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PICTURES AND TV PROGRAMMES (SERIES AND CARTOONS) AS VISUAL TOOLS IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

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LA PAZ - BOLIVIA

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THIRD CHAPTER

This Thesis is dedicated to my parents,
Reynaldo and Naysa and my sister Bitia who
have supported me during this big step; and to
my tutor Dra. Teresa Teran for being patient
with me and guiding this research

FIRST CHAPTER

FIRST CHAPTER

1. INTRODUCTION

The interaction of Bolivia with the rest of the world inside the globalisationprocess requires the knowledge of English as a foreign language in order not only to communicate but also to understand the quick advance of technology.

In our society, we are all living in a process of fast changes, especially in the technological one. Our country itself is facing the necessity of getting modifications and transformations not only in the political, economic, and social, areas, but also in the technological and educational process.For that reason, everybody needs help on both fields: English and technology for understanding better the rapid advance of globalization.That is why, it is necessary that students in schools should start using technology and the English language as tools for learning and for being well prepared in the future. For example, they should take advantage of some TV programs that are in English trying to cover the subtitles to improve their listening.

Nowadays, English has not only become a tool for communication but also an indispensable resource of knowledge because it is the most widely spoken language in the world and in many cases a compulsory language in lots of areas such as science, medicine, commerce and education. For example, the person who wants to be updated and well informed finds efficient material in English because many sources of information like the internet or written books are in English.Translated material takes longer to reach people who are not able to use English to get the information required.

Therefore, there is a big need to provide students an opportunity to enhance their knowledge in learning English in schools. This is a tool that can help them, in the future, to be updated and have more opportunities in their professional life.

It is well known that some English classes are big in number and teachers have to find different alternatives to reach students. An entertaining way for teaching English as a foreign language is to use *pictures and TV programmes* such as series and cartoons to help students to learn English in a more dynamic way. Besides, we as teachers can include printed material such as magazines, newspapers, flash cards, puppets, and cut outs thatfacilitate the teaching – learning process in a more dynamic way. Using this material we can get students involved in the learning process in a more amusing way. We should also be aware of the importance of motivating learners including accessible and more realistic material for all of them.

This research ofnew alternatives could make the learning of a foreign language more entertaining. In the same way it would help teachers of any level to have a wide source of dynamic material that would facilitate the development of their classes. This could be a challengethat would allowdeveloping new techniquesto improve the teaching of English in schools in order to help students learn in a more enjoyable way.

1.1 IDENTIFICATION AND FORMULATION OF THE RESEARCH PROBLEM

Current Situation

Technological and world development has created a big need to communicate with peers to enhance our knowledge in different areas of specialization. This has become a starting point to find a common way to establish links in order to be updated not only in technology but also in education.

The English language has become a means to connect different fields helping people to communicate using a common language. To enhance English knowledge in school children it is important to develop appropriate material that can help teachers to encourage and engage students to learn a foreign language considering that this is part of the school curriculum.

Some public schools in La Paz city have many students in the elementary and secondary levels, which require taking English. George Washington School is a school where we developed our study, but as many of the others it lacks appropriate material for teaching English.

This situation has been translated to the necessity of incorporating new teaching and learning techniques, to motivate more efficiently our students to learning English.

Prognostic

If public schools of our society do not have the appropriate material and equipment, the teaching- learning process will not improve.

It is important to include a different variety of techniques, which can help studentsenhance their English level. Visual tools (pictures and TV programs) can be implemented to be developed as a strategy that teachers can use in their English classes. This is motivating for students who become engaged in the teaching – learning process.

1.2. STATEMENT OF THE PROBLEM

All of the aboveleadsus to suggest a proposal for teaching English. For this reason the question that we outline is:

Could the appropriate use of visual tools such as pictures and TV programs (series and cartoons), constitute effective facilitators in teaching – learning English to students of elementary levels of "George Washington School"?

1.3. OBJECTIVES

1.3.1. GENERAL OBJECTIVE

To demonstrate that visual tools (pictures and TV programs) in English classes can be usefulmaterial tohelp students from "George Washington" school of La Paz City, in learning English in a more dynamic way.

1.3.2. **SPECIFIC OBJECTIVES**

1. To identify the appropriate visualtools for teachingEnglish to students of "George Washington School".

2. To classifythe visual tools considering their effectiveness in an upward scale.

3. To suggest visual tools that could be used inEnglish classes.

4. To use visual tools as a technique to enhance students English level in the teaching – learning process.

5. To help students to develop skills (listening, reading, writing, grammar, speaking, vocabulary and pronunciation) using visual tools.

1.4.JUSTIFICATION

Teaching English in schools is a challenge for teachers who do not always have the appropriate material, which can help them to provide the necessary practice for students to enhance their learning. Therefore, teachers have to be creative trying to find what might be more useful, entertaining, easy to find and accessible to carry out the Teaching – Learning process.

Teachers need to involve students in the different activities to be implemented in the classroom, encouraging them to learn through different activities, what is more to make them part of the whole teaching – learning process.

Teachers should try to find different alternatives to engage students in this experience of learning English, and look for activities which could motivate and entertain students in the classrooms. Using visual tools can be one of them, since we consider that it can facilitateteaching and learninga new language such as English.Students at elementary schoolshave this subject in their curriculum, but there are some limitations in relation to the number of hours scheduled for English classes, material needed and equipment. That is why, this situation leads students of elementarylevels not to understand very well what the teacher is talking about.Visual tools such as flash cards, pictures, puppets, cut outs from the newspapers, or magazines, etc. can be used in teaching English. We can say that this is not an expensive material, and they are easy to find. This procedure can provide students a more entertaining material to learn and more satisfying results.

For this reason, weconsider that this research would be beneficial for students and more effective and easy to develop for teachers. Furthermore, it would contribute to obtain better results in the process of teaching and learning English among students from elementary schools.

The achievement of this research,theoretically, is oriented to establish a basis for the incorporation of the visual tools as a technique that can help not only students, but also teachers in the teaching – learning process of English in public schools. At the same time, it will enrich the teaching - learning foreign language methodologies.

The methodological justification can be defined as "the use of visual tools as a technique that facilitates the teaching and learning of English" this will be useful to make a more realistic approximation to the target study and to verify the facts of which constitutes the problem.

This research will be done following the scientific methodology (*action – research method*), using methods that make sure the valid results that let at the end of this research the hypothesis verification and the achievement of the established objectives.

Through more entertaining and engaging activities students could feel more at ease since they are being helped to achieve more vocabulary (colors, clothes, parts of the body, the weather, etc. according to the level). It wouldalso enrich the teaching – learning process ofEnglish in the classroom.

The Visual tools research is an alternative for improving learningthat can be helpful at teaching at any level. Through this new technique (Visual tools) students can get better language learning in all the skills (listening, reading, speaking, and writing,including grammar, vocabulary, and pronunciation). Besides that, it can provide material not only to help students but also teachers with the purpose that the teaching – learning process is fun, motivating and easy to understand and explained. The application of this proposal can be feasible because it does not present any difficulty in its practice.

1.5.HYPOTHESIS

The use of pictures(flash cards) and TV programs (series and cartoons) as visual toolsfacilitates the learning of English in students of elementary levels of "George WashingtonSchool" of La Paz City.

1.5.1. INDEPENDENT VARIABLE
Vi   Pictures and TV programs (series and cartoons) in teaching English

1.5.2. DEPENDENT VARIABLE
Vd   To Facilitate Students' learning English

1.5.3. VARIABLES' DEFINITION AND IMPLICATIONS

VARIABLES	OPERATIONAL DEFINITIONS	INDICATORS	DIMETIONS
Visual Tools	Visual Tools such as pictures and TV programs (series and cartoons) for teaching English	Visual Tools characteristics	Motivational aspects
		Teaching – Learning process characteristics	Level of learning
			English skills: listening, reading, writing, speaking, grammar, vocabulary and pronunciation.

Continuation

Improvement of English learning	The increase of students' knowledge (listening, reading, writing, speaking, grammar, vocabulary, pronunciation) of English language.	Adaptability	Adaptability level of the visual tools
			Actions to improve learning English.

SECOND

CHAPTER

SECOND CHAPTER

2. THEORETICAL FRAMEWORK

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) says that education is an important part for all human beings and it must be for everybody around the world encouraging people, especially young people, to develop intellectually in order to promote peace among countries, to protect the humanity inheritance, and to defend the cultural identity expressions.

Nowadays, in our country, education has become an important tool because we are living in a globalized and technological world thus we need to be ready for understanding and confronting the world and its fast evolution. Therefore, English as a universal language is part of this globalized world and its learning contributes to extend knowledge and consequently to improve education.

We all know that education is a way of imparting and acquiring knowledge through the teaching – learning process. But what do we know about these processes? Learning and teaching arevery important parts of the education process. For that reason, we consider significant to know and understand these concepts because they can help in the development of this research. Furthermore, these definitions can make this proposal more comprehensible and easy to understand.

2.1 LANGUAGE, LEARNING AND TEACHING

2.1.1 LANGUAGE

According to the Concise Columbia Encyclopaedia (1994: 479) "...language is *a systematic communication by vocal symbols...*".Nevertheless, Pinker (1980) says that language is a complex, specialized skill, whichdevelops in the child spontaneously, without conscious effort or formal instruction, it is developed without awareness of its underlying logic, it isin every individual, and it is distinct from more general abilities to process information or behave intelligently.

Taking into account that language is a skill developed in childhood we can say that it is the most important ability that human beings have because through language we can communicate and express our thoughts and feelings to others. Furthermore, it is the capacity that characterizes human beings from other animals.

Douglas Brown(1980) makes a consolidation of a number of possible definitions of language yields the following compound definition:

1. Language is systematic (phonologically, syntactically, and semantically speaking)
2. Language is a set of arbitrary symbols (the relationship between language and reality)
3. Those symbols are primarily vocal, but may also be visual (phonetics, phonology; writing; kinesics)
4. The symbols have conventionalized meaning to which they referto (Semantics; language and cognitions)
5. Language is used for communication (speaker - hearer interaction)
6. Language operates in a speech community or culture (dialectology, sociolinguistics, bilingualism, language and culture)

7. Language is essentially human, although possibly not limited to humans (physiology of language)

8. Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

These ideas can be consideredessential because it shows the different aspects about language and what it involves. We have to bear in mindthat language is a tool for communication that all human beings have in order to interact in a speech community making use of their senses (sight, touch, hear, etc.). Therefore,communication can be improvedto avoid misunderstandings.

Meanwhile, Microsoft Encarta (2007) says that language is communication with words, where human beings use spoken or written words as a communication system. Both, Encarta and Brown establish similar concepts referring to what language is. They say that language is a human ability used for expressing our thoughts. However, language is not only a way of communication through oral or written signs with meaning, but also it is an exchange of information among people.

2.1.2 LEARNING

Brown (1980) sees learning a second language as a long and complex undertaking. He says that our whole person is affected as we struggle to reach beyond the confines of our first language and into a new language, a new culture, anew way of thinking, feeling, and acting. He also mentions that many variables are involved in the acquisition process and that language learning is not a set of easy steps that can be programmed in a quick do − it − ourselves kit. Besides that, he states that taking foreign languagecourses are often inadequate training grounds for the successful learning of a second language.

Brown's definition for learningcan be accepted because when we learn a second language, we do not only learn the languageby itself, but also the culture and customs that a second language involves. Therefore, learning a second language affects our way of thinking, feeling and behaving. We can say that learning is a way of assimilating experiences in order to change our behaviour. Through this change we can obtain new knowledge and new information about the things that surround us.

Kimble & Garmezy (1963:133) say that "...*learning is a relatively permanent change in a behavioural tendency and it is the result of reinforcement and practice...*" Therefore, learning is a change and a practice, because everyday we learn something new that can modifyor not our behaviour and we put this new thing that we already learned into practice.

In addition to this definition, Brown makes a list where we can see the components of the concept of learning:

1. Learning is acquisition or "getting".

2. Learning is retention of information or skill.

3. Retention implies storage systems, memory, and cognitive organization.

4. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

5. Learning is relatively permanent but subject to forgetting.

6. Learning involves some practice, perhaps reinforced practice.

7. Learning is a change in behaviour"

So we say that learning is retention of information in which our memory stores the new knowledge in order to practice and reinforce it. Besides that, it is also a way of getting knowledge of everything that surrounds us, and this knowledge is built by our experiences.So we say that learning is a way of acquiring new behaviour and meanings through practice because all the time we are learning new things or reinforcing those things that we already know.

In 1963, David Ausubel presents his theory in his book"*Meaningful Verbal Learning*"where he explains that learning is a "positive focus" in order to assimilate information. He deals with the nature of meaning, and believes the external world acquires meaning only as it is converted into the content of consciousness by the learner.

In this theory, Ausubel contrasts the *meaningful learning* from the *rote learning*. He says that the *meaningful* learning is when we relate relevant aspects that exist in our cognitive structure or new knowledge such as new concepts, new vocabulary, new grammar rules, etc. in to what we already know. He proposes the notion of an advance organizer as a way to help students linking their ideas with new material or concepts.(Microsoft ® Encarta ® 2009)

In other words, Ausubel says that meaningful learning works with our previous knowledge in order to get new knowledge. In *rote* learning, on the contrary, it is just giving arbitrary associations with the cognitive structure that we have learnt. In other words, rote learning does not allow us using knowledge in a new way.

Ausubel's theory of learning claims that new concepts to be learned can be incorporated into more inclusive concepts or ideas. These concepts or ideas are advance organizers. He says that these advance organizers can be verbal phrases, or a

graphic. For Ausubel the advance organizers are designed to provide the "mental scaffolding: to learn new information.

For Ausubel's theory there are some Learning – Characteristics we should take into account:

1. In one hand Meaningful Learning involves:
    - Non-arbitrary, non-verbatim, substantive incorporation of new knowledge into cognitive structure.
    - Deliberate effort to link new knowledge with higher order concepts in cognitive structure
    - Learning related to experiences with events or objects.
    - Affective commitment to relate new knowledge to prior learning.
2. On the other hand Rote Learning involves:
    - Arbitrary, verbatim, non-substantive incorporation of new knowledge into cognitive structure.
    - No effort to integrate new knowledge with existing concepts in cognitive structure.
    - Learning not related to experience with events or objects.
    - No affective commitment to relate new knowledge to prior learning.

In this type of learning Ausubel makes a comparison between meaningful and rote learning, where we can see that learning is not only a manner of acquiring information as a consequence of the interaction with the external environment, but it is also a form of assimilating or relating knowledge in new ways . In contrast, rote learning is to acquire information by heart for a purpose, and this learning is forgotten once the purpose is reached.This can be observed in foreign language classrooms where children go through a process in which they have to internalize the input given and later on be able to produce utterances related to what they have learnt.

2.1.3   TEACHING

Brown (1980: 7) "...teaching is helping someone to learn how to do something giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand...".We believe that teaching is to guide someone on how to do something in order to learn how to do it by themselves. Teaching can be best defined as a way of transmitting knowledge to others, in other words, teaching is to give others information about the world.

Brown states that teaching isguidingand facilitating knowledge, enabling the beginner to learn, setting the conditions for learning. He also says that teaching will spell out governing principles for choosing certain methods and techniques. For that reason, he proposes a theory of teaching in harmony with the teacher´s integrated understanding of the students and of the subject matter to be learned. It will show the way on how to succeed using some procedures on a given beginners under the various constraints of the particular context of learning. In other words, he states that this theory of teaching is the theory for teachers of learning 'stood on its head'

In Brown´s definition, teaching is seen as a way of facilitating understanding through methods and techniques. However,we think that teachingand learning go together because teaching is not only a manner of transferringknowledge to others, but also it is a way of training learners so they get the information of what is being taught.

2.2. FOREIGN LANGUAGE LEARNING

Another elementto be considered in this research is to define what a foreign language is, and what it implies.

According to Douglas Brown (1980) learning a second or a foreign language involves:

1. Knowledge of children's learning of their first language provides essential insights to an understanding of Second Language Acquisition (SLA).

2. Second language learning is a part of and adheres to general principles of human learning and intelligence.

3. The way people view themselves and reveal themselves in communication, will affect both the quantity and thequality of second language learning.

4. The linguistic contrast between the native and target language form is one source of difficulty in learning a second language. But the creative process of forming an interlanguage system involves the learner in utilizing many sources and resources that facilitate teaching.

Lightbow & Spada (1993: 111 -116) establish some principles about learning a foreign language. They say that:

1. Languages are learned mainly through imitation.

2. People with high IQ are good language learners.

3.   The earlier a second language is introduced in school programs, the greater the likelihood of success in learning.

We can utter that Brown sees second language learning as a process in which varying degrees of learning and of acquisition and both can be beneficial, depending upon own learning styles and strategies.

In this research, we are using Second Language Acquisition inferring that it also means Foreign Language as found in Encarta Encyclopedia (2009): "*Second language is the language spoken by a person which is not his/her mother tongue… In language teaching, second language is the object learning language; therefore it is equivalent to target language or foreign language although this definition is not universal*".

Second language can be seen as a spoken language by an individual and that is not his mother tongue.We consider that second language is learnt for one purpose: to be able to communicate in another language. For example, here in Bolivia, we can see that people who live in theborder of the eastern part of the country (Santa Cruz, Beni and Pando) speak two languages: Spanish (mother tongue) and Portuguese (foreign language). In this case, these people speak Spanish with their families and community, while they use the foreign language as *lingua franca* for business, commerce and tourism with people who come from Brazil and who do not speak Spanish.

2.3.   THE NATURE OF LEARNER

In the nature of learner, the student is seen as an individual who is influenced by his background knowledge and culture.This position is very important because it refers to how the beginner is going to interact in the speech community and how this interaction is going to affect the learning process of a foreign language as an individual.

Wertsch (1990) says that the social constructivism not only acknowledges the uniqueness and complexity of the trainee, but actually encourages, uses and rewards it as an integral part of the learning process.

To this version of constructivism, the social interaction among students is important in learning, because social constructivism encourages the learner to arrive to his or her own version of the truth, influenced by his or her background, culture or embedded worldview.

Historical developments and symbol systems, such as language, logic, and mathematical systems, are inherited by the apprentice as a member of a particular culture and these are learned throughout the learner's life. This also stresses the importance of the nature of the student's social interaction with knowledgeable members of the society.

This means that an individual without the social interaction with others is notable to acquire social meaning of important symbol systems and to learn how to use them. For example young children develop their thinking abilities by interacting with other children, adults and the physical world.

From the social constructivist viewpoint, it is important to take into account the background and culture of the learner throughout the learning process, as this background also helps to shapethe knowledge and truth that the beginner creates, discovers and attains in the learning process.

The social constructivism sees the learner as a unique individual with unique needs and backgrounds in learning. The apprentice is also seen as complex and multidimensional person. But, we think the trainee needs to interact with others in order to learn, practice, and exchange knowledge with others.

Considering the information related to students in the previous section of the nature of learners we also have to take into account the type of students which are important part for this proposal. We can say that there aredifferent characteristics that learners have. One description can be by the age of the apprentices:

According to Brown (1980) the age of students is a major factor in deciding about how and what to teach. People of different ages have different needs, competences and cognitive skills. For example, children of early age acquire a foreign language through games, whereas adults learn through abstract thought.

We consider ages are very important in the learning and teaching process. It is not the same to teach children than adults because they have different needs, different way of thinking about topicsand different levels of knowledge.So we can see that the age isan important factor that can affect the learning of pupils.In many cases people who are younger can learn more quickly than the others who are older.For this reason,Pinker says that the acquisition of a second language is guaranteed for children up to the age of six, it is steadily compromised from then until shortly after puberty, and it is rare there after. Children have the facility to learn languages easier than adults because they have the ability to absorb information faster. That is why teachers should take into account that children can benefit more learning a foreign language than adults.

As stated by Brown (1980) young children, especially those up to the age of nine or ten, learn differently from older children, adolescent, and adults in the following ways:

- They respond to meaning even if they do not understand individual words.
- They often learn indirectly rather than directly (they learn everything around them rather than only focusing on the precise topic they are being taught.)
- Their understanding comes not just from explanation, but also from what they see and hear, and crucially have a chance to touch and interact with.
- They generally display an enthusiasm for learning and a curiosity about the world around them.
- They have a need for individual attention and approval from the teacher.
- They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- They have a limited attention span; unless activities are extremely engaging they can easily get bored, losing interest after ten minutes or so.

In the light of these characteristics, it can be concluded that teachers at this level need to provide a rich diet of learning experiences encouraging their students to get information from a variety of sources. They need to work with their trainees individually and in groups developing good relationship. They need to plan a range of activities for a given period of time, and be flexible enough to move on to the next exercise when they see their learners getting bored (Douglas Brown 1980:38).

Brown draws some conclusions about what a classroom for young children should look like and what might be going on in it. First of all, the classroom could be bright and colorful, with windows where children can see through of them, and enough room for different activities to be taking place. Teachers might expect their students to be working in groups in different parts of the classroom, changing their activities every ten minutes or so. Children love discovering things, and they respond well to being ask to use their imagination, they may well be involved in puzzle like activities, in making things using their hands (plastilina or clay), in drawing things, in games, in physical movement or in songs.

