TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH CAREER

THESIS

THEME:

THE IMPACT OF THE AUDIOVISUAL AIDS IN THE TEACHING LEARNING PROCESS AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC PERIOD MARCH- JULY 2012.

Thesis submitted previous obtaining the Sciences of Education Degree with Major in the English language.

Autor:

Sandra de los Angeles Parreño Garzón

Director:

Lic. Edgar Encalada M.s.c.

Latacunga – Ecuador

2012

THESIS DIRECTOR'S ENDORSEMENT

As a director of this investigative work: "THE IMPACT OF THE AUDIOVISUAL AIDS IN THE TEACHING LEARNING PROCESS AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMYC PERIOD 2011-2012", of PARREÑO GARZÓN SANDRA DE LOS ANGELES, applicant of the English career, I consider this investigative report contains the methodological and scientific requirements, those are enough to be evaluated by the thesis validation court that Honorable Academic Board from the Academic Unit of Administrative and Humanistic Science designs for its own study and qualification.

Latacunga, July 2012

Lic. Edgar Encalada T.

THESIS DIRECTOR

RESPONSIBILITY

The criteria said in this present investigation "THE IMPACT OF THE AUDIOVISUAL AIDS IN THE TEACHING LEARNING PROCESS AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMYC PERIOD 2011-2012", are the authors responsibility.

Parreño Garzón Sandra de los Angeles

050308224-0

DEDICATION

The sweetest feelings of the life are smelt and felt beyond the place and time. So the biggest wings of our dreams are opened over the rainbow, so high;

Is for these reasons, each work, effort, laugh, drop and my feelings are dedicated to the LIFE because through it, I could express my depth wishes.

Angeles.

AKNOLEDGEMENT

It is almost true, the life requires too much effort to conquer our ideals, so my deeper thanks will be for my dear TECHNICAL UNIVERSITY OF COTOPAXI, moreover to my incredible teachers Edgar Encalada, Gina Venegas, Rodrigo Tovar, Marcela Chacón, Jorge Rosero, Sonia Castro, Rebeca Yugla because they cheered me up to be a great teacher and to realize that the human being was created to achieve to the most important goals.

Thanks for share me your knowledge and to be my teachers.

Angeles.

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTICS SCIENCES

ENGLISH CAREER.

THEME:

"THE IMPACT OF THE AUDIOVISUAL AIDS IN THE TEACHING LEARNING PROCESS AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC PERIOD MARCH- JULY 2012."

Author: Angeles Parreño Garzón.

ABSTRACT

This investigative work pretends that students engage in the use of the audiovisual material, understanding and putting in practice all the wit activities that this useful tool put forth in the teaching learning process. When audiovisual aids materials are used intelligently, they can promote the most effective kind of learning, in adults as well as children, in college as well as grade school, everywhere. Taking into account that audiovisual aids are considered as a massive communicational tool, Every people can make the past come alive; make the present a rich experience instead of a meager one. We can help the farm boy to understand the city boy, the economically favored to communicative with economically deprived. People distant in space- continent apart- can be helped to see how much they have in common. So, the attention-getting power of audiovisual material pretends developing continuity of thought, thanks of their ability to stimulate interest and their simplicity combine to help the student think consequently about a subject presented in this concrete way. Also, it adds highly useful variety so if people work developing the multiple intelligences, using it students do not matter what kind of them can conquer many important goals that the curriculum would have.

JUSTIFICATION

Nowadays, Information technologies have affected every aspect of human activity and have a potential role to play in the field of education and training, specially, in distance education to transform it into an innovative form of experience. The need of new technologies in teaching learning process grows stronger and faster. The information age of knowledge provides feasibility for discovery, exchange information, communication and exploration to strengthen the teaching learning process.

The educative possibilities about ICT (information and communicative technology) must be considered since two points of view: Its knowledge and adequate management.The first aspect is a direct consequence of the culture and the up-dated society. It is impossible to understand the real world without a little of bit of informatics culture. It is a necessity to understand how is it generated, stored, transformed, transact and how is the access of the information and their multiply manifestations (books, pictures, sounds).

For this reason is so necessary and important to integrate this culture in the educative process, to use the ICT and get a free, spontaneous and a permanently   information that will be used every life.

The second aspect is extremely related with the first one, it is more technique. ICT must be used to learn and teach, for this reason whatever subject could be help through the ICT, in particular trough internet applying adequate techniques;

information technologies help in promoting opportunities of knowledge sharing throughout the world. These can help the teachers and students having up dated information and knowledge. Accurate and right information is necessary for effective teaching and learning.

Students are able to work in an interactive environment because it helps to every people to effort a critical education furthermore the media presence into the social environment creates since early ages involvements in cultural and educative facts;

In this up dated conditions, the world need more technology in order to facilitate to the teachers and students more knowledge to communicate and express their ideas; even more into the English acquaintance because it have been using trough the space and time.

INTRODUCTION

In Ecuador many universities have done innovation into its curriculum which have permitted to create blogs in order to help the individuals as a technological tool to share, study, and search certain data around the virtual libraries.

Cotopaxi as an Agricultural and Touristic province that has an important impact into the English teaching and learning process, for this reason, all the educational institutions in all the levels pretend to improve this skill through the use of the audiovisual methods in teaching and learning.

In Latacunga, the Technical University of Cotopaxi presents a misuse of the audiovisual methods since there are not laboratories to practice, however the process has been prepared with alternatives such as working in class with a laptop and inappropriate speakers to develop the teaching Learning process, improving this skill by themselves.

Because of the proper use of the ICT into education will be so useful, because it helps our understanding as we learn new facts and skills together with their significant relationships. Using and understanding an explicative guide about the most suitable audiovisual aids will improve our creativity and mass communication.

FUNDAMENTAL CATEGORIES

EDUCATION

TEACHING LEARNING PROCESS

INFORMATIVE AND COMMUNICATIVE TECHNOLOGIES (ICTs)

AUDIOVISUAL METHOD

USER GUIDE

CHAPTER I

THEORETICAL FRAMEWORK

EDUCATION.

> WHITE, Ellen g., (2012) writes, "True education is well defined as the harmonious development of all the faculties--a full and adequate preparation for this life and the future eternal life. It is in the early years in the home and in the formal schoolwork that the mind develops, a pattern of living is established, and character is formed." Publication of Education "the knowledge of the holy is understanding".

There are many important ways to be intellectuals absolutely. Even being children, young or adult, life presents us different opportunities; which will convert in our challenge, obviously all of them contain efforts that could change our life substantially, but it is the start of a new stage of the existence that will be called EDUCATION.

Open minders have Said, the free men are who take away their accomplishments and they go as beyond as he can, studying or increasing their knowledge by themselves or attending to some place where somebody assesses saying how to do. Our actual society offers many approaches, tendencies which are looking for a clever person who accepts those dares, through active participations; promoting the multiple intelligences development. Meanwhile the responsibility being a value, have taken a good position in the teaching learning process, because it matter a lot in the student, teacher and citizen life with an active and trustworthiness participation in the social order.

Finally, teaching and learning have been developing from the humanity to themselves, so lonely the people, towns, cultures and so on… that takes that dare will be the priviligioluos because they would find the true free in order to be really freedom.

> FALLS, (1967), explains, "The good education of youth has been esteemed by wise men in all ages, yet the best capacities require cultivation; it being truly with them, as with the best ground, which, unless well tilled and sowed with k seed, produces only ranker weeds.". The Journal of General Education,Vol. 28, No. 3, pp. 256-261

If we just imagine the importance of the family; we won't really do many unprofitable actions, so the family unit is the most suitable and comfortable organization in the society, consequently it should not never be breaking out for any reason; beside every institutions are growing increasingly in terms of amplitude and knowledge requiring clever students who have huge ideas in how to do, how to know and solving problems.

In the other hand to be critical thinker involves many facts such as, to have changed the traditional thoughts automatically, in order to demonstrate how the multiple intelligences work in the students mind in order to demonstrate the development, This is the case in how the new scientific inventions worth for everybody engaging the informative and communicative technologies and internet too, which with hard preparation are designed to solve problems and improve the style of life considering the actual cost living. Finally education is like a precious gem because of this, everything around us can change and the most important, to improve.

