



**UNIVERSIDAD DE GUAYAQUIL**

**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION**

**CARRERA DE LENGUAS Y LINGÜÍSTICA**

**EDUCATIONAL PROJECT**

**PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH  
LANGUAGE AND LINGUISTICS**

**TOPIC**

**THE INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE  
DEVELOPMENT OF LISTENING SKILLS.**

**PROPOSAL:**

**DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS.**

**RESEARCHER:**

**VILLAVICENCIO GARCÍA ROSSANA GIOMAR**

**PROJECT'S ADVISOR**

**MSC. LARRY TORRES VIVAR**

**GUAYAQUIL – ECUADOR**

**2019 - 2020**



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Guayaquil, 20 de agosto de 2019

**MSc.  
SANTIAGO GALINDO MOSQUERA  
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De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: lenguas y lingüística,

Tengo a bien informar lo siguiente:

Que la integrante **VILLAVICENCIO GARCÍA ROSSANA GIOMAR** diseñó el proyecto educativo con el Topic:

**THE INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS.**

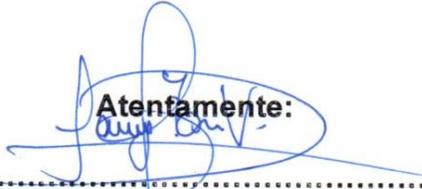
Proposal:

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La misma que ha cumplido con las directrices y las recomendaciones dadas por el suscrito.

La participante satisfactoriamente ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

  
.....  
**MSc. LARRY TORRES VIVAR**  
**Consultor Académico**

## **DEDICATION**

I dedicate this project so hard at the beginning first to my God that without Him this achievement would not have been possible for He has given me the strength and ability to do so. To my mother who was always pushing me in multiple ways to fulfill this goal and who has always been totally supportive of me, to my sweet little sister who has been an exemplary person for me as the best sister in the universe because she's the best; to my little man that I love who has been an engine in my life since he was born and; to my beloved husband who has had the wisdom and love to understand me at all times, I completely love you, without you this project would not have been the same.

***ROSSANA GIOMAR VILLAVICENCIO GARCIA***

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I thank God infinitely for having felt his support at all times, wow, it did make me feel his Holy Spirit every moment, thanks to my pastors who through those tireless prayers gave me the protection and God responded. To my beautiful kitten, my Juanita who never stopped giving me word of breath and encouragement, to my mother who supported me with my little son at all times despite her state of health, she has changed so much that she is now a woman worthy of admiration, I love you mommy. To my "little boy", my son Gerson who has behaved like a little gentleman thanks for understanding mom. To my beautiful warriors and friends, to Susana who through her prayers as a sister has supported me despite not seeing us so often, to my Maisa, who so sweetly advised me, to my Esthercita who with her laughter knew how to pray for me when I asked for help, to my Jenny who despite the distance was always there answering me at all times when I needed her to find something, to Normita, an unconditional friend who for many years has always been there despite problems, to my former teacher that support to me in the final result of this project, Miss Jessica. To my tutor, MSc Larry Torres, who knew how to guide and support me, to my favorite secretary, Miss Alexandra, who always gave me time despite not having it. And a super special thanks to my sister, Raquelita, she behaved like a perfect human being, you gave me a lot of hope, many challenges, but above all, you were excellent in giving me all your support, you spent as a sister, I love you and; to the man who is the second pillar of my life after God, thank you for making me believe many times that I could do so, even though I didn't believe it sometimes, thanks for that smile you always give me and for becoming the best husband of this world.

***ROSSANA GIOMAR VILLAVICENCIO GARCIA***



**UNIVERSIDAD DE GUAYAQUIL**  
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**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**TOPIC: THE INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS.**

**PROPOSAL: DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS.**

RESEARCHER: VILLAVICENCIO GARCÍA ROSSANA GIOMAR  
PROJECT'S ADVISOR: Msc. LARRY TORRES

**ABSTRACT**

The research of this thesis has the topic "The influence of motivation through TV shows in the development of listening skill" in the students from the first year of Bachillerato of Unidad Educativa Universitaria "Dr. Francisco Huerta Rendón", with the proposal to design of a CD based in TV shows with listening skills, which general objective is to establish that English TV shows. In this project is used the methodology based on a combined design in the quantitative and qualitative investigative, and techniques as observation, interviews, surveys to analyze of motivation and knowledge of listening skills, it evidenced that students need motivation in English class and the teacher makes new strategies to attract the attention of them, to develop their listening skills, it is recommended to implement the CD of TV shows attractive to them, with interactive activities were the students can develop the listening skills.

**Keywords:** Motivation, listening skills, TV shows.



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**ESCUELA DE LENGUAS Y LINGÜÍSTICA**

**TEMA: LA INFLUENCIA DE LA MOTIVACIÓN A TRAVÉS DE LOS PROGRAMAS DE TELEVISIÓN EN EL DESARROLLO DE LAS HABILIDADES AUDITIVAS**

**PROPUESTA: DISEÑAR UN CD BASADO EN PROGRAMAS DE TELEVISIÓN CON HABILIDADES DE LA ESCUCHA.**

**INVESTIGADOR: VILLAVICENCIO GARCÍA ROSSANA GIOMAR**  
**CONSULTOR ACADÉMICO: Msc. LARRY TORRES**

### **RESUMEN**

La investigación de esta tesis tiene como tema: La influencia de la motivación a través de los programas de televisión en el desarrollo de las habilidades de la escucha en los estudiantes del primer año de Bachillerato de la Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”, con la propuesta de diseñar un CD basado en programas de televisión con habilidades de la escucha con el objetivo general de establecer que los programas de televisión en Inglés influyen en las habilidades de la escucha través del análisis de una investigación del campo para diseñar un CD con ejercicios de escucha. En este proyecto se utilizó una metodología basada en un diseño combinado en las investigaciones cuantitativas y cualitativas, con técnicas como observación, entrevistas, encuestas, se evidenció que los estudiantes necesitan motivación en las clases de Inglés y que el docente implemente nuevas estrategias para atraer su atención, desarrollar su habilidades de escucha, por lo que se recomienda implementar el CD de programas de TV que les resulte atractivo, con actividades interactivas donde los estudiantes puedan desarrollar las habilidades de escucha.

**PALABRAS CLAVES:** Motivación, habilidades de la escucha, programas de TV.



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## **INTRODUCTION**

The English language is the second important language used in around the world so it is necessary to learn and develop this skill getting best results to develop the ability in the listening.

Besides, this study is made with the intention of not only recreate to the students of the first year of Bachillerato at Unidad Educativa Universitaria Huerta Rendón, year 2016-2017 so, teach them to develop their listening skills. The investigator of this research proposes design of a CD with activities based on TV shows, as a solution to this problem.

Therefore, it could be said one of this point that influence in the lack of attention of the student is the lack of necessities resources to put the practice the videos in the real lives. So, it will help to students enhance their listening skills.

In ancient times, the videos did not exist, but yes the radio, so when only listening to the stories told by the announcer, people could imagine a complete movie, that is why the researcher focused on this topic and how to develop the listening skills, since that if we dedicate ourselves to awaken this ability at students we can achieve optimal results in them.

The investigator has seen the need of developing the ability to listen in English, it is relevant that teachers focus on helping their students, seeing the importance of learning to listen, which means that strategies that attract their attention must be innovated, even after having attended his classes.

### **Chapter I**

This chapter trades on the introduction of this problem reviewing various aspects to develop the listening skills, including the problem, conflict situation, scientific fact, causes, problem formulation, general and specific objectives,

questions of the investigation, and justification.

## **Chapter II**

It is based on the theoretical framework and background based on how motivating to the students to develop their listening skills. Include, theoretical framework, background, theoretical foundation, motivation, types, importance, strategies of motivation, listening, definition, importance, characteristics of listening, different media and strategic to improve the learning English, epistemological, pedagogical, sociological, psychological and legal foundations.

## **Chapter III**

This chapter contains the methodology design, types of research, population and sample, operationalization of variables, instruments and techniques of investigation, data analysis, conclusions and recommendations.

## **Chapter IV**

It is focused in the information about the proposal, justification, objectives, theoretical aspects, feasibility, description and conclusion of the proposal, and bibliography.

## **CHAPTER I**

### **THE PROBLEM**

#### **CONFLICT SITUATION**

The present project takes place at Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”, located at Guayas province, Ecuador. It is a public school, which offers education for all levels from Primary school, passing the Secondary and the Bachillerato, it is connected to Universidad of Guayaquil.

Based on a diagnosis, through observations, and interviews, it could be verified that English teachers of the first year of Bachillerato do not have methodological strategies to develop listening skills due to lack training of the foreign language. Also, there is not an updated laboratory with audiovisual skills to motivate student to learn the foreign language. For this reasons and another, there are unmotivated students during teaching-learning process in English. Besides, the consequences of that situation, the students have difficult pronunciation, and there is not good communication between teachers and students.

Furthermore, teachers are responsible for motivating students to get a better develop in their develop at class, through innovative perspectives, which is why the investigator sought strategies to improve student learning ways based on to assist the increase of students as active and practical that they might be play with the efficiency of listening skills in the English language.

## **SCIENTIFIC FACT**

Deficiency in the development of listening skills of the English language applied to the students of 1<sup>st</sup> year of bachillerato at Unidad Educativa Universitaria Dr. Francisco Huerta Rendón, in the school year 2016 – 2017.

## **CAUSES**

- Teachers do not use the necessary tools in the listening skills English language to get the attention of the students.
- Students must develop the skill to listen English language through TV shows.
- The author proposes the elaboration of a CD about TV shows class as strategy to develop this skill.

## **PROBLEM FORMULATION**

How does motivation influence in the development of listening skills in the English language applied to the students of 1<sup>st</sup> year of bachillerato at Unidad Educativa Universitaria Dr. Francisco Huerta Rendón, in the school year 2016 – 2017?

## **GENERAL OBJECTIVES**

To establish that the English TV shows influence in the listening skills through analysis of a field research in order to design a CD with listening exercises about English TV shows.

## **SPECIFIC OBJECTIVES**

- To implement the TV shows exercises as a good tool to improve the listening skill, through a survey to the students.

- To create the main aspects of this research, to design a CD with listening practice based in questions and answers about TV shows through the results compiled from to the survey.
- To analyze the level of the listening skill through an unexpected test each month.

## **QUESTIONS OF THE INVESTIGATION**

What is the best audio method to progress the listening skill in the students?

How would you improve listening skills through TV shows?

How often should the TV shows exercises be used in classes?

What is the most effective kind of TV shows to develop the ability to understanding?

Can we use these kinds of activities in the next grades to develop better their abilities?

## **JUSTIFICATION**

This project is to give relevance to the English language through the development of skills to listen with objectivity and can to talk with efficiency; of the skills and abilities of each student will forge their professional presentation to the society. The institution needs English teachers having a good preparation about grammar, vocabulary, reading, writing, speaking and listening skills so they can transmit innovative and update knowledge.

The School of Languages and Linguistics of the institution, it has been characterized to deliver to the Ecuadorian society excellent professional people, to indicate they have been very smart in their academic, pedagogical and humanistic development; actually the institution must overcome the knowledge of the English teachers so give us creative, conceptual and thoughtful professionals. The reason that the author had motivated to do this project is he would like to transform methods and achieve changes of the learning English language and sustain at institution in an efficient and scientific way. In addition to this project can be a big example for institutions is this district; so also we can take as an example in a national level for the English language so this is an universal language to be earned and spoken correctly in this society.

The lack of motivation to develop the skills to listen the English language, subtracts the importance and the scientific characteristic that every language has by nature. Therefore, we must develop the skills of listen the English language so that in your professional life the student avoids a failure.

Teachers of the English language have to constantly renew their knowledge to be at the forefront of digital research and experimentation technology to make an excellent professional in the English language.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### BACKGROUND

Reviewing the documents published by the scientific community and educational, it found some relevance and similar archives that guided this present project, they are:

In the following study the author as background looking for three projects containing differences and similarities with the project is being done actually.

In this first investigation in the library of the school of languages at University of Guayaquil, has as subject "Influence of motivational strategies for the development of the listening comprehension", whose authors are Merino Alcívar Dolores Agustina and Espinoza Montero Brigitte Elizabeth, 2017, which objective was to "provide to the students of the teacher the pedagogical tools of the motivation to support and to develop the basic abilities to improve the development of the comprehension of the listener".