Considering the importance of these steps, children would be more motivated for learning a foreign language. But,in our societythe way of teachingis different because in many cases classrooms are not adequate and do not have the appropriate equipment for teaching a foreign language. Most public schools use the same classroom for all subjects.

We think this is a big problem becausewe consider that not having equipped classrooms make students bored and feel unmotivated for learning. For that reason, we believe that English teachers could provide some extra material such as pictures, puppets, magazines, etc. in order to motivate and get apprentices attention. Besides that, it would change the way of teaching making this subject dynamic and fun, and probably getting better results.

Puchta and Schratz (1980) see problems with teenagers as a result of the teacher's failure to build bridges between what they want and should to teach and their students' worlds of thought and experiences. They say that teachers advocate linking language teaching far more closely to the trainees' everyday interests through, in particular, the use of humanistic teaching.

Beginners must be encouraged to respond to texts and situations with their own thoughts and experience, rather than assignment which they are able to do, rather than risk humiliating them. They also say that teachers can ask teenagers to address learning issues directly to young learners might not appreciate. Teachers have to be able to discuss abstract issues with them. Indeed part of the teachers´ job is to provoke intellectual activity by helping students to be aware of contrasting ideas and concepts which they can solve for themselves – though still with the teachers´ guidance.

These techniques of teaching teenagers are very important because they help and motivate students to interact with others and to express their thoughts through a foreign language. It also helps trainees to feel sure ofthemselves, to loose shyness, and to lose the fear of committing mistakes. For that reason, we consider that teachers should try to improve their teaching methods (specially with teenagers)   getting involved in activities that adolescents like, such as video games, TV programmes, movie stars, music, etc. in order to get students' attention and to encourage them to participate in classes.

For using this technique in our country, the curriculum could be reinforced making some changes in the way of teaching. Maybe schools could provide some equipment such as a television set, a radio, pictures, and extra material such as newspapers and magazines written in English so students could learn faster and in a more dynamic way.

Along with Douglas Brown (1980:38), adult language learners are notable for a number of special characteristics:

- They can engage with abstract thought.
- They have a whole range of life experiences to draw on.
- They have expectations about the learning process, and may already have their own set of patterns of learning.
- Adults tend to be more disciplined than some teenagers, and crucially they are often prepared to struggle on despite boredom.
- They come into classrooms with a rich range of experiences which allow teachers to use a wide range of activities with them.
- Unlike young children and teenagers, adults often have a clear understanding of why they are learning and what they want to get out of it.

Adult learners want to learn a foreign language using their own set of patterns of learning, which lead them use their previous knowledge for learning a foreign language. Besides that, adult students learn a foreign language because they want to improve their professional lives with the intention to obtain better opportunities of jobs. That is why, adult apprentices are more conscious in learning a foreign language than children or teenagers.

2.4 TEACHING STYLES

Nowadays teaching style is a very important characteristic to be considered because we all have different kinds of ways of teaching and learning.These styles can help teachers to know their strengths and weaknesses in order to improve their teaching. That is why Rojas (2010) proposes four styles for teachers. These styles are facilitator, formal authority, demonstrator, and delegator:

- ➤ **Facilitator:** This kind of teaching is explained by trying to plan the lessons and educational activities with a clear view to enabling the students. Teachers with this type of style often ask learners to develop practical applications. The goal of evaluation is often to enable the apprentices to evaluate their own learning abilities. This style makes pupils learn how to search and use Web resources to include a multitude of relevant media examples for learners.

- ➤ **Formal authority:** This kind of style finds teaching quite challenging as this type of learning is based much more on interacting with the students on an individual basis. The type of evaluation indicates that the educational experience tends to be teacher – centred. Teachers tend to present very clear information to their trainees and feel that their learners can get most of the skills and information they need by listening and understanding the teachers' lectures and materials.

- ➤ **Demonstrator:** This kind of style shows how the various steps lead to successful performance and then provide an opportunity for students to apply the knowledge or skills. This style is still teacher – centred. Formative evaluation and constructive feedback are essential elements of the demonstrator style where the goal is for learners to master a task or skill.

- ➤ **Delegator:** This type of style is very effective for teaching adults trainees. It focuses on the personal growth of the learner and is very much learner- centred. The delegator teaching style works well for apprentices who are independent and motivated, but it may cause some anxiety for pupils who are used to well defined guidelines. Evaluation is often of the formative type where learners receive feedback during the development of a project.

These styles show us a variety of types for teaching in order to do an effective work. These styles let teachers know how they teach or what kind of style they have. This classification could help teachers to understand better their teaching and maybe to improve their own.

This can be explained through what Rojas has implemented. He developed a teaching styles test for teachers. For demonstrating the validity of this test Rojas took as a sample some English teachers. As a result of the test, he showed that teachers who answeredoption *a)* are those who have the *Formal Authority style* because they find teaching challenging. This means that the educational experience tends to be teacher – centered.

Those teachers who chose option *b)* indicates that they have the *demonstrator teaching style* because they feel comfortable teaching if they can demonstrate how the various steps lead to a successful performance and then provide an opportunity to the students to apply their knowledge. This kind of teachers like to use in their classes audio or video for teaching.

Those who chose option *c)* have the *facilitator style* because teachers with this style try to plan their lessons with a clear view to motivating their students. This kind of teachers set up small working groups and to use communication tools (eg. discussion, chat, etc.) so that learners can help and tutor each other.

And finally, those who chose option *d)* have the *delegator style*. This type of teachers focus on the personal growth of the learner and is very much learner - centered. The delegator teaching style works well for learners who are independent and motivated learners but may cause some anxiety for students who are used to well defined guidelines. It is useful for adult learners.

This test can be used in our schools in order to help teachers to determine what kind of style they use for teaching. This quiz can help teachers to improve their teaching making their classes motivated and positive for beginners.(SeeAnnex Nº 1)

2.5 LEARNING STYLES

People learn things in different ways. Nobody understands information in the same way. For that reason, the methodologist Tony Wright (1987: 117 – 118) describes four different learner styles within a group of people:

- *The Enthusiast* is the kind of learner that looks to the teacher as point of reference and is concerned with the goals of the learning group.

- *The oracular* is the apprentice who also focuses on the teacher but is more oriented towards the satisfaction of personal goals.

- *The participator* is the individual who tends to concentrate on group goals and group solidarity.

- *The rebel,* for his or her point of reference is mainly concerned with the satisfaction of his or her own goals.

In contrast to Wright's description about trainees styles, Keith Willing (1987:247), working with adult students in Australia, produced the following descriptions:

- *Convergers*: These are individuals who are by nature solitary; prefer to avoid groups, and who are independent and confident in their own abilities. Most

importantly they are analytic and can impose their own structures on learning. They tend to be cool and pragmatic.

- *Conformist*: These are students who prefer to emphasise learning about language over learning to use it. They tend to be dependent on those in authority and are perfectly happy to work in non-communicative classrooms, doing what they are told. A classroom of conformist is one which prefers to see well organised teachers.

- *Concrete learners*: Though they are like conformist, they also enjoy the social aspects of learning and like to learn from direct experience. They are interested in language as a system. They enjoy games and group work in class.

- *Communicative learners*: These are language use oriented. They are comfortable out of class and show a degree of confidence and willingness to take risk which their colleagues may lack. They are much more interested in social interaction with other speakers of the language than they are with analysis of how the language works. They are perfectly happy to operate without the guidance of a teacher.

However we choose to categorise learner styles and understand that there are different individuals in our classes is vitally important if we are planning the activities that will be appropriate for them. We need to balance the interest of individuals against what is good for the group. We need to recognise which students need more attention and which need a different kind of explanation. (Douglas Brown 1980: 45)

Teachers have to take into account the type of students they have. In this way they can understand and know better their apprentices. At the same time, teachers can create new techniques to motivate and help their students to learn a foreign language easily.In our environment there is not a test that indicates what kind of learners teachers have. We think that the best solution would be thatteachers could bring some games, videos, or music for knowing the kind of beginners they are. This could facilitate the teaching and learning process.

A difference to Brown, Rojas in his "Teaching and Learning styles in a multicultural classroom" (2010) says that there are three learning styles: Visual, Auditory, and Kinaesthetic.

► *VISUAL LEARNING STYLE*: Learners with this type of style like to learn "seeing". They usually form pictures in their minds, practice visualizing or picturing the word in their minds. When they are learning something new they like to have the aid of diagrams, posters, or a demonstration. These kinds of students prefer to have everything neat and organized.

► *AUDITORY LEARNING STYLE:* Learners with this type of style learn best at listening or hearing. When they are learning they usually repeat the word to be spelled and listen carefully to how it sounds. Spelling the word keeps the sound fixed in their minds. These kinds of students work best from a video or audio tape.

► *KINESTHETIC LEARNING STYLE:* It is also called "tactile learning style". Learners with this type of style like to feel what they are doing. When they are learning something new they just go for it and try it out. They like to be involved in the problem in order to find a solution; this is where they excel - the hands – on project.

Many other authors agree with this kind of styles for describing learners. We find this kind of description as a complete one because it refers how learners can learn best according to their abilities and attitudes in a specific situation. This description could help teachers to improve their way of teaching, making teaching and learning easy. Therefore, it could cover all the needs that students have. (see Annex N° 2)

2.6 M I (Multiple Intelligences) THEORY

After Rojas proposal of learning styles, Gardner came up with his MI (multiple intelligences). In this part we can see that there are many other intelligences and how these intelligences are linked to people's abilities

As humans we do not possess a single intelligence, but a range of intelligences. Gardner listed seven of these: Musical/Rhythmic, Verbal/Linguistic, Visual/Spatial, Bodily/Kinaesthetic, Logic/Mathematical, Intrapersonal, and Interpersonal. (Gardner 1983).

According to Gardner (1983), everybody has all of these intelligences, but in each person one of them is more pronounced. This allowed him to predict that a typical occupation for people with strength in Logic/ Mathematical intelligence is that of the scientist, whereas a typical end state for people with strengths in Visual/Spatial intelligence might well be the "guide". The "athlete" might be the typical end state for people who are strong in bodily/kinaesthetic intelligence, and so on.

Gardner (1993) has added an eighth intelligence which he calls Naturalistic intelligence to account for the ability to recognise and classify patterns in nature. Daniel Goleman (1996) has added a ninth "Emotional intelligence". This includes the ability to empathise control impulse and self motivate.

TYPE	LIKES TO	IS GOOD AT	LEARNS BEST BY
Linguistic"the Wordplayer"	Read, write, tellstories	Memorizingnam esplaces, dates	Saying, hearing and seeing words
Logical / Mathematical"t hequestionner"	Do experiments, figure things out,work with numbers	Maths, reasoning logic and problem solving	Classifying, working with abstract Patterns
Spatiallearner"t hevisualiser"	Draw, build, design and create things daydream, look at pictures, watch movies	Imagining things, sensing changes, puzzles, reading maps, charts	Visualizing, dreaming, using the mind's eye working with colors and pictures
Musical learner "the music lover"	Sing, hum tunes, listen to musicplay an instrument respond to music	Picking up sound, Remembering Melodies Noticing rhythms	Rhythm, musicmelody
Bodily /Kinaesthetic	Move around, touch and talk, use body language	Physicalactivitie s	Touching, moving interacting with Space
Interpersonal"th esocialiser"	Have lot of friends, talk to people, join groups	Understanding people, Leading others, organizing things	Sharing, comparing,Cooperat ing
Intrapersonal	Work alone, pursue own interests	Understanding self, focusing inward on feeling/ dreams	Working alone, Individualized project self –paced

All human beings are born with plenty of intelligences, but while we grow we develop one of our intelligences more than others. That is why, Gardner says that we are better in some things than others.

Murray Loom (1983), produced the following chart that show what the original seven intelligences might mean for his students.On the chart we can see the type of intelligences, then what people with this kind of intelligence like to do, after that, we can see in what they are good at, and finally, we can observe in what they are best at.

This chart may help teachers to understand better their learners' behaviour. It also could be helpful for teachers in order to develop their material and how to reach their students. As a result, students could be better understood (talking about their way of learning) and how they would like to be taught.

Considering that the Multiple Intelligence (MI) theory is helpful for teachers it can also be useful for students. In this way learners can see in what they are good at and what their weaknesses are. In addition, they can use their type of intelligence for getting better results in their learning.

2.7 NEURO- LIGUISTIC PROGRAMMING

Neuro – linguistic programming is an important factor that can help us to understand better this researchbecause it can facilitate the teaching – learning process and it shows us other type of styles according to people's abilities and attitudes.

Neurolinguistic programming was born in US in the 70`s. It studies the human brain mechanisms in order to facilitate knowledge and the language comprehension (written or spoken). It also looks for the integration of an individual as a whole. Its main objective is to relate the behaviour programmes that each individual has created toward external and verbal attitudes. In other words, neurolinguistic is in charge of observing the communication channels of the individuals. (Wikipedia 2010)

Some practitioners of Neuroliguistic program Revell and Norman (1997) say that we use of a number of primary representational systems to express the world. These systems are described in the acronym "VAKOG" which stands for visual externally), Olfactory (smelling things), and Gustatory (tasting things).

Most people, while using all these systems to experience the world have one "preferred primary system". Some individuals are particularly stimulated by music when their preferred primary system is auditory, whereas others, who have visual as their primary preferred primary system, respond most powerfully to images. The extension of this is that a visual person is also likely to "see" music. (Revell and Norman 1997:31)

People are born with a specific style or type of learning. That is why, some individuals are good at dancing; and others are good at maths instead of dancing or languages. As we mentioned above, these systems would help teachers to know their students and what they are good at. This could facilitate teaching and make learning easy for students.

Along with Brown (1980) the VAKOG formulation, while somewhat problematic in the distinctions it attempts to make, offers a framework to analyse different student's responses to stimuli and environments. Dede Teeler (2000: 60-61), for example suggests that kinaesthetic trainees behave differently when introduced to the internet as a language learning tool from predominantly visual learners. The latter needs a

demonstration of what to do before leaping into Internet tasks, unlike their kinaesthetic colleagues who just doit. VAKOG also indicates that some learners will gain most from the things they hear, whereas others need to see things.

This suggests that purely oral presentations of language would be most appropriate for some individuals in a group, while visual material and written text may be more effective for other students. This refers to the type of material teachers use for teaching. In this case, we think that teachers have to improve their material and reinforce those materials they already have. In order to provide teachers with more material, they can use the internet where they can find new materialor visit others schools and try to adjust them to their classes.

2.7.1 PSYCHOLINGUISTIC DEVELOPMENT FOR TEACHING A FOREING LANGUAGE

Some researchers such as Lunzer and Gardner (1984: 135) believe that the psycholinguistic development help beginners in understanding better the acquisition of a foreign language. They say that there are two elements that involve student's learning: The re- educative intervention and the psychological association.

- **RE – EDUCATIVE INTERVENTION**

In the re – educative intervention according to Lunzer and Gardner (1984: 136) are two receptions that explain some types of learners:

➢ Auditive Receptor refers to those individuals who like to learn through listening to conversations. They use to read out loud voice, to follow verbal instruction, to identify phrases, and to describe familiar sounds.

➢ Visual Receptorrefers to those apprentices who like to use the eyes for understanding things. They tend to identify objects, colours, forms, words, numbers, pictures, and geometrical shapes.

The re – educative intervention, can help teachers to understand better their students. It also can help teachers to build and adapt new material that motivates learners in order to facilitate the learning process.

- **PSYCHOLOGICAL ASSOCIATION**

The psychological association refers to the students' behaviour towards learning something new. Lunzer and Gardner (1984:136) say that there are two types of association:

➢ Intuitive Association: learners can make a list of similarities and differences about a piece of reading or grammar explanation; they can make predictions about the tales ending and construct phrases.

➢ Visual Association: apprentices can classify objects by shapes, colours, size…etc., the identification of unconnected pictures, and order sequence.

We have to keep in mind that the psycholinguistic development and its two receptions play important roles in learning a foreign language. We can also say that the educational intervention and the psychological association are related to each other in order to get better results in the students' understanding of a foreign language.

For this reason, this psycholinguistic aspect should be taken into account by teachers because they could help trainees to understand better what they are being taught and may be getting better results in their learning of a foreign language.

2.8 USE OF THE DIRECTED FANTASY AND THE VISUAL MODALITIES

The use of the direct fantasy and the visual modalities is another important aspect for teaching a foreign language and it can help in the development of this research.

Antonio Guerrero (2000) says that each one of us understands the real facts through keys. These determine the quality of what we receive and give to the world. By means of these keys the information is received in our mind and it arrives thanks to the quality with which he/she receives the data.

These access keys were denominated as *Visual, Auditory and Kinaesthetic* by Richard Bandler and John Grinder (1976), creators of the programming Neurolingüistics. In their observation of people, they noticed that these keys were classified in the information received by the five senses in three systems as we pointed in the neurolinguistic part:

- The visual uses the sight like main access of information.
- The auditory uses the hearing as main access.
- The kinaesthetic uses the tact, and smell.

The representation systems are the form of classifying the world that surrounds us, when using a system preferably we can differ since the concept of the things that surround other people, they can prefer other systems.

People that use the visual channel preferably build images most part of the time, they prefer to remember fixed and movement images than feelings. A person guided visually uses mainly her/his eyes to perceive the world that surrounds them, and he/she uses visual images to think. They use speeches in their daily language as clear, transparent, brilliant, to clarify, to reveal, to observe, to show, to appear; and they use phrases like: "it looks difficult", "it is necessary to clarify the things", "I don't understand". The visual person's thought is concrete. Mirta Aguirre (1984) affirms that the thought for images culminate in singular creations that constitute instruments to express the general thing by means of the concrete.

In his research Guerrero(2000) mentions that highly auditory people prefer to hear their inner thoughts; they are more methodical and more organized. The individual prefers his/her auditory perceptions, it depends on the words the individual uses to pick up his/her information and to guide his/her behaviour. They use words such as: silence, whispering, to harmonize, sounds, murmur; and phrases like "to be deaf", "to be all ears", "that sounds bad", "sound interesting".

Guerrero also explains that the highly kinaestheticindividual seems to be disorganized, he/she likes to wear loose clothes, and they are highly active, although in occasions they use to rest in excess. They feel through the corporal experience, this includes the smell and taste. The favourite words are: bitter, acid, to reject, to slide, to attract, soft, warm; and they use phrases like: "he/she feels guilty", " he/she captives the audience".

Guerrero says that the individual with a preference for the visual modalities create images in his/her mind, thus, they are more receptive to be taught with this modality. The modalities like colour, size, shines or the speed support this modality.

The author also emphasizes the modalities as the variables that define the difference in the internal information that we process when we think of visual, auditory, or kinaesthetic form. The same as the cinema director changes the illumination or the angle of his camera, or he makes us hear certain music or noises depending on the feelings that he wants to wake up in us, our mind plays with different qualities to those that we call modalities.

Some of the visual modalities that Guerrero mentions are:

Size	Opacity	Clearness
Horizontal- vertical	Contrast	Pictures
Transparency	Light	Color
Focus	Shade	Context
Localization	Address of the light	Balance of the color
Volume (3 dimensions)	Density	Perspective

These visual modalities that Guerrero brings up are some tools for calling the students' attention in a classroom. For example, in a big classroom with colorful walls, nice desks, big windows, and a clear atmosphere, a learner can feel comfortableand feel motivated for learning. In our situation, we saw in many English classes that the classrooms do not have the appropriate materials for teaching, and the classrooms are not adequate for teaching may be because of the lack of equipment. As a consequence, students do not feel motivated for learning. That is why we consider that this directed fantasy and visual modalities would be ideal tools that let teachers to motivate their students in order to get their attention and to make learning easy and dynamic.

Grinder and Bandler (1976), state that the directed fantasy is the process in which the learners use their imagination to create a new experience for themselves. The objective of a directed fantasy is to create an experience in the individual to represent ideas. All of us have fantasies in each moment. They also say that children are highly creative for that reason they live in their fantasies.

These fantasies create a *"hypnotic phenomenon"* that offer children to have more alternatives in their learning.They call the directed fantasy as "dream directed" since they have many likenesses. The directed dream was invented by Robert Desoille (1975), a French engineer, says that the use of the technique documented in his book "The case of María Clotilde, Psychotherapy of the Directed Dream" requires a much defined structure to carry it out.

The Directed Dream is a technique that takes one or more people to be in an altered state with the intensive use of metaphors created by the individuals inside an imaginary space.The directed fantasy and the directed dream are also called *Creative Visualization.*

The use of the direct dream and the direct fantasy may help students learn easy and fast what is being taught. These modalities can facilitate the process of learning especially in teaching foreign languages because trainees can relate pictures in order to acquire language understanding the meaning. They can imagine the picture in their minds and represent the idea in the foreign language they are learning. Thus, students can create links between two languages (first and second language).