TEACHING LEARNING PROCESS

> POPLIN Mary S, PHD, explains, "Structuralist philosophy, constructivist theory, and holistic beliefs define the learning enterprise in opposition to reductionist behavioral learning theory and suggest that the task of schools is to help students to develop new meanings in response to new experiences rather than to learn the meanings others have created.", Holistic/constructivist Principles of the Teaching/Learning Process Implications for the Field of Learning Disabilities.

There are many theories where describe how does the teaching learning process work in order to improve the students skills; In order to have a compound meaning about teaching learning process, there have been many theories which with pedagogical backgrounds have helped this is the example of constructivism, because it can described as a theory that deals with the way people creating meaning of the world through a series of individual constructs.

Constructs are the different types of filters we choose to place over our realities from chaos to order. It is a learning process which allows a student to experience an environment first-hand, thereby, giving the student reliable, trustworthy knowledge, the student is required to act upon the environment to both acquire a test new knowledge. By the other hand holistic beliefs work over the teacher beliefs in how the teaching and learning were developing through history, is well know that the process have been changing continuingly. So nowadays there are many opportunities for the students who can, want and need improve their skills in whatever situation.

Obviously, if we find many concepts there will be a lot so, they are only create new standards of education which help to students to improve their receptive and productive skills in the classroom. Teaching-learning process is the heart of education. On it depends the fulfillment of the aims&objectives of education. It is the most powerful instrument of education to bring about desired changes in the students. Teaching learning are related terms. In teaching - learning process, the teacher, the learner, the curriculum& other variables are organized in a systematic way to attain some pre-determined goal let us first understand in short about learning, teaching and then teaching learning relation.

AUDIOVISUAL METHOD

> "Audiovisual documentation of oral consent (video and audiotape recording and photography) is used as a new method of informed consent designed for illiterate populations". The Lancet, Volume 359, Issue 9315, Pages 1406 - 1407, 20 April 2002.

Today's age of digitalization, Internet and hypermedia, however, provides a wider diversity of visual methods that can be applied and the results presented to the

public.In understanding the experiential qualities of visual media, one should not, under the illusion that it is less important, lose sight of the particular kinds of pleasure they produce, for this is indicative of how they function more generally. Films appeal in an even more direct way to the human sensorium, in part because of the senses they address and the fact that they address them simultaneously.

Today's hypermedia, digitalization, CD-ROMs signify the future of educational methods, including those related to visual anthropology. Digital video became a more flexible and applicable tool than 16 mm film for cinema and TV. It can be easily used by students and public. Plenty of visual anthropology workshops are taking place, especially on the graduate level. But it seems that less and less young people read long and complex works of "big thinkers".

Experiencing, re-thinking, reflecting and digesting of living paths we study takes time which nowadays no one seems to have. The era of long term and in depth analyzing, studying and writing moved towards fastness, higher efficiency, public usefulness, all leading towards the same aim: to get as much information as possible in a short time.

Hypermedia enables to search through different fields and reflect on the subject through a real interdisciplinary perspective. For the field of visual anthropology, hypermedia has the capacity (depending on how it is authored) to reflect, imitate and deconstruct aspects of different genres of anthropological film and writing.

Ethnographic and documentary films; it became Internet data-base for a wider group of people interested in scientific film around the world. It does not really matter if anthropology will be more represented in a written or audio-visual form, because, in my view, both approaches together can bring new dimensions for a better understanding of different social relationships, human values and even provide a possibility for survival of vanishing language groups.

FREYRE (1070), said, "Audio-visual method: most audio-lingual courses consisted of short dialogues and sets of recorded drills. Method was based on a behaviorist approach, which held that language is acquired by habit formation. Based on assumption that foreign language is basically a mechanical process and it is more effective if spoken form precedes written form. The stress was on oral proficiency and carefully- structured drill sequences (mimicry/memorization) and the idea that quality and permanence of learning are in direct proportion to amount of practice carried out.

Among the few things that we are knowing about ICTs, is the interaction that we do with them where they only do not provide information, so they modify and restructure our cognitive structure for many different mobilization symbolic systems. Its effects are not only quantitative of increasingly informative offers, but they are only quantitative for the treatment and usefulness that they have.

Facing to the education suggest that ICTs convert in a significative tool for the formation of cognitive skills, and to facilitate to join the skills and attitudes of the people and the information showing through different cods.   In order to create new educational technologies, the media has been developing strategies which are ICTs (informatics and communicative technologies) in order to create student who have critical, emotional and entrepreneurs criteria to defend themselves of many challenges that educative, social and economic world give us.

Audio-visual methods in teaching can improve classroom instruction and student understanding. Today, technology offers many possibilities for the teacher reported that wants to capitalize on the appetite of a new generation of multimedia presentations. Lesson plans on the use of the media must be consistent with the objectives of the program and not go wrong.

INFORMATIVE AND COMMUNICATIVE TECHNOLOGIES (ICTs).

> While the education is increasing in level, material and context the educative system   must need innovation within technology used in the English teaching learning process in order to construct meaningful learning that will be share among the society, and it could be an important tool by solving educative and social problems. Students who can apply their knowledge in a changing society, their ken must be up dated; according to the current situation

The educative possibilities about ICT (information and communicative technology) must be considered since two points of view: its knowledge and adequate management. The first aspect is a direct consequence of the culture and the up-dated society. It is impossible to understand the real world without a little of bit of informatics culture. It is a necessity to understand how is it generated, stored, transformed, transact and how is the access of the information and their multiply manifestations (books, pictures, sounds).

For this reason is so necessary and important to integrate this culture in the educative process, to use the ICT and get a free, spontaneous and a permanently   information that will be used every life.

GUIDE

A user guide or user's guide, also commonly known as a manual, is a technical communication document intended to give assistance to people using a particular

system. It is usually written by a technical writer, although user guides are written by programmers, product or project managers, or other technical staff, particularly in smaller companies.

User guides are most commonly associated with electronic goods, computer hardware and software. Most user guides contain both a written guide and the associated images. In the case of computer applications, it is usual to include screenshots of the human-machine interface(s), and hardware manuals often include clear, simplified diagrams. The language used is matched to the intended audience, with jargon kept to a minimum or explained thoroughly.

CONCEPTUAL FRAMEWORK

Audiovisual aids: they are technologies which are presented through multimedia presentations for increasing the understandable level of the students.

Educational technology: It is a system of practical knowledge not necessarily reflected in things or hardware.

Educational instrument: Films, radio and television

Teaching learning process: it is the heart of education, it is the most powerful instrument of education to bring about desired changes in the students; in TLP are related terms.

Multimedia: is media and content that uses a combination of different content forms. The term can be used as a noun (a medium with multiple content forms) or as an adjective describing a medium as having multiple content forms. The term is used in contrast to media which use only rudimentary computer display such as text-only, or traditional forms of printed or hand-produced material. Multimedia includes a

combination of text, audio, still images, animation, video, or interactivity content forms.

Multimedia is usually recorded and played, displayed or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia (as an adjective) also describes electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. The term "rich media" is synonymous for interactive multimedia.

Hypermedia: can be considered one particular multimedia application.

Technology: Is the making, usage, and knowledge of tools, machines, techniques, crafts, systems or methods of organization in order to solve a problem or perform a specific function. It can also refer to the collection of such tools, machinery, and procedures. Technologies significantly affect human as well as other animal species' ability to control and adapt to their natural environments.

Information Technologies: is concerned with technology to treat information. The acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a microelectronics-based combination of computing and telecommunications are its main fields. The term in its modern sense first appeared in a 1958 article published in the Harvard Business Review, in which authors Leavitt and Whisler commented that "the new technology does not yet have a single established name. We shall call it information technology (IT)." Some of the modern and emerging fields of Information technology are next generation web technologies, bioinformatics, cloud computing, global information systems, large scale knowledgebase, etc. Advancements are mainly driven in the field of computer science

ICT: information and communicative technology.

CHAPTER II

CHARACTERIZATION OF THE TECHNICAL UNIVERSITY OF COTOPAXI.

In Cotopaxi the coveted dream of a higher education institution is reached on January 24, 1995. The force of the province makes it possible, after many efforts and having as antecedent the extension that created the Technical College of the North.

The local UNE-C was the first administrative home, then the school premises Luis Fernando Ruiz greeted the enthusiastic university, then the Agricultural Institute Simón Rodríguez, was the scene of academic activities: finally for settling in its own home, thanks to the adequacy of a half-built building that was meant to be Social Rehabilitation Center.

