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MAJOR IN LENGUA Y LINGÜÍSTICA INGLESA

TOPIC
IMPROVING THE LISTENING SKILL THROUGH
AUDIOVISUAL RESOURCES

PROPOSAL
DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES
TO IMPROVE THE LISTENING SKILL IN STUDENTS OF NINTH
YEAR AT UNIDAD EDUCATIVA “NUEVE DE OCTUBRE”

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2016
MASTER
SILVIA MOY-SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha diciembre 4, del 2015 en la cual se me designó Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que la estudiante: **Mirian Isabel Rivas Ávila**

Diseñó y ejecutó el Proyecto Educativo

**TOPIC:** Improving the listening skill through audiovisual resources.

**PROPOSAL:** Design of a Didactic Guide with audiovisual resources to improve the listening skill in students of ninth year at Unidad Educativa “Nueve de Octubre”.

La misma que ha cumplido con las directrices y recomendaciones dadas por el suscrito. La participante ha ejecutado las diferentes etapas constitutivas del proyecto, y por lo expuesto se procede a la **APROBACIÓN** y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Muy Atentamente,

[Signature]

Msc. LARRY TORRES VIVAR
ASESOR
DEDICATION

This project is dedicated to my God and my dear Family. To my God thanks for this wonderful gift, he is the one who has guided me on the right way.

I also want to dedicate this work to my missing father, thanks for the harsh words that you told me, I’d wish to tell the words that I never said, and those hugs that we never did it, but I have not lost the hope I will find you someday.

And special felling of gratitude to my adorable mother who with her comprehension, wise and advice taught us to face the world with strength and courage thanks for her love, care and protection. You were and are my great motivation I love you so much. Another person I want to dedicate this job is my older brother who passed away, he always supported me in good and bad times.

To my dear husband and children for his great effort, sacrifice, and to be the principal of motivation and inspiration of my goals and dreams none of this would has been possible with their help.

I would also like to thanks all people who helped me a lot in finalizing this project.

Mirian Isabel Rivas Avila
ACKNOWLEDGMENT

When I am finishing another stage of my life, I want to grateful to God for his generosity and mercy giving me the strength and courage to continue.

Besides, to my dear University of Guayaquil thanks for hosting me as a guest more in their classroom with the most sublime of professions which is to transmit our learnings to future generations

To my professors and classmates who over the years have shared nice moments of different ways and help us to this work to keep it going forward to lend their invaluable support

Finally, thanks to my master who guided me with success to achieve and to finish this project.

Mirian Isabel Rivas Avila
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# FICHA DE REGISTRO DE TESIS

**TITULO Y SUBTITULO**  
**THEME:** IMPROVING THE LISTENING SKILL THROUGH AUDIOVISUAL RESOURCES. **PROPOSAL:** DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES TO IMPROVE THE LISTENING SKILL

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**ABSTRACT:** This study is focused on the effects of teaching listening skill using audiovisual materials on students performance at Unidad Educativa Nueve de Octubre. The research questions were developed and answered in line with what the study sought to find out. The study made use several instruments of investigation to determine students’ entry level in listening. This paper aims to show the effective use of audiovisual materials in the teaching of the English language focused in one skill that is the most difficult to students, understanding by means of listening. For that purpose a representative sample of students of this institution was selected in order to demonstrate the fails both teachers and students make during the teaching learning process. In the first stage of the study a questionnaire was distributed in order to shed light on our students’ level of English as well as on the ways and resources they have used to learn English. It revealed that oral communication skills (listening, speaking and pronunciation) were usually underestimated. Bearing in mind these results, the present study proposed a didactic guide based in the correct use of audiovisual resource to develop this skill, focused on listening comprehension. This work has been elaborated following the rules for educational projects and met all the requirements that it contains.

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FICHA DE REGISTRO DE TESIS

TITULO Y SUBTITULO  TEMA: MEJORANDO LA HABILIDAD AUDITIVA A TRAVÉS DE RECURSOS AUDIOVISUALES. PROPUESTA: DISEÑO DE UNA GUÍA DIDÁCTICA CON RECURSOS AUDIOVISUALES PARA MEJORAR LA HABILIDAD AUDITIVA

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RESUMEN: Este estudio está enfocado en los efectos de enseñanzas de las destrezas de escuchar usando los materiales audiovisuales en el desempeño de los estudiantes de la Unidad Educativa Nueve de Octubre del Noveno año de Educación básica. Las preguntas investigadas fueron desarrolladas y contestadas en respectivo orden. Los estudios hechos usaron diferentes instrumentos de investigación que determinó el nivel de los estudiantes en la destreza de escuchar. Este informe ayuda a demostrar el verdadero uso de los materiales en la enseñanza de la lengua inglesa, enfocada en una de estas destrezas que es más difícil entender para los estudiantes el significado de escuchar. Para esta propuesta fue seleccionado un representativo número de estudiantes de esta institución para investigar las fallas encontradas en los profesores y estudiantes durante la enseñanza del proceso de aprendizaje. En la primera etapa del estudio fue distribuido en cuestionarios para dar a conocer el nivel de inglés en las diferentes formas que ellos han usado en su aprendizaje. Fue evidente que las destrezas de comunicación oral, como (escuchar, hablar y pronunciar) fueron usualmente poco consideradas teniendo esto como resultado, el presente estudio propuesto fue una guía didáctica basada en el correcto uso de los materiales audiovisuales para desarrollar esas destrezas enfocadas en la habilidad de escuchar. Este trabajo ha sido elaborado siguiendo las reglas para el proyecto educativo y requerimientos que estos contienen.

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THEME: IMPROVING THE LISTENING SKILL THROUGH AUDIOVISUAL RESOURCES

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES TO IMPROVE THE LISTENING SKILL.

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ABSTRACT

This study is focused on the effects of teaching listening skill using audiovisual materials on students’ performance at Unidad Educativa Nueve de Octubre. The research questions were developed and answered in line with what the study sought to find out. The study made use several instruments of investigation to determine students’ entry level in listening. This paper aims to show the effective use of audiovisual materials in the teaching of the English language focused in one skill that is the most difficult to students, understanding by means of listening. For that purpose a representative sample of students of this institution was selected in order to demonstrate the fails both teachers and students make during the teaching learning process. In the first stage of the study a questionnaire was distributed in order to shed light on our students’ level of English as well as on the ways and resources they have used to learn English. It revealed that oral communication skills (listening, speaking and pronunciation) were usually underestimated. Bearing in mind these results, the present study proposed a didactic guide based in the correct use of audiovisual resource to develop this skill, focused on listening comprehension. This work has been elaborated following the rules for educational projects and met all the requirements that it contains.
RESUMEN

Este estudio está enfocado en los efectos de enseñanzas de las destrezas de escuchar usando los materiales audiovisuales en el desempeño de los estudiantes de la Unidad Educativa Nueve de Octubre del Noveno año de Educación básica. Las preguntas investigadas fueron desarrolladas y contestadas en respectivo orden. Los estudios hechos usaron diferentes instrumentos de investigación que determina el nivel de los estudiantes en la destreza de escuchar. Este informe ayuda a demostrar el verdadero uso de los materiales en la enseñanza de la lengua inglesa, enfocada en una en una destreza que es más difícil entender para los estudiantes el significado de escuchar. Para esta propuesta fue seleccionado un representativo número de estudiantes de esta institución para investigar las fallas encontradas en los profesores y estudiantes durante la enseñanza del proceso de aprendizaje. En la primera etapa del estudio fue distribuido en cuestionarios para dar a conocer el nivel de inglés en las diferentes formas que ellos han usado en su aprendizaje. Fue evidente que las destrezas de comunicación oral, como (escuchar, hablar y pronunciar) fueron usualmente poco consideradas teniendo esto como resultado, el presente estudio propuesto fue una guía didáctica basada en el correcto uso de los materiales audiovisuales para desarrollar esas destrezas enfocadas en la habilidad de escuchar. Este trabajo ha sido elaborado siguiendo las reglas para el proyecto educativo y requerimientos que estos contienen.
INTRODUCTION

The institution I chose for the development of this project was Unidad Educativa “Nueve de Octubre, located in the south of the city, where we identified low performance in the listening skill on the students of ninth year.

Nowadays with the revolution of technology, many have been the changes that would offer to education a widespread field where to stay away from it, would simply be a sin.

It is well quoted and remarked by specialists that with technology, education has got to a high position since has reached with it, excellence and professionalism for both students and teachers.

Despite technology, it is frequent to see some inconvenient in education at present in some public schools because of the lack of techniques and resources that are very important for the students to foster their ability in a correct way.

One of the main reason we decided to enhance this project, is because we have the idea that education in this institution could succeed with specific resources like audiovisual, especially to reinforce the listening skill.

This research project has been divided into four chapters:

CHAPTER I THE PROBLEM

Location of the problem in context, Problem situation, Scientific Fact, Causes, Formulation of the problem, Variables of the investigation, General objective, Specific objectives, Questions of the investigation, Justification.
CHAPTER II THEORETICAL FRAME

Antecedents, Theoretical foundations, Epistemological foundation, Pedagogical foundation, Sociological foundation, Sociology of education, Legal foundation.

CHAPTER III THE METHODOLOGY

Antecedents, Modality of the investigation, Types of investigation, Levels of the investigation, Procedures of the investigation, Instruments of the investigation, Methods, Techniques, Operationalization of variables, Chi Square, Conclusions, Recommendations.

CHAPTER IV THE PROPOSAL

Antecedents, Justification, Objectives of the proposal, General objective, Specific objectives, Importance, Feasibility, Description of the proposal, Pedagogical aspect, Psychological aspect, Sociological aspect, Legal aspect, Conclusion, Bibliographies,
CHAPTER I

THE PROBLEM

LOCATION OF THE PROBLEM IN CONTEXT

The problem takes place at Unidad Educativa “Nueve de Octubre”, within the students of ninth year of General Basic Education has two performance in the English communication process, they can afford when dealing with the English language.

The students are not able to comprehend basic information because they do not have the application of technology in the high school, having as a consequence misunderstanding and demotivation in the English classes; besides, they do not have sequence and constancy within the English teaching-learning process.

I could detect this problem on the students of ninth year of General Basic Education and noticed that they really needed a didactic and updated support with the English language. I could also notice the lack of training of some teachers about strategies to make learners be enhanced with the English language, finally the time class that is not enough to develop the other skills of the language. With this concern, we had a conversation with authorities of the institution and let them know about the elaboration of a guide with strategies and interesting activities with the use of audiovisual resources to motivate the students to develop the listening and the speaking skills in this institution.

PROBLEM SITUATION

Since the educational system has reached a widespread tune with technology nowadays, it is very necessary to give a real support to the needs that are taking place in this institution.
In addition, new words and other structures are not well presented despite the book that is facilitated by the government but it is shown in the traditional way bringing up poor attention to the classes, boredom, lack of interest and challenging behavior, in as much that teachers do not prepare their classes with motivation or elaborate their own resources to present the contents.

On the other hand, the lack of audio visual resources and a language laboratory do not permit to promote listening and other activities like processing information, following instructions, improve pronunciation and develop fluency. All of this has brought upon as a consequence bad grades and disregard for the language.

**SCIENTIFIC FACT**

Nowadays, the poor develop of the listening skill in public high schools is a big problem for students that realize how important is the English language for them. For that reason, the audio visual resources will give them a great opportunity to awake the interest not only for this skill but also for the English language.