2.9 THE USE OF VISUAL AIDS

As it has been pointed out, the use of visual aids in the classroom is nothing essentially new, for these include everything in the way of illustrative materials beside the textbook. They are employed to take the place of the actual experience that we cannot have in the classroom.

One example of a visual aid is theTelevision. In breaking the lockstep of traditional procedures and methods, the teacher of foreign languages may find one of the most interesting new developments to be the use of television for teaching foreign languages.Over a hundred foreign language teaching programs are being televised in the world at present, showing the extent of interest in this new teaching medium.There has been considerable discussion as to the value of such programs and the place they should occupy in a school's language program. Obviously, the value of the content must be decided in terms of the specific program under consideration.

Considering the introduction of the televised program as a way of instruction, we should be aware of the following advantages:

- Interest and appeal resulting from the novelty of the method.
- Students connect television with pleasurable expectation and apositive feeling-tone.
- Television is a source of information and entertainment.
- Television catches the students' attention making them feel comfortable in their classroom.

Thesevisual aids are ideal for teachinga foreign language because they are alternatives that may make teaching easy and fun. In our country, we can see that many public schools do not have this kind of material, maybe it is due to the lack of economic resources they have. In this situation, we consider that public schools may reinforce their activities in order to ask the authority technological material such as televisions, radios, pictures, games, etc. for their schools. In this way, scholar education could improve and teachers could have new resources for making their classes motivated.

2.10   AUDIO - VISUAL EDUCATION

The audio – visual education is another facet that we have to take into account for this study because it is related to how teaching a foreign language has improved through the years using the audio –visual method.

The Audiovisual Education is a teaching method that uses tools related with images and sounds, such as movies, videos, Audios and CD -ROMs. This method rose as a discipline in 1920. Due to the movies and films, teachers started to use these audio-visual materials as a facilitator for teaching and to get students attention in a direct way. Whereas in the Second World War, the army services used this kind of materials to train a big amount of population in a short time, this method of teaching was a valuable source of instruction which had many possibilities in the future.

At the end of 1940, the UNESCO decided to recommend the audiovisual education around the world. In November 1947, in the celebration of the Second General Conference in Mexico of this organization, the Mexican commission presented a report about "The Audiovisual Education" that they approved.

In 1950 and 1960 the development of the theory and the communication system, increased the educational process. As a result of the studies, the audiovisual method was considered a fundamental part in the educational process, now it is recognized as the "audiovisual communication".

We consider this is a clear example of how the audio – visual education was developed. And thanks to this method the educational process has increased through the years. In the future this technique is going to be the best method for teaching and learning languages, because nowadays everybody wants to learn by seeing and listening than the traditional way of teaching.

One of the audio – visual education methods is the *"Music in a classroom"* of N. Perkins. In this type of education he includes the video - music as a tool for teaching a foreign language.

Nick Perkins (2009) says "... even in a quiet moment we are bombarded by 60.000 stimuli per second..." "...the mind can store anestimated 100 trillion bits of information they receive in life". This means that there are many ways how people can remember things. One of them is by being inspired to think and talk about an experience and being identified with it. Another way is asking students to bring their favorite songs or video clips in order to share the music they like with their classmates.

In this kind of classes, learners are motivated to store information through their visual and hearing sense, making the learning process dynamic and fun. However, he says that people forget things because they have a weak encoding of the things they want to learn or to do. For that reason, he developed a list of things that a classroom should not be and how the students can be unmotivated by the teacher and/or by the materials the teacher uses in a class:

1. Teacher always sits/ stands in the same place (that causes boredom and distraction for students. It seems that the teacher needs a barrier or a shield for hiding from the students)
2. Lesson plan that does not include the students' need and interests.
3. Students always sit in the same place and work with the same partner.
4. NO VIDEO in classrooms (that causes the students get boring, become unmotivated, and loose interest in classes)
5. No music

This list is all the things teachers should not do in their English classes because it unmotivates learners and makes them hate the learning process. Besides, it makes learners feel uncomfortable and disappointed with themselves. For that reason, we consider that a good learning – teaching process should have dynamic and motivated materials which call the learners attention such as puppets, cut outs, flash cards, magazines, TV programs, movies, etc. Furthermore, this list can contribute to the proposal in order to change the traditional style of teaching foreign languages into a more dynamic one.

2.10.1 VIDEO – BASED LESSON FOR ELT (ENGLISH LANGUAGE TEACHING)

Video – based lesson for teaching English as a foreign language is not a new technique. In our country, for example, we can see that many language institutions use this technique because it calls the students attention, it is easy to prepare, and it is a dynamic way for beginners to learn another language and to be in touch with real language.

It is only recently that video has moved from being something that is switched on and left to present language without the teachers' intervention, to becoming a resource for classroom activities in which many different kinds of video material are exploited in a variety of ways. Preparing a lesson based on a video can be difficult and time consuming. The payoff is that the same lesson can be used again and again by many teachers. So three hours spent in preparing a single lesson can provide many hours of teaching. (Encinas & Armatta 2010).

When we refer to the video – based lesson we have to consider the importance of technology in our educational system because in this globalised world most people want to learn a foreign language in a more dynamic way than in the traditional one (book centred). For that reason, this video –based lesson is a good technique for teaching a foreign language because learners, through a video, can see the gestures the actors are using to talk, the situation where they are, and listen to the intonation of voice they are producing. This system can help learners to see and hear the real language in context.

2.10.1.1 THE VIDEO TEACHING THEORY: THE VIDEO AS A TEACHING AID

The Video teaching theory is considered as a very useful teaching aid in sciences. It was developed by Cuban doctors for teaching medicine and sciences. This theory was born for the necessity of teaching in a more dynamic way. Some antecedents of this topic and the experience of the Cuban medical education program in and out of the country were quoted.The use of Digital Versatile Disk technology to support the new video modality as a teaching aid was suggested.

The teaching means are important elements in teaching – learning process. They help teachers in developing new materials, so that these materials let teachers reach their objectives and facilitated their students' learning. Graells (2005) says that the teaching mediums are classified in conventional material, audiovisual material, and new technology. Among these last two, we can find the video.

The video as a communicative aid has increased its use in the last years. The video is seen as a tool directed towards people with common interests who are usually concentrated in a determined place for its transmission or diffusion. We can state that the difference between movies and TV shows is that people can share their opinions to othershaving as a result an immediate feedback about what has been watched.

However, the most important part about video is that it can be helpful for teaching because it combines elements from others materials such pictures, movement of image, text, sound. Its main objective is to develop the teaching – learning process in a dynamic way. Thus,the didactic video is a tool for communication that has its own language and goalsfor summarizing feelings, ideas, etc.

The didactic video, as Salas (2005) says, is a valuable source of scientific information which contributes to form a scientific definition of teachers and students' world through the use of video in different ways:

1. Informative function: when the message's objective is to write a reality taking into account the group needs
2. Motivational function: when the message tries to affect in the addressee`s will in order to think about a topic.
3. Expressive function: when the message let people to express their own feelings
4. Evaluative function: when the video is made to value a determine behavior.
5. Investigative function: when the video is used for making research
6. Metalinguistic function: when the interest is centered in the code itself, in other words when the video is used for explaining new languages and the mechanism of working with videos.
7. Ludic function: when the video is used as message in games.
8. Interaction of functions: when many functions work together.

There are plenty types of pedagogic videos. In the scientific context Ardanza (1992) explains his classification:

- Video lesson: this video lesson is given without the presence of the teachers and it is useful in long distance education. It has the usual components in a classroom. It let learners to get knowledge, to watch techniques and demonstrations executions, to create new abilities and systematize their learning through video.
- The support video: in this classification, teacher uses this technique as a tool of teaching (theory and practice). It facilitates the execution of tasks.
- The interactive video: this type of video is used by the teacher as facilitator. In this case the teacher is seen as a new perspective with an active and participative methodology. It makes possible the development of communication.

⌗ The didactic package: consists of many learning aids (texts, videos, educational software) and it is ideal for self-preparation, guided studies and long distance education.

The theory of the video is not a new method. As we can see, this process has been accepted and applied not only in the scholar curriculum but also in alternative education such as long distance and higher education of other countries, making teaching dynamic and participative. We find that this model can be beneficial for teaching – learning process in our country because it can change traditional education to one more technological and dynamic.

Encinas&Armatta (2010) introduced the video to their English classrooms in Oruro (Bolivia). They say that the introduction of a moving picture component as a language teaching aids is a crucial addition to the teachers' resources. This Video – Based Lessons have a positive result in teaching a foreign language because they saw that their students are motivated to learn English using this visual tool. For that reason they propose four aspects for using video in teaching:

- First, through motivation. Using a video sequence in class is the best thing to experience the sequence in a real life. In addition, the video can take students into the lives and experiences of others.

- Second, through communication. A video used in class makes students more ready to communicate in the target language.

- Third, through non – verbal aspects of communication. Video allows us to see this in action and to freeze any moment to study the non – verbal communication in detail.

- Finally, through cross curricular comparison. Observing differences among culture behaviours is a rich resource for communication.

It is important to take into account the following three steps:

BEFORE YOU WATCH: It consists in introducing the students to the topic. For this part, teacherscould prepare one or two activities such as questions, games, or showing them some pictures about the topic for beginning with the video activity.

WHILE YOU WATCH: It is based on showing or diffusing the video itself to the students. In this part, teachers could prepare some activities such as *fill in the blanks; complete the conversation, etc*. about the video, so learners could develop the activities while they are watching the video.

AFTER YOU WATCH: It is the last part of the activity. In this step, students finish watching the video. For this part, teachers could assign learners some tasks. They could write a summary or discuss about the video in the classroom. In other words, *After You Watch* could be considered as the feedback of the video activity.

These three steps help teachers to have an organized activity. Thus, teachers could plan their classes previously for making them enjoyable. We see this task good for beginners because this would help students to interact with others loosing shyness and being in touch with the real language at the same time. It also would be a good opportunity for teacher to know their students' interests and needs.

2.10.2 INFORMATION PROCESSING THEORY

Information processing theory is another step we should take into account in this research because its primary focus is memory. Without our memory we could not learn anything, so memory is an important part for the teaching - learning process. The theoryproposes a stage model of information processing that refers to how information is stored in our memory and how we can remember things we have already learnt.

2.10.2.1 STAGE MODEL OF INFORMATION PROCESSING

The stage model of information processing is based on the work of Atkinson and Shiffrin (1968).This model proposes that information is processed and stored in 3 stages:

1. **Sensory memory**:According to Atkinson and Shiffrin (1968) in their book "*Human memory: A proposed system and its control processes*" sensory memory is affiliated with the change energyfrom one form to another. They say that environment makes available a variety of sources of information such as light, sound, smell, heat, cold, etc., but our brain only understands electrical energy. Then, our body that has special sensory receptor cells change energy from one form to another. This external energy makes the brain to understand the new information. This memory is very short; it lasts less than 1/2 second for vision and about 3 seconds for hearing.

The authors mention that learners get information at this initial stage in order to transfer information to the next level. In this step there are two major concepts for getting information:

- First, individuals are more likely to pay attention to a stimulus if it has an *interesting feature*. In this part, learners are more likely to get an orienting response if this is present.
- Second, individuals are more likely to pay attention, if the stimulus activates a *known pattern*. In this part authors say that for teaching students call to their minds relevant prior learning before the teacher starts his or her class.

2. **Short-term memory** (STM). Short-term memory is also called *working memory* because it relates to what learners are thinking about at any given moment in time. Atkinson and Shiffrin (1968) say that this memory is created by students' paying attention to an external stimulus, an internal thought, or both. This memory initially can last around 15 to 20 seconds unless it is repeated. This repetition is called by the author*maintenance rehearsal* at which it may be available for up to 20 minutes.

Physiologically, the hypothalamus is a brain portion thought to be involved in this shallow processing of information. The frontal lobes of the cerebral cortex are the structure associated with working memory. An example of this memory can be when we are processing the words we read on the screen or the board in our frontal lobes. However, if somebody asks, "What is our telephone number?" our brain immediately calls that from long-term memory and replaces what was previously there.

According to Atkinson and Shiffrin (1968) there are two major concepts for retaining information in Short Term Memory: organization and repetition.

For organizational position, the authors include the following:

- Component (part/whole)--classification by category or concept (e.g., the components of the teaching/learning model)
- Sequential -- chronological; cause/effect; (e.g., baking a cake, reporting on a research study)
- Relevance -- central unifying idea or criteria (e.g., most important principles of learning for boys and girls, appropriate management strategies for middle school and high school students)
- Transitional (connective) -- relational words or phrases used to indicate qualitative change over time (e.g., stages in Piaget's theory of cognitive development or Erikson's stages of socioemotional development)

The authors say that types of organization are related to the concept of *chunking* or grouping pieces of data into units because it is a technique for getting and keeping information in short-term memory, it is also a type of elaboration that will help getting information into long-term memory.

Meanwhile Repetition or *rote rehearsal* for them is a technique we all use to try to "learn" something. However, in order to be effective this must be done after the forgetting stage begins. For retaining information researchers suggest that the learner should not repeat immediately the content (or skill), but wait a few minutes and then repeat.

3. **Long-term memory** (LTM). Long-term memory is also called *preconscious and unconscious memory* in Freudian terms. For Atkinson and Shiffrin (1968) Preconscious means that the information is relatively easily recalled (although it may take several minutes or even hours) while unconscious memory refers to data that is not available during normal consciousness. The two processes, which most

likelymove information into long-term memory are elaboration and distributed practice.

The authors give us several examples of elaboration that are commonly used in the teaching/learning process:

- imaging: creating a mental picture
- method of loci (locations): ideas or things to be remembered are connected to objects located in a familiar location
- Peg word method (number, rhyming schemes)
- Rhyming (songs, phrases)
- Initial letter: the first letter of each word in a list is used to make a sentence

These examples can help teacher and students to make the teaching – learning process easy because they can motivate students using their previous knowledge linking them with the new information they are leaning.

Once we have already stored information in long-term memory, this information is organized using some structures: declarative, procedural, and/or imagery.

a)Declarative Memory

- Semantic Memory-- facts and generalized information (concepts, principles, rules; problem-solving strategies; learning strategies)
    - o Schema / Schemata -- networks of connected ideas or relationships
    - o Proposition -- interconnected set of concepts and relationships;
    - o Frame -- complex organization including concepts and visualizations that provide a reference within which stimuli and actions are judged

- Scheme -- an organization of concepts, principles, rules, etc. that define a perspective and presents specific action patterns to follow
- Program -- set of rules that define what to do in a particular situation
- Paradigm -- the basic way of perceiving, thinking, valuing, and doing associated with a particular vision of reality
- Model -- a set of propositions or equations describing in simplified form some aspects of our experience.

- Episodic Memory-- personal experience (information in stories and analogies)

b)Procedural Memory: how to (driving a car, riding a bike)

c)Imagery: pictures

These structures help us to understand what we have already learnt, put it into practice and keep this new information in our minds in order to recall it when we need it.

The following diagram summarizes the information processing theory to explain how it works in our minds:
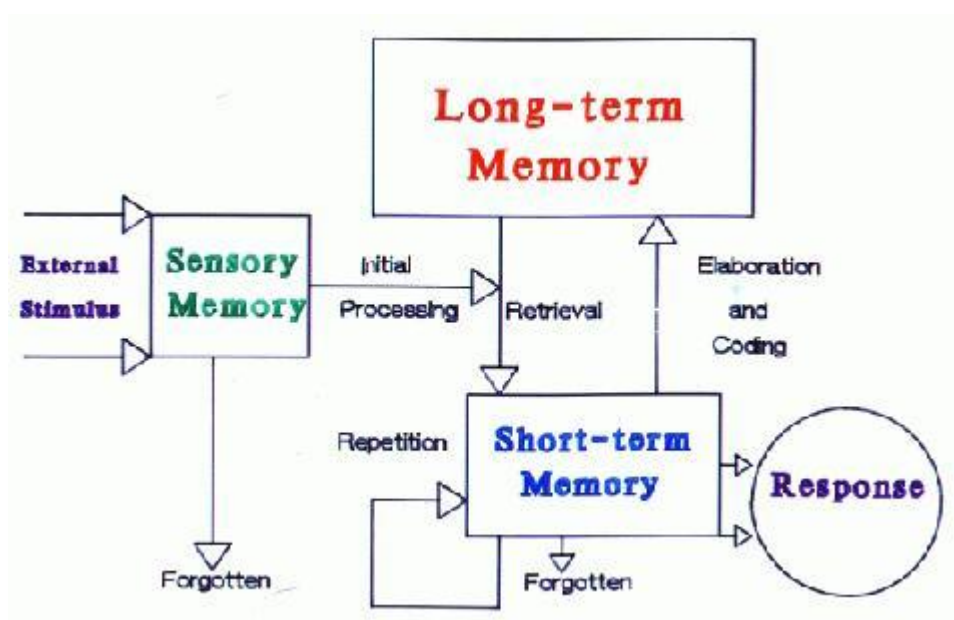
As we can see, new information enters to our memory by external stimulus and this stimulus is captured by the sensory memory, then new information stored in short – termmemory and finally it stored to the long – term memory where the new information is processed and organized. In the two first memories we can forget some information but when the information is in the long term memory it can be recovered. That is how our mind works when we learn something new.

2.11   VISUAL THINKING TOOLS

Another important point related to the proposal is the use of the visual tools in our minds. A definition proposed by Hartley J. 1996: p24 is: "Visual tools are symbols graphically linked by mental associations to create a pattern of information and a form of knowledge about an idea".

The crucial point here is that they are tools used for construction of content knowledge, not just storage structures for ideas already developed. Visual Thinking Tools can be classified according to their purpose and approach, into BrainStorming Webs, Task-Specific Organizers (TSO), and Thinking Process Maps.

These visual thinking tools, in my opinion, help learners to construct knowledge through these tools. Besides that, these tools are aids for learners to create mental images and for storing new information.

Motivation in thinking tools derived from fundamental human nature. As described by Csikszentmihalyi (1996: p 125) "...it is easier to find pleasure in things that *are* easier, in activities...that are already programmed into our genes...It is much more difficult to learn to enjoy doing things that were discovered recently in our evolution, like manipulating symbolic systems by doing math or science or writing poetry or music, and learning from doing these things about the world and about ourselves".

These tools (Visual thinking tools) can encourage learner to form symbolic mental images of their world. Using this technique, students could learn faster making learning more active and amusing. Besides that, it would help teachers teach easy and understandable. This can be a different way of teaching and may be with better results.

Csikszentmihalyi (1996: pg. 127) says that playing with ideas is extremely exhilarating. Not only philosophy by the emergence of new scientific ideas is fueled by the enjoyment one obtains from creating a new way to describe reality. When a person has learned a symbolic system well enough to use it, she has established a portable, self-contained world within the mind.

The thinking tools are useful because learners are motivated to use visual tools. Learners enjoy the intellectual challenge of active visual construction of ideas, both as an individual and as a participant in group activity. The chances for successful problem solving are enhanced by application of visual thinking tools, and increase learner's satisfaction as a result.

2.11.1 TASK-SPECIFIC ORGANIZERS

These*visual tools*are used to manage and display information in a highly formalized, refined, rule-based process designed to apply to a specific content learning environment. They are used to learn particular skills, to understand processes used for a defined task, or to organize information in a pattern used only in a specific area of knowledge.

Organization, specified by the teacher, is given emphasis over creative construction of ideas by the learner. The image showed at right is one type of TSO (Task – Specific organizers).

Task – specific organizers are useful for organizing information in our minds. I believe these TSO, help learners to create images in order to give emphasis on the learners' learning. As a result, students can learn easily making use of these aids. Besides, these visual tools can motivate learners and make teaching dynamic.

Teachers could implement these visual tools in their classes, such as pictures, flash cards, cut outs, magazines, movies, etc. not only for motivating learners but also for emphasizing their creativeness. In this situation, learners could build ideas and relate them into images, and these images can be related to the topic they are learning. Thus, they could link these images by mental association in order to understand what the teacher is talking about.

This Task – specific organizer (TSO) can be helpful for both teachers and students. This tool can facilitate learning making students create and construct themselves ideas about the topic they are learning. In this way teaching would become in an easy and active process.

2.11.2 BRAINSTORMING WEBS OR MINDMAPS

Brainstorming webs or mindmaps is another type of visual thinking tools. It is similar to TSO but in this kind of tool associate an idea with the previous knowledge is used.

Webs are closely integrated and usually unstructured diagrams starting with a central idea. Free association is used with an idiosyncratic graphic scheme to show relations with other ideas. Webs primarily support individual learning.

These webs show us how our minds work. These webs are kind of diagrams that organize our ideas; then we associate them using our previous knowledge; after that, we relate our knowledge, and as a result we have structured ideas.

Rico (1983) used web maps with clustering to help writers. Buzan (1979) originated *Mindmapping* as a method for personal and business applications. And Jacobs (1989) developed the *Interdisciplinary Concept Model.*

These authors have created these webs in order to help people to learn easier and faster anything they want to learn. In this way, these mind maps could help learners to organize their ideas so they would understand better what is being taught.