Currently there are five acres that make up the campus and 82 the Center Testing, Research and Production Salache, we have clearly defined institutional position at the international and local problems, Technical University of Cotopaxi is an organization that defends a principle of self-determination of peoples, respect for gender equity. It declared imperialist aggression because UTC rejects outright the neoliberal globalization that privileges action failed free market economy, which drives a proposal for a model based on private management, or refine tratade public management reforms, so take a special style of management.

In these 15years of institutional life has achieved maturity and emancipation that crucible of struggle for the progress of the community, especially the most isolated and vulnerable people who need to help their necessities. The new institutional challenge with the authorities continued commitment to quality and excellence.
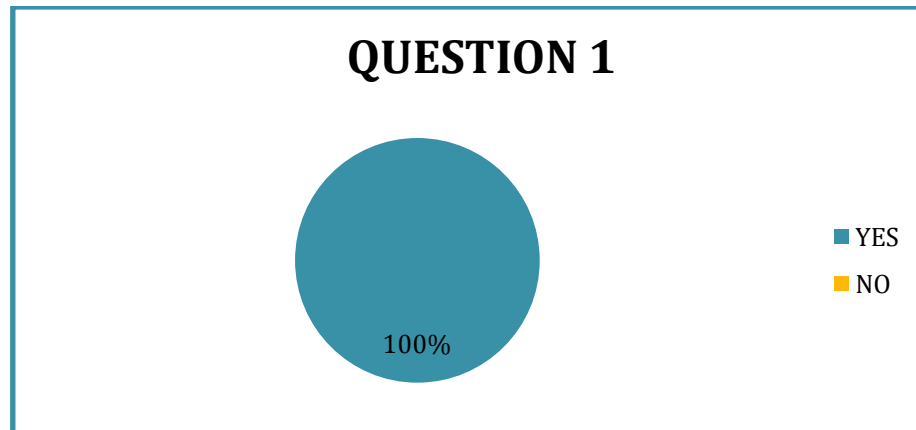
ANALYSIS AND INTERPRETATION OF RESULTS.

ANALYSIS OF THE SURVEYS APPLIED TO THE TEACHERS OF THE TECHNICAL UNIVERSITY OF COTOPAXI.

Do you apply enough resources in the teaching learning process?

TABLE # 1

OPTIONS	TEACHERS	%
YES	5	100
NO	0	0
TOTAL	5	100

GRAPHIC # 1

Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

The question number 1 shows that 5 teachers which represent 100% are using enough resources in the teaching learning process.
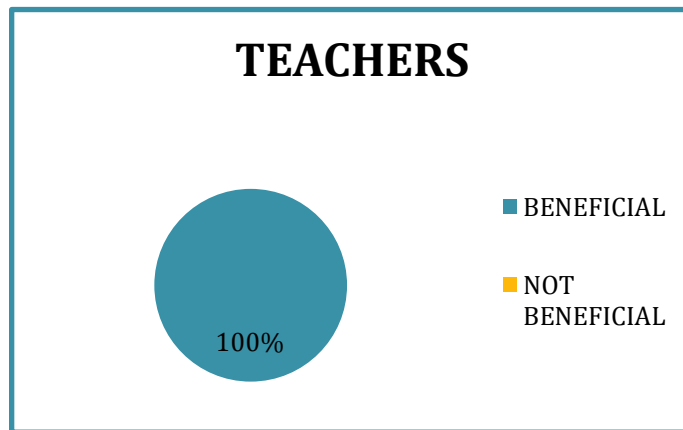
Nowadays, To have creative, innovative and proactive classes require technology so, while teachers are using enough resources will be more activities to do in class.

What can verbalism (verbal description of an experience) do for students?

TABLE # 2

OPTIONS	TEACHERS	%
BENEFICIAL	5	100
NOT BENEFICIAL	0	
TOTAL	5	100

GRAPHIC # 2

Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

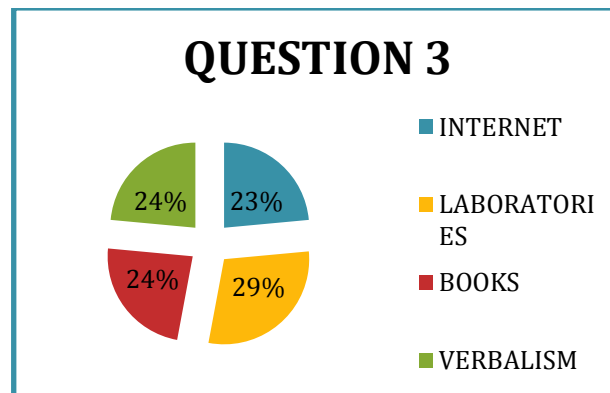In this question, 5 teachers which represent 100% are totally agree.

According to this result, the verbalism is very important because this helps to transmit information. Then, students have to transform that information into knowledge, meaningful learning.

Which of these can help a classroom to become active?

TABLE # 3

OPTIONS	TEACHERS	PREFERENCES	%
INTERNET	5	4	23
LABORATORIES	5	5	29
BOOKS	5	4	24
VERBALISM	5	4	24
TOTAL	5	17	100

GRAPHIC 3

Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

The question 3 shows that 4 tutors which represent 23% said internet, 5 teachers with 29% said laboratories, 4 teachers with 24% said books, 4 teachers represent 24% said verbalism.
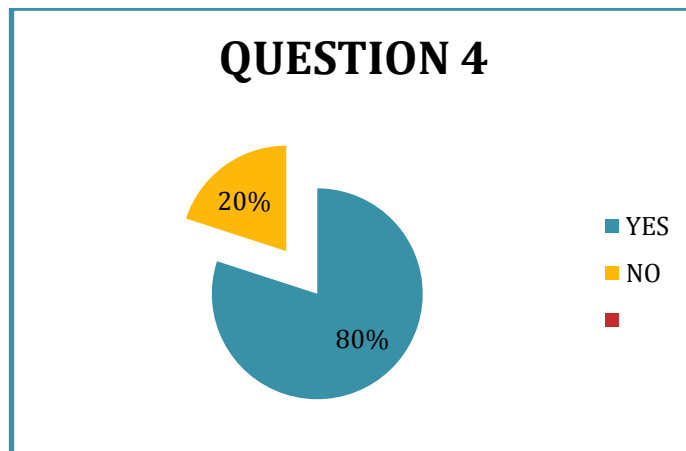
In order to show which are the best elements that help a classroom to become active, the results have expressed that each one help it, so in this technological era every resource improve the teaching learning process.

Do the books contribute with meaningful content to the Teaching Learning Process?

TABLE # 4

OPTIONS	TEACHERS	%
YES	4	80
NO	1	20
TOTAL	5	100

GRAPHIC # 4

QUESTION 4

20%

80%

YES
NO

Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

The question number 4 shows us that 4 teachers which represent 80% said yes meanwhile 1 person said no represented 20%.
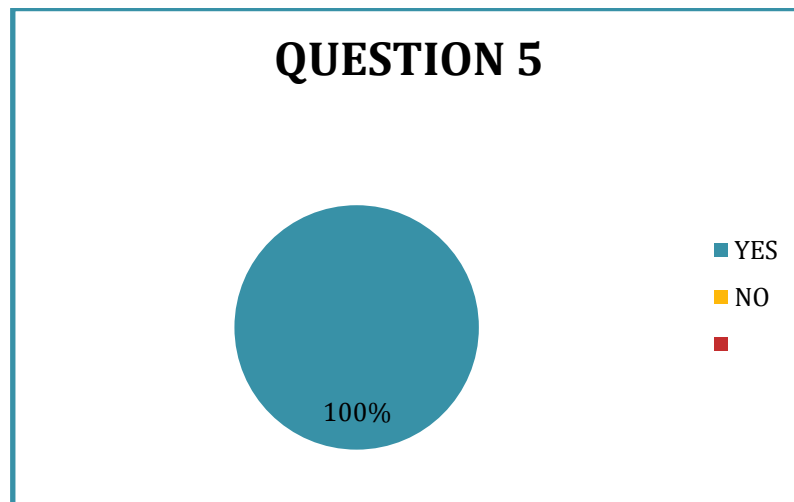
Noticing that books become meaningful when learners research and internalize the information given or read. It means self-preparation based on prior – contents.