The second study has the topic, "Influence of English lyrics songs to develop the listening skill", whose authors are Crespín Jordán Gisela del Pilar and Palma Nuñez Doris Grace, 2017, because the purpose is to "allow promoting active and dynamic classes in order to the students acquire listening comprehension and develop the listening skill, as well the students get the skill producing orally in different context"

The third thesis has the title, "Influence of authentic videos in the development of listening comprehension", whose authors were Mosquera Aroca Miguel Angel and Plúas Ávila Javier Alejandro, 2017, which refers about the

“influence of authentic videos on one of the most important skills of English language as listening comprehension”.

## **THEORETICAL FOUNDATION**

This chapter exposes different theories about motivation, types of skills, importance the foreign language, that supports this investigation to propose the elaboration of CD TV shows as strategic to have learning skills.

## **MOTIVATION**

There are some theories about motivation, but it is necessary to know the meaning of this word, when people are motivated, they move to do something. Actually is required to learn language English to communicate which must be a stimulus to the students and having motivation, students will acquire skills to develop their listening so nowadays is essential to interact between students and teachers. (Ministerio de Educación, 2014, p.3)

Some authors have defined motivation as:

1. “A motive is a reason for doing something. Motivation is concerned with the strength and direction of behaviour and the factors that influence people to behave in certain ways. The term ‘motivation’ can refer.” (Armstrong, M. & Taylor, S., 2014).
2. Motivation causes someone to act and someone else cannot make someone motivated. It is the discretion of the person to decide if they are going to be motivated or not. (Shanks, N. as cited in Burton, K, 2012, p. 6)

## **TYPES OF MOTIVATION**

Students develop skills for a need, for a desire or for external factors, that is, determined by intrinsic and / or extrinsic motivation, and it is necessary to differentiate them to develop appropriate pedagogical strategies or improve existing ones.

### **Intrinsic motivation**

Ryan and Deci (as cited in Demir, 2011, p. 1399), defined intrinsic motivation “to refer performing an activity for its inherent satisfactions rather than for some separable consequence”.

The affective quality is an essential characteristic in intrinsic motivation so that the student wishes to perform an activity and, therefore, the person has the ability to do it, “This kind of intrinsic motivation is more typical of play or recreational activities than learning activities”, but it is also important to mention that intrinsic motivation entails cognitive peculiarities such as self-actualizing, competence-enhancing, meaningful, and others (Brophy, 2004, p. 184).

Using this type of motivation to promote the intrinsic part of the student is to get them out of what they really are through exercises that motivate them to develop their skills. Find what caught their attention and enjoyed doing it to make them feel more secure.

It is an inside science how the human being to develop their skills in the education with the purpose of deepen their logical knowledge, the intrinsic motivation leaves from their entrails to become reality.

Educational mysticism in learning the English language is relevant in their development of the humans since the communication is objective and direct.

## **Extrinsic motivation**

The same authors, Ryan and Deci, explained the extrinsic motivation demanded “an instrumentality between the activity and some separable consequences such as tangible or verbal rewards, so satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads” (as cited in Demir, 2011, p. 1399).

Students develops in a better way how to read easily, write faster, listen and speak clearly the English language, looking for an activity to express everything they learned.

Also it develops in the outside area of humans taking a preponderant place as communicate activity, the English language is develops extrinsically specializing in it grammar, writing, reading, speaking, phonetic explain correctly getting the attention of the receptors being their triumph nowadays.

Deci and Ryan (2000, p. 5), established the most principal difference between intrinsic and extrinsic motivation: “which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome”.

According Giancola, as cited in Bergström & García, 2016, p. 3, the difference between intrinsic and extrinsic motivation is “that while intrinsic motivation is driven by forces from within oneself, extrinsic motivation is driven by outside forces”

## **Basic human needs Theory**

Abraham Maslow (as cited in Korb, 2012, p. 5-6) proposed the basic human needs by a pyramid. If the first need is satisfying, the person goes to

high level. In class, we have a similar situation, “when physical and safety needs (at the bottom of the charts) are met in the classroom, students naturally migrate toward the higher levels. The teachers should be to know those aspects to try to resolve difficult of the students. The levels of basic human needs are:

- Self-actualization: Challenging projects, opportunities for innovation and creativity, learning and creating at a high level.
- Esteem: Self-esteem, confidence, achievement, respect of others, respect by others.
- Social/belonging: Acceptance, be part of group, identification with a successful team.
- Safety: Security of body, employment, resources, morality, family, healthy property.
- Physiological: Physical survival needs: water, food, sleep, warmth, exercise, etc.

Humans have a variety of needs that it is important to meet because if it is not done, humans will feel a void in their lives and will not allow their skills to develop for their growth as a person and professional.

The author should be to use to help the students to strive and understand that every human has a leader inside and that leader make him reflect and so he can have a different motivation created by himself.

It is very important to identify the barriers of students that prevent them to have a correct learning or develop the listening skills. Longworth (as cited in Medina, B., Llorent, V.J., & Llorent, V., 2013, p. 200) exposed some of these barriers:

- Poor family learning culture
- Few aspirations: the perception that learning is not important.
- Lack of economic resources
- Low self-esteem

- Bad children´s learning experiences
- Disregard of students needs by teachers
- Deficiency in information services to attract people to the learning
- Distance from the education offer of a large number of people
- Lack of resources to study at home

## **IMPORTANCE OF MOTIVATION**

The teachers should considerate the importance of the motivation to have good results of teaching (Carl Wieman Science Education Initiative, 2013). In English class, the teachers do not use motivating strategies to the students to learn this foreign language. According Boekaerts (2002, p. 18), “Students need encouragement and feedback on how to develop motivational strategies”.

A student could be motivated to learn a new set of skills because he or she understands their potential utility or value or because learning the skills will yield a good grade and the privileges a good grade affords. In these examples the amount of motivation does not necessarily vary, but the nature and focus of the motivation being evidenced certainly does. (Ryan & Deci, 2000, p. 54-55)

The motivation in process teaching-learning involves five elements according Williams & Williams (as cited in Panisoara, Duta, & Panisoara, 2015), p. 1218), it is important analyze the elements for improving student motivation, and then the following items describe of this way:

To the students is need to check various elements as: intrinsic and extrinsic motivation, various individual and social factors, hierarchy of needs, perceived wellbeing, efficient use of energy and focus, purposeful connection with work, conscientiousness and achievement, public speaking competence, study time and study habits, lecture attendance, comprehensive and long-range educational plan to get motivation from the students and they can develop their skills (p.1218).

In the same way to the teachers is necessary to see some points how to promote the motivation a subject knowledge and motivational level, teacher skills, teacher qualifications, test giving, scientific management and human relations, conscious of small details, reach out to students, know your students and build on their strengths, value and build relationship, relational turning points and enthusiasm (p.1218).

It is also necessary to study some contents as: students experience, success and achievement, student ownership, student choices, build competency, creativity and critical thinking, students feel connected, novelty, timely and relevant to real life, variety, technology and information from the Internet such as websites, twitter, YouTube, and phone apps (p.1218).

Inside of the teaching learning process it has the following characteristics, create an effective environment, individual and learning system design differences, include the study of self-information, empowerment, engagement and considering student and teacher opinions, teamwork, structures, distance and online learning, emotionally literate environment (p.1218)

It can be seen advantages of the motivation to the students can promote their skills how incentives, experiential learning or self-learning, mutual goals or objectives, verbal conformity, flexible and stimulating just-in-time training and interactivity, different types of framing, objective criteria, encouragement and praise, casework, guided discussion, reinforcement strategies, positive social interactions, storytelling, enhanced lecture, collaborative quiz (p.1218).

## **STRATEGIES OF MOTIVATION**

Carl Wieman Science Education Initiative (2013) mentioned the following points show different alternative strategies to improve student motivation:

### **Motivational Factor. - Personal relevance & interest**

When possible, use authentic real world contexts and problems that the students can relate to, show how material is useful in other courses and/or future careers, before launching into definitions, procedures, mathematical formalism, etc., introduce a meaningful problem that motivates the need to learn these details and tools, check that all your assignments pass the “why would anyone care about the answer to this problem?” test, show your own interest and enthusiasm for the subject, if you are uncertain as to what the students will find interesting or relevant, ask some students (a good group to ask are students who recently took the course).

The author recommends taking examples of everyday life for students to identify themselves, analyze a proposal before presenting it to students, ask questions arousing in the students the interest in interacting, take a practical test watching a TV show and repeat the same scenes with the students. Carl Wieman Science Education Initiative (2013)

### **Motivational Factor. - Choice and control**

Build some flexibility into your course, within reason, if there are some optional topics in the course, have students vote on which ones to include, let students choose the topic for a project or assignment, if there is more than one reasonable way to manage assignments, have students vote on which they prefer. Carl Wieman Science Education Initiative (2013)

### **Motivational Factor. - Sense that one can master the material**

Communicate clear learning goals to the students, express to the students that they can master the material if they put in effort, create assignments and activities that are challenging, but doable with effort (a diagnostic or other assessments in the course can help determine the appropriate level of challenge) – Build in early success (e.g. ramp up the difficulty in an activity, so that all students can relatively easily complete the first part) – Build “bonus” challenges into activities to keep the faster students engaged, regularly provide

feedback that gives students a clear sense of how well they are mastering the material., make sure the course elements and assessments are aligned with the learning goals, explicitly point out to students how much they have learned, give students specific advice on how they can improve their learning. Carl Wieman Science Education Initiative (2013)

## **LISTENING**

### **Definition of Listening. -**

Purdy and Borisoff (1997) defined “listening” as “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal or nonverbal) needs, concerns, and information offered by other human beings” (p. 8)

Lund-Steen (as cited in Purdy & Borisoff, 1997) established a difference between hearing and listening:

The process of listening is often contrasted with hearing. Lund-steen considered hearing a physical act and listening a mental act. Hearing she said had to do with our physiological capacity to receive and process sounds. Problems with our ability to hear could hinder our listening. Hence, it behooves each of us to have our hearing checked if we think it could be affecting our ability to listen. In contrast to hearing, listening has to do with assigning meaning to the stimuli receive by our brain. (p. 5)

### **Importance of listening skills. -**

The investigators noted the importance of listening to learn in school because the students can communicate, interactive, listen to do activities, and others:

In ordinary education on different levels listening is necessary for activities like following directions, talk in interaction, retelling stories (that have been heard) literary conversation, asking questions, (podium) speech, arguing and taking notes. Thus, the main purpose of teaching

listening in school is learning, and education in listening is a crucial as education in talking, reading and writing. (Adelmann, K., 2012, p. 514).

Housel (2010) stated the importance the listening in school curriculum to develop skills:

In school, listening takes on additional importance because a great deal of learning involves taking appropriate notes for later study and review. Knowing what's been said gives the student greater confidence to ask question without the fear of looking foolish (he just answered that about two minutes ago). In addition, the ability to takes notes while listening is critical for success in high school and college, so the development of these skills needs to begin early I a child's education career. Taking notes promotes active listening. (p. 3)

### **Characteristics and Advantages of listening skills:**

According Wolvin and Coakley (as cited in BoonKit, K., 2002, p. 56), Imms are based on "hearing, selecting sounds, identifying, comprehending, interpreting, evaluating, organizing and transferring.

Listening skill is a fundamental tool to learn any language, because "provides intellectual basis for the development of speaking, reading and writing" (Anderson & Lynch, Mendelsohn, Nunan as cited in Boonkit, K., 2002, p. 56). The listening skill is part of the process teaching-learning English, so, it is necessary that students develop it to have competence and fulfill with the demands of the enterprise.

### **Types of listening skills**

The author cited two types of listening, extensive and intensive listening types:

The extensive listening types relate to listening pupils do away for classroom without the specific purpose to improve their listening skills and without the support of a teacher or any other teaching materials. So listen to music would be one way of extensive listening. Another option is

to encourage the pupils to watch English language films with subtitles. These films provide the possibility to read the subtitle in case they do not understand the English dialogue. (The listening skill. Theoretical and practical approaches., 2015)

## **DIFFERENTS MEDIA TO IMPROVE THE LEARNING ENGLISH**

There are studies about using media as television and radio to improve language teaching. Sherrington and the British Broadcasting Corporation (as cited in Gowon, 2009), exposed some benefits of programmes to teaching English:

1. Programmes for teaching English overseas where inducing viewers to react to stimulus is a strong element of this approach. Thus, lengthy periods are spent with a television teacher conducting drills from the screen, cuing the audience for repetitions and substitutions in the manner of pattern practice, the type of exercise, which dominated audio-lingual methodology for many years. The cue may be verbal or visual but the aim was to make the learner produce automatically the structure being dealt in the programme (...).