2.12 ADVANTAGES OF THE AUDIO VISUAL EDUCATION

On one hand, studies of psychology in education show some advantages of the usage of audiovisual methods in the teaching – learning process. Its practice allows the student to absorb an amount of information through his/her senses: sight and hearing. Another advantage of this method is the organization of the material.It refers on choosing material that calls the learners' attention such as pictures, magazines, songs and TV shows that students like, etc. On the other hand, the education through audiovisual methods can open the student's mind to learn more about of the outside world. In other words, the use of this material can take the student to experience beyond his/her scholar environment and it can spread the education of other regions and countries.

The development and the evolution of technology enrich the educational method due to the quick advances of technology such as computers, discs, video tapes, and others, which allow teachers to use them in order to get a better educational environment. The compact disk (CD-ROM and CD-I) are used to keep big amount of data, such as dictionaries, movies, etc. The helping of this interactive equipment, let the student search in an electronic dictionary and see pictures only at the push of a button. This method has the advantage of offering a new possibility of combining texts, pictures, videos, and audio to give the student a complete vision. Thus, teaching and learning start being entertaining and pleasant tasks.

Since we are all living in a technological world, we think we have to adjust ourselves to the modernity in order to make learning easy helping by these new techniques and modify them into new materials that make teaching easy,fun, and current.

One procedure for teaching a foreign language using technology is the Video – Based lesson, because it is a dynamic way to show students the foreign language in a real context and motivates them to acquire it easily. In this way, apprentices are encouraged for participating in classes loosing shyness

2.13   COMMUNICATIVE APPROACH

The communicative approach could be an alternative to teach students like the ones in the study because it can make teaching and learning easy since the main objective is that students can be able to speak and communicate in English language. As we already saw the visual tools can facilitate and help apprentices to learn a foreign language more easily in a more dynamic way, this approach could be the product of teaching - learning processbecause the trainee would demonstrate what he or she has learnt throughout these processes.

The communicative approach is the theory that language is communication developed by Robert Langs (1970). For Brown (1980) the communicative approach is a set of beliefs which included not only a re – examination of what aspects of language to teach, but also a shift in emphasis in how to teach. He says the "what to teach" aspect of the communicative approach stressed the significance of language functions rather than focusing solely on grammar and vocabulary. That is why he mentions that aguiding principle is to train students to use these language forms appropriately in a variety of contexts and for a variety of purposes.Therefore the final aim of Communicative Approach is the communicative competence.

Communicative approach can be applied in our schools encouraging and motivating students to express themselves in English. This could be done through visual tools that we propose because they help learners to learn fast and in an entertaining way.

The Communicative Approach, according to Langs (1970), makes students learn through the use of this approachin order to communicate his/ her thoughts to others. Since communicative competence is the aim of this research, it is essential that learners be given every opportunity to practice the target language. In the communicative classroom as said by Langs "teacher talking time" (TTT) must be kept to a minimum. This is not to say that the teacher shouldn't speak at all, but TTT should be controlled and appropriate. The classroom should be learner centered.The teacher's role is to facilitate trainees' communication which is done through careful selection of materials and activities that are relevant to the aims of the lesson in which they are used.

The communicative approach can help teachers to improve their way of teaching with the purpose of teaching be easy and comprehensible for students. This procedurefocuses on language as a medium of communication. It recognizes that all communication has a social purpose where learners have something to say or find out.It also embraces a whole spectrum of functions (e.g. seeking for information/ apologizing/ expressing likes and dislikes, etc) and notions (e.g. apologizing for being late / asking where the nearest post office is).

This approach is not just limited to skills; it is much more pupil-oriented, because it sees the learners' needs and interests. Reading and writing skills need to be developed to promote students' confidence in all four skill areas. By using elements encountered in a variety of ways (reading/ summarizing/ translating/ discussion/ debates) - makes language more fluid and beginners' manipulation of language more fluent. For Langs (1970) grammar can still be taught, but less systematically. He says that the explanation of grammar rules may help some learners, but extensive experience of target language teaching implies that it helps everyone. Pupils need to hear plenty said about the topic in the foreign language at regular and recurrent intervals, so they are exposed to the topic and can assimilate it. (Not mere passive acquisition of certain lexical items).

As stated by Langs, the communicative approach seeks to personalize and localize language and adapt it to the learners' interest. This approach suggests avoiding age-old texts because they make students get bored easily. In Foreign language classrooms authentic texts serve as partial substitute for community of native speaker. Newspaper and magazine articles, poems, manuals, recipes, telephone directories, videos, news bulletins, discussion programs, visual stimuli (videos/ flashcards/ pictures/TV series, etc) are important to provoke practical communicative languagebecause theyhelp to

motivate and focus pupils' attention and the visual resources can be exploited at whatever level we wish.

He also says that materials must relate to students' own lives and must be fresh and real. In this way, learners could be more interest in learning a foreign language. Besides, Langs states that it is important to consider the age of the trainees to engage them in more real life material.Text books are not always updated,so it is the teachers' task to find more suitable or appropriate readings material for learners. We can say that changing texts and materials regularly keeps teacher on toes and pupils interested, and that communicative approach looks forauthentic resources (more interesting and motivating) that help learners to acquire a foreign language fast.

Langs (1970) suggests the teacher should emphasize oral and listening skills in the classroom contacting time with the language which paves way for more fluid command of the language / facility and ease of expression. He also mentions that teaching – learning is not just listening to the teacher, but having personal contact with the language, practicing sounds by themselves, permutating sentence patterns and getting chance to make mistakes and learn from doing so.

The other aspect that Langs considers is the language. He utters that language needs not be laboriously monotonous and 'medium' oriented. It can be structured but also spontaneous and incidental. Language is never static. Pupils need to practice improvising/ ad-libbing/ talking off the cuff, in an unrehearsed but natural manner.The error isthe other side of theteaching- learning process that we have to take into account because error is a natural part of learning a language. Langs mentions that learners are

trying to do their best to use the language creatively and spontaneouslyand are bound to make errors. Constant correction is unnecessary and even counter-productive. He states that correction should be discreet / noted by teacher - let them talk and express themselves –the form of language becomes secondary.

We can conclude that classroom activities provide opportunities for learners to use the target language in a communicative way for meaningful activities. In this way, students are able to use the foreign language as normal medium for expressing their feelings and thoughts through creative role-plays/ simulations/ surveys/ projects – all of this can produce spontaneity and improvisation - not just repetition and drills.The communicative approach should be fun for both teachersand learners enabling trainees to communicate successfully usingwhat they have learnt (through visual tools) in a foreign language.

THIRD CHAPTER

THIRD CHAPTER

3.   METHODOLOGY

3.1   UNIVERSE AND SAMPLE

The universe of this research consists of elementary students of the "George Washington School" from the 7th and 8th grade of La Paz City, and English teachers from public and private schools of La Paz City.

The sample of this research is: 59 students of both gendersfrom12 to 14 years old, who were chosen at random, and 30 English teachers of both genders chosen at random as well.

3.2   TYPE OF RESEARCH

The purpose of this research is to describe the characteristics of the development of English classes using Visual Tools. Therefore, the appropriate methodology for this study type is the *ACTION – RESEARCH METHOD*.

We chose the action – research because it is about a form of investigation that engage the experimental focus of science with social actions which respond to main social problems, in this case: teaching – learning a foreign language. Through action – research we aspire to combine theory and practice in a simultaneous way.

3.3. INSTRUMENTS

The instruments that we used for this research were:

- ¤ OBSERVATION SHEET (Annexe Nº3)
- ¤ QUESTIONNAIRE (Annexe Nº 4 and Nº5)
    - o Questionnaire for students
    - o Questionnaire for teachers
- ¤ EXPERIMENTALVIDEO CLASS (Annexe Nº 8)

These instruments were developed to find information related to procedures, techniques and material teachers use for teaching English.

The OBSERVATION SHEETconsisted in describing the classroom arrangement, the location of the school, the materials that the teacher usedfor teaching English and if the teacher utilized some visual tools for motivating students. We tried to observe the procedures followed when using visual tools in teaching English. Then, we classified them considering their effectiveness in an upward scale according to students' preference and needsfor learning English in an entertaining way.At the same time, we established that visual tools can be used for making teaching - learning of English easy developing the different skills such as listening, reading, writing, speaking, etc.

After completing the observation in an English class, we applied a QUESTIONNAIRE for teachers from private and public schools and students from George Washington School of La Paz, which was oriented to prove if the visual tools were effective in the Teaching - Learning English process.

3.4 DESCRIPTION OF THE EXPERIMENT

With the purpose of demonstrating the visual tools efficiency, we have organized a class for students of elementary level (7ᵗʰ and 8ᵗʰ grade) of George Washington School of the La Paz city.

The class developedconsisted in making students watch a cartoon: "*Sponge Bob square pants*". The objective was to teach them the *simple present tense*: *the use of auxiliaries Do and Does in questions and answers*.

First to all, we developed a Lesson Plan for the experimental class with the description of the whole activities. In this lesson plan we described the main goal, aims, and the material we used for teaching English. Our main goal was to introduce students to the simple present tense; the aims were to teach some verbs in simple present (e.g. see, awake, come, watch, play, etc.) and to use the auxiliaries Do and Does in questions and answers; the material we used for this activity were a TV set, DVD player, hand - out in which we prepared some exercises about the cartoon and the TV cartoon: "*Sponge Bob square pants*". The title of the episode of the cartoon we used for teaching was "*Dumped*" (See Annex Nº 6).

For the *Pre – task*, we started the class with some questions about animals using the auxiliaries*Do* and *Does*. Then, we gave students the hand - outswe prepared and we made them to read the questions for the exercise 1. In this part, students answered the questions using their own information using the *simple present tense*.

Later, we invited learners to make and ask some questions to their classmates about the same topic using the auxiliaries Do and Does. After that, the questions and the answers were checked by the teacher.This task was orally, so it allowed the teacher observe how students were learning the simple present tense using the appropriate

auxiliaries for questions and answers. At the same time, teacher could listen to learners' pronunciation in order to help them get a correct vocalization.

For the *While – task*, we used the TV set, the DVD player and the cartoon. For this stage, we made three exercises on the hand - outs. The first exercise (exercise 2) consisted in ordering the conversation between Sponge Bob and his friend Patrick at the beginning of the video. In this part, we made students to read the sentences before they watched the episode in order to review vocabulary. Then, the video was set. The first part was repeated twice to facilitate students get the correct answers. We stop the cartoon until the second activity started. When the first part was done, the exercise was checked by the teacher and students. After that, students practiced the conversation in pairs. (See Annex N°6)

The second exercise for the while task, consisted in completing the conversation using verbs in simple present tense. For this task we prepared a box with some verbs spoken in the cartoon. Before the exercise began, the teacher asked students about the meaning of the verbs. Then, the video was set. While students were watching the second part of the video, teacher made pauses in the cartoon for students to get the answers. Afterwards, the activity was checked and practiced it in pairs. For this section, students were told to memorize or improvised the conversation in front of the class.

In the third activity, students had to tick the correct answer according to the video. In this stage, students looked for specific information such as name, color, or animals. For this exercise, students answer it at the end of the video. Once it has been done, the activity was corrected with the teacher.

The P*ost – task* consisted in writing and speaking skills. We made students to write down 10 questions about the video they have watched using the auxiliaries Do and Does and the verbs they already have learnt. After that, they asked their partners their questions. In this last part, teacher corrected the mistakes that students had.

If there was no enough time for the post – task, teacher could assign it as homework and correct it next class.

The results of the class were positive because it motivated students to pay attention in every aspect of the video that was corroborated in the participation of the whole class in answering the exercises. Students could answers the exercises in a fast and an easy way, and at the same time they could enjoy the cartoon. Besides that, we could observe that for the oral tasks, students did not show any shyness for improvising the conversation in front of the class. This situation could show us that students were encouraged and motivated by the cartoon despite the scanty vocabulary they had.

Students liked this new technique because it is an entertaining and dynamic way for teaching English. Furthermore, they said that learning a foreign language using visual tools motivate the teaching – learning process. Learners said that watching the video they learn new vocabulary, new terms and new oral expressions.

In conclusion, it is proved that through visual tools, students feel more motivated in learning a foreign language and at the same time they are in contact with the real language. That is why, visual tools would be used in public schools for encouraging our students to learn English with enjoyable and engaging techniques.

In the following chart we are going to show the exercises that students have done watching the cartoon mentioned for our experiment:

BEFORE YOU WATCH

I.   ANSWER THESE QUESTIONS

1. Do you like animals?   _____

2. What kind of animal do you like?   _____

3. Do you have pets in your house?   _____

4. How many pets do you have?   _____

5. What kind of pets do you have?   _____

NOW ASK THE QUESTIONS TO YOUR CLASSMATES

WHILE YOU WATCH

II.   ORDER THE CONVERSATION BETWEEN BOB AND PATRICK

(at the beginning of the video)

_____ Gary and I are playing tag, you want to join us?

__1__ Hi, sponge Bob, what are you doing?

_____ Oh, boy would I?

_____ That's just a snail's way of saying he likes you

_____ Ok tag you're it

_____ What's with Gary, he sounds like a motorboat

_____ Tag you it, I win I win

_____ I'm it, I'm it

_____ Tickles

Correct the answers!

III. COMPLETE THE CONVERSATION USING VERBS IN SIMPLE
PRESENT. YOU CAN USE THE VERBS IN THE BOX:

See	Come	Try
Awake	Watch	Go
Follow	Play	Catch

BOB: I'm (1)……………

PATRICK: Hey, Sponge Bob

BOB: Hey guys, how was the sleep over?

PATRICK: Great, Sponge Bob!

           (2)………………this, no matter where I (3)…………….. Gary

           (4)………………

PATRICK: (5)………………?

BOB: (6)……………... on Gary. (7)…………….…. and

           (8)………………..

           Isn't it great Gary? Me, running around you and you chasing me…

           …You're not chasing me!

PATRICK: (9)……………….. on Gary, let's go (10)…………………. another

           different game

BOB: Look out; I'm right in front of you.

           What's wrong with me? Do I offend?

IV. TICK THE CORRECT ANSWER ACCORDING THE VIDEO

1. Sponge Bob pet's name is: ☐ Patrick ☐ Larry ☐ Gary

2. Sponge Bob 's pet is: ☐ pink ☐ yellow ☐ brown

3. Larry is: ☐ pink ☐ yellow ☐ brown

4. Rex is: ☐ a worm ☐ a snail ☐ a cat

5. Sponge Bob's pet is a: ☐ a worm ☐ a snail ☐ a cat

6. Gary's owner is: ☐ Sponge Bob ☐ Patrick ☐ Larry

7. Gary wants Patrick's ☐ shorts ☐ cookie ☐ house

NOW YOU CAN CHECK THE ANSWERS!

AFTER YOU WATCH

V. WRITE 10 QUESTIONS ABOUT THE VIDEO USING THE AUXILIARY *DO* AND *DOES.* THEN, ASK TO YOUR PARTNERS YOUR QUESTIONS.

3.4.1 STATISTICS FROM THE EXPERIMENT

In the following section, we are going to see the results of the experimental class and how it was done by students of the sample.

BEFORE YOU WATCH

CHART 1:

I.ANSWER THE QUESTIONS WITH YOUR OWN INFORMATION

1. Do you like animals	Frequency	Percentage
Yes, I do	39	66%
Yes	10	17%
No, I don't	10	17%
Total	59	100%
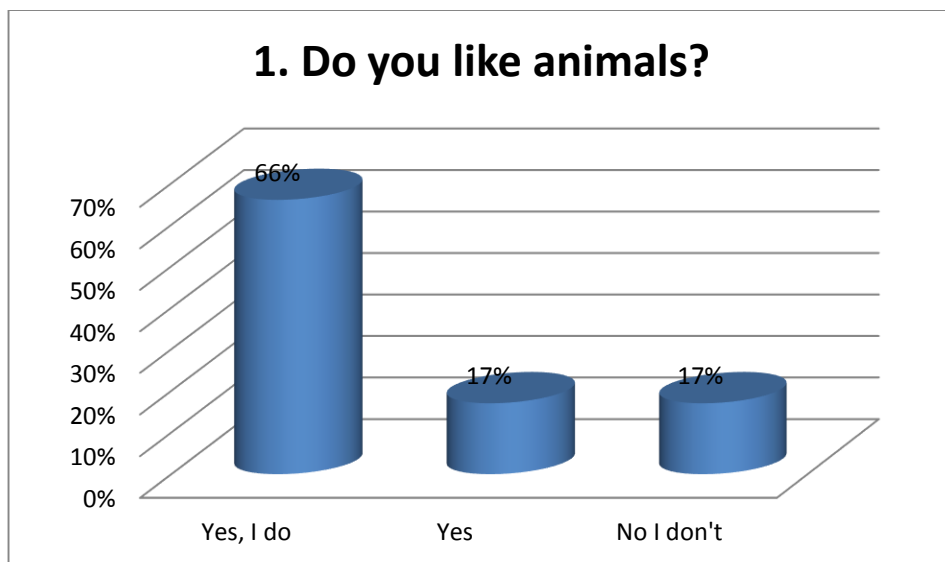
For question number 1, most of the students (66%) answered the question correctly. May be this was because they pay attention on the question's auxiliary or maybe they were taught before in another grade.

On the other hand, 17 % of students answered the question positively, but the way of the answer is no the correct form of answering a question. Maybe this situation was due to those students did not know the basic rules for using the auxiliaries. Or maybe, this was the first time they were learning them.

Nevertheless, 17% of the answers were that some of the students did not like animals. The answer was written correctly. The answer had the auxiliary Do.

CHART 2: WHAT KIND OF ANIMAL DO YOU LIKE?

2.What kind of animal do you like?	Frequency	Percentage
Dog	28	48%
Cat	15	26%
Fish	2	3%
Parrot	3	5%
Rabbit	6	10%
Turtle	3	5%
No data	2	3%
Total	59	100%
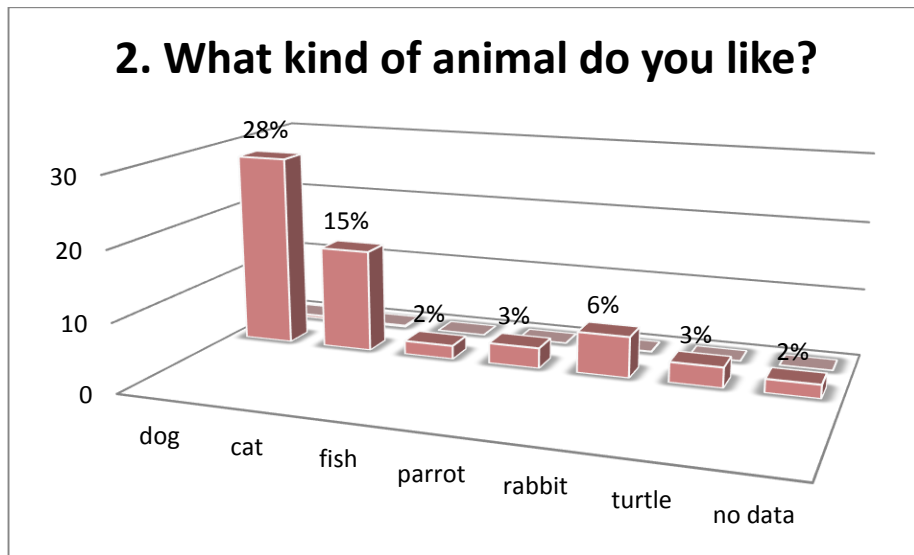
In this question, students just answered the type of animal they liked. So they wrote down a list of animals they preferred. As we can see the chart 48% wrote that they liked dogs; 15% cats; 6% rabbit; 3% parrot; 3% turtle; 2% fish and 2% did not answered the questions may be because they did not understand the question or maybe they did not know.

CHART 3: DO YOU HAVE PETS IN YOUR HOUSE?

3. Do you have pets in your house?	Frequency	Percentage
Yes, I do	39	66%
No, I don't	18	31%
No Data	2	3%
Total	59	100%
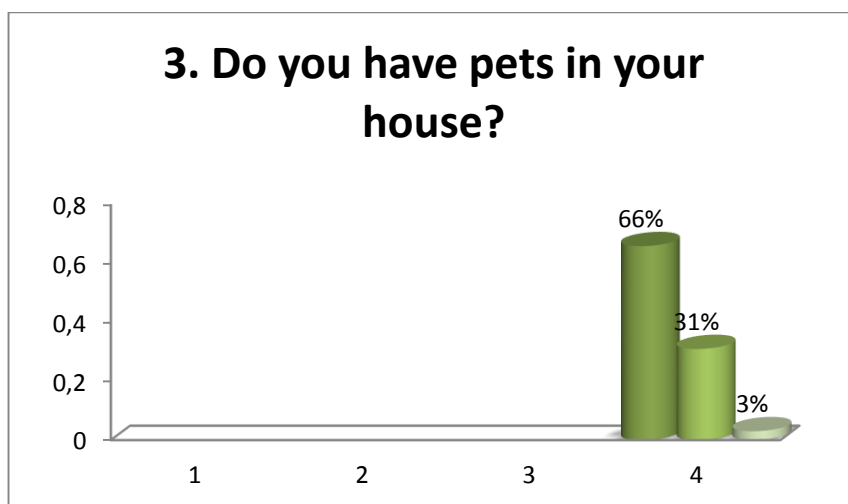
Most of the students (66%) answered this question positively. We can see that students used the auxiliary in the correct way.

