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**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

Tema:

**INCREMENT IN THE USE OF AUDIO-VISUAL TECHNOLOGY IN; READING,  
LISTENING, WRITING AND SPEAKING SKILLS; AVOIDING TRADITIONAL  
EDUCATIONAL PATTERNS**

Disertación de grado previo a la obtención del título de

Licenciado en Lingüística Aplicada a la Enseñanza del Idioma Inglés

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## DEDICATORIA

A mis padres Segundo Reinaldo y Flor Stelia; a mis hermanos Richard Hernán, Elsa Elizabeth y Florcita Mariela; a mis sobrinos Stephany Axibeth y Alan Fernando; a mi cuñada Nora Gardenia, y a la memoria de mi cuñado Marcos Daniel, que bajo la bendición de Dios son mi razón de ser.

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A Dios porque sin su permiso nada es posible.

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## ABSTRACT

The present investigation pretends to show some alternatives to help in the increment of the use of the audio-visual technology in the English language classroom at the Unidad Educativa Experimental Pedro Fermín Cevallos.

Having in mind the fact that English Language is a linguistic phenomena the investigation presents some definitions related to communication; communicative, linguistic, sociolinguistic, discourse and strategic competence linked all of this to reading, listening, writing and speaking skills which are the matter of the this research.

Then the four skills have been analyzed in terms to look their harmony with the technological support.

The study contains some differentiations between traditional and modern education forms where these concepts have been analyzed on the other hand this investigation takes into account the use of technology as effective support in the classroom.

In relation to the classroom research this was carried out at the Unidad Educativa Experimental Pedro Fermin Cevallos. Where were surveyed the total population of teachers and one hundred of students of different courses , then it a significant number of students.

After the tabulation of the results the necessity of the increment of technology in that institution is the goal that the present study pretends to do.

Some activities are presented to help to understand the form to introduce topics and contents according to the skills that teachers need to emphasize.

As conclusions and recommendations it is suggested a kind of redistribution of schedules and the total use of the technological equipments that the institution have totally available, having in mind the fact that teachers and students are appropriately well prepared an they have the desire to go on the side of the technological advances.

## RESUMEN

La presente investigación pretende demostrar algunas alternativas para ayudar en el incremento del uso de la tecnología audio visual en las clases de Inglés de la Unidad Educativa Experimental “Pedro Fermín Cevallos”.

Teniendo en cuenta de que el lenguaje Inglés es un fenómeno lingüístico, la investigación presenta algunas definiciones relacionadas con la comunicación; sus competencias y estrategias comunicativas, lingüísticas, sociolingüísticas y de discurso; todo esto conectado a las habilidades de leer, escribir, escuchar y hablar que son parte del enfoque principal de esta investigación. Por tanto las cuatro habilidades han sido analizadas mirando su armonía con el apoyo tecnológico.

El estudio contiene algunas diferenciaciones entre los conceptos de educación tradicional y moderna; por otro lado la investigación toma en cuenta el uso de la tecnología como un respaldo efectivo en la clase.

En relación a la investigación realizada en el aula de clase, fue hecha en la Unidad Educativa Experimental “Pedro Fermín Cevallos”, donde fueron encuestados el total de los maestros del área de Inglés y una muestra de cien estudiantes de diferentes cursos, siendo un numero significativo.

Después de la tabulación de los resultados la necesidad del incremento de tecnología en esa institución es la meta que el presente estudio pretende hacer. Algunas actividades son presentadas para ayudar a entender la forma de presentar tópicos y contenidos de acuerdo con las habilidades que los profesores necesiten enfatizar.

Como conclusiones y recomendaciones se sugiere una redistribución de los cronogramas y el total uso de la tecnología de la institución pues esta totalmente disponible, teniendo en cuenta de que los maestros y estudiantes están adecuadamente capacitados para hacer uso de la misma y que es su deseo ir de la mano con los avances tecnológicos.

## **INTRODUCTION**

Nowadays we live surrounded by telephones, cell phones, television, computers, DVDs, software, CDs and many other kinds of equipment that we can find in offices, at home, on the streets, and in schools. Where ever we see, there is a signal of change in the form of living. To catch up with these changes we have to prepare ourselves and the rest of individuals to live in this new world.

Keeping in mind the importance of communication in our lives, this is not out of the technological movement, so every kind of enterprise, bank, hospital, industry and others have computers, to accomplish successfully with communication and understanding. On the other hand, they used and use the most up dated equipment to achieve their goals faster and more easily than before. So it is impossible to accept the school system to be out of this way, referring all of this to the management of technology for helping in the classroom, where students are normally in contact with this new environment.

Traditional education has been seen as one of the most important aspect in life. This is due to the inter-relation with all of the processes where human capacity is present. With educational processes we can qualify and introduce people into today's competitive world, so traditional education would accomplish its work. Therefore, it is necessary to increment the use of the technology in our students. This must be done as part of the normal evolution of their and our lives.

Increment of technology in every subject of study and language is an essential part in the intellectual growth as well. Technology is considered as a motivational help which can catalyze and facilitate students' and teachers' learning development. Setting it up can improve the learning atmosphere when you use a little creativity.

Up to now, there is a kind of gap between education and technology. It is common to find a cassette player or a CD player in a classroom, but it is very difficult to find other forms of more advanced equipment. This is maybe due to costs, lack of training of the personal or institutional syllabuses which don't permit educators to do it because of the absence of an appropriate time table.

According to this, it is important to use technology in our classrooms as one of the most important tools for becoming competitive and cooperative in this defiant changing world. Technology can be used by children, teenagers and adults because all are involved. The consideration is that teachers should use technology in their classrooms and lessons by having in mind the fact that in the market you can find any kind of subjects of study related to all of the educational fields.

Language is not the exception and it is possible to increment the use of technology for listening, speaking, reading and writing skills. Of course this is not an easy task, because as any project it can present obstacles and trouble related to the community, society and schools where an educational system is involved.

The present research will be applied in “Unidad Educativa Experimental Pedro Fermín Cevallos” . To accomplish the purpose of this investigation it is important to circumscribe the group to be studied; thus, the selected fragment in relation to students is the high school section, and all the teachers; both groups will be surveyed through the application of questionnaires.

# CHAPTER I

## COMMUNICATION

### 1.1 Definition

Communication shares meanings, ideas, opinions and knowledge, in an active encoding and decoding process from a message. It is important to consider that, this process is produced in many ways like, speaking, reading information, listening to others and some kinds of technologies, which produce sound, and in writing form through letters, notes and books.

The appropriateness of the use of symbols assures the success of the process to avoid frustration and misunderstanding. So, when people need to be understood in another language, it is necessary to share the same set of rules to understand and to be understood.

“For our purposes we will define communication as a process of interrelated elements working together to achieve a desired outcome goal. Since communication is a process, it is dynamic, ever-changing, and unending. The talk you had with a friend yesterday affects you as communicator today. The hundreds of bits of information, ideas, and opinions you process, evaluate, and store each day also change you to some extent... Experiences do not occur in isolation from another. One experience affects another, and not always in a simple, direct manner”. (Barker, Larry, 1978. p.5)

Because of these issues, a good communication takes place when the elements which help that process, like; communicative competences, language and idiom structures, and the four English skills are managed in the most appropriate form to convey a correct message and its consequent understanding.

There are many ways of communication, for example, people share with other living creatures, but language is the main human way of communication. By taking this into account we can say it is a complex system of meanings which are expressed with the aid of sounds produced by the speech organs, with the aid of written words, with the support of some equipment and materials. Nowadays, there are very important forms of communication and in language teaching, too.

## **1.2 Communicative competence.**

“According to Spolsky studies; Communicative Competence is the central aim of foreign and second language teaching and it is understood as the ability to use the language correctly and appropriately to reach communication goals. The desired product of the language learning process is the ability to communicate competently, not just the ability to use the language exactly as a native speaker can use it. Communicative competence is integrated of many areas: linguistic, sociolinguistic, discourse, strategic and grammatical competence”. (Spolsky, 1989 pp. 51-55)

### **1.3 Linguistic competence.**

It is the correct form of using the grammar, syntax, and vocabulary of a language. Linguistic competence looks for the correct use of the words, and the correct order of them in phrases and sentences.

### **1.4 Sociolinguistic competence.**

It is about how to use and respond to language appropriately, according to the situation, the topic, and the relationships among the people who are communicating. Sociolinguistic competence helps to give sense by using words and phrases in accordance with setting and these can express specific attitudes like courtesy, authority, friendliness and respect when they are needed. It helps to recognize attitudes from another person when he/she is expressing them.

### **1.5 Discourse competence**

It is used to interpret the largest context and how to construct very large pieces of language, so that parts can show a coherent whole. To accomplish this, it is necessary that words, phrases and sentences which are put together have sense to create conversations, speeches and messages.

### **1.6 Strategic competence**

It is related to recognizing and repairing communication fail, thus, it fills gaps in one's knowledge of the language, and how to learn more about the

language in the context for avoiding being misunderstood or to misunderstand the others' messages. On the other hand, strategic competence helps to express ideas when the speakers don't find the exact word that it is needed to express certain meaning.

It is important to mention that, to accomplish all of this, it is necessary to be competent in every grammatical aspect of the language usage which is known as grammatical competence, where the learner is aware of the norms and rules which govern each language system.

To become competent in communication in another language it is necessary that learners develop the four basic skills in the teaching-learning process, referring to speaking, writing reading and listening skills. Consequently, teachers can introduce many examples of communication using audio-visual aids and presenting images with sound where the real use of the language is found.

## **1.7 Speaking skill**

The relevant aspects of speaking are: asking the other person for information, needs, opinions, responding to requests for clarification from the listener, for repeating, giving examples or analogies, indicating doubt about comprehension, indicating comprehension, asking for clarification, expressing appropriate agreement, reservations or appreciation of speaker's point of view, interrupting when it is necessary to express any of the previous.

Speakers will also have to take into account the listeners' knowledge of the world and of the particular topic of the interaction. This reciprocal interaction facilitates communication when both speaker and listener cooperate to ensure mutual understanding. Speakers have to decide what they are going to say the next time they speak and how. This can affect the structure of the speakers' utterance and the density of communicated information.

“Every act of communication does not involve a rapid-fire exchange. There are hesitations, cliché expressions which fill in pauses, much repetition, and frequent indefiniteness as the emitter seeks the most suitable combination of elements to express his meaning.

The foreign-language student who has learned to respond promptly and automatically with substitutions and transformation in pattern drills and oral exercises now has to develop skill in the recombination of elements into novel utterances, each unique in its final form, and each purposeful in its construction. By demanding completely accurate grammatical forms and sentence structure and thoroughly appropriate choice of lexical items, the foreign-language teacher is often demanding of the student a higher level of expression than that of which is capable in his native language”. **(RIVERS. WILGA. 1971 p. 191)**

So, spoken language can have two functions: transferring information and; establishing and maintaining social relationships. It is characterized by

sharing a topic, ideas, opinions, in short turns. Then, the effective transference of information is the goal, where people are occupied in the negotiation of meaning.

## **1.8 Writing skill**

“Before we consider what is the most reasonable role for writing in a foreign-language program, it is as well to recall two facts often ignored by teachers who, by tradition, tend to expect students to write something out as a demonstration of learning: first, that many highly articulate persons express themselves very inadequately in writing in their native language and, second, that only a minority of speakers of any language acquire the skill of writing it with any degree of finesse, and then only after years of training in school and practice out of school.

The vast majority of students will never be required to write the foreign language for anything, but the most straightforward of purposes: in letters, memoranda, perhaps short reports.”... (RIVERS. WILGA. 1971, P.241)

Learning to write well beyond basic literature is difficult in a first language and more so in a second one. That is because of the lack of support to become understood, in speaking practice the speaker is helped by lots of aids like non-verbal communication, eye contact, visual support, feedback from the interlocutor, etc; so, the writer has to be sure of giving the correct meaning and idea through the written piece.

But when writing goals do not agree with students' goals, both teacher and learner have problems reaching the objective. Even for motivated students, it is difficult to learn another language and to learn to write. When learners feel that the writing class is not serving their needs and purposes, they avoid writing at any time and the difficulties inherent in developing writing skills are aggravated.

There are some factors which facilitate the writing process in students. Some of these are learner's personal experiences, teacher's experiences and the materials used by the teachers to promote confidence in their students. Teachers can help with appropriate guidance and they can give students the purpose of the writing activity, all of this having in mind the students' interests.

It will be necessary to negotiate the activity with students to avoid frustration. Despite the fact that most second language students postpone or avoid writing, they generally choose other kind of activities, but when these students are enrolled in writing classes, they want to get benefit from it.

## **1.9 Reading skill**

"In many countries foreign languages are learned by numbers of students who will never have the opportunity of conversing with a native speaker, but who will have access to the literature and periodicals, or scientific and technical journals written in that language. Many will need these publications to assist them with further studies or in their work; others will wish to enjoy them in their leisure time". (RIVERS. WILGA. 1971 p.214)

This skill is perhaps the most fundamental part in reference to linguistic knowledge because successful comprehension emerges from the interaction of certain text information and preexisting reader knowledge. That is to say, comprehension occurs when the reader extracts and integrates information from the text and combines it with what is already known.

