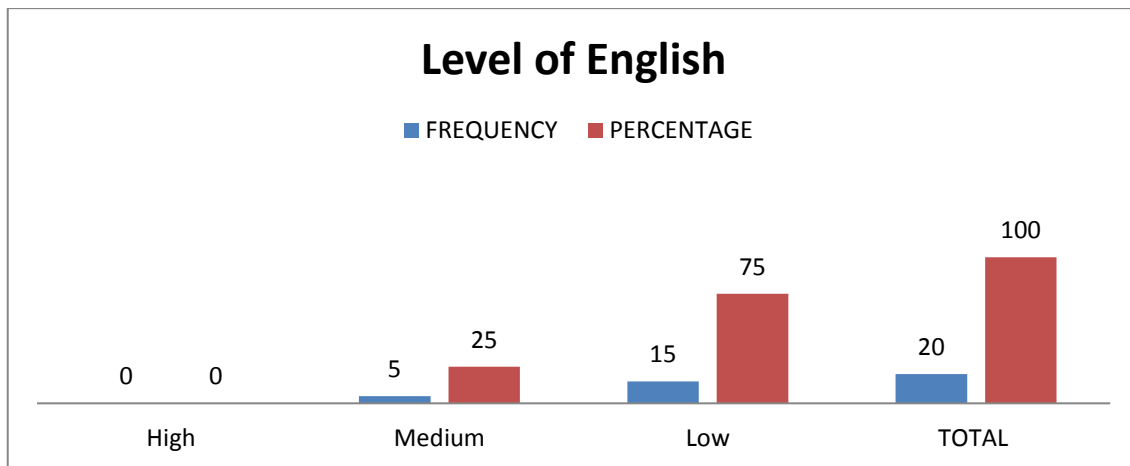
Level of English

CATEGORY	FREQUENCY	PERCENTAGE
High	0	00
Medium	5	25
Low	15	75
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 9



Source: Chart 2. 9

Elaborated by: Carmen Sandoval

ANALYSIS:

None of the students consider that have a high level of English (0%), 25% have medium level of English, 75% have a low level of this language, thus, it is important to take into account the low level of English, so that the teachers can apply new strategies and methodologies to better up the English skills of the students.

Most of the students have a low level of English, and this is due to the lack of practice and also by the rejection they have to learn this language.

10. How often do your English teachers use interactive audio-visual strategies in your English classes?

Chart 2. 10

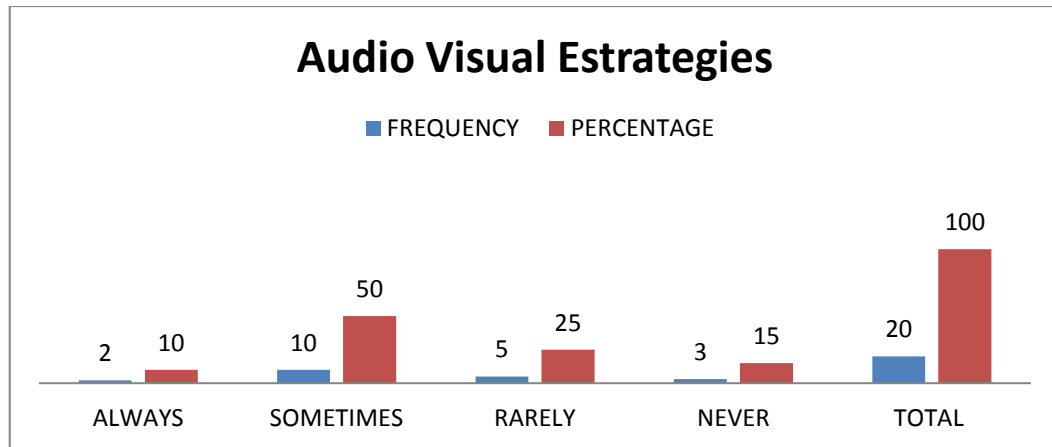
Interactive strategies

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	2	10
SOMETIMES	10	50
RARELY	5	25
NEVER	3	15
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 10



Source: Chart 2. 10

Elaborated by: Carmen Sandoval

ANALYSIS:

Regarding to the frequency in the use of interactive audio visual activities by the teachers, 10% of the students said that the teachers always use this strategy, 50% sometimes do it, 25% rarely, and the last 15% of the students

11. How often do you practice conversation in your classes?

Chart 2. 11

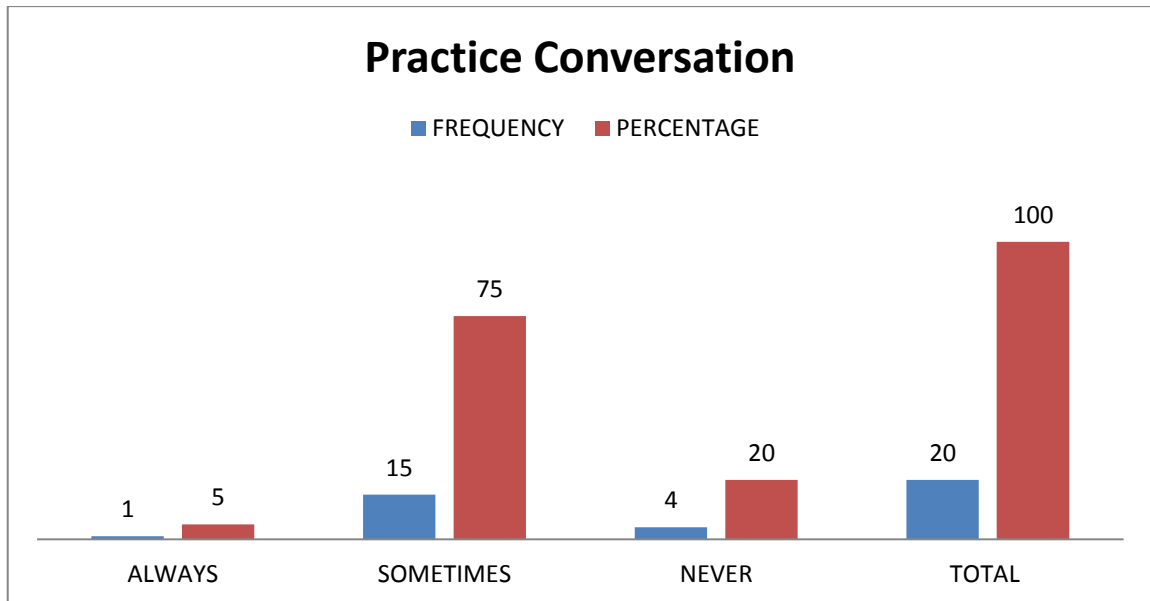
Practice conversation

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	1	5
SOMETIMES	15	75
NEVER	4	20
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 11



Source: Chart 2.11.

Elaborated by: Carmen Sandoval

ANALYSIS:

The results show that 5% of the students say that they always practice conversation in their English classes, 75% sometimes do it, and 20% never practice conversation.

The practice of conversation is essential when learning a language, so, it can be said that there is a problem with the practice of speaking in English.

12. Does your teacher use audiobooks to carry out descriptions of images in your English classes?

Chart 2. 12

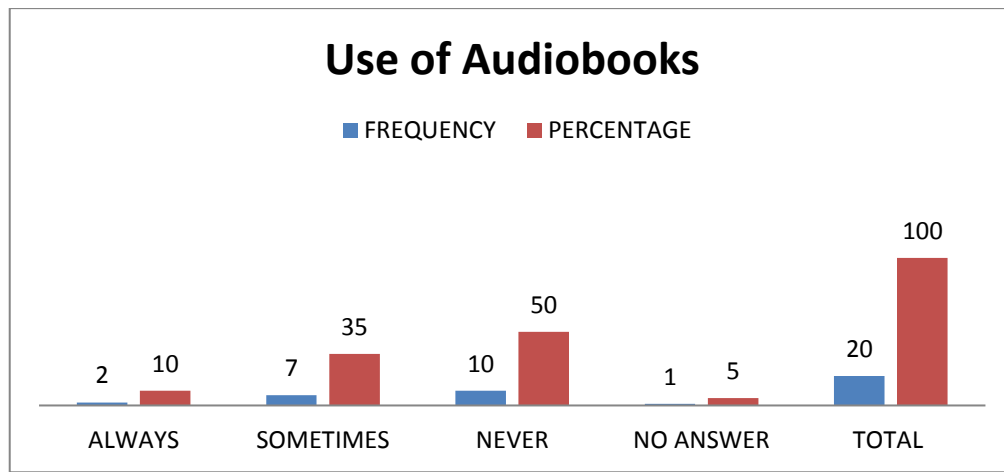
Use of Audiobooks

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	2	10
SOMETIMES	7	35
NEVER	10	50
NO ANSWER	1	5
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 12



Source: Chart 2. 12

Elaborated by: Carmen Sandoval

ANALYSIS:

Analyzing the results, it is visible that there is lack of the use of audio books when the teachers impart their English classes, 10% of the students said that teaches always use audio books, sometimes 35%, never 50% and 5% of the students do not answer this question.

2.5.2 Results and analysis of an observation class

Objective: To get information about the strategies used by the teachers, the level of attention, interest and English learning of the eighth year students at “Unidad Educativa Zuleta”.

- 1. When the English teacher explains something and writes on the whiteboard, the students have the following conduct:**

Chart 2. 13

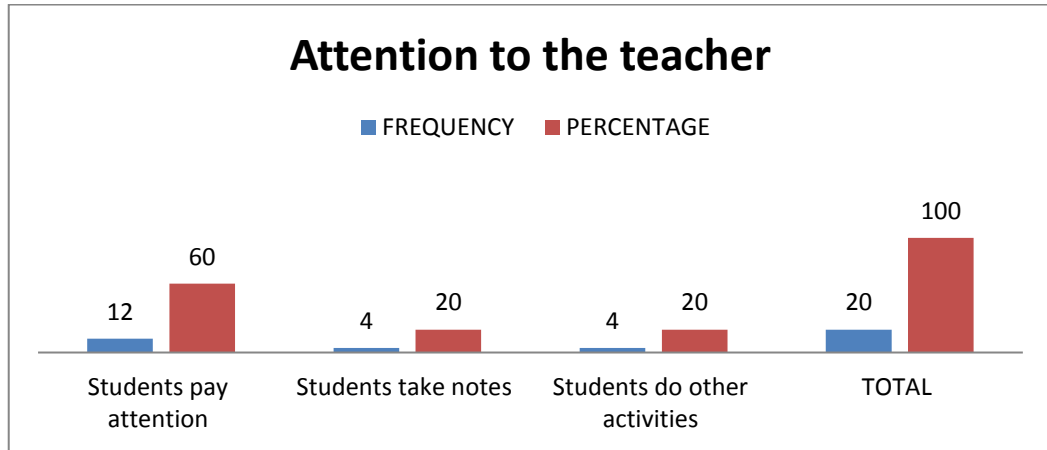
Attention to the teacher

CATEGORY	FREQUENCY	PERCENTAGE
Students pay attention	12	60
Students take notes	4	20
Students do other activities	4	20
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 13



Source: Chart 2.13.

