

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y Cs. DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS



**“THE USE OF VIDEO RESOURCE AS REINFORCEMENT OF ENGLISH
LANGUAGE TEACHING PROCESS AT ELEMENTARY LEVEL ADDRESSED
TO PROFESSORS AND ADMINISTRATIVE STAFF OF SAN FRANCISCO DE
ASIS UNIVERSITY OF LA PAZ CITY”**

Guided Project submitted to obtain the Academic Degree in Linguistics and Languages

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LA PAZ – BOLIVIA

DEDICATORY

This project is dedicated with all my love to my dear mother Eugenia Mamani de Quisbert as well as to my father's memory Marcial Quisbert Mujica, without them, I would not be the person who I am now. Dedicated to my little children too, Luciana Camila, Gael Michael and Ronald Marcel, the three angels who everyday encourage me to follow my dreams.

ACKNOWLEDGMENT

I appreciate the support of many people who collaborated on the development of this work; people who helped to make this project possible. Therefore, I really want to express my grateful appreciation to God who lights everything I do every day in my life.

My deepest gratefulness to my Academic Tutor: Lic. Wilma Flores Cuentas, an excellent professional with a high human quality. Thanks to her experience, bright guidance and counseling as well as her valuable suggestions I felt very confident and motivated to undertake this work. Likewise, I want to express my grateful appreciation to my Institutional Tutor: Lic. Juan Manuel Moreno. He supported me along the development of this project at San Francisco de Asís University. As well as that, I would like to express my thanks to my dear students.

A special recognition to my dear professors of the Linguistics and Languages Department of Universidad Mayor de San Andres, they contributed in my professional formation and development when I was a student at that University. I also want to make explicit my gratefulness to all my partners and friends: Will, Claudia, Mario, Nelson, Carlos, Renato, Camilo, Olga, Rosmery, Jenny, Marisabel, Pamela. Especially to Miss. Flavia Acarapi Tola who demonstrated me the real value of friendship and supported me so much indeed along my life as a University Student.

Finally, I want to express my eternal gratefulness to my parents, Marcial Quisbert Mujica and Eugenia Mamani de Quisbert, for their understanding and encouragement. I am also grateful to my brothers and sisters, Jorge, Jaqueline, Marlene, Pamela, Jose Antonio, Marcelo for their moral and material support. Especially my deepest grateful and recognition to my best friend and brother: Ronald Pablo Quisbert Mamani who is my second father now.

ABSTRACT

The following Guided Project was accomplished to suggest the use of video resource as reinforcement of the English Language Teaching Process at elementary level addressed to sixteen professors and administrative workers of San Francisco de Asís University of La Paz city. This project was developed as an updating course during the second semester of 2009. This study was presented because San Francisco de Asís University did not have English courses as a foreign language on its syllabus. This work pretended to develop students' English language skills through video activities, so that professors and administrative staff, who participated of it, had video activities in order to reinforce the English Language Teaching Process they had in the classroom in a very attractive and interesting way. This project was developed through the use of the direct method and it was based on the principles of the Communicative Approach. The material used for this purpose was the book American Inside Out 1A by McMillan Publishers since this book has a very useful Video Activities book presented in a modern DVD format.

At the end of the second semester of 2009, professors and administrative workers who participated in the development of this project were able to interact in conversational English with native speakers in the four skills at elementary level. It means they reached the objectives proposed in this project. It is also really important to highlight the listening and pronunciation abilities that participants got, since both listening and video activities were performed by actors whose mother tongue was English. Furthermore, they used to imitate the way in which those actors used the English language. Another additional resource that was very useful for them is the fact that they got a lot of information about American and European culture since the video activities used in this project were performed by English speakers in real situations where this language is spoken.

INTRODUCTION

Nowadays, human beings are living in a technological era, since everything is commanded by computer programmes, and people can find a wide variety of tools surfing into the internet regarding the needs they have.

On current life it has become very important to be competitive. The constant growth of technology has changed many things; for instance, secretaries, besides knowing typing and writing, should know about computers. Architects, besides the general knowledge, should be updated on the current software for designing, software that can help them do their job faster and more effective.

In the area of teaching languages, technology has shown its effect as well. The use of recording tapes and gramophones has evolved into CD, DVD, MP3, etc. Therefore, teachers use all the available resources they have. Some of them use music to improve listening; short stories for comprehensive reading; tongue twisters for pronunciation; and so on. Following that, several suggestions have been made for the improvement of the teaching of English; those suggestion range from the use of puppets to the use of computers.

In spite of the modernity of the material to be used for the teaching of English, there is something that should be taken into account, the effectiveness on the tasks set in the classroom by the instructor. The new material device or resource should be motivating, available, adaptable, and effective. Besides, the teacher should be capable of using the material as well as designing the right activities to get the most out of the material. The teacher should have the experience to anticipate some reactions, he should be able to predict students' responses, and he should be ready to cope with some impromptu changes.

Therefore, the teaching of English might have great improvements with the use of the latest technological devices provided that the teacher is qualified for not only using the new material, but also for designing, planning and adapting activities

that make good use of the available material and resources, and prepared for making the right decisions.

More precisely, as the saying goes “a picture is worth a thousand words”, teachers and scholars related to the teaching activity have explored into several areas and materials. They have concluded that a visual message that accompanies a text has a greater power to inform, persuade and influence a person or audience.

Since the use of film strips as a training tool for soldiers during World War II (Hovland, Lumsdaine & Sheffield, 1949), teachers and scholars have recognized the power of visual material. Because visual material captures the attention of students, it increases their motivation and enhances their learning experience, the following guided project was focused on the use of videos as a reinforcement of the teaching and learning process.

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CHAPTER I SITUATIONAL SECTION

1. DESCRIPTION OF THE INSTITUTION

This project was developed at San Francisco de Asís University which is located in the downtown area of the city of La Paz. It is at the corner of 20 de Octubre Avenue and Belisario Salinas Street, across from Avaroa square in Sopocachi zone. The Head of this Institution is Lic. Boris Crespo Toranzo. Its telephone number is 2440894, its fax is 2443773, its P.O. Box is 5772 and its e-mail is: info@usfa.edu.bo with a Ministry Resolution number 422/98. It is important to mention that San Francisco de Asís University is a private University, and that the infrastructure of this institution is very well equipped with technological devices as well.

1.1 A brief history of San Francisco de Asís University

San Francisco de Asís University started activities in La Paz city in 1999. After ten years, they celebrated its 10th Anniversary in 2009. Those ten years were the product of hardworking to improve the education in Bolivia, making efficient professionals. In 2004, it got the status of “**Universidad Plena.**” In 2005, they inaugurated its first academic sub-headquarter at Sur Chichas province in Tupiza, Potosi, where the first students of Educational Sciences and Law graduated last year.

Nowadays, San Francisco de Asís University has several agreements with different institutions such as “**Coordinadora Nacional de Unión de Asociaciones Gremiales de Bolivia**” which allows people from this institution to join the different Departments of this university; it is directed to the productive section of Santa Cruz, Bolivia. As well as that, there are agreements with National Police, Bolivian Army and Defense Ministry. They also offer postgraduate courses in Chuquisaca and Potosi.

San Francisco de Asís University has computer rooms; updated libraries; very well equipped laboratories; recording studios for radio and television as well as audiovisual production. It also has a permanent internet service. This University

looks for people's development; it also offers scholarships with social, sports and work responsibility by means of the previously mentioned agreements. A good example of this is that twenty young leaders, from **Qaqachacas** section, Norte Potosi, graduated from this Institution.

1.2 Careers at San Francisco de Asís University

San Francisco de Asís Private University is developing gradually, and their academic offer is increasing. Now, they offer the following careers.

Departments:

Systems Engineering

Law

Business Engineering

Business Administration

Educational Sciences

Social Communication

Psychology

Higher Technical Level:

Systems Analysis

Municipal Management

Primary Education

Journalism

1.3 Vision and Mission of San Francisco de Asís University

The University, within the framework of its philosophy, has the vision of building and developing a model of systemic higher education, integrating and

making active leaders of thinking capable of responding to the challenges of the global problem.

Its mission is to form creative minorities capable of contributing to the sustainable human development of the region and the country. Consequently, Bolivian people can build their own educational university project, which through hardworking and commitment to study and to teach, administrates all educational processes to improve everyday a unique educational university sample in our multicultural, multiethnic and Multilanguage country (source: usfa website - www.usfa.edu.bo).

1.4 People who participated in this project

The following project was not meant for San Francisco de Asís University students; it was addressed to professors and administrative staff of that institution. The professors and the Administrative staff who participated in this project were between twenty-five and thirty-five years old. There was not any selection regarding people who wanted to take these English courses, so that professors of different areas of study participated of this activity, as well as the entire general administrative personnel. Eventually, this project was applied to both professors and administrative staff of this University.

1.5 Infrastructure

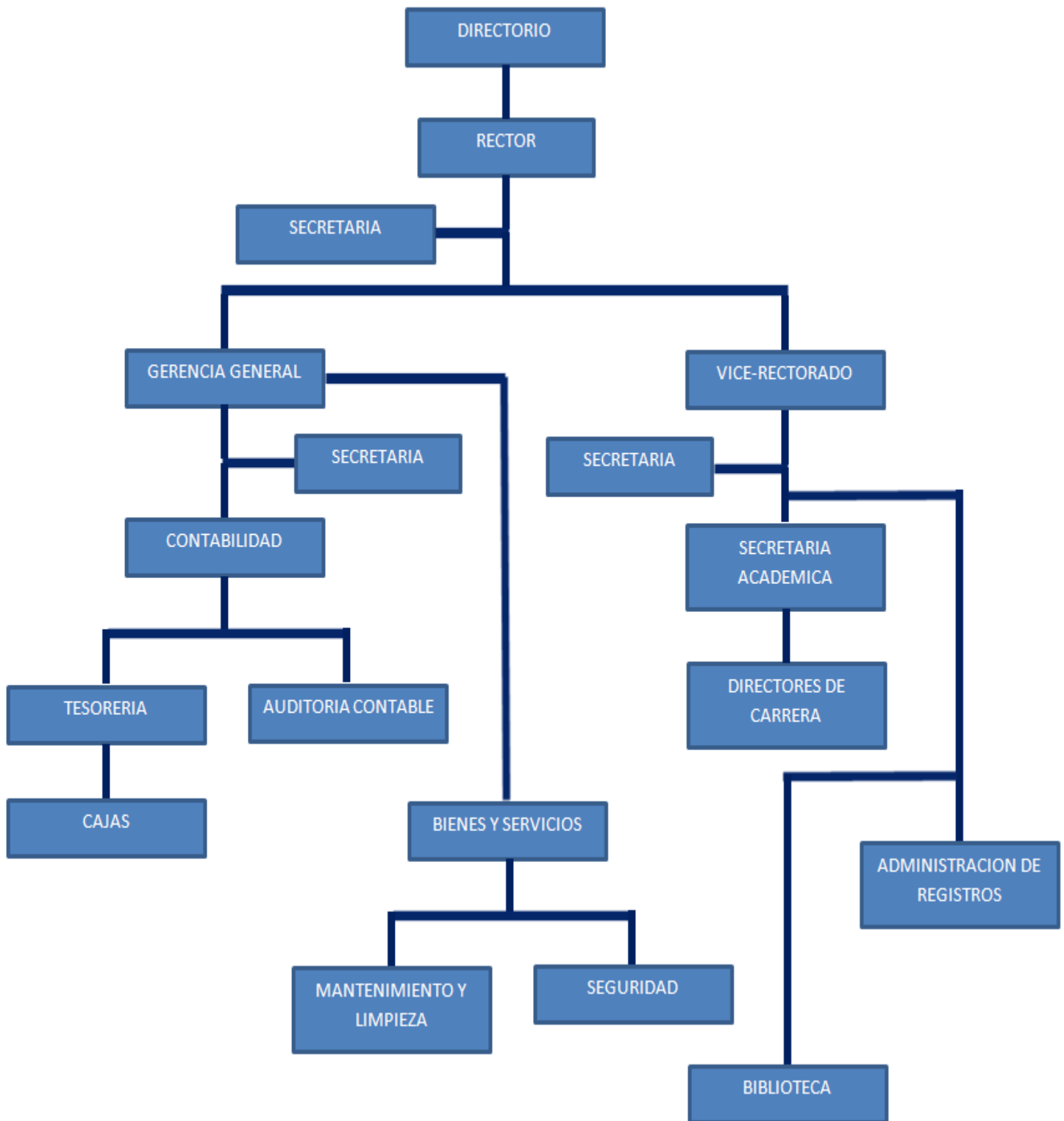
San Francisco de Asis University owns a big building located in Sopocachi zone of La Paz city, in the downtown area. It is a very modern ten-story-building. Its infrastructure is very well equipped, since it has all the necessary resources for the activities of the different departments this University has. For example, it has a modern computer laboratory, a big library, very well equipped classrooms, and all its administrative offices are modern as well. Some illustrating images can be found in Annex 4.

1.6 Human Resources

San Francisco de Asís University has the following personnel: the academic staff, which is compounded by the President of the University and his secretary, the vice President with his secretary as well, the Academic Secretary, the heads of the Departments, the librarians and finally the head of the Enrollment and Admissions office. The general manager compounds the administrative staff with his secretary, the accountants and their assistants, the treasurer, the cashier, the head of goods and services, the head of maintenance and cleanliness and the staff of security (temporary).

All the professors that work at this institution are highly qualified and have a lot of experience in teaching as well as higher education diplomas. The diagram below will give the reader a better idea of how the university's personnel have been arranged in order to provide a good service.

1.7 Diagram of San Francisco de Asís University



Source: Universidad San Francisco de Asís. "Secretaría de Rectorado" 2009

2. NEEDS ANALYSIS

2.1 Interview with the director

Before developing this project, an interview was held with San Francisco de Asis Director, Lic. Maria Esther Margolles. The purpose of the interview was to know about the weaknesses and needs that San Francisco de Asis University had, to identify the type of problems they face regarding the English language, and also, in order to set up the kind of guided work which was going to be developed there. And both the Head of the University and the author of the project agreed that the main purpose of this project was to help professors and administrative staff to improve all four Basic English language skills; listening, speaking, writing and reading at an elementary level. The project was going to be developed through regular lessons reinforced by video sessions, so that they would be able to use the English language at an elementary level, which might improve their professional profile.

At the beginning, this project had to be applied to students of this university, but due to the number of them, the academic tutor Mr. Moreno and other professors as well as the principal, decided to apply this project to professors and administrative staff of this university. Since none of the syllabuses of the careers of this university has English classes, the main purpose of this project was to include the knowledge of English in their professional profile, so that they would be able to understand new material written in English. On the other hand, it was very important to speak English for them since it gives them more chances of professional development.

On that interview, Mrs. Margolles, who was the main consultant of San Francisco de Asís University, checked the résumé of the author of this project. Once she verified the experience that the author of this project had, she confirmed that he had the profile they were looking for, so that they could take advantage of the agreement between the Linguistics and Languages Department of Universidad Mayor de San Andrés and San Francisco de Asís University. Once she checked all the documents and the résumé she agreed with the development of the project “The use of video resources as reinforcement of English language teaching process at

elementary level addressed to professors and administrative staff of San Francisco de Asís University of La Paz city”

2.2 S.W.O.T. Analysis

In order to identify the needs of San Francisco de Asís University; the advantages that this university has, or the threats it faces, the analysis of the Strengths, Weaknesses, Opportunities and Threats (SWOT Analysis) will give a clear idea of its current situation.