2. A second feature of programmes for teaching language is the demonstration of language as behaviour. This approach views television and radio as enabling teachers to structure for the viewer the contexts within which language behaviour occurs. Language behaviour occurs haphazardly in life, while, for the purpose of teaching, it needs to be examined, broken down and served in a structured form, so that it can then be graded and sequenced as a language item to fit each stage.

## **DIGITAL MEDIA AS STRATEGICS TO IMPROVE THE LEARNING**

The scientific community around the world does some studies about the impact of viewing Television programs. The Indian Journal of Science and Technology published the article *Motivation and Impact of Viewing Reality Television Program: An Audience Study* that demonstrated that: “The results revealed at the more number of young housewives prefer to watch RTVP with fun and entertainment element as a major ingredient.” (Vijay, V., & Arulchelvan, S., 2015, p. 1)

Some authors recognized the importance to using different types of media materials in the process of teaching-learning of a second language. (Morrison, Herron, Secules, Curtis Ockey, & Ogden as cited in BoonKit, K., 2002, p. 46)

## **TV SHOWS**

TV Shows improve the learning English. The statistic dates informed: “Almost 58% of English learners have already stated that they use film and television shows as study aids to help them learn English.” (Pearson English, 2016)

Using video have some advantages to learn English language: “the video allows multi-sensory perception”, “the series offers authentic language”, so, the students can learn the original pronunciation, they are transmitted by short time; Dr. Rammal (as cited in Kohútová, L., 2011, p. 10) noted that:

If used well, video can provide the most useful and most interesting lessons. The best TV shows and movies have natural, funny, dramatic, engaging dialogue, giving students excellent listening practice. TV and movies also touch on a variety of interesting topics, giving teachers a spring board for creating all kinds of discussion and debate.

## **EPISTEMOLOGICAL FOUNDATION**

The epistemology science has contributed with important concepts about Education; it allows to know some aspects to understand the learning of new tools in listening skills:

These are the concepts of *learning* – having to do with an individual’s moving from a state of less to greater knowledge – the concept of *teaching* – having to do with someone instructing another in order to bring about learning, and *education* –roughly the concept of a process of bringing. (Carter, J. A., & Kotzee, B., 2015, p. 5)

According Hamlyn (as cited in Carter, J. A., & Kotzee, B., 2015, p. 6) has mentioned the psychological and logic aspect of learning: “Considers the relationship between the psychological analysis of processes of learning and the logical analysis of concepts. Sets requirement for learning, properly speaking, to go beyond rote-learning and to encompass understanding and application of principles”.

It is necessary to consider that epistemology also provided with analysis between praxis and educational technology, noted the benefits of using the technologies in the education. Webb (2015) mentioned the following:

In fact, this is not a particularly revolutionary view as many writers have taken similar stances concerning the limitations of educational technology, and the overriding importance of making hard educational decisions (based on philosophical and social positions), from which uses of technology quite logically follow. (p. 125)

A study about “The impact of epistemology on learning: a case study from introductory physics” by Lising & Elby (2005) , exposed about “student’s epistemological stance can have causal influence on learning physics”:

The recent focus on epistemology in physics education stems in part from two motivating ideas: Students’ epistemologies may affect their science learning. In that case, attending to epistemology may help us explain the variations in student learning outcomes with research-based curricula, create more effective curricula, and become better physics instructors. (p. 1)

## **PEDAGOGICAL FOUNDATION**

The student can perceive learning if there are student-teacher interaction, responsiveness, organization, likeability and Concern, those elements affect to the pedagogical area, student interest and learning performance. (Abrantes, Seabra & Lages, 2007, p. 961)

According Paswan and Young (cited in Abrantes, Seabra and Lages, 2007, p. 961), the interaction between student and teacher allow to develop skills:

Student–teacher interaction refers to the opportunity to ask, express ideas, and have an open discussion in class. Nonthreatening interactions allow students to ask questions, practice the free expression of ideas, develop their own skills, and improve class discussion.

It is necessary identify the obstacles that difficult the develop skills to acquire the learning (Chis and Doina 2016, p. 162):

In particular situations when the student presents different difficulties, for example in terms of visual perception, auditory perception, oral language disorders, attention disorders, motor problems, etc., the risk of developing learning difficulties is high. However, adjustment of the learning and teaching strategies to student's potential and learning style, will allow students to increase learning efficiency. Also, the fact that teaching is regarded as a probabilistic instructions system, can be adjusted through a formative feedback.

## **SOCIOLOGICAL FOUNDATION**

The sociological theories have given support to analyze of motivation. Those studies claim the individual is driven by the following assumption on motivation (Wilson E., 2001, p. 7):

Theory of Functionalism and institutionalism: Norms and institutions

Structuration theory, radical social constructionism: Contingencies

Neo-classical economy: Rational consideration

Liberal-realist intentional politics: Competition

## **PSYCHOLOGICAL FOUNDATION**

Students have different experience during in class, bad or good, due to them doing activities with motivation or not. According the *behaviourist learning*

*perspective*, “motivation results from past positive and negative reinforcements, which influence the probability of future behaviour. Motivation is seen as the result of previous experiences, which typically consist of previously composed stimulus-response bonds” (Sailer, Hense, Mandl & Klevers, 2013, p. 28-37). For this reason, is essential, the teachers implement innovated methodologic to motivate the students learn the English language.

The Psychological science analyze aspects as motivation, needs, wishes and others aspects, those are keys psychological process to the person do something in different areas as the education.

It is necessary to develop skills, to know memory process and some aspects that influenced to maintain the knowledge. There are while information about it, Paller (2001, p. 125) did a study about Neurocognitive Foundations of Human Memory, he explained it: “Other types of memory shown to be preserved in amnesia include motor skills, cognitive skills, simple classical conditioning, habits, artificial grammar learning, category learning, nonassociative learning, and working memory”.

In the same document analyze two classes to memory phenomena can thus be distinguished:

1. *Conscious recollection-when* one brings to mind some prior event or some factual knowledge, with the awareness of retrieving a memory.
2. *Perceptual priming-when* behavior is changed in certain circumstances pertaining to a specific perceptual event, as the result of prior experience, and with no necessary experience of recollection.

## **LEGAL FOUNDATION**

In the Constitution del Ecuador, article 347, established the guarantee of the people’s right about the intercultural bilingual education:

9. To guarantee the intercultural bilingual education system, where the main language of the respective nation for education shall be the language of the respective nation and Spanish as the language for intercultural relations, under the guidance of the State's public policies and with total respect for the right of communities peoples and nations. (National Assembly Legislative, 2008)

There are another articles about the State must guarantee the Education:

Article 26. Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for the good way of living. Persons, families and society have the right and responsibility to participate in education.

The law allows the development of the Education in the country. In this way, the Ecuadorians can improve and have a good process of teaching-learning to progress as person and as society.

## **CONTEXTUAL RESEARCH**

The studies recognized, the people can learn using technologies, specially television, "The technologies underlying each medium are quite different; however, for instructional purposes, the overall appearance and functions are essentially the same, with television being somewhat more versatile in terms of storage and distribution capabilities" (Seels B., Fullerton, K., and Berry, L., & Horn, L. J., 2004, p. 250)

## **CHAPTER III**

### **METHODOLOGY**

#### **Methodological design**

This project is based on a combined design; the quantitative investigation, it was referred the tabulation of the surveys to a group of students of the English class from first year of Bachillerato of Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”, and the qualitative investigation because described the problem conflict situation through observations, interviews and analyzes of the tabulations realized to the students.

#### **Types of research**

This research used different types of investigation: Documentary, Field investigation, and Descriptive.

#### **Documentary research**

This study according its purpose was documentary research because this method provided important data referring to the phenomenon to study (Bailey as cited in Mogalakwe, 2006, p. 221).

#### **Field investigation**

Furthermore, this project was a field investigation because it is realized a studied about the influence of motivation in the development of listening skills in the students from first year of Bachillerato of Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”, located at Guayas province, Ecuador.

## **Descriptive research**

This project described the problem that each student had in its, listening skills.

The aim of these types of research is “to describe a phenomenon and its characteristics. This research is more concerned with what rather than how or why something has happened” (Gall, Gall, & Borg as cited in Nassaji, 2015, p. 129)

## **Population and sample**

### **Population**

Thirty-nine students belong to the first year of Bachillerato of Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”, one teacher and one authority.

Levy and Lemeshow (2013) defined: the population (or universe or target population) is the entire set of individuals to which finding of the survey are to be extrapolated.

### **Sample**

This project was focused in all the population because it was a little. According to OECD Glossary of Statistical Term (2001), the sample is “A sample is a subset of a frame where elements are selected based on a randomized process with a known probability of selection”

The sample indicates a small part of population in which the investigation also includes observation, survey, interview, field research, all about the topic.

In the following table, there are the data of the population and the sample of this study:

	<b>Population</b>	<b>Sample</b>
<b>Authorities</b>	<b>1</b>	<b>1</b>
<b>Teachers</b>	<b>1</b>	<b>1</b>
<b>Students</b>	<b>39</b>	<b>39</b>
<b>Total</b>	<b>41</b>	<b>41</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García

## Operationalization of variables

Variables	Dimensions	Indicators
Independent variable  Motivation	Definition	
	Types	Intrinsic
		Extrinsic
		Basic human needs
	Advantages	
	Strategies	
	Influence of motivation in class	
Dependent variable  Listening skills	Definition	
	Types	Extensive
		Intensive
	Characteristics and Advantages	
	Strategic to development listening skills	Digital Media

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García

## **Instruments and techniques of investigation**

In this research has been applied different instruments and techniques to know the correlation between the variables and the perception of the authority, teacher and students of the proposal of this study to development the listening skills. These methods were: observation, interviews and surveys.

### **Observation**

One of main techniques to analyze a phenomenon is the observation. It used an observation guide to identify the real situation during the English Class, the interaction between teacher and students, and how the process teaching - learning is in English class in the first year of Bachillerato of the Unidad Educativa Universitaria "Dr. Francisco Huerta Rendón".

### **Interview**

It was necessary to interview to the main authority Msc. Yambay, and the English teacher to know their opinions about the influence of motivation in English class, if there are motivation strategies in class, which the listening skills of the students have, among other.

The interview contained five structured questions for the main authority and other five questions for English teacher.

### **Survey**

The survey is an instrument of investigation to recollect information about the sample referring to their motivation, their listening skills and the proposal of this project.

A survey is an investigation about the characteristics of a given population by means of collecting data from a sample of that population and estimating their characteristics through the systematic use of statistical methodology. (OECD, 2001, p. 765)

It was elaborated a structured survey with ten questions, that the students should answered in based on the Likert scale:

1. Never
2. Hardly ever
3. Sometimes
4. Usually
5. Always.

### **Application of instruments of investigation**



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**OBSERVATION GUIDE**

**Objective:** To identify the process teaching–learning during the English class, the motivation and practice of listening skills of the students.

	<b>Yes</b>	<b>No</b>	<b>Not observed</b>
<b>The teacher use innovated methodology.</b>			
<b>The teacher use motivation strategies in English class.</b>			
<b>The teacher interacts with students during English class.</b>			
<b>The teacher uses digital media during English class.</b>			
<b>The students are motivated in the class.</b>			
<b>The students participate during English class.</b>			
<b>The students interacts with classmates</b>			

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**LENGUAS Y LINGÜÍSTICA**

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**INTERVIEW TO THE AUTHORITY**

- 1. Do you think the teacher uses innovated methodology in English class?**
- 2. Do you think the students are motived to learn English?**
- 3. Do you think it is necessary to develop the listening skills in students?**
- 4. Do you think it is important to use digital media in the process teaching-learning?**
- 5. Do you think to implement a CD based in TV shows motivating to the students to development of listening skills?**



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**INTERVIEW TO THE ENGLISH TEACHER**

- 1. Do you think you use innovated methodology in English class?**
- 2. Do you think the students are motived to learn English?**
- 3. Is it necessary to develop the listening skills in students?**
- 4. Do you think it is important to use digital media in the process teaching-learning?**
- 5. Do you think to implement a CD based in TV shows motivating to the students to development of listening skills?**



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**SURVEY TO THE STUDENTS**

**Objective:** To know the opinions of the students about motivation, their listening skills and proposal of the CD TV shows to development listening skills.

**Instruction:** Mark (X) on each statements you consider the most appropriate answer. Confidential information.

- 1.-Never
- 2.-Hardly ever
3. Sometimes
4. Usually
5. Always

	1	2	3	4	5
1. I like to study English using innovated methodology.					
2. I feel motivated in English class.					
3. I participate in the exercises proposed by the teacher					
4. I have difficult to understand the English class.					
5. I know about different listening skills.					
6. I use the listening skills in English class.					
7. I think the teacher should apply digital media during the English class.					
8. I think the TV shows to help to development the listening skills					
9. I would like to understand English TV shows without subtitles					
10. I would like the teacher uses CD TV shows to development the listening skills.					

