



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.

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## **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

## AVAL

Nosotros; catedráticos y miembros del tribunal de la tesis con el tema: "THE IMPACT OF THE AUDIOVISUAL AIDS IN THE TEACHING LEARNING PROCESS AT THE TECHNICAL UNIVERSITY OF COTOPAXI DURING THE ACADEMIC PERIOD MARCH – JULY 2012", de autoría de la Sra. Sandra de los Angeles Parreño Garzón, portadora de la cédula de ciudadanía N° 050308224-0. Informamos que previa las diferentes revisiones y correcciones del ya mencionado documento nos encontramos conformes con las correcciones realizadas, de tal modo que abalizamos esta tesis.

Atentamente

  
Lic. Sonia Castro

**PRESIDENTE DEL TRIBUNAL**

  
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**OPOSITOR**

  
Lic. Patricia Mena

**MIEMBRO DEL TRIBUNAL**

## **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.

*Angelés.*

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**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 mindedness 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 privileged 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 significant 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 trade public management reforms, so take a special style of management.

In these 15 years of institutional life has achieved maturity and emancipation that crucial 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.

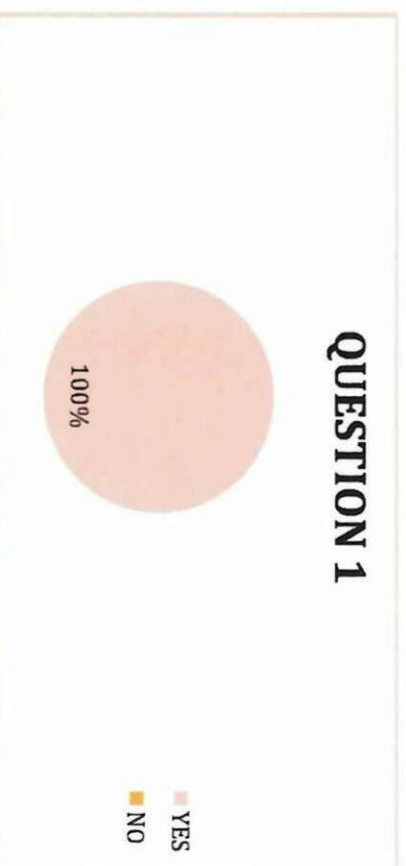
### *ANALYSIS OF THE SURVEYS APPLIED TO THE TEACHERS OF THE TECHNICAL UNIVERSITY OF COTOPAXI.*

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.

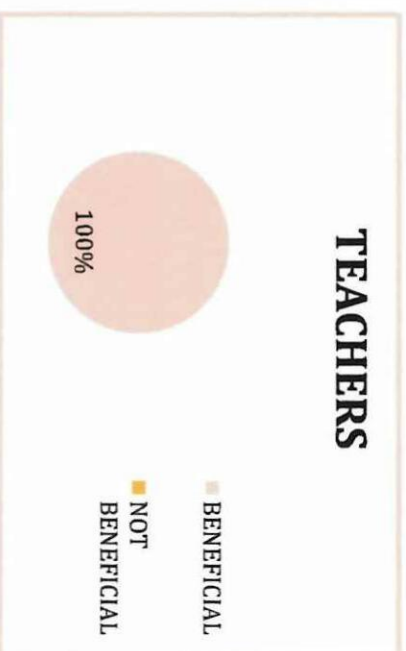
Nowadays, To have creative, innovative and proactive classes require technology so, while teachers are using enough resources will be more activities to do in class.

## 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.

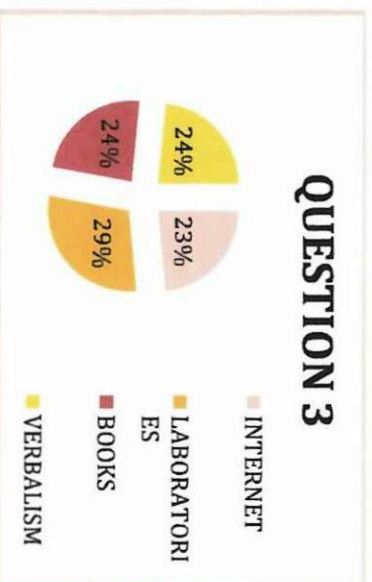
According to this result, the verbalism is very important because this helps to transmit information. Then, students have to transform that information into knowledge, meaningful learning.

**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
<b>TOTAL</b>	<b>5</b>	<b>17</b>	<b>100</b>

**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.

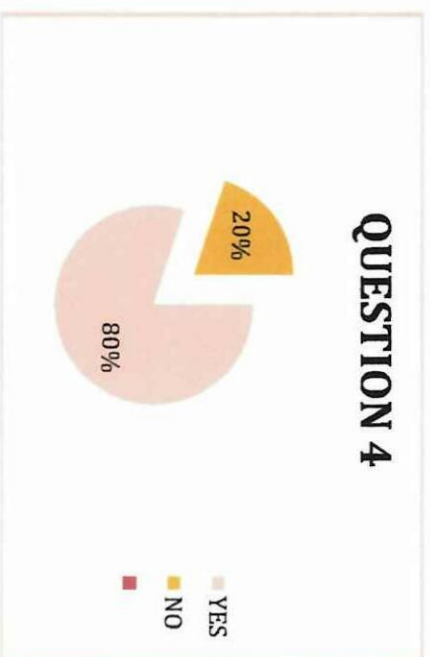
In order to show which are the best elements that help a classroom to become active, the results have expressed that each one help it, so in this technological era every resource improve the teaching learning process.

**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**



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%.

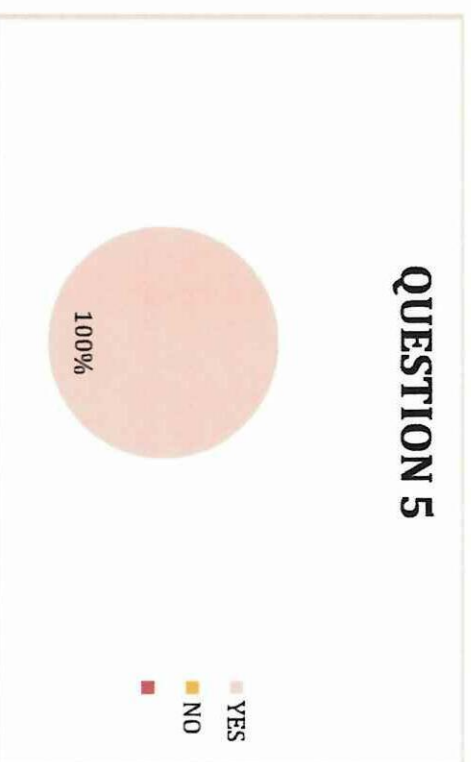
Noticing that books become meaningful when learners research and internalize the information given or read. It means self-preparation based on prior – contents.

## Do you apply an innovative methodology in class?

TABLE # 5

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

GRAPHIC # 5



Source: Technical university of Cotopaxi

Elaborated by: Angeles Parreño G.