2.2.1 Strengths

- ✓ San Francisco de Asís University is recognized as “Universidad Plena” it means that it has all the requirements to be legally established.
- ✓ It has a good infrastructure and it is fully equipped, besides it has a modern computer laboratory to develop this kind of project.
- ✓ Its representatives are very open-minded to the implementation of this project.

2.2.2 Weaknesses

- ✓ San Francisco de Asís University does not offer English classes in any of its careers.
- ✓ Professors do not speak English, which is not encouraging for students to learn this language.

2.2.3 Opportunities

- ✓ San Francisco de Asís University has an inter-institutional agreement of cooperation with the Linguistics and Languages Department of Universidad Mayor de San Andrés to apply this kind of projects.
- ✓ The agreement between both institutions gives students of the Linguistics and Languages Department of Universidad Mayor de San Andrés the chance to apply this kind of projects.

- ✓ This kind of projects can expand the syllabus of San Francisco de Asís careers to benefit the student community with English lessons.

2.2.4 Threats

- ✓ Other Universities already offer English lessons on the syllabus of most of their Departments.
- ✓ Current companies require professionals who speak English or people who speak more than two languages.

2.3 Needs Analysis

Needs analysis is concerned with identifying general and specific needs that can be addressed in developing goals, objectives and content in different programs. According to Richards (1990), needs analysis in language curriculum development serves the following purposes:

- Providing a mechanism for obtaining a wider range of input into the content, design and implementation of a program through involving such people as learners, teachers, administrators, and employers in the planning process.
- Identifying general or specific language needs (second language) that can be addressed in developing goals, objectives, and contents for a language program.
- Providing data that can serve as the basis for reviewing and evaluating an existing program (Richards, 1990, p.1-2).

According to the author, needs analysis may focus of either the general parameters of a language program or on the specific communicative needs of language that learners might have.

In order to develop the purpose of this project, the situational analysis has been taken into account, which is focused on the following kind of questions:

- Who are the learners?
- What are the learners' goals and expectations?
- What learning styles do the learners prefer?

- How proficient is the teacher in the target language?
- Who is the teacher?
- What training and experience does the teacher have?
- What teaching approach do they favor?
- What does the teacher expect of the program?
- What constraints are present?
- What kind of tests and assessment measures are needed?

(Richards, 1990, p.2)

On the other hand, the communicative needs analysis, which is concerned with gathering information about the learners' communicative needs in the target language, seems to be the most suitable for this project; in other words for ESP needs analysis. That is true because this project deals with the teaching of English to professors and administrative staff of a university.

The needs analysis proved to be very informative and useful; an important amount of data was obtained from the analysis, which was the basis for the planning of the program itself. The next step for developing the course was to establish the goals and objectives necessary for any course (Richards, 1990). In the following section, the proposal of this project is fully described.

CHAPTER II

PROPOSITIVE SECTION

PROPOSAL

The main proposal of this project was to make professors and administrative staff of San Francisco de Asís University to use the English language for communication on a basic level, using video sessions as reinforcement for the regular lessons. The participants of this project were given daily sessions of English, as in any other English Institute. The difference is that there was a video session after each unit to reinforce what they were learning in class.

Since learning a new language, English in this case, does not involve just the use and knowledge of the language itself. Moreover, learning a language means to learn some cultural features, as well. Due to the importance of the relationship between Language and Culture, the video session after each Unit is meant to reinforce not only listening and speaking but also to improve their pronunciation and their cultural knowledge about foreign countries; countries where English is spoken.

1. OBJECTIVES OF THE PROPOSAL

The objectives of this guided work was focused on making participants speak the language, English, rather than to turn them into translators or grammar experts. That is why video activities were employed to reach this goal. All the activities used on this project are well supported in the Theoretical Framework.

1.1 General Objective

- ✓ To make professors and administrative staff of San Francisco de Asís University of La Paz city improve all four Basic English language skills (listening, speaking, writing and reading) at an elementary level through video sessions as reinforcement of the English Language Learning Process.

1.2 Specific Objectives

- ✓ To improve the professional profile of professors and the administrative staff of San Francisco de Asís University by helping them to learn a second language (English) at an elementary level.
- ✓ To provide professors and administrative staff of San Francisco de Asís University the chance to update their background knowledge.
- ✓ To give professors and administrative staff of San Francisco de Asís University the chance to increase their confidence by watching and understanding native English speakers in context.
- ✓ To make professors and administrative staff of San Francisco de Asís University take advantage of the agreement between this institution and the Linguistics and Languages Department of Universidad Mayor de San Andrés; the agreement allows them to have free lessons of English.

2. PARTICIPANTS

The participants of the project, as it has been said, are professors and administrative staff of San Francisco de Asís University, and they are as follows:

N.	NAME	OCUPATION	AGE	GENDER
1	Aguirre Mery Ruth	Librarian	34	Female
2	Botello Zegarrundo Nelson	Management and Registry Assistant	35	Male
3	Canaviri Quispe Juan	Management Coordinator	38	Male
4	Cavero Enrique Carlos	Cashier	28	Male
5	Gutierrez Corrales Allison	Accountancy Assistant	32	Female
6	Huanca Amaru Israel	Responsible for Hardware and Network	37	Male
7	Machaca Ramos Allison	Accountancy Assistant	33	Female
8	Machicado A. Luz Vivian	Systems Engineering Principal Professor of Systems Engineering	36	Female

9	Poma Mayta Pedro	Responsible for Institutional development	29	Male
10	Mattos Velmonte Victor	Higher Degree Secretary	32	Male
11	Moscoso A. Jose Arturo	Human Resources Coordinator	44	Male
12	Quisbert G. Juan Antonio	Information Technology Coordinator	27	Male
13	Sepulveda Iglesias Rolando	General Accountant	38	Male
14	Toranzo Lopez Andres	Coordinator of the Educational development Institute. Professor of Educational Sciences	45	Male
15	Vargas F. Paula Pamela	Psychology Principal Professor of Psychology	33	Female
16	Vidaurre Prado Silvana	Principal Secretary	38	Female

3. RATIONALE

Nowadays the professional profile in any area of study demands English language knowledge, and it is better if students get the highest possible level of knowledge of English to improve their professional competence. This way, professionals who speak English get better opportunities of work or applying for scholarships abroad.

Because of what has been mentioned, some institutions are looking for ways to improve their academic level by signing an inter-institutional agreement. Precisely, due to an agreement between Universidad Mayor de San Andrés and San Francisco de Asís University (USFA), professors and administrative staff of USFA have the opportunity to learn English with video resources as reinforcement in the English Teaching Process. This project intended to provide participants with some video sessions according to their English level in order to reinforce some skills, such as reading, writing, listening and speaking mainly. This way, this project aimed to contribute to professors and administrative staff of USFA to improve their professional competence.

This project is really important since it is oriented to contribute the improvement of the current English teaching and learning conditions as well as improving professors and administrative staff' proficiency level to be better professionals. Of course, whenever we talk about setting up video sessions we have

to count on a video room (sometimes called laboratory) where the students can develop this kind of activity, and apply what they are learning in the classroom. Furthermore, these video sessions have to be assessed by a teacher who has to have a lesson plan before each session. The students who participated of this project were really benefited, since the videos, they were performed by native English speakers; besides, they provide the cultural knowledge about countries where English is spoken. Thus, this project is highly justified since it responds to a social need.

On the other hand, the frequency in which these sessions were going to be developed depended on the availability of the laboratory; this activity was very motivating and useful because the participants already had all the necessary resources, for example, dictionaries, internet access, as well as a permanent assessment from the teacher. All video sessions were done with this equipment.

To develop this project it was necessary to use material that provides video activities on its units since not all books offer this advantage. Due to its characteristics, the book used in this project was American Inside Out Basic A by Mac Millan Publishers, written by Sue Kay and Vaughan Jones. American Inside Out (2003) is a series of six books and all of them have video sessions.

American Inside Out consists of:

- Teacher book
- Student book
- Workbook
- Resource pack book
- Video activity book
- DVD and CD
- Additional material on its web site.

Sometimes, the “use of video resources” might be misunderstood. People may understand that English is or will be taught through video activities only. It is important to clarify that, in this activity, videos were used as reinforcement of the

Language Teaching Process. The participants had these video sessions once, after each unit of the book had been developed. As the title of this project says, these resources are used as reinforcement only.

During the second semester of 2009 on San Francisco de Asís University, professors and administrative staff interested in participating on this project had classes from Monday to Friday, one hour and a half every day, in which regular classes consisted on developing the four linguistic skills: Listening, Speaking, Reading and Writing.

This project is different from other ones since the participants had a video activity after each session. For a more detailed description of the video activity, see Annex 1. At the end of this project, we can see the results of the use of video resources as reinforcement in English Language Teaching Process in this University. Of course, the goals were set according to elementary level, and the project was focused on the development of all the linguistics skills.

4. SCOPE AND DELIMITATION

This work was applied at San Francisco de Asís Private University of La Paz city. This University does not offer English courses, as a Foreign Language, but the development of this project was possible thanks to an agreement set up by The Linguistics and Languages Department of Humanities and Educational Sciences Faculty of Universidad Mayor de San Andrés represented by its principal Lic. Orlando Montaña Molina and the Faculty Dean Dr. Margaret Hurtado Lopez and San Francisco de Asís Private University represented by Lic. Boris Crespo Toranzo. This agreement of interaction between both universities is very useful for both institutions.

At San Francisco de Asís University, currently, there are twelve Departments in their study programme. It is important to point out that this project was applied to participants who were between twenty-five and thirty-five years old. All of them are adult people from many different fields of study who work at San Francisco de Asís University.

At the same time as learners organize and develop their knowledge of grammar they put grammar rules into practice. In addition, there was a series of challenging speaking tasks focused on learners' own experiences and opinions. This way, lexical items were seen in context showing how words and phrases function and how they combine with each other.

5. METHODOLOGY

When we talk about methodology, we have to define the term "Teaching Method" as an Orientation/Approach based on a pedagogical philosophy. More precisely, it can be considered a learning theory about how students learn languages best. This establishes the goals of language instruction.

The learning objectives are the kinds of tasks learners perform, and the perception of learner/ teacher roles: the interaction style of teacher/learner, attitude toward corrections, and the desired classroom atmosphere.

Some methods focused on communication skills place the greatest emphasis on being able to express oneself (The Communicative Approach), while others focus on grammatical accuracy (The Grammar Translation Method). Some methods suggest that reading and writing should be secondary to spoken language emphasis; others suggest that vocabulary and grammar instruction should be emphasized (The Audio-Lingual Method).

A set of assumptions about Teaching English as a foreign Language and learning forms the basis for each orientation approach. Besides, along with methodology comes strategy, which can be defined as a plan of action designed to achieve a particular goal; "any set of operations, steps, plans, routines used by learner to facilitate the obtaining, storage, retrieval and use of information" (Wenden & Rubin, 1987, p.19).

Considering those concepts and the needs of the participants, this project was based on the Communicative Approach and the Direct Method. We will see more information about them in the Theoretical Framework section.

6. SYLLABUS DESIGN

A language teaching-syllabus is a rather technical term; the teaching-syllabus integrates the topic (what to talk about) and the linguistic part, which is usually implicit (how to talk about it). Considering where the action takes place, who are interacting, etc. (the situation), different choices of syllabus can be used. Those choices can range from the more or less purely linguistic, where the content of instruction is the grammatical and lexical forms of the language, to the purely semantic or informational, where the content of instruction is some skill and information and only incidentally the form of the language.

According to that information, designing a syllabus means to decide what is going to be taught and in what order, and how it is going to be taught. For this reason, the theory of language explicitly underlying the language teaching method will play a major role in determining what syllabus is adopted. Brown (1994).

6.1 Types of Syllabuses

Although six different types of language teaching syllabus are analyzed here, it has to be pointed out that rarely each one occurs “purely” in practice. These types rarely occur independently from each other. Almost all current language-teaching syllabuses are combinations of two or more types. Thus, for any given course, there should be a special selection of types of syllabuses. Sometimes one usually dominates, while other types of content may require a combination of two or more.

As it has been said, there are several types of syllabuses. Below, we have a summary of some of the most commonly used, provided by Brown (1994).

6.1.1 A Structural Syllabus

The content of language teaching is a collection of the forms and structures of the language being taught; most of them are usually a collection of grammatical structures. Examples include nouns, verbs, adjectives, statements, questions, subordinate clauses, and so on.

6.1.2 A Notional – Functional Syllabus

The content of language teaching is a collection of the functions that are performed when language is used, or [it is a collection] of the notions that language is used to express ideas, thoughts, feelings, etc. Examples of functions include informing, agreeing, apologizing, requesting; examples of notions include size, age, color, comparison, time and so on.

6.1.3 A Situational Syllabus

The content of language teaching is a collection of real or imaginary situations in which language occur or it is used. A situation usually involves several participants who are engaged in some activity in a specific setting. The language occurring in the situation involves a number of functions, combined into a plausible segment of discourse. Examples of situations include seeing the dentist, complaining to the landlord, buying a book at the bookstore, meeting a new student, and so on.

6.1.4 A Skill – Based Syllabus

The content of the language teaching is a collection of specific abilities that may play a part in using language. Skills are abilities that people must be able to do to be competent in a language, relatively independent of the situation or setting, in which the language use can occur. While situational syllabus group functions together into specific settings of language use, skill-based syllabus relies on a group of linguistic competencies (pronunciation, vocabulary, grammar, and discourse) together into generalized types of behavior, such as listening to spoken language for the main idea, writing well-formed paragraphs, giving effective oral presentations, and so on.

The primary purpose of skill-based instruction is to learn the specific language skill. A possible secondary purpose is to develop more general competence in the language; learning only incidentally any information that may be available when applying the language skills.

6.1.5 A Task – Based Syllabus

The content of the teaching is a series of purposeful tasks that students want or need to perform with the language they are learning. The tasks are defined as activities with the purpose other than language learning. However, as in a content-based syllabus, the performance of the tasks is approached in a way that is intended to develop second language ability.

Language learning is subordinated to task performance, and language teaching occurs only as the need arises during the performance of a given task. Tasks integrate language and other skills in specific settings of language use. The difference between Task-based teaching from Situation-based is that Task-based teaching has the goal of teaching students to draw on resources to complete some piece of work (a process) whereas Situational teaching has the goal of teaching the specific language content that occurs in the situation (a predefined product),

When working with this kind of syllabus the students draw on a variety of language forms, functions and skills, often in an individual and unpredictable way, in completing the tasks. Tasks that can be used for language learning are, generally, tasks that the learners actually have to perform in any case. Examples of this kind of tasks include: applying for a job, talking with a social worker, getting housing information over the telephone, and so on.

6.1.6 A Content – Based Syllabus

The primary purpose of instruction is to teach some content or information using the language that students are also learning. The students are simultaneously language students and students of whatever content is being taught. The subject matter is primary, and language learning occurs incidentally to the content learning. The content teaching is not organized around the language teaching, but vice-versa.

Content-based language teaching is concerned with information, while task-based language teaching is concerned with communicative and cognitive processes. An example of content-based language teaching is a science class taught in the

language the students need or want to learn, possibly with linguistic adjustment to make the science more comprehensible (Brown, 1994).