Elaborated by: Carmen Sandoval

ANALYSIS:

As shown in the results, 60% of the students pay attention to the teacher, 20% like to take notes, and other 20% do other activities that do not have to be with the English class

2. Factors that distract the students in their English class.

Chart 2. 14

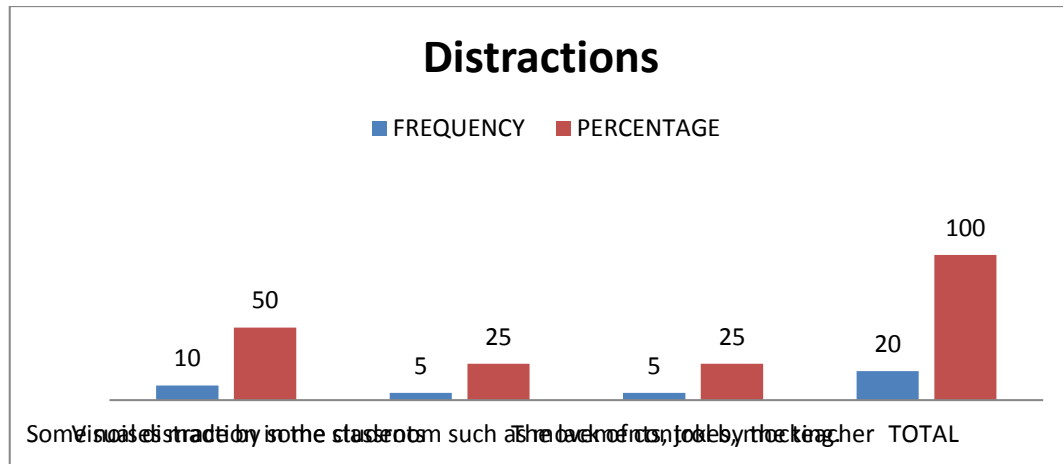
Distraction

CATEGORY	FREQUENCY	PERCENTAGE
Some noises made by some students	10	50
Visual distraction in the classroom such as movements, jokes, mocking.	5	25
The lack of control by the teacher	5	25
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 14



Source: Chart 2.14

Elaborated by: Carmen Sandoval

ANALYSIS:

As shown in the results, that factors that distract the students in classes are caused by a 50% of some noises made by the students, 25% have visual distractions, movements, jokes, mocking, and 25% is caused for the lack of control by the teacher.

3. When the teacher makes use of visual interactive strategies, the students:

Chart 2. 15

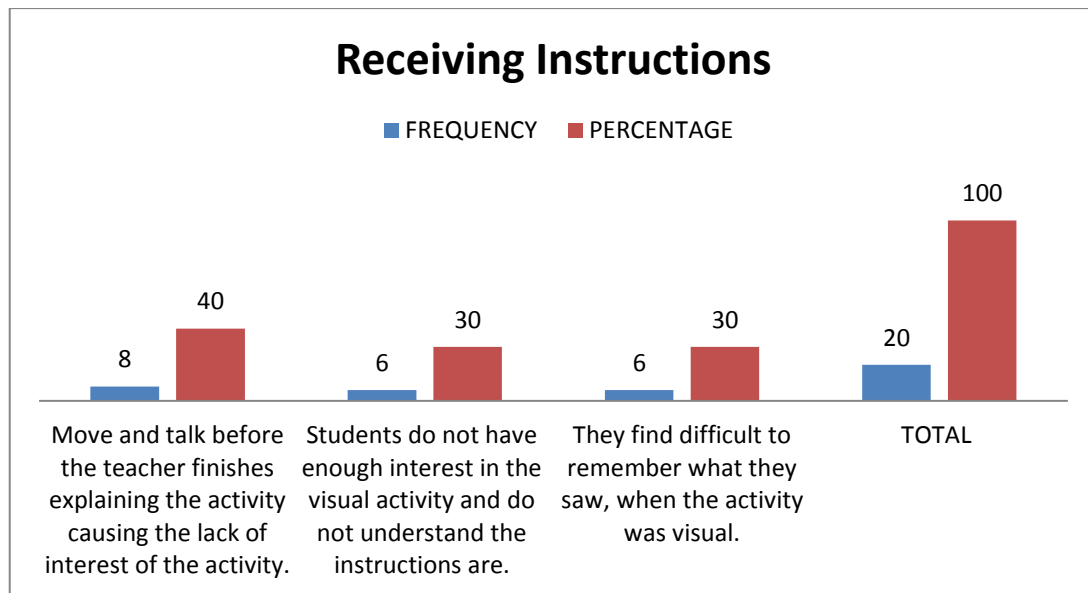
When receiving instructions

CATEGORY	FREQUENCY	PERCENTAGE
Move and talk before the teacher finishes explaining the activity causing the lack of interest of the activity.	8	40
Students do not have enough interest in the visual activity and do not understand the instructions are.	6	30
They find difficult to remember what they saw, when the activity was visual.	6	30
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 15



Source: Chart 2.15.

Elaborated by: Carmen Sandoval

ANALYSIS:

When receiving instructions, 40% of the students; move, talk, before the teacher finishes talking, 30% of the students do not pay attention and do not show any interest in the visual activity being carried out. This causes misunderstanding in the instructions, and finally 30% of the students find difficult to remember what they saw in the visual activity.

4. When the teacher makes the students sing songs in English:

Chart 2. 16

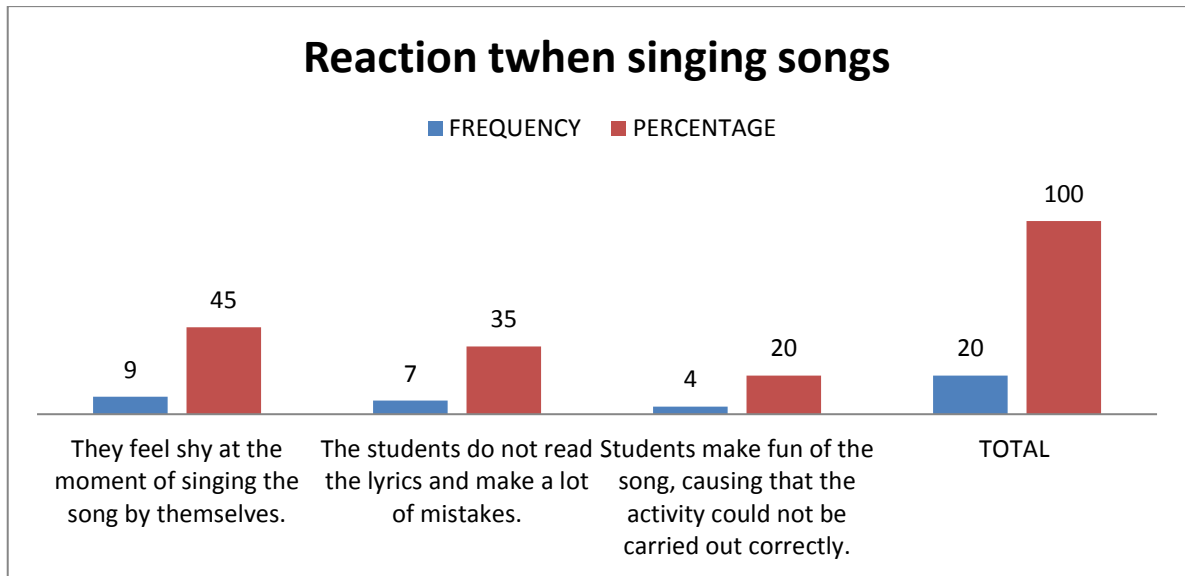
Reaction when singing

CATEGORY	FREQUENCY	PERCENTAGE
They feel shy at the moment of singing the song by themselves.	9	45
The students do not read the lyrics and make a lot of mistakes.	7	35
Students make fun of the song, causing that the activity could not be carried out correctly.	4	20
TOTAL	20	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 16



Source: Chart 2. 16

Elaborated by: Carmen Sandoval

ANALYSIS:

As the results shown above, when the students listen to a song and sing songs, it is remarkable that 45% of the students feel ashamed at the moment of singing a song, 35% do not read the lyrics and make a lot of mistakes, and 20% of them make fun when singing songs. This causes that the activity cannot be practiced and carried out in such a way that the students can improve their level of English.

5. What do the students like the most in their English classes?

Chart 2. 17

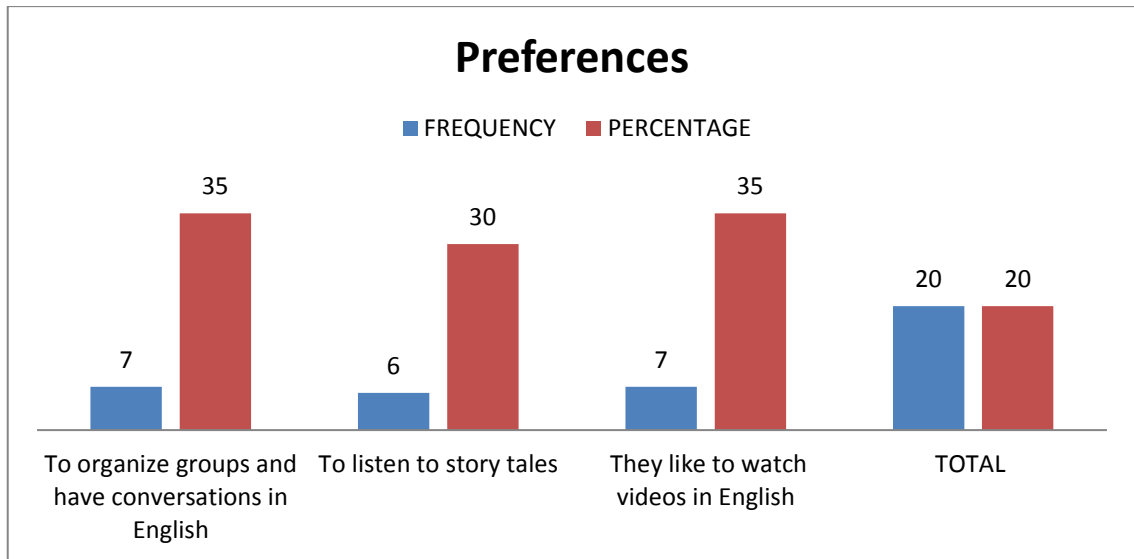
Preferences

CATEGORY	FREQUENCY	PERCENTAGE
To organize groups and have conversations in English	7	35
To listen to story tales	6	30
They like to watch videos in English	7	35
TOTAL	20	20

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 17



Source: Chart 2. 17

Elaborated by: Carmen Sandoval

ANALYSIS:

Regarding to the analysis of this question, in the results of the class observation, it was remarkable to see that 35% of the students like to be organized in groups to have conversation in English, 30% of the students prefer to listen to story tales, and 35% of them like to watch interesting videos in English. All of these activities help the students to better up their English.