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

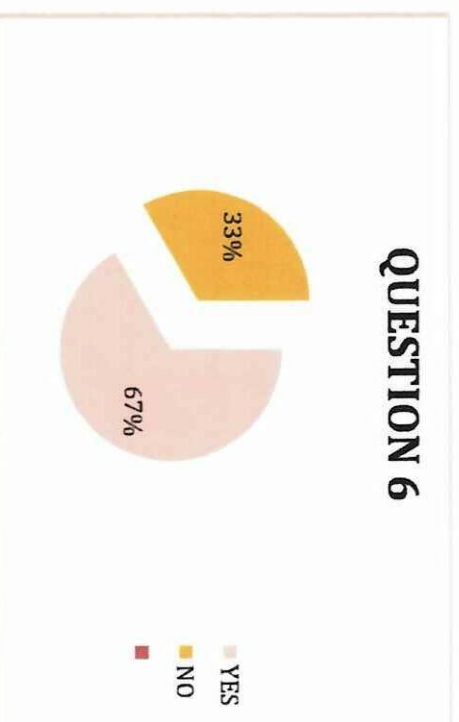
Taking into account the correct management of the educative resource generates an innovative methodology in class, further magazines, articles, classroom discussion groups, self-corrections (peer- to-peer), demo activities and oral and aural activities are activities which help students to create innovative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

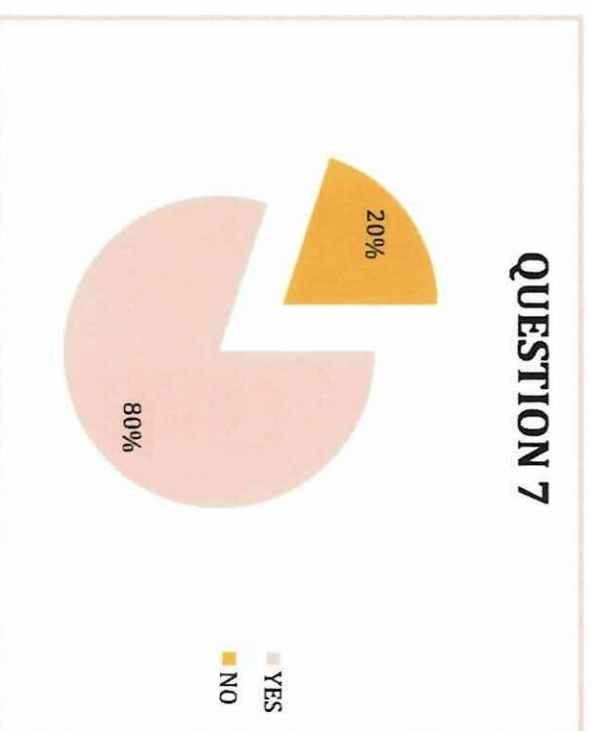
These results represent that English teaching learning need too much memorization to keep in mind as many words as possible in order to have fluency but this not demonstrate learning performance.

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

**TABLE # 7**

OPTIONS	TEACHERS	%
YES	4	80
NO	1	20
<b>TOTAL</b>	<b>5</b>	<b>100</b>

**GRAPHIC # 7**



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.

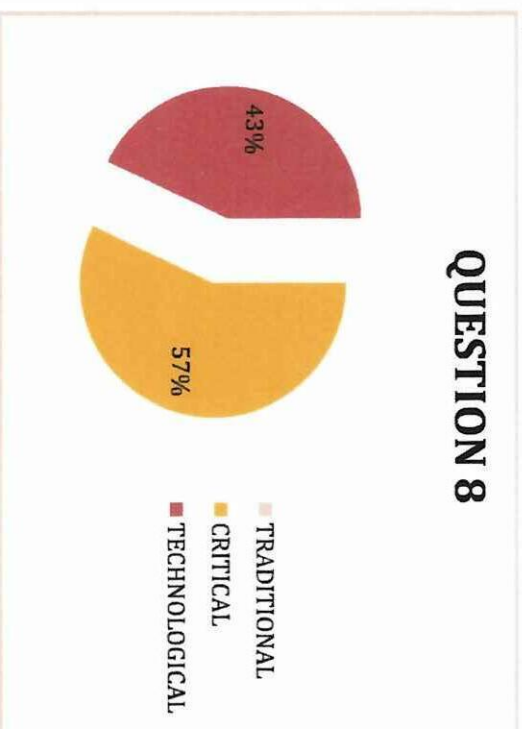
Taking into account that bachelor formation helps students be better thinkers, critical minders it is not the whole process to increase the Ss' level of thoughts so it is not ignite, the intrinsic motivation for learning any language or subject.

**What kind of teacher are you?**

**TABLE #8**

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

**GRAPHIC # 8**



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

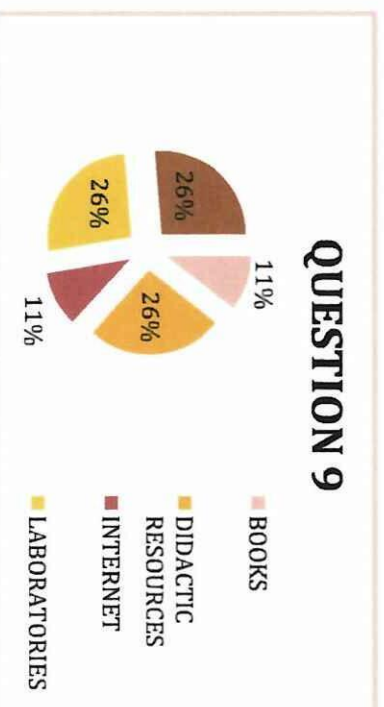
The question number 8 shows that 4 teachers with 57% are critical however 3 teachers with 43% expressed that they are technological. So as technology and education are changing very fast, teacher must be critical and also be expected for our country improve its teaching standards.

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

TABLE #9

OPTION	TEACHERS	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.

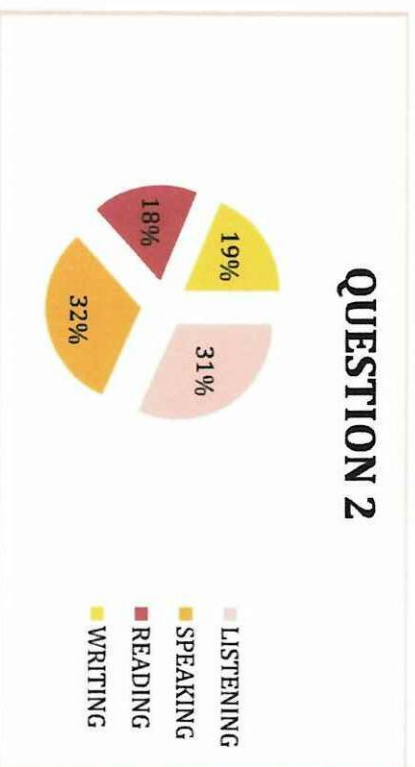
In this question, 65 students which represent 87%, answered NO, meanwhile 10 students said YES which represent 13%. Noticed that the majority of students of the Technical University of Cotopaxi, appreciate that they do not have laboratories to keep working on their English skills, taking into account 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
<b>TOTAL</b>	<b>75</b>	<b>218</b>	<b>100</b>

**GRAPHIC # 2**



Source: Technical university of Cotopaxi

Elaborated by: Angeles Parreño G.