**CAUSES**

- The English teacher does not apply the appropriate teaching techniques in classroom.

- The methodology used by the teacher is not convenient for students.

- English teacher does not develop listening skill and pronunciation drills

- Students are disinterested for English classes.
English teacher does not use an additional didactic material as support in his job.

APPROACH TO THE PROBLEM

What is the incidence in the design of a didactic guide with audiovisual resources to improve the listening skill of the students of ninth year of General Basic Education at Unidad Educativa “Nueve de Octubre”.

VARIABLES OF THE INVESTIGATION

INDEPENDENT

- Audiovisual resources

DEPENDENT

- Listening skill

OBJECTIVES OF THE INVESTIGATION

GENERAL

To describe the lack of audiovisual resources in the teaching – learning Process, by means of useful activities and exercises in class to enhance The listening skill in students of ninth year of General Basic Education at Unidad Educativa Nueve de Octubre.

SPECIFICS

- To show the low level acquisition knowledge in listening skill
- To encourage students to participate in this learning process
- To develop interactive classes to promote students to understand what they listen to.
QUESTIONS OF THE INVESTIGATION

- What kind of techniques will be used with the utilization of audiovisual resources to increase the listening skill?
- What strategies will be used to present the new activities?
- What kind of audio will be used for the students?
- What kind of resources will be used during the listening activities?
- What grammar will be highlighted during the performance of the activities?
- What advantages will I obtain if we use these innovative techniques in class?
- What new words will be introduced during the process?
- What kind of activities will be performed during the realization of the activities with the audio and visual resources?

JUSTIFICATION

It is well known that young teenagers spend most of their time in their high school day involved in listening activities. Their primary way of getting information for learning is hearing. The better young students can hear, the more they can learn. For maximum learning to occur the teacher’s voice must be highly intelligible to every student and an extra aid is audio with visual activities so they can be involved in both skill ways.

A classroom with audio technology is to enable every student in a classroom to clearly hear all the speech components of the teacher’s voice no matter where a child is seated relative to the teacher’s position in the room.

Audio-visual resources can greatly enrich the everyday classroom bringing to life teaching and learning opportunities and giving the potential to bring the outside world into the classroom broadening and enhancing our students experience. There are many ways in which audio-visual
resources can be utilized and this is an area that I have to put more emphasis.

The aim of my last session however was to look specifically at the use of combining audio, video and images to create short educational presentation in video format which can be played using programs such as Windows Media Player or Real Player, or converted to a fly file (using zamzar) and inserted into a Smart notebook file and then annotated etc. The above lines are the reasons why the first beneficiaries of this project will be the students since they will have the opportunity to develop the listening skill. They will be motivated to attend classes, pleased with the new knowledge they are getting through with the use of audiovisuals.

English teachers as well, will be other beneficiaries since this project will help them to solve learning doubts that are frequently found in class daily, obtaining as a result, an excellent opportunity to optimize their experience as teachers.

The institution will get more prestige when the students attend classes more motivated since our new teaching strategies will increase their critical thinking to be able to offer opinion about different topics.

Parents on the other hand, will be satisfied when their daughters and sons can read without hesitation and with good pronunciation.

Finally, this project has been designed with the intention of generating a process of change, providing an instrument to learn some of the most Fundamental concepts necessary for a good performance and solution to specific problems that are affecting the teaching system these days.
CHAPTER II
THEORETICAL FRAMEWORK
BACKGROUNDS

According to Nieswiadomy, (1998) the word theory is derived from "theory," a Greek Word that means beholding or speculation.

So theories are speculations that are used to describe, predict, explain, and control situations even though they have never been proved.

According to R. Labaree, (2013), theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge, within the limits of the critical bounding assumptions.

Then the theoretical framework can support a theory of a study that indicates why the research problem still exists.

The information below contains quotes, coins, definitions and dates from authors that have helped me to give consistence to my project that is: "The influence of audiovisual resources in the teaching English language to improve the listening skill.

It is worthy to let the reader know that I have searched information in the library of the school of languages and have found that there is no similar work like this, that no work has been directed to the students of ninth year of the institution where I am proposing the realization of this project, that is Unidad Educativa Nueve de Octubre for what I can affirm its originality.
THEORETICAL FOUNDATION
Audiovisual Resources

Definition

Webster’s Encyclopedia Unabridged Dictionary of the English Language, defines Audio-Visual Aids as “training or educational materials directed at both the senses of hearing and the sense of sight. The term has also been defined by (Dike, 1993) as; those materials which do not depend solely upon reading to convey meaning. They present information through the sense of hearing with audio and sight with visual resources or the combination of them. Of course, the utilization of these resources are numberless if know how to manage.

According to (Anzaku, 2011) the term audio-visual materials is commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language.

Thus according to the above definition, a text book or a reference material does not fall within this grouping of instructional materials but an illustration in a book does. Some audio-visual components are in the nature of process and experience, for example, dramatizing an event or the presentation of dioramas. Some audio-visual materials such as motion pictures, need a special attention from the teacher when presenting to students.

Audio-visual materials are very important and useful in education because, the normal learner in so far as the functions of his preceptor mechanisms are concerned, gains understanding in terms of multiple impression recorded through the eye, ear, touch and other series. This is to say that audio-visual materials are the equipment through which that function can occur, that it does not occur in isolation, rather through a balance pattern from any preceptor mechanism that are stimulated by external occurrences.
Teaching presentations are also often audiovisual. In a typical lecture, the lecturer provides the audio by speaking, and supplements it with a series of slides in power point onto a screen, either from a slide projector or from a computer connected to any other device.

On the other hand, Canning-Wilson,(2000) describes video as “the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning.”

Rogers, (1988) defines “authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication.”

**Importance**

For Wright, (1976:1)

“Many media and many styles of visual presentation are useful to the language learner.”

That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

In language learning and teaching process, the learner uses his eyes as well as his ears; but his eyes are basic in learning.

River,(1981:399) claims that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means.
One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning-Wilson, (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.

“video can give students realistic models to imitate for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.” (Arthur, 1999)

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers. (Hemei, 1997:45).

The students like videos because they are interesting, challenging, and stimulating. The students can observe and learn how people behave in other cultures whose language they are learning by bringing into the classroom a wide range of communicative situations.

Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension. We know that deficiencies in vocabulary can make even a simple task very difficult for students. Video can define difficult situations clearer in a way that is not possible with words, which prove a well-known saying that a picture is worth thousand words. Two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes. A ten-minute programmed can be useful for more advanced students. Less advanced students may wish something much shorter because their limited command of the language also limits their attention.

“Viewing, while it may appear to be passive, can involve the high cognitive activity necessary for active learning: “well-designed
multimedia instructional messages can promote active cognitive processing in students, even when learners seem to be behaviorally inactive” Mayer (2001 p. 19)

It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. According to a research, language teachers like video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. Moreover, in this issue

Citing Wood (1995), Aiex (1999) notes that video can be used “to promote awareness of the interrelationship between modes (picture, movement, sound, captions)” (p. 2). Kozma (1991) found that the mix of spoken language, text, still images and moving images in television and video results in higher learning gains than media that rely primarily on only one of these symbol systems. Wetzel et al.’s 1994 review of research concluded that combining sound with either still or moving images resulted in more learning than simply adding motion to still images (cited in CPB, 2004).

According to Gardner’s multiple intelligences theory, an individual possesses, in varying strengths and preferences, at least eight discrete intelligences: linguistic, logical-mathematical, spatial musical, bodily-kinesthetic, interpersonal intrapersonal and naturalistic (Gardner, 2006)

“The relative strengths and weaknesses among and between the multiple intelligences dictate the ways in which individuals take in information, perceive the world, and learn” (Marshall, 2002, p. 8).
The use of videos and audio as Gardner quotes develops the use of the multiple intelligence theory. For the fact of being realistic or fiction, it takes to the students to use the imagination and be part very directly to the scenes that can be shown on a video class. This makes students reinforce their knowledge and stimulate their likes of learning or engaging to any subject.

The use of videos is a dynamic way to foster students to a real communication, it permits to upgrade the interest to any other culture and with this, gets linked to the other steps of learning, that is to engage them to a real education and teaching process with a good motivation.

The content and context of the viewing are both crucial elements for engaging students as active learners. Content should be age- and skill-appropriate, as “the content one watches may be a truer determinant of future academic success than the amount of time one spends watching television” (Stanovitch & Cunningham, as cited in CPB, 2004, p. 8). Other aspects of video that have been demonstrated to engage students in active learning are its address to motivation and effective Learning.

One of the greatest strengths of television and video is the ability to communicate with viewers on an emotional, as well as a cognitive, level. This ability to reach viewers’ emotions, video can have a strong positive effect on both motivation and affective learning. Not only are these important learning components on their own, but they can also play an important role in creating the conditions through which greater cognitive learning can take place. (Stanovitch & Cunningham, 2004)

According to Krashen (1982), the ‘subconscious language acquisition’, has increased a lot with the provision of such technical devices as TV, LCD projector, laptop, DVD player and video materials into the classrooms.

Out of all these, particularly, the use of video and TV has grown rapidly due to the increasing focus on Teaching English with Technology, communicative aspects of language use (Çakır, 2006).
“Audiovisual materials enhanced with captions or subtitles may function as a powerful educational tool in many ways.” (Danan 2004)

For example:

(1) They improve the listening comprehension skills of second/foreign language learners; (2) Facilitate language learning by helping students visualize what they hear and (3) Increase language comprehension and lead to additional cognitive benefits, such as greater depth of processing (p. 67).

However, Danan, (2004) also reports that many language teachers are against their use in audiovisual materials. This might be because they fear that subtitles may distract learners’ Teaching English with Technology, attention, especially that of lower-level learners, from the actual spoken language to written text and create a sense of laziness on the part of students (Taylor, 2005).

CHARACTERISTICS

(Eze, E.U. 2013) states that the human being learns more easily and faster by audio-visual processes than by verbal explanations alone. His ability to arrive at abstract concept through perceptual experience is however a phenomenon not clearly explained and perhaps not explicable.

“Audio-visual materials when effectively used have these advantages. They lessen major weakness of verbalism, humanize and vitalize subject matter, provide interesting approach to new topics and give initial correct impressions, economic time in learning, supply concrete materials needed, stimulate the initiative of the pupils.” (Oketunji, 2000)

Swank, R.C (2011). stressing the effectiveness of visual materials in leaning, estimated that about 40% of our concepts are based upon visual experience, 25% upon auditory, 17% on tactile, 15% upon miscellaneous organic sensation and 3% upon taste smell. With the above assertion, it becomes clearer why audio-visual materials are important in the teaching
and learning processes. This is because, they bring the different senses contributions together to get 100% clarity.

“Stressed that audio-visual materials help the teacher to overcome physical difficulties of presenting subject matter.” (Gopal V. P. 2010)

That is to say, with audio-visual materials, the barrier of communication and distance is broken. The culture and climatic conditions of other countries can be brought into the classroom with the aid of slides, films, filmstrips and projectors. This is important because, according to Dike (1993) “once the phenomenon is visualized, the picture and knowledge becomes very clear and permanent”. Agreeing to this assertion, a 20th century Chinese philosopher stated that “one picture is worth a thousand words”.

“Audio-visual materials are rich opportunities for students to develop communication skill while actively engaged in solving meaningful problems”. (Natoli, C. 2011)

In other words, students certainly like it more and learn better if they are engaged in important and appealing activities.