## Analysis and interpretation of the information

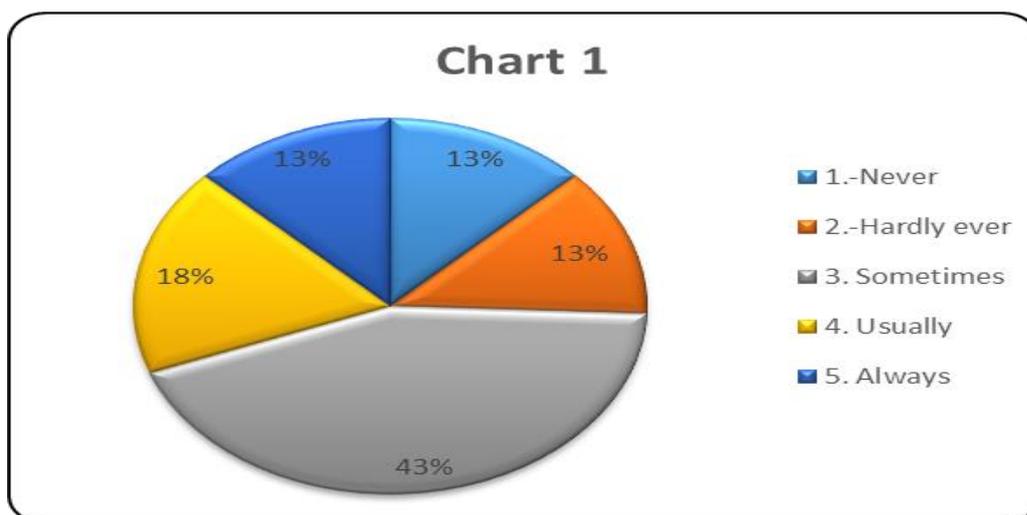
**Statement 1. I like to study English using innovated methodology.**

**Frequency Chart 1**

Alternatives	Frecuency	Percentage
1.-Never	5	13%
2.-Hardly ever	5	13%
3. Sometimes	17	43%
4. Usually	7	18%
5. Always	5	13%
<b>Total</b>	<b>39</b>	<b>100%</b>

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### Analysis

The results showed that 43% of the students sometimes like to study English using innovated methodology, 18% of the students usually like using innovated methodology, 13% of them reported that they always like using it, other 13% never like using it and the rest of the students mentioned hardly ever like using it. This information is important because it described the preferences of the students during the process of teaching and learning English.

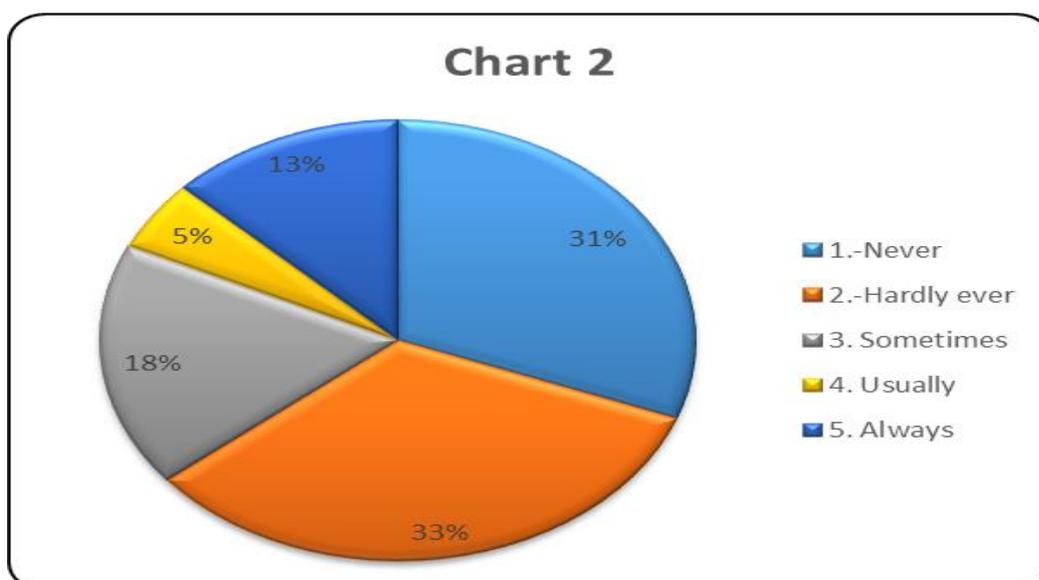
## Statement 2. I feel motivated in English class.

### Frequency Chart 2

Alternatives	Frecuency	Percentage
1.-Never	12	31%
2.-Hardly ever	13	33%
3. Sometimes	7	18%
4. Usually	2	5%
5. Always	5	13%
<b>Total</b>	<b>39</b>	<b>100%</b>

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### Analysis

The 33% of the students reported they hardly ever felt motivated in English class, the 31% of them never feel motivated, 18% of them informed that they sometimes feel motivated, 13% of them mentioned that they always feel motivated and only 5% of them indicated usually felt motivated in English class. Those results evidence there is a low motivation to learn this foreign language and to development the listening skills.

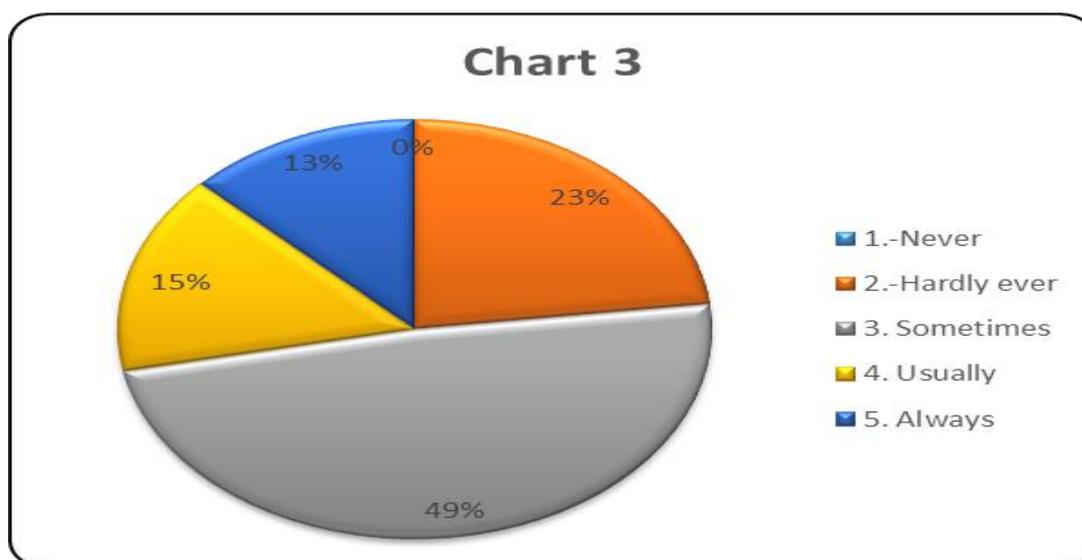
**Statement 3. I participate in the exercises proposed by the teacher.**

**Frequency Chart 3**

Alternatives	Frequency	Percentage
1.-Never	0	0%
2.-Hardly ever	9	23%
3. Sometimes	19	49%
4. Usually	6	15%
5. Always	5	13%
<b>Total</b>	<b>39</b>	<b>100%</b>

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**Analysis**

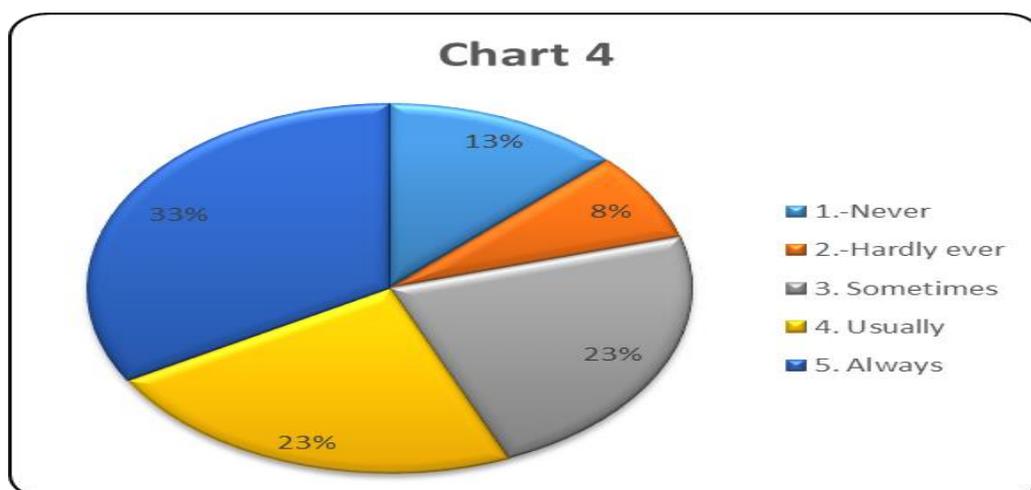
The 49% of the students declared they sometimes participate in the exercises proposed by the teacher, the 23% of the students hardly ever participate in English class, the 15% of them registered they usually participate in class, and the 13% of them always participate in the exercises of English. It could be due to different situations, but this question has relation with the previous statement about motivation. The students feel unmotivated in English class.

**Statement 4. I have difficult to understand the English class.**

**Frequency Chart 4**

Alternatives	Frecuency	Percentage
1.-Never	5	13%
2.-Hardly ever	3	8%
3. Sometimes	9	23%
4. Usually	9	23%
5. Always	13	33%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
**Elaborated by:** Rossana Villavicencio García



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**Analysis**

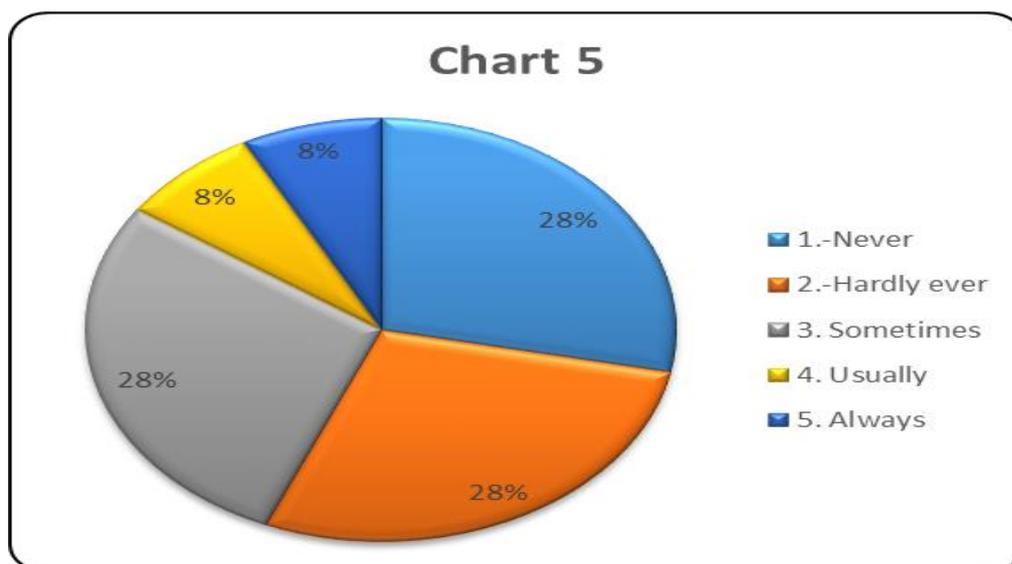
The results show the representative percentage of the students (33%) have always difficult to understand the English class, 23% of the them declared they sometimes have difficult in English class, 23% of them announced they usually have difficult, 13% indicated that they have never difficult to understand English language and 8% mentioned that they have hardly ever difficult. For this reason, it is necessary to implement innovated methodology motivating to the student to development the listening skills.