It is possible to say that reading has some steps to follow like decoding linguistic information which is extracted directly from the text, understanding meanings and internalizing the new knowledge.

Reading for basic comprehension is the principal goal, it necessitates, knowledge about lexical forms and syntactic analysis. Here, comprehension success varies in accordance with reading forms and purposes like, reading mechanisms as scanning and skimming, which implies information extraction. So, the reading skill can be understood as the operation of decoding, meaning structure, and assimilation of knowledge.

## **1.10 Listening skill**

It is an important element in the competent language performance of language learners, whether they are communicating at school, at work, or in the community. During the normal course of a day, listening is used as much

as speaking and even more times in the day in relation to reading and writing uses.

“The speech emitted by the communicator, which contains the message, has phonic pattering distinctive for each language.”

“Over and above the clues provided by sound sequences, we convey further elements of meaning by body movements, facial expressions, and slight changes in breathing, length of pauses, and degree of emphasis.” (RIVERS. WILGA. 1971 p.p. 136-138)

Listening is seen to be decisive for communication in language, considering the importance of this skill in employment, job success, general career competence, management competency, and effectiveness of relationships among all kinds of people. So, in order to learn, listening has become an important element in English as a second language acquisition process.

Listening is a difficult process, due to factors that characterize the listener, the speaker, the content of the message, and any visual support that accompanies the message. Besides, the interest in a topic increases the listener's comprehension; the listener may tune out topics that are not of interest because of the background clarification help. Another element can be the speaker and his or her language forms impacts comprehension; and content that is familiar is easier to understand.

Then to facilitate students' performance of these tasks, teachers can introduce content topics integrating technology in the classroom, taking into account students' interests and needs to avoid monotony in any of the skills to be focused in the class.

## CHAPTER II

### EDUCATION

#### 2.1 Definition

Education is the group of knowledge, orders and methods to help individuals in the development and improvement of intelligence, values and physical faculties. Education doesn't create faculties in the student, but, it cooperates in his or her evolvement and preciseness. It is the process which assists the individual to become a defined person.

Education has special characteristics according to the particularities of people and society. In nowadays situation, where the human has more freedom and lives alone and on the hand side the accumulation of the possibilities and patterns present in these days; due to this education must be demanding from the point of view that the human being has to do all the necessary effort to learn and develop the maximum potential to reach desired goals.

<http://en.wikipedia.org/wiki/Education>

#### 2.2 Traditional Education

The word Tradition generally means something that through time and for many reasons has proved to be recognized for our respect and interest; talking about some books, several of them worth more than others, due to the

clarity and the deepness that they have in the ideas and meanings which they contain.

For centuries, the study of transcendental books has been a synonym of a good education. This is the followed pattern of the intellectual giants; books were considered like the most appropriate manner of introducing knowledge in the vast majority of people where the chalk and the chalkboard were present all the time.

Another aspect in this kind of education is that there is a person who speaks while the rest listens to; here the only fact is the transmission of knowledge in a form of autocratic process. Here the teacher is in front of the class and his or her students are in the classical seating arrangement (rows) . There is enough space for the teacher and her or his movements. The teacher is the person who does what students have to do, then the teacher learns more.

The educator is the only one who knows the goal. The learner does not know the direction and the purpose of the process during the class, and on the other hand, the learner does not have the idea of what is going to be taught the next day. The goal is out of the school activity.

So, traditional education was very repetitive for teachers and for students; the repetition of the contents of the books for the actors in this process.

“A classical education is more than simply a pattern of learning, though. Classical education is language-focused; learning is accomplished through

words, written and spoken, rather than through images (pictures, videos, and television).” (SAYERS, Dorothy. 1947)

## **2.3 Modern Education**

It is all of the aspects which act to renew the past traditional pedagogical inclinations to other tendencies in the XX century and in the start of this century. The learner is who has the principal role in the education process, he or she knows about goals and the responsibilities to reach them; the learner has to be conscious of these aspects to accomplish the aims of their activity.

Here the human being is seen as an intelligent individual who acts in the society which is part of his own environment. This kind of education allows the individual to act and grow through opportunities where intelligence confronts problems, and provides solutions associated with schemata and using his best effort. Through difficulties the brain can select the best option to solve the situation. In this way the acquiring of knowledge is produced in a practical form.

“Education can be seen as the vehicle by which modernity's 'grand narratives', the enlightenment ideals of critical reason, individual freedom, progress and benevolent change, are substantiated and realized. The very rationale of the educational process and the role of the educator is founded on modernity's self-motivated, self-directing, rational subject”

([www.cobussen.comproefschrift/600](http://www.cobussen.comproefschrift/600)) education from modernism to postmodernism/education.html)

In other words modern education gives individuals the chance to change their lives and construct other realities from the education starting point.

## **2.4 Post-Modern Education.**

In post-modern education there is a combination of reactive and progressive possibilities, it is not a simple refusal against the modern education, but, is a kind of modulation to certain aspects. Here, interaction among the actors in the educational processes is present all the time. There are not dominant actors, nobody has the total truth.

This type of education is not only based in contents and skills, it has other important components like personal experiences, and learners can create their own knowledge in concordance with personal interests, groups, communities, race, gender, religion, beliefs, customs and traditions.

“A student-centered classroom in this context is likely to have minimal structure. It usually involves opportunities for social interaction, independent investigations and study, and the expression of creativity, as well as provision for different learning styles. There, students create knowledge, and are no longer forced to bow to the subjugation of traditional objective”

([http:// www. thewychefamily.com/beliefs/postmodern-education.html](http://www.thewychefamily.com/beliefs/postmodern-education.html))

Here individuals can be critics of the educational systems and they can promote ideas to construct new forms of study where cooperation and solidarity are present without barriers and frontiers.

It is a kind of democratization of education, where the actors in the process of education are looking for new forms, methods and technologies to educate individuals.

“Researchers and practitioners now realize the important role that computers can play in both second language and literacy instruction and are looking for effective ways to integrate their use into various types of programs. This "Digest" provides an overview of the ways in which various types of computer software and instructional strategies can be used effectively with adult ESL literacy learners”.

**([http://www.ed.gov/databases/ERIC\\_Digests/ed343462.html](http://www.ed.gov/databases/ERIC_Digests/ed343462.html))**

Of course people can access all kinds of technology, but what if the users of that technology do not deal with the use of the language and the idiom to be learnt. It could be under used and it would be a waste of time, money and other resources. Because of this, it is necessary to introduce concepts which are very important to the present research due to the fact that English is a language, and in its own sake, it is the form to communicate in a given territory. Therefore, language and idioms get students closer to the target community and culture through technology.

## **2.5 Language**

It is defined as the systematic set of grammatical rules which principal function is to communicate meanings. It contains many forms to express ideas through verbal messages; to accomplish its function, so, it is necessary to establish a code, and signals to understand meanings. Using speech organs to produce the elaborated sounds, the result is that language is the best form to share ideas, emotions, desires, knowledge and experiences.

Of course, not everybody uses the same set of grammatical rules, this is due to language origins, originating the idiomatic differences around the world.

## **2.6 Idiom**

It is said of the form of language expression of a particular country or nation. It has its own rules and it is known and common to every component of a determined society, which shares its own idiom, so, Idiom is the kind of language used by a particular group in a determined space over the world.

## **2.7 English as foreign language education**

It is important to teach English, it is a powerful instrument of communication at present time in the world, because it provides students with a way of gaining more tools for developing in all of the aspects of life. English helps to have perspectives of themselves and the world. It aids in their personal

growth and in their effective change on the environment and the community. Students are sometimes unaware of the actual power of the English world.

Giving the students, maybe for the first time, the sense of power of using the language to improve their lives is very important. Through using previous knowledge in order to achieve goals by using the tools that they can have. Using technology, they can be in contact with expressions, slang, images, sounds, etc; which can help in skills development.

“Fundamentally, language is man’s unique accomplishment. More than anything else, it sets man apart from the animal world. It is the vehicle of communication and speech, it makes the keeping of records and the creation of a store of knowledge possible; it is the basis of all creative thought. Without language there would be no progress, no civilization, no culture. The cultural heritage of mankind resides in language.

In language and literature of every person is preserved its hopes, its aspirations, and its thinking. Through the learning of a foreign tongue we gain a better insight into human relations and a deeper appreciation of man’s struggles and achievements. In setting us up the ultimate aim the better understanding of a foreign language people and of its culture, the study of foreign languages belongs essentially to the social sciences”. **(HUEBENER, Theodore, 1969)**

As a consequence, it is important to use the English language in the most appropriate manner to be able to understand and be understood. An accurate use of expressions, structures, vocabulary and other possible features

according to the target language, is the key to feel successful instead of frustrated when contents or topics are presented in the English class; on the other hand, students can get in contact with all these features through technological support.

## **CHAPTER III**

### **THE USE OF TECHNOLOGY IN THE CLASSROOM**

#### **3.1 Definition**

Technology is an ordered set of knowledge oriented to improve the living conditions and the processes of production of goods and services, taking into account science, technique, social, cultural and economic aspects involved, to be solved as the final objective, keeping in mind the necessities and desires of society.

“Technology deals with the human-made world. It is the study of ways people develop and use technical means - tools and machines. It tells us how to control the natural and human-made world. It is the study of the ways people use these technical means to transport, manufacture, construct, and communicate”. (<http://www.bergen.org/technology/>)

Thus, Technology is an instrument which focuses in solving technical and social problems under a scientific conception within a socio-cultural and economic field. It is very closely associated to science; technology uses its own systematic methods of action, that is to say, it can be practical and conceptual at the same time, so, it is always under reflective thinking.

## 3.2 Types of technology

From the point of view of human activity and according to the necessities, it is possible to find four types of technologies, classified in the following form.

- Manufacturing systems
- Construction systems
- Transportation systems
- Communication systems

(<http://www.bergen.org/technology>)

Of course, communication systems are the most important aspect in the field of educational technology and language teaching and learning processes.

## 3.3 Educational technology

It is the technology applied to the field of educational purposes. It can function as a collaborator in the teaching-learning process. It is important to consider the help which technology has given to the facility of the development into the classroom and the importance in the relation between education and its components, essential parts and the advancement of technological environment.

“Educational technology is not viewed today simply as the application of mechanical or electronic aids in education. Media and other gadgets are of

course recognized as an important part of educational technology”  
(H.H. Stern. p. 444)

Audio-visual technology in the classroom has suffered little change during the last years, now, the main technological devices in the classroom are overhead projectors, cassette recorders, video recorders, video cameras, and slides which have minor roles. The term Audio-visual is now synonymous with multi-media and its principal tool is the computer.

Computers and computer-related systems, have grown tremendously and have invaded all areas of our lives. The Internet is becoming an increasingly vital tool in our information society in daily activities, people who lack access to these tools are in disadvantage.

In today's world everybody has to use this tool to make applications; ask for bank accounts, know about governmental programs, development reports; and of course in the education field, administrative staff, teachers and students can find lots of information which help them in their jobs and naturally in the teaching-learning process.

### **3.4 Advantages and disadvantages of using technology in the EFL classroom**

Some of the advantages that technology can offer are mentioned as follows:

- Open the classroom to more communication opportunities.
- Encourage more teacher-student and student-student discussion.

- Share the authority as more resources are brought into the classroom.
- Give students more opportunities for multiple ways of discovering, creating, and communicating information in various forms.
- Favor individual student learning differences.
- Save time and materials to plan the activities.
- Use multiple topics.
- Find topics for all levels.
- Provide students with an appropriate input to get a good output from them.
- Keep students away from monotonous classes.
- Present students up dated information.
- Let students grasp the use of the language by native speakers.

Now these are some of the aspects which can be considered as disadvantages.

- Costs of implementation.
- Teachers' lack of training.
- Inappropriate use of technology.
- Under use of technology.
- Over use of technology.
- Lack of teacher's control during the class.
- Available time to use technological appliances.
- Technology out of lesson plans due to the curriculum (**MEANS.**

### 3.5 Technology in foreign language education

The most important development in technological advancements in our society is the use of electronic means of communication, for example; television, radio, every kind of multi-media resources, the Internet, etc. Technology is of major interest to foreign language because communication is the best way to establish contact with native speakers. Then, this vast and powerful resource helps to explore the infinite possibilities available for teachers and learners through electronic equipment, so, technology can improve the development of teaching and learning in the educational process.

“Video is at best defined as the selection and sequence of messages in an audio-visual context. Considerable confidence is placed in the value of audio-visual aids to enhance the learning of foreign languages”  
(<http://iteslj.org/Articles/Canning-Video.html> )

Likewise, in teaching language learners, using technology has different advantages which relate not only to language education, it helps to prepare students for today's information society. On the other hand; considering the tremendous implementation expenses, difficulties to get materials and other disadvantages of technology, it is necessary to look for better strategies for technology integration, taking into account language learning characteristics audio-visual aids are very good tools in order to achieve goals.

### **3.6. Audio-visual aids in the language classroom.**

As the word says audio-visual aids are the implementation or the equipment used by teachers for helping learners to understand in a better way through the association of sounds and images, what the utterance is pretending to mean.