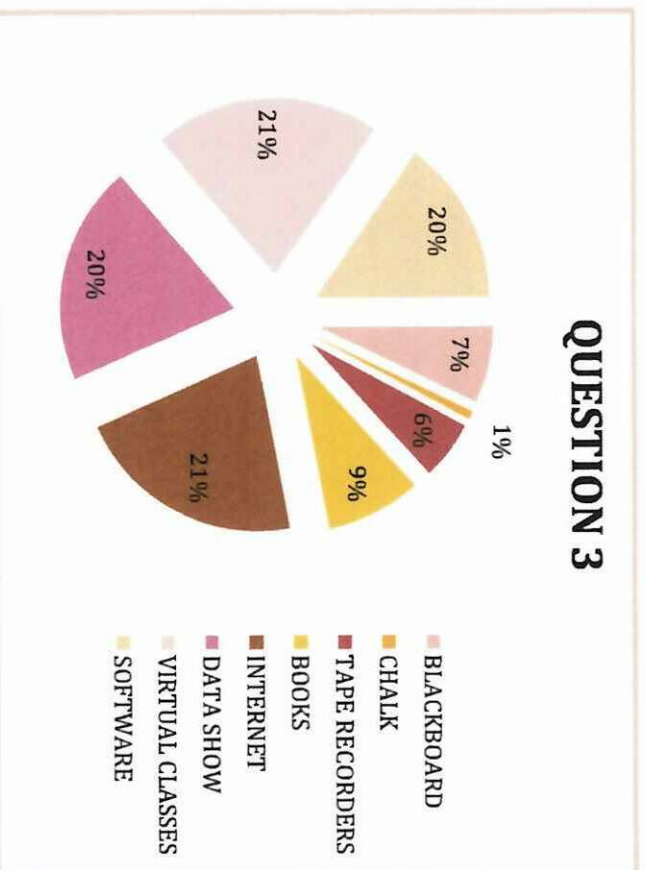
There are many skills which must be improved so talking about preferences, we can observe this: 69 students which represent 31% wanted to improve listening and speaking on the other hand 41 students represent 19% who want be better in writing and finally 39 students who represent 18% wanted to improve 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.

**Which ones of these resources are considered audiovisual aids?**

**TABLE # 3**

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

### QUESTION 3



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

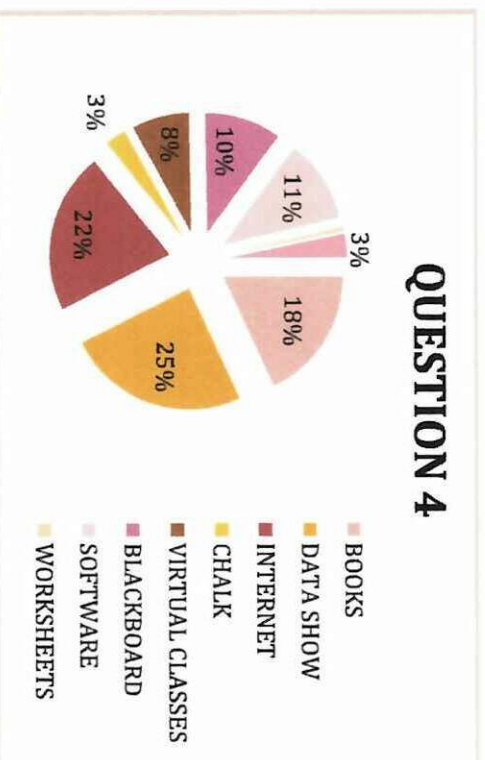
The question number 3 was done for noting if students know which elements are considered audiovisual aids so as a results we have this answers: 63 students which represent 21% said that internet and virtual classes are the most important elements considered audiovisual aid, 60 students with 20% said 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



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.

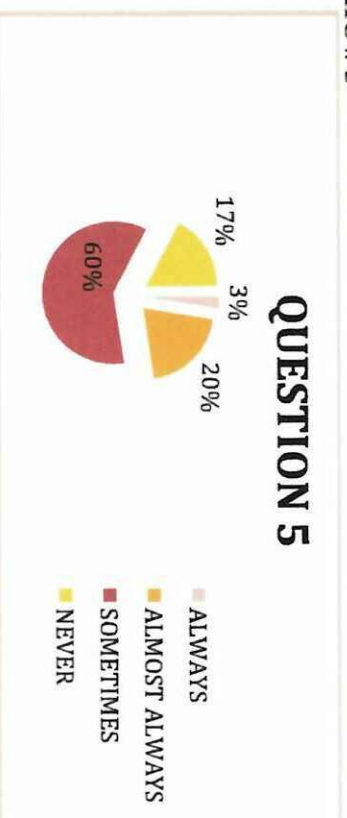
In order to improve the English students' level, teachers must improve their knowledge about how to apply new technology and how to use Lets in classes obviously. So the most technological aid used in classes is data show said for the majority of students and the least used are worksheet

**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**



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.

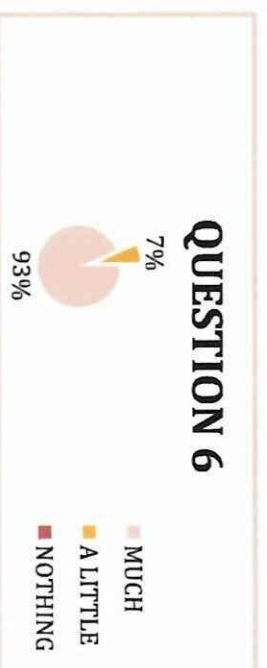
In fact adult students need technological education because as well as be the use of tech the knowledge will improve but the reality is that sometimes the students use audiovisual aids to do homework meanwhile few students always use it to do their academic activities.

## 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



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

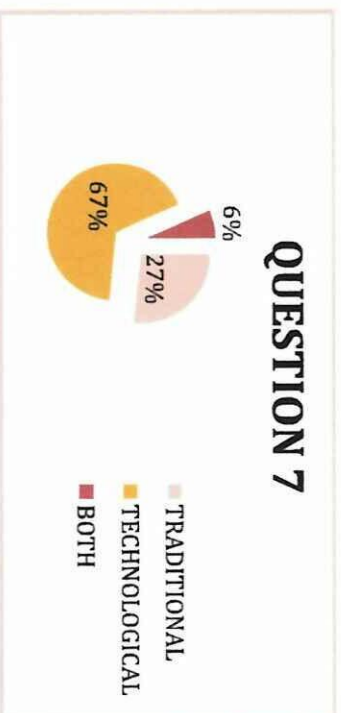
The representation shows us, the majority of students which are 70 with 93% answered that is so important to use audiovisual aids to improve their English level meanwhile 5 student with 7% said that audiovisual aids does not have relevance. Taking into account that technological aids are necessities, 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 question 7 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.

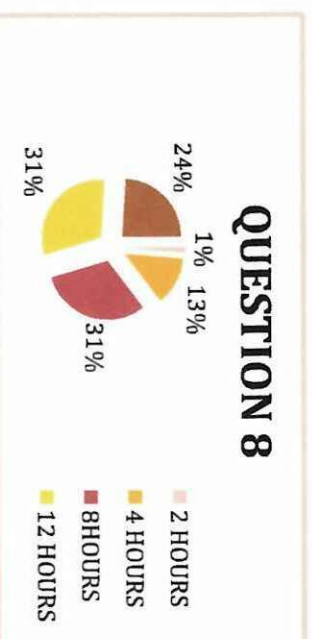
Taking into account that most students are technological, therefore in this technological era it is necessary to keep up dated with the last trends in education.

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.