For example, involving students in bulletin board display will enhance their choice of colour and aid their understanding of the concept in question or when they join the teacher in dramatization of an event or a process.

According to Katherine M. 2009, learning takes place effectively when the teacher sets out to provide learning situation in which a child will learn because of his natural reactions of the provided materials.

During the process of learning, the teacher has to provide the learning situation to satisfy the natural reaction of the learner and this is through the use of instructional aids. The attention of the learner is caught and his interest is also won and he is ready to learn.

Fawcett Hills (1994) also contributing on the role of audio-visual materials in stimulating interest stated that “A friendly, accepting group climate is important in any learning situations, especially those materials that require
students to reveal their ignorance and confront their fellow students”. When there is a climate of acceptance for learning, then learning is stimulated.

Lestage A. (1959) stressed that audio-visual material (Mcnaught, A.2007) also observed that audio-visual materials are very useful teaching and instructional as well as promotional aids. He further stressed that where consistency of presentation is desirable, audio-visual materials are useful. They provide experiences not easily secured in other ways and hence contribute to the depth and variety of learning. That “audio-visual methods do seem to facilitate the acquisition, the retention and the recall of lessons learned, because, they seem to evoke the maximum response of the whole organism to the situations in which learning is done. And perceptual materials readily associate themselves with the unique experiential background of each individual. (Natoli, C. (2011) stressed that audio-visual materials are important in the teaching and learning processes because “Having seen something, most people remember, for whatever that thing was, it conjures up an image at a mere mention and can be talked about freely.

Dike (1993) also explained that students forget because of lack of interest and opportunities to use the knowledge they have gained later on. Audio-visual resources can therefore contribute to the clarity of information presented by allowing students to visualize what is learned. Thus the saying:

What I hear, I forget
What I see, I remember
What I do, I know

**VISUAL TYPES**

There are many different types of visual aids. The following advice will help you make the most of those most commonly used.
PowerPoint

Microsoft PowerPoint is probably now the most commonly used form of visual aid. Used well, it can really help you in your presentation; used badly, however, it can have the opposite effect. The general principles are:

Overhead projector slides/transparencies

Overhead projector slides/transparencies are displayed on the overhead projector (OHP) - a very useful tool found in most lecture and seminar rooms. The OHP projects and enlarges your slides onto a screen or wall without requiring the lights to be dimmed. You can produce your slides in three ways: pre-prepared slides: these can be words or images either hand written/drawn or produced on a computer; spontaneously produced slides: these can be written as you speak to illustrate your points or to record comments from the audience; a mixture of each: try adding to pre-prepared slides when making your presentation to show movement, highlight change or signal detailed interrelationships.

Make sure that the text on your slides is large enough to be read from the back of the room. A useful rule of thumb is to use 18 point text if you are producing slides with text on a computer. This should also help reduce the amount of information on each slide. Avoid giving your audience too much text or overly complicated diagrams to read as this limits their ability to listen. Try to avoid lists of abstract words as these can be misleading or uninformative.

White or black board

White or black boards can be very useful to help explain the sequence of ideas or routines, particularly in the sciences. Use them to clarify your title or to record your key points as you introduce your presentation (this will give you a fixed list to help you recap as you go along). Rather than expecting the audience to follow your spoken description of an experiment or process, write each stage on the board, including any complex terminology or precise references to help your audience take accurate notes. However, once you have written something on the board you will either have to leave it there or rub it off - both can be distracting to your
audience. Check to make sure your audience has taken down a reference before rubbing it off - there is nothing more frustrating than not being given enough time! Avoid leaving out of date material from an earlier point of your presentation on the board as this might confuse your audience. If you do need to write 'live', check that your audience can read your writing.

**Paper handouts**

Handouts are incredibly useful. Use a handout if your information is too detailed to fit on a slide or if you want your audience to have a full record of your findings. Consider the merits of passing round your handouts at the beginning, middle and end of a presentation. Given too early and they may prove a distraction. Given too late and your audience may have taken too many unnecessary notes. Given out in the middle and your audience will inevitably read rather than listen. One powerful way of avoiding these pitfalls is to give out incomplete handouts at key stages during your presentation. You can then highlight the missing details vocally, encouraging your audience to fill in the gaps.

**Flip chart**

A flip chart is a large pad of paper on a stand. It is a very useful and flexible way of recording information during your presentation - you can even use pre-prepared sheets for key points. Record information as you go along, keeping one main idea to each sheet. Flip back through the pad to help you recap your main points. Use the turning of a page to show progression from point to point. Remember to make your writing clear and readable and your diagrams as simple as possible.

**Video (DVD or VHS)**

Video gives you a chance to show stimulating visual information. Use video to bring movement, pictures and sound into your presentation. Always make sure that the clip is directly relevant to your content. Tell your audience what to look for. Avoid showing any more film than you need.
Artefacts or props

Sometimes it can be very useful to use artefacts or props when making a presentation. If you bring an artefact with you, make sure that the object can be seen and be prepared to pass it round a small group or move to different areas of a large room to help your audience view it in detail. Remember that this will take time and that when an audience is immersed in looking at an object, they will find it hard to listen to your talk. Conceal large props until you need them; they might distract your audience’s attention.

LISTENING SKILL

Definition

Listening comprehension has received considerable attention in the fields of applied linguistics, psycholinguistics and second language pedagogy during the last two decades (Anderson & Lynch, 1988; Flowerdew 1994; Rost, 1990; Underwood, 1989; Ur, 1984). We can easily define that listening is not a passive process; it needs a listener who is the one that receives a spoken message, where the listener constructs, interpret and use other knowledge to be able to understand and rapidly reply. The importance of the listeners’ cognitive and social judgments in the process of listening, in addition to the linguistic knowledge, has been especially emphasized (Rost, 1990).

Listening requires of the total attention of all the senses, it deserves that when doing this exercise, a good transmitter send the message correctly so the receptor can make a good comprehension of the sent message. If not so, the listening becomes disorganized waves of information that simply is not well received.

Listening has a "volitional component". Tomatis’ (2007) view is, while listening; the desire to listen, as well as the capability to listen
(comprehension) must be present with the listener for the successful recognition and analysis of the sound.

The exercise of listening depends on the necessity of understanding the message. In here, it is important to apply conscious or unconsciously, all and every part of our cognitive sub skills. The longing and the desire of learning or listening to what a person says at an important lecture, especially in another language, deserves to be flattered due to the success.

For Dr. Anjali Hans n/d, listening is the ability to accurately receive messages in the communication process. The skill of Listening is a key to an effective communication, if a message is not well sent, then the process of listening becomes frustrated for both the listener and the transmitter. Therefore it is important to respect this two output-input skills, which with no training cannot be called a good communication process.

For O`Hair, Friedrich, listening is an active process of recognizing, understanding and accurately interpreting the message communicated by others.

Listening used to be overlooked and educators supposed that listening skills would be acquired during the grammar, vocabulary and pronunciation practice (Hedge). This was quite surprising as abilities to listen play an equal role as abilities to speak in successful communication.

Teachers should be very concerned in standing out these input skills, first in the mother tongue and second any other language. A good process is needed to be able to obtain good results in the listening comprehension activity. This is a must in children´s teachers, where they should be focused on, since with the strengthening of these skills, the other skills automatically are developed, and consequently, other branches of the brain.
Underwood, (1989) “Listening is an activity of paying attention to the speaker and subsequent attempt to understand what we hear” (1989: 1). Listening is not definitely a passive activity; it requires attitude and concentration when doing the process. Underwood argues that hearing can be thought of as a passive condition, listening is always an active process (1989: 2).

Underwood explains that there are three main stages involved in the auditory process. During the first stage sounds are structured into meaningful units. The process of organizing the sounds into the units is based on learner's previous knowledge about the language. During the second stage we work on the new information. This means that we compare and contrast words or phrases we heard with already known information. The last step includes transmitting the newly acquired information into the long term memory so that we can use this information later (Underwood).

**Importance**

The importance of the listening skill when learning a foreign language is emphasized in various models and theories of foreign language learning. Krashen and Terrell (1983), for example, stated that all foreign language acquisition takes place through receiving comprehensible input that is slightly above the learners’ present level, that is, through reading and listening to the foreign language. Some teaching methods, such as Total Physical Response, rely heavily on the listening input at the beginning stages of learning a language (Richards & Rodgers, 1986).

Listening should be important from the beginning of our age to the top of our age. It expands and strengthens other under skills of knowledge, such as vocabulary, grammar and pronunciation.
Believe in the value of mere exposure to spoken language during which learners unconsciously develop their listening skills and acquire other elements of the foreign language. Krashen and Terrell (1983).

Other authors, such as Rost (1990, 1994) and Ur (1984), agree that in order for learners to benefit from practicing listening, it is necessary to develop this skill in a direct and systematic way.

Recent methodologies for the teaching of listening (Brown, 1991; Ur, 1984; Anderson & Lynch, 1988; Rost, 1990; Brown & Yule, 1983) point out that listening develops through the process of exposing learners to listening texts on which they perform tasks specially designed to promote the development of certain sub-skill. The interplay of three factors—listening materials, listening tasks and the procedure for organizing listening activities—is important for the design of the specific material for the students, this plays a significant role in the effective listening activities. When selecting materials, it is important to take into account, the genre, level, pronunciation, length, speed of delivery and variety or dialect of English.

"The importance of tasks lies in the fact that they create a purpose, motivation and expectations in learners, which are all characteristics of listening in real life." Harmer (1985),

In tasks and their effects in the listening skills, it is relevant to do the right thing. Rost (1990), classifies tasks into open tasks, such as note-taking, and closed ones, such as true/false sentences, which differ in terms of whether the level of difficulty is fixed or open. In open tasks it is the learner who determines the level of difficulty by adapting the task to his or her proficiency level. In note-taking tasks, for example, the quantity and quality of notes that the learner writes down while listening will depend on his or her proficiency and motivation. In contrast, in a closed task such as a true/false exercise, the difficulty level is set in advance, and the learner can either perform the task or fail to do so, Rost (1990).
In disagreement of what Rost classifies tasks, it is important to know that if so, a listening student should not have supervision. It is remarkable for the teacher to control what is to be listened and why.

Every task and exercise whatever it is while the teaching process is being dealt with should be monitored by the teacher or someone who supplies him.

Another classification outlined by Rost (1990) is based on the factor of time, according to which tasks can be prospective, that is, carried out before listening, simultaneous with listening and retrospective. Each of these types of tasks focuses on a different sub-skill. For example, prospective tasks develop learners’ ability to raise expectations and use them in the process of listening. A prospective task like brainstorming on the topic of the listening activity not only creates expectations but also helps activate the language that the learner will probably need in the process of comprehension. Awareness of different processes involved in each of these types of tasks is necessary in task design so that task features can be used optimally. For example, simultaneous tasks must be formulated in a very simple way, either graphically or textually, so as not to distract the listeners while they are focusing on listening. Similarly, retrospective tasks must take into account the limitations of memory and should not require the learners to focus on memorizing a large number of details.

Listening is so important that many top employers give regular listening skills training for their employees. This is not surprising when you consider that good listening skills can lead to: better customer satisfaction, greater productivity with fewer mistakes, increased sharing of information that in turn can lead to more creative and innovative work. Many successful leaders and entrepreneurs credit their success to effective listening skills.
Richard Branson frequently quotes listening as one of the main factors behind the success of Virgin. Effective listening is a skill that underpins all positive human relationships, spend some time thinking about and developing your listening skills – they are the building blocks of success.