However, 31% of students did not have pets in their houses. In this case we can see that the answers were written correctly. There was a well use of the auxiliary in study.

Finally, 3% of students did not answer the question. It could be because of the lack of comprehension of the question, maybe for the lack of knowledge of the topic or maybe because they did not have any animals at home.

CHART 4: HOW MANY PETS DO YOU HAVE?

4. How many pets do you have?	Frequency	Percentage
Three	9	23%
Two	13	33%
One	17	44%
Total	39	100%

4. How many pets do you have?
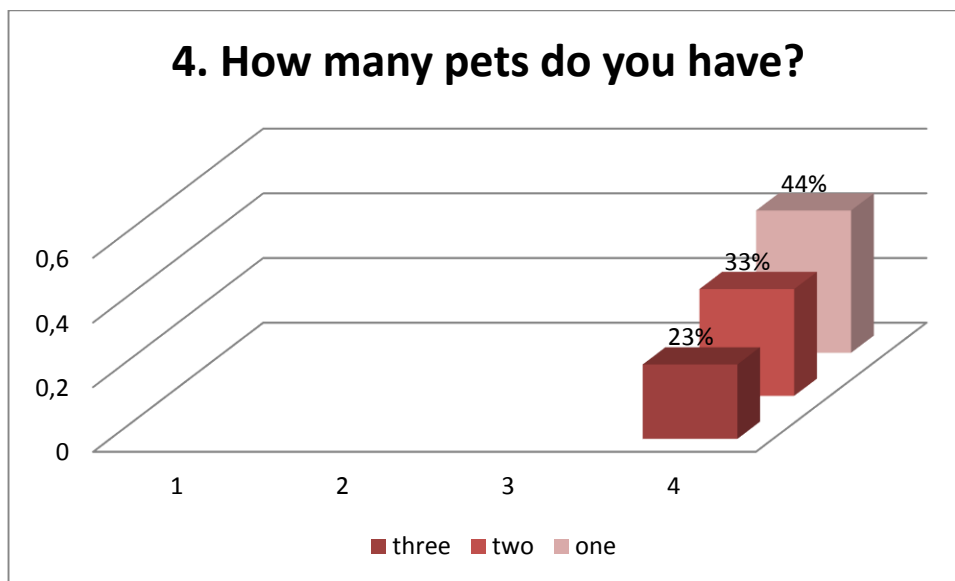
From 39 students who answered positively the previous question could answer this one.
So we have 23% have three pets; 33% have two pets; 44% have one pet in their houses.

CHART 5: WHAT KIND OF PET DO YOU HAVE?

5. What kind of pets do you have?	Frequency	Percentage
Dog	25	63%
Cat	11	28%
Parrot	1	3%
Rabbit	1	3%
Fish	1	3%
Total	39	100%
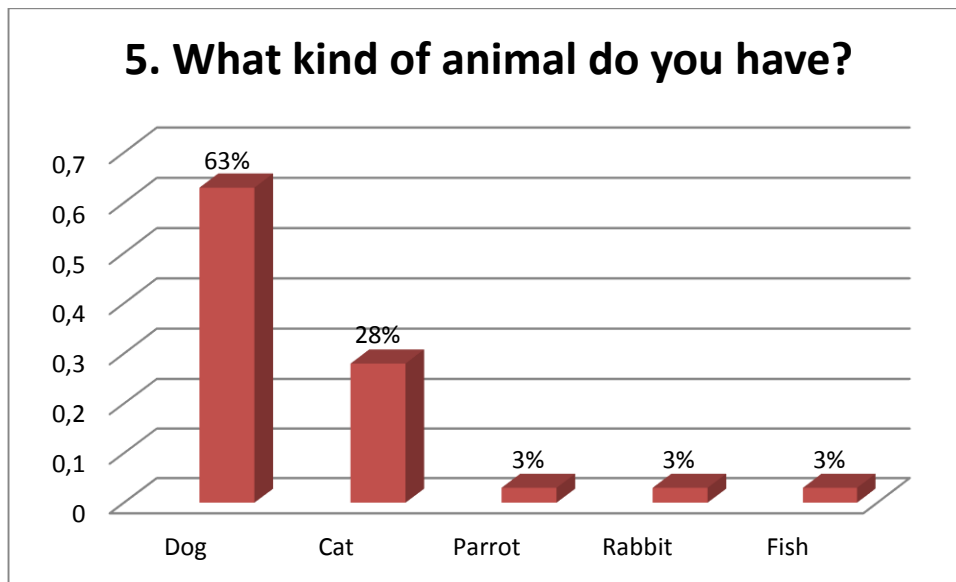
63% of the students have dogs as a pet; 28% of learners have cats; 3% of students have parrots and rabbits; 3% of learners have turtles and fish; 3% of students had parrots.

WHILE YOU WATCH

CHART 6:

II.ORDER THE CONVERSATION

	Frequency	Percentage
Number of students who ordered the conversation correctly	40	68%
Number of students who ordered the conversation incorrectly	19	32%
Total	59	100%
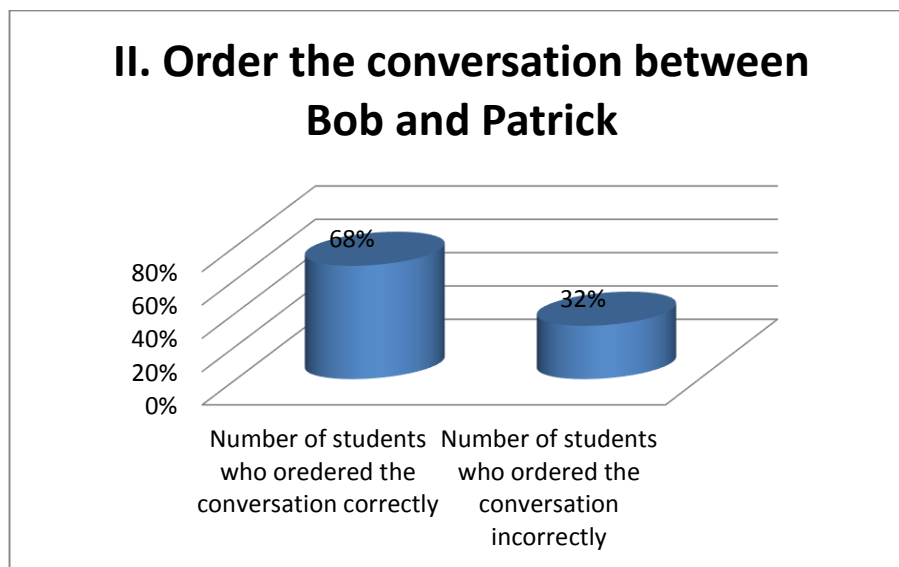
In this activity, students had to order the conversation. 68% of learners ordered the conversation correctly. This lead us think that the task for most students was simple and easy to understand.

Meanwhile, for 32% of apprentices the task was a little bit hard because they commit some mistakes in ordering the conversation. Maybe this was to the lack of vocabulary they have or maybe the speed of the conversation was too fast for them to get the correct answers.

CHART 7:

III.COMPLETE THE CONVERSATION USING VERBS IN SIMPLE PRESENT

	Frequency	**Percentage**
Number of students who answered the 10 gaps correctly	15	25%
Number of students who answered 9 gaps correctly	32	54%
Number of students who answered 8 gaps correctly	10	17%
Number of students who answered 7 or less gaps correctly	2	4%
Total	59	100%

III. Complete the conversation using verbs in simple present tense
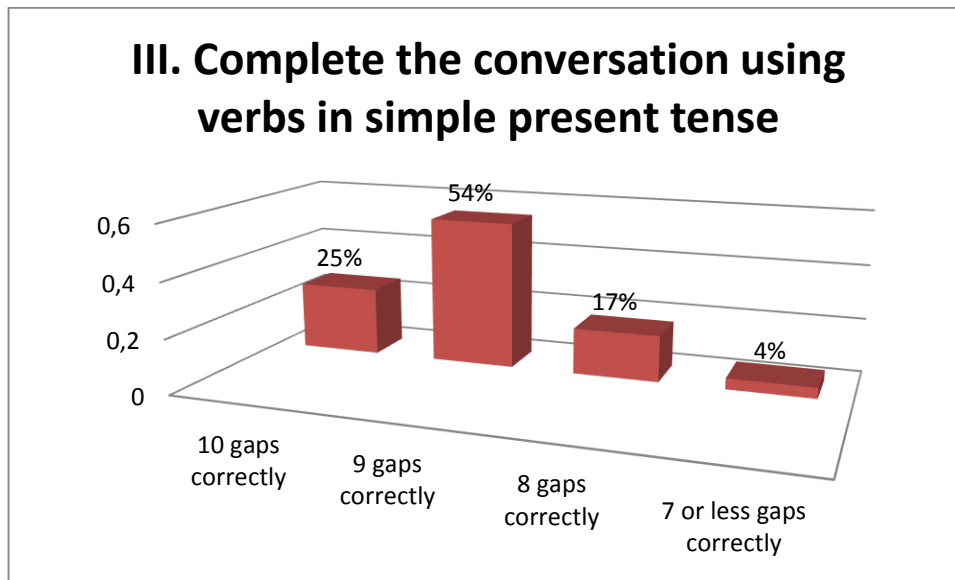
Most of the students (54%) complete the conversation appropriately. This lead us think that the activity was effortless and easy to understand.

On the other hand, 25% of learners answered the activity correctly but failed in only one answer. It means that the task was not difficult.

Nevertheless, 17% of apprentices committed some mistakes in completing the exercise. Despite those mistakes, learners could complete eight gaps correctly.

Finally, some of students (4%) answered seven or less gaps correctly. May be this was due to the lack of vocabulary or maybe it was due to the speed of the video although the cartoon was repeated twice for the better understanding of the students.

CHART 8:

IV.TICK THE CORRECT ANSWER

	Frequency	Percentage
Number of students who tick the seven correct answers	17	29%
Number of students who tick six correct answers	19	32%
Number of students who tick five correct answers	14	24%
Number of students who tick four correct answers	6	10%
Number of students who tick three or less correct answers	3	5%
Total	59	100%
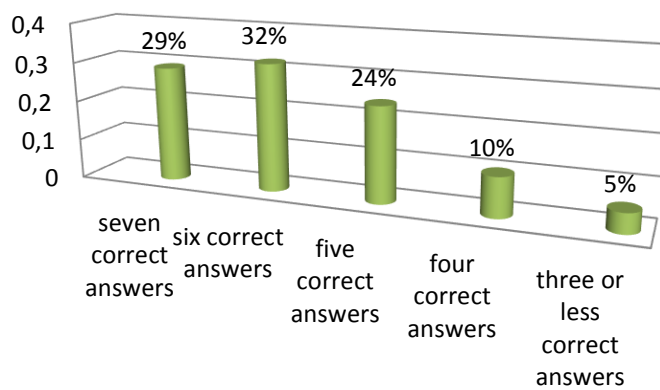
For this assignment, students had to tick the correct answer about the cartoon at the end of the video. The results for this activity were:

The majority of learners, with 32%, ticked six correct answers. It allows us to think that most of the students pay attention to the video but only they committed one mistake.

Then, 29% of students solved the seven correct answers. This makes us think that students were paying attention to every aspect of the cartoon.

Subsequently, 24% of apprentices completed five correct answers; 10% of students solved only four correct answers.

Finally, 5% of learners ticked only three or less than three answers. Maybe this was due to the lack of vocabulary or maybe due to the lack of attention they have.

CHART 9:

V.WRITE 10 QUESTIONS ABOUT THE VIDEO USING THE AUXILIARIES DO AND DOES

	Frequency	Percentage
Number of students who wrote from 10 to 9 questions correctly	35	59%
Number of students who wrote from 8 to 7 questions correctly	16	27%
Number of students who wrote from 6 to 5 questions correctly	5	9%
Number of students who wrote 4 or less questions correctly	3	5%
Total	59	100%

V. Write 10 questions about the video using the auxiliaries Do and Does
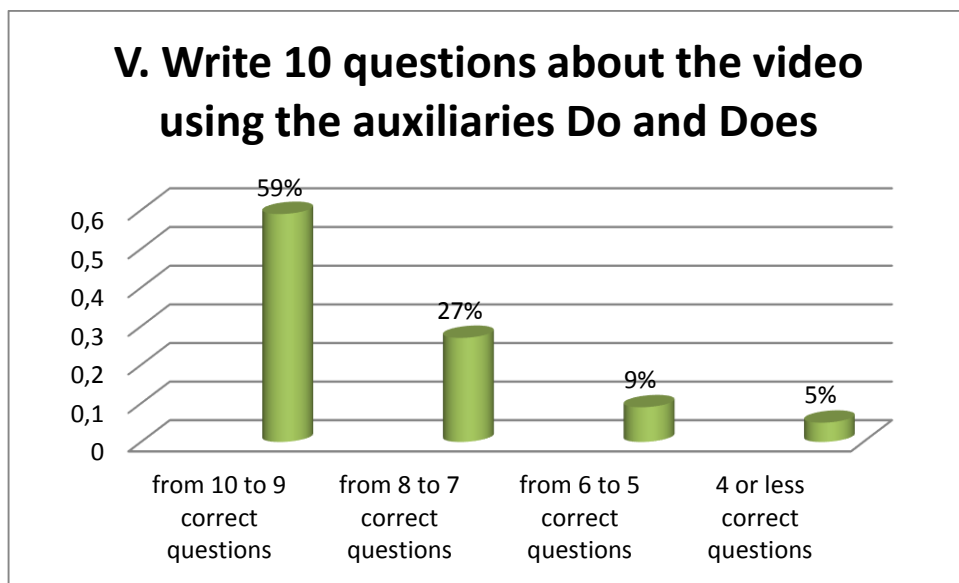
In the writing part, students had to write ten questions with their appropriate answers using the auxiliaries Do and Does. For this activity we had the following results:

We can see that 59% of students wrote from ten to nine questions correctly. We can see with this result that students learned the simple present and its auxiliaries by watching the video and answering the exercises.

After that, 27% of learners wrote from eight to seven correct questions. It means that through the experimental video class students could get the information given, in this case was the simple present tense.

Then, 9% of apprentices could write from six to five correct questions. Maybe this result was due to the lack of vocabulary.

To conclude, 5% of students wrote four or less correct questions. In this case, students maybe were distracted when they were learning the lesson or maybe they have some learning problems.

FOURTH CHAPTER

FOURTH CHAPTER

4. DATA ANALYSIS AND INTERPRETATION

4.1. OBSERVATION SHEET

The observation was made in George Washington School in La Paz City. (See Annex N°1)

This School is located on Luis Lara St., in San Pedro neighborhood (between Venancio Burgoa St. and Boqueron St.). This school is a public school administrated by the government of the city.

The levels weobserved were the 7th and 8th grade of Elementary School.

The schedule is from 2 o'clock to 6:30 PM in the afternoon.

4.1.1. CLASSROOM ARRANGEMENT

POSITION OF CHAIRS	2 columns (vertically)
PICTURES ON THE WALL	no pictures
SIZE OF THE CLASSROOM	small classroom (4x5 m)
COLOR OF THE WALLS	green
NUMBER OF STUDENTS	15 – 16 students
CLEARNESS OF THE CLASSROOM	no shines
NUMBER OF WINDOWS	no windows in the classroom

The classroom was a small room with no windows.The color of the walls were green. However, there were no pictures on them.There was no clearness in the classroom; it was kind of dark. The classroom had a small light bulb on the ceiling. The desks were arranged in two columns and the students saton themin pairs. The chairs were made of wood. The classroom was only for 15 or 16 students per level.

The classroom did not have any technological material such as TV, DVD, VHS, tape recorder or radio. Nevertheless, it had a chalkboard in front of the students' desks.

In the description given by the observation sheet, we can infer that this kind of classroom is not adequate for students who are not only learning a foreign language but also other subjects such as music, arts, etc. which are included in the curriculum of the grade.

In this situation, students tend to lose concentration easily and very often do not understand what the teacher is explaining.The classroom arrangement is very traditional considering the difficult alternatives that we can use when teaching English group work is quiet useful for language students in different activities, which can be reinforced in theclassroom.

4.1.2 TEACHING MATERIALS

DESCRIPTION OF DE MATERIALS	YES	NO
BOOK	X	
ACTIVITY BOOK	X	
EXTRA PAPERS		X
TV		X
DVD		X
VHS		X
BOARD	X	
PICTURES		X

The materials that the teacher used for teaching English were an English Book and an activity book that the teacher used to assign homework.The teacher did not use any extra material for teaching such as pictures, puppets, cut outs, magazines, etc. Besides, there were no other equipment such as TV, DVD, VHS, tape recorder or radio because the school lacksthis equipment. However, the teacher used the board and color pieces of chalk for teaching.

4.2.   STUDENTS QUESTIONNAIRE:

ANLYSIS AND INTERPRETATION

In this part we are going to show the results obtained in the students questionnaire and its interpretation.

PERSONAL INFORMATION

Chart 1: NUMBER OF STUDENTS ACCORDING THE LEVEL

Level	Frequency	Percentage
Seventh	30	51%
Eighth	25	42%
No data	4	7%
Total	59	100%

Graphic 1: NUMBER OF STUDENTS ACORDING THE LEVEL

Number of students according the level

no data
7%

eighth
42%

seventh
51%
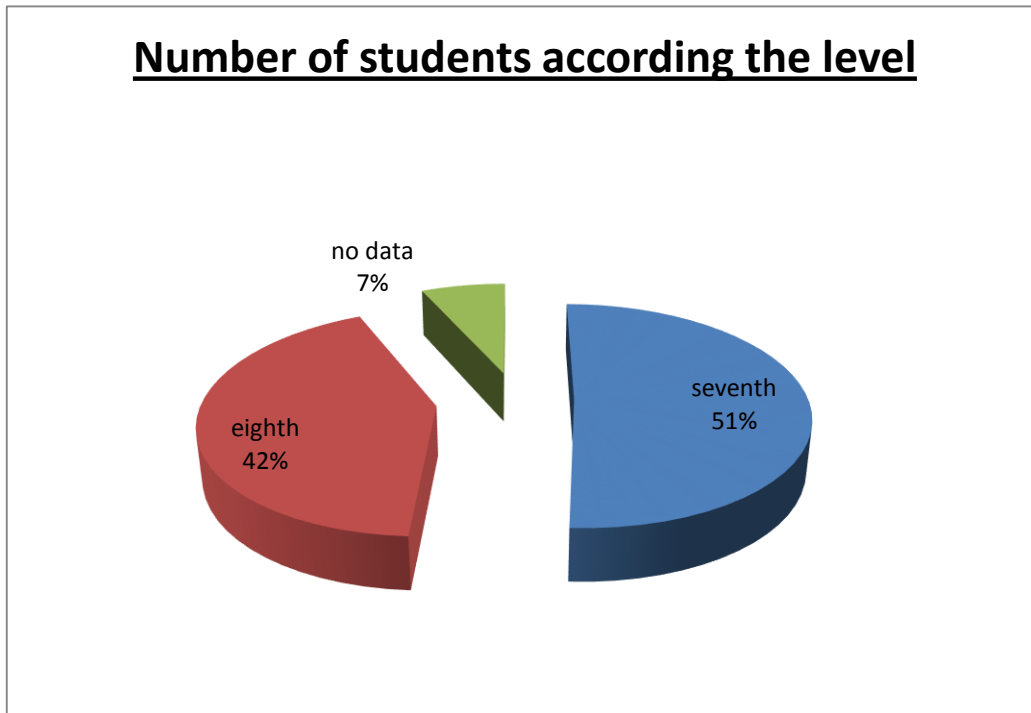
According to the questionnaire, we can observe that 51% of the students were from 7th grade of Elementary School; 42% of students were from 8th grade of Elementary School; and 7% of students did not write down their grade.

Probably the students who did not mention the grade they were in, were careless in answering the questionnaire or may be did not want to mention it.