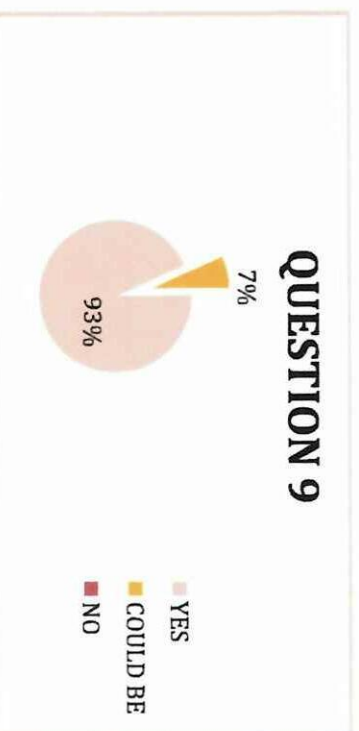
The question number 8 shows that 23 students prefer to go to the laboratory 8 and 12 hour with 31%, further 18 students with 24% said more, 10 students prefer to go 4 hours with 13%, finally 1 student with 1% said 2 hours. Additionally, in this technological era students to improve their skills consider 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
<b>TOTAL</b>	<b>75</b>	<b>100</b>

**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%.

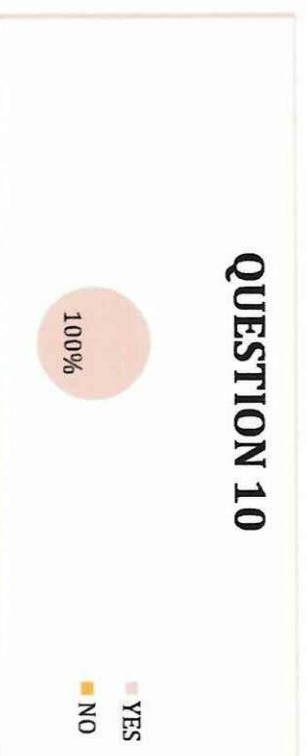
Noticing that laboratories have an impact into students to help them, using it as an interactive and motivating tool to keep working in their skills

**Would you like to receive classes in an interactive laboratory?**

**TABLE # 10**

OPTIONS	STUDENTS	%
YES	75	100
NO	0	0
<b>TOTAL</b>	<b>75</b>	<b>100</b>

**GRAPHIC # 10**



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

Question Number 10 shows that every student with 100% are totally agree that they wish to receive classes in an interactive laboratory.

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

## **CONCLUSIONS**

- ❖ The technology and education are improving very fast, and taking into account 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'.
-



**TOPIC:**

**PACING THE LEARNING STYLES  
OF OUR STUDENTS THROUGH  
AUDIOVISUAL AIDS**

**ELABORATED BY:**

**SANDRA DE LOS ANGELES PARREÑO GARZÓN.**

**2012**

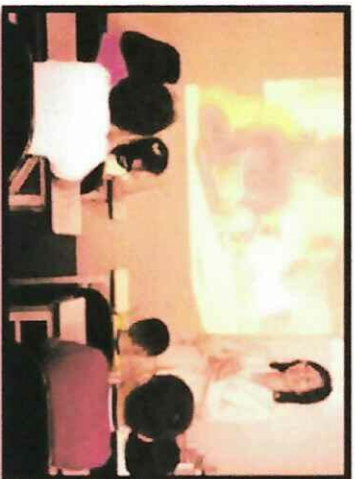
Working with teaching aids is essential in the modern classroom. Many education topics can be explored more efficiently and deeply with teaching aids. Teaching aids come in many forms including pre-packaged kits, DVDs and interactive software. Modern teachers must rely on multiple types of teaching aids to connect with students.

In addition to notice an increasingly develop of the students' knowledge through the learning styles; audiovisual aids have a relevant place because when the class is activating with technology, the students must apply every skills consequently, they could experiment improvements on their social, academic levels.

Audiovisual materials are used to develop concepts, improve attitudes, and extend appreciations and interests; they also provide concrete bases for group planning, critical thinking, and discussion by enabling the students to see and hear what is being studied in various units of work; audiovisual materials stimulate learning, have a high degree of interest in students, and make for permanence learning. Students are interested in examining objects, seeing pictures and films, and hearing recordings related closer subjects.

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## WHAT IS INTERACTIVE LEARNING?



Interactive learning describes a method of acquiring information through hands on, interactive means. The opposite of interactive learning is passive learning, which is merely observing a learning process or just listening to information.

Interactive learning is a common method employed in schools today and often involves the use of computers and other tangible equipment.

From very early on, children begin learning both interactively and passively. They acquire much of their language through passive learning, while much of their physical development is a result of interactive learning. As children grow, they continue to learn both passively and interactively and to respond differently to each method.

In school, teachers often use interactive learning as a way to get their students involved. Teachers are not always successful at engaging their students when introducing lessons through typical lecture format.

On the other hand, the term audio-visual aid refers to anything that an extension agent uses to help to convey the message when communicating with people.

The spoken word is the agent's main communication tool, but, whether the agent is speaking to a large group of people, its impact and effectiveness can be greatly increased by the use of suitable audio-visual aids. When selected and used properly, audio-visual aids can help in the following ways:

The interest of the audience can be maintained if the agent varies the mode of presentation. It is difficult to concentrate for long on what someone is saying; but if the agent refers to a wall chart, or illustrates a point with some slides, his audience's attention can be maintained.

When information is presented to more than one sense (sight and touch, for example, as well as hearing), more is taken in and it is better understood and remembered.

Processes and concepts that are difficult to express in words alone can be explained; for example, Phonology may sound confusing, but a simple chart or diagram can make the process clearer.

The effects of decisions and actions can be shown. Pictures can have a more immediate impact on our emotions than words.

## ENGLISH SECOND LANGUAGE STRATEGIES.

Methodologies/ Approaches	A1 Total Physical Response (TPR)	E. Modified Class Work (Based on Level of English Proficiency)	E1 Vary Complexity of Assignment
	A2 Natural Approach		E2 One-on-One Instruction with Teacher or Aide
	A3 Cognitive Academic Language Learning (CALLA)		E3 Modify Nature of Assignment
	A4 Whole Language Approach		E4 Substitute Diagram for Paragraph
	A5 Language Experience Approach (LEA)		E5 Use of Home Language for Instruction
	A6 Retelling a Story		E6 Explain Key Concepts
	A7 Activating		E7 Repeat / Paraphrase / Slow Down
B.	B1 Flow Charts		E8 Vocabulary
Visuals	B2 Maps		
▪ Graphic	B3 Charts		
	B4 Graphs		
Organizers	B5 Pictures		

<p>B6 Semantic Webbing / Mapping</p> <p>B7 T-Charts</p> <p>B9 Venn Diagrams</p> <p>B10 Timelines</p> <p>B11 Computer/Software</p> <p>B12 Realia</p> <p>B13 Videos/Films / CD ROM</p> <p>Audio/ Visuals</p>	<p>with Context Clues</p> <p>E9 Reading with a Specific Purpose</p> <p>E10 Use Simple, Direct Language (Limit Idioms)</p> <p>E11 Use all Modalities / Learning Styles</p> <p>E12 Provide Meaningful Language Practice</p> <p>E13 Drills (Substitution, Expansion, Paraphrase, Repetition)</p> <p>E14 Matching with Visuals</p> <p>E15 Unscramble Sentences, Words, Visuals</p> <p>E16 Categorize Vocabulary</p> <p>E17 Context Clues</p>
<p>B14 Demonstrations</p> <p>B15 Captioning</p> <p>B16 Labeling</p> <p>B17 Music / Songs</p> <p>B18 Jazz Chants / Raps</p> <p>B19 Cassettes-Music / Books</p> <p>B20 Language Master</p>	