Do you apply an innovative methodology in class?

TABLE # 5

OPTIONS	TEACHERS	%
YES	5	100
NO	0	0
TOTAL	5	100

GRAPHIC # 5

QUESTION 5

100%

- YES
- NO

Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

Of the totally of the teachers, 5 teachers which represent 100% said yes.

Taking into account the correct management of the educative resource generates an innovative methodology in class, further magazines, articles, classroom discussion groups, self-corrections (peer- to-peer), demo activities and oral and aural activities are activities which help students to create innovative knowledge and meaningful construction.

Do you think memorization in the students contribute to a better English learning?

TABLE # 6

OPTIONS	TEACHERS	%
YES	4	67
NO	1	33
TOTAL	5	100

GRAPHIC # 6
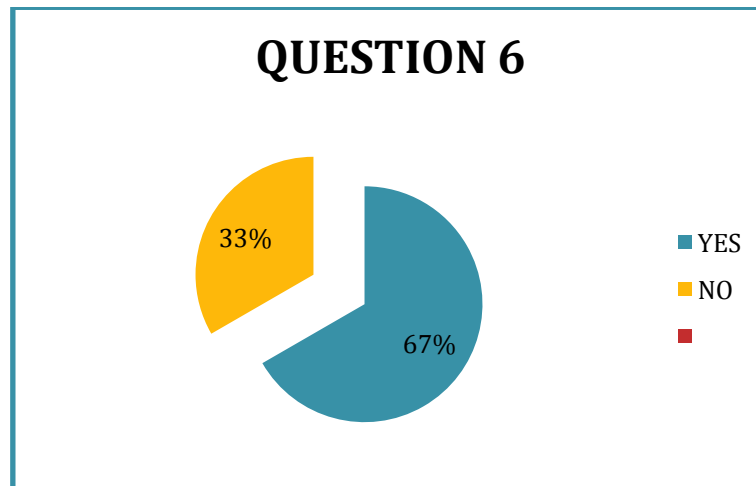
Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

The question number 6 shows that 4 teachers which represent 67% said yes meanwhile 1 teacher with 33% said no.

These results represent that English teaching learning need too much memorization to keep in mind as many words as possible in order to have fluency but this not demonstrate learning performance.

Does the bachelor formation make students be better thinkers, critical minders?

TABLE # 7

OPTIONS	TEACHERS	%
YES	4	80
NO	1	20
TOTAL	5	100

GRAPHIC # 7

QUESTION 7

20%

80%

YES

NO
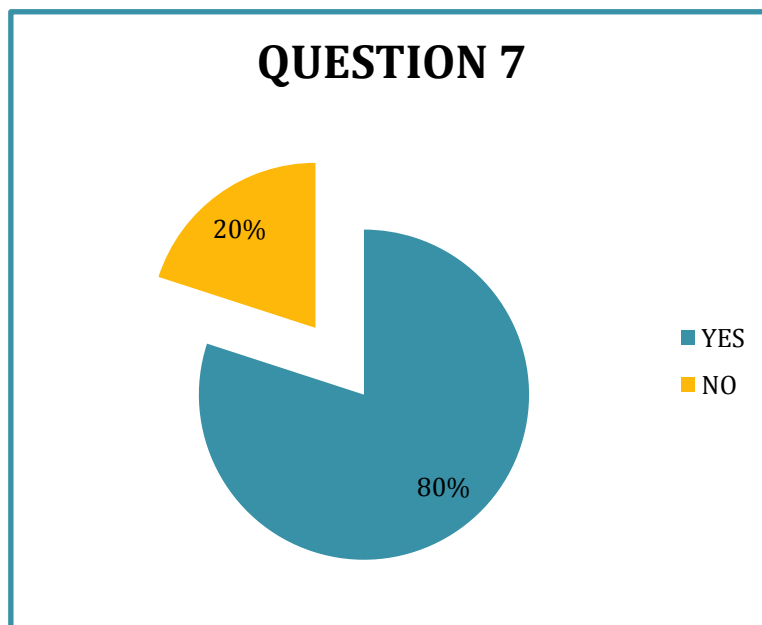
Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

This question shows that 4 students with 80% said yes moreover 2 teachers which represent 20% said no.

Taking into account that bachelor formation helps students be better thinkers, critical minders it is not the whole process to increase the Ss' level of thoughts so it is not ignite, the intrinsic motivation for learning any language or subject.

What kind of teacher are you?

TABLE #8

OPTIONS	TEACHERS	PREFERENCES	%
TRADITIONAL	5	0	0
CRITICAL	5	4	57
TECHNOLOGICAL	5	3	43
TOTAL	5	7	100

GRAPHIC # 8
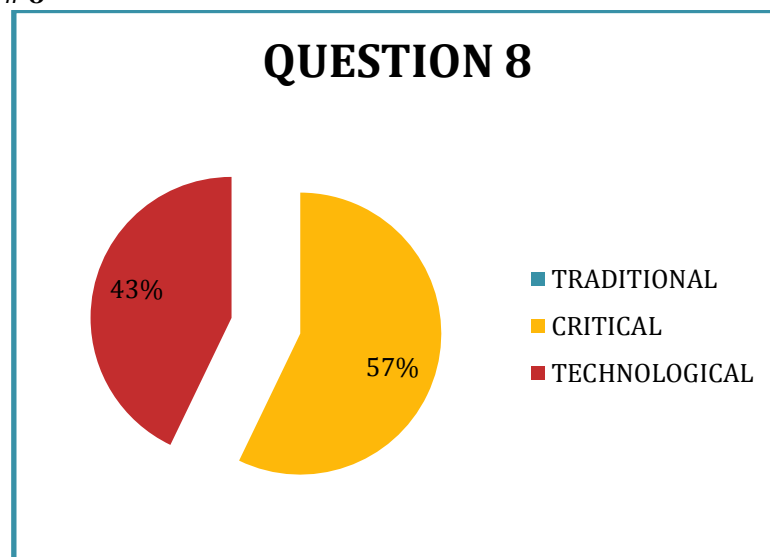
Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

The question number 8 shows that 4 teachers with 57% are critical however 3 teachers with 43% expressed that they are technological. So as technology and education are changing very fast, teacher must be critical and also be expected for our country improve its teaching standards.

What kind of materials does the English teaching- learning process need to be more effective?

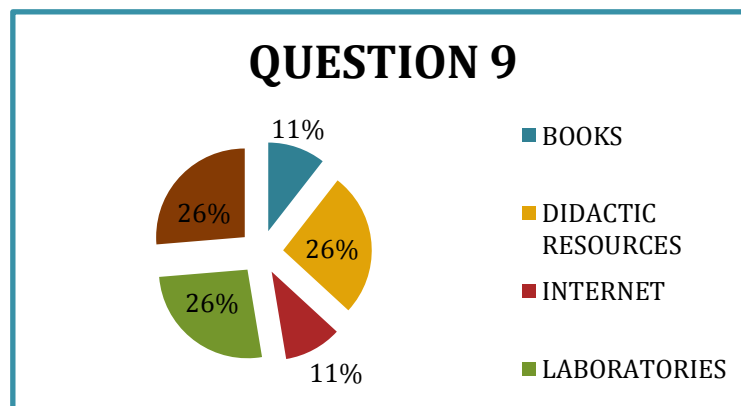**TABLE #9**

OPTIONSTEACHERS		PREFERENCES	%
BOOKS	5	2	11
DIDACTIC RESOURCES	5	5	26
INTERNET	5	2	11
LABORATORIES	5	5	26
AUDIOVISUAL AIDS	5	5	26
TOTAL	5	19	100

GRAPHIC # 9

Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

In this question we can observe these following results: 2 teachers with 11% said books, 5 teachers with 26% said didactic resources, internet was said by 2 teachers with 11%, and finally 5 teachers with 26% express laboratories and audiovisual aids. The most important element to make more effective the English teaching learning process is the didactic resource therefore everything depends in the teacher attitude.

ANALYSIS OF THE SURVEYS APPLIED TO THE STUDENTS OF THE TECHNICAL UNIVERSITY OF COTOPAXI

Does Technical University of Cotopaxi have an English laboratory?