“The term ‘visual aids’ suggests in first instance things brought into the classroom, like wall charts, slides and films – something extra, possibly non-essential, which helps the teacher to do his job better”. “Anything which can be seen while the language is being spoken may be a visual aid”.

**(DONN Byrne. p194)**

In addition the term audio can be considered by associating it with the language laboratory, which has been implemented to provide opportunities to listen to some chunks of language speech and to record the learner’s voice in tape. “Each learner is responsible for his own performance”. **(DONN Byrne.**

**English Teaching perspectives p197.)**

It is important to keeping in mind, that; audio-visual aids are very helpful in the process of language teaching. They allow the learner to understand what the learner hears, to learn the situation in which language forms are used, and to associate learning through the visualization of images to finish with the repetition and imitation.

Some very important aspects to be considered when audiovisual aids are used can be the following:

- They help to understand by association of sounds and images.
- They promote curiosity helped by the content.
- They facilitate presentation and practice of language items because of repetition possibility.
- They permit variety of instruction.
- They help to be efficient in relation to time and energy.
- They are a source to relaxed learners.

Nowadays the use of video cameras, computer systems and other equipments can help in new innovating forms to teach.

## CHAPTER IV

### CREATIVITY

#### 4.1 Definition

According to Creativity Research Journal (2001 p.14) it is possible to say that; creativity can be defined in terms of imagination, different thinking, fantasy, intuition, curiosity, problem solving to name a few, and in terms of different combinations of these factors, which goal is to resolve situations; these factors contain the center of creative thinking which is complicated; so, creativity is not an isolated cognitive process, but the product of the interaction of many levels of cognitive activities.

Creative thinking and their interaction toward creative production, the contributions of metacognitive ability, and extensive knowledge bases are present and they are necessary to plan, process, and regulate the transformation of information that a person has into something new. These processes all occur within the individual, so, personal factors such as environment, motivation, intelligence, and style can facilitate or limit this process.

## **4.2 Creativity in the classroom**

In education at any level students begin to learn and create; they begin to form new ideas, and they are introduced to the disciplines which will stay with them for the rest of their lives, creativity in the classroom is considered to be a group of innovations. The objective is to use a positive strategy to implant in people a system which would serve as a basis for understanding and solving any kind of problems, applicable to all kinds of students work including of course, every aspect in a teaching learning process.

“The school may influence students development of creativity through activities, curriculum, evaluations, classroom climate, and, most of all, teacher behaviors”.

**(Creative Research Journal. Tan 2001)**

## **4.3 Creativity and Technology in the classroom**

In nowadays classrooms there are lots of students actively involved in their own learning and progress in many ways. This is primarily due to integration of technology; this allows teachers more flexibility in reaching the challenges of instruction and therefore in stimulating the creativity of students.

Using the tools that modern technology provides, students can create lots of new products from their imagination. They can conduct experiments and simulations of all kinds of activities in the classroom, or interact with other classmates.

“...the following factors have positive effects on technological creativity: (a) teachers are supportive of students ideas and encourage their creative performance; (b) the school provides opportunities for creative performance, such as competitions, social clubs and study clubs; (c) the curriculum provokes and improves creative thinking; and (d) the school environment is free and open.”

Teachers and students become familiar with television, DVDs, VHSs, computers, the Internet and other technologies, which they can use to learn about, know and communicate to the rest of the world; technology integration in the classroom offers students a chance to show their innovation, individuality and creativity. The use of creativity helps to improve learning in your classroom in many ways. So, students are allowed to express their creativity and have a more active role in the classroom.

#### **4.4 Creating class materials**

Teachers who develop their own materials seem to be more concerned about their students' particular needs. In fact, teachers shouldn't limit their efforts to create materials but try to overcome the absence of specific activities which help learners to improve their knowledge. In addition, teachers who develop materials for their classes may become much more careful in selecting teaching materials according to the student interests.

Individual differences can affect learners' performance in the classroom. For example, learning styles have been an important issue that has to be

considered in teaching materials design. The assumption that visual learners retain language differently from auditory or kinesthetic learners has to be taken into account in the development of materials which can cover the diverse learning styles.

“While the materials will allow thousands of different paths, the second study step is to create paths deliberately by choosing or making materials that fit together. Thus, when deciding what materials to provide, we choose them with an eye to the whole room, not just thinking about one medium. When selecting new ready-made materials, we ask how they fit in with, or supplement, existing materials. As far as making one’s own materials is concerned, obviously audio and written materials can easily be made, but even home-made videos can be extremely useful, despite their ‘amateurism’. And CALL programs with authoring systems have allowed us to make texts and exercises that are specifically related (e.g. as a summary) to a text, a video tape, or an audio tape.

Once materials are selected or created with an eye towards internal relevance, users can be directed to related materials. Where possible, we include notes at the bottom of exercises and readings, on the boxes of audio and video tapes, and in the instructions screen of computer programs which inform the student that they can pre-view or re-view the materials by going to the related activity. A special index also lists all the ‘linked’ activities.” (Lew Barnett and Geoff Jordan. *ELT Journal* Volume 45/4 October 1991 Oxford University Press 1991)

The variety of students shouldn't be taken for granted when teachers have to create or design materials. Then, teachers are in constant challenge to prepare materials suitable to the diverse cultural backgrounds of learners. Many aspects should be considered. In addition to this, it is important to mention the learner's purpose and the motivation for studying English.

Then, even the best material created especially to aid in the learning process is not totally efficient. Several factors can facilitate or make second language acquisition difficult. However, all attempts are valid to help learners. It is necessary to use lots of imagination; teachers have to present new and creative ways to reinforce English skills. Audio-visual aids present alternatives to cover the four skills considering students' needs and interests, this could motivate to develop the activities in a better way.

## **CHAPTER V**

### **CLASSROOM RESEARCH**

#### **5.1 Description of the investigation**

Having in mind the fact that, the investigation was done in a Public Institution, the management of the opinions and their results was a very difficult task.

Unidad Educativa Experimental Pedro Fermín Cevallos' teachers and students were assured that the surveys were anonymous to find a way to make the respondent feel at least minimally comfortable. In the investigation it was asked that after developing and using questionnaires the results would be very close to truth. The general purpose was to collect data for analysis. Teachers and students were provided a good atmosphere to answer. Consequently, questions should reflect the aspects which were measured in the study. The questionnaire had a relation between teachers and students opinion; and the objectives of the questionnaire related to technology applications.

At the Unidad Educativa Experimental Pedro Fermín Cevallos it was taken a random sample from a population and then the information from the sample was used to make inferences about all that population. In addition, the sample has provided enough information about the corresponding study that is

been done in the Unidad Educativa Experimental Pedro Fermín Cevallos provides the necessary information instead of looking at every student in that educational institution.

The entire population of teachers at the UNIDAD EDUCATIVA PEDRO FERMIN CEVALLOS was: five people. They work as teachers in elementary and high school grades. They teach two hours per week to each grade.

The investigation was also applied to a sample of 100 students from a total population of 1250 students, but approximately 300 students don't take English classes due to the fact that, in that institution English is taught since third grade. That means that Kindergarten, first and second grades of elementary school do not have English Classes.

## **5.2 Objectives of the Questionnaire**

In relation to the teachers' perspective of the use of technology in the classroom, the questions were conducted to get their real opinions about the theme of the study.

1. Determine the importance of the use of technology in the second language classroom from the perspective of the teachers at the UEE "Pedro Fermín Cevallos".
2. Identify the kind of technology used by teachers of English as second language at the UEE "Pedro Fermín Cevallos".

### **5.2.1 Questionnaire Results**

The next pages contain the information in relation to the questionnaire applied to teachers. A hundred percent of the answers were gotten without problems of understanding. They collaborated satisfactorily to the investigation.

The results obtained from the students presented problems in relation to understanding. They were helped with the interpretation of some of the items due to the lack of knowledge of the English language, but, they cooperated in a satisfactory way.

After this, the results were tabulated from the data collected and they were represented in graphical form and they have their individual analysis and interpretation according to my perspective.

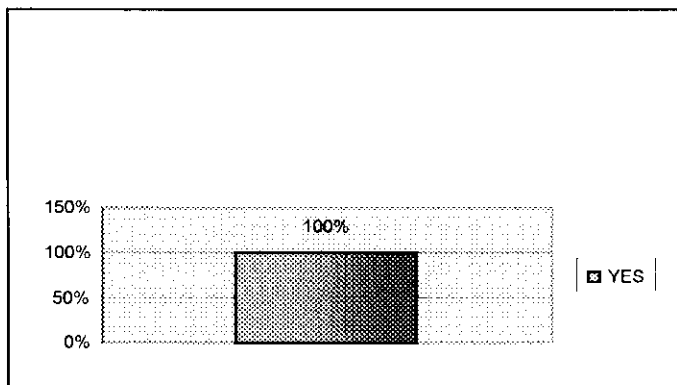
## Teachers Questionnaire

### 1. Do you consider the use of technology in the classroom important?

**CHART 1**

| ALTERNATIVES | f | %   |
|--------------|---|-----|
| YES          | 5 | 100 |
| NO           | 0 | 0   |
| TOTAL        | 5 | 100 |

**GRAPH 1**



**SOURCE: TEACHER'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

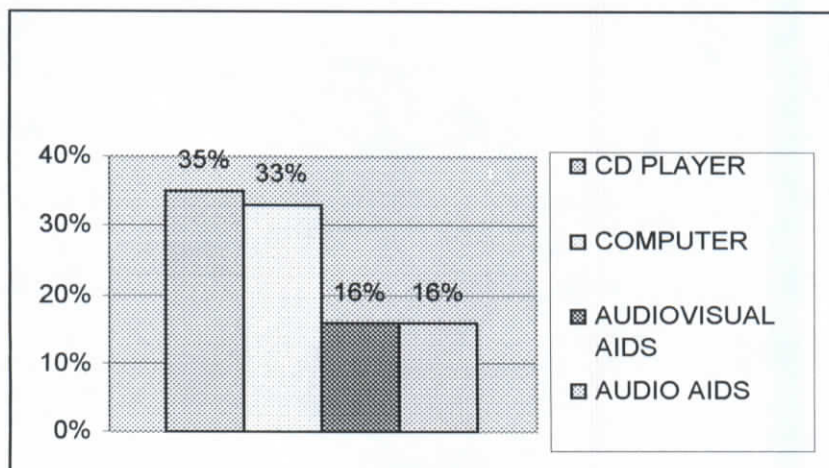
It can be noticed here, that the importance of using technology in the classroom is in the mind of all the teachers. It doesn't matter the grade or level they are teaching. Another important aspect to be mentioned, is that they understand they are living in today's world, which is surrounded by technological equipment to do everything.

## 2. What kind of technology does your institution have?

**CHART 2**

| ALTERNATIVES     | f | %     |
|------------------|---|-------|
| CD PLAYER        | 2 | 33.33 |
| COMPUTER         | 2 | 33.33 |
| AUDIOVISUAL AIDS | 1 | 16.66 |
| AUDIO AIDS       | 1 | 16.66 |
| TOTAL            | 5 | 100   |

**GRAPH 2**



**SOURCE: TEACHER'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

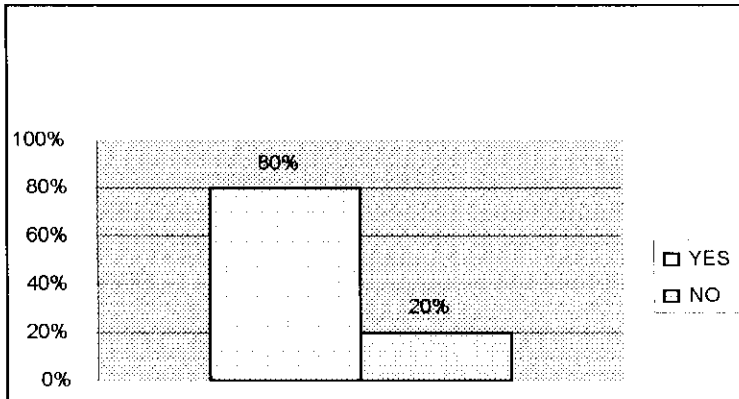
Although Unidad Educativa Experimental Pedro Fermín Cevallos is a public institution; it has adequate equipment to provide teachers' good opportunities to establish technological teaching processes in the classroom. In the institution it is possible to find good and updated settings, for example, there are T.V and DVD sets in some classrooms.

### 3. Do you have permission to access that technology?

**CHART 3**

| ALTERNATIVES | f | %   |
|--------------|---|-----|
| YES          | 4 | 80  |
| NO           | 1 | 20  |
| TOTAL        | 5 | 100 |

**GRAPH 3**



**SOURCE: TEACHER'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

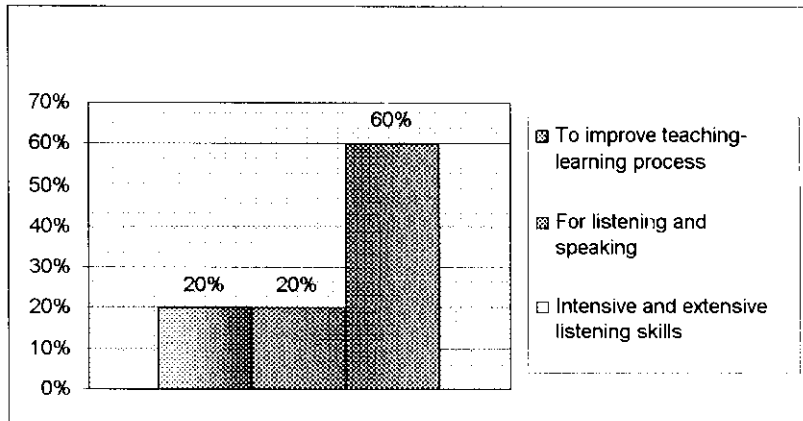
An important fact here is that, teachers have the possibility of using equipment without major restrictions, all the students and teachers in elementary and high school courses have to book in advance in order to use the equipment when needed.