<p>C.</p> <p>Interactive Strategies</p> <ul style="list-style-type: none"> <li>▪ Cooperative Learning Activities</li> </ul>	<p>C1 Peer Buddy</p> <p>C2 Small Group Activities</p> <p>C3 Pairs and Threes</p> <p>C4 Jigsaw</p> <p>C5 “Corners”</p> <p>C6 Think / Pair / Share</p> <p>C7 Cooperative Learning (Group Reports / Projects)</p> <p>C8 Panel Discussions / Debate</p> <p>C9 Choral Reading / Read Around Groups</p>	<p>F.</p> <p>Multicultural Resources</p>	<p>F1 Guest Speakers</p> <p>F2 Use of Community Resources</p> <p>F3 Cultural Sharing</p> <p>F4 Varied Holiday Activities</p>
<p>G.</p> <p>Alternative Assessment Instruments</p>	<p>G1 Interview</p> <p>G2 Content Retelling</p> <p>G3 Content Dictation</p> <p>G4 Cloze</p>		

<p>D.</p> <p>Other Interactive Strategies</p>	<p>D1 Field Trips</p> <p>D2 K.W.L (Know / Wants to Know / Learned)</p> <p>D3 Role Play</p> <p>D4 Games</p> <p>D5 Dialogue Journals</p>	<p>Procedures</p> <p>G5 Graphic Representation</p> <p>G6 Student Self-rating and Evaluation</p> <p>G7 Teacher Rating Checklist</p> <p>G8 Writing Sample</p> <p>G9 Group Testing</p> <p>G10 Observation / Anecdotal</p> <p>G11 Portfolio</p>
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## METHODOLOGIES / APPROACHES

### **A1. Total Physical Response (TPR)**

In TPR, teachers interact with students by delivering commands, and students demonstrate comprehension through physical response. Students are not expected to respond orally until they feel ready. This strategy involves little or no pressure to speak. (Asher, 1992).

### **A2. The Natural Approach**

In this approach (Krashen and Terrell, 1983), students acquire new vocabulary through experiences and associations with the words, as such words are employed in a meaningful context. Extended listening experiences include physical response activities, use of vivid pictures to illustrate concepts, and active involvement of the students through physical contact with the pictures and objects being discussed-by means of choice-making, yes-no questions, and game situations.

### **A3. The Cognitive Academic Language Learning Approach**

The Cognitive / Academic Language Learning Approach (CALLA) (Chamot & O'Malley,

1994) assists in the transition from a language arts program in which content is made comprehensible through the use of ESOL strategies to the "mainstream" language arts

curriculum by teaching students how to handle content area material with success. CALLA

can help intermediate and advanced students in understanding and retaining content area material while they are increasing their English language skills.

#### **A4. Whole Language Approach**

In a Whole Language Approach, linguistic, cognitive, and early literacy skills are developed in an integrated fashion. Instructional strategies for a Whole Language Approach include the four language skills of listening, speaking, reading, and writing (Goodman, Goodman & Hood, 1989).

#### **A5. Language Experience Approach**

The goal of the Language Experience Approach (LEA) is to have students produce language in response to first-hand, multi-sensorial experiences. The LEA uses the students' ideas and their language to develop reading and writing skills.

Steps for using the Language Experience Approach in the classroom (Dixon & Nessel, 1983).

##### **Step 1: Providing the Experience / Motivation**

An experience story is based on an experience the teacher and students share.

##### **Step 2: Facilitation Language Production**

Immediately following an experience students need to interact with each other to discuss the experience and what it meant to them.

### **Step 3: Creating a Personal View Representation**

The teacher has the students draw or paint a picture about something interesting about the activity.

### **Step 4: Retelling Events / Reactions**

A volunteer is selected to share his or her picture with the group.

### **Step 5: Writing Students' Statements**

The teacher asks each student a question and records his / her answer, writing on the chalkboard exactly what the student says, using large manuscript letters. After writing each statement, the teacher reads it back to the group for confirmation. When four or five statements are on the board, the students decide their sequential ordering. The statements are then numbered and transferred to a sentence strip, and the students correctly arrange the strips on a chart holder.

### **Step 6: Reading**

After the chart or individual statements have been completed, students read their statements to each other and to the teacher.

### **Step 7: Writing**

As students develop writing skills, they copy the story into their notebooks or on lined paper.

### **Step 8: Follow Up with Activities**

The story may be reread on several subsequent days either by the teacher, the students, or both. Students can also save the story with other language experience class stories to form their own class book for later reading.

#### **A6. Retelling a Story**

Storytelling is an important method for providing natural language experiences even during very early states of language acquisition. Stories should be highly predictable or familiar to the students from their native culture. They should be repetitive, making regular use of patterns. The story line should lend itself to dramatization and pantomime.

#### **A7. Activating Prior Knowledge**

For material to be meaningful, it must be clearly related to existing knowledge that the learner already possesses (Omaggio, 1993). Teachers must plan activities in their instruction to provide the relevant context to activate students' knowledge on the topic discussed.

### **VISUALS**

Teachers should use visual displays (i.e. graphs, charts, photos) in the lessons and assignments to support the oral or written message. Visual / graphic organizers should be used before presenting a reading passage. The provision of additional contextual information in the form of a visual should make the comprehension task easier (Omaggio, 1993).

#### **B1. Flow Charts**

This graphic organizer strategy assists students in representing position, role and order relationships among group elements. Students draw a representation of a sequential flow of events, actions, character roles, and / or decisions.

Based on the situation, the graphic frame for the flowchart can be student and / or teacher generated.

### **B2-5. Maps / Charts / Graphs / Pictures**

Visual aids that assist teachers in demonstrating relationships between words and concepts.

### **B6. Semantic Webbing / Mapping**

This strategy provides LEP students with a visual picture of how words or phrases connect to a concept or a topic. The instructor lists the target topic or concept, and builds a web- like structure (by circling and connecting the words) of words, phrases and verbs that students offer as being connected with the central topic. Class discussion may follow, with the instructor as the facilitator, to argue against or to defend the perceived relationships of the called out words to the topic, and eventually a consensus is reached as to what the class believes constitutes a “web” for that concept.

### **B7. T-Charts**

T-Charts are graphic organizers that compare / contrast two topics by dividing a page in half like a “T”.

### **B8. Venn Diagrams**

Venn diagrams can be used to create a visual analysis of information that represents similarities and differences among concepts, peoples and things. This graphic organizer is constructed by using two or more overlapping geometrical figures (i.e.: circles, squares, rectangles) that share an area in

common. Students list the unique characteristics of each concept or object being compared in the area not being shared with any other figure, and those elements that are common to all in the common shared area.

**B9. Story Maps**

Story maps are visual outlines to help students understand, recall, and connect key terms and ideas from a text. Story maps may be made individually or by the class as a whole.

**B10. Timelines**

Timelines are graphic organizers that allow learners to organize sequential events chronologically, and also give meaningful practice in the past and present tenses.

**B11. Computer / Software**

This involves the use of technology to promote Computer Assisted Language Learning (CALL).