TABLE # 1

OPTIONS	STUDENTS	%
YES	10	13%
NO	65	87%
TOTAL	75	100

GRAPHIC # 1
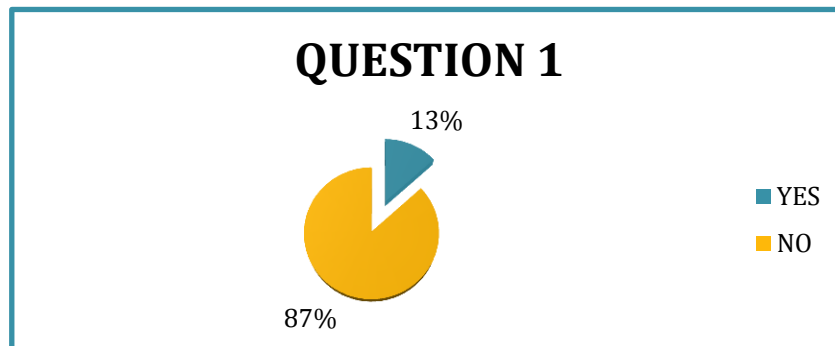
Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

In this question, 65 students which represent 87%, answered NO, meanwhile 10 students said YES which represent 13%. Noticed that the majority of students of the Technical University of Cotopaxi, appreciate that they do not have laboratories to keep working on their English skills, taking into account that laboratories help out students to improve every academic aspect

What skill do you need to improve?

TABLE # 2

OPTIONS	STUDENTS	PREFERENCES	%
LISTENING	75	69	31
SPEAKING	75	69	32
READING	75	39	18
WRITING	75	41	19
TOTAL	75	218	100

GRAPHIC # 2
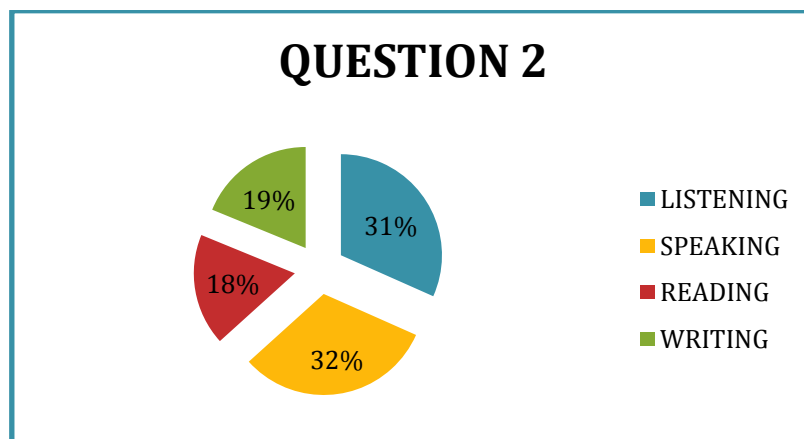

Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

There are many skills which must be improved so talking about preferences, we can observe this: 69 students which represent 31% wanted to improve listening and speaking on the other hand 41 students represent 19% who want be better in writing and finally 39 students who represent 18% wanted to improve the reading skill. To be an English student requires more effective methods in the teaching learning process because as a foreign learner needs to acquire 4 essential skills to be proactive into the English language.

33

Which ones of these resources are considered audiovisual aids?

TABLE # 3

OPTIONS	STUDENTS	PREFERENCES	%
BLACKBOARD	75	21	7
CHALK	75	2	1
TAPE RECORDERS	75	16	6
BOOKS	75	26	9
INTERNET	75	63	21
DATA SHOW	75	60	20
VIRTUAL CLASSES	75	62	21
SOFTWARE	75	45	15
TOTAL	75	295	100

GRAPHIC # 3
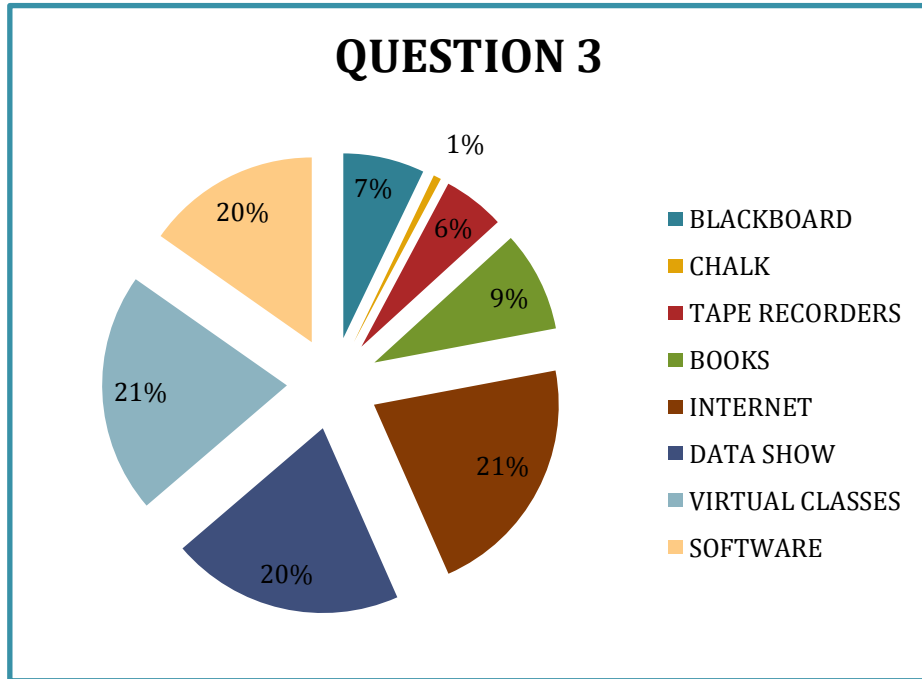
QUESTION 3

- BLACKBOARD
- CHALK
- TAPE RECORDERS
- BOOKS
- INTERNET
- DATA SHOW
- VIRTUAL CLASSES
- SOFTWARE

Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

The question number 3 was done for noting if students know which elements are considered audiovisual aids so as a results we have this answers: 63 students which represent 21% said that internet and virtual classes are the most important elements considered audiovisual aid, 60 students with 20% said data show, 45 students with 15% software, 26 pupils with 9% said books, 21students considered 7% said blackboard, 16 students with 6% said tape recorders, finally 2 students with 1% said chalk.

Facing this reality we can analyze that students of the Technical University of Cotopaxi have idea about which are audiovisual aids but a minimum group of students have confusion differentiating them.

The resources mentioned before. Which ones are used for your teachers?

TABLE # 4

OPTIONS	STUDENTS	PREFERENCES	%
BOOKS	75	45	18
DATA SHOW	75	61	25
INTERNET	75	54	22
CHALK	75	7	3
VIRTUAL CLASSES	75	19	8
BLACKBOARD	75	26	10
SOFTWARE	75	28	11
WORKSHEETS	75	1	0
TAPE RECORDERS	75	8	3
TOTAL	75	249	100