“There are five main reasons for listening such as to engage in social rituals; to exchange information; to enjoy yourself; to share feelings and to exert control.” (Hedge 2000: 243).

And according to Underwood n/d, teachers should prepare their students for these situations:

- Attending a lesson or a lecture. The aim of this activity is to understand the main concept and to be able to distinguish the main information.
- Listening to announcements, news and weather forecast. In this situation listener’s objective is to get relevant information.
- Listening to live situation in which one takes no part. This type of situation is usually connected with eavesdropping. The person listening to the conversation is usually unaware of the context so that he or she cannot interfere into the conversation.
- Listening to or watching plays, watching TV or listening to a radio for pleasure.
- The aim of this activity is to entertain oneself.
- Listening to someone giving a speech. The listener is often interested in views and attitudes of the speaker.
- Following the instructions. The listener’s objective is to accomplish the task successfully.

**Characteristics**

As McDonough and Shaw (1993) and Rost (1991) explain that a listener as a processor of language has to go through three processes using three types of skills:
a. Processing sound/ Perception skills:

As the complete perception doesn't emerge from only the source of sound, listeners segment the stream of sound and detect word boundaries, contracted forms, vocabulary, sentence and clause boundaries, stress on longer words and effect on the rest of the words, the significance of intonation and other language-related features, changes in pitch, tone and speed of delivery, word order pattern, grammatical word classes, key words, basic syntactic patterns, cohesive devices etc.

b. Processing meaning/ Analysis skills:

It's a very important stage in the sense, as researches show, that syntax is lost to memory within a very short time whereas meaning is retained for much longer.

“Memory works with propositions, not with sentences.” Richards (1985:191)

While listening, listeners categorize the received speech into meaningful sections, identify redundant material, keep hold of chunks of the sentences, think ahead and use language data to anticipate what a speaker may be going to say, accumulate information in the memory by organizing them and avoid too much immediate detail.

c. Processing knowledge and context/ Synthesis skills:

Here, 'context' refers to physical setting, the number of listener and speakers, their roles and their relationship to each other while 'linguistic knowledge' refers to their knowledge of the target language brought to the listening experience. Every context has its individual frame of reference, social attitude and topics. So, members of a particular culture have particular rules of spoken behavior and particular topic which instigate
particular understanding. Listening is thought as 'interplay' between language and brain which requires the "activation of contextual information and previous knowledge" where listeners guess, organize and confirm meaning from the context.

Types of Listening
There are four types of Listening:

1. Appreciative listening: When we listen to our favorite song on the radio or derive aesthetic pleasures out of listening to a sitar recital, it can be termed as appreciative listening.

2. Emphatic listening: It is done to provide solace to an emotionally distressed friend or relative in times of dire need or crises. When we listen to a friend who has suffered a break up in relationship, it is an example of emphatic listening.

3. Comprehensive listening: Detailed and conscious listening is known as comprehensive listening. Students are required to listen to their professor in a comprehensive manner when the professor delivers a lecture in the classroom.

4. Critical thinking: When one critically evaluates a talk, a speech, or a verbal message after listening to it, then its known as critical listening. A judge listening to participants in a debate competition is involved in critical listening.

Difference between Listening and Hearing

Hearing refers to the sounds that you hear, whereas listening requires more than that: it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. Your ability to listen effectively depends on the degree to which you perceive and understand these messages. “The most basic and powerful way to connect to another
person is to listen. Just listen. Perhaps the most important thing we ever give each other is our attention.” Rachel Naomi Remen

PRINCIPLE OF LISTENING

Stop Talking

“If we were supposed to talk more than we listen, we would have two tongues and one ear.” Mark Twain

Don't talk, listen. When somebody else is talking listen to what they are saying, do not interrupt, talk over them or finish their sentences for them. Stop, just listen. When the other person has finished talking we may need to clarify to ensure we have received their message accurately.

Prepare Yourself to Listen

Relax. Focus on the speaker. Put other things out of mind. The human mind is easily distracted by other thoughts – what’s for lunch, what time do I need to leave to catch my train, is it going to rain – try to put other thoughts out of mind and concentrate on the messages that are being communicated.

Put the Speaker at Ease

Help the speaker to feel free to speak. Remember their needs and concerns. Nod or use other gestures or words to encourage them to continue. Maintain eye contact but don’t stare – show you are listening and understanding what is being said.

Remove Distractions

Focus on what is being said: don’t doodle, shuffle papers, look out the
window, pick your fingernails or similar. Avoid unnecessary interruptions. These behaviors disrupt the listening process and send messages to the speaker that you are bored or distracted.

**Empathize**

Try to understand the other person's point of view. Look at issues from their perspective. Let go of preconceived ideas. By having an open mind we can more fully empathize with the speaker. If the speaker says something that you disagree with then wait and construct an argument to counter what is said but keep an open mind to the views and opinions of others.

**Be Patient**

A pause, even a long pause, does not necessarily mean that the speaker has finished. Be patient and let the speaker continue in their own time, sometimes it takes time to formulate what to say and how to say it. Never interrupt or finish a sentence for someone.

**Avoid Personal Prejudice**

Try to be impartial. Don't become irritated and don't let the person's habits or mannerisms distract you from what they are really saying. Everybody has a different way of speaking - some people are for example more nervous or shy than others, some have regional accents or make excessive arm movements, some people like to pace whilst talking - others like to sit still. Focus on what is being said and try to ignore styles of delivery.
Listen to the Tone

Volume and tone both add to what someone is saying. A good speaker will use both volume and tone to their advantage to keep an audience attentive; everybody will use pitch, tone and volume of voice in certain situations – let these help you to understand the emphasis of what is being said.

Listen for Ideas – Not Just Words

We need to get the whole picture, not just isolated bits and pieces. Maybe one of the most difficult aspects of listening is the ability to link together pieces of information to reveal the ideas of others. With proper concentration, letting go of distractions, and focus this becomes easier.

Wait and Watch for Non-Verbal Communication

Gestures, facial expressions, and eye-movements can all be important. We don’t just listen with our ears but also with your eyes and with your heart.

EPISTEMOLOGICAL FOUNDATION

EPISTEMOLOGY

DEFINITION

Epistemology is the investigation into the grounds and nature of knowledge itself. The study of epistemology focuses on our means for acquiring knowledge and how we can differentiate between truth and falsehood.

“Epistemology is one of the core areas of philosophy. It is concerned with the nature, sources and limits of knowledge.” (Klein, 2005)
Epistemology has been primarily concerned with propositional knowledge, that is, knowledge that such-and-such is true, rather than other forms of knowledge. There is a vast array of views about propositional knowledge, but one virtually universal presupposition is that knowledge is true belief, but not mere true belief.

**Knowledge**

Human faculty resulting from interpreted information; understanding that germinates from combination of data, information, experience, and individual interpretation. Knowledge acquisition involves complex cognitive processes: perception, communication, association and reasoning

**A priori knowledge**

It is knowledge that is known independently of experience (that is, it is non-empirical, or arrived at beforehand, usually by reason). This phrase a priori is a Latin term which literally means before (the fact). It means a type of knowledge which is derived without experience or observation.

According to Jeff Landauer and Joseph Rowlands:

A prior knowledge, the knowledge that is gained through deduction, and not through empirical evidence (Rowlands, 2001)

Where knowledge is possible independently of, or prior to, any experience, and requires only the use of reason

**A posteriori knowledge**

It is knowledge that is known by experience (that is, it is empirical, or arrived at afterward). We can have this knowledge only after we have certain experiences. We have to make some observations to gain such knowledge.
According to Luke Mastin Knowledge is possible only subsequent, or posterior, to certain sense experiences, in addition to the use of reason. (Mastin, 2008)

Something that is known *a posteriori* is known based on logic that is derived from experience.

**Branches of epistemology**

**Historical Epistemology**

The historical study of philosophical epistemology is the historical study of efforts to gain philosophical understanding or knowledge of the nature and scope of human knowledge. Since efforts to get that kind of understanding have a history.

According to Patrick Signy: Historical epistemology uncovers the fundamental concepts that organize the knowledge of different historical periods. (Saying, 2008).

The historical epistemology is the discipline that introduces historical contingency into the ways of understanding the world that appear inescapable to people. It is a distinctive approach to the history of philosophy and science.

**Empiricism**

In philosophy, empiricism is generally a theory of knowledge focusing on the role of experience, especially experience based on perceptual observations by the senses. Certain forms treat all knowledge as empirical, while some regard disciplines such as mathematics and logic as exceptions.

There are many variants of empiricism, positivism and realism being among the most commonly expounded but central to all empiricist epistemologies is the notion of the epistemologically privileged status of sense data.
According to Luke Mastin: the empirism emphasizes the role of experience, especially experience based on perceptual observations by the five senses in the formation of ideas (Luke, 2008)

Empiricism is the theory that the origin of all knowledge is sense experience. It emphasizes the role of experience and evidence, especially sensory perception, in the formation of ideas.

**Pragmatism**

An approach that evaluates theories or beliefs in terms of the success of their practical application.

The pragmatic theory of truth implies that what is true is in the end determined by considering the consequences of a given claim.

According to Birger Hjørland & Jeppe Nicolaisen

“Pragmatism as an epistemological approach emphasizes the justification of theories and concepts by examine their consequences and the goals, values and interests they support. (Nicolaisen, 2005)

The pragmatic view of knowledge implies that specific theories or findings will help achieve certain goals and support some values, while at the same time counteract other goals and values.

**PEDAGOGICAL FOUNDATION**

**DEFINITION**

Pedagogy is the science and art of education. Education is the process and result of assimilating a system of knowledge and of developing skills and habits eventually ensuring a certain level of development of a person’s cognitive needs and capacities and his ability to perform some kind of practical activity.

General education provides each person with the knowledge, skills, and habits he needs for overall development. These are the basis for a subsequent specialized education, whose goal is preparation for
professional work. In level and scope, both general and specialized education may be primary, secondary, or higher.

“Pedagogy is the act of teaching together with its attendant discourse. It is what one needs to know, and the skills one needs to command in order to make and justify the many different kinds of decisions of which teaching is constituted”. (Alexander, 2003)

Pedagogy is essentially a combination of knowledge and skills required for effective teaching. It makes a difference in the intellectual and social development of students.

Good pedagogy requires a broad repertoire of strategies and sustained attention to what produces student learning.

**CONSTRUCTIVISM**

Teaching philosophy based on the concept that learning (cognition) is the result of 'mental construction' students constructs their own understanding by reflecting on their personal experiences, and by relating the new knowledge with what they already know. Each student creates his or her own 'schemas' or mental-models to make sense of the world, and accommodates the new knowledge (learns) by adjusting them. One of its main principles is that learning is search for meaning, therefore, to be effective; a teacher must help the student in discovering his or her own meaning.

The term refers to the idea that learners construct knowledge for themselves. The constructivism deals with the way people create meaning of the world through a series of individual constructs.

According to Eggen & Kauchak:

“Constructivism has revolutionized the classroom through the theory’s understanding that learners construct their own knowledge rather than information being transferred verbatim”(Kauchak, 2010)
The constructivism has transformed the classroom because of the incorporation of learning activities that have real and meaningful relevance for each learner.