**B12. Realia**

Bringing realia (authentic objects from a culture), or manipulatives to the classroom helps teachers in providing comprehensible input in a second language. Students should be allowed to touch, smell, and taste, if possible, prior to being exposed to the lesson, for optimal comprehensible input.

### **B13. Videos / Films/ CD-ROM**

Borrowing films and other audiovisual materials from school district media centers can help improve a language arts lesson. Audiovisuals also assist in illustrating ideas, reteaching a concept, or infusing content area concepts from other disciplines. It is always wise to preview the audiovisual materials before showing them to a class, screening them for possible language difficulties, misleading cultural information or controversial content.

### **B14. Demonstrations**

Demonstrations involve step-by-step sequential procedures presented to the class using realia; i.e. cooking lessons, arts and crafts lessons, etc.

### **B15. Captioning**

Captioning uses written materials and pictures to demonstrate main ideas or to summarize exercises. Captioning can involve students at different language levels.

#### **Steps for using Captioning in the Classroom:**

1. Explain what a caption is.
2. Have learners read information on handout you develop and distribute.
3. Distribute illustrations and have students arrange in order of written information.
4. Have each group caption the pictures, and read their captions to the class.

## **B16. Labeling**

Labeling items in the classrooms will assist LEP students in the identification of items and in relating them to written words.

### **B17-19. Music / Songs, Jazz Chants / Raps, Cassettes-Music / Books**

Language teachers frequently use music and chants in their classes. These activities are motivating for students and assist in reinforcing and revisiting content area concepts while acquiring English pronunciation and intonation patterns.

Jazz Chants are rhythmic expressions of standard English as it occurs in situations through the use of music or rap. Jazz chants improve intonation, vocabulary and grammar development.

### **B20. Language Master**

Auditory practice is obtained through the use of Language Master Cards to provide repetitive tasks that increase vocabulary and pronunciation skills.

## INTERACTIVE STRATEGIES

### **C1-3. Peer Buddy / Small Group Activities / Pairs and Threes**

Small cooperative groups are used to provide home language assistance and opportunities to negotiate meaning in the development of second language communication skills in a non-threatening environment.

### **C4. Jigsaw**

This is a cooperative learning strategy in which everyone becomes an “expert” about a topic or sub-topic, and shares his or her learning within a group setting so that eventually all members learn the content.

To implement this strategy, the students are divided into groups; each group member is assigned a section or a part of the material selected for study. Each student meets with the members of other similar groups who have similar assignments, forming a new group. This new group learns together, becomes an expert on their assigned material, and then plans how to teach this material to members of their original groups.

Students later return to their original groups (whose members each now represent one of the different areas of the topic being studied) and teach their area of expertise to the other group members. In this matter, a topic or subject of great length can be covered and learned in a fraction of the usual time. LEP students can learn the material much more effectively since they also must become teachers of the content they have learned to the members of their original groups. Jigsaw offers many opportunities for language acquisition, practice, enrichment and reinforcement.

## **C5. “Corners”**

This is also a cooperative learning strategy, designed to optimize the learning of the assigned task, and sharing that learning with other students. The teacher needs to assign small groups of students to different corners of the classroom. They discuss various solutions, perspectives and points of view concerning a pre-selected issue, and decide on a presentation format. Finally, small groups present to the class.

## **C6. Think / Pair / Share**

This strategy is well suited to help students develop their own ideas as well as build on ideas that originated from co-learners. After reflecting on a topic, students form pairs and discuss, review, and revise their ideas, and eventually share them with the class.

## **C7. Cooperative Learning (Group Reports / Projects)**

Cooperative Learning is a dynamic strategy through which students develop linguistic and academic skills simultaneously (Calderon, 1988; Cohen, 1986; Green, 1991; Kagan, 1985). In this highly successful strategy, LEP students work together in small intellectually and culturally missed groups to achieve a common goal. The outcome of their work is both a reflection on how well the group functioned, and an academic assessment tool for the instructor.

## **C8. Panel Discussions / Debate**

This is also a cooperative learning strategy in which students organize planned presentations, where each member of the group takes one of the possible topic viewpoints. The individual presentations may have oral, written or multimedia components. Students form teams to research, develop, and articulate their viewpoints. This strategy helps the students in developing the ability to organize information, to filter ideas and to draw conclusions.

## **C9. Choral Reading / Read Around Groups (RAG)**

This is an activity designed to give students an opportunity to think, discuss, and write about topics related to what they have read.

### **Procedure:**

1. After reading, teacher and students select a purpose and topic(s) for a short writing activity. Students participate in a pre-writing activity such as brainstorming, develop criteria for the written work, then free-write for about ten minutes on a topic related to the reading.
2. Students code their written work with numbers instead of using their own names.
3. Papers are collected by the teacher, and students are divided into groups of four or five and given the same number of coded papers.
4. Everyone in each group reads all the papers assigned to their group. This is done by reading for a short timed interval, and then passing the papers around the circle and repeating the process until all papers are read.
5. Each group votes on the one or two papers that meet the criteria best, and explains their choice.

6. The teacher tallies the results of the papers voted “best” on the chalkboard and students share their ideas about how and why these papers are most effective in achieving the given purpose, e.g., organization of information, use of descriptive, terms, persuasiveness, effectiveness in making a point.

## OTHER INTERACTIVE STRATEGIES

### **D1. Field Trips**

This strategy consists of a planned learning experience in the community for the student group to observe, study, and participate in a real-life setting, using the community as a laboratory. The instructor and the students plan and structure the experience by preparing beforehand for activities during the visit and then engage in follow-up activities after the trip.

### **D2. K-W-L (Knows / Wants to Know / Learned)**

An introductory or pre-activity strategy that provides a defined structure for recalling and stating; What the student knows regarding a concept or a topic; what the student wants to know, and finally lists what has been learned and / or what is yet to be learned. To use this strategy, the student lists all the information he / she knows or thinks he / she knows under the heading “What We Know”; then, the learner makes an inventory of “What We Want to Know”, categorizing the information about the topic the student expects to use.

### **D3. Role Play**

In describing learning strategies, Dale (1990) emphasizes that direct and purposeful experiences are best for all students, especially LEP learners. For example, students can demonstrate comprehension of a story by role-play through retelling, using realia, visuals, and props previously demonstrated by the instructor.

### **D4. Games**

Allow LEP students to develop conversational skills in a non-threatening format. Games are motivating for students and assist in reinforcing classroom material.

### **D5. Dialogue Journals**

A dialogue journal is a written conversation in which a student and the teacher communicate regularly and carry on a private conversation. Dialogue journals provide a communicative context for language and writing development since they are both functional and interactive (Peyton & Reed, 1990). Students write on topics of their choice and the teacher responds with advice, comments, observations, thus, serving as a participant, not an evaluator, in a written conversation. Dialogue journals can and should be used very early in the language learning process. Students can begin by writing a few words and combining them with pictures.

**MODIFIED CLASS-WORK (BASED ON LEVEL OF ENGLISH  
PROFICIENCY)**

Modifying class-work involves the use of a variety of adaptations or modifications that provide class-work appropriate to the language proficiency level of the LEP students, so that comprehensible instruction can occur. Modifying class-work allows for differences in student learning styles and cultural diversity factors.