In general, the six types of syllabuses or instructional content are presented beginning with the one based most on structure, and ending with the one based most on language use. Since language is a relationship between form and meaning, most instruction emphasizes one or the other side of this relationship.

7. SYLLABUS DESIGN FOR THE PROJECT

7.1 First bimester

2nd Semester 2009 USFA ENGLISH I

Jul 27th - Sept 11th

Units and Topics	Speaking and Writing	Reading and Listening	Grammar, Vocabulary and Pronunciation
0 Classroom	Activities to introduce classroom language, vocabulary, ways of asking for repetition and spelling, etc.		
1. You Introductions “Favorites”	Exchanging personal information Talking about favorites	A man joining a health club. Two men talking about a man. U.S. Travel: Useful numbers <i>Do you Believe in Love</i>	G. Possessive adjectives; be; questions and short answers. V. Telephone numbers, days, months, colors. P. Sounds of the alphabet.
2. People Family Friends	Talking about family Talking about people you know	<i>Meet the family Tait</i> Two men talking about a family photograph	G. Simple present: auxiliary verbs; possessive ‘s

Jobs	Anecdote: One of your relatives	Two women talking about their relatives	V. Family: Jobs, nationalities P. Word stress
3. Days Habits Likes and Dislikes	Talking about a perfect day Talking about habits and routines Talking about likes and dislikes	Eight people talking about spare time. <i>On a perfect day in New York.</i> <i>Little and large.</i> Talking about two people's like and dislikes.	G. Adverbs of frequency; like + -ing verb; object pronouns V. Daily activities; prepositions of time; <i>in, on, at; make/do</i> ; leisure activities P. 3 rd person endings

At this bimester participants of the project were able to ask and answer about personal information and also they could talk about their favorite things, since they could express ideas using possessive adjectives. They were able to talk about daily routines; using adverbs of frequency. They also learned the use of the third person singular in present tense.

7.2 Second bimester

2nd Semester 2009 USFA ENGLISH I

Sept 14th- Oct 30th

Units 4 to 6	Speaking and Writing	Reading and Listening Texts	Grammar, Vocabulary, and Pronunciation
Unit 4 Living	Talking about houses and furniture	<i>Beckingham or Buckingham?</i>	G. <i>there is / there are; some/any</i>

Houses Homes	Talking about where you want to live Anecdote: your home Writing a postcard	<i>Your House in the Stars</i> <i>The best in the World</i>	V. Rooms and furniture; prepositions of place; positive and negative adjectives.
Unit 5 Review 1	Activities to review all the main language points in units 1-4. This includes a letter from a host family to a foreign student and a skit titled <i>Why Do You Want to Work Here?</i>		
Unit 6 Food Eating Diets	Talking about food Talking about food combining Talking about famous entertainers' backstage demands	<i>Eat Well, Enjoy Your Food, and Stay Thin</i> Two people talking about food combining Conversation in a deli	G. Nouns: countable and non-countable; quantity: <i>How much/How many?</i> V. Food and drink; containers; <i>would like</i> P. Vowel sounds

At this bimester participants of the project were able to describe places, rooms, in negative and affirmative way. They learnt to use countable and non – countable nouns with quantities in order to buy food and drink.

7.3 Third bimester

2nd Semester 2009 USFA ENGLISH I

Nov 2nd – Dec 18th

Units and Topics	Speaking and Writing	Reading and Listening	Grammar, Vocabulary and Pronunciation
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7. Work Personality Jobs	Talking about your personality Talking about qualities needed for different jobs Anecdote: a good job Writing a formal letter	<i>Personality test</i> <i>From mountains to modeling</i> Interview with two celebrities	G. Modals: <i>can, can't, have to, don't have to</i> V. Describing character; jobs P. Word stress
8. Ocean Water sports Vacations	Talking about water sports Writing a simple narrative Anecdote: your last summer vacation	Three people talking about water sports <i>It's always summer on the inside</i> <i>Shark attack!</i> A woman talking about her last vacation	G. Simple past: regular and irregular verbs. affirmative forms; <i>ago</i> V. Water sports; time expressions: <i>on, in, at, last</i> ; time linkers P. <i>-ed</i> endings
9. Solo Feelings Experiences	Talking about feelings Talking about things you do alone Talking about Hollywood stars Writing a biography	<i>Going it alone</i> Interview about Debra Veal <i>I want to Be Alone</i>	G. Simple past: regular and irregular negative and question forms V. Feelings; adjective + particle word combinations P. Simple past vowel sounds
10. Review 2			

	Activities to review all the main language points in Units 6 - 9. Includes a reading about a famous politician, an Anecdote about a delicious meal, and a board game titled Let's talk about...
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At this bimester participants of the project were able to express abilities and obligations. They could talk about jobs in past tense. They were also able to use time linkers to talk about sports. Besides, they could express some feelings with word combinations.

7.4 Sample of lesson plan for a regular class

SAN FRANCISCO DE ASIS UNIVERSITY

Teacher: Wilfredo Quisbert Mamani Unit: Unit 1 "You" Lesson: Introductions and favorites		Date: July 27 th Grade: Elementary A Subject: English
Duration: 90 minutes	Materials/resources: Student book, extra activity sheet, English laboratory and video sheet.	Vocabulary: Personal information. Favorites
Objectives: To exchange personal information. To talk about favorites		Essential questions: - What's your.....? - Are you.....?
Factual knowledge	Procedural knowledge	Conceptual knowledge

Students will be able to exchange personal information and express their favorite things.	Students will be able to talk about their personal preferences.	Students will understand different likes and dislikes.
1. Warm-up (15 minutes)		2. Follow-up (20 minutes)
Make students to remember vocabulary of personal activities.		Make students talk about their personal likes and dislikes in order to get more confident about the class. Then make students ask each other questions about personal information, for example, about telephone numbers, favorite days, favorite colors and favorite months. Finally, they listen to the answers and compare them with the rest of the class.
3. Round-up (15 minutes)		4. Wrap-up (40 minutes)
Make students to work in three groups with the speaking activity 1A of the Resource pack book. To reinforce the use of favorites.		Show students a video session of the same unit on page number 8 of the video book.

For more samples of regular classes, see Annex 2

7.5 Syllabus for video activities

UNIT	SUMMARY	LANGUAGE FOCUS	CULTURE CONNECTION
1. YOU	A mini-drama with April Mac Key registering for a course at SVS (the School for Visual Science)	Grammar question formation Vocabulary: personal information- name, address, telephone number, etc.	Mr. and Mrs.
2. PEOPLE	A mini-drama where the four main characters- April, Robert, Simone, and Charlie-have their first class.	Grammar: simple present: I live, I work, I want. Vocabulary: TV related jobs – reporter, cameraman, producer and writer.	The language of gestures
3. DAYS	April and Charlie making a video about what people like doing in New York. Then they receive feedback from Karen back in the studio.	Grammar love/like + ing verb/to do; hate + ing verb; adverbs of frequency with the simple present. Vocabulary: informal expressions – I’m freaking out; I’ll get over it; Gimme a break; Stick with it; You`re gonna be fine. Features of city life – crowds, noise, humidity, traffic.	Cities of the world
4. LIVING	A mini drama with April looking for a new apartment to live in. She is being helped by her friends, Charlie and Simone	Grammar: There is/ There are. Vocabulary: Rooms – kitchen, living room, etc. Furniture – sofa, bookcase, etc. Adjectives – spacious, beautiful, etc. Types of houses: houseboat, igloo, skyscraper, tepee.	Home sweet home

5. NO VIDEO FOR THIS UNIT			
6. FOOD	April and Charlie ordering lunch, followed by their video on the New York Food Bank.	Grammar: requests – orders. Vocabulary: food; restaurant language	Food glorious food
7. WORK	Simone and Robert making a video about people`s jobs and ideal jobs.	Grammar_ modals – have to, don`t have to, can, can`t. Vocabulary; work – types of job	Work, work, work
8. OCEAN	Charlie and April looking at video footage of a vacation in Tuscany taken by Charlie the previous summer. The video footage is shot in the style of a documentary.	Grammar: simple past (regular and irregular) Vocabulary: ancient, footage, highlight, spectacular, unique, weird.	Cheese rolling!
9. SOLO	Robert and Simone going to class where they watch a documentary biography of Bob Marley.	Grammar: regular and irregular simple past form. Vocabulary: popular music – reggae, soul, rock, album. Record, record deal, record label, band, hit.	Music time
10. NO VIDEO			

7.6 Sample of lesson plan for a video activity

Teacher: Wilfredo Quisbert Mamani Unit: Unit 1 “You” Language focus: Question formation. Personal information		Date: August 3 rd Grade: Elementary A Subject: English
Duration: 40 minutes	Materials/resources: Student book, English laboratory and video sheet.	Vocabulary: Personal information- name, address, telephone number, etc.
Summary: This video shows a mini-drama with April Mac Key registering for a course at SVS (the School for Visual Science)		
Before watching: Ask students to work together and complete the questions in column A with the endings in column B. Check as a class.		
While watching: Tell students you will play the video through and they should check their answers to activity 1. Play the video and then check the answers as a class. Ask students to read to the questions and multiple-choice answers. Tell them you will play the video again, so they don't need to worry. Play the video again and get students to choose the answer. Then ask students to work in pairs and compare their answers together. Finally, check as a class. Ask students to read the registration form and check that they know what they need to complete it with the information about		

April. Play the video through again and ask students to check their answers with a partner.

After watching:

Ask students to complete the registration form for their partner by asking the questions from activity 1. Circulate to monitor and help where needed. At the end, students maybe asked a few questions, about their partner's information, to write on the board.

Culture Connection:

Ask students to match the titles to the correct meaning (people they refer to) then ask them to discuss the three questions (this could also be done as a class activity).

Homework

Ask students to talk to two people they know (can be classmates, family, etc.) and ask them the questions from activity 1. For each person, students should complete a registration card.

For details of lesson plans for video activities, see Annex 1

8. STRATEGIES

To develop the video activities on this project as effective as it should be, the following strategies were applied in all units:

a) Prediction

It consists on pausing the video at any moment, then summarize what the students have already seen and ask them to predict what is going to happen next.

Then play the video again and have students to check the correctness (or not) of their predictions.

b) Without Sound

It is performed when the video is played through without sound. Then, the students are asked to describe certain events.

c) Sound Down

We use the mute control to view a sequence without sound, and then the students are asked to comment on the scene they have just seen.

d) Watchers and Listeners

It is when half of the students can see the screen (watchers) and half cannot (listeners). Play the video, both watchers and listeners take notes. Then, pair a listener with a watcher and get them to ask questions about what was happening, or what they saw.

e) Freeze Frame

It consists on pressing pause on the video at any moment and ask the students to summarize what they have seen or to describe the picture. It is used to focus on vocabulary items in the picture.

f) Voice Only

It is when we cover the screen and play part of the video, then the students are asked questions about the person who is speaking.

For a more detailed description of how these activities were developed using the material, see Annex 1.

9. THEORETICAL FRAMEWORK

In this section, some theories are described; the theories revised and analyzed regarding language teaching and learning, as well as the factors that interfere the process of language learning. Moreover, some aspects related to the use of video resources in English language teaching are also included. In this section, the most relevant methods are described; which helped to support and develop the project.

9.1 Language teaching and learning

Language teaching has been the focus of many kinds of studies for many centuries, and over the centuries, it has changed. Various influences have affected language teaching. The reasons for learning a language have changed according to the times; in some periods of time, languages were mainly taught to people who needed to use it orally, in others, languages were taught for purposes of translation only, and so on. These differences influenced how language was taught in various periods. Also, theories about the nature of language and the nature of learning have changed. However, many of the currently used theories in language teaching are the result of the evolution of language teaching and language learning throughout history.

In spite of its study along history, it is only during the last century that Language teaching came into its own as a profession. Along to this phenomenon the concept of “methods” of language teaching emerged. The concept of method in language teaching, the notion of a systematic set of teaching practices based on a particular theory of language and language learning, has become a powerful one and the search for better methods turned to be the main concern of teachers and applied linguists throughout the 20th century (Richards, 1990).

Since there are many points of view, methodology in language teaching has been characterized in a variety of ways, as well. However, there remains a basic formulation, common among several theories that suggest that methodology is that

which links theory and practice. Such theories rely on concepts of what language is and how language is learned or, more specifically, theories of second language acquisition SLA.

The theories, already mentioned, are undoubtedly, linked to several designed features of language instruction. Consequently, those designed features have their objectives, syllabus specifications, types of activities, roles of teachers, roles of learners, materials and so on. For their part, designed features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language- teaching methodology

Although sometimes indistinctively used, within methodology a distinction is clearly made between methods and approaches, in which methods are held to be fixed teaching systems with prescribed techniques and practices, whereas approaches represent language teaching philosophies that can be interpreted and applied in a variety of different ways in the classroom. This distinction is probably most usefully seen as defining a continuum of entities ranging from highly prescribed methods to loosely described approaches.

9.2 Learning and motivation

Motivation sometimes has been equated to the objective, because to work without an objective would be fruitless, that is why motivation is key to all learning activity; motivation is what drives human behavior. Therefore, lack of motivation is perhaps one of the biggest obstacles faced by many teachers, counselors, school administrators, parents and anyone involved or in charge of the learning-teaching process. Consequently, behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation.

Although several theories on motivation have been elaborated, some scholars accounted up to twelve. From a psychological point of view, two main types of motivation can be clearly distinguished. When we are motivated to perform certain behavior or engaged in an activity by an outside influence, we are talking about

extrinsic motivation, on the other hand, when we get involved in certain activity for the sake of its own, because it is personally rewarding, the motivation comes from the inside, *intrinsic motivation* (Plotnik & Kouyoumjian, 2011).

“Motivation in language learning is some kind of internal drive that encourages somebody to pursue a course of action” (Harmer, 1991, p.3). Motivation is a kind of an attractive goal a person wants to achieve; the best the goal, the most the students will be motivated to achieve it.

A more specialized work performed by Gardner and Lambert (1972) proposed the concept of instrumental and integrative motivations. The former refers to the learner’s desire to learn a language for utilitarian purposes (such as employment or travel or exam purposes) on the context of language learning. On the other hand, integrative motivation refers to the desire to learn a language to integrate successfully into the target language community. Closely related to the above concepts, Crookes and Schmidt (1991) proposed four other motivational orientations:

- ✓ Reason for learning.
- ✓ Desire to attain the learning goal.
- ✓ Positive attitude toward the learning situation.
- ✓ Effortful behavior.

“Many theorists and researchers have found that it is important to recognize the construction of motivation not as a single entity but as a multi-factorial one” (Henderson, 2009, p.68). Moreover, Oxford and Shearin (1994) from the perspective of cognitive development, socio-psychology, and socio-cultural psychology, analyzed a total of twelve motivational theories or models, they also identified some factors that may have impact in motivation in language learning:

- ✓ Attitudes (i.e., sentiments toward the learning community and the target language)
- ✓ Beliefs about self (i.e., expectancies about one’s attitudes to succeed, self-efficacy, and anxiety)

- ✓ Goals (perceived clarity and relevance of learning goals as reasons for learning)
- ✓ Involvement (i.e., extent to which the learner actively and consciously participates in the language learning process)
- ✓ Environmental support (i.e., extent of teacher and peer support, and the integration of cultural and outside-of-class support into learning experience)
- ✓ Personal attributes (i.e., aptitude, age, sex, and previous language learning experience)

Based on what has been stated so far, Oxford & Shearin (1994) believe that teachers might be able to drive students to learn the language and to keep their interest in language learning if they can provide activities that are:

- ✓ Interrelated between in-class and out-of the class language activities.
- ✓ Communicative (game type)
- ✓ Integrative (short/small activities form larger activities)
- ✓ Pleasant, safe and non-threatening
- ✓ Group-based
- ✓ Meaningful or relevant
- ✓ Challenging

These activities help promote:

- ✓ Self-confidence
- ✓ Experiences of success
- ✓ Learning satisfaction
- ✓ Good relationships among learners, and between teachers and students.