6. How often does the teacher use audio visual aids to impart his English class?

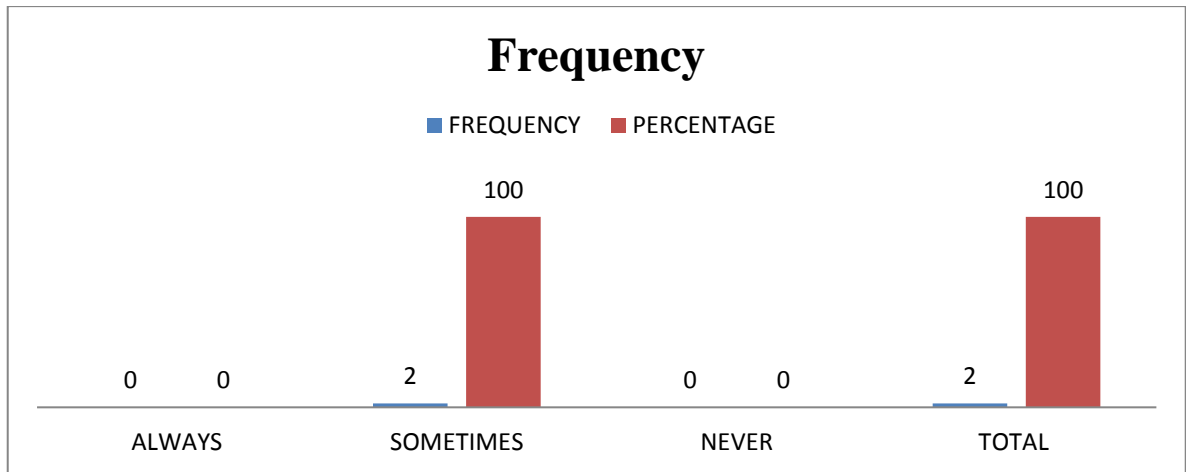
Chart 2. 18

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	0	0
SOMETIMES	2	100
NEVER	0	0
TOTAL	2	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 18



Source: Chart 2.18

Elaborated by: Carmen Sandoval

ANALYSIS:

This is an important question included to be analyzed because the results provide a perspective of what is happening on with the strategies and material used by the teachers when imparting their English classes, and the results show that 100% of the teachers sometimes make use of audio visual aids to impart their classes, and this could be called the attention to the authorities given the fact that the Unidad Educativa “Zuleta” is not being provided with enough materials that can be helpful for a better teaching, and obviously this way the students would have a better understanding.

7. Does the teacher motivate the students to learn English as a foreign language?

Chart 2. 19

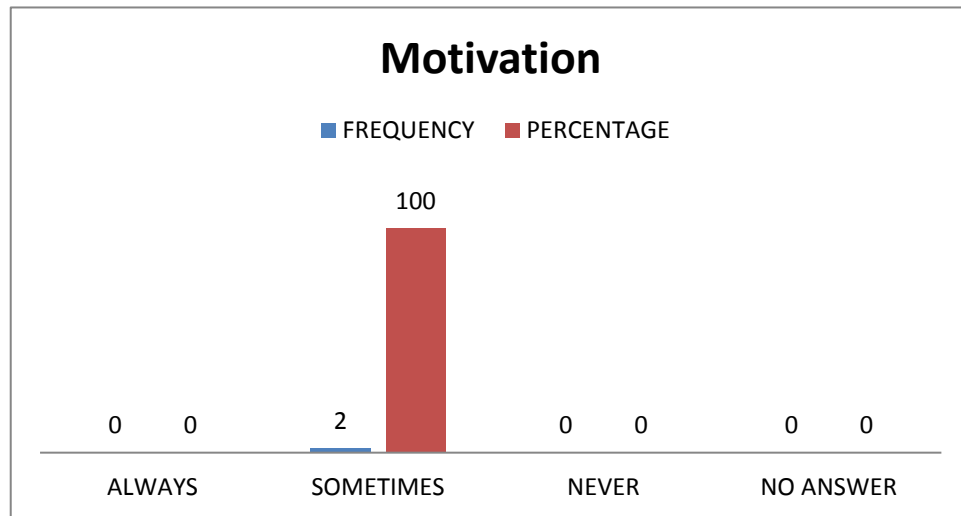
Motivation

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS	0	0
SOMETIMES	2	100
NEVER	0	0
TOTAL	2	100

Source: Direct investigation

Elaborated by Carmen Sandoval

Graph 2. 19



Source: Chart 2.19

Elaborated by: Carmen Sandoval

ANALYSIS:

Motivation is an important fact that the teachers should manage appropriately when teaching a foreign language.

The results show that 100% of the teachers sometimes motivate the students talking to them or doing activities that can call the curiosity of the students, letting them know the importance of learning and approaching a foreign language, which is fundamental for students and people in general because if a person speaks more than one language besides their native language, the world would open its doors providing more opportunities in life.

8. Is there a lack of didactic audio visual strategies in the English classes?

Chart 2. 20

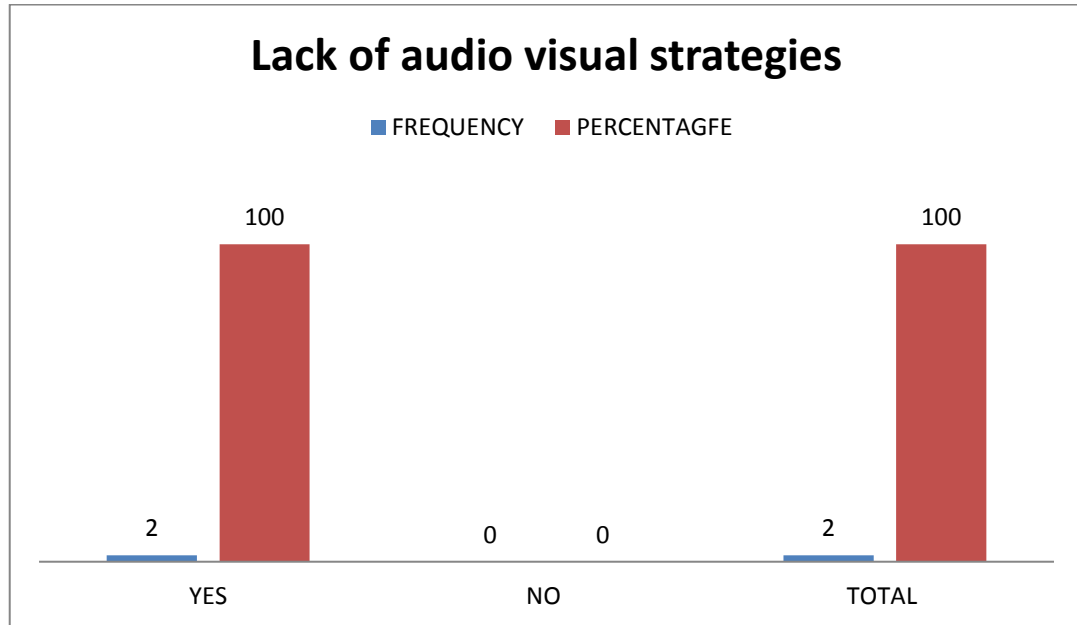
Lack of audio Visual strategies

CATEGORY	FREQUENCY	PERCENTAGFE
YES	2	100
NO	0	0
TOTAL	2	100

Source: Direct investigation

Elaborated by: Carmen Sandoval

Graph 2. 20



Source: Chart 2.20

Elaborated by: Carmen Sandoval

ANALYSIS:

An important aspect to learn English and make the students want to learn it is the fact of making use of innovative strategies in the classroom.

When obtaining the results of the observation class, it was disappointing that 100% of the teachers are focused on using the traditional strategies of teaching, so, it is important to point out the lack of audio visual strategies that are not being planned by the teachers as an important tool to be used in their English classes.

2.6 Analysis: Strengths-Weaknesses-Opportunities-Threats (S.W.O.T)

2.6.1 Strengths

- The strategies applied by teachers influence positively on the students' knowledge.
- Teachers make a lot of effort to fulfill the student's necessities.
- Teachers have continuous training to better up the students learning.

- Despite of the lack of audiovisual aids, teachers look for the best tools to have success in the teaching learning process.

2.6.2. Weaknesses

- Teachers sometimes make use of audio visual activities to reinforce the class.
- Students are shy when singing song in English.
- Most students do not want to learn a foreign language.
- There is a lack of audio visual materials to apply in the classroom.

2.6.3. Opportunities

- Students will have the opportunity to communicate in English with foreigners that visit their community.
- Students will be able to help their family with tourists who go to taste the gastronomy of the area.
- Students may have the chance to obtain scholarships and travel to countries where the native language is English.
- Teachers and students will become in a great work team, fomenting new small business in the community at the service of international visitors.

2.6.4. Threats

- The local authorities will not support the students' needs to learn English.
- Students will keep putting English aside without giving it the importance that requires.
- Teachers will not have the support of authorities when requiring audio visual aids because of the school's low budget.
- Students will sustain their posture for not learning a foreign language, in this case English.

2.7. STRATEGIES: ST; SO; WO; WT

2.7.1. Strategies: Strengths – Threats

- Students will be in the capacity to understand and communicate in English, the audio visual strategies applied by the teachers will have a great incidence in the students, so that, they can put apart the ideas that English is not important to be learned.

- Feedback has to be planned to reinforce the students' knowledge of the English language, make them change the idea that learning a foreign language will open many doors in their lives.

2.7.2. Strategies: Strengths – Opportunities

- The motivation to the students will be an important fact that can call their interest to learn English if the teachers use appropriate audiovisual strategies in the classroom, even Knowing that Unidad Educativa “Zuleta” does not have enough audio visual aids or didactic materials to be used.
- It would be important to take advantage of the different strategies and methodologies applied by the teachers in their English classes, these resources will be effective in the teaching learning process.

2.7.3 Strategies: Weaknesses – Opportunities

- Teachers must give confidence to the students when they are doing some activities like singing songs or having conversations in English, planning some strategies to eliminate the lack of confidence could be helpful to make students trust in themselves and improve their speaking skills.
- Teachers can evaluate the students to certainly know their level of English, and this way take actions to promote the importance of learning a foreign language and the positive incidence that English causes in bilingual or multilingual speakers.

2.7.4. Strategies: Weaknesses-Threats

- It is important to consider the lack of audiovisual aids at Unidad Educativa “Zuleta”, because this can lead the teachers to search for other strategies rather than the audiovisual ones, causing a great incidence in the teaching learning process, obtaining bad results when teaching and evaluating the students.
- Teachers plan their classes focusing on teaching the best they can, but considering that there are certain circumstances that not allow them to give 100% of their knowledge to the students, they should be aware of what can come if they do not take relevant actions in order to overcome different situations that affect the learning of the English language; nevertheless, their effort and appropriate use of audio visual aids in class will be rewarded by the outcome.