**Statement 5. I know about different listening skills.**

**Frequency Chart 5**

<b>Alternatives</b>	<b>Frecuency</b>	<b>Percentage</b>
1.-Never	11	28%
2.-Hardly ever	11	28%
3. Sometimes	11	28%
4. Usually	3	8%
5. Always	3	8%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
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**Analysis**

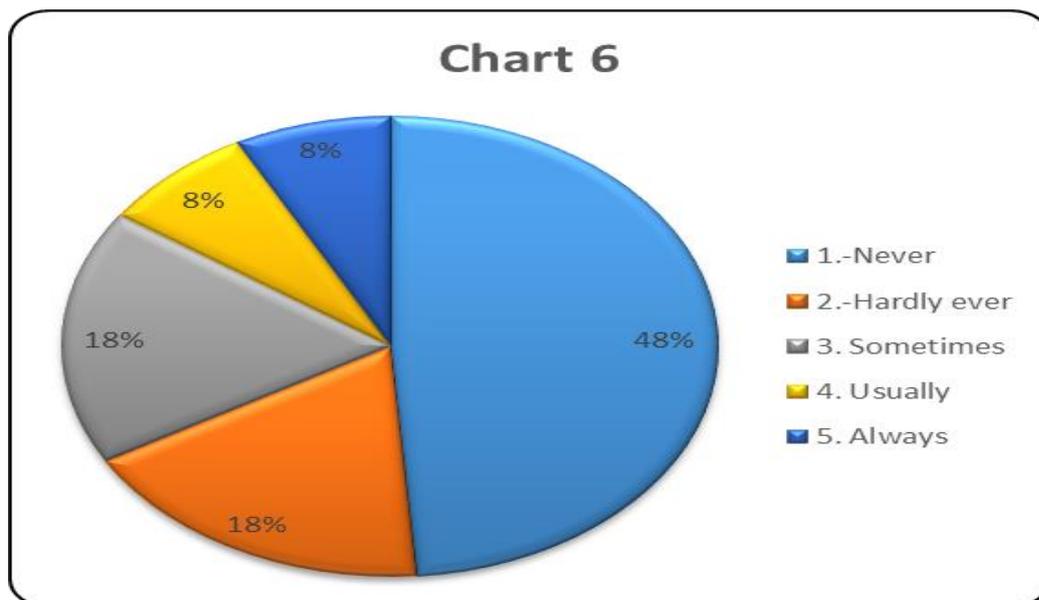
The 28% of the students mentioned that they never know about listening skill, the 28% of them informed they hardly ever know it, the 28% indicated that sometimes know about listening skill, 8% registered they usually know it and 8% registered they always know about listening skills. Those results showed the importance to improve the learning of listening skills.

**Statement 6. I use the listening skills in English class.**

**Frequency Chart 6**

<b>Alternatives</b>	<b>Frecuency</b>	<b>Percentage</b>
1.-Never	19	48%
2.-Hardly ever	7	18%
3. Sometimes	7	18%
4. Usually	3	8%
5. Always	3	8%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
**Elaborated by:** Rossana Villavicencio García



**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
**Elaborated by:** Rossana Villavicencio García

**Analysis**

The 48% of the students mentioned they never used the listening skills in English class, 18% of them reported they hardly ever used it, 18% informed they sometimes used the listening skills, 8% of the students informed they

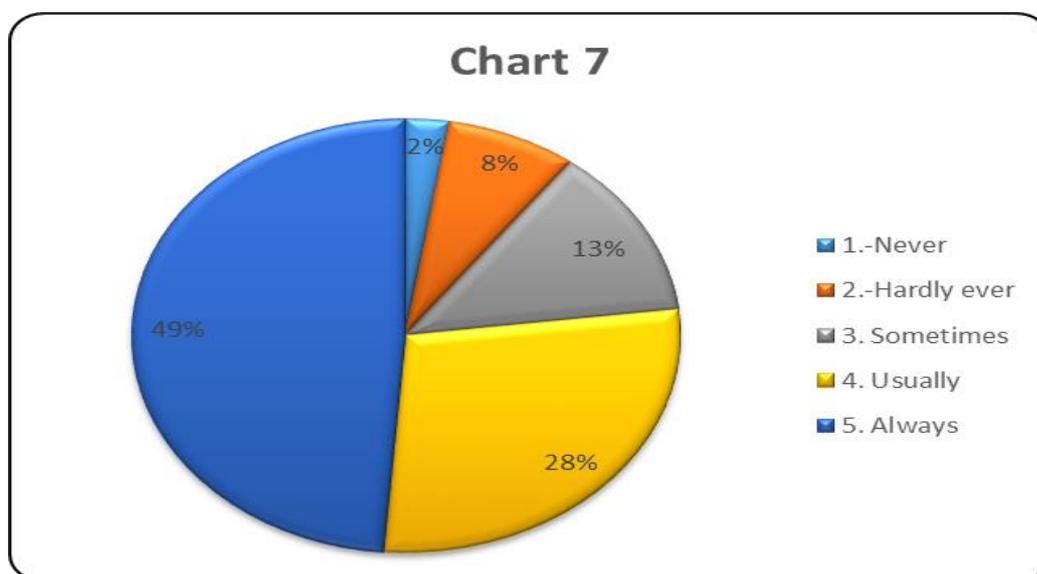
usually used it and 8% indicated they always used the listening skills. For this reason, it is important to check strategies to develop skills of learning.

**Statement 7. I think the teacher should apply digital media during the English class.**

**Frequency Chart 7**

Alternatives	Frecuency	Percentage
1.-Never	1	2%
2.-Hardly ever	3	8%
3. Sometimes	5	13%
4. Usually	11	28%
5. Always	19	49%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
**Elaborated by:** Rossana Villavicencio García



**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
**Elaborated by:** Rossana Villavicencio García

**Analysis**

The students are interested to learn by different way because 49% think that the teacher should apply digital media during the English class, 28% indicated they

usually think about it, 13% mentioned they sometimes think about it, however the 8% reported hardly ever think that and 2% of the students never think the teacher should apply digital media in English class.

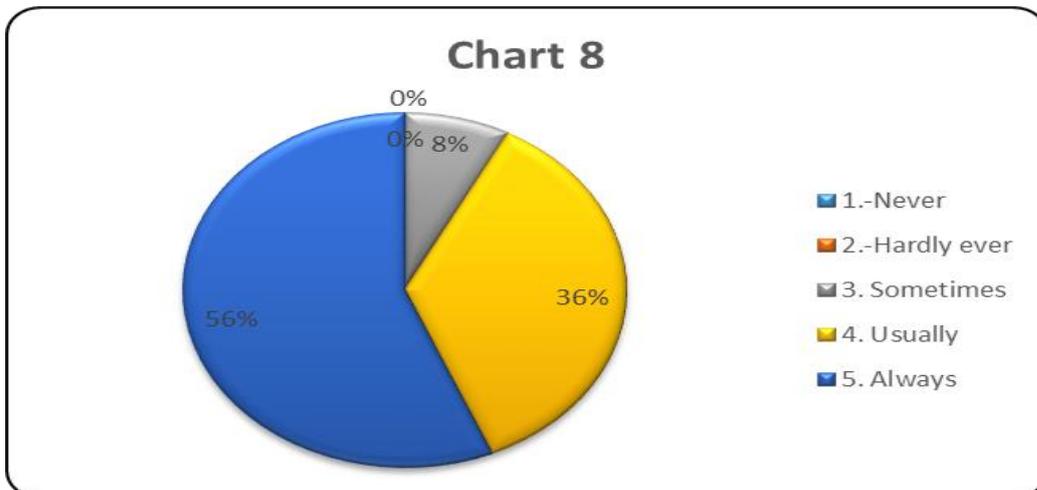
**Statement 8. I think the TV shows to help to development the listening skills**

**Frequency Chart 8**

Alternatives	Frecuency	Percentage
1.-Never	0	0%
2.-Hardly ever	0	0%
3. Sometimes	3	8%
4. Usually	14	36%
5. Always	22	56%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García



**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García

**Analysis:** The 56% of the students always think the TV shows to help to development the listening skills, 36% of them usually think about it, and 8% of them they sometimes are agree about the TV shows to help to learn.

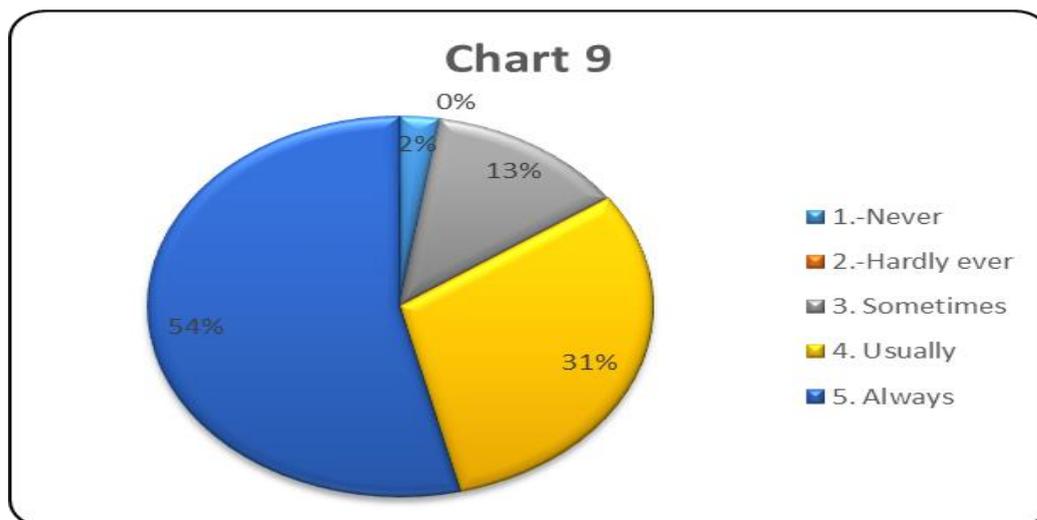
## 9. I would like to understand English TV shows without subtitles

Frequency Chart 9

Alternatives	Frecuency	Percentage
1.-Never	1	2%
2.-Hardly ever	0	0%
3. Sometimes	5	13%
4. Usually	12	31%
5. Always	21	54%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García



**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García

### Analysis

The 54% of the students would always like to understand English TV shows without subtitles, it is interest this point because it is evidence the students wants to understand this language, the 31% of them reported they would usually like to understand it, 13% of them informed they would sometimes like it.

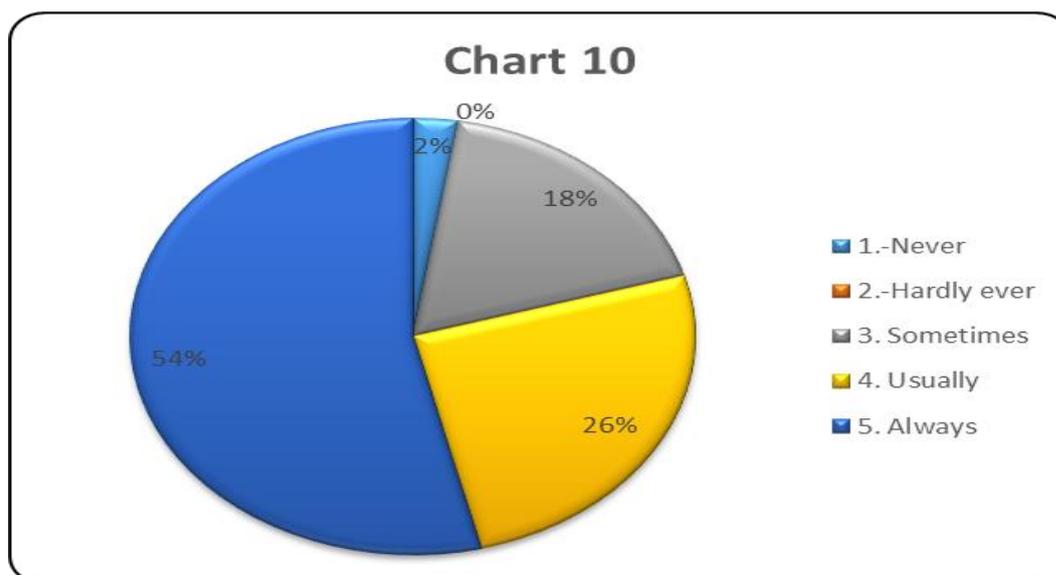
10. I would like the teacher uses CD TV shows to develop the listening skills.

Frequency Chart 10

Alternatives	Frecuency	Percentage
1.-Never	1	2%
2.-Hardly ever	0	0%
3. Sometimes	7	18%
4. Usually	10	26%
5. Always	21	54%
<b>Total</b>	<b>39</b>	<b>100%</b>

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García



**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García

### Analysis

The 54% of students would always like the teacher uses CD TV shows to development the listening skills. It is a good beginning to implement these strategies to improve the learning of this language. The 26% of them informed they would usually like this proposal, and 18% of them mentioned they would sometimes like it and 2% of them informed they would never like this idea.

## **CONCLUSIONS**

This proposal pretends that students requests using the digital media as TV shows because according scientific literature they are dynamic, and attractive to learn a second language, they need motivation in English class, and the teacher make new strategies to attract the attention of them to develop their listening skills. This methology will revolutionize the thoughts of each human because not only will learn so, they will really enjoy it, a few of students knows about listening skills, so, they can use it to develop the learning English language.