Chart 2: NUMBER OF STUDENTS ACCORDING TO AGES

AGE	Frequency	Percentage
no data	1	2%
11	2	3%
12	21	35%
13	24	41%
14	10	17%
15	1	2%
Total	59	100%

Graphic 2: NUMBER OF STUDENTS ACCORDING TO AGES
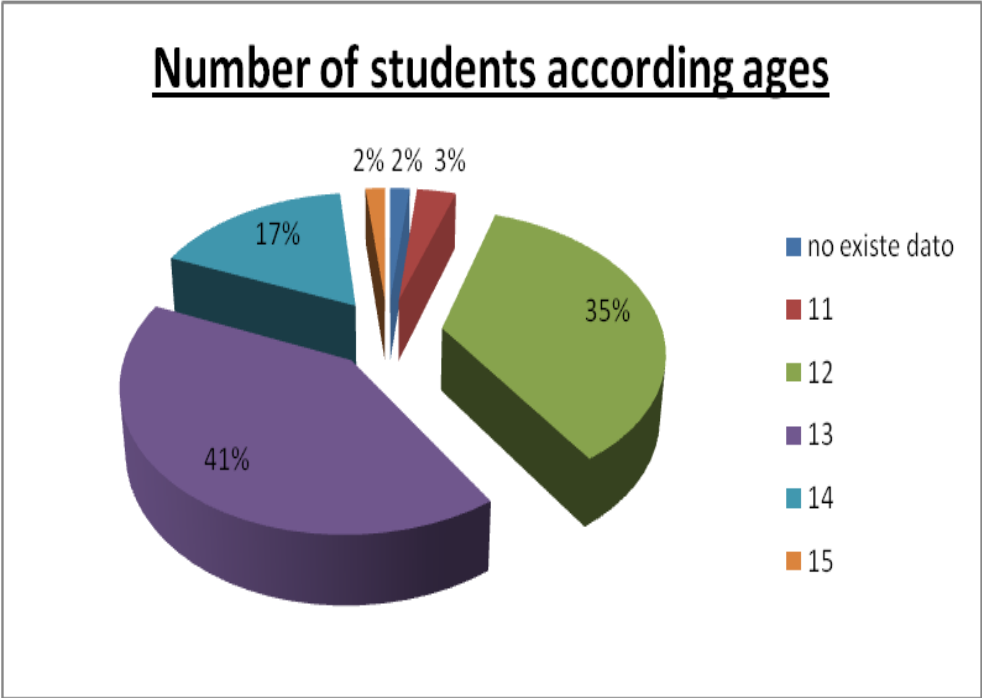
According to the answers, we can observe that most of the students were 13 years old (41%) followed by students who were 12 years old (35%). 17 % of the students were 14 years old. Only 2% were 15 years old. Only the 3% were 11 years old.

There might be a lot of different reasons why there was a variety of ages in one grade. In general, students according to the level, should be from 11 to 13 years old. So, we can presume that the students who were between 14 and 15 years old were repeating the course or joined school late.

Chart 3: NUMBER OF STUDENTS ACCORDING TO SEX

Sex	Frequency	Percentage
Female	31	53%
Male	28	47%
Total	59	100%

Graphic 3: NUMBER OF STUDENTS ACCORDING TO SEX

Number of students according sex

■ female ■ male
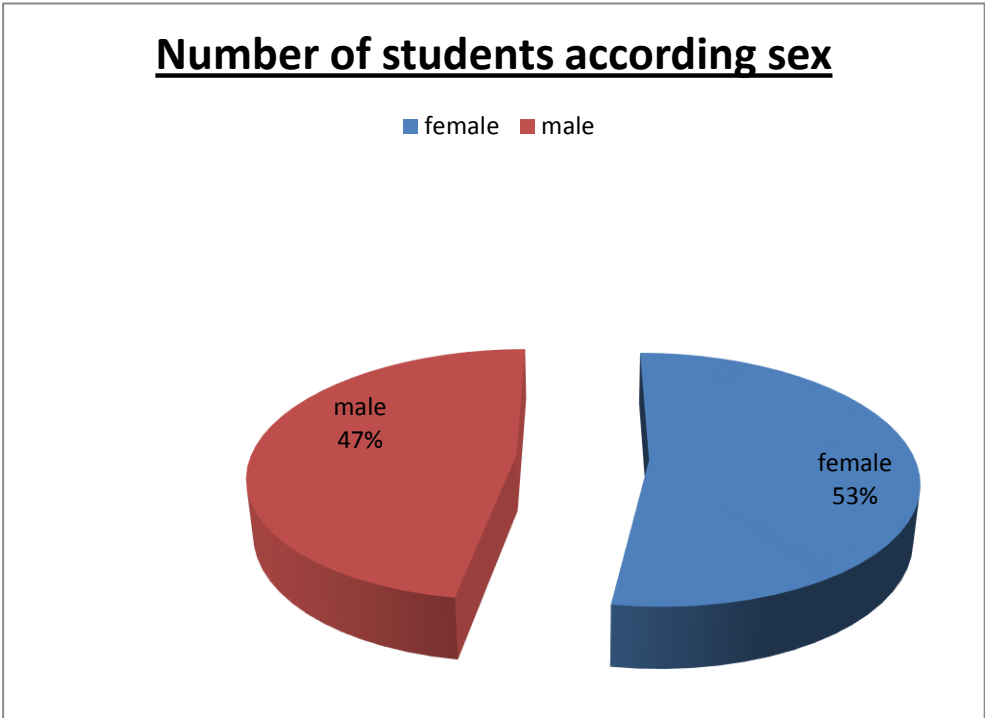
male
47%

female
53%

In the chart we can see that most of the interviewed students of elementary school from the George Washington School were female with 53% and males with 47%.

It is interesting to find out that in these levels there were more girls than boys, but this is quiet common in many schools. This should not be a handicap in the teaching – learning process because teachers are trained to deal with this kind of groups.

GENERAL INFORMATION

Chart 1: DO YOU LIKE ENGLISH?

Do youlike English?	Frequency	Percentage
No	4	7%
Do notknow	1	2%
Yes	54	91%
Total	59	100%

Graphic 1: DO YOU LIKE ENGLISH?
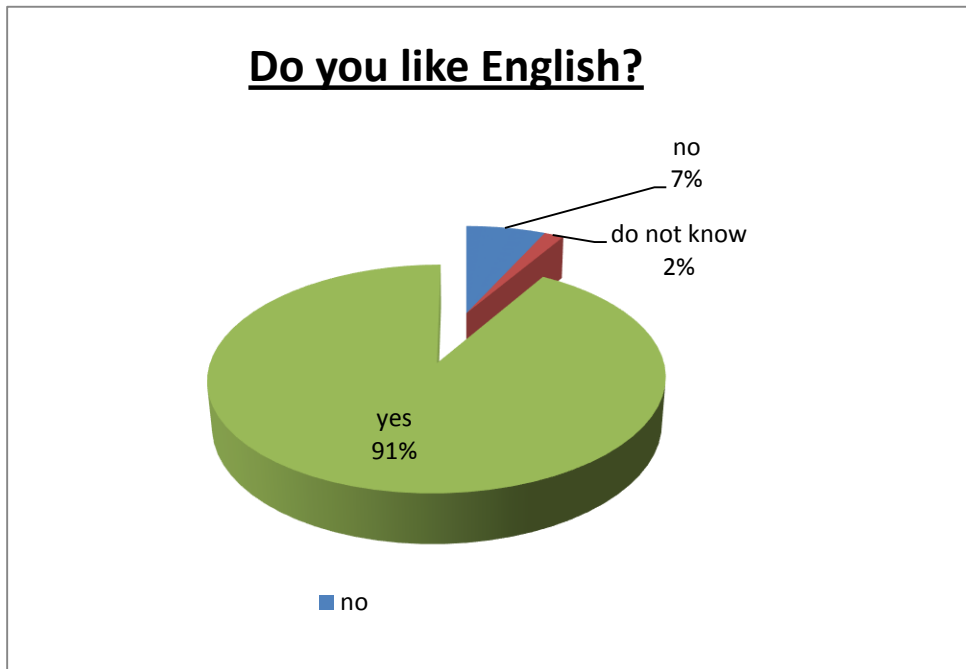
According to the chart, we can observe that most of the students (91%) like English. The reasons they wrote down were because English is becoming very important around the world for making business or studying in other countries.

We can infer that English for these students is a tool for communication among people who speak different languages; it is also a tool for getting good jobs in the future. They said that English is a nice, easy and interesting language because students are identified with music, fashion, movies and TV series from foreign countries such as North America.

Chart 1 A: IF YOU LIKE ENGLISH EXPLAIN WHY

I like English because…	Frequency	Percentage
No existe dato	2	10%
el profesor es buena onda	1	2%
es bonito	4	7%
es divertido	4	7%
es fácil	1	2%
es importante aprender	11	19%
es interesante	6	10%
es mundial	3	5%
es necesario	2	3%
es un instrumento de comunicación	2	3%
me gusta	4	7%
por que si	1	2%
Puedo aprender otro idioma	13	21%
quiero hablar con turistas	1	2%
Total	**55**	**100%**

Graphic 1 A: IF YOU LIKE ENGLISH EXPLAIN WHY

If you like English, explain why

- no existe dato
- el profesor es buena onda
- es bonito
- es divertido
- es facil
- es importante aprender
- es interesante
- es mundial
- es necesario
- es un instrumento de comunicación
- me gusta
- por que si
- puedo aprender otro idioma
- quiero hablar con turistas
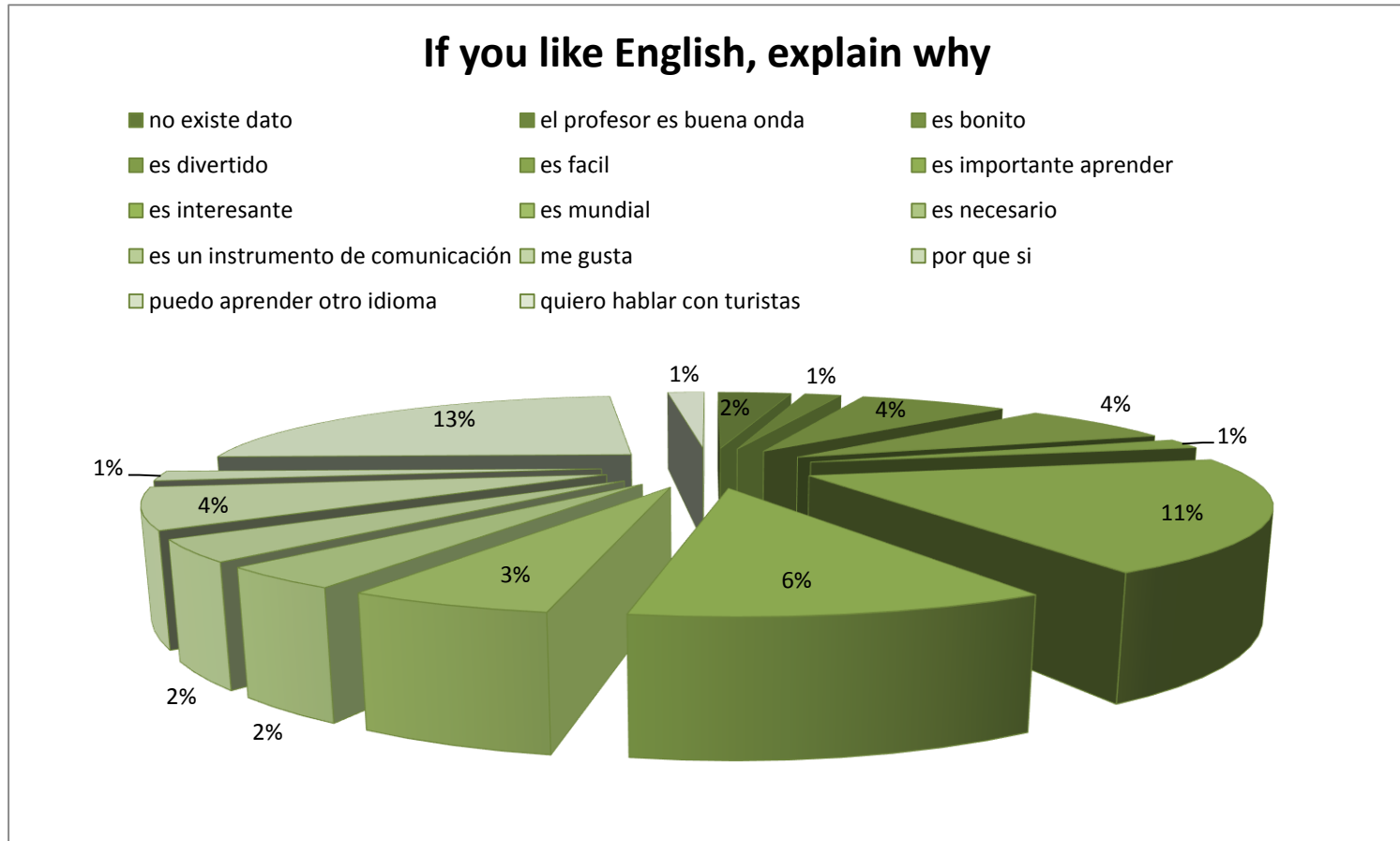
Students who like English were aware of the need of learning this foreign language for different purposes and reasons. Most of their answers were related to entertainment since they expressed their feelings towards the enjoyment of learning English. Other students were more concerned with the need and importance of learning English for their future development and professionalization.

In this situation, we can see that most of the students' answers are due to the motivation they have towards English. In these cases, we can observe that they have both integrative and instrumental motivation.Students who have integrative motivation towards English have the desire to integrate into an English language community. While,learners who have instrumental motivation underlie the goal to gain some social or economic reward through English achievement. So motivation could be for these students the key for teaching them English using the appropriate material.

Chart1 B: IF YOU DO NOT LIKE ENGLISH, EXPLAIN WHY

If you do not like English, explain why	Frequency	Percentage
es aburrido	1	25%
es difícil	2	50%
me da flojera	1	25%
Total	4	100%

Graphic 1B: IF YOU DO NOT LIKE ENGLISH EXPLAIN WHY
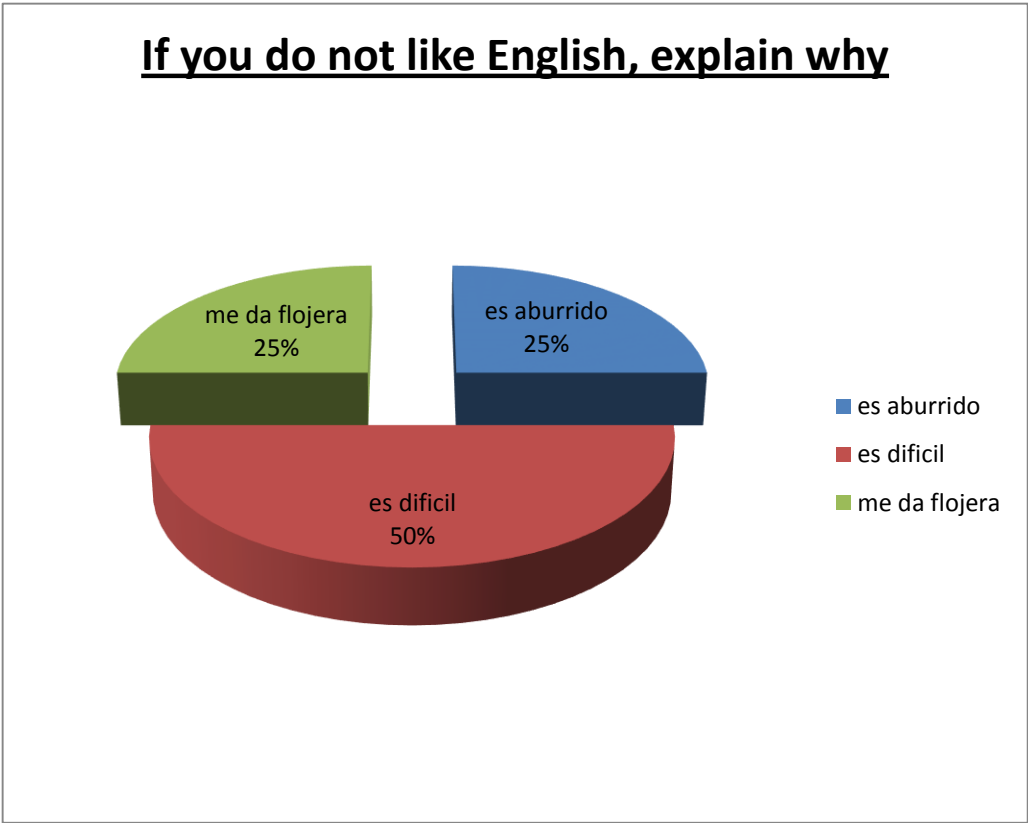
From most of the polled, just 4 students did not like English; 2 of them said that it is difficult to learn because the teacher does not explain well the language and its use, and the others said that it was boring and do not feel like doing the homework or develop the activities assigned in the classroom.

May be the lack of interest of these students is due to the lack of other material that could motivate them in learning a foreign language.

Their answers can give us an idea of the importance of implementing different activities to be performed in the classroom, which could engage students in the learning process.

Chart 2: DO YOU AGREE WITH THE TEACHER'S TECHNIQUE FOR TEACHING
ENGLISH?

Do you agreewith the teacher's technique for teaching English?	Frequency	Percentage
No	38	74%
Do not know	1	1%
Yes	20	25%
Total	59	100%

We can see that 25% of the students agreed with the teacher's technique.

However 74% considered that the technique the teacher usedwas not good for teaching
English.

Graphic 2: DO YOU AGREE WITH THE TEACHER'S TECHNIQUE FOR
TEACHING ENGLISH?

Do you agree with the teacher´s technique for teaching English?

no sabe
1%

yes
25%

No
74%

Chart2A: WE AGREE WITH THE TECHNIQUE THE TEACHER USES FOR
            TEACHING ENGLISH BECAUSE…

We agree with the technique the teacher uses for teaching English beause…	Frequency	Percentage
Así aprendemos mas	4	24%
Es bonito	3	18%
Es bueno aprender	2	10%
Es divertido	3	18%
Es fácil	1	2%
Es nuestra profesora	3	18%
Es practico	1	2%
Es útil	1	2%
Explica bien	1	2%
No responde	1	2%
Porque si	1	2%
Total	20	100%

The chart shows us that 24% of the students said that they learn with the technique the teacher used for teaching English.18% stated that the technique the teacher usedwas nice and fun. 10% mentioned that it was good to learn English and because they love their teacher. 2% stated that English was useful, and practical.

Other reasons the Students pointed out were that the technique their teacher used for teaching English was kind of good, because they said that the teacher only read the book and did not use any extra material. They also said that this technique was convenient, easy, and helpful because they used to learn more with it.

We can infer at this point that these students were accustomed to their teacher's method because they started the subject with their teacher from the beginning (since the students entered to school) therefore; they did not know other ways of being taught.

Graphic 2 A: WE AGREE WITHTHE TECHNIQUE THE TEACHER USES FOR TEACHING ENGLISH BECAUSE...

We agree with the technique that the teacher uses for teaching English because...