CHAPTER III

PROPOSAL

3.1 Presentation

Teaching is an activity carried out jointly through the inter-relationship of three elements: the teacher, one or several students and the object of knowledge. It is the process that has as end the student's formation (Pozo J. , 2006).

The proposal is focused on the pursuit of the limits that the Ministry of Education proposes in its curricular network and mainly in the analytic program established for the eighth year-students of basic education, and this is general at national level.

3.2.1 General Objective of the proposal

- ✓ To improve the learning of the English language through audio visual interactive activities, for the eighth year students of basic education at Unidad Educativa "Zuleta".

3.2.2 Specific Objectives of the proposal

- To propose different chores based on audio visual activities for the improvement o of the English language.
- To perform different activities to better up the interest on the students and strengthen the lack of didactic materials in the classroom.
- To obtain great results through the application of different methodologies making use or audio visual strategies for the students at Unidad Educativa "Zuleta".

3.3. Activities, lesson plans and strategies to develop the eighth grade students' skills in the teaching learning process.

ACTIVITY 1

Topic: Film reviews

Aims:

- To encourage students to join in a discussion
- To develop students' writing skills
- To train learners to spend time planning before they write.

Age group: Teenagers and young adults

Level: A2

Time: 60 minutes

Materials

- Film review work sheet

Introduction

In this lesson learners will revise some film review vocabulary through pair-work discussions. They will write their own film review after analyzing a model. Then they will read each other's reviews and have a class vote about which film looks most interesting.

Procedure

1. Warm up: (5 - 8minutes)

Put learners into pairs or small groups and ask them to think of a film they have both seen. Give learners time to think and discuss their choices and then ask each pair to tell you which film they have chosen.

2. (10 – 12 minutes)

Write these 10 questions on the board:

1. What is the title of the film?
2. What genre is it?
3. What is it about?
4. Is it based on a book?
5. Where is the film set?
6. When is the film set?
7. Who stars in the film?
8. Who plays the main role(s)?
9. Who is your favorite character in the film? (Why?)
10. What kind of person would like this film?

Make sure learners understand all of the questions and explain any new vocabulary if necessary.

Give learners time to discuss each question and to make notes about the answers.

Go around the class, asking learners different questions about their chosen films.

3. (10 – 12 minutes)

Give each learner a copy of the Film review worksheet. Learners work in pairs to do activity 1.

Make sure learners understand that all the information has been included in the film review.

Encourage learners to notice how the review has been organized into 3 paragraphs.

4. (15 – 20 minutes)

Learners do activity 2 individually. Monitor learners as they write to make sure they are following the steps.

Ideally learners should choose a different film from the film they spoke about at the beginning of the lesson.

If you have access to Internet in the classroom, show learners another simple review at:
<http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/film-review>

5. (10 min) Display all the reviews on a classroom wall or, alternatively upload the reviews onto a shared document (E.g. Google Docs) and get learners to vote on the most interesting film.
(Katherine Bilsboroug)

Source: https://www.teachingenglish.org.uk/sites/teacheng/files/TE_LP_Jan_2015_NEW_KB_0.pdf

Illustration 1



http://media.mnn.com/sites/default/files/VideoConferenceSchools_main_0719.jpg

Illustration 2



Source: Carmen Sandoval

ACTIVITY 2

Topic: Exploring nature with a camera

Aims

- Raise awareness of the nature around us, encouraging students to explore and appreciate outdoor life
- Extend students' vocabulary to talk about nature
- Develop students' note-taking skills
- Develop students' oral fluency through a discussion of photos

Age/level: Teenagers (CEFR level B1 and above)

Time: 45–60 minutes

Materials

- ✓ Before the lesson, find four images of photos of nature. Free images with a Creative Commons license can be found on: <https://unsplash.com/search/photos/natural>. (Note: choose photos that reflect the students' reality. If your students live in an urban area, choose photos of nature in city locations, such as a park, a garden, a pond, or even a weed appearing from the pavement.)
- ✓ Student worksheet
- ✓ Camera/mobile phone, a pen and a notebook

Introduction

This lesson was written to celebrate Nature Photography Day on 15 June, but can be used at any time of the year.

Focusing on speaking, vocabulary and writing, the lesson aims to enable students to describe what they see, hear, feel and smell in a natural setting. The lesson begins by showing students some photos of nature and asking them to brainstorm words they associate with each photo. They then learn some vocabulary to describe nature in more detail (using the five senses).

Students then go out and explore a natural place, making notes and taking photos of any nature that interests them. Finally, they share their photos with their classmates, describing their experiences and using the vocabulary as appropriate.

Nature photography brings us closer to the world we live in, and the view through the camera's lens helps us see it in a different way. Nature Photography Day is a good excuse to get out into the world, get some exercise and take a closer look at nature, and then capture it for the memories.

Procedure

1. Lead-in (5–10 mins)

- ❖ If relevant, introduce Nature Photography Day. Explain that this special day was established by nature photographers who wanted to raise awareness of the beauty of nature, to protect it and to ensure that land is used for nature as well as building.
- ❖ Ask students to discuss the questions:
 - What kinds of nature photos do you enjoy looking at?
 - What kinds of nature photos do you enjoy taking
- ❖ Write the well-known expression on the board: 'A picture speaks a thousand words.'
- ❖ Show four photos of nature (chosen before the lesson) and ask students to work in pairs, brainstorming six to ten words they associate with each photo. Make a mental note of words they want to express in English but have difficulty with.

2. Vocabulary (15 min)

- Give out the worksheet and ask students to work together to categorize the words under the four headings given. Students might need to use dictionaries.
- This is a relatively subjective task, but suggested answers are:
 - A: LOOKS – dull, bright, misty, vivid, faint, shallow
 - B: SOUNDS – gentle, humming, raucous, monotonous, lively and dripping

- C: FEELS – rough, smooth, sharp, crisp, calm, gentle
- D: SMELLS – sweet, earthy, fresh, faint, fragrant, salty
- As you carry out feedback, ask students to explain why they chose to put the words under each heading. Encourage them to add other words they know.
- Present any other useful topic-related language that students want to know.

3. Photography

Outing – during class or for homework (20 min)

- Explain the nature photography project. Tell students to go to a place where there is nature (e.g. a local park or garden). They should explore and enjoy the nature around them. They **MUST** take notes of things they see/hear/feel/smell in a notebook and take at least six photos of nature on their tour.

Read the instructions.

- Remind students that nature is everywhere! It is even in a leaf coming out of the pavement. Briefly discuss nearby places where they could take photos of nature.
- Remind them to stay safe. If helpful, elicit ways to stay safe, e.g. go in pairs, and choose a place you know, don't touch poisonous objects, and avoid deep ponds and lakes.

4. Group discussion (10–15 mins.)

- Students return to class with their photos and their notebooks.
- In small groups they show each other their photos and describe the setting, using their notes to help them remember. Encourage students to ask follow-up questions, e.g. what did it smell/sound like? What was the sky like?
- To finish, let students make captions for their favorite photos and post them online.

http://www.teachingenglish.org.uk/sites/teacheng/files/Nature_photography_day_LP.pdf

Illustration 3



<http://www.teachingenglish.org.uk/article/nature-photography>

Illustration 4



Source: Carmen Sandoval

ACTIVITY 3

Topic: TV programs

Aims

- To practice listening skills
- To practice speaking skills
- To review vocabulary related to TV and programs

Age group: Teens

Level: A1

Time: 60-90 minutes

Materials

- ✓ Young people and television student worksheet

Introduction

In this lesson the students will look at the television viewing habits of young people in the UK and compare them to the habits of young people in their own country. They will begin by making television posters, and then they will do a jigsaw reading activity in pairs. The text is about television habits in the UK. They will complete a questionnaire about their own viewing habits and discuss how their habits are different from those of young people in the UK. There is an optional role play.

Procedure

1. Lead-in: Making a poster

- Tell students that they are going to make a TV poster in small groups.
- Demonstrate on the Board. Ask students to tell you what different types of programs people watch. As students suggest program types write a few examples inside a drawing of a TV. Add

some pictures to illustrate the programs (e.g. a cookery program could be illustrated with a cooking pan).

- When students have the idea, put them into small groups and give each group a large piece of paper and pens. Give them a time limit to produce a poster.
- Display the results. Ask other groups to guess the type of program from the pictures on the posters.

2. Task 1: Split reading task

- Put students into pairs (A and B). Give them the corresponding worksheet (Worksheet 1A or 1B).
- Student A should start reading the text aloud allowing time for B to write the missing words. Then student A listens carefully while student B reads.
- When students have finished, ask them to compare texts - are they exactly the same?

3. Task 2 – TV questionnaire

- Ask students to read their completed texts again and to answer the following questions
 - How many hours per day do teenagers in the UK spend watching TV?
 - What time of day does most viewing take place?
 - Do boys and girls watch the same kind of programs?
- Tell students that they are going to complete a questionnaire about their own TV viewing habits. Put students into pairs and give each student a copy of the Questionnaire (Worksheet 2).
- Students first read each question and answer YES or NO. When they have finished they take turns in asking their partner the questions and record their answers.
- Finally invite the students to compare and discuss their findings. Have they got similar TV viewing habits? In what ways are they different?

4. Task 3 – Role play

- Introduce the topic of favorite TV programs by telling students what you watched on TV the previous da.
- Encourage students to talk about their favorite programs and to compare tastes. Very often there is a program that is in fashion and everyone will watch it regularly and be keen to talk about it.
- Get a copy of a TV program guide for the UK. These can be found in most UK newspapers and can be easily found on the Internet.
- Put students into small groups of 3 or 4. Give each student in a group a different role card from Worksheet 3.
- Students should their cards and remember the information. They can choose whether to be male or female. Make sure they don't show their cards to the other students.
- Each group should then study the guide and act out their role. Monitor and help with any new vocabulary or pronunciation problems.
- The object of the activity is to discuss the programs being shown and to come to an agreement about what to watch. Give a strict viewing time but allow enough time for them to watch a few programs Katherine Bilboroug.

<https://www.teachingenglish.org.uk/sites/teacheng/files/Young%20people%20and%20Television.pdf>

Illustration 5



<http://www.gracenote.com/project/philips/>

ACTIVITY 4

Title: Soccer game

Age: 13

Level: A1

Time: 60 min

Materials: Handout 1 – Quotes Handout 2 - Role play

Organization: small groups, individuals, pair work, open class

Aim:

- To help students develop a positive self-concept / improve student motivation

Introduction:

Motivation is an essential part of learning a skill. This lesson combines traditional approaches to motivation with the role of a self-concept in motivation.