**Integrating the four macro skills**

Other people's texts serve as excellent models for students' own writing.

Close analysis of a reading text can enable students to emulate the text in their own writing. For example, if students are required to write a tourist brochure, it is a good idea to have them analyze other tourist brochures first - gathering useful vocabulary and sentence structures, observing the format and layout, comparing texts to see which ones work best, or which ones achieve the sort of effect they would like. It involves the students in informed and analytical choice of language for a defined purpose.

**Using peer-scaffolding**

Although teacher support is essential in scaffolding, it is essential also to unleash students from the teacher-fronted classroom setting. Peer-scaffolding is a step towards independent use of the four reader-roles. Working together on reading tasks can expand students' use of these roles, helping them to become more effective decoders and users of text, more participatory makers of meaning and more aware of how authors manipulate text. Small group work exercises include information gap exercises (decoding), comparing texts (text analysis); comparing notes students have made from texts (meaning-making), or co-constructing a response to a text. An effective group task that I have set is to get students to find and read texts on a given topic and then prepare a group presentation making a visual representation of the topic. It is very enlightening for students to see how differently they all visualized the topic.

**Setting your students free**

Allowing your students to work independently is an essential aspect of social constructivist theory.
Setting tasks which allow students to read in areas which interest them and for purposes which are important to them is the best motivator.

**SOCIOLOGICAL FOUNDATION**

The Sociological Foundation of Education has added a new dimension to education as an interdisciplinary approach. Man not only lives in a society, he grows and functions in a social context and various factors contribute to the growth of an individual.

Sociology which involves the study of society, social process and social change is a growing science. School is a miniature society and what happens in a society also happens in a school situation. Like parents in a family, teachers take important roles in a school. The factors which are dealt with in a social context may be classified under human, environmental and organizational factors.

“Sociology is the study of human social life, groups and societies. It is a captivating and engaging company, having our own behavior as objects like human beings”. (Giddens, 2000)

The sociology means the science of society as a collection of individuals united by certain relations or mode of behavior which mark them off from others who do not enter into these relations or who differ from them in behavior.

**SOCIOLOGY OF EDUCATION**

Sociology of education is the scientific analysis of the social processes and patterns involved in the educational system. Education prepares young people for entry into society and is thus a form of socialization. Sociology of education looks at education as evolving form and altering the social environment. From a sociological point of view, education is the organized and regulated process by which society transfers knowledge and values to young people for adult social roles.
Sociology of education is part of social science largely concerned with the mass educational systems of modern societies. It covers sociological issues such as social stratification, socialization, economic development and culture.

**SOCIOLOGY IN THE CLASSROOM**

A classroom, like any other social group, requires all the members to participate and interact with each other for a common goal. A teacher as a leader in the classroom can make sure that there is interaction among his/her students by forming study groups or circles. According to Margarita Mooney “We can identify our character strengths, build strong relationships, and foster enabling social environments to be our best self and to be able to give to others” (Margarita, 2003) In these groups members are in face to face interaction with each other and there are a small number of participants, this encourages the students to speak out their minds on a given topic. This is so because in a small group every student is given a chance to express himself/herself as compared to the whole class. This gives a chance to some students who cannot express themselves fully when there are many people around them. This helps students to build self-confidence since their views can be heard by their peers. It also builds a habit of doing things together as a result there is unity among members of the group

**LEGAL FOUNDATION**

*Constitución de la República*

*Titulo 2*

*Derechos*

*Capítulo primero*

Principios de aplicación de los derechos:

Art. 27.- La educación debe estar centrada en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos
humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

Ley Orgánica de Educación Intercultural (LOEI).

Título 1
De los principios generales
Capítulo único del ámbito, principios y fines.
G. Aprendizaje permanente.- La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida.
N. Comunidad de aprendizaje.- La educación tiene entre sus conceptos aquel que reconoce a la sociedad como un ente que aprende y enseña y se fundamenta en la comunidad de aprendizaje entre docentes y educandos, considerada como espacios de diálogo social e intercultural e intercambio de aprendizajes y saberes.
CHAPTER III

THE METHODOLOGY

Backgrounds

The methodology and application of the techniques recommended to fulfill this project is important because it will help to analyze and process the information taken from the surveys and interviews that I have made to students, professors and directives. The methodology has permitted me to establish parameters to head directly to the objectives in a very organized way, that is by following step by step the techniques and rules.

MODALITY OF THE RESEARCH

Field research

The traditional idea of a clearly bounded space or people has become increasingly problematic:

“The field’ proper is a fluid, loosely connected set of relations, sites, events, actors, agents and experiences from which, and onto which, anthropologists try to impose some kind of conceptual order.”
(Shore 1999:45)

Carlos Sabino coins that the field research corresponds to a type of research design that is based on information obtained directly from reality, allowing the researcher to determine the actual conditions under which the data were achieved (Sabino 2010)

It typically involves fieldwork in which the researcher observes and records behavior and events in their natural setting that is to say the researcher subject as it normally and naturally occurs or behaves.
The information to be collected for this project will be to the students of ninth year of Basic General Education at Unidad Educativa “Nueve de Octubre”.

By applying this method, I could collect the necessary information to compare with the survey and the interview. With a complete visualization of the problem in situ, I have been able to get through the problem and get in the correct way to give the appropriate solution.

**Applied Research**

For Francisco Abarza (2007), the researcher seeks to solve a known problem and find answers to specific questions. In other words, the focus of applied research is the practical problem solving.

This project will sort out and will assist to the necessities presented in the first chapter since it will have a direct impact on the sustainability and productivity at Unidad Educativa “Nueve de Octubre”.

**Documentary research**

Payne and Payne (2004) describe the documentary method as the techniques used to categorize, investigate, interpret and identify the limitations of physical sources, most commonly written documents whether in the private or public domain.

In this project involves the use of texts and documents as source of materials such as government publications, newspapers, publications, diaries and quite a number of quoted writings.
TYPES OF RESEARCH

**Action research**

The action research for Kurt Lewin (2008) refers to the planning, strategies, observation, reflection and changes which are given at the time to investigate; It is like a cycle, because as research, we start from a point, which are the strategies to study the problem.

- The action research is performed at Unidad Educativa “Nueve de Octubre”. where I intended to:
- Propose positive changes in the classroom through audiovisual techniques
- Provide opportunities for collaboration with colleagues.
- Create true motivational activities for learning English and stimulate the students’ response for learning.

**Quantitative research**

The findings from quantitative research can be predictive, explanatory, and confirming.

Quantitative research can be used in response to relational questions of variables within the research; it begins with a problem statement and involves the formation of a hypothesis, a literature review, and a extensive data analysis.

The quantitative researcher categorizes the data into patterns or themes that may be used to generate hypotheses.

Quantitative research, does not translate aspects of the world into numbers to be analyzed mathematically. Instead, it analyzes the world through the lenses the researcher brings to bear on the data.
The quantitative research has given me a hint of how many people and information are involved in the problem. Without being stated, it has permitted me to capture information, this time in numbers in order to acquire a relationship between spoken information and numerical ones.

**Qualitative research**

Qualitative research is a holistic approach that involves discovery. Qualitative research is also described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 1994). One identifier of a qualitative research is the social phenomenon being investigated from the participant’s viewpoint.

What constitutes qualitative research involves purposeful use for describing, explaining, and interpreting collected data. Leedy and Ormrod (2001) alleged that qualitative research is less structured in description because it formulates and builds new theories.

**LEVELS OF THE RESEARCH**

**Exploratory**

It is exploratory because it examines data to generate hypotheses to be tested. In this work, the research has given us information by exploring and dealing with new happenings that could deliver us hints for getting through this work.

**Descriptive**

It is descriptive because it analyzes the causes and consequences of the hypotheses. In this work, the hypothesis has been the essential to
maintain a horizon of the context to obtain a proficient idea of how the work is been held.

**Explanatory**

It is explanatory because after stating the hypotheses it is necessary to explain them.

Herewith, we have followed the steps to get to the hypothesis and be able to give an explanation of how it will work and would work according to our proposal.

These levels were applied to the students of ninth year of General Basic Education at Unidad Educativa “Nueve de Octubre”. it allowed me to get information and such a way explain with the respective category. Within the obtaining of the information and its description, the results were sustainable and consistent, they allowed me take the meaning of this work to a high level of organization so, and everyone can understand and can also take part in it.

**METHODS FOR THE INVESTIGATION**

**Direct observation**

Observation provides the opportunity to document actions, behavior and physical aspects without having to depend upon peoples’ willingness and ability to respond to questions.

This method has been used to identify the problem and consequences that has been affecting students of ninth year of General Basic Education at Unidad Educativa “Nueve de Octubre”.
**Inductive method**

Inductive reasoning moves from the particular to the general. It gathers together particular observations in the form of premises, then it reasons from these particular premises to a general conclusion.

Francis Bacon n/d stated that the inductive method “Tries to order the observation trying to draw universal conclusions from particular data accumulation”

The most common form of inductive reasoning is when we collect evidence of some observed phenomena then we draw a general conclusion about all such phenomena based on our collected evidence.

**Deductive method**

It is a method of reasoning by which concrete applications or consequences are deducted from general principles, theorems, definitions or postulates.

Waldo and Ralph n/d defines that the deductive method studies the phenomena or problem from the whole to the parts. It also analyzes the concept to reach the elements of the parts of the general. This process is synthetic analytical.

Deductive reasoning moves from the general to the particular. It takes a general premise and deduces particular conclusions. Deductive method involves beginning with a general concept or given rule and moving on to a more specific conclusion.

The deductive and inductive method correspond to the everyday activities as teachers. They obviously were applied within the questions and the responses that were present all the time. From the observable to the definitions or the transmitter to the receptor with comprehensible
identification of the message, were the activities that fruitfully were applied to the students of ninth year of General Basic Education at Unidad Educativa “Nueve de Octubre”.

**Scientific method**

Scientific method refers to a body of techniques for investigating and acquiring new knowledge or correcting and integrating previous knowledge.

Francis Bacon defines the scientific method as the knowledge process characterized by constant and unrestricted use of critical reason which seeks to establish the explanation of a known phenomenon, resulting in a full explanation through data processing and observation.

This method is based on gathering empirical and measurable evidence subject to specific principles of reasoning. The scientific method is a list of steps and procedure consisting on:

- Systematic observations
- Measurement
- Experiments
- Formulation of hypotheses
- Testing
- Modification of hypotheses

However, all versions of the scientific method involve the person trying to solve the problem experimenting to find an answer.

**TECHNIQUES FOR THE INVESTIGATION**

A technique is a procedure used to accomplish a specific activity or task. It is also a practical method, skill, or art applied to a particular task.
QUESTIONNAIRE

It is a technical written instrument that has a list of questions that are answered by a specific number of people to collect specific information on a specific topic.

According to Manuel Galan Amador (2009) questionnaire is a data collection technique that involves an interrogation in which pre-established questions always arise in the same order and are prepared under the same terms to obtain specific information.

In this project I used a questionnaire with three open questions for the director of the institution and the English teacher. For the students I used a survey with close question.

Within the questionnaire, I could obtain the necessary information, specifically according to my concern. They were 10 for the students and 3 for the authorities and teachers as well, with open questions to the interviewees and closed ones to the students.

INTERVIEW

It is used to obtain information through a process of questions where answers arrive to a result. In this particular case I interviewed the director of the high school and the English teachers with five open questions.