**E-19. Directed Reading / Thinking Activity (DRTA)**

The teacher directs the students in activities to check their prior knowledge of the subject, set the purpose for reading, and become acquainted with new vocabulary and concepts. At this stage, the students may also predict the content. Students then read small sections silently, while keeping their predictions and purposes for reading in mind. They read critically. After reading, the students think about what they read. They revise predictions or prove them. Follow-up activities help students expand, summarize, and restate their ideas.

**E21. Survey, Question, Read, Recite, Review (SQ3R)**

This is a pre-reading activity that helps students focus on their topic, develop questions about that topic, and answer those questions based on the reading.

**Procedure:**

1. S-Survey-“preview”
2. Q-Question-Wh-words, such as: why, who, what, etc.
3. 3R-Read, Recite, Review

## **E26. Question-Answer Relationship (QAR)**

Teachers can use QAR when developing comprehension questions, helping students to identify different question types, and teaching text organization.

The QAR classification is divided into four question types in two categories:

### **A. In the Book**

#### **1. Right there**

The answer is in the text, usually easy to find. The words used to make up the question and words used to answer the question are Right There in the same sentence.

#### **2. Think and Search (Putting It Together)**

The answer is in the text, but you need to put together different text parts to find it. Words for the question and words for the answer are not found in the same sentence. They come from different parts of the text.

### **B. In Your Head**

#### **1. Author and You**

The answer is not in the text. You need to think about what you already know, what the author tells you in the text, and how it fits together.

#### **2. On Your Own**

The answer is not in the text. You can answer the question without even reading the text. You need to use your own experience.

## MULTICULTURAL RESOURCES

### **F1-4 Multicultural Resources**

These include community resources, local organizations and clubs (e.g. Hispanic Unity, Haitian-American, German-American, Italian-American Clubs, etc.)

Organize cultural sharing through ESOL Parent Advisory Council, international fairs, parents as cultural representatives, business liaisons, multicultural guest speakers, ethnic folk music presentation, and multicultural students as resources for academic classes. For samples of varied holiday activities see Multicultural Calendar.

## ALTERNATIVE ASSESSMENT INSTRUMENTS

### **G1. Interviews**

Interviews are an excellent strategy to allow the student to master the competencies necessary to gather information about a particular topic and report on it following predetermined format. This is most effective when students are guided to pre-plan a set of questions, use those questions to create a format for the interview and finalize it with a presentation.

## **G2-3, 5-10.**

Portfolios, observations, interviews, checklists, etc. are used to accurately assess the progress of LEP students when they may not be ready to complete traditional reading and writing evaluations that require reading on grade level. They should be ongoing utilizing a variety of strategies and procedures to collect student work. (Also called authentic assessment).

### **G4. Close Procedures**

This is an open-ended strategy in which a selected work or phrase is eliminated from a sentence or paragraph, while the student is asked to complete the missing word. The Cloze concept has also been applied to second language oral development, in which the instructor proposes a series of incomplete oral statements, and the student “fills in” the missing information.

### **G11. Portfolios**

Portfolios use work samples chosen with specific criteria to evaluate student progress. Students compare their current effort to their previous work rather than to the work of other students.

## THE RANGE OF AUDIO-VISUAL AIDS.

Extension agents often use sophisticated audio-visual aids which require electricity and complex machinery such as projectors or television sets. But there are many simple aids that the agent can make locally, and these have several advantages. They do not require a power source or heavy equipment, they do not cost much to produce and they can be made to suit the precise needs of the agent. Between these two extremes lies a wide range of more or less sophisticated aids. The distinction between a mass medium and an audio -visual aid lies only in the way it is used. All the mass media described earlier can be used as audio - visual aids. A film is a mass medium, in that it is shown to large audiences in many different places; but for an individual extension agent who uses it to increase the impact of a talk, it is an audio-visual aid. Many of the principles of media use discussed earlier also apply to audio-visual aids. The audio-visual aids available to the extension agent can now be examined.

### OBJECTS (REALIA)



A real object is often the most effective aid. It enables the audience to understand exactly what the extension agent is talking about. Where an object is

too large to be shown, a model of it can sometimes be used as a teaching aid. This applies particularly to buildings and other fixed structures. Realia, manipulatives, and materials. English teachers or students should include activity-based lessons with all students having hands on access to materials. Using concrete objects in the classroom creates cognitive connections with vocabulary, stimulates conversation, and builds background knowledge. The use of realia gives students the opportunity to use all of their senses to learn about a subject. Laboratory equipment, measurement tools, rocks, plants, or any real object that relates to the language objective of a lesson can be used as realia. When real objects are not available, photographs, illustrations, and artwork make effective substitutes for realia.

### **PHOTOGRAPHSOFFER**



Another substitute for real objects. They can be passed around an audience or displayed by the agent. If a photograph is being taken to use as a visual aid, just the right amount of detail should be included for the audience to recognize it.

Too much detail confuses and distracts, while too little prevents recognition. Photographs of people doing things are more likely to interest the audience than photographs of objects alone.

## **BLACKBOARDS**



They are widely available in institutions. They may be fixed to an inside wall or supported on a freestanding easel which can be moved around. They are useful for setting down the main headings of a talk, for sketching simple drawings and diagrams, and for noting points raised in questions and discussion.

If using a blackboard, the agent should practice writing on it, if necessary by drawing horizontal chalk lines for guidance. He should make sure that the writing is large enough for someone at the back of the audience to see clearly and that the headings and phrases are kept short. There is not much space on blackboards and the agent will lose the audience's attention if he spends a lot of time with his back to them while writing.

## WHITEBOARD



Shave a smooth, shiny surface on which coloured felt pens can be used, but it is important to use only pens with water-soluble ink. Whiteboards are easier to use than blackboards from both the agent's and the audience's point of view. The pens flow smoothly over the surface and the colours are much clearer than chalk on a blackboard.



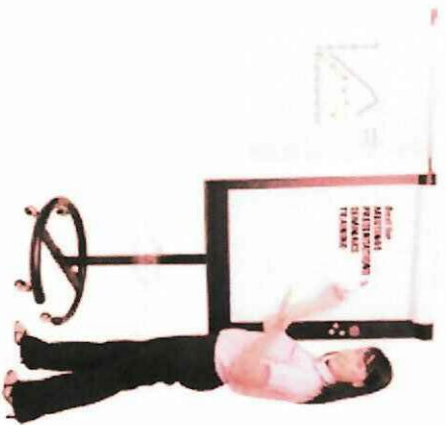
Which is an inexpensive paper, can be obtained in large sheets and fixed to a blackboard or to the walls of a building. It can be used in the same way as a blackboard but it is more versatile. Text and drawings can be prepared on several sheets, before a meeting, to avoid having to write while speaking. Paper and pens can be given to small discussion groups to note their conclusions. These conclusions can then be displayed around the meeting-place and discussed by others. Suggestions and ideas from the audience can be added to see their decisions taking shape. Used sheets can be kept for future reference.

## POSTERS



Are useful for highlighting the main theme of a talk and wall charts can be used to show complex processes. Although they are used mainly in class-room teaching where they can be left on the wall for future reference, they can also be carried to convey ideas.