As we have seen, the importance of learning another language, foreign language, can be seen from different perspectives. If motivation proved to be very

important, the way it is taught is important too. As language has evolved along history, the way it has been taught also evolved.

Along history, several methods have been proposed, some of them in their time claimed to be the “best”. However, most of them were proposed for certain purpose; during WWII, some languages were taught and learned for encrypting secret messages. Before that, most languages were used for the translation of documents and books. Overall, there are several methods and approaches which need to be taken into consideration to teach English as a foreign language. In the following section, after the definition of some key words, we have a brief description of the most outstanding ones.

9.3 Definition Of Some Key Words

For a better understanding of this section, some key definitions have been taken from Brown (1994, p. 51) which might be useful for the reader.

9.3.1 Methodology

Methodology is the study of pedagogical practices in general (including theoretical and related research). Whatever considerations are involved in "how to teach" are methodological.

9.3.2 Approach

It is defined as theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

9.3.3 Method

It is a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials.

9.3.4 Curriculum/Syllabus

It is a design for carrying out a particular language program. Features include a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designated group of learners in a defined context.

9.3.5 Technique

Any of a wide variety of exercises, activities, or devices used in the language classroom for achieving lesson objectives. Students are required to solve exercises of different kinds. They have to perform listening, writing and vocabulary exercises; they also have to do some video activities.

9.4 Methods and Approaches For Second Language Teaching

Richards & Rodgers (2001) fully describe the most outstanding methods that have been used along the history of language teaching. Below is a summary of some of the methods that according to the authors, have influenced the teaching of foreign languages around the world.

9.4.1 The Grammar-Translation Method

The Grammar Translation-Method was one of the first methods for teaching languages. In spite of the discussion about whether it is a method or not, The Grammar-Translation Method was used to teach reading, understand and translate sentences and texts into and out of the target language. The Grammar translation method was developed over centuries for teaching classical languages such as Latin and Greek, however, it was also used for teaching foreign languages. Originally, it was mainly used for translating texts from Latin, not for speaking the target language.

9.4.2 The Audio-lingual Method

On 1950s, the influence of Aural-Oral Approach increased enormously the way languages were taught, especially in the United States. Guided by the idea that

there should be aural training first, followed by pronunciation, speaking, reading, and writing, a new way of teaching arose, the “The Audio-Lingual Method”.

Because of the involvement of the United States in World War II, the Army needed personnel fluent in several languages, such as German, French, Italian, Chinese, Japanese, Malay, and so on. Due to that need of people who could work as interpreters, American universities were commissioned to develop foreign language programs for military personnel. Perhaps that is the reason why The Audio Lingual Method, although its main goal is communication, has become rather mechanical and based on rote memorization.

9.4.3 The Total Physical Response

The observation of language development among young children, mainly, and how they spend time listening to a language before producing it was probably the basis for a new method for teaching foreign languages, the Total Physical Response. In the 70's James Asher, a psychologist, based on psychological principles introduced The Total Physical Response method, which proposes the use of verbal input (commands) to produce physical reaction (movement), and thus create a strong memory association, which will easy be recalled.

Therefore, once the learner's inhibitions have been reduced they will be able to produce orally the language. That is why the teaching of speaking is delayed until comprehension is established by means of listening.

9.4.4 The Notional-Functional Syllabus

Probably influenced by the theories of language and language acquisition and oriented to cover the weaknesses of the Audio-Lingual Method, in the early 70's arose the Notional -Functional Syllabus. Since syllabus should be understood as the content of a course of instruction, this content is based on the notional aspect; time, pace, movement, cause and effect, etc., on the other hand, the functional aspect that classifies the intentional or purposive use of language. In other words, the material to be learned and taught should be classified according to the

communicative needs of the learner in order to express themselves and to understand effectively.

Several methods and approaches have been created and used along the history of language teaching. Besides, there are several others like The Natural Approach, The Suggestopedia, The Silent Way, The Cognitive Code Learning, etc. For a more detailed description of them; roles, activities, materials, etc., and a general discussion, the reader might want to see other authors like Nunan, D. (2003); Krashen, S. & Terrell, T.D. (1983); Wilkins, D.A. (1976); and Brown (2000).

During the development of this work, several of the communicative activities were used belong to the Communicative Approach and the Direct method. That is the reason why a bit more space is given to the description of the Communicative Approach and the Direct Method.

9.4.5 The Communicative Approach

The Communicative Approach to language teaching, in the words of Willbrand & Riecke (1983), refers to the oral communication, which is the process of interaction, between two people, by means of messages, heard and spoken, in a variety of situations; and instruction which integrates the teaching of listening and speaking over various situations.

The communicative approach can be considered rather new, mainly because before it came into light, most textbooks and also teachers used to separate the instruction of listening from speaking, for instance. Moreover, when these skills are taught separately, there is the risk of disregarding attention to the situation, the context in which they are taught. Therefore, the focus of the context in which they are taught becomes the skill itself, that is, the focus of the context and the activities for teaching listening becomes speaking, and so on.

What has been said before happens in spite of using several resources. There are resources such as audio-visual aids, tape-recorders, CD players or any other sophisticated means for the teaching of listening. We may also make use of a wide variety of material and activities. According to the skill we are focused on, we may

listen to the radio, perform articulatory exercises, do some mimicry, we may also give the students picture lessons, oral compositions, talks and discussions, etc.

On its side, one of the characteristics of the Communicative approach is to create a context which, one way or another, fosters the development of the four skills, making all the activities proposed and the materials used oriented to one main goal, communication.

9.4.5.1 The Communicative Approach to Language Teaching

The Communicative Approach in language teaching starts from a theory of language as communication. For Richards & Rodgers (1986) the goal of language teaching is to develop communicative competence. These authors also suggest that the communicative approach, then, could be said to be the product of educators and linguists who had grown dissatisfied with methods of foreign language instruction.

Since the use of most approaches, previously to the use of the Communicative approach, did not produce the expected results, it has been noticed that students were not learning enough realistic, whole language; students did not learn to use special characteristics of language in order to communicate appropriately. In other words, they did not use authentic language, because most of the activities they developed were not real; they were not engaged in real communication with one another (Richards & Rodgers, 1986).

The communicative approach, however, is characterized by the use of authentic language and real communication, which is fostered and has become the main goal of the teaching activity. Perhaps that is the reason why the communicative approach has been adapted to the different levels of school instruction: elementary, middle, secondary, and post-secondary levels.

At the same time, the underlying philosophy that brought the communicative approach also produced a variety of different methods, each one with its own characteristics, as they have previously been described.

9.4.5.2 Principles of the Communicative Approach

Several activities such as language drills, recitation and isolation grammar exercises, some extensively used by the Audio-lingual approach, have proved not to be the best ways to acquire any language. Therefore, in a communicative setting, the analysis of language is performed in specific contexts where the basis is the contextualized language used for skill instruction. Besides, The Communicative approach does not focus individual skills; the focus is upon using the language itself for communication.

Although many scholars argue that in the Communicative Approach, the communicative functions of language are emphasized rather than linguistic structures, this approach “pays systematic attention to functional as well as structural aspects of language” (Littlewood, 1981, p.1).

As well as that, the use of native languages in class does not lead to communication in the target language; it should be used judiciously. “The target language besides being the object of study should be used in the classroom; it should be considered a vehicle for classroom communication” (Larsen-Freeman, 2000, p.125).

Furthermore, the best context for learning a language is “through social interaction; there must be a struggle with language. The target language will be learned best through a process of struggling to communicate” (Richards & Rodgers, 1986, p.67). According to these authors, students are given the opportunity to interact and communicate among themselves, and also with the teachers. Therefore, the teacher’s role becomes one of a coordinator, a facilitator, the one who plans the appropriate activities. The teacher should foster interaction activities, assign group and pair activities, so that students will have the opportunity to share information, and thus promote communication among them, “they are expected to interact with other people, either in the flesh, through pair and group work, or in their writings” (Richards & Rodgers, 1986, p 68).

9.4.5.3 Characteristics of the Communicative Approach

As any other approach, the Communicative approach has got several features; some of the most outstanding characteristics are summarized below.

9.4.5.4 Communicative experiences (real life)

Froese (1991) widely developed the characteristics of the Communicative approach. He asserts that by means of an interview, learners should gather the information they need. In the role-playing process, they should not only practice to formulate the appropriate questions, they also learn to express their views, feelings and thoughts. Most activities proposed by this approach are meant to foster whenever possible, real life experiences. What has been said before can be achieved in a variety of different ways, for instance, material should present the learners real cultural situations, audio or video sessions, if available, should show native people, etc.

9.5.The learning Task Basis

9.5.1 Content-based activities

Most of the learning activities related to listening and speaking, as well as reading and writing, are given within the context of handling various learning tasks, which involve learners with language. Those activities based on content have been labeled as content-based activities. Although content-based instruction was originally used in English for Specific Purposes (ESP) programs and vocational instructional programs, it has proved to be very useful for other settings.

Stroller (2002) fully argues about the usefulness of content-based activities in the teaching of English as a second language. She concludes that students should learn to master language so that they will be able to learn more content, since they learn more content, they will be able to improve their language skills.

The fact is that the Communicative approach, because of its characteristics, makes use of such content-based activities (those characteristics, as they have been discussed before, make this approach rather different). For communicative purposes, those activities are related, complemented and maybe linked to other similar activities as the ones described below.

9.5.2 Project-based activities

Project-based activities cannot be considered something quite new, because they can be assumed as the result of some influential psychologists such as Jean Piaget and Lev Vygotsky. Besides, since the early 1900's, Dewey (1916) strongly supported "learning by doing" which are the basis for project-based activities.

Project-based learning implies a project to be developed, "sometimes it involves the solution of a problem (though not necessarily) and the teaching staff's role turns into advisory. However, it requires the initiative of the student (group of students), by means of a variety of educational activities" (Adderley et al. (1975, p. 1). Those activities are driven and organized by the question or problem, which eventually result in an end product (Blumenfeld et al., 1991). In general, project-based learning activities can take a wide variety of forms depending on the goals and purposes.

9.5.3 Theme-based activities

Theme based learning can be considered a means for teaching various skills. The basic idea is to integrate curriculum areas around a theme (topic) keeping in mind that the main goal is to attract the students' interest by creating expectation and purpose. Besides, implicitly, the activities are oriented to activate and foster the students' active and enthusiastic participation and their desire to know more.

When students get involved in the selection of the methods and topics of study, the whole process of learning becomes more meaningful (Mumford, 2000). Besides, similarly to other methods and approaches, the teacher's role turns into a

role of a coordinator. The teacher makes students “reflect on what they are learning, leads them to make connections between prior and new knowledge” (Mumford, 2000, p.4).

9.5.3.1 Communicative Language Teaching

In spite of the conflict, whether it is a method, approach, or something else, because the Communicative Approach makes use of several activities and procedures from other methods and approaches, this approach proposes the use of real-situations that require communication.

Moreover, Berns (1984) asserts that language means interaction. Language is considered a personal activity that clearly develops within society. Perhaps that is one of the main reasons why the use of language, the function, should be studied in context; both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak).

In general, students should interact in situations that they are likely to encounter in real life. Likewise, class exercises are usually varied; they vary according to the students’ reactions and responses. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics; the real life simulations change from day to day. Besides, “classes are usually modified from what has been planned in the syllabus because they have to respond to teachers’ and students’ needs and circumstances, even to the impromptu decisions taken by teachers in class” (Brumfit, 1986, p. viii).

Although the Communicative Approach makes use of several techniques and activities that belong to other methods and approaches, there are some principles that characterize the Communicative Approach. Richards & Rodgers (2014) conclude that the principles that underlie the Communicative Approach “reflect a communicative view of language and language learning and that can be used to

support a wide variety of classroom procedures” Richards & Rodgers (2014, p.105). Among these principles are the following:

- ✓ Learners learn a language through using it to communicate.
- ✓ Authentic and meaningful communication should be the goal of classroom activities.
- ✓ Fluency is an important dimension of communication.
- ✓ Communication involves the integration of different language skills.
- ✓ Learning is a process of creative construction and involves trial and errors (Ibid, 2014, p.105).

Because of its characteristics, the activities and exercises that the Communicative Approach makes use of are not limited to a certain pattern as long as they engage learners in communication. On their side, the students do not concentrate on mastering the language; rather, they concentrate on communication. On the other hand, the teacher’s role shifts from the traditional one to the one of an analyst, counselor, researcher, manager, etc.

9.5.3.2 THE DIRECT METHOD (Natural Method)

Brown (2000) summarizes the origin and the description of the Direct Method quoting how Francois Gouin describes his experience of learning German; a full description can be found in Gouin’s book “The Art of Learning and Studying Foreign Languages” (1892).

In order to learn the German language, Gouin went to Germany and attempted to master the German language. Gouin started by memorizing a German grammar book and a list of the 248 irregular German verbs. Besides, he decided to memorize the German roots, to memorize books, to learn 30,000 words from a dictionary by heart, to translate Goethe and Schiller, only to meet failure.

Once he returned to France, he discovered that his three-year-old nephew had managed to learn and speak French. Thus, by observing how (his nephew) children learn languages, Gouin concluded that language learning is a matter of

transforming perceptions into conceptions and then using language to represent these conceptions.

Gouin's proposal, based on children language learning, was that people (children) should learn a language directly, in a natural way.

In spite of the difficulties to use the Direct Method; as Brown (1994:56) points out, "(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use", several of the activities proposed by this method are still in use.

The principles of the Direct Method, fully detailed in Gouin's book, are summarized as follows:

- Classroom instruction was conducted in the target language
- There was an inductive approach to grammar
- Only everyday vocabulary was taught
- Concrete vocabulary was taught through pictures and objects while abstract vocabulary was taught by association of ideas
- New teaching points were taught through modeling and practice (Richards & Rodgers, 1986, p.9-10).

Much of what has been reviewed, concerning to the Communicative Approach and the Direct Method, has been very useful for the development of the present activity.

The activities developed in the classroom were conducted in the target language, English, as it is suggested by the Direct Method. Besides, most vocabulary and expressions were taught by means of mimicry, demonstrations, comparisons, etc.

On the other hand, during the English classes, the students had to work on different aspects of language, they were constantly checking their pronunciation, reviewing vocabulary; most vocabulary was taught in context and by associations;

one of the principles of the Communicative Approach (Richards & Rodgers, 1986). Attention was also paid to functional as well as structural aspects of language (Littlewood, 1981), because they had to check some grammar, as well.

Besides, most of the video scenes dealt with real-life topics, as Froese (1991) suggests, most of the activities should resemble, at least, real life experiences, and that is precisely what they had. The scenes showed native English speaking people in situations that might take place anywhere; the students had to deal with dialogues performed by native people, they had native English input. Moreover, the video scenes also showed several cultural features.