The interview within this Project was realized to the authorities and some English teachers. They were three questions each in where they were asked about the support and the agreement they would show with the implementation of this project at Unidad Educativa “Nueve de Octubre”.

45
SURVEY

It is a questionnaire that helps to gather precise information about opinions and behaviors from one or more subjects. For this project 24 students of ninth year of General Basic Education at Unidad Educativa “Nueve de Octubre”, were surveyed with ten close questions.

The survey was prepared in English and was directed to the students of this institution. Since the students were not able to understand the questions in English I translated them for the facility and the success of the survey.

POPULATION

Population is any entire collection of people from which we may collect data; it is the entire group we are interested in, which we wish to describe or draw conclusions about.

In this project the population refers to directives, teachers, and students at Unidad Educativa “Nueve de Octubre” who are going to be part of this study.
SAMPLE

A sample is a portion, piece, or segment that is representative of a whole. For this investigation, we have considered a subjective sample that represents 36 students.

STRATUM

<table>
<thead>
<tr>
<th>ITEM</th>
<th>STAFF</th>
<th>POPULATION</th>
<th>SAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AUTHORITIES</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>TEACHERS</td>
<td>28</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>STUDENTS</td>
<td>782</td>
<td>36</td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>812</td>
<td>38</td>
</tr>
</tbody>
</table>
## OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>VARIABLES</th>
<th>DIMENSION</th>
<th>INDICATORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INDEPENDENT VARIABLE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>AUDIOVISUAL RESOURCES</strong></td>
<td>IMPORTANT</td>
<td>They are useful to the language learner.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contribute to acquire the new knowledge easily.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makes English classes more interesting and enjoyable.</td>
</tr>
<tr>
<td></td>
<td>CHARACTERISTICS</td>
<td>Students learn more easily and faster using audiovisual resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Help the teacher to overcome physical difficulties.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The barrier of communication and distance is broken.</td>
</tr>
<tr>
<td></td>
<td>TYPES</td>
<td>Projector, Speakers, Flashcards, TV, Tape recorder</td>
</tr>
<tr>
<td><strong>DEPENDENT VARIABLE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LISTENING SKILL</strong></td>
<td>IMPORTANT</td>
<td>It is important from the beginning of our age to the top of it.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Expands and strengthens other under skills, such as vocabulary, grammar and pronunciation.</td>
</tr>
<tr>
<td></td>
<td>CHARACTERISTICS</td>
<td>Develop listening comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improve critical thinking</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Human being listen more than they speak.</td>
</tr>
<tr>
<td></td>
<td>TYPES</td>
<td>Appreciative Listening, Emphatic Listening, Comprehensive Listening</td>
</tr>
</tbody>
</table>
Objective.- To demonstrate the relationship between the two variables, it means Independent and Dependent.

We can observe in the next chart that the value of the percentage (P) is less than 0.05; then we can say that exist relationship between the two variables. For that reason, the audiovisual resources have influence in the listening skill.
UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LENGUISTICA

SURVEY TO THE STUDENTS

Mark (X) according you preferences: TOTALLY AGREE (1), AGREE (2), INDIFFERENT (3), DISAGREE (4), TOTALLY DISAGREE (5)

<table>
<thead>
<tr>
<th>NO.</th>
<th>STATEMENTS</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You like English subject</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2</td>
<td>English classes are dynamic and well motivated</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It is important for you to develop listening skill</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Your English teacher must use audiovisual resources in class.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Your teacher uses videos to develop listening skill in class</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>You consider that the technology improves the listening comprehension</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Listening and watching videos in English will reinforce the classes given by the teacher</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>You like to have extra didactic materials for improvement the listening comprehension</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>You want to select topics for you listening activities</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>You consider that this project is important for you.</td>
<td></td>
</tr>
</tbody>
</table>
### Survey to the students

Mark (X) according to your preferences: TOTALLY AGREE (1), AGREE (2), INDIFFERENT (3), DISAGREE (4), TOTALLY DISAGREE (5)

<table>
<thead>
<tr>
<th>NO.</th>
<th>STATEMENTS</th>
<th>Answers</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>You like English subject</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>English classes are dynamic and well motivated</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>It is important for you to develop listening skill</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>Your English teacher must use audiovisual resources in class.</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Your teacher uses videos to develop listening skill in class</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>You consider that the technology improves the listening comprehension</td>
<td>26</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Listening and watching videos in English will reinforce the classes given by the teacher</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>8</td>
<td>You like to have extra didactic materials for improvement the listening comprehension</td>
<td>14</td>
<td>12</td>
</tr>
<tr>
<td>9</td>
<td>You want to select topics for you listening activities</td>
<td>30</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>You consider that this project is important for you.</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>
ANALYSIS OF RESULTS
Survey to the students

Sample: 36 students

Statement 1: Do you like English subject?

CHART OF FREQUENCY # 1

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>11</td>
<td>31%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

GRAPHIC No. 1

According to the results, the 75% of the students do not like the English subject, only 8% answered positive and 6% of them were indifferent that is why it is necessary to use new strategies and resources to change their mind for the English language.
**Sample:** 36 students

**Statement 2:** The English classes are dynamic and well motivated?

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>26</td>
<td>72%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

**COMMENT**

The majority of the students do not enjoy their class that is why teachers should promote a good learning environment through technology to integrate the whole class to practice English.
Sample: 36 students

Question 3: It is important for you to develop listening skill?

CHART OF FREQUENCY # 3

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>30</td>
<td>83%</td>
</tr>
<tr>
<td>AGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

GRAPHIC No. 3

COMMENT

According to the results, the 83% of the students consider listening as an important part of the learning process, that is why the implementation of audiovisual resources should become a necessity to improve the teaching learning process in this institution.
Sample: 36 students

Statement 4: Your English teacher must use audio visual resources in class?

CHART OF FREQUENCY # 4

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>26</td>
<td>70%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>4</td>
<td>12%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

GRAPHIC No. 4

COMMENT
The students affirm that is necessary, but not resources are used in class. That is why I propose the innovation of audiovisual resources to call the students’ attention.
Sample 36

**STATEMENT 5:** Your teacher uses videos to develop listening skill in class?

**CHART OF FREQUENCY # 5**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>AGREE</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>23</td>
<td>63%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

**GRAPHIC No. 5**

According to the results, most of the students said that the use of modern technology is not a priority in class only 11% of them answered positive and other 6% were indifferent that is why we should pay attention to this necessity.
Sample: 36 students

Statements 6: Do you consider that the technology improves the listening comprehension?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>26</td>
<td>72%</td>
</tr>
<tr>
<td>AGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

GRAPHIC No. 6

COMMENT

According to the results, almost of the students agree that use of technology will improve their language skills and stimulate their learning process.
Sample: 36 students

Statement 7: Listening and watching videos in English will reinforce the classes given by the teacher?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>18</td>
<td>50%</td>
</tr>
<tr>
<td>AGREE</td>
<td>12</td>
<td>33%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

COMMENT

According to the results, the 83% of the students agree with the use of videos to get more culture, the application of new resources and techniques with relevant topics according to the students´ level, will help to improve their performance.
Sample: 36 students

**Statement 8:** Do you like to have extra didactic materials for improvement the listening comprehension?

**CHART OF FREQUENCY**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>AGREE</td>
<td>12</td>
<td>33%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

**GRAPHIC No. 8**

According to the results the 72% of the students would appreciate the use of any extra didactic resource to improve their learning.
Sample: 36 students

Statements 9: Do you want to select topics for your listening activities?

CHART OF FREQUENCY

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>30</td>
<td>83%</td>
</tr>
<tr>
<td>AGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

COMMENT

According to the results, 91% of the students would like to take part in the selection of the topics according to they like. It is important to pay attention to the students’ requirements to make the learning process more dynamic and fun.
Sample: 36 students

Statements 10: Do you consider that this project is important for you?

![Chart of Frequency](chart.png)

<table>
<thead>
<tr>
<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRONGLY AGREE</td>
<td>14</td>
<td>39%</td>
</tr>
<tr>
<td>AGREE</td>
<td>16</td>
<td>44%</td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td>DISAGREE</td>
<td>2</td>
<td>3%</td>
</tr>
<tr>
<td>STRONGLY DISAGREE</td>
<td>3</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

**Graphic No. 10**

![Graphic](graphic.png)

Source: Unidad Educativa “Nueve de Octubre”
Researcher: Miriam Isabel Rivas Avila

**Comment**

According to the results, 83% of students agree with the implementation of my proposal in class that will include relevant topics and exercises to motivate the language learning process.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

➢ Students are not interested in the English classes.
➢ Teachers do not use the English lab.
➢ Teachers do not know to manage technological resources.
➢ Students think that the teaching English language is not important for them.
➢ Teachers have never used audiovisual resources.

Recommendations

➢ English teachers have to upgrade their knowledge.
➢ Government must give to the teachers seminars constantly.
➢ Teachers have to encourage students the real importance that the English language has today, not only for academic life but also personal.
➢ Authorities have to give the facilities in order to use the English lab.
CHAPTER IV
THE PROPOSAL

DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES
TO IMPROVE THE LISTENING SKILL IN STUDENTS OF
NINTH YEAR AT UNIDAD EDUCATIVA
“NUEVE DE OCTUBRE”

ANTECEDENTS

Some of the reasons I am carrying out this project was the lack of audiovisual resources and production in the teaching English Language and the bad grades of the students of ninth year of General Basic Education at Unidad Educativa “Nueve de Octubre”.

During the development of this proposal, the students were enthusiastic since it was the first time they received English classes in a different way using audiovisual resources.

JUSTIFICATION

The application of the present proposal is justified since it offers alternatives to raise the students’ motivation in class. In the educational aspect, educators believe that students learn best when it is fun because through videos they can improve their skills and get more culture.

It becomes the responsibility of the teacher to encourage students to take risks, to guess, to ignore their impulses to be always correct.
OBJECTIVES OF THE PROPOSAL

GENERAL

To implement new techniques for using the audiovisual resources to strengthen the listening skill of the students of ninth year of General Basic Education at Unidad Educativa “Nueve de Octubre”.

SPECIFICS

➢ To contribute with the Institution providing a guide with innovative techniques within the application of audio visual resources
➢ To keep the students' motivation and interest
➢ To increase culture and vocabulary with the use of videos.

IMPORTANCE

The application of this proposal will provide appropriate techniques to enable students to reach their personal goals and benefit the Institution because it constitutes an additional material for them. Besides, it is focused on the necessity of improving listening skill and motivate the students to raise their scholastic achievement.

FEASIBILITY

This project is feasible due to the support of the educative authorities, teachers, family parents, and the students who have been motivated effectively to learn English in a different way.
DESCRIPTION OF THE PROPOSAL

This project consists of designing a didactic guide with audiovisual activities and innovative techniques whose purpose is to motivate the students to participate in class to gain confidence, learn more vocabulary, associate images with texts, and pronounce words correctly.

LESSON 1
The dates
LESSON 2
American fast food
LESSON 3
Animals
LESSON 4
Vocabulary
LESSON 5
Reading
LESSON 6
Fill the gaps
LESSON 7
Interview
LESSON 8
Food
LESSON 9
The black eyed peas
LESSON 10
Listen and number
LESSON 11
Watch the video and fill in the gaps
LEGAL ASPECT

One of the legal aspects to support the proposal is in the Art. 3 of the Regulation of the Law of the Education which indicates;

To develop the physical and intellectual capacity of the students

To respect the personal identity to contribute actively with the moral, political, social, cultural and economical transformation of the community

The directives will observe some positives changes in the educational process and the community will have a group of students with a better cultural level in the society.