## **RECOMENDATIONS**

To implement the CD of TV Shows attractive for them, with dynamic activities where the students can develop the listening skills adapting in the school curriculum, the activities using the CD to organize the English class to start taking a test to evaluate the listening skills of the students getting better their listening comprehension to develop the skills.

Students will learn of a different way to get a better development in English class without being bored and pay attention in each class.

## **CHARTER IV**

### **THE PROPOSAL**

#### **Title of proposal**

To design a cd based on TV shows to development the listening skills.

#### **Justification**

Based on interviews, survey and observations is born this idea to get better results from students in the first year of bachillerato of the Francisco Huerta Rendón, Unidad Educativa Universitaria, which influenced in the students have motivation to development their skills through seeing TV shows.

Because of low motivation in the students this CD has been considered as an important tool, to easy listening and to practice between students and teachers. It does not require high equipment technology because this CD is used in the laboratory, for this reason this tool will motivate to each student to optimized their listening skills.

This resource will help to teachers too and practice in their free times with the CD so practice of the better and easy way because "Full house" is one of the TV shows that speak clearly at the same time its listening clearly too, to understand each word.

## **OBJECTIVES**

### **GENERAL OBJECTIVE**

To present this CD containing TV shows to development the listening skills in the students motivating strategies in the English language.

### **SPECIFIC OBJECTIVES**

- To do questions about the TV show “Full House”
- To analyze if they have gotten a new strategy correctly.
- To verify if the students understood the interactivity.

## **THEORETICAL ASPECTS**

### **Pedagogical aspect**

The present project consists to design a CD based in TV shows with a didactic guide that are going to encourage students to develop their listening skills. Is important to use the pedagogy in this field because teachers and students are supported by it and is necessary to involve to all of them.

### **Psychological aspect**

The Psychological aspect is necessary to know the characteristics of each student because they have different likes and needs so students and teacher interacting with the respective material of knowledge, this methology will help each student because they have different manner to learn so with this project the student will want to participate in the entire class include when they are out of it.

### **Sociological aspect**

This sociological aspect is really important to us, its relationship with the society necessary to know to our proposal because in this new listening method students will rise for the benefit of its professional life because they will get new information to socialize in the different way with the people through of the second language in the world, English.

### **Legal aspect**

This project is also based according to the Superior Ecuadorian Education Law, which says:

“Art.350.- El sistema de educación superior tiene como finalidad la formación académica y profesional con visión científica y humanística; la investigación científica y tecnológica; la innovación, promoción, desarrollo y difusión de los saberes y las culturas; la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo”.

### **Feasibility**

The proposal of this project is feasible because these new strategies help the students to get better results, something important, this proposal counts with the support of the students because they would like to learn English.

The authorities and teachers support us in all the process of the way because this proposal will stimulus to students learning easily and they will develop their listening skills.

### **Description of the proposal**

This proposal is based on the results of the surveys, that evidenced the lack of motivation of the students in English class and the poor knowledge and

application of listening skills because there is not an innovate strategies to attract the attention of them.

Nonetheless, the following policies will be considered for these points:

1. To deliver personally the CD to each student.
2. To Socialize the CD with the teachers and the students.
3. To innovate the strategies of the CD
4. To review the CD each five months.
5. To practice about the CD each English class.

The CD contains one episode of the TV Shows as example "Full House" and exist others, but the author uses it like a pilot plan.

In the section 1, it has 3 exercises as:

Exercise 1, It would contain dialogues so the students are watching and listening TV show to assimilate the episode.

Exercise 2, remember the principal ideas.

Exercise 3, practice the pronunciation.

In the section 2:

Exercise 1, to watch the episode.

Exercise 2, remember the previous episode.

Exercise 3, put figures in order.

In the section 3, read and listen the words and search the definition.

In the section 4, read the dialogue and they have to think about the main idea.

In the section 5, listen the episode again and do role-play.

In the section 6, is to develop skills

Exercise 1, read the previous dialogue.

Exercise 2, Eliminate answer wrong in multiple choice questions.

Exercise 3, look for a better option in some answers.

In the section 7, listen and choose the best answer about the episode, so they develop better listening skills

## **CONCLUSION OF THE PROPOSAL**

The proposal contributes to develop the listening skills of the students.  
The proposal helps to the students to have motivation to realize the activities in English class.

The proposal allows the students enjoy learning English using a CD of TV shows.

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# **A N N E X E S**



Universidad de Guayaquil

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**



## TRABAJO DE TITULACIÓN

## FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACION

Nombre de la propuesta de trabajo de la titulación	<b>INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS. DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS.</b>		
Nombre del estudiante (s)	Rossana Giomar Villavicencio García		
Facultad	Facultad de Filosofía y Letras de la Educación	Carrera	Lenguas y Lingüística
Línea de Investigación	Teorías métodos educativos en el proceso de enseñanza de las lenguas extranjeras.	Sub-línea de investigación	Tendencias educativas y métodos educativos en los procesos de enseñanza de Lenguas Extranjeras.
Fecha de presentación de la propuesta de trabajo de titulación	21/08/2019	Fecha de evaluación de la propuesta de trabajo de titulación	21/08/2019

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación	X		
Línea de Investigación / Sublínea de Investigación	X		
Planteamiento del Problema	X		
Justificación e importancia	X		
Objetivos de la Investigación	X		
Metodología a emplearse	X		
Cronograma de actividades	X		
Presupuesto y financiamiento	X		

X

APROBADO

APROBADO CON OBSERVACIONES

NO APROBADO

MSc. Larry Torres Vivar

Tutor



Universidad de Guayaquil

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

Guayaquil, 21 de agosto del 2019

MCS. SARA ANAGUANO  
DIRECTORA ESCUELA DE LENGUAS Y LINGÜÍSTICA.  
FACULTAD DE FILOSOFÍA  
UNIVERSIDAD DE GUAYAQUIL

**Acuerdo del Plan de Tutoría**

Nosotros, **MSc. Larry Torres Vivar**, docente tutor del trabajo de titulación, **Rossana Giomar Villavicencio García**, estudiante de **Idiomas de la Escuela de Lenguas y Lingüística, Facultad de Filosofía**, comunicamos que acordamos realizar las tutorías semanales en el horario de **19:30, los martes**.

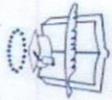
De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención,  
Atentamente,

Rossana Villavicencio García  
**Estudiante**

MSc. Larry Torres Vivar  
**Docente Tutor**



Universidad de Guayaquil

FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

ANEXO 3

INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Larry Torres Vivar

Tipo de trabajo de titulación: Tesis de grado

Título del trabajo: Influence of motivation through TV shows in the development of listening skills.

Carrera: Lengua Inglesa

Nº DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍAS	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA DE TUTOR	FIRMA DE ESTUDIANTE
			INICIO	FIN			
1	03-6-19	INTRODUCTION, CONFLICT SITUATION AND OBSERVATIONS OF THE PROCESS	15:00	16:00	To correct chapter I and check the margins	[Signature]	[Signature]
2	07-6-19	JUSTIFICATION CHAPTER I BACKGROUND CHAPTER II	15:00	16:00	Homework about of background chapter II	[Signature]	[Signature]
3	17-6-19	THEORETICAL FOUNDATIONS APPLY DIFFERENCES AND INDICATORS.	15:00	16:00	to Investigate more details	[Signature]	[Signature]
4	21-6-19	FOUNDATIONS RELATED TO EPISITOLGY. LEGAL FOUNDATIONS	15:00	16:00	To related about each point	[Signature]	[Signature]
5	28-7-19	TYPES OF RESEARCH DISPERSED METHODS	15:00	16:00	Types of research, too long	[Signature]	[Signature]





Universidad de Guayaquil

ANEXO 4

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**



Guayaquil, 21 de agosto del 2019

**MCs. SARA ANAGUANO**  
**DIRECTORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA**  
**FACULTAD DE FILOSOFÍA**  
**UNIVERSIDAD DE GUAYAQUIL**  
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación **INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS. DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS** de la estudiante **VILLAVICENCIO GARCÍA ROSSANA GIOMAR**, indicando que han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que la estudiante está apta para continuar con el proceso de revisión final.

Atentamente,

**MSc. Larry Torres Vivar**  
**TUTOR DE TRABAJO DE TITULACIÓN**  
C.I. 0913004347



Universidad de Guayaquil

**FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

Guayaquil, 21 de Agosto del 2019  
RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN



Título del Trabajo: INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS. DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS. Autores: VILLAVICENCIO GARCÍA ROSSANA GIOMAR		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
<b>ESTRUCTURA ACADÉMICA Y PEDAGÓGICA</b>	<b>4.5</b>	
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.		0,2
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera		0,3
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.		1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV		1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión		1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.		0,2
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.		0,2
<b>RIGOR CIENTÍFICO</b>	<b>4.5</b>	
El título identifica de forma correcta los objetivos de la investigación		1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.		1
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.		1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.		0,5
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica		0,6
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>	
Pertinencia de la investigación		0,4
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional		0,4
<b>CALIFICACIÓN TOTAL *</b>	<b>10</b>	<b>9</b>
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		

MSc. Larry Torres Vivar  
TUTOR DE TRABAJO DE TITULACIÓN  
C.I. 0913004347

URKUND

Document: [AL URKUND.docx \(D54821140\)](#)

Presentado: 2019-04-14 11:43:00

Presentado por: [littlegioross@gmail.com](mailto:littlegioross@gmail.com)

Recibido: Mié, 20 de Abr de 2019, 11:43:00 AM

Mensaje: Proyecto para Maestría de Rosaura Villaverde García. [Ver más detalles del mensaje](#)

2% de email. 11 páginas, se componen de texto presente en 1 fuente.

Lista de fuentes: Blogs

Categoría	Etiquetado de archivo
<a href="#">CAP 1 - 4 DENISE LANDIVAR corregido 2da Vez.docx</a>	<input checked="" type="checkbox"/>
<a href="#">https://minimalresponses.blogspot.com/</a>	<input checked="" type="checkbox"/>
<a href="#">e1aabdcd-7640-4c72-b419-23b363cbc58f</a>	<input checked="" type="checkbox"/>

Fuentes seleccionadas: 0

Fuentes no usadas: 0

## Urkund Analysis Result

**Analysed Document:** AL URKUND.docx (D54821140)

**Submitted:** 8/14/2019 11:43:00 PM

**Submitted By:** [littlegioross@gmail.com](mailto:littlegioross@gmail.com)

**Significance:** 2 %

Sources included in the report:

CAP 1 - 4 DENISE LANDIVAR corregido 2da Vez.docx (D14962159)

<https://minimalresponses.blogspot.com/>

e1aabdcd-7640-4c72-b419-23b363cbc58f

Instances where selected sources appear:

2% de email. 11 páginas, se componen de texto presente en 1 fuente.

This report is also based according to the Superior Educational Education Law, which says: "Art. 33.- B sistema de educación superior debe contar también la formación académica y profesional con énfasis en la investigación científica y tecnológica, la innovación, promoción, desarrollo y difusión de los saberes y las culturas, la construcción de soluciones para los problemas del país, en relación con los objetivos del régimen de desarrollo".

Finally, furthermore, this proposal is highly accepted to get better results for our citizens, something important, this proposal counts with the support of the students because they would like to learn. Finally, the authorities support is in all the process of the way.

Description of the proposal

This proposal is based on the results of the surveys, that evidenced the lack of motivation of the students in English classes and the poor knowledge and application of learning skills because there is not a innovative strategies to attract the attention of them. The CD contains examples of the "I Show as example", "I'll show" or "I'm not" and others, like a joint paper. It would contain dialogues to the students get along with playing so, the proposal focuses on skills and understand. Besides, the CD contains several instructions for the students.

ANEXO 6



ANEXO 6

FACULTAD DE FILOSOFÍA  
ESCUELA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado **MSc. LARRY TORRES VIVAR** tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por **VILLAVICENCIO GARCÍA ROSSANA GIOMAR**, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIADOS EN CIENCIAS DE LA EDUCACION MENCION LENGUA INGLESA Y LINGÜÍSTICA**.

Se informa que el trabajo de titulación: **THE INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS. DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS** ha sido orientado durante todo el periodo de ejecución en el programa antiplagio **URKUND** quedando el **2%** de coincidencia.