#### 4. What do you use technology for?

**CHART 4**

| ALTERNATIVES                             | f | %   |
|--|---|-----|
| TO IMPROVE THE TEACHING LEARNING PROCESS | 1 | 20  |
| FOR LISTENING AND SPEAKING               | 1 | 20  |
| INTENSIVE AND EXTENSIVE LISTENING SKILLS | 3 | 60  |
| TOTAL                                    | 5 | 100 |

**GRAPH 4**



**SOURCE: TEACHER'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

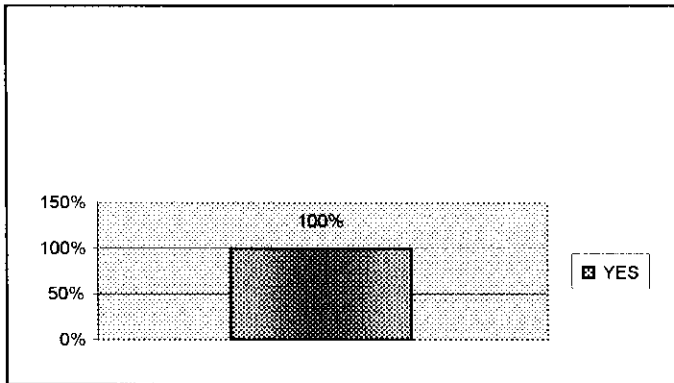
According to this, teachers are conscious that technology can help them improve teaching processes, and they coincide principally in the use of technology to reinforce speaking and listening skills. But according to this dissertation, it is possible to use technological supplies to improve writing and reading skills as well.

**5. Do you think that technology use should be increased in class?**

**CHART 5**

| ALTERNATIVES | f | %   |
|--------------|---|-----|
| YES          | 5 | 100 |
| NO           | 0 | 0   |
| TOTAL        | 5 | 100 |

**GRAPH 5**



**SOURCE: TEACHER'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

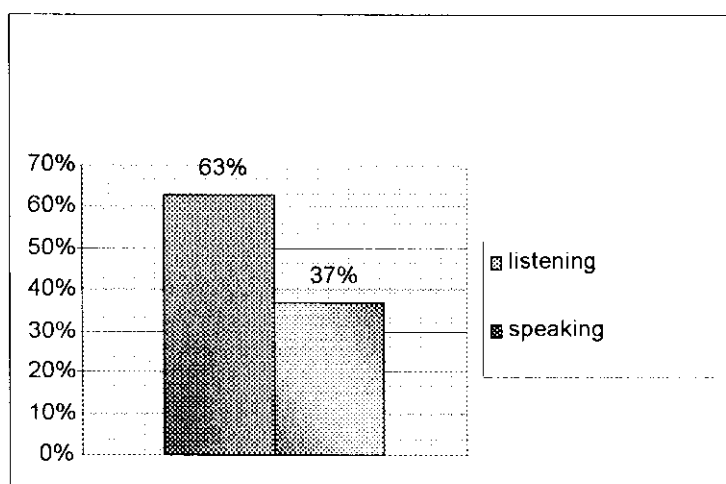
A hundred percent of the teachers coincide in the necessity to increase the use of technology in the classroom, but it is important to have in mind the fact, that the time they have to teach English is only two hours per week in almost the whole institution. Only three courses in high school take five hours per week, so the increased use of technology should be very well planned.

## 6. What kinds of skills do you present through technology?

**CHART 6**

| ALTERNATIVES | f | %   |
|--------------|---|-----|
| LISTENING    | 5 | 63  |
| SPEAKING     | 3 | 37  |
| TOTAL        | 8 | 100 |

**GRAPH 6**



**SOURCE: TEACHER'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

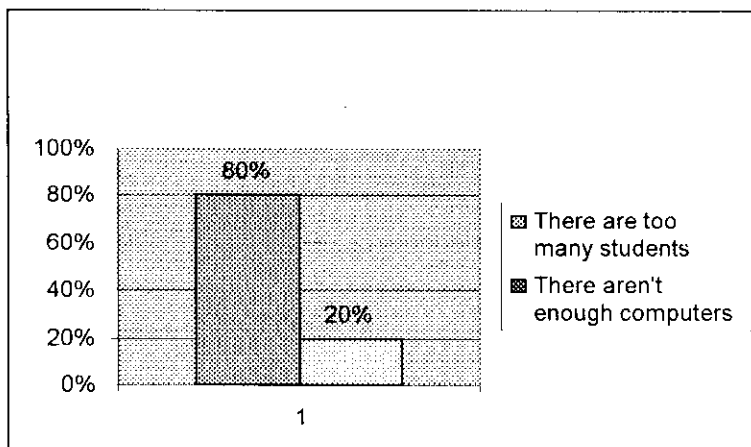
According to these results, teachers use technology to help students with principally two skills. This question is related to question two, where teachers mentioned that they all use a CD player. But that is not the purpose. What they need is guidance in how to provide some possibilities of approaching writing and reading skills through technology.

**7. Do you have problems in relation to the use of technological equipment?**

**CHART 7**

| ALTERNATIVES                  | f | %   |
|-------------------------------|---|-----|
| THERE ARE TOO MANY STUDENTS   | 4 | 80  |
| THERE AREN'T ENOUGH COMPUTERS | 1 | 20  |
| TOTAL                         | 5 | 100 |

**GRAPH 7**



**SOURCE: TEACHER'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

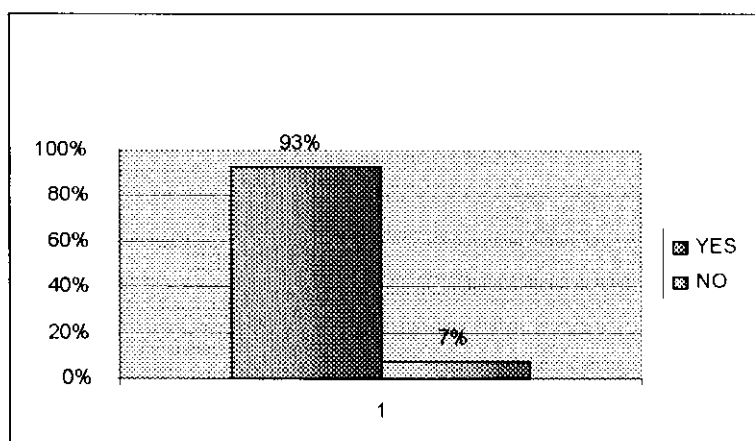
Technological equipment is not sufficient to cover the necessities in relation to the number of students. However, according to question two, teachers are principally using a CD player to help skills improve, but in the institution teachers have access to other kinds of equipment, not only CD players, so it is possible to use them.

### 8. Do authorities ask you to use technology?

**CHART 8**

| ALTERNATIVES | F | %   |
|--------------|---|-----|
| YES          | 1 | 20  |
| NO           | 4 | 80  |
| TOTAL        | 5 | 100 |

**GRAPH 8**



SOURCE: TEACHER'S QUESTIONNAIRE

DONE BY: FRANKLIN PÉREZ SORNOZA

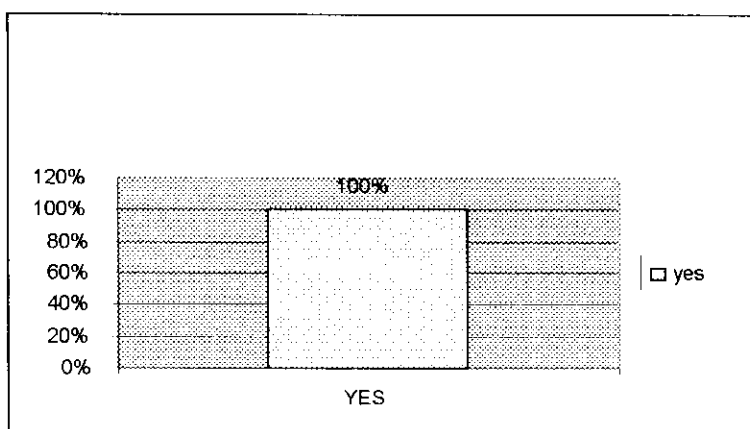
In this institution authorities are in favor of technological advances. This can help to implement new forms of teaching processes. In addition to this, the institution is always providing training courses for teachers in all the areas and technology use is one of them. These courses are part of the institution academic planning, Teachers have to take them an hour a week.

### 9. Do you think that the use of technology helps your students' motivation?

CHART 9

| ALTERNATIVES | f | %   |
|--------------|---|-----|
| YES          | 5 | 100 |
| NO           | 0 | 0   |
| TOTAL        | 5 | 100 |

GRAPH 9



SOURCE: TEACHER'S QUESTIONNAIRE

DONE BY: FRANKLIN PÉREZ SORNOZA

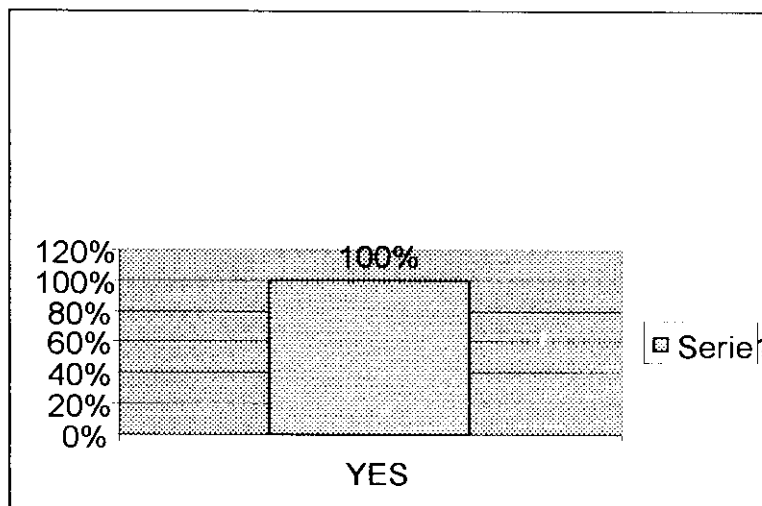
Teachers can see that motivation in students is helped through the use of technology in the classroom. So, it reinforces the principal idea of the present investigation, in relation to the increment of technology use in the classroom. By using this motivation, English skills are more easily introduced

10. Do you think that the use of technology is a form of getting your students in contact with a native speaker's language forms?

CHART 10

| ALTERNATIVES | F | %   |
|--------------|---|-----|
| YES          | 5 | 100 |
| NO           | 0 | 0   |
| TOTAL        | 5 | 100 |

GRAPH 10



SOURCE: TEACHER'S QUESTIONNAIRE

DONE BY: FRANKLIN PÉREZ SORNOZA

Again, there is total agreement in that technology can help students to get in contact with the target language forms. Thus, the idea that teachers should use technology in the classroom is supported. The point here is to use it according to the skill that teachers need to present and the availability of time.

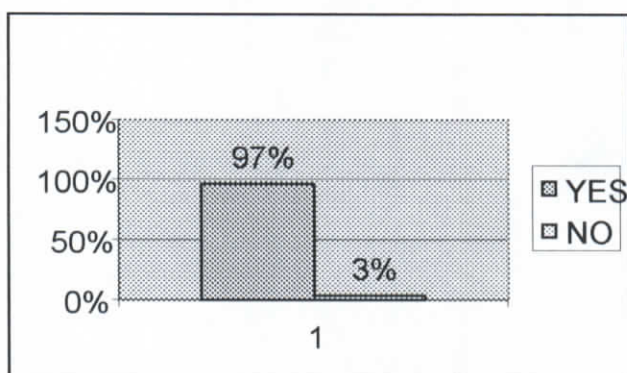
### Student's Questionnaire

#### 1. Do you like to use technology?

GRAPH 1

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 97  | 97  |
| NO           | 3   | 3   |
| TOTAL        | 100 | 100 |

CHART 1



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

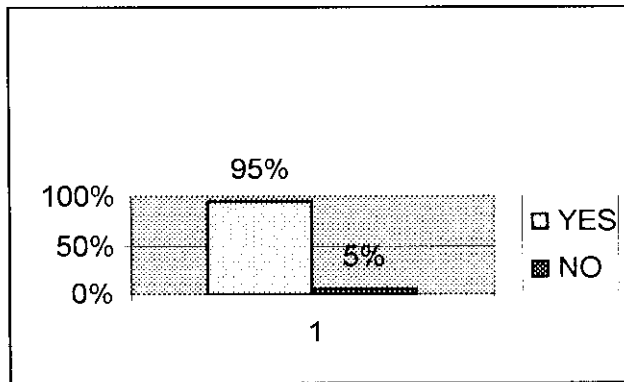
It is important to consider this percentage of answers because according to this, almost all the population would like to use technology. So, this is a fact teachers need to have in mind in order to make decisions. By recalling to teachers responses, we know that motivation in students is increased too. Consequently, the best alternative is the increment of technology in the classroom.