SOCIOLOGICAL ASPECT

The educative community visualizes education as an active element in the social practice that influences society in different ways

PEDAGOGICAL ASPECT

The proposal looks for the successful of the teaching process in the interaction and communication of the students in order to achieve cognitive, ethic, and collective results, and also providing solutions to the real community problems, through the theoretical-practical interaction with the mediator role of the teacher
PSYCHOLOGICAL ASPECT

The learning process is produced when the subject and the students, interacts with the object of knowledge. For that reason it is very important to offer a positive environment for the students.

Conclusions

➢ Students accepted the presentation of this additional didactic material and they were enthusiastic with the application of it.

➢ Students demonstrate interest with the proposal, since it contains funny and enjoyable activities.

➢ All the time teachers collaborated and supported to us.

➢ Students want that teachers of the institution continue with same teaching strategies and techniques.

➢ Students agreed that English language is very useful today, either academic life or personal one.

Recommendations

➢ To Implementate the audiovisual resources and didactic guide to motivate and stimulate the students in the classroom.

➢ To applicate this proposal of this work of the investigation in the Unidad Educativa 9 de Octubre to improve the listening skills.

➢ To promote the use of this resources to develop the level of this learning in this students.
BIBLIOGRAPHY


ANEXOS 1

DOCUMENTOS
SOLICITUD

Guayaquil, 15 de Agosto del 2016

Señor.
Dr. Jaime Gaibor Ubilla
RECTOR DE LA UNIDAD EDUCATIVA FISCAL “9 DE OCTUBRE” DE LA CIUDAD DE
GUAYAQUIL
Ciudad.-

De mis consideraciones:

Yo, **RIVAS AVILA MIRIAN ISABEL** con Cedula de Identidad No. 030118919-7. Egresada
de la Universidad de Guayaquil, Facultad de Filosofía, especialidad Lengua y Lingüística
área de Inglés, solicito a usted, se me facilite la oportunidad para realizar un Proyecto
Educativo, cuyo propósito es mejorar la enseñanza de la Lengua Inglesa a través de
una guía didáctica y herramientas tecnológicas audiovisuales en su prestigiosa
Institución educativa.

Por la favorable aprobación que le dé a mi solicitud, le reitero mis más sinceros
agradecimientos y estima.

Atentamente,

[Signature]

**Rivas Ávila Mirian Isabel**
mirivasa_15@hotmail.com

TOPIC: IMPROVEMENT THE LISTENING SKILL THROUGH AUDIOVISUAL RESOURCES

PROPOSAL: DESIGN OF A DIDACTIC GUIDE WITH AUDIOVISUAL RESOURCES TO IMPROVE THE LISTENING SKILL IN STUDENTS OF NINTH YEAR AT UNIDAD EDUCATIVA "9 DE OCTUBRE".

DOCUMENTO COMPLETO ENVIADO POR MIRIAN RIVAS PARA EL RESPECTIVO ANÁLISIS ANTIPLAGIO DESDE MI DIRECCIÓN DE CORREO ELECTRÓNICO.

The importance of learning English in students is very essential for this reason the use of technology helps a lot to develop this process. I have selected several topics that will reinforce the students' knowledge in this language. I have taken into consideration the following chapters:

Chapter 1: THE PROBLEM

In this chapter, we find the location of the problem, the conflict situation, the scientific fact, the causes, the variables, formulation of the problem, the objectives of the research, and questions of the investigation.

Chapter 2: THEORETICAL FRAMEWORK

Here, I am presented all the theoretical foundations such as: epistemological, pedagogical, sociological, psychological, and legal foundation, that explain the bases of different parts of the work. I have searched for publications from different authors about the writing skill and listening comprehension. These foundations permit us to support the characteristics, the advantages, and the necessity of the project's inclusion in the educational field with complete commitment.

The originality of the text is 99%.5
ANEXOS 2
PICTURES
The students in the classroom

Picture  Leaving of the classroom
Taking a break after the class

With my colleagues of the English area
ANEXOS 3
DIDACTIC GUIDE
Listen and Write these Dates

1. Listen and write the dates.

<table>
<thead>
<tr>
<th>WEEKDAY</th>
<th>DAY AND MONTH</th>
<th>YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Write the dates.

- December 4, 2012
- 24 Dec 2011
- FEB Wed 1
- 1 Jan 2004
- 2007 March 8
- 2003 February 4
- 2008 March 31
- 2008 December 28
Listening Comprehension Activity

on

American Fast Food

[https://www.youtube.com/watch?v=vggVlsp-apk] [00:00-05:27]

Rove McManus, an Australian comedian, visits the County Fair in Los Angeles to explore some fast food items. Watch the video twice and answer the questions.

1. Questions on the video.

   a) Name four fast food items on Chicken Charlie’s menu and five that Rove tastes.
   b) How does Rove make fun of Chicken Charlie’s habit of deep-frying several types of food?
   c) Explain how Chicken Charlie argues to conceal the fact that his fried food is unhealthy.
   d) True or false? Read the following statements and correct them if necessary:
      1. One of the women prefers deep-fried onion rings over deep-fried zucchini.
      2. One of the women wants to eat, shop and gamble at the fair.
      3. Generally, Kool-Aid is a kind of beverage.
      4. Rove seems to like the idea of deep-frying slices of watermelon.
      5. The girl with red hair has eaten too many corn dogs.
      6. Rove thinks the donut with the chicken breast is a bad idea.

Now prepare the questions beneath and discuss them for 5 minutes.

2. Opinion questions.

   a) How do you like the idea of deep-frying sweets, vegetables or fruits? Argue.
   b) What role does fast food play in your life in general? Explain.
   c) Explain in what ways you agree/disagree with these quotes:
      - “I don’t eat fast food - and neither should you!” (Kendall Schmidt)
      - “Anything is good if it’s made of chocolate.” (Jo Brand)
      - “Stop being a vegan and start enjoying what you eat.” (Jamie Oliver)
**Listening comprehension**

**Farm animals**

1. It's a pig.

2. It's a cat.

3. It's a horse.

4. It's a dog.

5. It's a hen.

6. It's a cow.
LISTENING COMPREHENSION

YOU NEEDED ME – ANNE MURRAY

http://youtu.be/IlNvCIvGidQ

Listen to the song and fill in the gaps with the right words.

I ________ a tear
You ________ it dry
I ________ confused
You ________ my mind
I ________ my soul
You ________ it back for me
And ________ me up and ________ me dignity
Somehow you ________ me.

Chorus
You ________ me strength

To stand alone again
To face the world
Out on my own again
You ________ me high upon a pedestal
So high that I ________ almost see eternity
You ________ me
You ________ me

And I can't believe it's you I can't believe it's true
I ________ you and you ________ there
And I'll never leave, why should I leave
I'd be a fool
'Cause I've finally found someone who really cares

You ________ my hand
When it ________ cold
When I ________ lost
You ________ me home
Strange Streetlamps

Read the story and answer the questions below:

Jenny was walking home late one night after a party at a friend's house. She was feeling tired and she really wanted to get to bed, so she walked under the big black ladder against the wall without thinking. She wasn't superstitious and she's never had any bad luck from these things. So she continued walking but as she was passing under a streetlamp, it suddenly turned off. It was strange but not really a problem. When she was getting closer to the next streetlamp it also turned off. She thought it was weird but she wasn't scared yet. When she arrived at the third streetlamp it turned off, too. Now she was scared. She looked back to where the ladder was and ... there was no ladder there! She crossed her fingers and started running and every time she passed under a streetlamp it turned off. She didn't stop until she got home. When she walked in through the front door the light turned on! She screamed... aaaaaaaah!

1. How many streetlamps did this happen to before she looked back?
2. What did she see when she looked back?
3. What happened when she got to the first streetlamp?
4. Where was the party? How was Jenny feeling after the party?
5. What two things did she do connected with superstitions?
6. What happened when she walked into her house? How did she feel then?

Now listen to the rest of the story and answer the questions.

1. Who was waiting for Jenny?
2. Why did the light turn on?
3. How did her mum know Jenny was coming?
4. What did Jenny start to do?
5. Who appeared?
6. Did Jenny's parents know something about the ladder?
1. Choose the right word:
I’m starting/hurting/hurrying baby,
I’m breaking/broken/rocking down
I need yours/your/you’re loving, loving
I need it how/now/now
When I’m about/without/in doubt you
I’m something week/wink/weak
You got me betting/begging/wedding, betting/begging/wedding
I’m on my keys/knees/news

2. Fill the gaps with the words you hear:
I don’t wanna be ___________ your love
I just wanna be _______ in your love
And it’s killing me when _______ away
Ooh __________, cause I really don’t care _______ you are
I just wanna be _______ where you _______
And I gotta _______ little _______

3. Fill the gaps with the antonyms of the given words:
Sugar ______ please
Won’t you ______ and put it ______ on me
I’m right ______, cause I need ______ love and ______ sympathy
Yeah you ______ me ______ loving
Make it ______
Need a ______ ________ in my life
Sugar ______ please
Won’t you ______ and put it ______ on me

4. Choose the right spelling:
My broken pieces/pieces/pisces
You peek/pik/pick them up
Don’t live/leave/me hanging, hanging
Come geeve/gave/give me some
When I’m without/without/without you
I’m so insecure/unsure/insecure
Feelings Domino

TIRED | ANGRY | OKAY

SAD | ASHAMED | BAD

BORED | SCARED | SICK

SLEEPY | ENERGETIC | VERY GOOD | GOOD

SURPRISED | HAPPY | HEALTHY

HUNGRY | THIRSTY | THOUGHTFUL
A Police Interview

Listen to the police interviewing a woman about a crime. Then fill in the chart below with the information you hear. Write complete sentences.

<table>
<thead>
<tr>
<th>Police Report</th>
<th>Witness' Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) What did she do?</td>
<td></td>
</tr>
<tr>
<td>2) When did it happen?</td>
<td></td>
</tr>
<tr>
<td>3) What was she doing?</td>
<td></td>
</tr>
<tr>
<td>4) How many people did she see?</td>
<td></td>
</tr>
<tr>
<td>5) What were they wearing?</td>
<td></td>
</tr>
<tr>
<td>6) What happened?</td>
<td></td>
</tr>
<tr>
<td>7) How did they escape?</td>
<td></td>
</tr>
</tbody>
</table>
TOMORROW DAN IS GOING TO DO SOME COOKING AT SCHOOL SO HE NEEDS TO TAKE SOME THINGS WITH HIM.
DAN’S GROUP IS GOING TO MAKE “Apple crumble and custard”.