Legend:
- asi aprendemos mas
- es bonito
- es bueno aprender
- Es divertido
- es facil
- es nuestra profesora
- es practico
- es util
- explica bien
- no responde
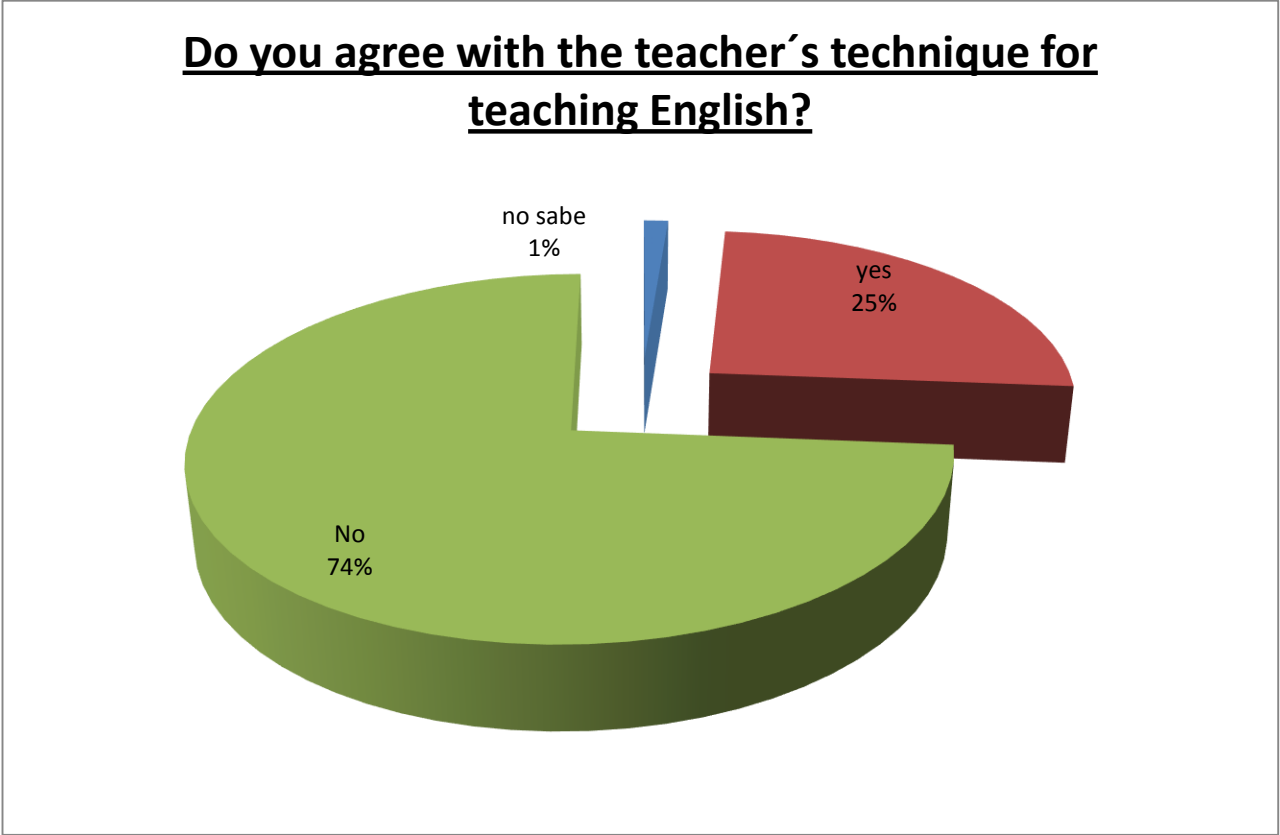- porque si

4%
3%
2%
3%
1%
2%
1%
1%
1%
2%
1%
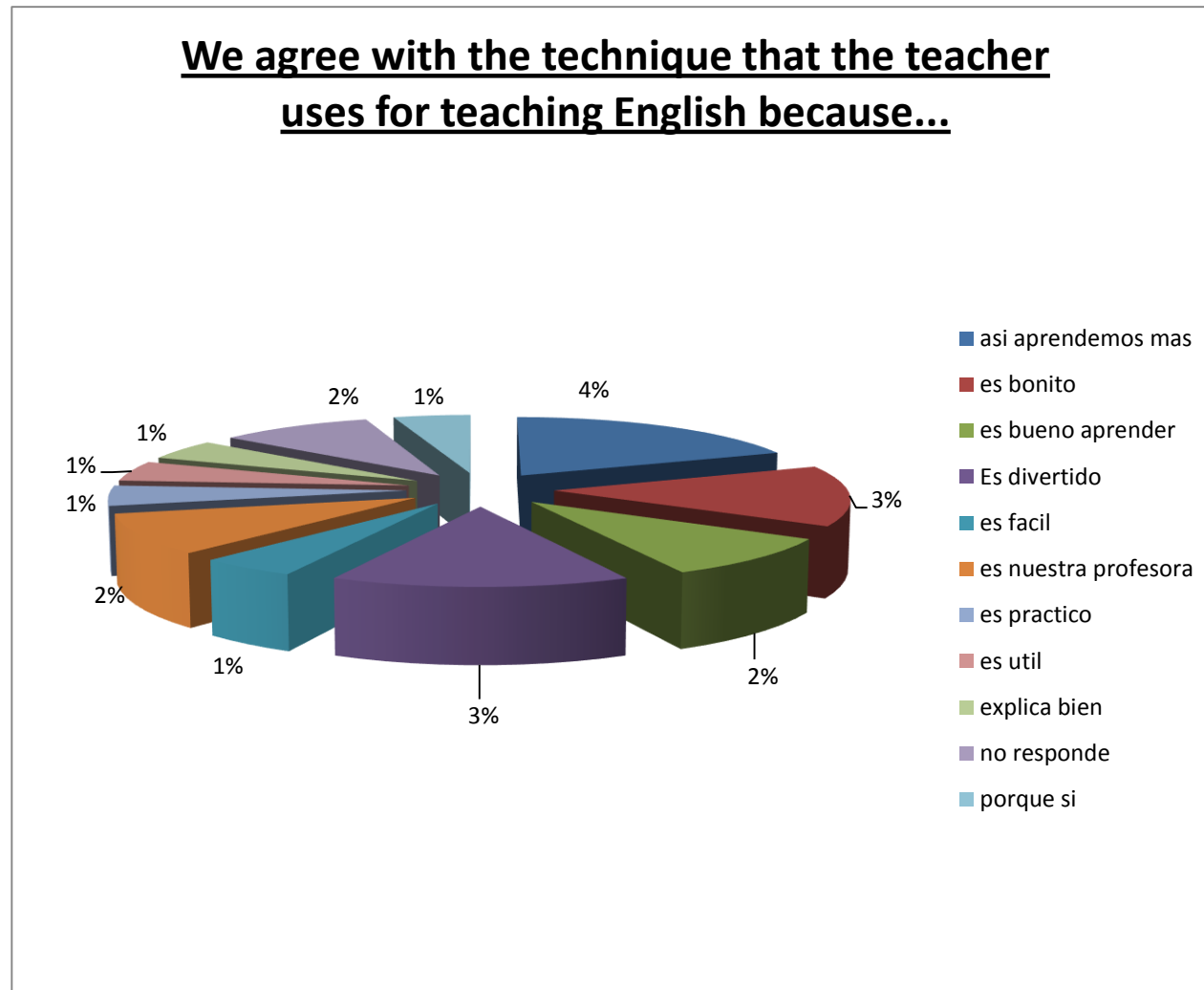
Chart 2B: WE DISAGREE WITH THE TECHNIQUE THE TEACHER USES FOR TEACHING ENGLISH BECAUSE…

We disagree with the technique the teacher uses for teaching English because…	Frequency	Percentage
da mucha tarea	7	18%
es aburrido	6	16%
no explica bien	10	26%
no responde	3	8%
nos grita	4	11%
nos hace repetir mucho	8	21%
Total	38	100%

Graphic 2 B:WE DISAGREE WITH THE TECHNIQUE THE TEACHER USES FOR TEACHING ENGLISH BECAUSE…

We disagree with the technique the teacher uses for teaching English because...

8%

7%

4%

6%

3%

10%
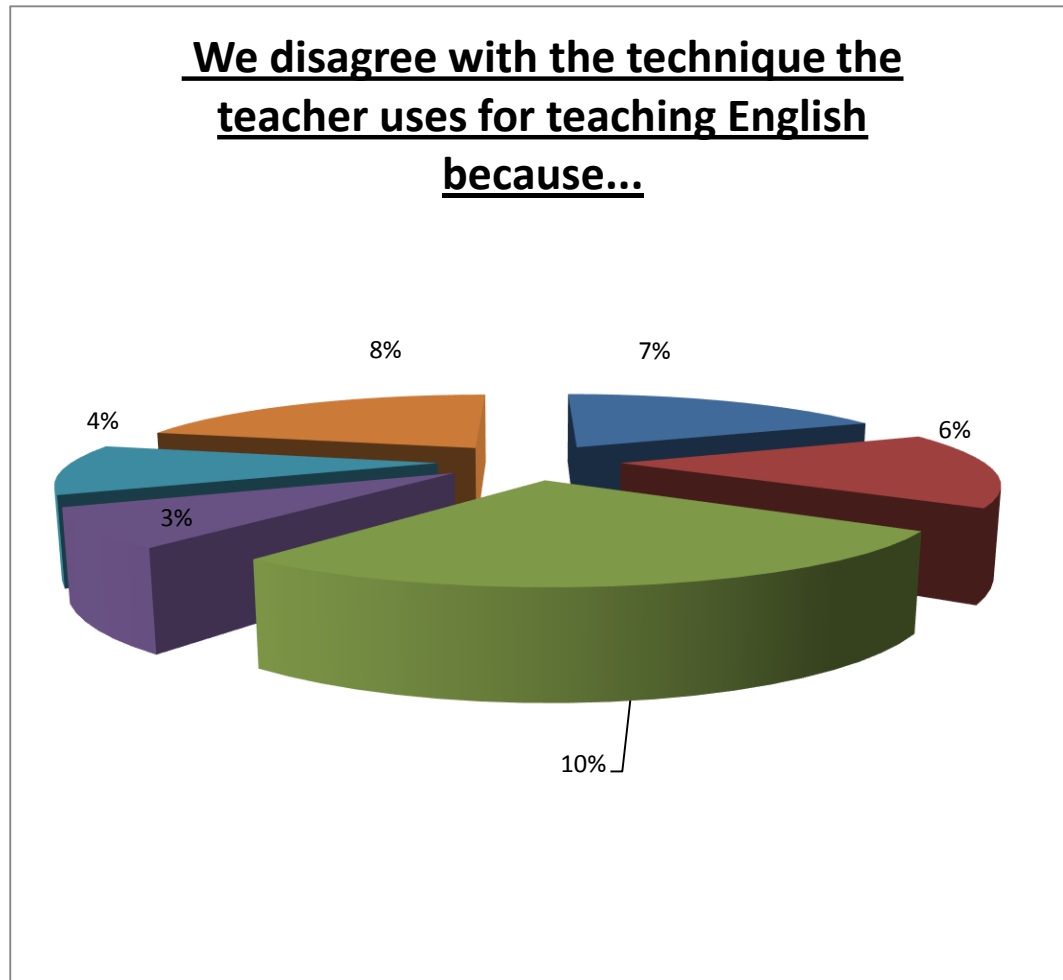
According to chart 2B, 38 (100%) students did not agree with the technique the teacher used for teaching English. Some of the reason they mentioned were that the teacher did not explain well the grammar structures and that she did not use any pictures or extra material for calling the students attention.

Other reasons they mentioned were that their teacher made them repeat sentences and some grammar structures. They also mentioned that she screamed at them while she was explaining, and the way she explained was boring.

Sometimes students did not feelmotivated or comfortable with the techniques their teacher used, maybe it was difficult for students to learn English or maybe it was because the teacher did not teach them according to their needs. Maybe students wanted to learn a foreign language with techniques that were useful and easy to understand.

Chart 3: HOW WOULD YOU LIKE TO LEARN ENGLISH?

How would you like to learn English?	Frecuencia	Porcentaje
reading and watching TV	2	3%
reading, watching TV and memorizing	4	7%
reading, watching TV, and listening to music	3	5%
Reading	1	1%
Reading and memorizing	2	3%
reading and listening to music	2	3%
Watching TV	13	22%
watching TV, memorizing, and listening to music	7	12%
WatchingTV and memorizing	1	1%
watching TV, and listening to music	9	16%
watching TV,listening to music and reading	7	12%
listening tomusic	5	8%
alltheoptions	4	7%
Total	59	100%

Graphic 3: HOW WOULD YOU LIKE TO LEARN ENGLISH?

How would you like to learn English?

3%	reading and watching TV
5%	reading, watching Tv and memorizing
4%	reading, watching TV, and listening to music
2%	reading
3%	reading and memorizing
3%	reading and listening to music
23%	wtching TV
13%	watching TV, memorizing, and listening to misic
2%	watchinh TV and memorizing
16%	watching TV, and listening to music
13%	watching TV,listening to music and reading
8%	listening to music
5%	all the options

y-axis values: 0, 2, 4, 6, 8, 10, 12, 14

In question number 3, some students chose more than one alternative in order to gather this information we counted according to the ones they selected.

23% of students said that they prefer to learn English by watching TV programs and cartoons because they thought that TV programs were a good wayto be in contact with real English.

16% of students wanted to learn English by watching TV and listening to music because they mentioned that with this technique they couldincrease their vocabulary and it could help them to improve their pronunciation.

13% of students wanted to learn by watching TV, listening to music and memorizing; 8% wanted to learn by listening to music; and 5% using all the options.

We can observe that most of the students wanted to learn English by watching TV series and listening to music because they are good ways to be in contact with the real language, it is interactive, and dynamic.

4.3. TEACHERS' QUESTIONNAIRE ANALYSIS AND INTERPRETATION

In this part we are going to display the results obtained in the teachers' questionnaire and its interpretation.

1. WHAT KIND OF METHOD, TECHNIQUE, SKILL, OR ACTIVITY DO YOU USE FOR TEACHING ENGLISH?

TOOLS	Frequency	Percentage
books, activity books, handouts, books guide	11	13%
Oral	7	8%
writing, writtenmethod	15	18%
Listening	13	15%
Reading	8	10%
Speaking	8	10%
four skills, (writing, listening, speaking, and reading)	10	12%
Grammar	4	5%
audio lingual	7	8%
Communicative	1	1%

What kind of method, technique, skill, or activity do you usually usefor teaching English?

- books, activite books,hand out book, books guide
- oral
- writing, written method
- listening
- reading
- speaking
- four skills, 4 skills
- grammar
- audio lingual
- communicative

8% — 1%

13%

8%

18%

15%

10%

10%

12%

5%
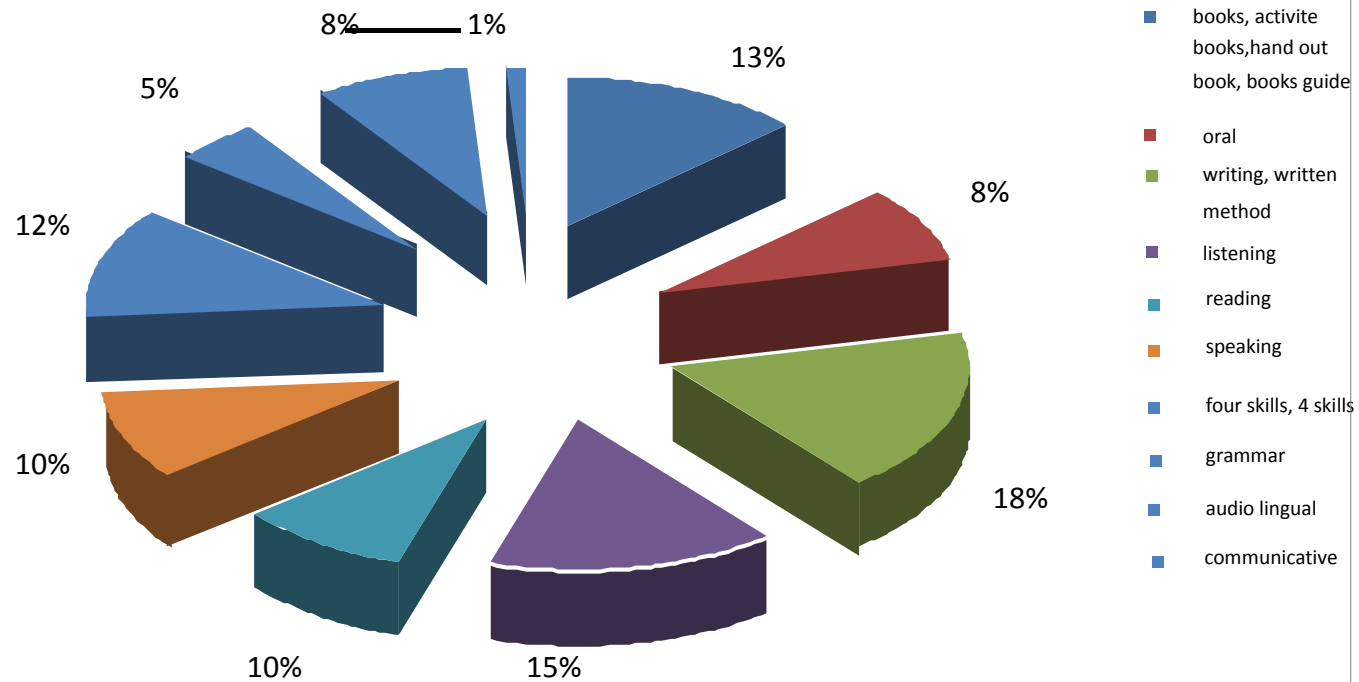
In this chart we can observe that 18% of the teachers use the writing skill because theythink that through writing students learn faster the grammar structures. On the other hand, 15% of teachers use the listening skill. They think that practicing with this skill students can learn better a foreign language.

13% of teachers say that teaching grammar is a good strategy for teaching English because they think that grammar rules are the base for learning a foreign language.

The communicative method is the least used by teachers. The one who answered included this method because he thinks that the most important skills are speaking and listening. Therefore, his aim is to help students to speak English fluently and be able to be understood by foreign people.

2. WHAT KIND OF MATERIAL DO YOU USUALLY USE FOR TEACHING?

MATERIALS	Frequency	Percentage
(a) book	30	50%
(b) handouts	15	25%
(c)pictures	10	15%
(d)other	9	10%
Total	64	100%

What kind of material do you use for teaching English?

(d) other
10%

(c) pictures
15%

(a) book
50%

(b) hand outs
25%
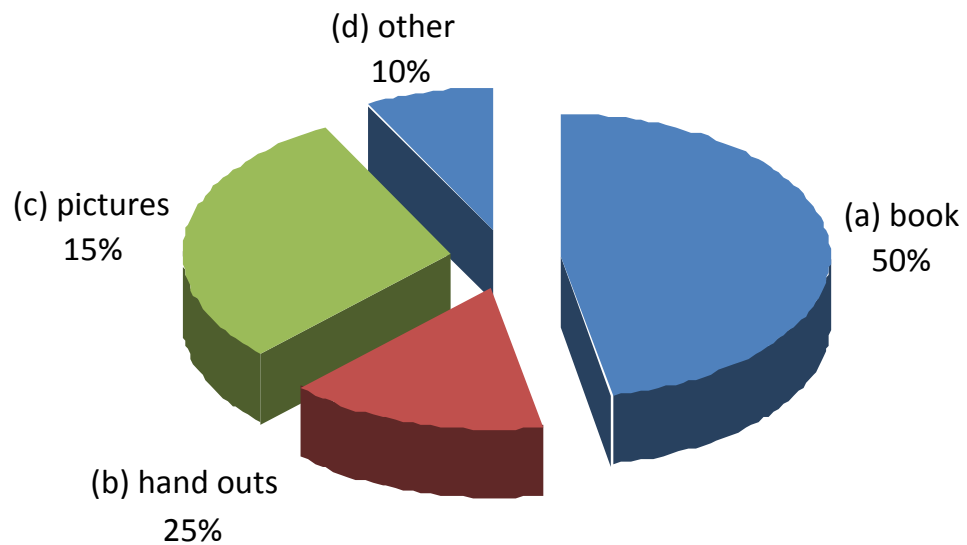
The most useful material used by teachers is the textbook (50%) because they saidthat the guide book has instructions to deal with the four skills (listening, reading, writing, and speaking) for teaching.

10% of the teachers use pictures for teaching. They say that using this kind of material is a good and a practical way to engage students in the learning process.They also mentioned that by using pictures students can be more concentrated on learning and this material can also help students to understand better the meaning of the word taught in English.

15% of teachers use handouts because they complement the textbook they use; and 8% use other kinds of material such as CDs, or games for teaching English. In this case, probably the school provides a tape recorder or it is the teacher who brings his own.

4.   DO YOU USE TV PROGRAMMES FOR TECHING?

ANSWERS	Frequency	Percentage
Yes	4	13%
No	26	87%
Total	30	100%

DO YOU USE TV PROGRAMMES FOR TECHING?
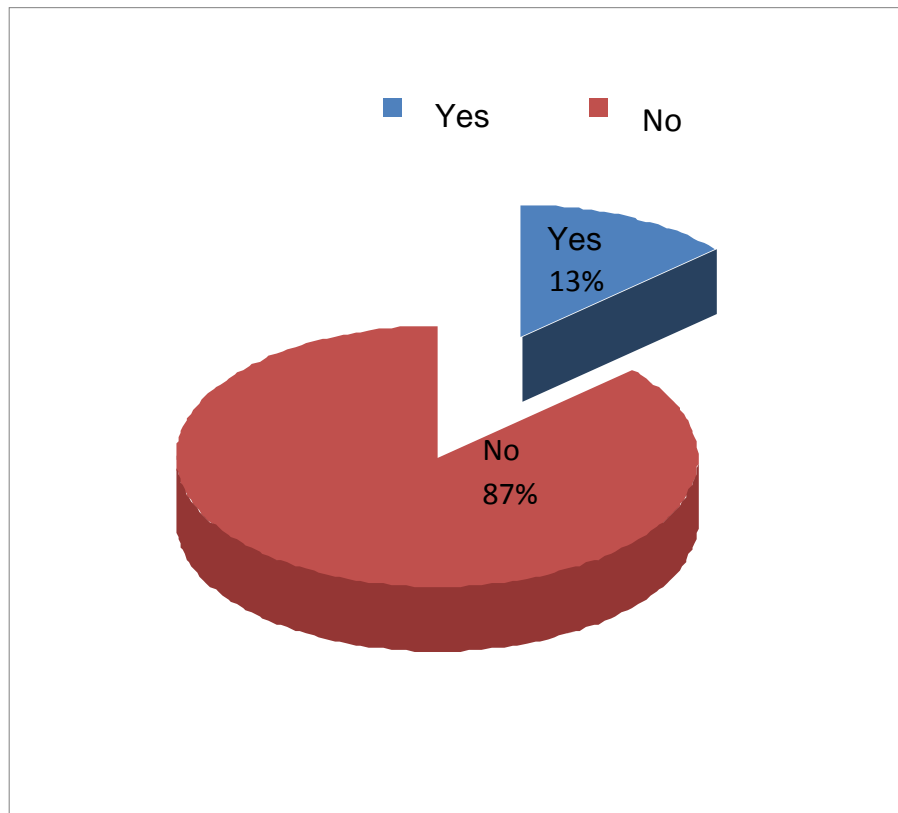
87% of teachers do not use TV programs for teaching English because they said that the schools they work at do not have the appropriate equipment for using them, so we can assume that those teachers work in public schools where equipment is not usually available.