Berns (1984) states that language means interaction; it is an interpersonal activity develops within society. According to that, most of the video sessions were developed in a certain social and situational context. The students had to be aware of who was speaking, their social roles and why they had come together to speak.

On their side, as Richards & Rodgers (1986) suggest, the teacher should foster interaction; learning a language is through social interaction. They also conclude that there must be a struggle with language. The target language will be learned best through a process of struggling to communicate (Richards & Rodgers, 1986, p.67). Therefore, after the video sessions, the students were given certain situations where they had to use and adapt what they had learnt in order to interact with each other. Those situations gave the participants the opportunity to express their feelings and opinions (needless to say they had to use all of the linguistic resources they had learnt).

As it can be seen, the basis for the development of this project were the activities, procedures and suggestions of the Communicative Approach and the Direct Method. Besides, they both suggest the use of some audio and video activities, and that is precisely the subject of the following section.

9.6 Video Activities in English Language Teaching

9.6.1 The Use of Videos in Teaching English

Following the previous review of the teaching methods and approaches, we can see how they have evolved along time; great difference can be seen between the Grammar Translation Method and the Communicative Approach, for instance. The same happens with the strategies and techniques that have been used. There was a time when the use of any audio material was a novelty; The Audio-Lingual Method relied on audio material.

The teaching of languages, English especially, has changed along time. In order to improve the results of the teaching process, many innovations have been used and adapted. The gramophone and the cassette were novelties in their time. The use of some technological devices is meant to get the students' interest, to engage them in the development of the activities, to motivate them, to make them more confident in their communicative competence, etc.

However, nowadays, in different parts of the world, the use of video material for the teaching of foreign languages (English) has been discussed. For example, in Bolivia, in 2008, the 13th National Convention for English Teachers was held in Oruro, where one of the main topics was the use of videos for the English class. In 2016, The "International Conference on Teaching and Learning English as an Additional Language" was held, and the main topic was "The Role of Video Materials in EFL Classrooms", (Antalya, Turkey).

Lately, the use of video materials in EFL teaching has shown many benefits. Perhaps that is the reason why several editorials are producing teaching materials, textbooks, which come along with video material; Cambridge English Empower, Stand Out, Side By Side, etc. "Video materials nowadays are not only part of everyday life activities, but they are shown as [effective ways for] teaching English language as a foreign language for all learners" (Bajrami & Ismaili, 2016).

On his side, Vargas (2008) asserts that using videos in the English class is a very helpful and stimulating way to motivate students, and to get the most out of the lesson. For the above-mentioned author, it seems that people no longer find pleasure in reading books. Therefore, the art of applying the new technology to practical language learning problems is very well demonstrated, besides it also has rewarding and motivating results.

Several, perhaps many, teachers agree that songs and videos play an important role in teaching and learning a foreign language. They both employ real-life situations with real-life expressions and other particularities. The main difference between songs and videos is that the latter, involves another sense, that of seeing. With a video, it is all there, the pictures, the characters, the script, leaving very little left to our imagination. However, simply watching a video does not guarantee a meaningful learning, as Ausubel (1963) would say.

Following Ausubel's theory, fortunately, there are plenty of ideas to use when trying to teach English with the help of videos:

- The sound may be turned off, and the students may be asked to make up a dialogue from a scene they have just watched.
- Part of the class may watch a video, and then they should describe the others what they have seen or understood.
- At certain moments, exciting moments, the video may be paused, and the students should be asked to predict what might happen next.

Since the main functions of using videos during the English classes are those of motivating and helping students to understand the language, there are some important conditions to be taken into account in order to get good results.

- First of all, the movie part or video should not be too long(five or ten minutes is advisable), in order to help students to understand properly what it is about and what their tasks are.

- Secondly, it is advisable to consider the length of time students might take to perform the tasks.
- Thirdly, one should also take into account the context in which the video is used; the video should be part of the whole lesson management. An essential element is to have a clear aim for using the video. As well as that, it is important to know or understand, in advance, students' needs like vocabulary explanations, guessing words from context or the use of gestures and facial expressions (if necessary).

Vargas (2008) makes some suggestions of useful activities that can be developed during class after viewing the video.

a) One of them could be role-playing, for example having students act out the dialogues and lines from the video, stressing the correct intonation and pronunciation.

b) Another idea is that of interviews. The teacher asks students to move around the classroom and interview one another using questions that can be found in the video. Then, students can make a report to the whole classroom about the results of those interviews.

c) One can also resort to a sort of information gaps. The teacher divides the class in two. Half of the class watches the video without sound, and the other listens to it without image. Then the teacher can put students in pairs from each half, to have them discuss the situations and characters and perform the scenes in front of the class.

d) Another post-watching activity might be that of randomly handing out written fragments of the video dialogues and ask students to put the lines together in order to recreate the scenes.

e) However, the most classic type of activity is discussing before or after watching the video. There are plenty of topics for students, like those referring

to the general plot, the feelings, actions, thoughts of the main characters in the scene. One may also ask students to tell which character they like best and why, or which they identify with and why, or to think about the things that the characters in the scene are thinking, but not saying out loud, and give reasons for the characters' attitude. Students may create such inner monologues and then present them in front of the class, in order to discuss their ideas regarding the video.

These are few suggestions about the use of videos during class. Those who have used videos are of the opinion that students greatly enjoy such kind of activity. Many of them agree that videos motivate students to try, and express themselves in a different language from their mother tongue, get a perspective on the cultural aspects of the English speaking world, and so on (Vargas, 2008).

9.6.2 Benefits of using video in the classroom

The language teaching can be greatly enhanced by bringing videos into the classroom. Videos just bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2001). Moreover, videos “help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations. Videos enable the teacher to make learning more concrete, effective, interesting, inspirational, meaningful and vivid” (Mannan, 2005, p.108).

The main idea behind the learning objective is that students should enjoy doing what they are asked to. Therefore, “one of the aims of teaching English through videos is to instill in the students the idea that language learning is a happy experience, and video creates an attractive enjoyable learning environment” (Tomalin (1986: 48).

Moreover, video material can provide what other kind of material cannot. Video images speak directly to students, just like experience does; students can see who the speakers are, where they are, what they are doing, and what they look like. Video material provides the conceptual scaffolding between students and a new

world, through the cultural context. Videos make a natural association of images and words (Nation and Newton 2009).

As well as that, people usually show a positive attitude towards television and video; human beings naturally enjoy the experience of viewing. More precisely, Moriarty (1994) claims that human beings develop their visual language skills before the verbal language development, besides, visual serves as the foundation for the latter.

9.6.3 Role of video

Besides considering the general aspects, the use of videos should not be taken for granted. As any other material, there should be a clear and detailed planning for the use of videos. The purpose for using a video must be stated; the role that the video is going to play within the whole lesson to be taught. Vargas (2008) suggests the following four possible roles.

- Developing listening skills: Listening for global understanding and listening for detail.
- To provide information: To provide relevant content to students' needs and interests.
- Presenting or reinforcing language: Grammar, vocabulary, functions.
- Stimulating language production: Video used as a basis for discussion, a model for learners to follow, a visual aid.

A scheme of work using a video sequence may, however, encompass more than one of these roles. Learners may watch a video to find out information about, for example, a famous person. The same lesson may also include work on developing listening skills to enable learners to extract the relevant information. It could then be used to develop vocabulary on the topic of 'lives' or any other.

9.6.4 Advantages of Using Videos

From a scientific perspective, several studies validate the concept that the memory for picture-word combination is superior to memory for words alone or pictures alone (Pettersen, 2004). Although studies are still being made, some of them suggest that several image schemas and image schemas transformations appear regularly in our daily life, while thinking, reasoning, and of course, imagining. The image schemas that consciously or subconsciously appear in our minds are defined as “dynamic analogical representations of spatial relations and movements in space and each one of them reflect aspects of our visual, auditory and kinesthetic bodily experience” (Gibbs & Colston, 2006, p. 240). In other words, memory for visual tends to be better than memory for words (Clark & Lyons, 2004).

On their side, Mukherjee and Roy (2003) assert that their studies convey clear results: the use of visual aids to contextualize spoken speech. They also say that since students can understand 30% more than without the visual support, the use of visuals is a great help. Furthermore, studies carried out by Canning-Wilson (2000) conclude that the use of visuals enhance the meaning of the message conveyed by the speakers due to the paralinguistic cues.

Summarizing all what has been said, from a pedagogical point of view, what any teacher of foreign languages needs is to introduce variety into the classroom. In order to obtain better results from the teaching activity:

“Use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process” (Brinton, 2001, p. 130).

Different authors propose different ideas, according to their own views, for the ‘best’ way of using videos. Most of those ideas are well accepted as long as they are

designed to help the development of the learning-teaching process. Those activities must bring prior knowledge to a conscious level in the form of an organizational structure. They should help enhancing comprehension and learning, as well as eliciting, explaining and communicating information (Kang, 2004). As an example of some of the advantages of using videos in the classroom, below there is a summary of some suggestions made by the already mentioned author.

- They allow users to develop a holistic understanding that words cannot convey.
- They provide users with tools to make thought and organization processes visible.
- They clarify complex concepts into a simple, meaningful display.
- They assist users in processing and restructuring ideas and information.
- And they promote recall and retention of learning through synthesis and analysis.

CHAPTER III

PROPOSAL DEVELOPMENT

Nowadays, because of different reasons, the English language has become one of the most used and spoken languages all over the world. It is really important to speak English to be a better professional in any area of knowledge. Therefore, most educational institutions should teach English, at certain levels at least. Since, San Francisco de Asis Private University does not offer courses of English as a Foreign Language; this project intends to set up an English preparation course directed to professors and administrative workers of this University. The main idea is to provide not only regular classes but also video sessions in order to improve all the skills regarding English language, since this University has the right equipment and facilities, such as computer laboratory available for English students, the development of the present project was guaranteed.

1. INDICATORS OF TASKS

This guided project has been divided into three bimesters of the second semester of 2009 at San Francisco de Asís University of La Paz city. The first one was from July 27th to September 11th. The second one was from September 14th to October 30th. And the third one was from November 2nd to December 18th. These stages are better explained at the section of Evaluation Criteria.

1.1 Resources

To develop this project it was necessary to count on the following resources: Material Resources and Human Resources.

1.1.1 Human resources

- The teacher: Wilfredo Quisbert Mamani
- The tutors:
 - Academic tutor: Lic. Wilma Flores
 - Institucional tutor: Lic. Juan Manuel Moreno

- Professors and Administrative workers of San Francisco de Asís university

1.1.2 Material resources

- Study room.
- Audio equipped classroom.
- Modern text and workbooks.
- Video room (if possible)
- Multimedia Laboratory designed for Language teaching.

1.2 Students' Book Contents

Units and Topics	Speaking and Writing	Reading and Listening	Grammar, Vocabulary and Pronunciation
0 Classroom	Activities to introduce classroom language, vocabulary, ways of asking for repetition and spelling, etc.		
1. You Introductions Favorites	Exchanging personal information Talking about favorites	A man joining a health club. Two men talking about a man. U.S. Travel: Useful numbers <i>Do you Believe in Love</i>	G. Possessive adjectives; be; yes/no questions and short answers. V. Telephone numbers; days; months; colors. P. Sounds of the alphabet.
2. People	Talking about family	<i>Meet the Tait's</i>	

Family Friends Jobs	Talking about people you know Anecdote: One of your relatives	Two men talking about a family photograph Two women talking about their relatives	G. Simple present: auxiliary verbs; possessive 's V. Family: Jobs, nationalities P. Word stress
3. Days Habits Likes and Dislikes	Talking about a perfect day Talking about habits and routines Talking about likes and dislikes	Eight people talking about spare time. <i>On a perfect day in New York.</i> <i>Little and large.</i> Talking about two people's like and dislikes.	G. Adverbs of frequency; like + -ing verb; object pronouns V. Daily activities; prepositions of time; <i>in, on, at; make/do;</i> leisure activities P. 3 rd person endings
Unit 4 Living Houses Homes	Talking about houses and furniture Talking about where you want to live Anecdote: your home Writing a postcard	<i>Beckingham or Buckingham?</i> <i>Your House in the Stars</i> <i>The best in the World</i>	G. <i>there is / there are; some/any</i> V. Rooms and furniture; prepositions of place - positive and negative adjectives
5. Review 1	Activities to review all the main language points in Units 1 – 4, includes a letter from a host family to a foreign student and a skit titled <i>Why Do You Want to Work Here?</i>		
6. Food Eating	Talking about food	<i>Eat Well, Enjoy your food, and Stay Thin</i>	G. Nouns: countable and non-countable;

Diets	Talking about food combining Talking about food famous entertainers' backstage demands	Two people talking about food combining Conversation in a Deli	quantity: <i>How much/How many?</i> V. Food and drink; containers; <i>would like</i> P. Vowel sounds
7. Work Personality Jobs	Talking about your personality Talking about qualities needed for different jobs Anecdote: a good job Writing a formal letter	<i>Personality test</i> <i>From mountains to modeling</i> Interview with two celebrities	G. Modals: <i>can, can't, have to, don't have to</i> V. Describing character; jobs P. Word stress
8. Ocean Water sports Vacations	Talking about water sports Writing a simple narrative Anecdote: your last summer vacation	Three people talking about water sports <i>It's always summer on the inside</i> <i>Shark attack!</i> A woman talking about her last vacation	G. Simple past: regular and irregular affirmative forms; <i>ago</i> V. Water sports; time expressions: <i>on, in, at, last</i> ; time linkers P. <i>-ed</i> endings

9. Solo Feelings Experiences	Talking about feelings Talking about things you do alone Talking about Hollywood stars Writing a biography	<i>Going it alone</i> Interview about Debra Veal <i>I want to Be Alone</i>	G. Simple past: regular and irregular negative and question forms V. Feelings; adjective + particle word combinations P. Simple past vowel sounds
10. Review 2	Activities to review all the main language points in Units 6 – 9, includes a reading about a famous politician, an Anecdote about a delicious meal, and a board game titled Let's talk about...		

1.3 Workbook Content

Units	Grammar and Vocabulary	Reading and Listening	Writing and Pronunciation
1. You	Questions and short answers Days; months; food; sports colors	Asking about language course	Describing yourself Telephone numbers
2. People	Simple present: auxiliary verbs Jobs; family; nationalities	E-mail between friends	Spelling: plurals

3. Days	Adverbs of frequency: like+ing verb; object pronouns Daily activities; in, on, at; make/do	An actress talking about her day	Punctuation; Apostrophes
4. Living	There is/there are; some/any Rooms and furniture; prepositions of place	Millionaires and Their Secret Homes	Describing a room (e-mail) The sound / ou /
5. Review 1	Review of Units 1-4		
6. Food	Nouns: countable and non- countable; Quantity: How much/How many?	Buying a ticket; Making a reservation; ordering a drink	Describing a meal The schwa sound / ə /
7. Work	Modals: can, can't, have to, don't have to Describing characters; jobs	Talking about a friend	Addressing envelopes; writing a formal letter.
8. Ocean	Simple past: regular and irregular forms Time expressions: in, on , ago, last; compound nouns	A Brief History of Surfing	Writing an informal letter

9. Solo	Simple past and be: question and negative forms Describing feelings; adjective + particle	A teenager crosses the Atlantic	Writing a biography Stressed and unstressed was
10. Review 2	Review of Units 6-9		

2. WORK PLAN

San Francisco de Asis University started the second semester of their activities on July 27th for all their Departments, and this project had to do it as well. The semester for English courses has been divided into three bimesters according to the charts set up as follows.