PART ONE

1. LISTEN TO THE CONVERSATION BETWEEN DAN AND HIS MOTHER.

A) FIRST, TICK (☑) THE THINGS DAN’S GROUP NEEDS TO TAKE TO SCHOOL.
- milk
- sugar
- chocolate
- eggs
- cream
- cooking apples
- flour
- cheese
- oil
- custard powder
- butter
- vanilla

B) NOW, CROSS ( ☒) THE THINGS MUM NEEDS TO BUY AT THE SUPERMARKET.
- milk
- flour
- custard powder
- butter
- cooking apples
- sugar

PART TWO

2. LISTEN AGAIN. WHAT ARE THE DIFFERENCES?

A) TICK (☑) THE NEW INGREDIENTS YOU HEAR.
NOW THEY ARE GOING TO MAKE “Apple pie”.
- milk
- sugar
- chocolate
- eggs
- cream
- cooking apples
- flour
- cheese
- oil
- custard powder
- butter
- vanilla

B) THEN, CROSS ( ☒ ) THE THINGS MUM NEEDS TO BUY AT THE SUPERMARKET.
- oil
- cooking apples
- eggs
Where Is The Love?- The Black Eyed Peas

<table>
<thead>
<tr>
<th>gravitate</th>
<th>stop</th>
<th>world</th>
<th>love</th>
</tr>
</thead>
<tbody>
<tr>
<td>drama</td>
<td>generates</td>
<td>irate</td>
<td>anger</td>
</tr>
</tbody>
</table>

What’s wrong with the _______________ mama
People livin’ like they ain’t got no mamas/ papas/ llamas
I think the whole world addicted to the _______________
Only attracted to kings/ thieves/ things that’ll bring you trauma

Overseas, yeah, we try to _______________ terrorism
But we still not/ got/ let terrorists here livin’
In the USA, the big NBA/ CIA/ FDA
The Bloods and The Crips and the KKK
But if you only have _______________ for your own race
Then you only leave space/ pace/ ace to discriminate
And to discriminate only _______________ hate

And when you hate then you’re bound to get _______________ yeah
Madness is what you discriminate/ demonstrate/ illustrate
And that’s exactly how _______________ works and operates
Man, you gotta have love just to set it straight/ rate/ ape
Take control of your life/ line/ mind and meditate
Let your soul _______________ to the love, y’all, y’all

CHORUS: Number in the correct order.
1. Father, Father, Father help us
2. Can you practice what you preach?
3. Where is the love (Love) Where is the love (The love)?
4. ‘Cause people got me, got me questionin’
5. Children hurt and you hear them cryin’
6. Where is the love, the love, the love?
7. Send some guidance from above
8. Or would you turn the other cheek?

KKK= Ku Klux Klan (racial group against non-whites)
Bloods, Crips= two different Black street gangs with heavy crime that hate each other
NBA= National Basketball Association
CIA= Central Intelligence Agency
FDA= Food and Drug Administration
Like I'm Gonna Lose You - Meghan Trainor ft. John Legend

promised | heart | tears | fear | scene | side
walking | dreaming | sign | alone | second | close
alone | thinking | realized | gold | running | gone

I found myself ______________ (1)
In silver and ______________ (2)
Like a ______________ (3) from a movie
That every broken ______________ (4) knows

We were ______________ (5) on moonlight
And you pulled me ______________ (6)
Split ______________ (7) and you disappeared
And then I was all ______________ (8)

I woke up in ______________ (9)
With you by my ______________ (10)
A breath of relief
And I ______________ (11)
No, we’re not ______________ (12) tomorrow

CHORUS : Number in the correct order.

_____ when we’ll run out of time
_____ like I’m saying goodbye
_____ ’Cause we’ll never know when,
_____ So I’m gonna love you
_____ I won’t take you for granted
_____ And I’m gonna hold you
_____ Wherever we’re standing
Reading activities for Young Learners

1. Select another title for the story².
   a) The Clever Monkey
   b) The Hungry Tiger
   c) The Proud Tiger

2. Are the following statements true (T) or false (F)? (story³)
   a) The Tiger was young. 
   b) The Monkey was very hungry. 
   c) The Monkey had to go to the village. 
   d) The Tiger wanted a big fat cow. 
   e) The Monkey jumped into the river. 

3. Reorder the following sentences (story⁴).
   1) "Oh Tiger," cried the Monkey. "I am sorry but I cannot do that." 
   2) "Come with me." 
   3) "I am hungry. Monkey. Go to the village and bring me a big fat pig." 
   4) "Yesterday another Tiger, who is younger, bigger and stronger than you are, told me not bring you anything."
   5) "Now look into the river." 
   6) "What?" cried the Tiger. "Where is he?"
   7) "I will kill him!"

4. Reorder the following paragraphs (story⁵)
   A. The Fox looks. His own shadow is big but the Elephant’s shadow is much bigger.
   B. "I am bigger than you are," says the Fox to the Elephant. "See my long shadow."
   C. One morning the Fox goes for a walk in a desert. He sees his shadow. It is a very long shadow. "I am very big," says the Fox. "I am bigger than an Elephant."

5. Select a summary to the story⁶.
   a) The Tiger was brave and clever and gave the Proud Monkey a lecture.
   b) The Tiger was big and strong but so proud and gave orders to other animals. It was no good. The Monkey who was clever and brave punished him.

Listening activities for Young Learners

1. Spot the words -- count how many times you hear it in the story⁷. (The class can be divided into 2 or 4 groups. Each group is given 1(2) words.)
   Catch, goes, through, gets into.

2. Spot the differences in story⁸.
   * One day the Fox goes for a walk in a wood. He sees his shadow. It is a very big shadow. "I am very long," says the Fox. "I am longer than an Elephant."
   * The Fox looks. His own shadow is short but the Elephant’s shadow is much shorter.

3. Listen and say whether statements are True or False in the story⁹.
   a) One summer day a Fox falls in a river.
   b) He saves his neck, but he cannot save his tail.
   c) The Fox is not ashamed that he has no tail.
   d) He asks the other foxes to follow his example.
   e) The other foxes cut off their tails.

4. Listen to the story¹⁰ and use the words to complete this note!
   Looks, goes, sees, see, am, are, is

   One morning the Fox…………….for a walk in a desert. He……………….his shadow. It………………a very long shadow.
   “I am very big," says the Fox. "I………………bigger than an Elephant."
   "I am bigger than you……….." says the Fox to the Elephant. "See my long shadow."
   “………………my shadow, ” says the Elephant.
   The Fox……………. His shadow is big but the Elephant’s shadow is much bigger.
   "Oh, I see! Oh, I see! Our shadow grows as quick as we”
"Relax, Take It Easy" is the debut single by British singer-songwriter Mika, from his debut album Life in Cartoon Motion. In the UK, it failed to chart upon its original release, but after "Grace Kelly" topped the charts in January 2007. This single peaked at number 18 in the UK Singles Chart. The song was also featured prominently in the movie 'We're the World Mice'. It is also in the 2011 film "Monte Carlo".

While listening: Oops! Someone has been playing and misplaced some lines. Can you place them back in order? Write numbers: 1-2-3-4-5-6... in each verse except the chorus!

Ended up on a broken train with nobody I know.
Now I'm lost and I'm screaming for help.
Took a right to the end of the line.
Where the dying... (longings)
But the pain and the... the same.
Where no one ever goes.

Relax, take it easy
For there is nothing that we can do,
Relax, take it easy
Blame it on me or blame it on you.

It's as if I'm scared.
It's as if I'm terrified.
It's as if I'm scared.
It's as if I'm playing with fire.
Scared.
It's as if I'm terrified.
Are you scared?
Are we playing with fire?

Don't scream - there are so many roads left.
There is an answer to the darkest times.
I believe that we're in this together.

It's clear we don't understand but the last thing on my mind.

Relax
Is to leave you.

Chorus

Listen and Number

Name_________________________________ Class_______
King Tut and his Treasures

Task 1. Watch the video and fill in the gaps in the following sentences.

https://www.youtube.com/watch?v=dmk30P04HS8q

1. In ..................., archaeologist Howard Carter uncovered Tutankhamun's tomb.
2. Tut became the pharaoh at the age of ....................
3. The pharaoh Tutankhamun died when he was only about .................... years old.
4. Tutankhamun was buried in a sarcophagus holding .................... nested coffins.
5. His sarcophagus was surrounded by .................... elaborate shrines.
6. After the tomb was sealed, it was robbed at least ....................
7. More than .................... items were found in Tut's tomb.
8. Each item needed to be removed, cataloged, described and photographed, a process that took .................... years.
9. Tutankhamun ruled Egypt for only .................... years three thousand years ago.

Task 2. Watch the video again and decide whether the following statements are true or false. Write T for True or F for False.

1. When Tutankhamun's tomb was discovered, robbers had taken most of its treasures.  
   - [ ] T  
   - [X] F
2. The objects found in the tomb revealed a lot of information about the life and death of a Pharaoh.  
   - [ ] T  
   - [X] F
3. Before Akhenaten the Egyptians worshipped only one god, the sun.  
   - [ ] T  
   - [X] F
4. Akhenaten moved the capital city to Thebes.  
   - [ ] T  
   - [X] F
5. King Tut probably needed support to walk.  
   - [ ] T  
   - [X] F
6. Kings often married their sisters in ancient Egypt.  
   - [ ] T  
   - [X] F
7. Tutankhamun's tomb had been completed before he died.  
   - [ ] T  
   - [X] F
8. The Egyptians believed in life after death.  
   - [ ] T  
   - [X] F
9. The tombs which Carter discovered in the Valley of the Kings were untouched by robbers.  
   - [ ] T  
   - [X] F
10. The artifacts which were found in the tomb were sent to the Cairo museum.  
   - [ ] T  
   - [X] F

Task 3. Solve the crossword puzzle with suitable words from the video.

Across
3. to honor or respect (someone or something) as a god (v)
4. to uncover (something) by digging away and removing the earth that covers it (v)
5. a stone box, used in some ancient cultures for putting a dead body in (n)
6. connected with or belonging to the king or queen of a country (adj)
7. to preserve a dead body by treating it with special oils and wrapping it in cloth (n)
8. a simple object (such as a tool or weapon) that was made by people in the past (n)
9. someone who studies the buildings, graves, tools, and other objects of people who lived in the past (n)
10. a king in ancient Egypt (n)

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THE GOLD RUSH (1848-1859)

- In 1848, gold was discovered in California, USA. People went there to make fortunes. It was the start of the American Gold Rush!

A) Who found the gold? On 4 January 1848, James Marshall, a worker in California, found a piece of metal. James Marshall was working in California to build a water pump. While in the river he found a shiny metal which turned out to be gold. He gave it to his employer, John Stutter, who saw it was gold! Stutter asked Marshall to keep the gold secret but he couldn’t. Soon people started to arrive in California...

B) Mix of cultures 300,000 people from China, Mexico and Europe went to California to make their fortunes. It was the start of the American dream.

C) San Francisco The Gold Rush transformed California. In 1848, the city had 1,000 residents. Two years later, it had 25,000!

D) Looking for gold The first miners arrived in 1849. They were called the “forty-niners”. At first, gold was easy to find. The miners used simple tools and a pan to find gold in rocks and rivers.

E) The life of a miner The miners lived in tents and cooked their food over fires. Mining was difficult, especially in winter because of rain and snow. Many miners died from disease or from accidents such as drowning in a river.

F) How people came to California a) By land: 150,000 people crossed the USA on foot or by wagon. Many people died on the 2,400km journey. People brought lots of food for the journey, which took six months. b) By sea: 150,000 people came by sea. They travelled 27,400 km around South America which took five to seven months. They also came via Panama.

G) Explosives and Mining Miners blocked rivers to reach the river bed. They dug tunnels and used explosives to find gold in the rocks.

H) Negatives of the Gold Rush The Gold Rush had many negative effects on the environment. It also forced Native Americans to leave their hunting and fishing sites. By mid-1850s, it was more difficult to find gold. People made more money from selling mining equipment than from gold. One of these people was Levi Strauss!