The traditional approaches include:

In professional sports psychology, athletes and coaches recognize the value of a positive self-concept and practice visualizing success. In this lesson, learners are encouraged to compare themselves to professional footballers who have moved to the UK to play. They will be asked to visualize a successful future-self living and prospering in the UK or another English speaking country.

The topic - soccer is probably the most popular sport in the world so the subject matter is motivating.

The tasks - the activities are designed to offer variety which should maintain the strength of the learners' desire throughout the lesson and the final activity focuses on fluency which can give learners a sense of progress.

•Divide the class into small groups. Write the five questions on the board and ask learners to answer the questions together.

Stage Procedure

1. Why is it important to learn English?
2. Do you speak English regularly?
3. Who will you speak English with in the future?
4. Where will you speak English in the future?
5. Do you have a favorite word or phrase in English?

Tell the learners to write down the best answers from the group. Monitor your learners, looking for interesting answers. After your learners have finished discussing and have written down their answers, nominate members from each group and ask them to share their ideas with the class.

Activities

Activity 1: Act out

Ask the learners to return to their small groups from the start of the lesson to compare their answers from the discussion with the players' ideas.

Feedback

Tell the learners that they are going to take part in a role play interview for a popular weekly magazine.

Role play

Tell the learners that before they do the role play, they have to do a visualization exercise. Tell the learners the date (10 years in the future). Tell them that they are like the Premier League players and have moved to England (or another English speaking country) to work and have become really successful.

Ask the learners to look at the future-selves questions and think about the questions. There is no need for the students to make notes, but they can if they want.

The magazine in your country runs a feature on successful expats (people living abroad). Your learners are going to take turns playing journalists or their future selves. Tell the journalists that they can use the questions on the future-selves handout or they can make them up. Ask the learners to watch the video on Premier Skills English.

This is a fluency activity so it is important that you give your learners time to repeat the role play, each time, swapping between reporter and successful expat. Give each learner the opportunity to play the journalist and expat 3 times.

Be sure to have your learners swap partners each time.

If you have room, you can arrange the chairs in your classroom into two rows with learners facing one another. This way, you can have one set of students move left and the whole class will have new partners.

Keep the feedback focused on the future-selves. Ask learners who has the most interesting future plans.

<https://www.teachingenglish.org.uk/sites/teacheng/files/Teaching%20English%20-%20Premier%20Skills%20English%20-%20Motivation%20lesson%20plan.pdf>

Illustration 6



<https://www.bloomberg.com/news/articles/2019-05-24/soccer-s-215-million-playoff-is-biggest-prize-in-team-sports>

ACTIVITY 5

Title: Story Dictation: Say Sentences, Not Words

I am a big fan of applying language in social contexts. While dictation is definitely a part of my lesson plan, I like to give this seemingly daunting “test” an innovative twist. Instead of saying the vocabulary right up front, I like to hide my vocabulary within a few strung-together sentences. Students are supposed to identify the vocabulary and spell it out. This exercise challenges students to focus on what’s being said, while listening for the vocabulary as sentences are dictated to them.

For example, the vocabulary word given to students in this round is beautiful.

I say: “It was a great day to take a walk. So Jenny decided to put on a beautiful dress and visit the Rose Garden.”

Challenge for teachers: Use your vocabulary and sentences to tell a story so your students aren’t just sharpening their listening skills, but also hearing a great story!

<https://www.fluentu.com/blog/educator-english/esl-listening-exercises/>

Illustration 7



Source: Carmen Sandoval

ACTIVITY 6

Title: Blindfolding: Learning in the Dark

Have you ever wondered how the world would be if one of your highly relied-upon senses was taken away? The game “blindfolding” does exactly that by taking away your sight.

The Game Plan

1. Divide your students into two teams.
2. Each teammate is supposed to find a partner from the team and decide who would be the “Leader” and who would be the “Follower.”
3. The “Follower” will be blindfolded and will need to accomplish an easy transfer task, such as take a pencil and put it on a certain person’s desk.
4. The “Leader” will be given a task card and is responsible to help the “Follower” get to the destination successfully.
5. When the “Follower” successfully accomplishes the task, the next pairing of “Leader” and “Follower” sets off to accomplish a new, different task.
6. The team that successfully completes all tasks wins.

<https://www.fluentu.com/blog/educator-english/esl-listening-exercises/>

Illustration 8



Source: Carmen Sandoval

ACTIVITY 7

Title: The Telephone

Telephone is an easy and timeless game in the schoolyard. While the traditional method of passing messages down a row of students is certainly entertaining, I like to play telephone a little differently to incorporate the spirit of treasure hunting.

Materials

- 20 treasures (I like to use cards)
- 20 notes (each describing the location of the card).

The Game Plan

1. Hide 20 cards in 20 different places around the classroom. You can use poker cards or even make some all on your own. I like to use cards because they're so easy to be buried and hidden, but you're free to use any toys or other materials you wish.
2. Depending on the size of your class, divide your students into groups of two or three.
3. Divide the cards into two or three separate piles. If the numbers don't add up, separate a card and use it as a bonus card.
4. Have the first person pick a card from their container and whisper the message to the second person in line. The message is then passed down to the last person. This person is responsible for finding the card.
5. If the last person is successful, he'll bring the card back and earn a point for his team. The last person will then become the first person to pick out another note from the pile.

6. If the message is lost in the middle, the last person can request to redial and have the message repeated and passed down again.

Depending on the level of your students, you can offer up to three chances for redial per person. If redials are used up, the card is returned to you. The last person becomes the first person and will need to pick up a new card to continue the game.

7. Points are earned as the students collect the treasures. The game grows exciting because teams who finish their piles first can steal notes from other teams to earn additional points.

8. At the end of the game, tally up the points and announce the winner.

Illustration 9



<https://www.fluentu.com/blog/educator-english/esl-listening-exercises/>

ACTIVITY 8

Title: Light, Camera, And Action: the Joy of Learning Through Media

Learning through media helps your students to learn and practice every day English as spoken by normal people!

Media emulates the interaction you experience from your real world. Videos and movies capture not only the verbal, but also the non-verbal cues in the context. This turns a listening exercise into a more engaging and interesting experience.

Have your students watch movies and short clips and listen to songs. Supplement with worksheets to evaluate how much your students manage to capture.

As your students develop their listening confidence, you can also invite them to create media of their own. Depending on the level of your students, you can make this a personal or group project. Encourage your students to be creative and experiment with English by recording a story, video or song. Ask them also to craft 5 questions related to the medium they created, so their peers can reap the full benefits of fun and learning.

<https://www.fluentu.com/blog/educator-english/esl-listening-exercises/>

Illustration 10



Source: Carmen Sandoval

ACTIVITY 9

Title: Using International Words

Level: 8 grade

Time: 45minutes

Materials:

Copies of a picture collage containing at least 20 international words. (If you are artistically inclined you can draw a picture with all of the elements in a scene.)

Objective: To gain confidence, to establish how much the class already knows, to introduce the topic of vocabulary, to break the ice.

Procedure:

1. Using the students' own language if a monolingual class, or by example and mime, elicit how much English they already know. Most students will get the drift if you ask, "How many English words do you know?" or, "Do you speak English? A lot? A little? How many words?"
2. Write some answers on the board, especially if they say things like "zero" or "three"! (By the way, "zero" is another international word, isn't it?) This should get some laughs and groans.
3. Say and mime, "No, no, no! You know a lot of English words. Maybe 100, maybe 1,000!"
4. Hand out a picture collage of the international words face down.
5. Tell students to turn the picture over on the count of three and look at it closely for 20 seconds. Shout "stop" when the time is up. Students should turn the picture face down again, or you can collect the collage.
6. Students work in pairs to list as many words as they can remember.
7. Solicit responses from the whole class; write words on the board, trying to list all 20.

8. Turn the collage back over to check.
9. In pairs, ask students to add more international words to the list.
10. Check answers in groups and keep adding to the class list.
11. Mix and mingle: Have students move around the room while checking lists and adding more words.
12. Ask for class feedback. You can do this or have a confident student come to the board to do the writing. Elicit as many words as possible and write them down. Subtly correct pronunciation and demonstrate how to mark the stress on each word. (For example “hoTEL”)
13. Depending on time you can follow up in several ways:
 - Use the opportunity to teach “there is/there are” with vocabulary from the board/picture.
 - Tell students some more ways to maximize what they know. For example, in Romance languages, very often a noun ending in –cion/-sion/-zione/-tion also ends -tion/-sion in English. It doesn’t work all the time—there are lots of exceptions—but it’s always worth a guess! And so much in language learning is about educated guesswork. Here are some examples of this: “informazioni” in Italian is “information” in English, “adopción” in Spanish is “adoption” in English, “passion” is the same in French and English (well, the French probably have more passion, but linguistically speaking it’s the same!).
 - Practice pronunciation and spelling or introduce the concept of word stress. Get them used to writing new words and adding a sign/a color/bold/underlining for the stressed syllable as mentioned above.
 - Watch a short video that you have chosen beforehand for its wealth of target vocabulary. Students shout “stop” every time they see an international word.

Once you add in social media, technology and the “-ion” words to the 20 “safe” international ones, you can reach 100 words in just this lesson! That’s pretty encouraging!

A lesson like this creates instant conversation and pair work, shows the class that they know more than they think and also introduces the concept of syllable stress and the essential skill of guesswork. Why not give it a try?

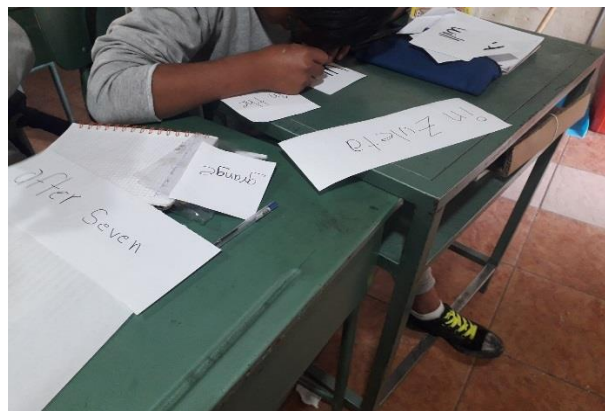
<https://www.fluentu.com/blog/educator-english/how-to-teach-vocabulary-es/>

Illustration 11



<https://www.fluentu.com/blog/educator-english/how-to-teach-vocabulary-es/>

Illustration 12



Source: Carmen Sandoval

ACTIVITY 10

Title 10 Creative Ways to Use Popular Movies in Fun ESL Lessons

Bored of book work?

Tired of teacher-talking?

Want something exciting for your students?

Then watch a movie!

Now, I know what some of you might be thinking: Isn't watching a movie a cop-out?

It's tempting to think that putting on a movie is simply a great excuse for the teacher to sit at the back of the room, dim the lights and fall asleep clutching the remote. But it's not true, I tell you!

Creating a lesson around a popular movie is a sure-fire way to have fun, engage your English learners and gain some much coveted popularity!