2.1 Activities Schedule

First bimester Jul 27 th - Sept 11 th	Second bimester Sept 14 th - Oct 30 Th	Third bimester Nov 2 nd – Dec 18 th
Intro: Preview to English Units: 0-1-2-3 First test	Units 4-5-6-7 Second test	Units 8-9-10 Final test

2.1.1 First Bimester Activities

UNIT	SKILL	CONTENT	MOMENT	RESOURCES	EVALUATION	RESPONSIBLES
0	Integrated skills	A preview to English Greetings Essential phrases	From July 27 th to July 31 st	English laboratory Students	Oral Presentation	Teacher Wilfredo Quisbert Mamani
1	Integrated skills	G. Possessive adjectives; be; questions and short answers. V. Telephone numbers; days; months; colors. P. Sounds of the alphabet.	From August 3 rd to August 14 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas Institutional tutor: Lic. Juan Manuel Moreno
2	Integrated skills	G. Simple present: auxiliary verbs; possessive 's	From August 17 th to August 28 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas

		V. Family: Jobs, nationalities P. Word stress				Institutional tutor: Lic. Juan Manuel Moreno
3	Integrated skills	G. Adverbs of frequency; like + -ing; object pronouns V. Daily activities; prepositions of time; <i>in</i> , <i>on</i> , <i>at</i> ; <i>make/do</i> ; leisure activities P. 3 rd person endings	From August 31 st to September 11 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas Institutional tutor: Lic. Juan Manuel Moreno

At this first bimester, the students of the project started to get used to working in English only; it was really interesting to work with body language, examples on the board, such as pictures and sentences they were familiar with. Besides the development of the regular class, it was a little bit difficult to start working with video sessions. However, they enjoyed video activities although it was necessary to replay the videos five or six times at least, at the same time, they also had to work with the script of the video activities.

2.1.2 Second Bimester Activities

UNIT	SKILL	CONTENT	MOMENT	RESOURCES	EVALUATION	RESPONSIBLES
4	Integrated skills	G. <i>there is / there are;</i> V. Rooms and furniture; prepositions of place; positive and negative adjectives.	From September 14 th to September 25 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas Institutional tutor: Lic. Juan Manuel Moreno
5	Integrated skills	Review of Unit 0 to Unit 4	From September 28 th to October 2 nd	English laboratory Students English books Extra activity sheet	Conversation activities	Teacher Wilfredo Quisbert Mamani
6	Integrated skills	G. Nouns: countable and non countable; quantity: <i>How much/How many?</i>	From October 5 th to October 16 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas

		V. Food and drink; containers; <i>would like</i> P. Vowel sounds				Institutional tutor: Lic. Juan Manuel Moreno
7	Integrate d skills	G. Modals: <i>can, can't, have to, don't have to</i> V. Describing character; jobs P. Word stress	From October 19 th to October 30 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas Institutional tutor: Lic. Juan Manuel Moreno

At this second bimester, the students of the project continued working very well. They reached a communicative level in which they were able to use essential phrases even to express personal activities such as getting permission to ask for their cell-phone numbers, going to the bathroom, and other activities. They felt more confident regarding the video activities and they liked being part of the activities. Gradually, it was not necessary to replay the video more than four times and they worked with the script of the video activities more easily.

2.1.3 Third Bimester Activities

UNIT	SKILL	CONTENT	MOMENT	RESOURCES	EVALUATION	RESPONSIBLES
8	Integrated skills	G. Simple past: regular and irregular affirmative forms; <i>ago</i> V. Water sports; time expressions : <i>on, in, at, last</i> ; time linkers P. –ed endings	From November 3 rd to October 13 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas Institutional tutor: Lic. Juan Manuel Moreno
9	Integrated skills	G. Simple past: regular and irregular negative and question forms V. Feelings; adjective + particle word combinations	From October 16 th to October 27 th	English laboratory Students English books Video Activity sheets	Oral test about personal information Written test of unit 1 Video activity	Teacher Wilfredo Quisbert Mamani Academic tutor: Lic. Wilma Flores Cuentas Institutional tutor: Lic. Juan Manuel Moreno

		P. Simple past vowel sounds				
10	Integrated skills	Review of Unit 6 to Unit 9	From November 30th to December 18 th	English laboratory Students English books Extra activity sheet	Conversations activities	Teacher Wilfredo Quisbert Mamani

At this third bimester, participants of the project were really involved in the class activities. They felt further motivated with the video activities. It was not a problem to work in English only, since speaking Spanish in the classroom was forbidden. They usually worked with the additional material provided on the dvd such as the dictionary. They did not work with the script of the video activities less than the previous bimesters. Besides, it was not necessary to replay the videos more than the lesson plan established.

3. EVALUATION CRITERIA

The system of evaluation was set up in advance. This present project is divided into three parts with their corresponding evaluations. For this purpose, two kinds of evaluation were considered, which are as follows: Summative evaluation is what the students reach regarding to numbers (quantitative). Formative evaluation is the emotional part of the students` development in this project (despite the marks). On the other hand, **Continuous Evaluation** and **Testing Evaluation** were considered as it is described in the following chart:

First Evaluation	35%	First bimester
Second Evaluation	35%	Second bimester
Third Evaluation	30%	Third bimester
Total	100%	Last class of the bimester

3.1 Evaluation

The video sessions were reflected in the part of Attendance and Participation, and it shows students General Communicative Competence (G.C.C). The criterion for grading the evaluation for this semester is as follows:

First Bimester Evaluation 35						
Students	Continuous Evaluation				Test	Continuous Evaluation + Test
	Homework	Attendance and Participation	G. C. C.	Total		
Participant	7	7	7	21	14	35

Second Partial Evaluation 35						
Students	Continuous Evaluation				Test	Continuous Evaluation + Test
	Homework	Attendance and Participation	G. C. C.	Total		
Participant	7	7	7	21	14	35

Third Partial Evaluation 30						
Students	Continuous Evaluation				Test	Continuous Evaluation + Test
	Homework	Attendance and Participation	G. C. C.	Total		
Participant	6	6	6	18	13	30

3.2 Homework

Students had homework every day; there was always an activity to solve at home closely related to what they were learning in class. Basically, those activities can be considered an extension or follow up of the activities set up by the workbook that American Inside Out book offers. The level of the activities of the workbook was according to the development students had in the classroom. It was marked over 7 points.

3.3 Attendance and Participation

Attendance is a really important part in any language teaching process. In this case, it was seriously important for the students to come to English classes every day, since, in comparison to other subjects, learning English is not a matter of studying theoretical rules, rather, it is practicing the use of this language. As this project is based on the communicative approach, students had the chance to participate in all the activities in the classroom. Therefore, attendance and participation are closely related. It was marked over 7 points.

3.4 General Communicative Competence G.C.C.

General Communicative Competence consists of the students' knowledge, skills, competence, and their ability to learn the language. Since there are some students who have the ability to develop the linguistic skills easier than others do, of course not all of them can work at the same level. Then, G.C.C. evaluates these students' abilities regarding to all the linguistic skills (Listening, Speaking, Reading and Writing), and without considering neither their homework nor their attendance. It is marked over 7 points.

3.5 Test

The test is divided into four parts, Listening and Comprehension, English Usage and Grammar, Reading and Vocabulary, and Writing. All of them were tested in one class, except the Speaking part, which was taken in an extra class. The speaking part consisted on taking a piece of paper where they found a situation that might happen in real life, and they had to speak about it. Since the test is not considered the most important part of any evaluation of the language teaching process, it was just an indicator. The test measured how students were learning in class through practicing and solving exercises. That is the reason why the test was marked over 14 points; a sample of the test can be found in Annex 3.

4. VIDEO RESOURCES AS REINFORCEMENT IN THE LANGUAGE LEARNING PROCESS

Along the first bimester students covered **A Preview to English** section, Units 0, 1, 2 and 3 of American Inside Out (material used as the official text book), with a corresponding video activity almost after each unit. The table below shows a more detailed description of the content of the video activities (how the video activities were organized, a summary of the topic developed, a detailed description of the kind of language the Unit is focused on, as well as that, some of the cultural connections).

UNIT	SUMMARY	LANGUAGE FOCUS	CULTURE CONNECTION
1. YOU	A mini-drama with April Mac Key registering for a course at SVS (the School for Visual Science)	Grammar question formation Vocabulary: personal information-name, address, telephone number, etc.	Mr. and Mrs.
2. PEOPLE	A mini-drama where the four main characters- April, Robert, Simone, and Charlie- have their first class.	Grammar: simple present: I live, I work, I want. Vocabulary: TV related jobs – reporter, cameraman, producer, writer.	The language of gestures
3. DAYS	April and Charlie making a video about what people like doing in New York. Then they receive feedback from Karen back on the studio.	Grammar love/like + ing verb/to do; hate + ing verb; adverbs of frequency with the simple present. Vocabulary: informal expressions – I`m freaking out; I`ll get over it; Gimme a break; Stick with it; You`re gonna be fine. Features of city life – crowds, noise, humidity, traffic.	Cities of the world

Along the second bimester students covered Units 4, 5, 6 and 7 of American Inside Out; with a corresponding video activity almost after each unit. The table below shows a more detailed description of the content of the video activities (how the video activities were organized).

UNIT	SUMMARY	LANGUAGE FOCUS	CULTURE CONNECTION
4. LIVING	A mini drama with April looking for a new apartment to live in. She is being helped by her friends, Charlie and Simone	Grammar: There is/ There are. Vocabulary: Rooms – kitchen, living room, etc. Furniture – sofa, bookcase, etc. Adjectives – spacious, beautiful, etc. Types of houses: houseboat, igloo, skyscraper, tepee.	Home sweet home
5. NO VIDEO UNIT			
6. FOOD	April and Charlie ordering lunch, followed by their video on the New York Food Bank.	Grammar: requests – orders. Vocabulary: food; restaurant language	Food glorious food
7. WORK	Simone and Robert making a video about people`s jobs and ideal jobs.	Grammar_ modals – have to, don`t have to, can, can`t. Vocabulary; work – types of job	Work, work, work

Along the third bimester students covered Units 8,9 and 10 of American Inside Out book; with a corresponding video activity almost after each unit. The table below shows a more detailed description of the content of the video activities (how the video activities were organized).

8. OCEAN	Charlie and April looking at video footage of a vacation in Tuscany taken by Charlie the previous summer. The video footage is shot in the style of a documentary.	Grammar: simple past (regular and irregular) Vocabulary: ancient, footage, highlight, spectacular, unique, weird.	Cheese rolling!
9. SOLO	Robert and Simone going to class where they watch a documentary biography of Bob Marley.	Grammar: regular and irregular simple past form. Vocabulary: popular music – reggae, soul, rock, album. Record, record deal, record label, band, hit.	Music time

After concluding all the video sessions set up for the project, participants reached all the objectives. For a more detailed description of the results, see the 'percentages of progress' section in Chapter IV.

4.1 Video Activity

As it was explained before, the American Inside Out book by Mac Millan publishers was used, and fortunately, this textbook comes along with a series of video activities in DVD format. These activities consist of three important parts: Before you watch, while you watch, and after you watch. Each part of the video activity has its own characteristics; they are fully described below. Besides, a sample video activity can be found in Annex1.

4.1.1 Before watching

This activity is usually short; the purpose is to prepare the students for watching the video, therefore, it has to draw interest and willingness for the video. This activity could be:

- a) An introduction of the video.-** In this introduction, the teacher simply explains what the video will be about; for example, students are going to watch a video of a girl who is looking for a job, and her name is April. The teacher encourages the students to work with a partner and match the beginning of the sentences in Column A to the correct endings in Column B.
- b) A conversation.-**It is the practice of conversations with a partner. The conversation could be about any topic related to the video or grammar point they are working with. In this case, the conversation would be about giving personal information because this video is about a girl who is looking for a job.
- c) A description of one or all the characters.-**For this purpose, the teacher shows a picture or a scene of one or some of the characters and asks the

students to write a description of them. Students can do the description orally too.

- d) A questionnaire.-**It is a set of questions about the video or the topic that the students are going to watch. The students have to answer some of them.
- e) A question about the topic of the video.-**At this part, students ask questions about what they are going to watch on the video. It encourages students to participate actively in the class.
- f) Writing a set of questions.-** Students are asked to write questions about the topic they are working with. Most of the questions have to be answered by the students themselves after watching the video.
- g) Presenting new vocabulary.-**New vocabulary items are in the same video. Therefore, the teacher explains new key vocabulary for students to understand the video, and to use after watching the video.
- h) Predicting what students are going to see in the video.-**It is really important to have the students say or just write sentences about the video. After watching the video, they check if their sentences (predictions) are true or false.

4.1.2 While watching

This activity is the most important part of the session, because the students use all their English skills to complete it. That is why the teacher has to be careful when designing this activity. The teacher does not have to forget to see the activity as if he were a student. It should not be taken for granted; the students might like the activity or sometimes they may not.

- a) Choose the correct answer for the questions about the video.-**For this activity, the teacher writes sentences, about the video, with a set of three different possible answers. Then, the students choose the correct answer

according to what they watched in the video. The correctness is checked afterwards.

- b) Answer a questionnaire.-** In this activity, students watch the video and answer a questionnaire prepared by the teacher. The questions have to be according to the level in which students are.
- c) Read sentences about the video and check if they are true or false.-** In this activity, the teacher writes true or false sentences about the video. Then students identify, according to what they already know, the correct ones.
- d) Read some sentences about the video and put them in the correct order.-** In this activity, the teacher writes sentences and put them in an incorrect order so that students number the sentences after watching the video so that they make sense.
- e) Complete some sentences about the video with the correct verb.-** In this activity, the teacher takes advantage to review or practice a grammar point. The sentences or summary could be written in simple present, present perfect, etc.
- f) Watch the video to tell it to somebody.-** For this activity, students are divided into two groups A and B. The students of group A watch the video, then they talk about it to the students of group B; after this step, students swap roles. Since they have to watch another video, it works well if the video is short and understandable.
- g) See a video to answer someone's questions.-** This activity is quite similar to the previous one. The difference is that the students must write questions for the watchers (the ones who saw the video).

4.1.3 After watching

A post activity is necessary to reinforce what students practiced during the activity. According to the main activity, they can be:

- a) **Making a Culture Connection.**-According to what they watched on the video, students may get additional information about cultural aspects from countries where English language is spoken.
- b) **Making a discussion.**-Students discuss an issue related to the topic of the video. For example, what they think about employment situation (in Bolivia or somewhere else).
- c) **Tell their feelings about the video activity.**- Students may share other experiences they had related to the video topic.

CHAPTER IV

RESULTS AND EVALUATION OF THE PROJECT

1. RESULTS OF THE PROJECT

Initially, most of the students who participated of this guided project were not very confident when speaking English; however, through the development of this project, they were switching their attitude. It was because it is not the same to have regular classes than having video activities in their learning language process. Video sessions gave students the chance to listen to native speakers so that students had correct pronunciation as well as they learned some cultural aspects that are not often given in the classroom.