GRAPHIC # 4
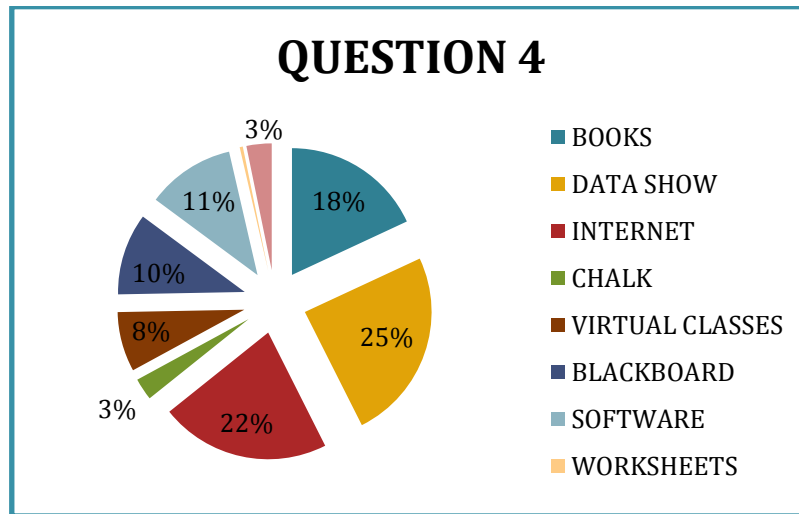
QUESTION 4

- BOOKS
- DATA SHOW
- INTERNET
- CHALK
- VIRTUAL CLASSES
- BLACKBOARD
- SOFTWARE
- WORKSHEETS

Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

In this question, 61 students with 25% said data show, 54 students which represent 22% said internet, 45 with 18% said books meanwhile another group answered, with 11% 28 students said software, 26 with 10% said blackboard, 19 students with 8% said virtual classes, 8 students with 3% said tape recorders, 7 with 3% said answered chalk finally just 1 student represented 0% said worksheets.
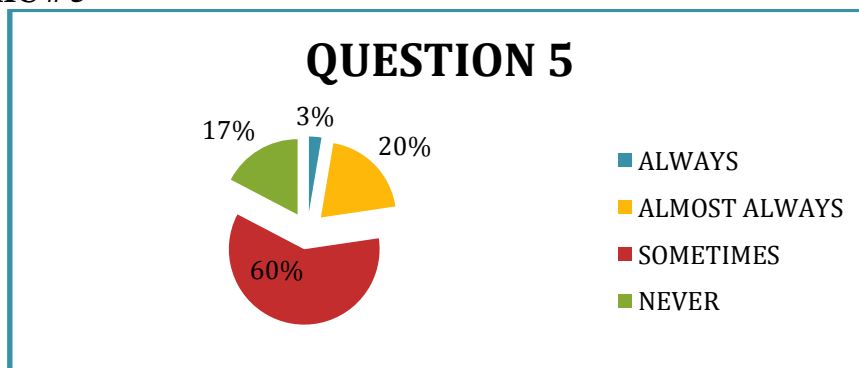
In order to improve the English students' level, teachers must improve their knowledge about how to apply new technology and how to use Icts in classes obviously. So the most technological aid used in classes is data show said for the majority of students and the least used are worksheet

How often do you use audiovisual aids to do your homework?

TABLE # 5

OPTIONS	STUDENTS	PREFERENCES	%
ALWAYS	75	2	3
ALMOST ALWAYS	75	15	20
SOMETIMES	75	45	60
NEVER	75	13	17
TOTAL	75	75	100

GRAPHIC # 5

QUESTION 5

- ALWAYS
- ALMOST ALWAYS
- SOMETIMES
- NEVER

Source: Technical university of Cotopaxi.
Elaborated by: AngelesParreño G.

In the question number 5, 45 students with 60% answered sometimes, in the other hand 15 students which represented 20% express almost always but 13 students with 17% said never and only 2 students with 3% said always.

In fact adult students need technological education because as well as be the use of tech the knowledge will improve but the reality is that sometimes the students use audiovisual aids to do homework meanwhile few students always use it to do their academic activities.

Do you consider that audiovisual aids are important in your English Teaching Learning process?

TABLE # 6

OPTION	STUDENTS	%
MUCH	70	93
A LITTLE	5	7
NOTHING	0	0
TOTAL	75	100

GRAPHIC # 6

QUESTION 6

7%

93%

- MUCH
- A LITTLE
- NOTHING
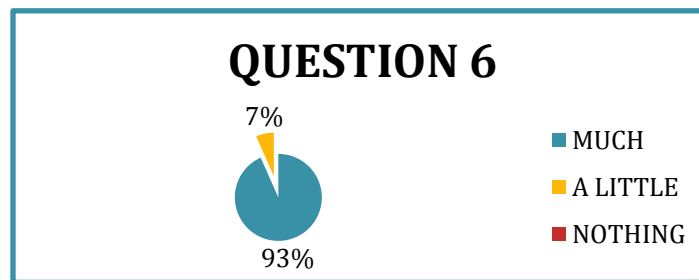
Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

The representation shows us, the majority of students which are 70 with 93% answered that is so important to use audiovisual aids to improve their English level meanwhile 5 student with 7% said that audiovisual aids does not have relevance. Taking into account that technological aids are necessaries, there are many and other ways to improve therefore the result shows that almost every students need it to improve and be better in the English language meanwhile for the other it is not necessary.

What kind of student are you?

TABLE # 7

OPTIONS	STUDENTS	PREFERENCES	%
TRADITIONAL	75	20	27
TECHNOLOGICAL	75	50	67
BOTH	75	5	6
TOTAL	75	75	100

GRAPHIC # 7
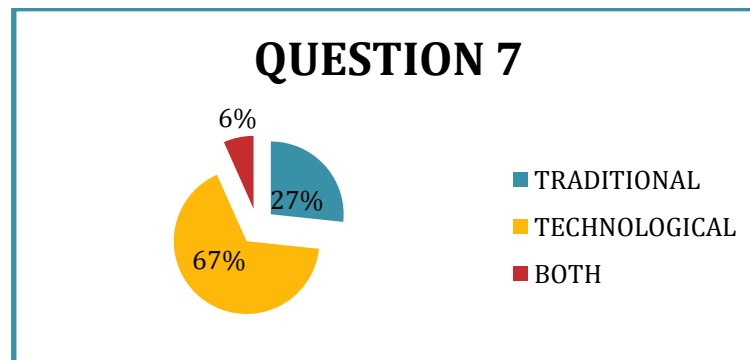
Source: Technical university of Cotopaxi
Elaborated by: Angeles Parreño G.

The question7 shows that 50 students consider themselves as technological with 67%, on the other hand 20 students with 27% are traditional and finally 5 students which represent 6% are both traditional and technological.

Taking into account that most students are technological, therefore in this technological era it is necessary to keep up dated with the last trends in education.

How often do you consider that students need to go to the laboratory in order to improve their skills weekly?

TABLE # 8

OPTIONS	STUDENTS	PREFERENCES	%
2 HOURS	75	1	1
4 HOURS	75	10	13
8 HOURS	75	23	31
12 HOURS	75	23	31
MORE	75	18	24
TOTAL	75	75	100

GRAPHIC # 8
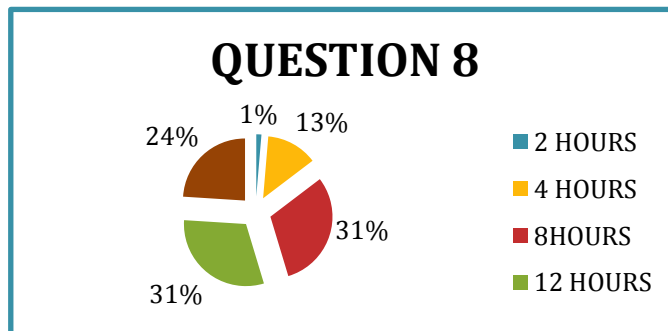
Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

The question number 8 shows that 23 students prefer to go to the laboratory 8 and 12 hour with 31%, further 18 students with 24% said more, 10 students prefer to go 4 hours with 13%, finally 1 student with 1% said 2 hours. Additionally, in this technological era students to improve their skills consider that they usually must go to the lab approximately since 8 to 12 hours to be better in the English language.

Do you consider that technology is a motivated way to increase your English level?

TABLE # 9

OPTIONS	STUDENTS	%
YES	70	93
COULD BE	5	7
NO	0	0
TOTAL	75	100

GRAPHIC # 9
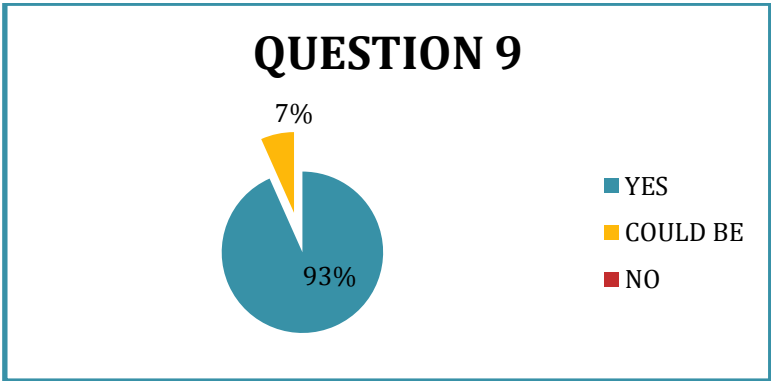
Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

The results of this question are the followings: 70 students with 93% answered yes on the other hand 5 answered could be corresponding 7%.

Noticing that laboratories have an impact into students to help them, using it as an interactive and motivating tool to keep working in their skills

Would you like to receive classes in an interactive laboratory?