**2. Do you think that the use of technology in the classroom is important?**

**CHART 2**

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 95  | 95  |
| NO           | 5   | 5   |
| TOTAL        | 100 | 100 |

**GRAPH 2**



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

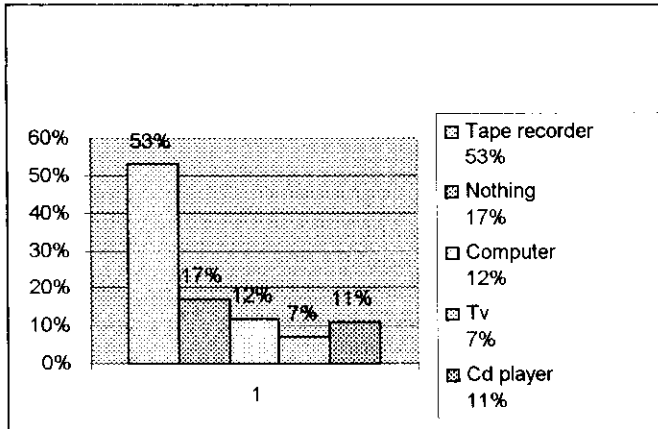
Again the inclination of the students to the side of the technological aspects is proved. This is understandable because they are living in a technological era and because of this it is possible to use this almost natural preference to improve the teaching-learning process in English Language classes.

### 3. What kind of technology does your teacher use?

CHART 3

| ALTERNATIVES  | F   | %   |
|---------------|-----|-----|
| TAPE RECORDER | 53  | 53  |
| NOTHING       | 17  | 17  |
| COMPUTER      | 12  | 12  |
| TV            | 7   | 7   |
| CD PLAYER     | 11  | 11  |
| TOTAL         | 100 | 100 |

GRAPH 3



SOURCE: STUDENT'S QUESTIONNAIRE

DONE BY: FRANKLIN PÉREZ SORNOZA

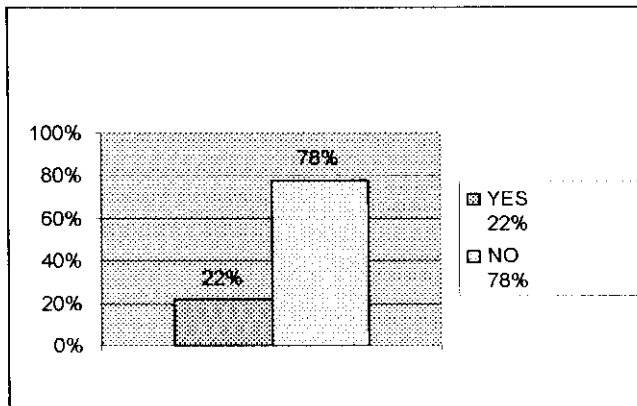
These results are important for making a differentiation between teachers' and students' perspectives, where students consider a tape recorder the same as a CD player. But the most important fact is that, students coincide with teachers and it is in great form a signal that the use of the other technological equipment is not enough.

#### 4. Is the use of technology applied creatively?

**CHART 4**

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 22  | 22  |
| NO           | 78  | 78  |
| TOTAL        | 100 | 100 |

**GRAPH 4**



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

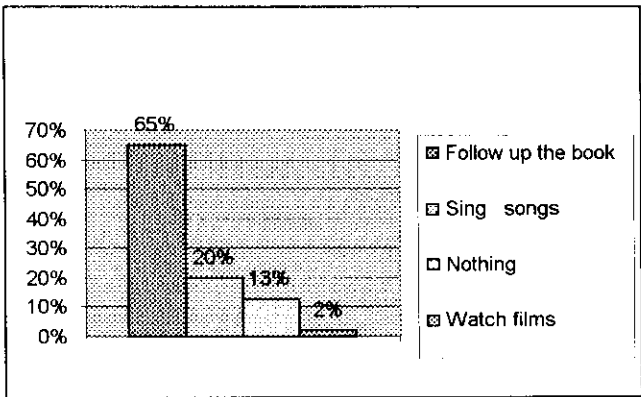
This is another important fact in order to know how technology is being used . It is almost comprehensible when it is possible to see that teachers use principally audio technology equipment; and of course this kind of technology presents limited uses. This is a clue that demands the use other types of technology.

**5. What does the teacher use technology for?**

**CHART 5**

| ALTERNATIVES       | f   | %   |
|--------------------|-----|-----|
| FOLLOW UP THE BOOK | 65  | 65  |
| SING SONGS         | 20  | 20  |
| NOTHING            | 13  | 13  |
| WATCH FILMS        | 2   | 2   |
| TOTAL              | 100 | 100 |

**GRAPH 5**



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

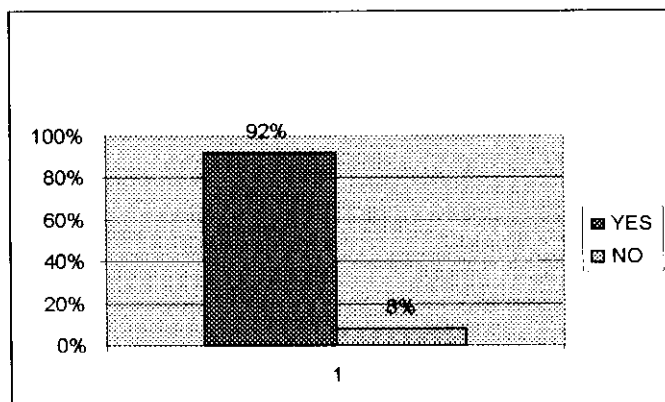
This is important again, first, in relation to the teachers' answers, and second as a filter from the results of the question above. But technology could be applied to the same text book contents to present variation in the form of introducing and developing the same syllabus without leaving the content programs.

## 6. Do you enjoy it when technology is used in class?

**CHART 6**

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 92  | 92  |
| NO           | 8   | 8   |
| TOTAL        | 100 | 100 |

**GRAPH 6**



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

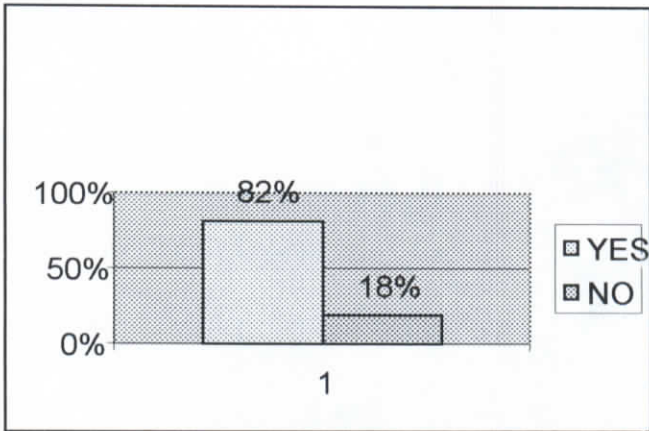
Students enjoy the use of technology in class, even if it is just for following up the book activities. So, if teachers know that technology helps to increase student motivation, and students want to use it, technology is the best alternative to get students become interested in English.

7. Do you think that the use of technology facilitates your understanding of the introduced content or topic?

CHART 7

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 82  | 82  |
| NO           | 18  | 18  |
| TOTAL        | 100 | 100 |

GRAPH 7



SOURCE: STUDENT'S QUESTIONNAIRE

DONE BY: FRANKLIN PÉREZ SORNOZA

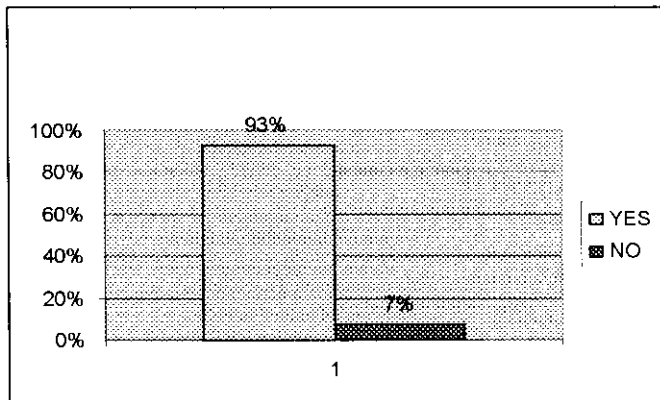
Students principally use follow up activities with technology. So, it is comprehensible that it helps their understanding. But it is possible to demonstrate students other alternatives which can provide them the real forms of the Language. This could be possible by presenting films, pictures, images, and sounds which are proper of native speakers and in this way motivate and even measure skills.

**8. Do you think that technology can help your skills improvement?**

**CHART 8**

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 93  | 93  |
| NO           | 7   | 7   |
| TOTAL        | 100 | 100 |

**GRAPH 8**



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

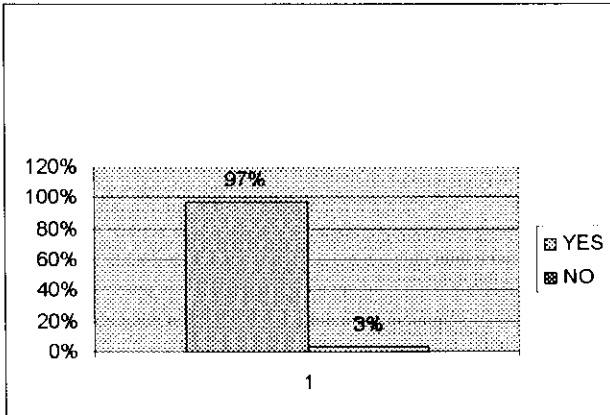
Students notice that they can improve their skills by using technology and this is so from the teachers' answers too. Then, it is necessary to provide students with skills development according to their needs, like and dislikes; and being students' facilitators by using the students' abilities.

9. Do you think that the use of technology helps you contact native language speakers' forms?

**CHART 9**

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 97  | 97  |
| NO           | 3   | 3   |
| TOTAL        | 100 | 100 |

**GRAPH 9**



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

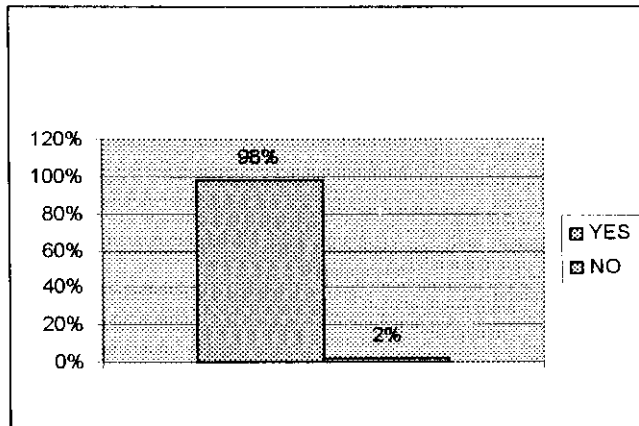
Students know the importance of using technology to contact native language forms. So, again they coincide with teachers, but the problem here is that teachers use the technological support principally to follow up the book which is made in Ecuador with Ecuadorian teaching forms. But students need to get in contact with English forms.

### 10. Would you like more time of technology use in class?

**CHART 10**

| ALTERNATIVES | F   | %   |
|--------------|-----|-----|
| YES          | 98  | 98  |
| NO           | 2   | 2   |
| TOTAL        | 100 | 100 |

**GRAPH 10**



**SOURCE: STUDENT'S QUESTIONNAIRE**

**DONE BY: FRANKLIN PÉREZ SORNOZA**

This is the principal reason of the present investigation. Students like and want more time of technology use in class. The institution has the technology needed, and the teachers consider the use of it important. Maybe the increment of technology use is possible and it will contribute to the improvement of the skills.

### 5.2.2 Results Analysis

In relation to the teacher's answers, it is important to consider that in the UNIDAD EDUCATIVA EXPERIMENTAL PEDRO FERMIN CEVALLOS, authorities ask teachers to capacitate all the time and it is here where teachers use technology such as: television, VCRs, DVDs, computers and others. The technology used in English classes is principally tape recorders and CD players. This fact is in concordance to the teachers' answers in item four, where it is said that the improved skills are listening and speaking skills.

In relation to this, students express that the principal tool in the class is the tape recorder, this fact is followed by the alternative "nothing"; after that computers are mentioned, but again it is a kind of incongruence because they are not used in the English teaching learning processes. Again, it is possible to associate this with cell phones as technology, but, curiously it is said that teachers use cell phones to talk to others and not for teaching processes.

Technology is used to improve two skills; at this stage teachers and students consider technology important and necessary, but it is not used like teachers need and students want. In the students questionnaire, according to question four teachers don't use it creatively to help students motivation as teachers said in question nine, and of course students need more alternatives to learn what is enjoyable for them.