Just to mention an experience, when the students were about to finish the last bimester, they were able to talk to the teacher in English. All the conversations we had was about real life and they were in real context. We used to talk about the weather and what they did the previous weekend and those kinds of things.

The use of video resources as a reinforcement developed throughout this project had good results. Even though students, after this course, are not masters in grammar or good translators, they are able to speak English, to listen to English, to read English, and to write in English. At the conclusion of the project, the students were able to make basic conversations with native speakers. As it was proposed, in the section of objectives, this guided project has solved effectively the problems and needs San Francisco de Asis University has – those needs were detailed in the Situational Section.

The use of video resources as reinforcement in the language teaching process was a success. All the objectives that the present project intended to reach were fulfilled. Besides, the students were satisfied with this kind of work and they enjoyed working with it.

This experience was amazing since they improved all English skills through video sessions, provided after each unit they had along the project. The students did

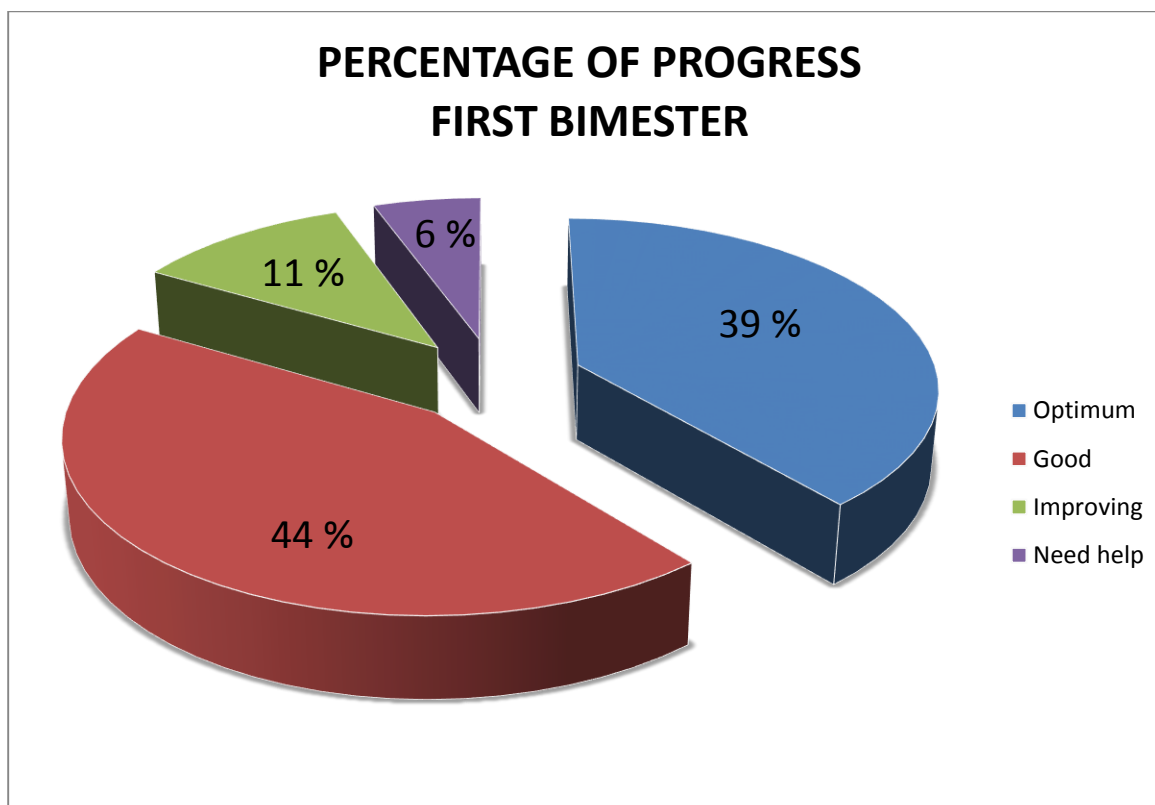
not practice and improve only listening, speaking, reading and writing but also pronunciation and they learned many features of American culture.

1.1 PERCENTAGE OF PROGRESS

For a better understanding of the progress and results of this project, the results have been processed in graphs that show some of the results in percentages.

PERCENTAGE OF PROGRESS: FIRST BIMESTER

The next chart shows the development of the students during the first bimester. As it can be seen in the pie charts, they have been catalogued into four groups according to their progress. The data was taken from the results of the total evaluation during the first bimester.



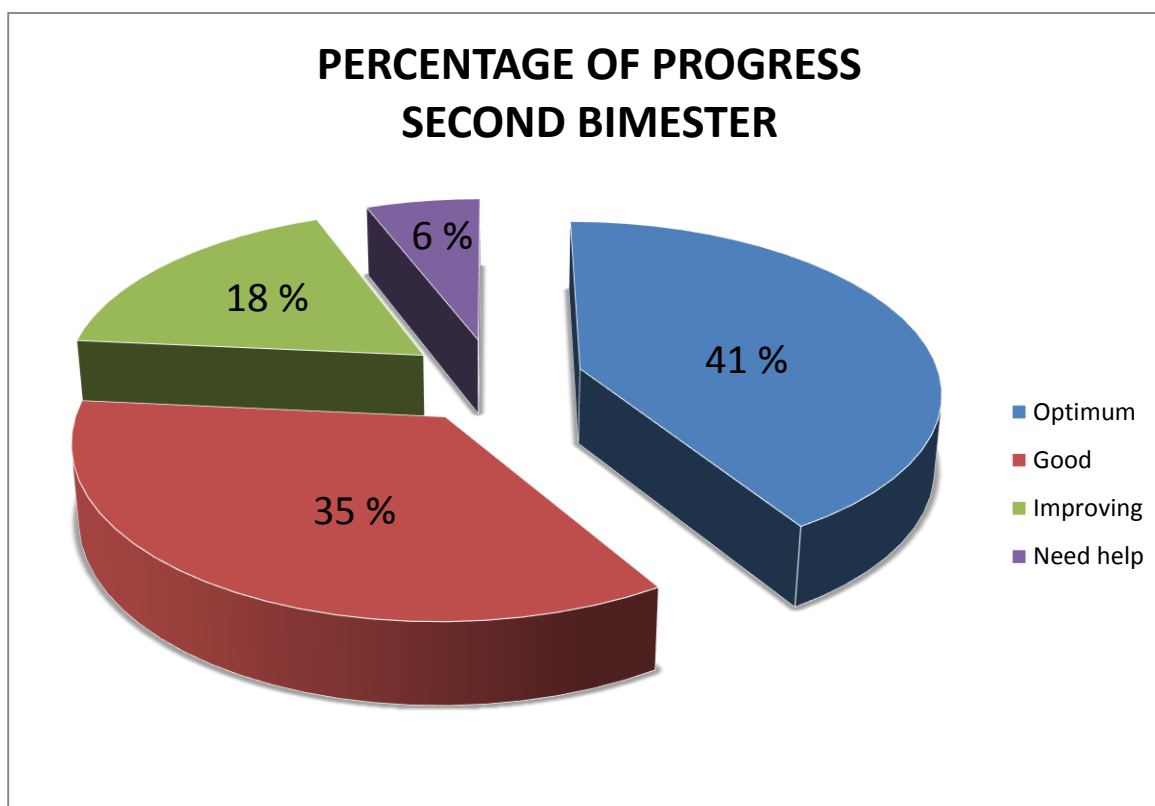
In this chart, we can see that 39 % of the students who participated of this project reached an **optimum** level. It means that they have reached the objectives

of the project at an optimum level. The 44 % of the students reached a **good** level, which means that they had a good performance. The 11 % is **improving** which means that they are still in the process of learning. Finally, the 6 % of the students **need help**.

It must be pointed out that the students who belong to the **improving** group and the ones that **need help** missed lessons or could not attend lessons. Their absences were due to several reasons; the main reason was because they had to work.

PERCENTAGE OF PROGRESS: SECOND BIMESTER

The next chart shows the development of the students during the second bimester. As it can be seen in the pie charts, they have been catalogued into four groups according to their progress. The data was taken from the results of the total evaluation during the second bimester.

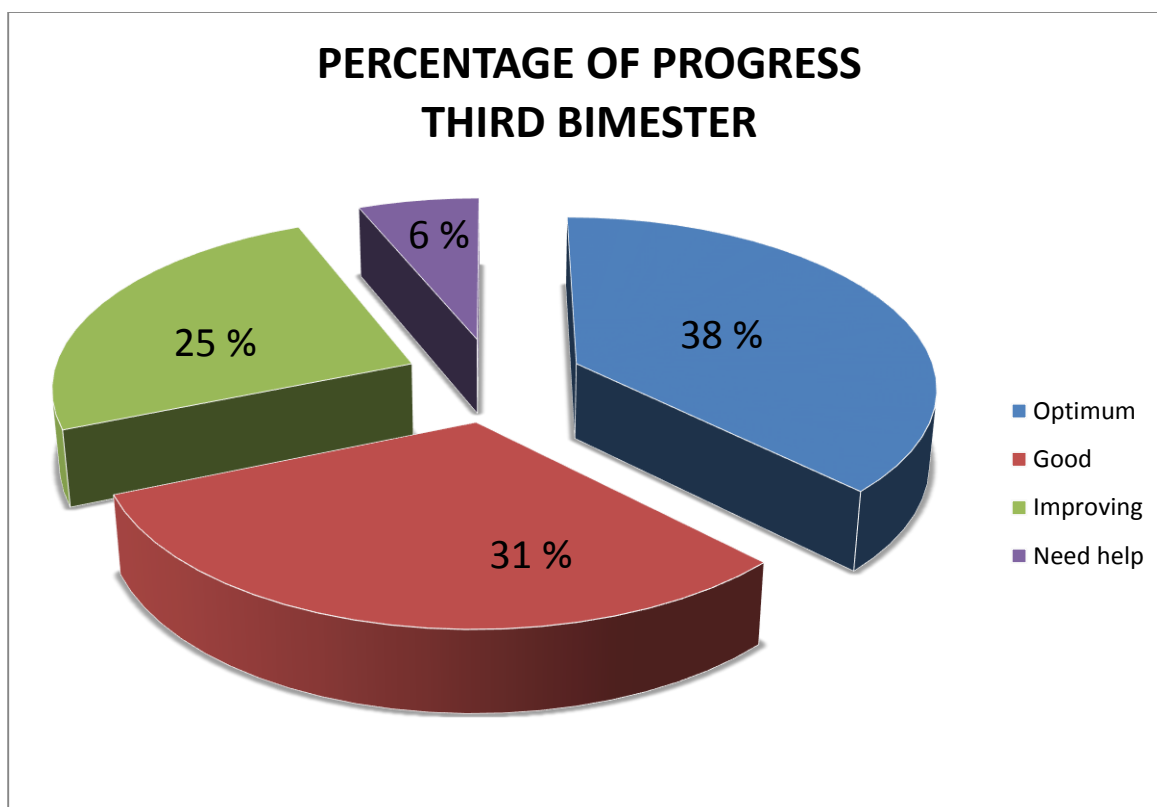


In this chart, we can see that 41 % of the students who participated of this project reached an **optimum** level. It means that they have reached the objectives of the project at an optimum level. The 35 % of the students reached a **good** level, which means that they had a good performance. The 18 % is **improving** which means that they are still in the process of learning. Finally, the 6 % of the students **need help**.

It must be pointed out that the students who belong to the improving group and the ones that need help missed lessons or could not attend lessons. Their absences were due to several reasons; the main reason was because they had to work.

PERCENTAGE OF PROGRESS: THIRD BIMESTER

The third chart shows the development of the students during the third bimester. As it can be seen in the pie charts, they have been catalogued into four groups according to their progress. The data was taken from the results of the total evaluation during the third bimester.

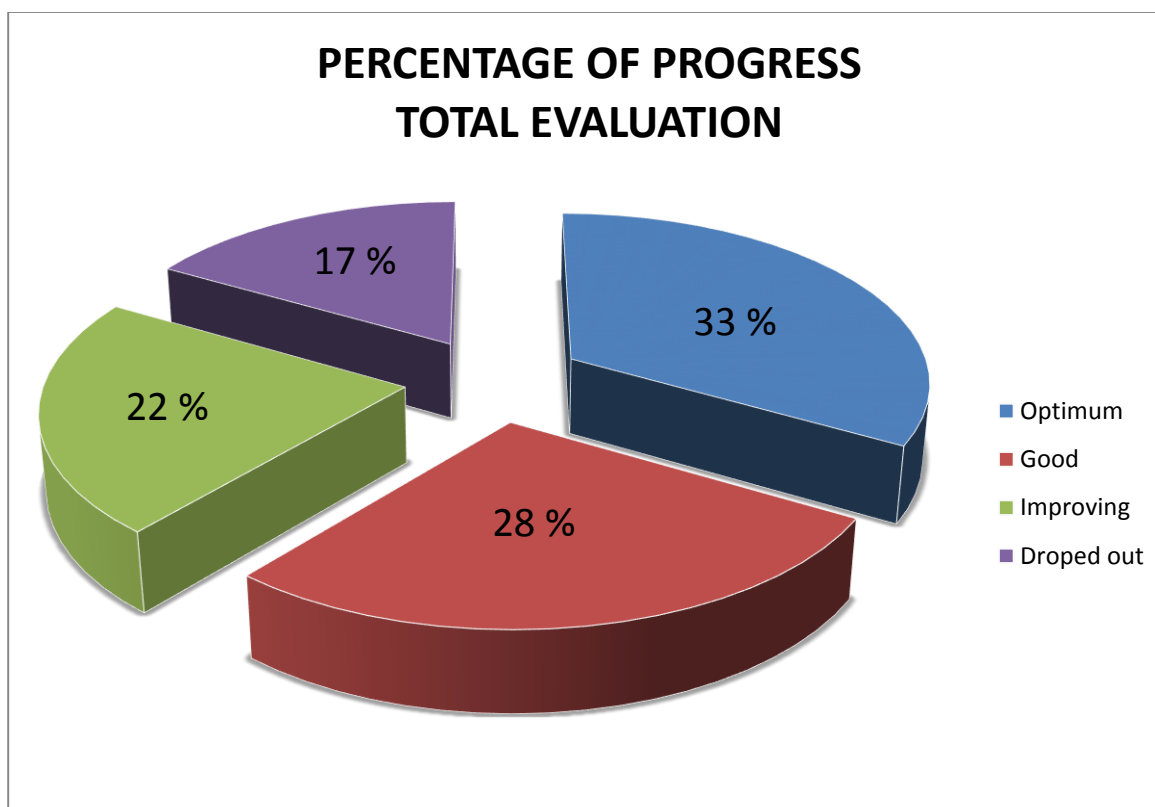


In this chart, we can see that 38 % of the students who participated of this project reached an **optimum** level. It means that they have reached the objectives of the project at an optimum level. The 31 % of the students reached a **good** level, which means that they had a good performance. The 25 % is **improving** which means that they are still in the process of learning. Finally, the 6 % of the students need help.

It must be pointed out that the students who belong to the **improving** group and the ones that **need help** missed lessons or could not attend lessons. Their absences were due to several reasons; the main reason was because they had to work. Besides, some students quit the class because of some other reasons.

PERCENTAGE OF PROGRESS: TOTAL EVALUATION

Finally, the last chart shows the results of the progress of the full guided project. The chart contains the percentage relationship of the contents of the total evaluation. The evaluation involves the four aspects according to the progress of the students, observed along the three bimesters.