TABLE # 10

OPTIONS	STUDENTS	%
YES	75	100
NO	0	0
TOTAL	75	100

GRAPHIC # 10

QUESTION 10

100%

■ YES
■ NO
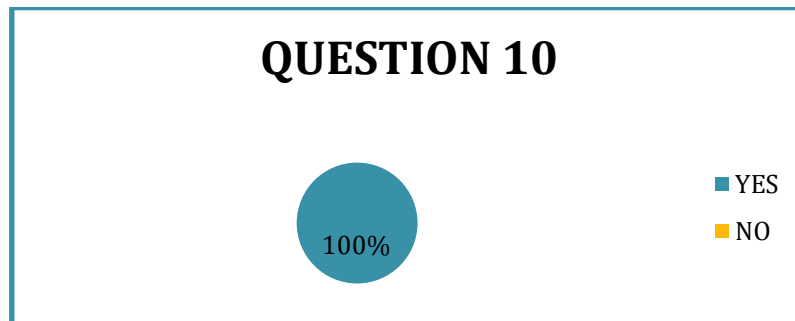
Source: Technical university of Cotopaxi.
Elaborated by: Angeles Parreño G.

Question Number 10 shows that every students with 1 00% are totally agree that they wish to receive classes in an interactive laboratory.

Better time needs better technology to maintain the highest standars of quality.

CONCLUSIONS

❖ The technology and education are improving very fast, and taking into a count that teachers are more critical than technological is very important to discover new abilities in order to create students better thinkers.

❖ The use of different audiovisual material in class must be focus in the development of the multiple intelligences because the audiovisual aids will help a classroom to become active.

❖ Laboratories have a huge impact in the students as an interactive and motivating study tool is for this reason that teachers must develop their classes applying technology.

RECOMMENDATIONS

❖ Is for this that teachers must use the audiovisual materials effectively, such as specialized software which can develop the English students skills because this era is working around the technology.

❖ Multiple intelligences are pacing with different materials is for this important fact that laboratories should be used very often by the teachers with their classes.

❖ Is necessary that laboratories must be used at least once a week in order to create a new study environment.

CHAPTER III

"A METHODOLOGICAL GUIDE, WHICH STIMULATES THE LEARNING STYLES OF THE STUDENTS THROUGH THE CORRECT USE OF THE AUDIO VISUAL AIDS".

INFORMATIVE DATA:

INSTITUTION: TECHNICAL UNIVERSITY OF COTOPAXI

CAREER: ENGLISH

PROVINCE: COTOPAXI

CANTON: LATACUNGA

PARISH: ELOY ALFARO

NEIGHBORHOOD: SAN FELIPE

RESEARCHER: ANGELES PARREÑO GARZÓN

IMPORTANCE

The learning styles have more influence than every students may realize. The preferred styles guide the way people learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose.

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

On the other hand, we can observe how the audiovisual aids are helping thousands and thousands of students to improve and get the most useful information to develop their skills through them.

Audio-visual aids in the classroom can enhance teaching methods and improve student comprehension. Today's technology offers many choices to the informed educator who wishes to capitalize on a new generation's appetite for multimedia presentations. Lesson plans that incorporate the use of audio-visual aids should be consistent with curriculum objectives and not segued improperly.

JUSTIFICATION

This guide is intended to avail the human and technological resources, in the teaching learning process; so it could help teachers and students to be proactive in class using technology and stimulating the learning styles in order to have the best results in their teaching and learning development.

Besides, having a good management of the academy, we could focus knowing which is the predominant style of each student in order to have the best lesson plans that incorporate the most adequate audio-visual aids in class so; it must be consistent with curriculum objectives.

OBJECTIVES.

GENERAL OBJECTIVE

To pace the learning styles of the students through the correct use of the audio visual aids in order to prepare proactive pupils at The Technical University of Cotopaxi during the academic period March- July 2012.

SPECIFIC OBJECTIVE

❖ To establish the accurate methodology, techniques and methods that will be used in the interactive laboratory.
❖ To determine the most important audiovisual aids to fortify the English teaching learning process.
❖ To help students to understand the way of the English language learning through audiovisual aids more effectively.

SCIENTIFIC FOUNDATION.

Audiovisuals can be used at any stage of the lesson to help in presenting new language or introducing a topic, as part of language practicing. Good audiovisual aids are not just used once, but again and again, and can be shared by different teachers. Also this will show teachers how to incorporate audiovisual aids into their normal classroom teaching; it concentrates on audiovisual aids that are easy to make using material to develop the class in an interactive way.

METHODOLOGICAL FOUNDATION.

Curriculum settings, the relationship among language, culture, and discourse, and the change in the ownership of English. Holliday discusses social and political issues in English language education in diverse international locations. He focuses on the injustices created by the desire to change the cultures of nonnative-speaker students and teachers and proposes suggestions on how to overcome this situation.

PSYCHOLOGICAL FOUNDATION

The implementation of technology at Technical University of Cotopaxi in the English career lend a hand to students because, it obviously helps the motivation, interesting and evidently, the learning process will be better; in addition talking about competences its students are going to have more firmness of opinion because their field of study will grow in length and amplitude in spite of many disadvantages that this university actually have.

PROPOSAL DESCRIPTION.

Using multiple learning styles and multiple intelligences for learning is a relatively new approach. This approach is one that educators have only recently started to recognize. Traditional schooling used (and continues to use) mainly linguistic and logical teaching methods. It also uses a limited range of learning and teaching techniques. Many schools still rely on classroom and book-based teaching, much repetition, and pressured exams for reinforcement and review.

A result is that we often label those who use these learning styles and techniques as bright. Those who use less favored learning styles often find themselves in lower classes, with various not-so-complimentary labels and sometimes lower quality teaching. This can create positive and negative spirals that reinforce the belief that one is "smart" or "dumb".

By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning. Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style.

For example:

Visual (spatial): The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.

Aural (auditory-musical): The temporal lobes handle aural content. The right temporal lobe is especially important for music.

Verbal (linguistic): The temporal and frontal lobes, especially two specialized areas called Brocas and Wernickes areas (in the left hemisphere of these two lobes).

Physical (kinesthetic): The cerebellum and the motor cortex (at the back of the frontal lobe) handle much of our physical movement.

Logical (mathematical): The parietal lobes, especially the left side, drive our logical thinking.

Social (Interpersonal): The frontal and temporal lobes handle much of our social activities. The limbic system (not shown apart from the hippocampus) also influences both the social and solitary styles. The limbic system has a lot to do with emotions, moods and aggression.

Solitary (Intrapersonal): The frontal and parietal lobes, and the limbic system, are also active with this style.

By the way the audiovisual aids as an English learning tool will help every student of kindergarten, schools, high schools and superior institutions with meaningful contents, which have been increasing the development of the capacities so, the use of those elements must manage the teachers and students to have a perfect management of the class.

This is the case of auditory and visual students.

AUDITORY LEARNERS AND AIDS.

Auditory learners focus more on the spoken word rather than the written one. Taped recordings of lectures or movies are helpful to auditory learners because they pick up on speech nuances such as tone and pitch. Computers with speech-recognition devices will also help auditory learners to process and retain information better than

just reading from a textbook. Students with hearing disabilities will also benefit from teachers who use microphones while lecturing.

VISUAL LEARNERS AND AIDS.

Slide projectors have given way to PowerPoint presentations in the modern classroom, but the concept is the same. Visual learners understand meaning through graphic portrayals such as charts, illustrations and diagrams. Teachers that take the time to compose or find visual supplements to accompany their lectures help to greatly augment learning potential. The old adage that "a picture is worth a thousand words" still rings true, especially in today's image-submerged society.

Video Clips.

The installation of an age of YouTube and other video clips of the lesson plan can improve the understanding and enjoyment of learning. If an interactive whiteboard with Internet capabilities, there are not many available video clips downloaded from the Internet and can in a Power Point presentation to introduce the classroom. Make the students say the video to prepare, what to expect and what to look for and follow with a discussion of issues related to the curriculum in context.

Special Education Students

Students with special needs often require information in different formats, before a concept or process information to understand. Reading a book on the tape during playback, as well as the classroom is a good way to reinforce the material. Videos that focus on the issue of further improving the learning approach can be presented.