Not only the book is the form to know about a culture or a language. English is widely exposed through lots of forms not just through the tape recorder and the CD player, teachers and students agreed that technology is a source to get in contact with the target language forms, because they understand that, for example, T.V is one of the most important elements which helps to know other cultural forms and of course language forms as in our case the study of English.

All of the questions show the alternative that technology is too important in the teachers' and students' perspective and its possible uses in the classroom, but the questionnaires presented the results of technology is sub-estimated and sub-utilized. Another important fact is that the institution has enough technology to confront the challenges of nowadays exigencies. The fact that there are lots of students does not matter, because it is a normal problem in public institutions.

Certain features of the application in the learning process were particularly useful when working with audio-visual technologies in the classroom. First, not everybody has the same abilities to accomplish a task. Meanwhile, cooperative learning allows them to do the activity well because classroom activities were centered on real use of the language. After this, teachers should be skillful when selecting appropriate tasks to cover the curriculum. They also have to begin with basic knowledge of audio-visual appliances.

Students learn to concentrate and to assume responsibility, not only for their own learning, but for that of others too. They share their own special abilities helping others in what they know or can do in a better way. It has been found that high school students are often more capable than teachers at using audiovisual technology. Students can help other students, and even help their teachers when necessary. Additionally, for teachers, it is much easier to think of him or herself as just one new member of a big team who is responsible for the changes which are coming to the classrooms.

The quality of content and value judgments expressed in these questionnaires were not typical in relation to others produced in the classrooms in the public school system. In general terms, students do not usually give opinions in relation to the teaching and learning process, sometimes their needs and interests are forgotten.

On the other hand, students analyze the cultural features inherent to English language in the course of the use of technology. Their need to discover what really happens in countries where the target language is spoken in situations where the four skills were presented has been taken into account. Audio-visual aids also empower students, letting them have an idea and give an opinion about native speakers' life, which is perceived via technology.

As it was said by teachers and students, both groups accept the necessity of the increment of the use of audiovisual technology in the classroom to facilitate and improve the development of the four skills in English. The authorities and all the administrative staff are in favor of the application of the

most up dated pedagogy to help students in their learning process, not only in the English class, but in all the subjects which students have to take.

Teachers are in continuous training to be on the side of the world advances an of course technology is one of them. The conditions that the UNIDAD EDUCATIVA EXPERIMENTAL PEDRO FERMIN CEVALLOS offers to teachers and students are excellent to accomplish with the increment in the use of technology in the classroom.

After teachers have selected the topic to be used and the skill to be reinforced with a little of creativity, they have to show sensibility in the use of time to ask for the use of the audio-visual appliances with priority.

## **CHAPTER VI**

### **ACTIVITIES TO BE USED IN EFL CLASSROOM**

Often listening exercises which are found in textbooks are very different from anything that is heard outside the classroom. Language is written, acted out, spoken clearly and progressively, and always uses appropriate grammar. Of course, there is obviously a place for this in an English classroom, there is also a place for authentic, English, that is spontaneous and full of complete and incomplete sentence structures, lots of expressions, slangs, accent speechless, utterances and idioms.

Through audiovisual activities, students can enjoy classes. They get involved with real language forms. They can select their favorites; they are in a kind of show in classes.

Songs are fantastic materials for the language teacher to use with young learners. They have innumerable uses. Because of the rhymes, they could be wonderful resources for teaching English stress and intonation patterns.

Moreover, music is a source of motivation, interest and enjoyment. It constitutes a good methodology to introduce context for language use. Students become themselves when they sing.

You can use a song to teach the sounds of English and to reinforce vocabulary. A song is collective, it contains sometimes new words and expressions. Singing helps to acquire a sense of rhythm. It facilitates memorizing when it is associated with a linguistic structure; of course to accomplish with all of the facilities that a song provides, you just need a tape recorder or a CD player, which are the most common technological forms in the classroom.

On the other hand, if a picture says a thousand words then motion pictures must express millions. So, it is possible to associate sounds, images, context, non-verbal messages, and other characteristics of the language through the simple use of a T.V set, a VCR or a DVD player and a computer. All of these devices form part of technology again.

You can establish a routine of watching a program with your class, adapting the programs to cover the area that you are studying. You can use the episodes that you and/or the class decides. Although the activities could be divided, you can use a combination of them during one hour.

An advantage of having motion pictures, is that each movie, film, documental, news, etc, takes place in a different location. This gives the opportunity for cultural discussion, classes in different countries and if you can have students from the area, it gives them the opportunity to talk about their home to the other students. These activities could be designed for all levels of English classes.

You can use audiovisual activities to improve listening, reading writing and speaking skills. Some of the activities were designed by me; others were adapted and modified to our levels and hours of study and others were taken from books or from Internet sources.

## Activity 1

### Comprehension Questions for the Movie "Men in Black"

Letitia Bradley <http://www.baycity.or.jp/~tishwish/>

- Objectives
  - To provide practice in answering all kinds of comprehension question forms to help writing skills; or it could be used in oral form to practice speaking skills.
  - To give students the opportunity to associate the context and the real language forms.
  - To associate images with sound to get a complete listening task, thus reinforcing listening skills.
- Level:
  - All levels.
- Materials:
  - "Men in Black" Video
  - Handouts with the questions to be answered.
- Preparation:
  - Select the video scenes.
  - Make the questions based on the film.
- Procedure:
  - Warm-up
    - Conversation about aliens and human possible relationships.

- Variation:
  - You can use the video in four sessions once a week, instead of presenting the film in just one lesson.
  - You can ask just one question from each scene in one hour.
  - Students can answer in written or in oral form; then, they can be helped in writing and speaking skills.
  - You can use films modifying the language and topic according to the level and the favoritism of students.
- Task
  - Form small groups (3-4) and watch the video.
  - Write answers step by step.

Here you have a complete example of the use of a film.

### **Comprehension Questions for the Movie "Men in Black"**

Letitia Bradley <http://www.baycity.or.jp/~tishwish/>

#### **Scene 1. The border control stops the car.**

1. How many cars are blocking the road?

Four.

2. What does the driver say he has been doing?

Fishing.

3. How many people are in the black car?

Two.

4. What is the name of the first Alien?

Mikey.

5. What color are the Alien's entrails?

Blue.

## **Scene 2. A policeman is chasing someone.**

1. How many policemen are chasing at the beginning?

Three.

2. What does the first man (the alien) jump off from?

A bridge.

3. What is the policeman wearing around his neck?

His badge and some chains.

4. How does the policeman get inside the big, white, building?

He shoots the glass, to break it, and then climbs through.

5. How does the alien die?

He jumps off the top of the building.

## **Scene 3. At the Farm.**

1. What is the man inside the house doing?

Eating dinner, and complaining.

2. What happens to the truck?

A spaceship lands on it, and it is smashed.

3. Is the cow hurt by the spaceship?

No, it walks away before the spaceship crashes.

4. What is the farmer (Edgar) carrying?

A gun.

#### **Scene 4. Inside at the farm.**

1. What is the first thing that the alien using the Edgar's body says?

Sugar.

2. What does he want?

Sugar in water.

3. What does the woman do when she sees the alien pull his skin tight?

She faints.

#### **Scene 5. The policeman is being debriefed.**

1. How many people are in the room?

Three.

2. What rank is the fat policeman in uniform?

Sargent.

3. How long does the young policeman think the fat policeman needs on a "stair master"?

10 minutes.

4. Where does the woman say the morgue is?

On 26th.

#### **Scene 6. At the pawnbrokers.**

1. Who goes into the shop first?

The policeman.

2. What is on the counter?

A lamp, a newspaper, and a tray of Rolex watches.

3. What does the man in black (K) say he will count to?

Three.

4. How does the alien make the guns appear?

He presses a button.

### **Scene 7. At the restaurant.**

1. What does the woman say that she is eating?

Her Popcorn

2. What did K and officer Edwards have to eat?

Egg rolls

3. What name does K call Officer Edwards?

James

4. What drink has Edwards been having?

Tequila

5. What time should they meet?

9.00

6. How many bottles do we see on the table in front of Officer Edwards?

3

7. What does K give to Officer Edwards?

His calling / business card

8. What is the address of the place Edwards has to go to?

504 Battery Drive.

### **Scene 8 Back at the farm.**

1. What is the man with the tank on his back going to do?

Kill the cockroaches and bugs in the barn.

2. What does the alien do to the man? How?

He kills him. (By sticking the nozzle down his throat).

3. What does the alien do with his spaceship?

He rolls it up a plank into the back of the truck.

### **Scene 9. 504 Battery Drive.**

1. What is the guy in the suit called?

Z.

2. Why are they all there?

To take the test.

3. How many are they looking for?

Only one.

4. How many are taking the test?

Six.

5. In the shooting scene did Edwards (the policeman) kill any monsters?

No.

6. Who did he shoot?

A little girl.

7. What was the (guy) monster hanging from the light doing?

Working out.

8. What about the snarling beast guy, what was he really doing?

Sneezing

9. How old is little Tiffany (the girl)?

About 8 years old.

10. How many books is she carrying?

Three.

11. What is strange about the books she is carrying?

They are much too difficult for her.

12. What is the last test that they have to administer?

An eye test.

### **Scene 10. Walking K explains to Edwards.**

1. What does K give to Edwards?

A folder.

2. What date did the aliens first make contact?

March 2nd, 1961.

3. How many people were there that night?

Nine.

4. How did they conceal all evidence of the landing?

They held a Worlds fair (expo').

5. Why does Edwards think that K needs a CAT scan?

He thinks that he is crazy.

6. Does Edwards believe K's story?

No he keeps being sarcastic.

**Scene 11. In the coffee room.**

1. How many aliens are in the room?

Four.

2. Does K want decaf coffee?

No.

**Scene 12. Sitting in the park.**

1. How many aliens does K say are on the planet at one time?

About fifteen hundred.

2. What job does Edwards think that most aliens do?

Cab drivers.

3. How long does K give Edwards to think it over?

Until sunrise.

**Scene 13. Back at 504 Battery Drive.**

1. What does the Immigration officer ask the really tall alien? "

Any fruit or vegetables?.

2. Do they report to the government?

No. K said that they ask too many questions.

3. When was the great New York black out?

1977.

4. What is the relationship between the two aliens who are running the observation center?

They are twins.

5. What planet did Edwards think his teacher was from?

Venus.

6. What name does Edwards use now?

J.

7. What does J say is the difference between K and himself?

He makes this look good.

**Scene 14. (After we see the Edgar alien) J and K are being briefed.**

1. What was the red letter about?

An unauthorized landing somewhere in upstate New York.

2. What is a "skimmer"?

A landed alien, who is out of zone.

3. Where is the alien called "Redglick" stuck?

On the New Jersey Turnpike.

4. A keg is a big container of beer. What do you think to host a Kegger means?

To have a party.

5. Z knows that J doesn't like being called names like "son" or "sport" but he calls him two different names to annoy him, what are they?

Tiger and Junior.

6. What kind of car do they drive?

Ford P.O.S.

7. What does J think that K has to work on?

His people skills.

**Scene 15. At the restaurant.**

1. Where is the cat?

In the bag on the floor under the table.

2. What has the older alien brought for the other alien's children?

Diamonds.

3. Has the tall alien ordered?

Yes, Pirogi.

4. What is the table number they are sitting at?

Six.

5. Who does the bug (the Edgar alien) kill first?

The older one.

**Scene 16. On the New Jersey Turnpike.**

1. Where does Reggie's card have him restricted to?

The island of Manhattan.

2. How many times is J pulled through the car?

Once.

3. What does K said the baby is?

A Squid.

**Scene 17. At the newspaper seller's.**

1. What other newspaper is mentioned?

The New York Times.

2. How many papers does K buy?

Four.

3. What does the head line say on the paper he throws on to the car?

Alien stole my husbands skin.

### **Scene 18. The M.I.B. go to the farm.**

1. What doesn't the F.B.I .have?

A sense of Humour.

2. What does she offer them to drink?

Lemonade.

3. Does J like the lemonade?

No. J pulls a face and then spits it back into the glass.

4. What is Edgar holding in the photograph?

A rifle (gun).

5. What does J tell her to get from the store called Bloomingdales?

Some dresses and shoes.

6. What colour does K say "please not ....."?"

Green.

### **Scene 19. The morgue.**

1. What does the policeman ask the woman to do?

Sign here.

2. When the woman is dictating notes K finishes a sentence for her what word does he say?

Weird.

3. What is special about the Heart, liver, lungs of the older alien?

They are all missing.

4. What name is J pretending he is called?

Dr. White.

5. Where does the alien say the Galaxy is?

On Orion's belt.

6. How many times, in this scene, does K use the "flashy thing" on the woman?

Twice.

### **Scene 20. The bug in his van.**

1. Where did he get the thing, he is trying to open.?

He took it off the table in the restaurant.

2. What is inside?

Diamonds.

3. What did he think was inside?

The Galaxy.

### **Scene 21. Back at H.Q.**

1. Where is Orion in the sky?

In the Northern sky.

2. How many stars are galaxies made up of?

Billions.

3. What words appear on the screen of the computer that K is working on when J interrupts him?

Subject lost.

4. Does K agree with J when he quotes "It is better to have loved and lost than never to have loved at all"?

No. He says try it.