## FLIP CHARTS



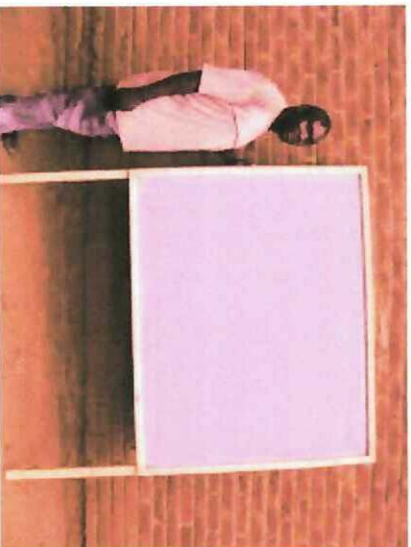
They contain a series of pictures, with or without words, fastened along one edge between two sheets of thin wood or thick cardboard. The two covers can be opened and folded back so that the flip chart stands in front of the audience. Each picture illustrates one point in the extension agent's talk and he simply turns over each one when he moves on to the next point. As well as helping the audience to understand and remember they remind the agent of the structure of his talk without the need to refer constantly to his written notes.

Many students will already have access to printed posters, wall charts and flip charts, but they can also be made locally with large sheets of paper and coloured pens. When making flip charts, the following points should be noted.

1. Lettering should be large.
2. Diagrams should be simple.
3. Information on each sheet should be limited.

4. Pictures from posters and magazines can be cut out and stuck on by those who cannot draw.
5. It is important for all home-made visual aids.

## FLANNELGRAPH



It is made from rough textured cloth, such as flannel or a blanket, which is hung or supported almost vertically. Figures, words, and symbols cut from cardboard, which are backed with similar cloth or sandpaper, are attached to it. A cheaper backing is obtained by putting glue on the back of the cut-out and then dipping it into fine sand. The backing holds the cut-outs firmly on the cloth surface. The cut-outs are prepared beforehand and can be used repeatedly.

The flannelgraph can be used very effectively to build up a story or an explanation. Unlike a wall chart, which can confuse an audience by presenting a finished diagram at the start of a talk, a flannelgraph can be used to present in turn each part of the diagram until it is complete.

The cut-outs can be placed in different positions to show alternative outcomes.

A modern alternative to flannelgraphs is the magnetic board. Cutouts are backed by a magnetic strip, that holds them firmly to a metal board. They can be used in windy conditions when flannelgraph cut-outs would blow away, but they are cumbersome to transport. On the other hand, flannelgraphs, which can be made in a variety of sizes and designs can be folded into a bag or rolled up.

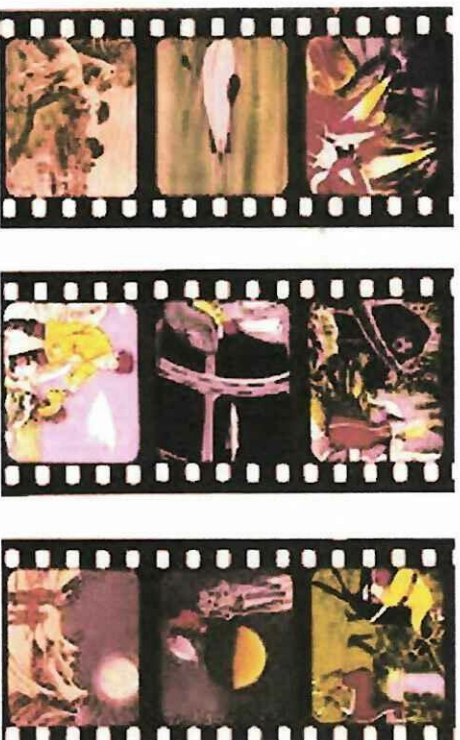
### **PROJECTED AIDS**

Films, colour slides, filmstrips and overhead projector transparencies are useful as teaching aids, bringing colour, variety and interest to an extension talk. However, they all require specific equipment and electricity. Extension agents are, therefore, more likely to use them in training centres and schools, although some slide projectors can be adapted to work from a 12-volt car battery. Films, filmstrips and slides are best used at night or in a room with curtains drawn or shutters closed. Daylight screens can be used for small groups. Overhead projectors can be used in daylight, provided the sun is not shining directly on the screen or wall on which the image is projected.



It can be selected and put in a suitable sequence by the extension agent. He can produce his own slides to suit his purposes, provided he has access to a camera, film and film processing facilities. A slide set can easily be modified or updated by replacing one or more slides. If they are kept dry and free from dust and fingerprints, they will remain in good condition for many years. An agent can either provide his own spoken comments on the slides, or a commentary can be recorded on an audio cassette. With synchronized equipment, the tape can be modified so that slides automatically change at the appropriate point.

## FILMSTRIPS



They contain a sequence of slides in a single continuous strip of film. They are shown on a slide-projector fitted with a filmstrip carrier between the projector body and the lens. They cannot be modified easily and the sequence is fixed, but individual frames cannot fall out or be put into the projector the wrong way round. They are useful when a fixed message has to be presented many times.

### USING AUDIO-VISUAL AIDS

Audio-visual aids are only effective if they are appropriate to the situation and are used properly by the manager. Unsuitable aids or ones that are not used properly can at best distract and at worst mislead the audience. When selecting suitable audio-visual aids, the agent will be limited to what is readily available or can be made. Within that range, some aids are more suited to a particular objective than others. For example, if accurate detail is needed, a photograph, slides or a careful drawing may be more appropriate. If, on the other hand, the

agent simply wants to highlight the structure of a talk or the main conclusions of a discussion, a blackboard or newsprint will be suitable. The agent should also consider where the aids will be used: indoors or outdoors, with or without electricity, at a large meeting or with a small group. All these factors will influence the choice of audio –visual aids.

Proficiency in using audio-visual aids cannot be learned from a book; it comes only with practice. The following principles may, however, be useful, whatever audio -visual aids an extension agent may use.

Select the aids most in accordance with your objective, the composition and size of the audience where the aids will be used.

Use the aids to reinforce your message. They are there for support, to complement and supplement the spoken word, and should not be expected to communicate their contents without explanation.

Make sure that the audience will be able to see and hear clearly. Audio cassettes that cannot be heard or lettering that is too small to be seen can make the audience restless and inattentive.

Practice using the aids beforehand. Where projected aids are used, it is important to be completely accustomed to the equipment. For example, there are seven incorrect ways of loading a slide into a projector but only one correct way. As students become more accustomed to technology, audio-visual materials play an even more important role in classrooms. Students learn in a variety of different ways, which is why the use of audio - visual components helps to enhance the learning environment.

## INSTRUCTIONS

Use teaching aids only after a thorough introduction of a topic. Although students love to get their hands on materials, the items are worthless if they are not properly introduced. Teaching aids extend a lesson beyond the classroom lecture.

Supplement a lesson with hands-on active exploration. Students remember what they are taught through experiential learning. Make a lesson plan that includes at least some time for active exploration of the subject matter. This can be as simple as a dictionary lookup game. Anything that puts students at the center of the discovery creates a positive learning environment.

Ask students to bring in objects related to a topic. In this way, students can connect what they learn at school to their life outside the classroom. This tried and true method allows the knowledge to enter students' long term memory.

Expand the lesson beyond the classroom. Taking students out of the classroom and onto the playground or into the neighborhood increases the impact of teaching aids. This focuses students' attention on the lesson while relaxing them at the same time.

Create an environment of exploration and allow students to go back to the teaching aids from previous lessons when they have free time. Certain topics interest some students more than others. A teacher will be more effective if they can discover an individual student's interests.

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# 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 \_\_\_\_\_

EXPLAIN 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**