Just 13% use them because the schools have a TV set and DVD playeradequate for teaching English. It is possible that those teachers work in private schools.

5.   DO YOU KNOW WHAT VISUAL TOOLS ARE?

ANSWERS	Frequency	Percentage
Yes	24	80%
No	6	20%
Total	30	100%

Do you know what visual tools are?
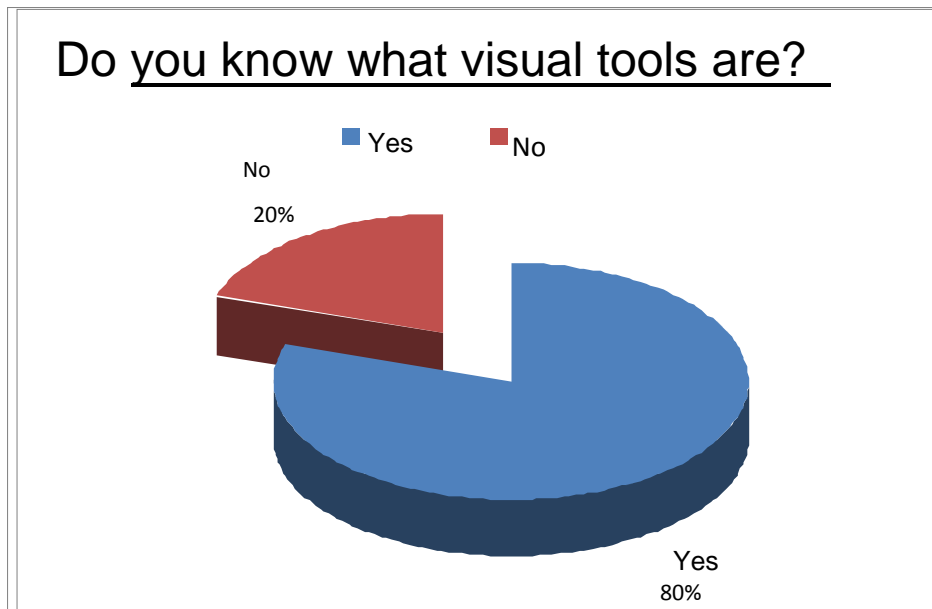
80% of teachers know what the visual tools are because most of them use thesekinds of tools for teaching; 20% do not know about them. Therefore, we can say that they do not use visual material to help students work, maybedue to the lack of equipment in their schools.

6.   IF YOU ANSWERED YES TO THE PREVIOUS QUESTION,   DO
        YOU   THINK   VISUAL   TOOLS   WILL   HELP   STUDENTS   TO
        UNDERSTAND ENGLISH BETTER?

ANSWERS	Frequency	Percentage
Yes	24	80%
Total	24	80%

If you answer YES to the previous question (Nº 5), do you think these visual tools will help students understand English better?

■ Si

80%
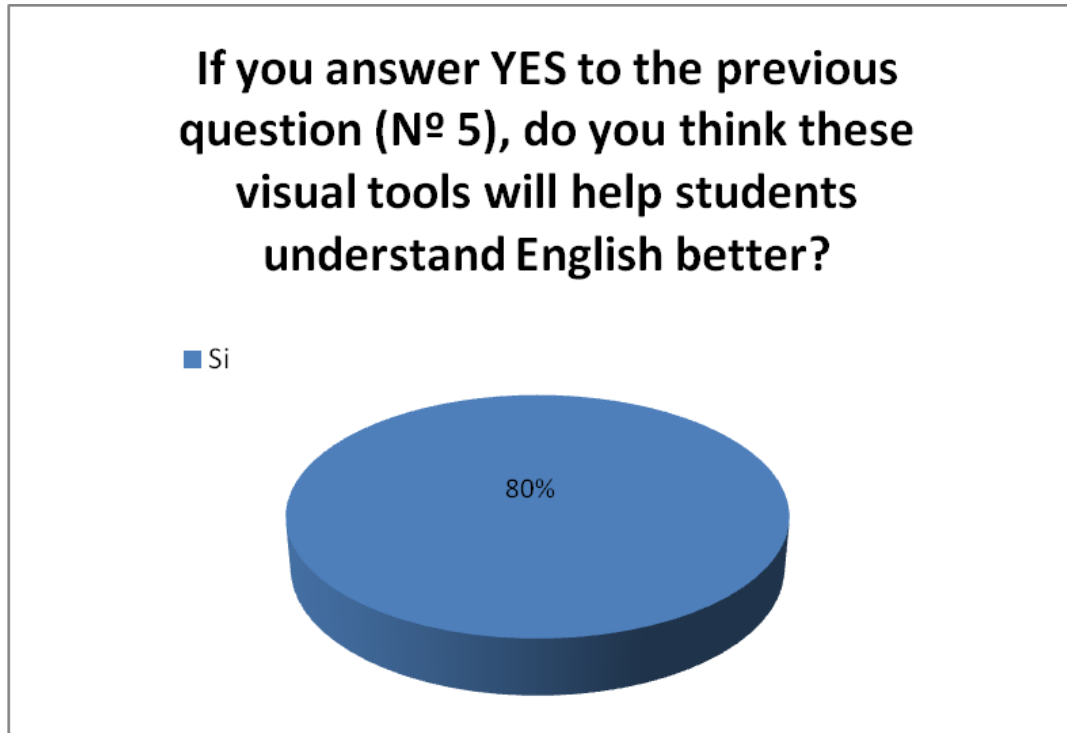
80% of teachers believe these visual tools help students in learning English because they say that students learn and understand English better through pictures and TV programs they like to watch. It is also helpful not only for students but also for teachers so they can have a more engaging class making it easy and fun.

FIFTH CHAPTER

FIFTH CHAPTER

5.VISUAL TOOLS IN AN UPWARD SCALE ACCORDING TO STUDENTS' PREFERENCE AND NEEDS

Watching TV programs such as
(series and cartoons)

Listening to music (English songs)

Reading (short paragraphs)

Memorizing (words and their meanings)
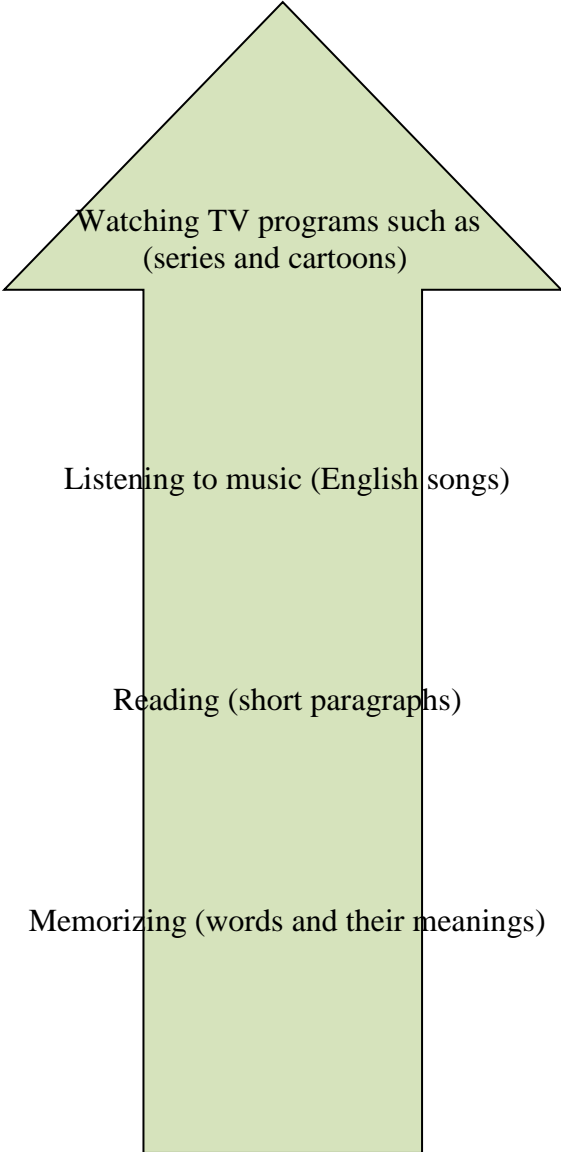
This is the upward scale made from the students' answerstowards their learning English process.

In this scale, we can see that the tools students prefer to be used when learning English refers to**"*Visual Tools*"**. In their answers they said that by watching TV programs they can be more involved and more in contact with real English.

Besides that, learners think that by watching their favorite cartoons and TV series, they can learn faster and understand better English rules and structures.In addition, we can state that by watching their favorite TV programs learners couldincrease their interest in this language and be moremotivated for learning it.

6.   CONCLUSION

After analysing all the answers from students of George Washington School and from teachers of different schools (private and public) we can conclude that visual tools can be effective in the learning – teaching process of a foreign languagein this case English.

Furthermore, we can observe that most of the polled students wanted to learn English by watching TV series and cartoons than learning it in a traditional way. We can say that visual tools offer a better understanding in teaching a foreign language. Therefore, this could be included in the English class development, taking advantage of the different ways of learning that students have.

The interviewed teachers said that visual tools would be more effective in the teaching – learning process of a foreign language because most children and teenagers like TV programmes.Visual tools could be suitable for a better learning of a foreign language, especially for children and teenagers. Moreover, it is well known that in English classes, TV series, movies, and music could help students to enjoy the class avoiding distraction.

Likewise, the didactic pictures, cutouts, and puppets could motivate and facilitate students in the learning of a foreign language.It is useful to remember that the learning should be generated in the student, to increase their own interest in the different activities included.

Finally, we believe that these tools could help many students in learning a foreign language in a more dynamic way.

7. SUGGESTIONS AND RECOMMENDATIONS

As we already saw along this research the use of visual tools could improve the way of teaching and learning English in some schools. Therefore, we could suggest some material and other procedures that could help teachers and students in the teaching – learning English process:

Each person feels comfortable in a nice place. The same thing happens with students. Studying in a pleasant place where they feel motivated and comfortable provides more confidence in learners tomake them learn a foreign language in a more relaxed environment. That is why a classroom should be warm and hospitable.

According to our hypothesis and objectives, student´s learning can be done by giving them more incentive with some visual material such as videos, pictures, puppets, magazines, etc.

In this case, we can suggest that the teacher along with their students could bring some pictures they like according to what they are learning, for example if they are learning clothes, they could bring some pictures of famous people and describe what they are wearing, or bring some small clothes to use. In this case students could practice speaking and vocabulary and put and stick them on the walls of the classroom. As a result, it would be more entertaining and students would feel as part of all the process.

As public schools do not have TV sets or tape record, teachers could assign his or her students some homework such as watching a movie in English so they could cover the subtitles and only listen to the conversation. They could also talk about the movie they watched or make a debate in the classroom. In this way students could practice listening, speaking and vocabulary. This can be done with more advanced students. Teachers can

also ask students to describe clothing actors wear, write down or take notes about some adjectives of a program, etc.

Anotherway of making classes fun could be that the teacher brings a tape recorder or radio and asksstudents to bring some songs they like for listening to them in class. Consequently, learners could be motivated to listen to their favorite songs and sharing with their partners. Then, the teacher could ask to the students some questions about the song.Once, the teacher has the song he/ she can prepare handouts with some exercises (fill in the blanks, matching, answering questions, unscramble, etc) to be used while listening to the song.

In a foreign language classroom there should be positive attitudes from the teacher to their students, because:

- The teachers should motivate students in the learning process. That is why teachers must generate confidence among teachers and students.

- Teachers must be trustworthy towards students. In this way, teachers and students could have a good relationship among them by making a trustworthy teaching - learning process. As a result, this attitude could help students reduce their affective filter and obtain better results.

- Teaching should be dynamic (using conversations, games, movies, contests, songs, etc)maybe by making or using some tools we have already mentioned.

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ANNEXES

ANNEX Nº 1

TEACHING STYLES SELF EVALUATION

1. Do you find your teaching style:

    a. May lead to an inflexibility for managing the concerns of students.

    b. May cause students to feel inadequate when they can't emulate your examples

    c. Works well for most students but is very time consuming

    d. May leave students feeling anxious about their ability to meet your expectations

2. Which of the following do you like to use when evaluating student learning?

    a) Teacher made tests

    b) Students self-assessments tests

    c) Performance based criteria

    d) Problem solving and critical thinking

3. When planning lesson you prefer to have:

    a) Whole class lessons

    b) Role playing

    c) Peer tutoring

    d) Brainstorming

4. When you teach, your instructional time includes:

    a) Lectures

    b) Demonstration

    c) Films – videos

    d) Class discussion- brainstorming

5. You believe in teaching by:
   a) Being the source of information
   b) Personal example and establishing a prototype
   c) Emphasizing students – teacher interactions
   d) Being a resource person as needed by the students

6. One of your goals is to have your students:
   a) Function well within the learning structures needed
   b) Observe and emulate what was observed
   c) Able to work independently and under his/her own initiative
   d) Able to work in an autonomous manner

7. One advantage of your teaching style is that it:
   a) Focuses on clear expectations
   b) Emphasizes direct observation
   c) Allows students personal flexibility
   d) Helps students see themselves as independent learners

8. Assignments given to students are usually based on:
   a) Your personal preferences or on specific instructional models
   b) A consequence of steps leading to mastery but which you orchestrate
   c) A student portfolio or learning log which has a self assessment component
   d) Problem solving based on research of course material

9. Your teaching style develops a rhythm which contains:

   a) Four steps: content, selection, presentation/ reception, reflection, application

   b) Three steps: selection, skill development, mastery performance

   c) Five steps: creating awareness, collecting data, choosing innovation, implementing a plan, reviewing results

   d) Twelve steps: ranging from pose and reflect on a problem, skill development exercises to interim evaluation, learner responses and development of solutions

Answers:

If you have more *A* options you have formal ***authority*** teaching style.

If you have more *B* options you have a ***demonstrator*** or personal teaching style.

If you chose more of letter *C* it indicates that you have ***facilitator*** teaching style.

If you have more *D* options so you have the ***delegator*** teaching style.

ANNEX Nº 2

LEARNING STYLE SELF – EVALUATION

What is your learning style?

This self - assessment will help you determine your learning style:

1. When learning something new, you	a) Like to have the aid of diagrams, posters, or a demonstration b) Like to have verbal instructions c) Just go for it and try it out
2. When are you reading, you	a) Visualize in your mind the descriptive passages b) Enjoy the character's dialogue c) Sometimes read action stories, but would prefer not to read
3. When are you spelling, you	a) Try to "see" the words b) Sound the word out before or as you spell it c) Write the word down to find out if it looks or "feels" right
4. When concentrating on something, you	a) Are distracted by movement and untidiness around you b) Are distracted by noises in the area you're working in c) Have difficulty sitting still for even short periods of time
5. When problem solving, you	a) Write the problem down or draw diagrams to visualize it b) Talk to someone (or yourself) about it c) Try and se concrete objects to find a solution

6. If you are putting something together, you	a) Follow the instructions and look at the pictures b) Wish there was a video or type explaining what to do c) Ignore the instructions and figure it out as you go
7. When trying to recall names, you remember	a) The person's face but not his or her name b) The person's name but not his or her face c) Clearly the situation in which you met them
8. When giving directions to someone, you	a) Visualize the route first or draw a map b) Give clear, concise information c) Move your body and gestures as you give them
9. If you need help with a particular computer application, you would	a) Look for pictures or diagrams to explain the solution b) Ask someone for help or call a help desk c) Persevere and try to figure it out yourself
10. You can remember a list of items best if you	a) Write them down b) Recite the list to yourself c) Use your fingers to count the items off

ANSWER KEY

Option a) indicates VISUAL learning style.

Option b) indicates an AUDITORY learning style.

Option c) indicates KINESTHETIC learning style.

ANNEX Nº3

OBSERVATION SHEET

LEVEL: TEACHER'S NAME:

SCHEDULE:

CLASSROOM ARRANGEMENT

POSITION OF CHAIRS
PICTURES ON THE WALL
SIZE OF THE CLASSROOM
COLOR OF THE WALLS
NUMBER OF STUDENTS
CLEARNESS OF THE CLASSROOM
NUMBER OF WINDOWS

TEACHING MATERIALS

DESCRIPTION OF DE MATERIALS	YES	NO
BOOK		
ACTIVITY BOOK		
EXTRA PAPERS		
TV		
DVD		
VHS		
BOARD		
PICTURES		

ANNEX Nº 4

STUDENTS QUESTIONNAIRE

PERSONAL INFORMATION

LEVEL: DATE:

AGE: SEX:

1. ¿TE GUSTA EL INGLES?

   SI ☐   NO ☐

1A.   SI TE GUSTA EL INGLES EXPLICA POR QUE

   …...

1B.   SI NO TE GUSTA EXPLICA PORQUE

   …………………………………………………………………

2. ¿ESTAS DE ACUERDO CON EL METODO QUE UTILIZA TU PROFESORA PARA ENSEÑAR INGLES?

   SI ☐   NO ☐

2A.   SI ESTAS DE ACUERDO EXPLICA POR QUE

   ....

2B.   SI **NO** ESTAS DE ACUERDO EXPLICA POR QUE

   ………………………………………………….

3. COMO TE GUSTARIA APRENDER EL INGLES?

a) leyendo   ☐   c) memorizando   ☐

b) Viendo series de TV ☐   d) escuchando música   ☐

ANNEX Nº5

TEACHERS QUESTIONNAIRE

NAME: LEVEL:

1. WHAT KIND OF METHOD, TECHNIQUE, SKILL, OR ACTIVITY DO YOU USE FOR TEACHING ENGLISH?

   …………………………………………………………………

2. WHAT KIND OF MATERIAL DO YOU USUALLY USE FOR TEACHING?

   a) book   ☐

   b) hand outs   ☐

   c) pictures   ☐

   d) other..........................

3. DO YOU USE PICTURES FOR TEACHING?

   Yes ☐   No ☐

6. DO YOU USE TV PROGRAMMES FOR TEACHING?

   Yes ☐   No ☐

7. DO YOU KNOW WHAT VISUAL TOOLS ARE?

   Yes ☐   No ☐

8. IF YOU ANSWERED YES TO THE PREVIOUS QUESTION, DO YOU THINK THESE VISUAL TOOLS WILL HELP STUDENTS TO UNDERSTAND ENGLISH BETTER?

   Yes ☐   No ☐

   Why?...

ANNEX Nº6

LESSON PLAN

TEACHER: _____   LEVEL: _____

SCHEDULE _____   DATE: _____

Main goal: To introduce to the simple present tense

Aims: To teach some verbs in simple present

              To use the auxiliary Do and Does in questions and answers

Material: TV set, DVD player, TV cartoon: "Sponge Bob "

STAGE	ACTIVITY	TIME	DESCRIPTION OF THE ACTIVITY	OBSERVATION
PRE-TASK	Questions	5 min	Students answer the questions about general information using the simple present and the auxiliary Do and Does	
	Speaking	4 min	Students ask the questions to their classmates	
	Check the answers of exercise 1	1 min	Teacher and students check the exercise in the classroom	

WHILE - TASK	Watch the video	5 min	Before Students order the conversation, teacher asks students read the sentences to review vocabulary.	The cartoon can be repeated once or twice to facilitate students get the correct answers.
		2 min	Students check exercise 2 the correct answer in pairs.	
			Students practice the conversation	
		5 min	Students complete the conversation using the verbs in the box.	In the conversation teacher makes pauses in the cartoon for students to get the answers.
			Before the exercise, teacher asks students the meaning of the words.	If it is necessary the conversations could be repeated twice.
		2 min	Students practice the conversation in pairs.	Students can memorize or improvise the conversation
		3 min	Students tick the correct answers according to the video.	In this part, students answer the exercise at the end of the video.

		5min	Students correct the exercise 4 in groups of four	
		3 min	Teacher and students correct the exercises in the classroom	
POST – TASK	Writing and Speaking	10 min	Students write 10 questions about the video using the auxiliary Do and Does. Then, they ask their partners.	If there is no time enough for the writing and the speaking part, teacher could assign it as homework.

ANNEX Nº 7

ANSWER SHEET

While you watch

I. Order the conversation

2

1

3

8

4

7

6

5

9

II. Completing the conversation

1. Awake
2. Watch
3. Go
4. Follows

5. See
6. Come
7. Try
8. Catch
9. Come
10. Play

III. Tick the correct answer according to the conversation

1. Gary
2. Pink
3. Brown
4. Worm
5. Snail
6. Sponge Bob
7. Cookie

ANNEX Nº 8

PICTURES TAKEN FROM THE CARTOON