How Does Watching a Movie Help ESL Students?

There are countless ways in which movies can support your lesson.

For example, they can be used to:

- Reinforce a grammar point
- Listen for gist
- Practice vocabulary
- Discuss and debate
- Role play

Movies are a brilliant way for students to hear up-to-date authentic speech and be exposed to various accents. And because there are countless movies based on an infinite amount of things,

you can use them to introduce or spark discussions about a certain topic, be it a historical event, a time period or the culture of a foreign country.

And of course, by bringing popular movies into your lessons, you show students how they can learn from and practice English when watching movies in their own time.

Kieran Donaghy, the genius behind the site Film English, takes advantage of all of these features in his ready-to-use free ESL lesson plans that go with an accompanying creative short film.

To help your ESL students improve their English using *any* movie or short film, try out the following activities!

10 Creative Ways to Use Popular Movies in Fun ESL Lessons

5 Great ESL Movie Comprehension Activities

Movies can be implemented into any lesson, with the purpose of getting students to comprehend and gain meaning from free-flowing speech. Here are five great activities to check comprehension.

How Observant Are You?

This activity is good for getting students to talk in the past tense about observation-based facts.

Before the movie clip, don't tell the students what they are looking for, but tell them to watch with a keen detective's eye. Afterwards ask them a question about a specific item in a room, or a character's words or actions. You can make this a group exercise, getting teams to write their answers together. Repeat as many times as you want!

Vocabulary Meaning Match

Use a movie to reinforce or teach vocabulary with this simple activity.

Give students a worksheet with a list of vocabulary words in one column, and scrambled definitions in the other. As students watch the movie clip, they have to match the vocabulary to the adjacent list of meanings.

Order the Events

This is a reading-based activity, good for building up students' recall power.

After watching the clip, give students a set of event cards (no more than ten), in pairs or individually. Each card should contain one or two sentences of events from the movie clip. These can be as significant or insignificant as you want, depending on the length of the clip and what the focus of the lesson is. Students have to rearrange the events into the correct order.

Buzz Game

Here's another activity to test students' powers of observation.

Put the students into teams. Ask a question such as, "What color is [character's name]'s sweater," and then start the clip. When a student sees the answer, they "buzz" by making a pre-decided comical noise, or by standing up. If the student is correct, move onto the next question and the next section of the movie clip.

Choose a Word

A simple and lively activity for practicing listening skills, this one works better the more repetition of words there is within the movie clip.

Give each student a word that will appear at least once in the movie clip. While watching, when any student hears their word, they stand up. Sit back and watch the students bob up and down!

For supplementary materials beyond these five comprehension activities, you can find tons of worksheets for video clips from the following two websites:

- Busy Teacher: Movie Worksheets
- Movies Grow English: Short-sequence ESL/EFL Movie Lessons

And if you're ever in need of a short video clip instead of a full-length movie or movie part, Fluent U has loads of pre-selected video clips to choose from. Fluent U takes real-world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized English learning lessons.

Now, along with helping comprehension, movies are also a perfect way to introduce some more creativity into your ESL lessons!

5 Creative Activities for ESL Movie Lessons

The aim of these activities is to get your students using English in an informal and fun way, with less structure than the comprehension exercises above. Choose a popular movie for maximum excitement and participation from students!

Act it out

This activity will get students up, out of their shells and speaking English in a fun, relaxed way.

Watch a movie clip that's anywhere between five and twenty minutes long, depending on the length of the lesson and the level of your students. Afterwards, tell the students that they will be performing the clip to their peers. Put them in groups, according to how many characters there are in the movie clip. The aim is to have the right number of characters for the number of students in a group, but when this is not possible, two students can play the part of one character, splitting the lines between them. Alternatively there could also be a narrator.

There are several different ways to do this activity. You can give students only a short amount of time to practice, and not allow them to write anything down. You could even give them no time at all, and see if they can create an improvised version, although this should be reserved for higher or more confident students.

Another version is to allow students to prepare a script of sorts before they begin practicing, or even to print an extract of the script for them to use. After an adequate amount of rehearsal time, students perform for each other.

To ensure hilarity, provide costumes or props of some sort.

What Happens Next?

Students use their powers of deduction and observation to predict the next part of a movie. This activity is better if they haven't seen the movie before, but it doesn't matter too much if they have, as you can use it to test their memory!

Either create multiple choice answers or let the student come up with their own ideas. Play a short (2 minutes) clip of the movie, then press pause. Have students guess what happens next—either in teams, as a whole group or as individuals. Play the next part to find out if anyone was right. Repeat using several different clips of the movie, or continue on with consecutive clips.

Character Questionnaire and Role Play

The aim of this activity is for students to get inside the mind of a character, and have that character respond accordingly to a situation. It's great for practicing dialogue, stress patterns and intonation.

Before the movie, assign each student a character and give them a questionnaire to fill out while watching.

When the movie clip is finished, put students in pairs and give them pre-prepared scenarios. For example, "The characters both want to buy the last umbrella in the store," or "The characters are at a restaurant when one of them is rude to the waiter."

Students use what they collected in their questionnaire to decide how their character would react in the given scenario. Give them five minutes to practice, then perform to the class.

Describe the Place

Hone your students' powers of observation and oral description with this simple activity.

Watch a scene from a movie. Ask students to describe what the place looked like, giving as much detail as possible. This could be a room, a street, a café or the outside of a palace. Make it a team game, getting students to write down all the details they remember. The team that writes the most, wins!

Another version of this activity is to get students to draw a picture of the scene and explain what they've drawn.

Alternative Ending

In this activity, students are encouraged to practice story-writing techniques, in the present or future tense, depending on what suits your lesson. Don't worry if some students have seen the movie already—knowing how the story really unfolds will only enhance their creative prospects. Remember to be clear that they cannot simply write the real ending of the movie!

Play part of a movie—as short or long as you want—which can be from any point in the movie. Afterwards, put students in small groups to create a new ending. They can write it out, or present it in a graphic novel style with pictures and words.

The presentation part of the class involves the groups reading their alternative ending to the group. Top marks for the wildest, wackiest ideas!

All in all, movies are an invaluable tool for teaching a topic while engaging and holding students' interests. So don't be afraid to use them!

<https://www.fluentu.com/blog/educator-english/esl-movie-lessons/>

Illustration 13



<https://www.fluentu.com/blog/educator-english/wp-content/uploads/sites/13/2014/12/10-creative-ways-to-use-popular-movies-in-fun-esl-lessons.jpg>

Illustration 14



Source: Carmen Sandoval

ACTIVITY 11

Title: Teaching English with Music: 4 Effective Ways to Use Music in the ESL Classroom

Do you have a CD player in your ESL classroom?

Or how about any other music-playing device?

All right, those of you who answered yes: Could you ever see yourself getting rid of your music player?

I hope you screamed no!

Most ESL teachers find music CDs and songs such an indispensable part of their classroom that they often buy their own—rather than depend on the school's.

CD players and music have become a vital part of most modern classrooms.

With that being said, there are times when the use of music in the classroom is inappropriate or perhaps even harmful. One of my earliest memories of teaching students was having to correct a young high school student who, with good pronunciation, proceeded to tell me—in a vulgar and crude way that would require far too many expletives and asterisks to write out—what he was going to do over the weekend.

When I asked him where he had learned such language, he revealed that he was a big fan of the Wu-Tang Clan. In fact, the young man owned every single Wu-Tang family CD ever released. While the music had taught him a vast amount of vocabulary, and his pronunciation was very New York, his inappropriate usage and understanding of the meaning of some of the words was a large drawback.

While the above is an extreme example, most teachers who have been working with music and English for a long time can think of their own cringe worthy moments involving music, foreign language and students. Whether it be overly contrived corny songs, inappropriate maturity levels (both high and low) or songs that leave students feeling shy and self-conscious, the stories are endless.

The first hint for any teacher regarding the use of music is that it is a tool, not a panacea. Just like any other tool, it can be used appropriately for great benefit, or if used inappropriately it could be useless or perhaps even harmful. Just as a carpenter wouldn't use a power saw to drive a nail, don't use music where it shouldn't be used.

So, where should it be used? Here are four effective ways to incorporate music into your ESL lessons.

4 Effective Ways to Use Music in the ESL Classroom

1. Use Music as an ESL Warm-up

This tactic is especially useful when you have students who are coming in from a very static period, a boring period or one that was very stressful. For example, I had one class that I would consistently teach immediately following Japanese calligraphy class. For those who are familiar with Japanese calligraphy, the motions are supposed to be very exact, and the students spend the whole time sitting at their desks working on nothing but getting one particular figure or phrase perfect.

When you combine that with a teacher who required silence during this period, you can see the situation my students were in. They had been kept seated statically for the past hour—almost silently—and needed a change of pace before being able to do anything useful in terms of English.

In warm-up situations, keep in mind the mood you want to set for your period. Since I tend to prefer a class that is active but not frantic, I use lots of music that has a “rock” edge to it. When working with students that are already overly frantic, I choose slower, mellower music. Either way, I choose the music to bring the students into the mood that I want them to be for that class period.

When choosing a song for warm-up, while mood of the music is paramount, do not forget about lyrics. Students need a few minutes at least to switch their minds from their native language into English. Try to find something with a decent “hook” or chorus that students can at least repeat consistently without feeling stressed. Queen's “We Will Rock You,” comes to mind, and while

it may have very fast verses (many native speakers cannot even keep up, especially if you have a few beers in you), the iconic “we will, we will rock you,” combined with the back beat make it a fun song.

Group singing is perhaps the easiest way to implement music as a warm-up. Remember, you want something that is quick, easy to understand and can be explained in just a few minutes at most. If you have to spend five minutes explaining how, you’re going to miss your window of opportunity. If you have a lower level class, just having them sing the “hook”/chorus is perfectly fine.

I prefer to let students move around as they like with this; a little dance or a little jive is great to set the proper mood. For lyrics, choose music that you have previously introduced, or something so simple that they can pick it up on the fly. Remember, we’re trying to get your students’ heads *out* of their books and papers in this instance—not having them read lyrics sheets.

Personal Favorite ESL Warm-up Songs:

- Queen – “We Will Rock You”
- Naughty By Nature – “Hip Hop Hooray” (Note: There are adult lyrics at points, but even native speakers never know what these guys are saying until the famous “Hey, ho” chorus.)
- The Beatles – “Yeah, Yeah, Yeah”

ESL Warm-up Songs for Younger Children:

- “Mary Had a Little Lamb”
- “Five In the Bed”

2. Teach Natural Speed and Flow of English Speaking with Music

Once students have a basic grasp of your target language or the structure that you want to practice, a perfect way to work on speed and delivery of English is to use music. In this instance, I think using the numerous ESL-targeted music CDs is ideal.

While to a native speaker these songs can sometimes come off as a bit hokey or contrived, with a bit of gusto they can readily be used to get students repeating target structures and grammar in a faster, more flowing manner. Make sure you try to pick CDs that are marketed towards the age group you are working with, to minimize the “hokiness.”