### **Scene 22 (After J is given a weapon) At the Jewelry store.**

1. How many display cases does the bug break?

Three.

2. What does the bug see that makes him snort and grunt?

He sees the photograph of the cat and its collar.

3. What is happening to his car?

It is being towed away.

4. What does the bug say to the tow truck driver? "

Hey this is my truck".

5. What makes J turn around and see the bug?

He hears a gunshot.

6. How many times does J shoot at the bug?

Three times.

7. What does the bug steal from the street seller?

A post card.

**Scene 23. The Men in Black talk to the dog.**

1. Which one does J think is the alien?

The gaunt looking man.

2. Which one is the Alien?

The dog.

3. What is the dog's name?

Frank.

4. Why can't the dog talk now?

His flight is leaving.

5. What two excuses does J say to passers by when K is shaking the dog?

The dog owes him money and they are practicing for a ventriloquist act.

6. How small does the dog say the galaxy is?

Tiny, like the size of a marble or a Jewel.

7. What does J see that makes him say "K"?

A cat with a bell on its collar.

**Scene 24. The alien goes to the morgue.**

1. Why does the woman suddenly jump?

The cat lands on her table, and surprises her.

2. What name is on the cat's collar?

Orion.

3. What is inside of the pendant on the cat's collar?

The Galaxy.

4. What is the bug carrying?

His gun.

5. How does he get the desk clerk's attention?

He rings the bell.

6. What does the bug tell him not to do?

Don't do that. (Kill the bugs on the counter with the fly swat).

**Scene 25. K and J arrive.**

1. How long does K give J before he will come in there?

Two minutes.

2. What does the bug say that he is looking for?

The animal.

3. Why does the bug stop dragging the woman?

He hears J ringing the bell.

4. What name does J call himself?

Sargent Friday.

5. What time is it?

6.20 pm

6. What does J say the cat has witnessed?

A Murder.

7. Why does K look up?

Something drops from the ceiling and extinguishes his match.

8. What does he see?

The desk clerk stuck to the ceiling.

9. How does the bug leave the morgue?

Through a window.

10. What does he take with him?

The woman and the Galaxy.

11. How does the bug get away?

In a taxi.

### **Scene 26. Chasing the bug.**

1. Why does the bug say he is taking the women with him?

It is a long journey and he might need a snack.

2. Why is J surprised that K is taking the tunnel?

It is going to be packed.

3. What button is J told to push?

The little red button.

4. Who is the singer of the song K plays?

Elvis Presley.

5. According to K, is the singer dead?

No he just went home.

6. Why is the bug happy that a war could start?

More food for his family.

7. When the guys arrive in Queens, how much longer, is it until the destruction of the Earth?

Seven minutes and 56 seconds.

8. What number is the Mets baseball player wearing when he doesn't catch the ball?

Twenty-three.

9. When the bug emerges from "Edgar's suit" what is the first thing it does to the M.I.B.?

He takes their guns.

10. What does K say, that J mustn't let the bug do?

Leave in the second ship.

11. Where does K say he is going?

To get his gun back.

12. What is the last part of K that we see ?

The bottom of his shoes.

13. What does J throw at the bug?

A rock.

14. How many roaches does J step on?

Three. (Actually he steps on at least two more when he is talking to the bug, but we only clearly see him crush three).

15. What relation does he think they are to the bug?

Auntie and uncle.

16. Who does K call on his cellular telephone?

Z. To tell him that they have the Galaxy.

17. Who finally kills the bug?

The woman.

**Scene 27. Outside of H.Q..**

1. Who does K say that the flashy thing is for?

For himself.

2. What four things does K explain about the flashy thing?

Months, days, years and always facing forward.

**Scene 28. The new J.**

1. In the newspaper headline, what city has a car that defies gravity?

Detroit.

2. What does the other paper say about the man who used to be K?

Man awakens from 35 year coma.

**COMMENTS**

The students were presented the film and they enjoyed it. This kind of presentation is not common in the English class in public schools. They felt motivated because of the change to introduce an activity. The majority of them were capable to perform the activity (just scenes one to seven were presented and students were asked to answer just scenes one and seven; because of the vocabulary needed to answer those questions and the time available to present the activity). This activity was considered useful by students, because they sometimes feel uncomfortable with the subject, but they said that, the activity was interesting and enjoyable.

## Activity 2.

Original idea.

**Write or give the voices to one of Charles Chaplin Movie script.**

### Objectives

- To provide practice in writing skills.
- To provide practice in speaking skills.
- To give students the opportunity to use language forms according to a given content.
- Level:
  - All levels
- Materials:
  - “Charles Chaplin” Video
- Preparation:
  - Select the video scenes.



The Immigrant (1917) - Charles Chaplin

"The Immigrant Charlie Chaplin 1917 Image Entertainment"

Photo Date: 1917



The Immigrant (1917) - Charles Chaplin, Edna Purviance

"The Immigrant Charlie Chaplin, Edna Purviance 1917 Image  
Entertainment"

Photo Date: 1917

- Give some sample forms through handouts
- Procedure:
  - Warm-up
    - Conversation about Charles Chaplin films.
- Variation:
  - You can use the total video or you can use just parts depending on the level of students and the capacity to write or speak.
- Task
  - Form small groups (3-4) and watch the video.
  - They can do the task individually or in the same groups to get some cooperation.

## COMMENTS

The students enjoyed the scenes of the film. Once again they felt motivated to do the activity which objective was to make students write a little script with

their own words about what they watched, not all of them were capable to do the activity the first time, because of the reasonable lack of vocabulary common in public institutions, but with a little help all of them could do the activity. This activity was considered useful by students because they had the topic and content to be developed. They said that, the activity was interesting and enjoyable.

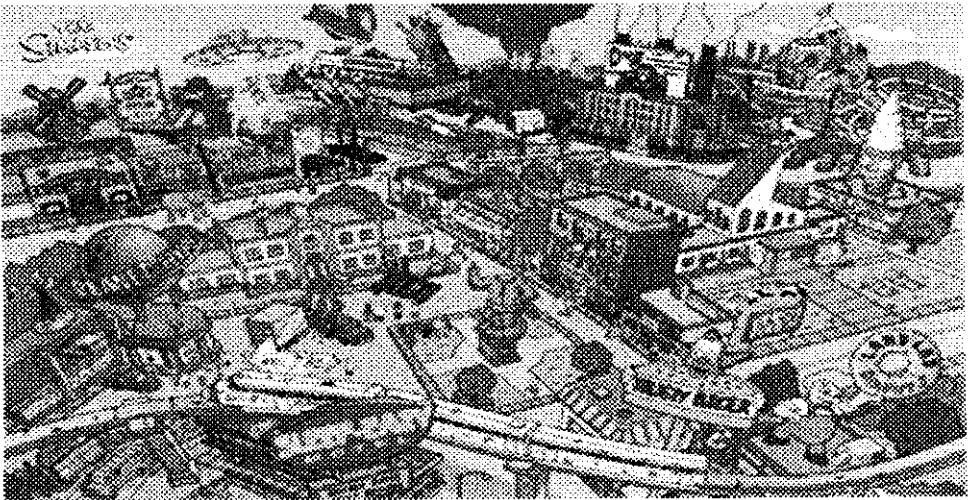
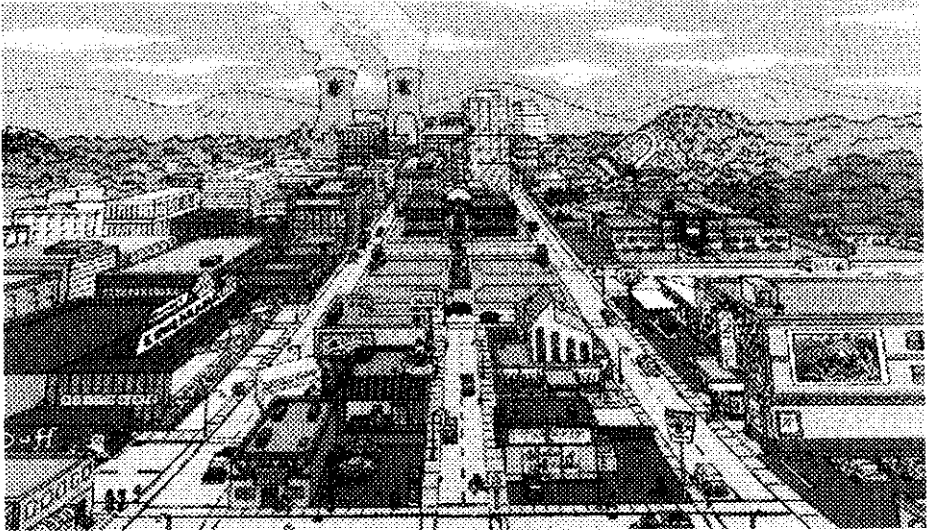
### **Activity 3.**

#### **Original idea.**

#### **Power point presentation**

- Objectives
  - To provide practice in writing skills; or, it could be used in oral form to get speaking skills.
  - To give students the opportunity to associate the context, vocabulary and real language forms.
  - To help students through pictures, photos or images which are familiar to them and according to their likes.
- Level:
  - All levels
- Materials:
  - Computer
  - Infocus
  - White board.
  - Pictures or images to be projected

- Preparation:
  - Select the images according to the level.



- Focus the language aspect to be revised.
- Procedure:

- Warm-up
  - Conversation about the content of the image.
- Variation:
  - You can use the images for writing skills or for speaking skills according to the level and the time you have to do the activity.
  - You can ask a student or it could be group competition.
  - Students can answer in written or in oral form. They can be helped in writing and speaking skills to reinforce vocabulary, grammar structures, etc.
- Task
  - Form two teams or it could be done individually.
  - Write the answers on the white board or give them in oral form according to the teacher's instructions.

## COMMENTS

The students enjoyed the activity. They felt motivated because of the competition that the power point presentation helps to do. They liked to run to the whiteboard to write the answer and say it orally. After that, they had to be told if their answers were right or wrong. Everybody could take part of the activity. This activity was considered useful by students because they had the picture which presented a known context and helped them to be aware of their deficiencies in vocabulary.

## EXTRA ACTIVITIES TO DO IN EFL CLASSROOM

### Activity 4.

#### RAYMOND

#### Original Idea

- Objectives
  - To provide practice in reading and writing skills.
  - To ask for the best students' performance in fast reading and writing tasks.
  - To associate images without sound, with the read context and to write a summary to get the total idea of the situation.
- Level:
  - All levels.
- Materials:
  - "Raymond" Video
  - Handouts to write the summary.
- Preparation:
  - Select the chapter.
- Procedure:
  - Warm-up
    - Questions in relation to students' knowledge of the characters of that comedy.
- Variation:
  - You can only use the half of the chapter and you can ask students to write the finish of the story.

- You can ask just one question from each scene in one hour.
- Students can tell the finish of the story in oral form; then, they can be helped in writing and speaking skills too.
- You can use comedies like this or other kind of series according to the level and the favoritism of students.
- Task
  - Read the subtitles of the comedy.
  - Write the summary of the story, or,
  - Write the finish of the story, or,
  - In oral form explain the finish of the story.

## **.Activity 5**

### **News reports Commentaries**

#### **Original Idea**

- Objectives
  - To provide practice in speaking skills.
  - To get the oral output from the students after presenting to them the input through the news.
  - To present an appropriate context to establish discussions, debates and commentaries in relation to the news they have seen on T.V.
- Level:
  - All levels.
- Materials:

- Recorded news Video.
- Preparation:
  - Select the news to be used.
- Procedure:
  - Warm-up
    - Conversation about topics about important and recent city, country or world news and events.
- Variation:
  - You can use any kind of documental, sport news, fashion reports, etc, according to the students' ages and interests.
  - You can ask for writing reports.
- Task
  - Comment the news.
  - Establish a debate.
  - Give solutions to the problems that have been presented in oral or written form.

## **Activity 6**

### **Video role play**

### **Personal Experience**

- Objectives
  - To provide complete practice in the four skills.

- To help students to use the target language in a context as close as possible to the reality.
- To record their performance in order to analyze and be aware of their errors.
- **Level:**
  - All levels.
- **Materials:**
  - Video Camera
  - Handouts to write the script.
- **Preparation:**
  - Select the topics.
  - Form the work groups.
  - Give turns to use the video recorder.
- **Procedure:**
  - Revise the script according to the given topics.
- **Variation:**
  - Students can use a tape recorder instead of the video recorder in the role play.
- **Task**
  - Write the script according to the given topics.
  - Record the role plays.
  - Present the role plays in class
  - Analyze possible errors.

## Activity 7

### Pictures about personal experiences following book contents.

#### Original Idea

- Objectives
  - To provide practice in speaking skill.
  - To give students the opportunity to demonstrate their personal experiences related to the content of the book.
  - To promote the creativity in the students' stories through the images presented in the pictures.
- Level:
  - All levels.
- Materials:
  - Photo Camera.
- Preparation:
  - Select the unit in the book.
  - Establish the date to be presented.
- Procedure:
  - Warm-up
    - Conversation about personal experiences.
- Variation:
  - You can use a digital camera to present the pictures through a in focus.
  - You can use transparencies and an over head projector.