Not exceed

Audio-visual methods in teaching a major role to play in the modern classroom, but too much technology can actually hinder learning. The personal relationship between teacher and students is ultimately more important and rewarding in a brick and mortar classroom. This does not mean that students who are able to self-learning through interactive technology, but if this is true in all cases, schools do not need no master.

THE USES OF AUDIO-VISUAL METHODS IN TEACHING.

If students are more accustomed to technology, audio-visual materials play a greater role in the classroom. Students learn in a variety of different ways, so the use of audio-visual components will help improve the learning environment.

Identification and Function.

Audio-visual methods in teaching strengthen an instructor's verbal presentation while helping his students capture a specific message. Audio-visual methods in teaching keep an audience's attention throughout a presentation and help them remember particular information. If instructors use simple, efficient aids, they will enhance their teaching.

Audio-visual methods in teaching "convey information mainly via sound and image instead of by text." Some audio-visual materials may contain written words, but that is not the main manner of communication.

Students often benefit from the visual/sound appeal of audio-visual methods in teaching because it tends to focus their attention on the topic. When teachers present material in various manners, such as providing students with both a summary

statement and a chart on a given topic, the visual material enhances the written materials.

Type.

Computers, television, tapes, DVDs and projectors forms of audio-visual material. Posters, comics, costumes, models and field visits are also audio-visual materials.

Significance.

All audio-visual methods in teaching must be selected in some way reflect the lesson. Teachers should decide which materials to improve teaching effectiveness, because these materials offer the depth of real life for students, using audio-visual methods in teaching will help students gain knowledge quickly and easily, even when making an audio-visual.

Audio-visual methods in teaching are quickly becoming one of the most popular additions to standard teaching methods. Audio-visual presentations peak both the interest and participation of students. There are a variety of ways to use audio-visual methods in teachings in your elementary classroom to enhance student learning and create a more inviting atmosphere.

CHARACTERISTICS, STRENGTHS & WEAKNESSES - AUDIO VISUAL TOOLS

Audio visual tools such as video recordings, audio recordings, photos, slides and overhead transparencies are an essential component of many education projects. They should always be considered as aids and not as an educational method that stands alone. Audio visual material should be introduced and concluded through some form of discussion. It needs to be carefully selected or prepared to ensure it is relevant, convincing and interesting.

While video recordings are often the most favored audio visual aid, their production requires significant financial resources and professional expertise. How they are to be distributed also requires careful consideration. Slides, photographs and audio recordings are a very useful alternative.

STRENGTHS

- ❖ Are useful to add, maintain and stimulate interest.
- ❖ Can save time: "A picture is worth a thousand words"!
- ❖ Can clarify and clear up problems of ambiguity.
- ❖ Can reinforce the concepts you are trying to communicate in words.
- ❖ Can be useful in conveying emotive elements.
- ❖ Can aid memory.
- ❖ Can provide 'proof' and make an issue 'real'.

WEAKNESSES

- ❖ Production costs for video material can be expensive.
- ❖ Material goes out-of-date quickly.
- ❖ May require special equipment and space for viewing and listening.
- ❖ Equipment will require regular servicing to minimize breakdowns.
- ❖ Are inclined to 'sit on the shelf'.

BIBLIOGRAPHY

Sources

BADIA, Arnhilda. (1996). Language Arts through ESOL; A guide for ESOL Teacher and Administrators, Tallahassee: Florida Department of Education, Office of Multicultural Student Language Education.

FALLS. The journal of general education, vol 28 # 3, pp 256-261.

FREYRE. Memorization 1070.

LANCET. Teaching with audiovisual aids, volume 359, 20 de abril del 2002, pp 1406 – 1407, issue 9315.

ORIHUELA Santos, 2004, the rise of the networked society.

POPLIN, Mary S, PHD. Holistic/constructivist principles of the teaching/learning process implication for the field of learning desabilities.

WHITE, Ellen, the knowledge of the holy is understanding, 2012.

Teaching Excellence and Cultural Harmony (TEACH) (1995). Training of Trainers Sessions I-IV, Trainer's Manual. Tallahassee: Florida Department of Education.

 VIRTUAL

http://www.whiteestate.org/books/ed/ed.asp

http://www.jstor.org/discover/10.2307/27796582?uid=3737912&uid=2&uid=4&sid=21100709385021

http://www.deseretnews.com/article/765566594/Character-education-is-essential-to-a-free-society.html

http://ldx.sagepub.com/content/21/7/401.short

http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(02)08361-7/fulltext

http://joseluismartosfdez.wordpress.com/category/citas-textuales-de-autores-relevantes

ANEXOS

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH CAREER

TEACHERS SURVEY

THEME: THE IMPACT OF THE AUDIOVISUAL AIDS IN THE TEACHING LEARNING PROCESS.

OBJECTIVE: The present survey has been generating in order to know how the audiovisual aids help out the teaching-learning process at Technical University Cotopaxi.

INSTRUCTIONS: Please check and answer the questions sincerely.

1.   Do you apply enough resources in the Teaching Learning process?

YES   _____

NO   _____

2.   What can verbalism (verbal description of an experience) do for students?

BENEFICIAL   _____

NOT BENEFICIAL   _____

3.   Which of these can help a classroom to become active?

INTERNET   _____

LABORATORIES   _____

BOOKS   _____

VERBALISM   _____

4.   Do the books contribute with meaningful content to the Teaching Learning Process?

YES   _____

NO   _____

5.   Do you apply an innovative methodology in class?

YES   _____

NO   _____

6.   Do you think memorization in the students contribute to a better English learning?

YES   _____

NO   _____

EXPALIN THE REASONS: _____

7.   Does the bachelor formation make students better thinkers, critical minders?

YES   _____

NO   _____

EXPLAIN THE REASONS: _____

8.   What kind of teacher are you?

TRADITIONAL   _____
CRITICAL   _____
TECHNOLOGICAL   _____

9.   What kind of materials does the teaching learning process need to be more effective?

BOOKS   _____
DIDACTIC RESOURCES   _____
INTERNET   _____
LABORATORIES   _____
AUDIOVISUAL AIDS   _____

THANK YOU SO MUCH

TECHNICAL UNIVERSITY OF COTOPAXI

ACADEMIC UNIT OF ADMINISTRATIVE AND HUMANISTIC SCIENCES

ENGLISH CAREER

STUDENTS SURVEY

THEME: THE IMPACT OF THE AUDIOVISUAL AIDS IN THE TEACHING LEARNING PROCESS.

OBJECTIVE: The present survey has been generating in order to know how the audiovisual aids help out the teaching-learning process at Technical University Cotopaxi.

INSTRUCTIONS: Please check and answer the questions sincerely.

1.   Does Technical university of Cotopaxi have an English laboratory?

        YES   _____

        NO   _____

2.   What skills do you need to improve?

        LISTENING   _____

        SPEAKING   _____

        READING   _____

WRITING   _____

3.   Which ones of these resources are considered audiovisual aids?

BLACKBOARD   _____

CHALK   _____

TAPE RECORDERS _____

BOOKS   _____

INTERNET   _____

DATA SHOW   _____

VIRTUAL CLASSES_____

SOFTWARE   _____

4.   The resources mentioned before. Which ones are used for your teachers?

BLACKBOARD   _____

CHALK   _____

TAPE RECORDERS _____

BOOKS   _____

INTERNET   _____

DATA SHOW   _____

VIRTUAL CLASSES_____

SOFTWARE   _____

WORKSHEETS   _____

5.   How often do you use audiovisual aids to do your homeworks?

ALWAYS   _____

ALMOST ALWAYS _____

SOMETIMES   _____

NEVER   _____

6. Do you consider that audiovisual aids are important in your English teaching learning process?

MUCH   _____

A LITTLE   _____

NOTHING   _____

7. What kind of student are you?

TRADITIONAL   _____

TECHNOLOGICAL _____

BOTH   _____

8. How often do you consider that students need to go to the laboratory in order to improve their skills weekly?

2 HOURS   _____

4 HOURS   _____

8 HOURS   _____

12 HOURS   _____

MORE   _____

9. Do you consider that technology is effectively to increase your English level?

YES   _____

COULD BE   _____

NO   _____

10. Would you like to receive classes in an interactive laboratory?

YES   _____

NO   _____

THANK YOU SO MUCH