**Urkund Analysis Result**

**Analysed Document:** AL URKUND.docx (D54821140)  
**Submitted:** 8/14/2019 11:43:00 PM  
**Submitted By:** littlejross@gmail.com  
**Significance:** 2 %

**Sources included in the report:**

CAP 1 - 4 DENISE LANDIVAR corregido 2da Vez.docx (D14962159)  
<https://minimalresponses.blogspot.com/e1aabdcd-7640-4c72-b419-23b363cbc58f>

**Instances where selected sources appear:**

5

MSc. Larry Torres Vivar  
TUTOR DE TRABAJO DE TITULACIÓN  
C.I. 0913004347



Universidad de Guayaquil

ANEXO 7

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION**  
**CARRERA DE LENGUAS Y LINGUISTICA**  
**Unidad de Titulación**

Guayaquil, Agosto 26 del 2019

Máster

**SARA ANAGUANO PÉREZ**

DIRECTORA DE LA CARRERA DE LENGUAS Y LINGUISTICA

FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION

UNIVERSIDAD DE GUAYAQUIL

Ciudad.-

De mis consideraciones:

Envío a Ud. el informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación Título: THE INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS. Propuesta: DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS, de la estudiante VILLAVICENCIO GARCIA ROSSANA GIOMAR.

Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de ocho palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que la estudiante VILLAVICENCIO GARCIA ROSSANA GIOMAR está apta para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

  
Rodrigo Guerrero Segura  
DOCENTE REVISOR



Universidad de Guayaquil

ANEXO 8

**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS, Y CIENCIAS DE LA EDUCACION**  
**CARRERA DE LENGUAS Y LINGUISTICA**  
**Unidad de Titulación**

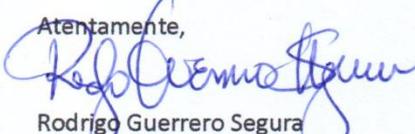
**RÚBRICA DE EVALUACIÓN MEMORIA ESCRITA TRABAJO DE TITULACIÓN**

**TÍTULO:** THE INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS  
**PROPUESTA:** DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS  
**AUTOR:** VILLAVICENCIO GARCIA ROSSANA GIOMAR

ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
<b>ESTRUCTURA Y REDACCIÓN DE LA MEMORIA</b>	<b>3</b>		
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.3	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
<b>RIGOR CIENTÍFICO</b>	<b>6</b>		
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.3	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.2	
<b>PERTINENCIA E IMPACTO SOCIAL</b>	<b>1</b>		
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
<b>CALIFICACIÓN TOTAL*</b>	<b>10</b>	<b>9</b>	

\* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.

Guayaquil, Agosto 26 del 2019

Atentamente,  
  
 Rodrigo Guerrero Segura  
 DOCENTE REVISOR



Universidad de Guayaquil

**FACULTAD DE FILOSOFIA  
CARRERA DE LENGUAS Y LINGÜÍSTICA  
UNIDAD DE TITULACIÓN**

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ANEXO 11

Guayaquil, septiembre 03 del 2019

## **CERTIFICACIÓN DEL TUTOR REVISOR**

Habiendo sido nombrado **LARRY TORRES VIVAR**, tutor del trabajo de titulación **INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS. DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS**. Certifico que el presente trabajo de titulación, elaborado por **ROSSANA GIOMAR VILLAVICENCIO GARCIA**, con C.I. No.091938473-5, con mi respectiva supervisión como requerimiento parcial para la obtención del título de **LICENCIADA EN CIENCIAS DE LA EDUCACION MENCION LENGUA INGLESA Y LINGÜÍSTICA**, en la Carrera/Facultad, ha sido **REVISADO Y APROBADO** en todas sus partes, encontrándose apto para su sustentación.

RODRIGO GUERRERO SEGURA

TUTOR REVISOR

C.I. No. 0910135557



FACULTAD DE FILOSOFÍA, LETRAS Y  
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA

Teléf. 2-294888



Oficio No. UG-LENGUAS 2019-708  
Guayaquil, 22 de Agosto del 2019

MSc.

**Marcos Yambay Herrera**

RECTOR DE LA UNIDAD EDUCATIVA

“FRANCISCO HUERTA RENDON”

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que la estudiante: **VILLAVICENCIO GARCIA ROSSANA GIOMAR**, de la Carrera de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciada en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: THE INFLUENCE OF MOTIVATION THROUGH TV SHOWS IN THE DEVELOPMENT OF LISTENING SKILLS.

PROPOSAL: DESIGN OF A CD BASED IN TV SHOWS WITH LISTENING SKILLS.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

MSc. Sara Anaguano Pérez

DIRECTORA

CARRERA DE LENGUAS Y LINGÜÍSTICA

  
UNIVERSIDAD DE GUAYAQUIL  
Facultad de Filosofía, Letras y  
Ciencias de la Educación  
Escuela de Lenguas y Lingüística  
DIRECCIÓN

	FUNCIÓNARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

📍 Cda. Universitaria “Salvador Allende” Av. Delta s/n y Av. Kennedy

🌐 www.ug.edu.ec



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**LENGUAS Y LINGÜÍSTICA**

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**OBSERVATION GUIDE**

**Objective:** To identify the process teaching–learning during the English class, the motivation and practice of listening skills of the students.

	Yes	No	Not observed
The teacher use innovated methodology.		✓	
The teacher use motivation strategies in English class.		✓	
The teacher interacts with students during English class.	✓		
The teacher uses digital media during English class.		✓	
The students are motivated in the class.		✓	
The students participate during English class.	✓		
The students interacts with classmates		✓	

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García

***Observation Guide***

**Interview`s transcription**



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**LENGUAS Y LINGÜÍSTICA**

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**INTERVIEW TO THE AUTHORITY**

- **Do you think the teacher uses innovated methodology in English class?**

No, because we don't have access to this material.

- **Do you think the students are motivated to learn English?**

Sometimes, when the teacher realizes games in English.

- **Do you think it is necessary to develop the listening skills in students?**

Yes, because it complements their learning in English class.

- **Do you think it is important to use digital media in the process teaching-learning?**

Of course, because it will develop the skills of the students.

- **Do you think to implement a CD based in TV shows motivating to the students to development of listening skills?**

Yes, because it will be entertaining, it is an innovative methodology to learn English.



**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**LENGUAS Y LINGÜÍSTICA**

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**INTERVIEW TO THE ENGLISH TEACHER**

- **Do you think you use innovated methodology in English class?**  
No, I do not. Because, the school doesn't have an innovated laboratory.
  
- **Do you think the students are motived to learn English?**  
Yes, I do. Because, I prepare my class to my students.
  
- **Is it necessary to develop the listening skills in students?**  
Yes, it is. The students should be learning all the types of skills.
  
- **Do you think it is important to use digital media in the process teaching-learning?**  
Yes, I do.
  
- **Do you think to implement a CD based in TV shows motivating to the students to development of listening skills?**  
Yes, I think so.



**UNIVERSIDAD DE GUAYAQUIL**  
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**LENGUAS Y LINGÜÍSTICA**

**SURVEY TO THE STUDENTS**

**Objective:** To know the opinions of the students about motivation, their listening skills and proposal of the CD TV shows to development listening skills.

**Instruction:** Mark (X) on each statement you consider the most appropriate answer. Confidential information.

- 1.-Never
- 2.-Hardly ever
- 3. Sometimes
- 4. Usually
- 5. Always

	1	2	3	4	5
1. I like to study English using innovated methodology.					✓
2. I feel motivated in English class.	✓				
3. I participate in the exercises proposed by the teacher		/			
4. I have difficult to understand the English class.					✓
5. I know about different listening skills.	✓				
6. I use the listening skills in English class.	✓				
7. I think the teacher should apply digital media during the English class.					✓
8. I think the TV shows to help to development the listening skills					✓
9. I would like to understand English TV shows without subtitles					✓
10. I would like the teacher uses CD TV shows to development the listening skills.					✓

**Source:** Unidad Educativa Universitaria "Dr. Francisco Huerta Rendón"

**Elaborated by:** Rossana Villavicencio García

**One of the Surveys to the students**



## CERTIFICADO

LA COORDINACIÓN DE GESTIÓN SOCIAL DEL CONOCIMIENTO DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN, CERTIFICA: Que, revisadas las evidencias correspondientes, el Sr. (a.) (ta.) **VILLAVICENCIO GARCIA ROSSANA GIOMAR**, con C.I. 0919384735, carrera **LENGUAS Y LINGÜÍSTICA** en la modalidad **PRESENCIAL**, realizó y aprobó la actividad de Vinculación con la Sociedad, la cual inició el 25/01/2018 y la culminó 27/04/2018, por lo que se le concede el presente certificado.- Guayaquil, 07 de Agosto de 2018.-

Es todo cuanto puedo decir en honor a la verdad.-

Atentamente,

MSc. Rosa Chenche Jácome

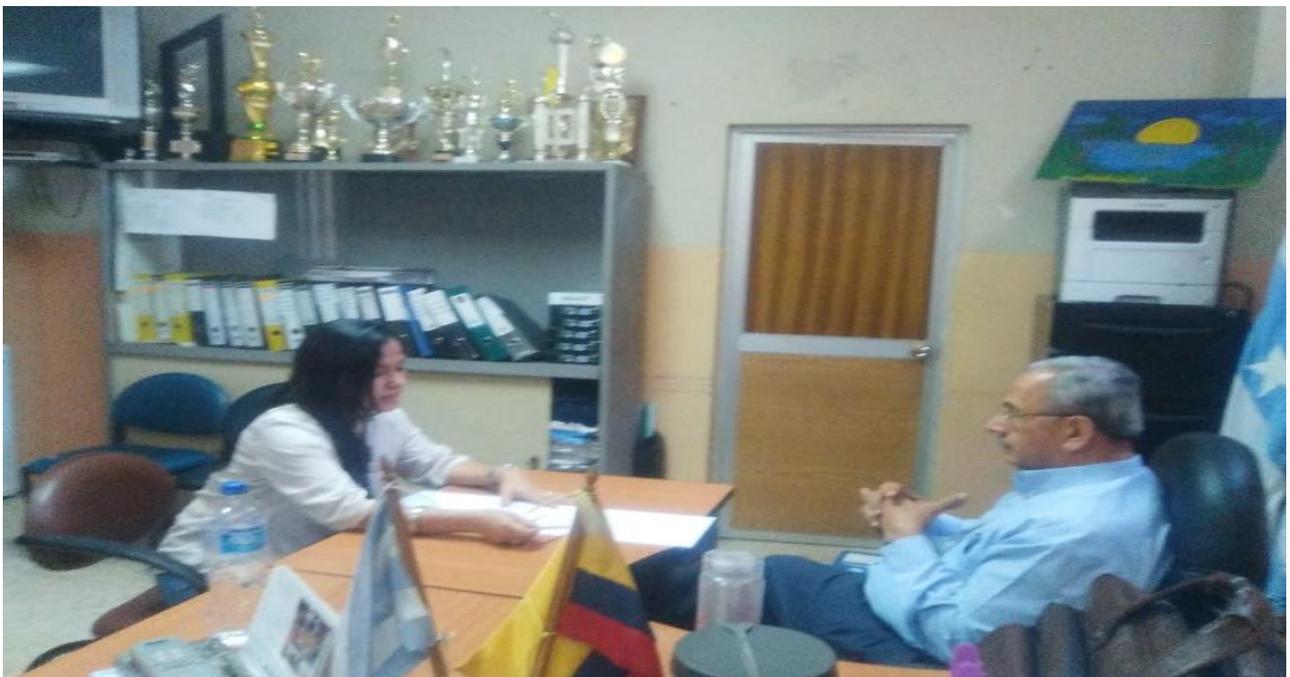
**Coordinadora de Gestión Social del Conocimiento**

Cdla. Universitaria Av. Kennedy s/n y Av.  
www.filosofia.edu.ec  
Guayaquil - Ecuador

Elaborado y Revisado por:	I.c. Jessica Sigüencia J., Asistente Administrativo		147
Revisado y Autorizado por:	MSc. Rosa Chenche Jácome, Coordinadora de Gestión del Conocimiento		



**To socialize the project to the Director, Msc. Marcos Yambay Herrera**  
**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
**Elaborated by:** Rossana Villavicencio García



**Interview with the Director, Msc. Marcos Yambay Herrera**  
**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”  
**Elaborated by:** Rossana Villavicencio García



***To socialize the project to the students***

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García



***Giving instructions about the survey***

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García



***Interview to the teacher***

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”

**Elaborated by:** Rossana Villavicencio García



**Elaborated by:** Rossana Villavicencio García

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”



***During in one of the class***

**Elaborated by:** Rossana Villavicencio García

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”



**Elaborated by:** Rossana Villavicencio García

**Source:** Unidad Educativa Universitaria “Dr. Francisco Huerta Rendón”



Universidad de Guayaquil

# GUIDE OF CD TV SHOWS

## LISTEN AND LEARN

You will find activities to develop listening skills through TV Shows.