In this chart, we can see that 33 % of the students who participated of this project reached an **optimum** level. It means that they have reached the objectives of the project at an optimum level. The 28 % of the students reached a **good** level, which means that they had a good performance. The 22 % is **improving** which means that they are still in the process of learning. Finally, the 17 % of the students **need help**.

The students who belong to the improving group and the ones that need help missed lessons or could not attend lessons. Some students had to quit the project because of different reasons, and some missed lessons because they had to work. The reason there are low scores in case of four students is due to they dropped out the class as it can be seen at the part of total evaluation on page number 85. Consequently, they do not have any score on the third bimester and this absence affected their final results.

1.2 OUTCOMES OF THE EVALUATION

From the analysis of the data shown in the tables above, we can conclude that around 39% of the participants need either help or quit the course because of external factors. That is, their low level of English cannot be related to the use of material, the kind of material itself, the teaching method used for the course, or the activities programmed in the syllabus. Moreover, there are several personal reasons; familiar, social, economic, etc. which forced them to quit the English class.

On the other hand, around the 61% of the participants besides fulfilling the main objectives of this project attained the general and specific objectives of the syllabus and the lesson plan. In other words, they developed the necessary linguistic skills to be able to express themselves, in English, in real situations. The figures show that they do have some knowledge of the English language, and the general evaluation of the performance of the participants shows that they can interact, at an elementary level, using the English language.

2. EVALUATION

2.1 First Bimester Evaluation

Jul 27th - Sept 11th

First Evaluation 35						
Students	Continuous Evaluation				Test	Continuous Evaluation + Test 35
	Home work 7	Attendance and Participation 7	G. C. 7	Total 21		
Paula Pamela Vargas F.	5	5.5	6	16.5	14	30.5
Silvana Vidaurre Prado	4	4	4	12	12.5	24.5
Luz Vivian Machicado A.	6	7	6.5	18.5	14	32.5
Jose Arturo Moscoso A.	4	5	5	14	12	26
Enrique Carlos Cavero	5	5	4.5	14.5	10	24.5
Andres Toranzo Lopez	5	4.5	4.5	14	11	25
Mery Ruth Aguirre	4	5	4	13	11	24
Allison Machaca Ramos	5	5	5	15	12	27
Allison Gutierrez Corrales	5	5.5	5	15.5	11	26.5
Rolando Sepulveda Iglesias	5	4	4.5	13.5	12	25.5
Juan Antonio Quisbert G.	5.5	7	6	18.5	13	31.5
Israel Huanca Amaru	5.5	7	4.5	17	11.5	28.5
Victor Mattos Velmonte	5.5	6	5	16.5	12.5	29
Nelson Botello Zegarrundo	5	6	5.5	16.5	12	28.5
Juan Canaviri Quispe	5	4.5	4.5	14	10	24
Pedro Poma Mayta	6	5	5.5	16.5	12	28.5

2.2 Second Bimester Evaluation

Sept 14th- Oct 30th

Second Evaluation 35						
Students	Continuous Evaluation				Test	Continuous Evaluation + Test 35
	Home work 7	Attendance and Participation 7	G. C. C. 7	Total 21		
Paula Pamela Vargas F.	3.5	5.5	6	15	13	28
Silvana Vidaurre Prado	3.5	4.5	4	12	12	24
Luz Vivian Machicado A.	5.5	7	5.5	18	12.5	30.5
Jose Arturo Moscoso A.	5.5	7	5.5	18	12.5	30.5
Enrique Carlos Cavero	3	4	3.5	10.5	8	18.5
Andres Toranzo Lopez	4	4.5	4.5	13	10	23
Mery Ruth Aguirre	4	4	4	12	10.5	22.5
Allison Machaca Ramos	5	5.5	5	15.5	11.5	27
Allison Gutierrez Corrales	2	6	4	12	7	19
Rolando Sepulveda Iglesias	3	4	4	11	12	23
Juan Antonio Quisbert G.	5.5	7	5.5	18	11.5	29.5
Israel Huanca Amaru	5.5	5	4.5	15	10	25
Victor Mattos Velmonte	5.5	5	5	15.5	11.5	27
Nelson Botello Zegarrundo	5	4.5	5	14.5	11	25.5
Juan Canaviri Quispe	4	4	4	12	12	24
Pedro Poma Mayta	5.5	5.5	4	15	10	25

2.3 Third Bimester Evaluation

Nov 2nd – Dec 18th

Third Evaluation 30						
Students	Continuous Evaluation				Test	Continuous Evaluation + Test
	Home work 6	Attendance and Participation 6	G. C. C. 6	Total 18		
Paula Pamela Vargas F.	3.5	4	5	12.5	11	23.5
Silvana Vidaurre Prado	0	0	0	0	0	0
Luz Vivian Machicado A.	5	6	5.5	16.5	12	28.5
Jose Arturo Moscoso A.	2	2	2	6	0	6
Enrique Carlos Cavero	0	0	0	0	0	0
Andres Toranzo Lopez	0	0	0	0	0	0
Mery Ruth Aguirre	4	5	4	13	9	22
Allison Machaca Ramos	4	5	5	14	10	24
Allison Gutierrez Corrales	4	5	4	13	8	21
Rolando Sepulveda Iglesias	3	3	4	10	7	17
Juan Antonio Quisbert G.	6	6	6	18	10.5	28.5
Israel Huanca Amaru	5	5	4	14	10	24
Victor Mattos Velmonte	0	0	0	0	0	0
Nelson Botello Zegarrundo	2	3	3	8	0	8
Juan Canaviri Quispe	4	4	4	12	9	21
Pedro Poma Mayta	5	4.5	4	13.5	8	21.5

2.4 Total evaluation

Total evaluation over 100% July 27th to December 18th

Students	1 st Bimester	2 nd Bimester	3 rd Bimester	Final Grade	Pass Fail
Paula Pamela Vargas F.	30.5	28	23.5	82	Pass
Silvana Vidaurre Prado	24.5	24	0	48.5	Fail
Luz Vivian Machicado A.	32.5	30.5	28.5	91.5	Pass
Jose Arturo Moscoso A.	26	30.5	6	62.5	Fail
Enrique Carlos Cavero	24.5	18.5	0	43	Fail
Andres Toranzo Lopez	25	23	0	48	Fail
Mery Ruth Aguirre	24	22.5	22	68.5	Pass
Allison Machaca Ramos	27	27	24	78	Pass
Allison Gutierrez Corrales	26.5	19	21	66.5	Pass
Rolando Sepulveda Iglesias	25.5	23	17	65.5	Pass
Juan Antonio Quisbert G.	31.5	29.5	28.5	89.5	Pass
Israel Huanca Amaru	28.5	25	24	67.5	Pass
Victor Mattos Velmonte	29	27	0	56	Fail
Nelson Botello Zegarrundo	28.5	25.5	8	62	Fail
Juan Canaviri Quispe	24	24	21	69	Pass
Pedro Poma Mayta	28.5	25	21.5	75	Pass

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

1. CONCLUSIONS

The present project has been developed to improve the professional profile of professors and administrative workers of San Francisco de Asís by helping them to learn a second language (English) at an elementary level with the use of video sessions as reinforcement of the regular classes. The results undoubtedly show that this course has attained the objectives that were established from the beginning, mainly because this project was designed according to the needs the participants had.

One of the outcomes of this Project was the appropriate use of the Communicative Approach and the Direct method. As it was mentioned in the Theoretical Framework, most methods and approaches that have been produced along history cannot be detached or considered useless. On the contrary, most of them, perhaps all, have some characteristics, techniques, or resources that in certain situations can be useful. The living proof of what has been said is the Communicative Approach, which makes use of several procedures and activities that belong to other methods and approaches.

Since the main objective of this project was to make the participants use the English language, while developing their linguistics skills, all the planned activities the material and the method (s) used contributed to reach that objective. Gradually, the participants were encouraged, by means of the activities planned, to use the English language in a communicative context. Following the examples, the participants started from the use of single words for greeting, until they used some sentences to express some ideas, feeling, and opinions among others.

The results of the project showed that the participants, after the project, improved their professional background. That is, after the project the participants can write in their Curriculum Vitae that they have some knowledge of the English

language at an elementary level. Moreover, they are able to understand some instructions, respond some greetings, and ask for some information.

As the Chinese proverb goes, “I hear and I forget. I see and I remember. I do and I understand” (attributed to Xunzi, sometimes to Kongzi– Confucius), the use of videos as a reinforcement in the English Language Learning Process was a success. The video activity encouraged the participant’s activity and participation in the development of the lessons. Although most students seem to be reluctant to talk and use the English language at the beginning, the mimicry and the use of body language from the teacher, of course strongly supported by the use of videos as a reinforcement of the lessons, motivated the participants to interact and use the language they were learning as a tool for communication.

Besides, the use of videos proved to be the right choice. The participants tended to imitate the characters shown on the videos: their pronunciation, intonation, even some gestures. It was amazing to see how the participants tried to reproduce some of the conversations of the video scenes, among themselves and also with the teacher. The videos proved to be very motivating because they promoted real and meaningful communication.

After the development of the project, professors and administrative workers of San Francisco de Asis University are able to communicate in English at an elementary level because the use of the video activities contributed positively to the fulfillment of the entire project as such.

In summary, even though some students have higher level of knowledge of the English language than others, it is something natural; some people learn more easily. However, the participants who ended up the course, can now continue their studies of English because they have the basic knowledge not only of the language, but also the way it is taught and learned since the objectives of this guided project were achieved.

2. RECOMMENDATIONS

After finishing the present project in which video sessions were used to reinforce the regular classes of English, and looking at the results obtained the author if this project may suggest the following:

- The success of the present activity lead us to suggest the use of not only videos but also some other resources may contribute to the development and achievement of the teaching of English. This suggestion is addressed to teachers and students of the Linguistics and Languages department, as well as to teachers of English who have the experience in the teaching process.
- Since there are students of the Linguistics and Languages Department who are interested in the area of teaching, it would be advisable for them to look for new ways of teaching. What we know about teaching can always be improved, as there are many resources out there to be used, it is all left to our imagination.
- As it is one of the ways of obtaining the degree in linguistics, students from the Linguistics and Languages Department may look for new institutions to work with; they may look for new inter-institutional agreements which may allow them to develop their creativity in the fulfillment of their studies.

On the other hand, in our developing country, as the years go by, the number of Universities and other institutions is increasing. Therefore, the need for not only teachers but also professionals of Linguistics may be needed. Those institutions should take advantage of the professionals that the Linguistics and Languages Department offers.

- San Francisco de Asís University which had the experience of this project may continue with this activity. The results show that they can greatly benefit from the agreement they have with UMSA and its Linguistics and Languages Department.

- San Francisco de Asís University may take advantage of this experience. As their professors and staff now have the basis of English, it would be logical to follow the learning process until they reach an intermediate or advanced level.
- Besides, San Francisco de Asís University as a rather modern institution that has technological devices available for their students and staff, should take advantage of that infrastructure to be used for the teaching and learning process.

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Annex 1

Annex 1

Sample of lesson plan for a video activity

Teacher: Wilfredo Quisbert Mamani Unit: Unit 4 “Living” Language focus: There is / There are		Date: September 25 th Grade: Elementary A Subject: English
Duration: 40 minutes	Materials/resources: Student book, English laboratory and video sheet.	Vocabulary: Rooms of a house, furniture, and appliances.
Summary: This video shows a mini-drama with a girl whose name is April. She is looking for a new apartment to live in, and she is being helped by her friends, Charlie and Simone.		
Before watching: Ask students to put the twelve words into the appropriate columns. Give them a clue. There are four words in each column. Students add words to the columns. Check as a class.		
While watching: Ask students to look at the three pictures. Elicit some words or sentences from students about each of the apartments. Play the video. Check the answers as a class. Ask students to read the sentences. Explain that they are part of the		

conversation between April, Charlie and Simone. Play the video again. Students should put the sentences in the correct order. Ask students to compare answers with a partner, and then check as a class.

After watching:

Ask students to look at the list and, on their own, rank the things in order of importance for them. (Number should be the most important.) Then put students into groups and get them to compare their lists. Ask students to tell their partners about where they live now.

Culture Connection:

Ask students to look at the four pictures and match the words in the box to the correct pictures. Ask students to imagine the “perfect place” to live. Students talk to their partners using the questions as cues.

Homework

Ask students to write a short paragraph (or a few sentences) about where they live.

Teacher: Wilfredo Quisbert Mamani Unit: Unit 7 “Work” Language focus: Have to, don’t have to, can, can’t		Date: October 19 th Grade: Elementary A Subject: English
Duration: 40 minutes	Materials/resources:	Vocabulary: Types of job

	Student book, English laboratory and video sheet.	
Summary: This video shows a mini-drama in which Simone and Robert are making a video about people`s jobs and ideal jobs.		
Before watching: Make students ask each other the three questions. Make sure they understand the concept of dream job (the perfect job)and for a living (as a job)		
While watching: Tell students to read the answers to the first two questions first to check understanding. Play the first two sections of the video and ask students to match the sentence to the person who said it. Check as a class. Tell students to read the answers to the third question to check understanding. Play the final section of the interviews and ask students to put the answers in order. Ask students to try to remember the answers before they watch. Play the interview section of the video and have students tell you to pause the video when they identify each answer. Replay if necessary.		
After watching: Ask students to work in groups to make one sentence for each job. Ask them also if they can make up their own sentence about another job. After a few minutes ask for one statement each from some of the groups and write them on the board. Ask other groups to read their sentence aloud about other jobs they have heard about.		

Culture Connection:

Ask students to get into groups and order the jobs according to pay. Then ask groups to address the questions. After a few minutes, elicit pay ranking from the whole class. Ask for individual responses to both discussion questions.

Homework

Depending on their circumstances, students write a paragraph on what they like / dislike their job or would / wouldn't like a particular job.

Annex 2

Annex 2

Sample of lesson plan for a regular lesson

Teacher: Wilfredo Quisbert Mamani Unit: Unit 4 “Living” Lesson: The best in the world		Date: September 25 th Grade: Elementary A Subject: English
Duration: 90 minutes	Materials/resources: Student book, extra activity sheet, English laboratory and video sheet.	Vocabulary: Rooms of a house, furniture, and appliances.
Objectives: To make students to describe their houses, apartments through the use of <i>there is and there are</i>		Essential questions: - Is there a.....? - Are there any.....?
Factual knowledge Students will know how to describe where they live.	Procedural knowledge Students will be able to talk about houses and furniture.	Conceptual knowledge Students will understand different kind of houses and apartments.
1. Warm-up (15 minutes)		2. Follow-up (20 minutes)

Make students to remember vocabulary of rooms of a house, furniture and appliances.	Make students to read the descriptions of three of the best places to live in the world, then make them to match those descriptions with the pictures on page 21 of the student's book. Finally make students to talk about the best places to live in Bolivia.
3. Round-up (15 minutes)	4. Wrap-up (40 minutes)
Make students to work in three groups with the speaking activity 4A of the Resource pack book. To reinforce the use of <i>there is and there are</i> .	Make students to have a video session of the same unit on page number 20 of the video book.

Annex 3

SAMPLES OF TESTS

Annex 4

SAMPLES OF VIDEO ACTIVITIES

Photos of San Francisco de Asís University



Classroom