- Students can use pictures that they have in relation to similar past experiences to avoid costs.
- Students can use cell phone cameras to take pictures, after that they can present through the computer and the in focus.
- Task
  - Prepare the presentation in a given limited time.
  - Present the story in oral form.
  - Students have to make questions about their classmates' presentations to get more information.

## Activity 8

### Listening with Video

Donna Hurst Tatsuki. [tatsuki\[at\]kobeuc.ac.jp](mailto:tatsuki[at]kobeuc.ac.jp)

- Objectives
  - To provide practice in listening skills.
  - To give students a context to locate their answers.
- Level:
  - Intermediate.
- Materials:
  - Video segment depicting a series of actions. Some good sources are TV commercials, rock videos, and movies. In this case is the opening scene in Raiders of the Lost Ark.

- Preparation:
  - Select the video segment.
  - Write a target narrative paragraph to determine the number and nature of the gaps to be filled in.
- Procedure:
  - Warm-up
    - Conversation about “Indiana Jones” Films.
- Variation:
  - An alternative is to give a word bank to be filled in the cloze listening.
  - It is possible to use films, or, other kind of videos according to the students’ interests.
- Task
  - Listen and fill in the gaps.

This is an example of the answer sheet.

## Handout

### (Scene , Raiders of the Lost Ark)

Marcus drove up to Indy's bungalow and excitedly rang the doorbell. He was there to s\_\_\_\_\_ the news that the army intelligent officers had decided to a\_\_\_\_\_ their plan to find the lost ark. As a part of the agreement, they would provide Indy with a cash a\_\_\_\_\_ of several thousand dollars and a healthy deposit in his bank a\_\_\_\_\_ to cover the expenses that were b\_\_\_\_\_ to occur. Indy was r\_\_\_\_\_ to hear that Marcus had won the a\_\_\_\_\_ of the government

men. It was a p\_\_\_\_\_ end to an exhilarating day.

Being a good h\_\_\_\_\_, Indy p\_\_\_\_\_ offered Marcus a glass of celebratory wine. Marcus loosened his necktie, undid the button of his c\_\_\_\_\_, and made himself comfortable in Indy's living room. Marcus made a c\_\_\_\_\_ to Indy that he felt a bit e\_\_\_\_\_ of Indy's good fortune. He claimed that if he were younger, he would go after the ark himself. Marcus was not a c\_\_\_\_\_ or lazy but to his great r\_\_\_\_\_ he was not as young as he used to be. How u\_\_\_\_\_ it was that such a great discovery was going to be made without his presence. During this conversation, Indy was not i\_\_\_\_\_. He moved frantically around the room packing his luggage for the trip. He paused for a moment and made the r\_\_\_\_ "I wonder if she'll still be with him?" Marcus replied that Marion should not c\_\_\_\_\_ Indy that she was the least of his worries. His expression became serious as he talked about the ark. Marcus was c\_\_\_\_\_ that this ancient relic was different from the others they had collected in the past. The ark was a s\_\_\_\_\_ object that had contained the words of God. He knew that he would u\_\_\_\_\_ Indy by mentioning the religious aspect of the ark. Indy tried to a\_\_\_\_\_ discussing anything to do with religion. He called it superstitious "hocus pocus" and told Marcus not to worry about him. Marcus felt the need to r\_\_\_\_\_ that Indy should take steps to protect himself. To satisfy Marcus and to e\_\_\_\_\_ him to stop worrying, Indy packed his handgun along with his bullwhip.

### Word Bank

Bound to

Conscious

Convenient

Envious

Idle

Perfect

Promptly

Relieved

Sacred

Unfair Account

Allowance

Approval

Collar

Confession

Coward

Host

Order

Outline

Passage

Approve

Avoid

Concern

Confuse

Encourage

Recommend

Regret

Remark

Share

Upset

## CHAPTER VII

### CONCLUSIONS AND RECOMMENDATIONS

1. Technology is a powerful instrument of communication at the present time in the world, because it provides students with a way of gaining more tools for developing in all the aspects of life. English plus technology help teachers and students to have perspectives of themselves and the world. They aid in their personal growth and in their effective change about the environment and the community. Students are sometimes unaware of the actual power of English and technology in the world.

Letting students, perhaps for the first time, sense the power of the language to affect their fate is very important. Through using technology, reinforcing, revising, and asking for more and new forms, other expressions, slang and appropriate skills in relation to understanding in more detail the learnt language, the student comes to understand and enjoy the language in a better way .

2. English structures, accents, dialects can be developed gradually with the increment and irregular progress in the use of technology in the classroom according to the level of the students (low, intermediate or high level). In order to become empowered in English language skills, students need contact with native language forms. Through technology they can reach

this by using materials like videos or CD films, songs and even some computer programs.

The teacher's role should be to assist and guide students to gain control over their English skills. It is essential to have a clear idea of who your students are in order to use technology according to their likes. You should know what he or she is thinking about their course, and according to their interests and needs, teachers can establish the content and the technology which will be used to get the best results.

Knowing this, and knowing what information you want to transmit; these aspects will help teachers to decide the necessary aims for the activities.

Technology in the English classroom, can impulse teachers and students to achieve goals and improve the level of English that students have. The following points will give an idea of why technology is recommended to be used in the classroom.

- The contact with native language is one of the options that technology offers; it is nowadays totally available everywhere.
- It provides a wide language variety to students, who don't have the opportunity to travel abroad.
- Technology gives the chance to learn modern and new expressions of the English language.
- Students can understand that without obligation they can use technology to enjoy films, songs, computer programs, etc without a teacher, even at home.

- If possible, a language classroom with audio/visual facilities and self-study options through available materials should be implemented.
- In relation to the high number of students per class, teachers should use creative alternatives where all the students are integrated. For elementary school, and high school students where English is taught at UNIDAD EDUCATIVA EXPERIMENTAL PEDRO FERMIN CEVALLOS, they can develop their English language skills in a better form.

Since period of class is very short, the expectation of the increment in the use of technology is that students have to spend an important part of their time in non guided study, rather than in formal instruction. That is to say, they need to develop new forms by themselves under the supervision of the teacher. All of them use technology at home, for example, T.V, DVD, Tape recorder, CD player, and even cell phones, instead of using technology all the time to see or listen to Spanish programs they can sometimes use it for films, songs, programs and even for written texts in cell phones can be in English.

According to each skill, some examples were given in the activities section, and it is there when teachers need to demonstrate creativity to present new options and enjoyable alternatives to students.

3. Study skills support: One of the goals is to offer a range of study skills support options, open to all students. At the beginning of the courses, there should be series of open presentations according to the students' needs, on topics including essay writing, handling your reading, note taking, and working with the activities, the courses continue with sessions

on communication in speaking and writing form. Later in the courses, technology gives students the opportunity of knowing the capacity of understanding when teachers evaluate them. Here the feeling of the students in relation to the enthusiasm of comprehending, is the best judge, having in mind that technology is not for everything. That means that a film, for example, cannot be used to test a student: It is according to this study, for improving skills and getting contact with the target language.

In order to get the increment of the use of technology in the English classroom, all members of teachers staff reserve specified times when they need to use technology equipments.

Then, the activities should be distributed too. A good example can be Activity 1 because it is presented in parts, you can see the film "Men in Black" in many lessons, like chapters, groups, etc.

The advancements of the world claim that teachers should utilize their knowledge and experience in creating a studious atmosphere in which students can improve and maintain the level of English. They have to be aware of the challenges in instruction, stimuli the development in a wide variety of effective teaching aids. These challenges have created the need for continuous changes to determine the correct direction of the contents to be taught and the technology to be used. Even when UNIDAD EDUCATIVA EXPERIMENTAL PEDRO FERMIN CEVALLOS is a public

institution, it has two computer labs, a good library with virtual bibliotheca and Internet service, and an audio-visual room; so teachers can increment the use of technology to teach English. Like in other institutions, they just have to ask for the equipment or labs in advance. A good recommendation is to elaborate a schedule for the bimestrial, quinquemestrial or for the total year of class.

The use of technology includes the importance of being clear about the aim. That is the increment of technology use and the improvement of English skills. On the other hand, teachers have to be open to success and failure, but, a clear work can lead to real success in improving English language skills at UNIDAD EDUCATIVA EXPERIMENTAL PEDRO FERMIN CEVALLOS.

**ANNEX 1**  
**PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR**  
**SEDE AMBATO**  
**ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**QUESTIONNAIRE ABOUT THE USE OF TECHNOLOGY IN THE CLASSROOM**

Responsible: Franklin Pérez Somoza.

Objectives:

1. Determine the importance of the use of technology in the second language classroom from the teachers' perspective at the UEE "Pedro Fermín Cevallos".
2. Identify the kind of technology used by teachers of English as second language at the UEE "Pedro Fermín Cevallos".

This questionnaire pretends to show how the use of technology in the English teaching process functions.

Thanks for collaborating.

## TEACHERS QUESTIONNAIRE

Please. Mark with an "X" or write your answer according to your opinion.

1. Do you consider the use of technology in the classroom important?

Yes\_\_\_ No\_\_\_

2. What kind of technology does your institution have?

Explain.....  
 .....

3. Do you have permission to access to that technology?

Yes\_\_\_ No\_\_\_

4. What do you use technology for?

Explain.....  
 .....

5. Do you think that technology use should be increased in class?

Yes\_\_\_ No\_\_\_

6. What kinds of skills do you present through technology?

Explain.....

.....

7. Do you have problems in relation to the use of technological equipments? If yes explain the problem.

Yes\_\_\_ No\_\_\_

.....

8. Do authorities ask you for the use of technology?

Yes\_\_\_ No\_\_\_

9. Do you think that the use of technology helps your students motivation?

Yes\_\_\_ No\_\_\_

10. Do you think that the use of technology is a form of getting your students in contact with a native speaker's language forms?

Yes\_\_\_ No\_\_\_

**ANNEX 2****PONTIFICIA UNIVERSIDAD CATOLICA DEL ECUADOR****SEDE AMBATO****ESCUELA DE LENGUAS Y LINGÜÍSTICA****QUESTIONNAIRE ABOUT THE USE OF TECHNOLOGY IN THE CLASSROOM**

Responsible: Franklin Pérez Sornoza.

Objectives:

1. Determine the importance of the use of the technology in the second language classroom from the perspective of the students at the UEE "Pedro Fermín Cevallos".
2. Identify the kind of technology used by English as second language students at the UEE "Pedro Fermín Cevallos".

This questionnaire pretends to show how the use of the technology in the English teaching process functions.

Thanks for collaborating.

### STUDENTS QUESTIONNAIRE

Please. Mark with an "X" or write your answer according to your opinion.

1. Do you like to use technology?

Yes\_\_\_ No\_\_\_

2. Do you think that the use of technology in the classroom is important?

Yes\_\_\_ No\_\_\_

3. What kind of technology does your teacher use?

Explain.....

.....

Yes\_\_\_ No\_\_\_

4. Is the use of technology applied creatively?

Yes\_\_\_ No\_\_\_

5. What does the teacher use technology for?

Explain.....

.....

6. Do you enjoy it when technology is used in class?

Yes\_\_\_ No\_\_\_

7. Do you think that the use of technology facilitates your understanding of the introduced content or topic?

Yes\_\_\_ No\_\_\_

8. Do you think that technology can help your skills improvement?

Yes\_\_\_ No\_\_\_

9. Do you think that the use of technology helps you contact native language speakers' forms?

Yes\_\_\_ No\_\_\_

10. Would you like more time of technology use in class?

Yes\_\_\_ No\_\_\_

## ANNEX 3

## TEACHERS

|    |  | YES % | NO % |
|----|--|-------|------|
| 1. |  | 100   |      |
| 2  | Cd Player                                | 35    |      |
|    | Computer                                 | 33    |      |
|    | Audiovisual Aids                         | 16    |      |
|    | Audio Aids                               | 16    |      |
| 3  |  | 80    | 20   |
| 4  | To improve teaching-learning process     | 20    |      |
|    | For listening and speaking               | 20    |      |
|    | Intensive and extensive listening skills | 60    |      |
| 5  |  | 100   |      |
| 6  | Listening                                | 63    |      |
|    | Speaking                                 | 37    |      |
| 7  | There aren't enough computers            | 20    | 80   |
|    | There are too much students              |       |      |
| 8  |  | 20    | 80   |
| 9  |  | 100   |      |
| 10 |  | 100   |      |

## STUDENTS

| N°  |                    | YES % | NO % |
|-----|--------------------|-------|------|
| 1.  |                    | 97    | 3    |
| 2.  |                    | 95    | 5    |
| 3.  | Tape recorder      | 53    |      |
|     | Nothing            | 17    |      |
|     | Computer           | 12    |      |
|     | T.V.               | 7     |      |
|     | Cd Player          | 2     |      |
| 4.  |                    | 22    | 78   |
| 5.  | To follow the book | 65    |      |
|     | To listen to songs | 20    |      |
|     | Nothing            | 13    |      |
|     | To watch films     | 2     |      |
| 6.  |                    | 92    | 8    |
| 7.  |                    | 82    | 18   |
| 8.  |                    | 93    | 7    |
| 9.  |                    | 97    | 3    |
| 10. |                    | 98    | 2    |

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