By Rossana Villavicencio G.  
2019-2020



## Guide 1

### Learning and developing skills

#### Section 1

**Watch and listen the episodes and do role-play.**

#### **Instructions**

1. Listen one twice to assimilate the episode
2. Try to remember dime ideas about the episode
3. Practice the pronunciation

#### **INSERT VIDEO**



## Section 2

### Put in order

#### Instructions

1. Watch one episode
2. Remember from the previous episode
3. Put the figures in order

#### EPISODE

#### FULL HOUSE FEED

##### Summary

Danny arrives home from work, and notices that the girls are in a bad mood because they have not had a good day. Stephanie's complaints regard D.J. hogging the bathroom, and Michelle's complaints regard Stephanie turning off her Beauty and the Beast tape (video, soundtrack, possibly even both) after playing it for the 100th time despite Michelle wanting to learn the lyrics to the title song (and possibly all the songs to boot).

Joey has also had a bad day, as he would rather forget that day's Ranger Joe episode. He had a crier, two wetters, and one kid who got a splinter in his bottom (causing Mr. Woodchuck to do his usual joke).

Danny suggests that they take a little time off from this stress and go out as a family for what he refers to as "Tanner Family Fun Night." He also invites Jesse and Becky to tag along and to bring with Nicky and Alex with them, but they opt to stay at home instead.

Danny takes Joey and the girls to a pirate-themed seafood restaurant. When they arrive, D.J. is afraid that she will be

**embarrassed** in front of her classmate Shelly Phillips, who comes to the restaurant later, along with a few other kids from D.J.'s school. And speaking of embarrassing, Stephanie is embarrassed when she is presented with a kiddie menu, despite the fact that she (possibly) is too old for one of those. Michelle, who is old enough for one, teaches her older sister some of the activities inside, including "connect the dots", which Stephanie does not find challenging. Joey and the girls seem to act a little more bitter, but they finally cheer up and have fun when, as a result of not eating their meals, they are forced to "walk the plank" – right into a pit full of balls, that is (in order: Danny, Joey, Stephanie, Michelle, and D.J. – after she tries to wait in the car a second time).

Meanwhile, at home, Jesse and Becky are having a disagreement as to how Nicky and Alex should be raised (complete with dream sequence about how their future with the twins would look like), and complicating things is the fact that Alex is sick and has a fever for the first time in his life. They talk things out and apologize to each other after working together to help Alex get better.

Then, they get a phone call from the doctor to confirm they took his advice, and the only thing they have to do now is to wait for Alex's temperature to drop. As the inspirational music plays, they talk about the fact that the twins will be around for another 18 or 19 years, and the fact they make a great team. Speaking of which, they both decide to use a mix of baby powder and corn starch to make a diaper rub.



### Section 3

Read and listen the words. Search the definition.



#### Seafood

	Lack of approval
Disagreement	Inviting competition
Apologize	Shellfish and sea fish, served as food.
Challenging	Feeling uncomfortable
Meanwhile	If you need to say you are sorry for something.
Embarrassed	At the same time
Mood	A temporary state of mind or feeling
Complaints	A statement that a situation is unsatisfactory

## Section 4

Read the following dialogue. What do you think the main idea will be?

### The only appearance of Shelly Phillips

Despite Stephanie and Michelle talking about her *Beauty and the Beast* tape, the movie was not released to home video until October 1992

### Quotes

Stephanie: A kiddie menu for moi? How rude!

Michelle: [to Stephanie, about her menu] Look, it got puzzles.

Stephanie: [sarcastically] Connect the dots—very challenging.

Michelle: Don't worry, I'll help you.

D.J.: Are my friends looking at me?

Danny: D.J., nobody is looking at you. [He looks over at Shelly Phillips and her friends, who are looking at D.J. and her family. Shelly is pointing at them and whispering while smiling also.]

D.J.: [groans] Can I wait in the car?

Danny: Honey, there is no fun happening in the car. All the fun is right here. [He gestures to the table.]

Shelly: [walks over to D.J.'s family's table and stops next to Danny] Hi, D.J.

D.J.: Oh! [sits up straight] Hi, Shelly. What are you guys doing here?

Shelly: We'd thought it'd be a riot to come goof on all the lame families that come here.

D.J.: That's why we're here, too.

Michelle: Uh-uh. It's Tanner Family Fun Night.

Shelly: [giggles] I got to tell the guys this one. [She turns and heads back to her table as D.J.'s smile fades]

D.J.: And I've got to find a new school [does a ].

D.J.: A whole semester of trying to be cool wiped out by one night of Tanner family fun.

## Section 5

Listen the episode again and do role-play



## **Section 6**

### **Developing skills**

#### **Instructions**

- 1. Read the previous dialogue**
- 2. Eliminate answer that is obviously wrong in multiple choice questions.**
- 3. If one answer is only partly correct, look for a better option.**

**How was D.J. when her friends arrived?**

- a) She was uncomfortable.
- b) She was embarrassed.
- c) She was happy

**Answer: C**

**How was Stephanie when Michelle invites challenging?**

- a) She was sarcastic.
- b) She was excited.
- c) She was ironic.

**Answer: B**

**What did Shelly do when he arrived?**

- a) He was looking at D.J.
- b) He talked to Michelle
- c) He was smiling

**Answer: B**

## Section 7

Listen and chose the best answer (according the episode)

**1. Is D.J. embarrassed when she watches her friends?**

- a) Yes, She is embarrassed.
- b) No, She is embarrassed.
- c) Yes, She is happy.

**Answer: A**

**2. Who did ask “What are you guys doing here?”**

- a) Michelle
- b) D.J
- c) Stephanie

**Answer: B**

**3. How much time has been D.J. in high school?”**

**Answers**

- a) Two semesters
- b) One semester
- c) One year

**Answer: B**

## Guide 2

### Learning and developing skills

#### Section 1

**Watch and listen the episodes and do role-play.**

#### **Instructions**

1. Listen one twice to assimilate the episode
2. Try to remember some ideas about the episode
3. Practice the pronunciation

#### **INSERT VIDEO**



## Section 2

### Put in order

#### Instructions

1. Watch one episode
2. Remember from the previous episode
3. Put the figures in order

#### EPIISODE

#### FULL HOUSE FEED

Eddie? Here you are.

You **cleaned up** your room real nice, Gloria.

Gloria? You're doing it again.

Now, you be nice or I'm not gonna let you watch Howdy Doody.

Howdy Doody? That was on before I was born.

Eddie, why are you doing this? Doing what?

D.J. You just called me Gloria and said I couldn't watch Howdy Doody.

I did? I was just playing around,

D.J.

Eddie, there's a nurse here looking for you and I think we're both in trouble.

Why didn't you tell me you weren't **supposed** to leave? So I snuck out and had a good time.

Now, what's the big deal? The big deal is you're not allowed out without permission.

Come on, D.J. you worry too much.

Everything's fine.

Everything's not fine.

I wanna be your friend, but friends need to tell each other the truth.

You want the truth? Most of the time, I'm fine but every now and then, they say that my mind sort of drifts off.

But I always find my way back.

Are you gonna be all right? Hey, come on, Eddie Johnson's a fighter.

He's in here.

Eddie, not good.

Don't shoot.

I'll go **peacefully**.

Hey, I'm really sorry if I caused you all this trouble.

And if you don't come to visit me anymore I'll understand.

But I gotta tell you this has been one of the best days I've had in a long time.

I had a great time too.

Okay, let's go back.

Bye.

Dad I was talking to Eddie and he didn't know who I was.

Well, sweetheart, the nurse told me that Eddie is showing the early signs of Alzheimer's disease.

It affects his memory and sometimes he doesn't know where he is or what he's doing.

Is he gonna get better? Well, the truth is if he has Alzheimer's he's gonna get worse.

And there's no cure? Not yet.

I can't believe this.

I really liked Eddie.

What am I supposed to do? Just keep going back there and watch him get worse and **worse**? I know, I know.

This is not an easy thing to do.

Why did I become a **volunteer**? Why did you? Well, because I wanted to help people.

Well, I think you know the best way to help somebody is by being their friend.

Did you see Eddie at the dog show laughing today? He just said today was one of the best days he's had in a long time.

That's all thanks to you, Deej.

You can do a lot for him just by **brightening** up his day and giving him someone to look forward to.

I'll be right back, Dad.

We gotta start taking field trips to this house.

In one afternoon, I saw a dog show a man in a ranger suit and a pregnant man.

Eddie, you need a nap.

Eddie, wait.

Um, I wanted to ask you something.

Who invited to dinner to Eddy?

A Jesse

B Danny

C D.J.

Would you stay for dinner with me and my family? Actually, we'd love to have you both.

Well, I need to get back to work but Eddie can stay if he wants.

I couldn't impose.

But just out of curiosity,

what are you having? - Lasagna.

- I'll **impose** for lasagna.

Bye.

Behave.

- Bye-bye.

D. J.: Bye.

Would you like to help me set the table? I'd be **delighted**.



### Section 3

Read and listen the words. Search the definition.



<b>Cleaned up</b>	<b>A person who freely offers to take part in an enterprise.</b>
<b>Imposed</b>	<b>Feeling or showing great pleasure.</b>
<b>Volunteer</b>	<b>Force (something unwelcome or unfamiliar) to be accepted.</b>
<b>Delighted</b>	<b>Of poorer quality or lower standard; less good or desirable.</b>
<b>Worse</b>	<b>Without disturbance; tranquility.</b>
<b>Supposed</b>	<b>Make things or an area clean or neat.</b>
<b>Peacefully</b>	<b>Generally assumed or believed to be the case , but no necessary.</b>

## Section 4

Read the following dialogue. What do you think the main idea will be?

### The only appearance of Shelly Phillips

He loves windsurfing and rubber pork chops.

Please say hello to the amazing Comet! And the amazing thing he jumps over.

[COMET BARKING] And now, Comet will fly through the air, over my little sister and land on the other side.

Okay, on your mark.

- Get set-- KIMMY: Sorry I'm late.

We've gotta do this fast.

I've gotta get Coco back in my mother's lap before she wakes up.

Okay, Comet, go! Come on, Comet.

Do your stuff.

Comet, like this.

Oh, that was an excellent jump, sweetheart.

I did my job.

Where's my cookie? And now, for your listening pleasure Coco Gibbler will accompany me in "Polly Wolly Doodle All the Day.

" [SINGING] Oh, I went down South For to see my Sal Take it, Coco.

I think Comet and Coco are in love.

If they get married, that would make us in-laws.

Come, think about this.

Sure, she's all fluffed up and groomed now but how's she gonna look in the morning? Okay, the decision of the judges is unanimous.

Eddie? And the winner is the dog with the funny walk, Sparky.

TEDDY: We won! We won! All right, young man here is your prize.

A pooper-scooper? Haven't you ever heard of a trophy? DANNY: Why don't I show you how good that pooper-scooper works? Teddy, why don't you give it a try over here.

Hi, I'm Nurse Thomas from the Golden Gate Nursing Home.

Um, D.J.

Eddie was not allowed to leave the home without being signed out by a family member.

He never told me that.

Where is Eddie? He was here a minute ago.

He's probably in the house.

Is Eddie okay? I'm afraid not.

Come on.

## Section 5

Listen the episode again and do role-play



## **Section 6**

### **Developing skills**

#### **Instructions**

- 1. Read the previous dialogue**
- 2. Eliminate answer that is obviously wrong in multiple choice questions.**
- 3. If one answer is only partly correct, look for a better option.**

**How was Eddy when he has a great time with D.J. ?**

- a) Yes, he was happy
- b) No, he was happy
- c) Yes, he was sad

**Answer: A**

**Who did tell to Danny about the Eddy's disease?**

- a) The doctor
- b) The nurse
- c) D.J.

**Answer: B**

**Why did D.J. become a volunteer?**

- a) Because she wanted to destroy the people
- b) Because she loves children
- c) Because she wanted to help people

**Answer: C**

## Section 7

Listen and chose the best answer (according the episode)

**1. What did need Eddy when he saw various things?**

- a) He needed a drink
- b) he needed a nap
- c) he needed take a shower

**Answer: C**

**2. How is Eddie called to D.J.?**

- a) Gloria
- b) Mara
- c) Sabrina

**Answer: A**

**3. How was Eddy when D.J. invites to dinner**

- a) He was embarrassed
- b) He was delighted
- c) He was thirty

**Answer: B**