When you use music to teach speed and flow, keep your body movements to a minimum. While sitting in their desks or standing in choral rows isn’t helpful, if students are spending as much brain power worrying about movements and dancing as they are about singing, something is going to get lost. This happens even for professional singers in their native language. When you add in the foreign language aspect, students will often let the unfamiliar language slip in order to embrace the somewhat more familiar physical movement. This is especially true when talking about large groups, where students will try to hide in the anonymity of the crowd.

After trying a new song through group practice, there are tons of variations you can do. Songs with multiple parts can be reviewed by breaking up the class into groups, or you could even try a full-on choir style of singing if you have experience. I’ve also used it as a game with younger children, pausing the CD at random points and having them fill in the blanks by singing the next phrase of the song.

Personal Favorite ESL Songs for Natural Speech:

- Matsuka Phonics EFL CDs

3. Review Previously Learned ESL Vocabulary and Grammar Using Music

This is great for all ages, from children through adults. Recently, anyone who’s been anywhere near a child can listen to them singing Disney’s “Let it go,” a runaway hit song that has been recorded in 42 different languages. Thanks to this song’s popularity—at least in Japan—there are now millions of children who can sing at least bits of the English version, as well as the Japanese version.

The main difference between the warm-up repetition and using music for previous vocabulary and grammar is that in this instance, the song can vary more like a normal song. The key is that

the students are already familiar with the words and the grammar ideas. This means they're using the song for review, enjoyment and exposure to new variations on familiar themes.

When using music in this way, it's so important to pick music that fits the temperament of the class or the student. Again, ESL CDs can be useful, but familiar children's songs, holiday tunes (at that time of year) or even popular music can also be used. As a caveat, try to use selective editing when it comes to language. While adult or older students may be able to "handle" adult language, keep the lyrics clean to safely avoid cultural problems or potential future faux pas.

Personal Favorite ESL Music for Vocabulary Review:

- **Disney Songs** – These songs are familiar in most countries and enjoyed by all ages. Also, the song lyrics are invariably safe. "Toy Story," "Tarzan," "Winnie The Pooh" and others have spawned dozens of great songs to use.

4. Increase Cultural Understanding with Music

Communication is as much about language as it is about culture. Often times, miscommunication occurs not because of the words said, but because of cultural assumptions by the parties on all sides that conflict or are not understood. Music stands as the one nearly universal cultural expression. Every culture through history has had music in some form or another.

By breaking down and analyzing the lyrics and the message of a song, students can gain a greater understanding of foreign culture. This application is best used with older or more advanced students, but even middle school students can gain understanding if they have guided help with the translation. When this is your goal, a word-for-word translation is sometimes the best idea, although this is not always possible. If a word-for-word translation is not possible, explaining the meaning of the phrase is best.

First and foremost, for this type of lesson activity make sure to be flexible. The discussion can often go in unexpected directions, and sometimes these tangents can bear great fruit. Again, as with activity type #3, try to pick songs that are an appropriate maturity level for your class.

Second of all, be willing to devote the entire class period to the activity if necessary. Between listening, reading, discussing and then trying to perhaps sing, you can easily fill an hour long class or more.

Personal Favorite Songs for ESL Cultural Understanding:

- Leonard Cohen – “Hallelujah” (Note: This song is recommended only for adult students, as the meanings behind the lyrics can be rather racy, but the slow delivery is helpful.)
- Pink Floyd – “Another Brick in the Wall”
- Dire Straits – “Working for a Living”

Music can both bridge gaps and help educate. Songs have been a part of human expression since our caveman days, and there’s no doubt that they help us learn.

Add that to its global impact, and it is clear music is a key tool for any ESL instructor.

So whether you regularly use music in the classroom, or have only ventured there once in a while, try using music in any of these four ways—and enjoy the results!

<https://www.fluentu.com/blog/educator-english/teaching-english-with-music-songs-esl/>

Illustration 15



https://www.google.com/search?q=music&source=lnms&tbn=isch&sa=X&ved=0ahUKEwi8p_Dq-pTjAhVO2FkKHQxqAGYQ_AUIECgB&biw=907&bih=438#im

ACTIVITY 12

Title: 7 Irresistibly Fun ESL Video Activities to Teach Listening Comprehension

Teaching a classroom full of students to read English is one thing.

Teaching them to listen and understand what they're hearing is much tougher.

When the words are on the page, it's possible to sound them out and take some time to come up with the definition.

But if you want your students to be able to carry on a conversation, they must practice. Yet practicing with more than a couple of students at a time is challenging.

So how can you teach listening comprehension to entire classes?

Luckily, we can use ESL video activities!

Why Videos Are So Important for ESL Students?

Videos are one of the best ways to boost listening comprehension in a classroom setting (though they work well for individuals, too!). Here's why:

- Students love visual stimulation. Remember the special days when you watched a movie during science class in high school? It was exciting and different from the usual drone of the teacher. Watching videos makes class more interesting and will really stimulate students' imaginations.
- Real-life scenes are played out. In a classroom setting, you might not always have the opportunity to discuss real-life issues and scenarios. But with video, students will find themselves listening to scenes they could actually face in their own lives—making it really valuable and meaningful practice.
- Realistic dialogue exposes students to common sayings and phrases. It's raining cats and dogs! I'm happy as a clam! These are just two of the wonderfully weird sayings we have in English, which can be very confusing for ESL students. Even if you're already teaching your class some

colorful idioms, nothing compares to hearing and seeing them in context. This makes videos the perfect medium to teach such sayings.

Considerations When Choosing Videos for Your ESL Students

There are four main considerations to keep in mind when selecting a video or clip for your students to watch:

Age Appropriate

Adults can appreciate a wide range of video types, whereas younger students will find themselves bored with long monologues. Choose appropriate clips that don't contain any foul language, excessive violence, sexual actions or possibly offensive material.

Language Level

Presenting a Shakespearean play on video to a class of beginning students will simply cause confusion. It's very important to select videos that will stick to mostly known vocabulary. Animated videos for younger children tend to have simpler words, but may be dull for older students, so keep an eye out for appropriate options.

Humor

Funny videos are not only more interesting to watch, but they also teach students about humor in their new language. It can be difficult for those from a different culture to get used to the jokes that abound in English, so give them a head start with a comedy.

Interest Levels

How exciting is an episode of “Thomas the Train Engine” for you, as an adult? When you were a child, would you have been content to sit through a long documentary on coral reefs? Take your students’ interests into consideration when deciding on a good video to show them.

7 Fun ESL Video Activities to Teach Listening Comprehension

Once you’ve selected a video clip, don’t just roll the video and leave it at that! Use the following activities or come up with your own to really engage the students and get them listening.

1. What’s next?

Let students watch an exciting video and stop it right in the middle of the action. Ask them to tell you what they think will happen next, based on the story so far. Have each student write down their guess and then watch the ending to see who was correct. You can stop the video multiple times if you like, for multiple guesses.

Alternatively, stop the video and allow students to come up with their own ending to act out. You can even divide a larger class into smaller groups and have each one come up with a possible finale to the video. This works particularly well with season finales for television shows.

2. Step by Step

For this exercise, you’ll want a tutorial video. This can be anything from a cooking show to a demonstration on how to dig a hole. Before watching the video, let students know that they should pay close attention to the steps. Next, have each student write down the steps to the tutorial and then play the clip again so they can check their work.

Start with fairly simple tutorials that only have a handful of steps. Once your students are adept at this activity, you can increase the number of steps required.

3. Describe the Setting

Let students know before you watch the video that they should be looking at where the scene is taking place. After the clip, ask students to describe the setting to you and explain what happened.

4. Judge and Jury

Show two video clips that have opposite view points. For example, you might show one that argues for creationism and the other for evolution, or any debatable topic. Have students write down the arguments for each side as they watch. They should then work in smaller groups to decide which arguments are most important and finally, come to a conclusion based on the points presented in the videos. They can debate between themselves and come up with a unanimous decision.

5. Quiz Time

Prepare some questions ahead of time and let the students know that they should pay careful attention to the dialogue while they are watching the video. Once it is over, ask them the questions. These can range from “Did Bob get angry because his wife burned the spaghetti or because she forgot to feed the dog?” to “Why did Jean think babies shouldn’t eat broccoli?”

If the students have trouble with the questions, watch the clip again so they can find the answers, rather than simply telling them. It’s a good way to practice listening with them.

6. Create a Storyboard

Watch a fairly short video that has some different action and plenty of dialogue. The video should have several distinct parts that will be easy to map on a storyboard. Allow students to watch the whole thing while taking notes, then go back and watch each segment. Pause between segments so students can draw the scene and note what happens between the characters.

Another option is to make the storyboard on the whiteboard at the front of the class, calling on students to tell you what should be included. They can take their own notes and then help you design the actual storyboard.

7. Pick a Character

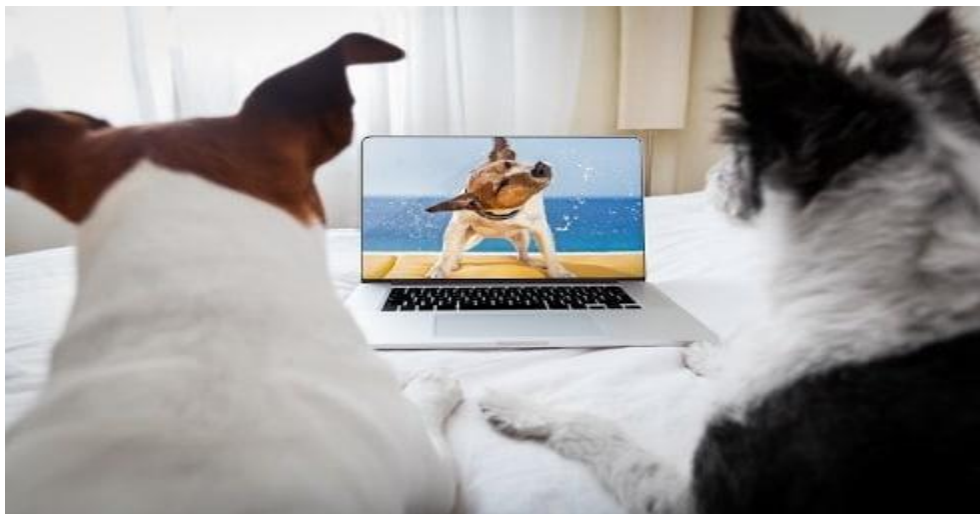
Have each student choose a character to pay particular attention to. They should observe everything from how the person reacts to various situations to how they speak and how emotional they are. After the video, have students write down diary entries for their chosen character.

To make things a little more interesting, give students specific scenarios for their characters to react to in their character journals. If you're using characters from a television show, this could be an ongoing listening and writing activity.

Videos can easily be a more interesting way to practice listening comprehension than simply talking in groups. If your class needs a little something to spice it up, show your students some video clips and try out these activities—and then watch their comprehension explode!

<https://www.fluentu.com/blog/educator-english/esl-video-activities-listening-comprehension/>

Illustration 16



<https://www.fluentu.com/blog/educator-english/esl-video-activities-listening-comprehension/>

CHAPTER IV

IMPACTS

4.1 Evaluation of the main impacts

The impacts approached in the thesis “Incidence of Audio Visual interactive Strategies in the teaching of the English language in the eighth year students of basic education at Unidad Educativa Zuleta”, are remarkable for the research thesis because they provide quantitative indicators or numbers which can be positive or negative and are very helpful to evaluate the impacts caused on this investigation.

The following impacts are shown hereby:

- ❖ Educational
- ❖ Social
- ❖ Ethical

Chart 1 Parameters of Positive valuation

Qualitative valuation	Quantitative valuation
High	3
Medium	2
low	1
Indifferent	0

Elaborated by: Carmen Sandoval

Chart 2 Parameters of Negative valuation

Qualitative valuation	Quantitative valuation
High	-3
Medium	-2
Low	-1
Indifferent	0

Elaborated by: Carmen Sandoval

4.1.1 Educational Impact

This investigation has an impact in education because it establishes a close relationship with the teaching learning process of the English language and it proposes innovative resources in the individual and groupal interactive activities that are developed in the classroom or outside the classroom.

Chart 3 Matrix of Educational Impact

Level of Impacts							
Indicators	- 3	- 2	- 1	0	1	2	3
1. Innovative strategies of teaching							X
2. Positive incidence of audio visual strategies							X
3. Interactive audio visual activities							X
4. Development and Improvement of the English language.							X
Total							12

Elaborated by: Carmen Sandoval

$$\text{Level of Educational Impact} = \frac{\sum}{N} = \frac{12}{4} = 3 \text{ High Positive}$$

The quantitative result on this impact is 3, it means a “High Positive” educational impact, and thus, it is remarkable to point out that the project will contribute with the improvement of the academic level of the students especially fomenting a positive attitude in the teaching learning process.

4.1.2 Social Impact

The social impact has a pact in the society due to the teaching of the English language in the rural area has a socio-cultural aspect, in which myths are broken and the interculturality is promoted, in such a way that the learning activities will be able to contain topics of the social atmosphere that could be discussed by the students. There will be activities that would have a close relationship with their daily life, the society, and their reality.

Chart 4 Matrix of Social Impact

Level of Impacts							
Indicators	- 3	- 2	- 1	0	1	2	3
1. Socio-cultural relation with the English language						X	
2. Empowerment school-community							X
3. Interculturality promotion							X
4. Communication with foreigners without having fear of speaking English							X
Total						2	9

Elaborated by: Carmen Sandoval

Level of Social Impact = $\frac{\sum}{N} = \frac{11}{4} = 2,75=3$ High Positive

N 4

This indicator on this impact is equal to 2.75 ending up to be 3, this implies to have a High positive impact. The social aspects, interculturality, language learning, gather to become in something that can be very helpful for the students and also for the community.

The social aspects precise good elements, that is important to consolidate the importance of having excellent relationships between students, teachers, school and community.

4.1.3 Ethical Impact

The investigation has an ethical impact because teachers and students will have to assume a commitment for the correct application of the resources that will help to develop English learning and avoid the rejection that exists to this language. It will increase the motivation of carrying out a better teaching and consequently a better learning. Teachers and students will be committed to achieve the expected success, which will allow the teachers to strengthen the values and ethical principles in the students.

Chart 5 Matrix of Ethical Impact

Level of Impacts							
Indicators	- 3	- 2	- 1	0	1	2	3
1. Appropriate application of resources							X
2. Effort made by English teachers							X
3. Teachers and students assume commitment							X
4. Strengthen values and ethical principles							X
Total							12

Elaborated by: Carmen Sandoval

$$\text{Level of Ethical Impact} = \frac{\sum}{N} = \frac{12}{4} = 3 \text{ High Positive Impact}$$

Checking the results on this impact, it has a score of 3; this means that the ethical impact is a

high positive impact on this investigation. The research provides good indicators and parameters to be taken into account for the success of the thesis, and not only for the research work, but for the incidence that the learning of English applying audio visual interactive activities provide students and teachers the desire of making maximum effort in learning English stating purposes, values and honesty.

4.1.4 Consolidation of Impacts

Chart 6 Matrix of Consolidation of Impacts

Level of Impacts							
Indicators	- 3	- 2	- 1	0	1	2	3
1. Educational							X
2. Social							X
3. Ethical							X
Total							9

Elaborated by: Carmen Sandoval

$$\text{Level of General Impacts} = \frac{\Sigma}{N} = \frac{9}{3} = 3 = \text{High Positive Impact}$$

Analyzing all of the charts, it is remarkable to emphasize that the consolidation of the three impacts gives a result of High Positive, this result establishes the importance of grading and reviewing the impacts to obtain and have a clear idea of what happens with the application of this investigation on the students at Unidad Educativa “Zuleta”, focusing on the eighth grade students of this important educative institution.

The project will be of great support for teachers, students, authorities, because it will provide with the necessary tools to be put in practice and achieve the goals proposed by the teachers, which is to have their students motivated learning English and thus obtain the best results and a positive incidence in the teaching if the English language.

CONCLUSIONS

- The information gathered through different means to construct reliable concepts has been very helpful for the study, books, magazines, scientific articles, newspapers, etc., have contribute to obtain remarkable ideas and give an appropriate approach to the investigation on audio visual strategies to teach English for the eighth grade students at Unidad Educativa Zuleta.
- The methodology used in this thesis throughout methods, techniques, provided the research with important aspects to determine the research problem, with the application of these resources it was foreseeable to capture the problem that was occurring on the incidence of the teaching learning process of the English language.
- The proposal applied some strategies to better up and improve the students' level of English with different activities, explanations, lesson plans, that used appropriately fulfill the lack of audiovisual aids, motivation, and understanding about the benefits caused by knowing a foreign language.
- The project put emphasis to determine the influence on different impacts; educational, social and ethical impact; after quantifying and measuring the impacts already mentioned, it was possible to establish that this investigation has a great positive impact in the society, as well as on the eighth grade students at Unidad Educativa "Zuleta".

RECOMMENDATIONS

- It would be important to foment more training and capacitation to the teachers, the authorities must provide or acquire more aids regarding audio visual material that could contribute with the improvement and increasing of Knowledge for the eighth grade student at Unidad Educativa “Zuleta”.
- It is recommended to keep managing new methodologies and strategies making use of more methods and techniques to facilitate the solving of the cause of the problem, the incidence on the use of audio visual strategies will be successful if there is a plan to make surveys and observations classes more often to keep track of the advances in the learning of the English language.
- Strategies are very important to improve the level of English for students and for people, who want to learn a foreign language, the fact of applying interactive activities would cause a great environment in the classrooms and the well-being of teachers and students, so this application will be positive for all.
- The impacts in any project are extremely important, the project analyzed only three impacts, but it would be recommendable to study more impacts such as economic, political, environmental, etc., changing the mentality of the students to avoid the rejection of learning English, which will be positive in any aspect of the teaching learning process.

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ANNEXES



Pontificia Universidad Católica del Ecuador

Escuela de Lenguas y Lingüística

Maestría en Lingüística aplicada a la enseñanza bilingüe Español-Inglés

ANNEX 1

Survey for the eighth grade Students at Unidad Educativa “Zuleta”

Questions to students:

1. Do you like to learn English as a foreign language?

CATEGORY	FREQUENCY	PERCENTAGFE
YES		
NO		
TOTAL		

2. Do you think the English language is important for you, your classmates and your community?

CATEGORY	FREQUENCY	PERCENTAGFE
YES		
NO		
TOTAL		

3. Do the English teachers make use of audio-visual aids when imparting their English classes??

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
NO ANSWER		
TOTAL		

4. Do you watch interactive videos in your English classes?

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
NO ANSWER		
TOTAL		

5. Do you sing English song in your English classes?

CATEGORY	FREQUENCY	PORCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
TOTAL		

6. Are there enough audio visual materials in your classroom?

CATEGORY	FREQUENCY	PORCENTAGE
YES		
NO		
TOTAL		

7. Do you have communication in English with your English teacher??

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
TOTAL		

8. Do you think the teachers prepare interactive activities as a way of motivation for the students?

CATEGORY	FREQUENCY	PERCENTAGFE
YES		
NO		
TOTAL		

9. What do you consider your level of English is?

CATEGORY	FREQUENCY	PERCENTAGE
High		
Medium		
Low		
TOTAL		

10. How often do your English teachers use interactive audio-visual strategies in your English classes?

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
RARELY		
NEVER		
TOTAL		

11. How often do you practice conversation in your classes?

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
TOTAL		

12. Does your teacher use audiobooks to carry out descriptions of images in your English classes?

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
NO ANSWER		
TOTAL		



Pontificia Universidad Católica del Ecuador

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ANNEX 2

Observation class for the eighth grade Students at Unidad Educativa “Zuleta”

Questionnaire:

- 1. When the English teacher explains something and writes on the whiteboard, the students have the following conduct:**

CATEGORY	FREQUENCY	PERCENTAGE
Students pay attention		
Students take notes		
Students do other activities		
TOTAL		

- 2. Factors that distract the students in their English class.**

CATEGORY	FREQUENCY	PERCENTAGE
Some noises made by some students		
Visual distraction in the classroom such as movements, jokes, mocking.		
The lack of control by the teacher		
TOTAL		

- 3. When the teacher makes use of visual interactive strategies, the students:**

CATEGORY	FREQUENCY	PERCENTAGE
Move and talk before the teacher finishes explaining the activity causing the lack of interest of the activity.		
Students do not have enough interest in the visual activity and do not understand the instructions are.		
They find difficult to remember what they saw, when the activity was visual.		
TOTAL		

4. When the teacher makes the students sing songs in English:

CATEGORY	FREQUENCY	PERCENTAGE
They feel shy at the moment of singing the song by themselves.		
The students do not read the lyrics and make a lot of mistakes.		
Students make fun of the song, causing that the activity could not be carried out correctly.		
TOTAL		

5. What do the students like the most in their English classes?

CATEGORY	FREQUENCY	PERCENTAGE
To organize groups and have conversations in English		
To listen to story tales		
They like to watch videos in English		
TOTAL		

6. How often does the teacher use audio visual aids to impart his English class?

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
TOTAL		

7. Does the teacher motivate the students to learn English as a foreign language?

CATEGORY	FREQUENCY	PERCENTAGE
ALWAYS		
SOMETIMES		
NEVER		
TOTAL		

8. Is there a lack of didactic audio visual strategies in the English classes?

CATEGORY	FREQUENCY	PERCENTAGE
YES		
NO		
TOTAL		

Thank you