

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: STUDENTS SELECTED VIDEOS IN LISTENING
COMPREHENSION

Trabajo de Investigación previo a la obtención del Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato – Ecuador

2018

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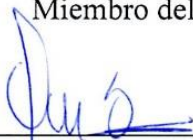
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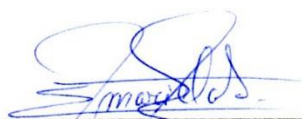
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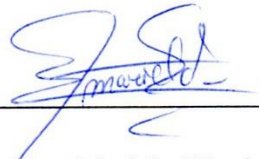
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Lina

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TEMA:

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AUTORA: Licenciada Lina Mariela Sánchez Sailema

DIRECTORA: Licenciada Lorena Monserrath Meléndez Escobar Magíster.

FECHA: 23 de Mayo del 2018

RESUMEN EJECUTIVO

La presente investigación se origina por la necesidad de mejorar la comprensión auditiva en los estudiantes de la Unidad Educativa Las Américas a través de la implementación del uso de una plataforma en donde los estudiantes puedan enviar y postear sus videos seleccionados. La educación en esta institución requiere más implementos tecnológicos ya que el proceso de aprendizaje del inglés tiene que usar métodos innovativos para una buena comprensión auditiva. Actualmente el uso de videos o herramientas tecnológicas son recursos adecuados para poder alcanzar una buena comprensión auditiva. La investigación es cualitativa-propositiva porque la información fue recogida a través de entrevistas. Esto demostró que los métodos tradicionales hacen que las clases de inglés no sean significativas o se tornan poco atractivas y aburridas por los estudiantes causando bajo nivel de la comprensión auditiva.

Para más certeza de la investigación se realizó una operacionalización de variables extremadamente cuidadosa basada en un amplio marco Teórico y con la ayuda de entrevistas aplicadas a estudiantes de la Unidad Educativa Las Américas. El mismo proceso de investigación ha mostrado la necesidad de encontrar una solución para el problema de baja comprensión auditiva. La aplicación de una plataforma interactiva para el uso de los estudiantes para revisar y enviar tareas también para postear sus videos seleccionados y compartir con toda la clase para mejorar la comprensión auditiva. Esta propuesta es una buena forma para despertar el interés y alcanzar aprendizaje significativo en los estudiantes y es una forma efectiva para mejorar la comprensión auditiva.

Descriptor: aprendizaje del inglés, comprensión auditiva, desarrollo auditivo, implementos digitales, implementos tecnológicos, materiales tecnológicos, métodos actuales, plataforma virtual, proceso de aprendizaje, videos seleccionados por los estudiantes.

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THEME:

“STUDENTS SELECTED VIDEOS IN THE LISTENING COMPREHENSION”

AUTHOR: Licenciada Lina Mariela Sánchez Sailema

DIRECTED BY: Licenciada Lorena Monserrath Meléndez Escobar Magíster

DATE: 23 de Mayo del 2018

EXECUTIVE SUMMARY

The present research is created for the need to improving the listening comprehension in students from the Unidad Educativa Las Américas through the implementation of the use of a platform where students could send and post their selected videos. The education in this school requires more technological devices because the English learning process has to use innovative methods for a good listening comprehension. Actually the use of videos or technological tools are adequate sources for reaching a good listening comprehension. The research is qualitative-proposal because the information was collected through surveys. It showed that the traditional methods make English classes not meaningful and turn unattractive and boring for students causing a low listening comprehension development.

For more certain of the research an operationalization of variables was carried out extremely careful based on a widely theoretical framework and with the help of surveys applied to students from the Las Américas School. The same research process has shown the need to find a solution for the problem about the low listening comprehension. The appliance of an interactive platform for the use of students to check and send homework also to post their selected videos and sharing with the entire class in order to improve the listening comprehension. This proposal is a good way to aware the interest to reach meaningful learning in students and it is an effective way to improve the listening comprehension development in students.

Key words: students' selected videos, technological tools, listening comprehension, actual methods, English learning, virtual platform, listening development, technological devices, digital resources, learning process.

INTRODUCTION

The structure of the research has six chapters, which contain information certainly relevant and focused on important topics based on the identified problem. After a deep study and analyzing the situation it has been found a useful and relevant solution proposed in this research. In addition with this research we have found an easy way to improve the low listening comprehension in English classes with the use of students' selected videos in students of eight ninth and tenth year of the Unidad Educativa Las Américas.

It is necessary to consider the importance of this skill. Listening comprehension is the base for students to understand the English language and to get better proficiency with this language. The research proposes the use of different methods and activities in and out of classroom to improve English teaching in order to satisfy the needs of students.

CHAPTER I refers to the research topic, the problem statement, the contextualization, the critic analysis, the prognosis, the problem formation, the research questions and the delimitation of the object of the investigation, the justification and finally with the general and specific objectives.

CHAPTER II contains the theoretical framework that is made up with the fundamentals and citations which are the philosophic, axiological epistemological and legal, the fundamental categories of the research going with the corresponding hypothesis and signaling variables.

CHAPTER III contains the methodology framework which is composed by the modality and the kind of study made and the population which has been researched, the operationalization of variables, the collecting plans and the information process.

CHAPTER IV is the analysis and interpretation of the results gotten by the information making calculations and finally the verification of the hypothesis

through real statistics.

CHAPTER V is based on the conclusions and recommendations to propose a possible solution for the getting results and all the specific details studied in the research.

CHAPTER VI contains the most specific and essential part of the research and it is summarized in the proposal of implementing new methods for a good English teaching which are necessary to improve the listening comprehension in this language. This proposal contains the informative data, background, justification, objectives, feasibility analysis, rationale and methodology, the operation model administration and cost with the anticipation of an evaluation of the proposal.

CHAPTER 1

1. THE PROBLEM

1.1. Research Topic

“Student’s selected videos in listening comprehension development in students from Unidad Educativa Las Américas of eighth, ninth and tenth year during 2017-2018 school year “

1.2. Problem statement

1.2.1. Contextualization

This research project wants to answer and helps with valuable information for the educative community related to the following question: How student’s selected videos help in the listening comprehension development? The research question posed analyses the relationship between the two variables: 1) Selected videos and, 2) listening comprehension development. Nowadays the acquisition of English language is a great tool of communication among people from different parts of the world.

Within this topic it is important to see the results from fifty English major from different classes in the faculty of foreign language in Lac Hong University who participated in the research (2014) which shows: that 89.5% of students failed listening tests. This means that listening is actually a huge obstacle to students. In addition, to have a good listening skill takes times and effort. The fact is that students spend very little time on practicing at home and without much self-practicing it is difficult to improve this skill and of course the comprehension. Problem is recognizing the main points in listening comprehension. If students

cannot obtain any main points, failure will be an inevitable result. 73.6% of the students can not recognize the main points in a listening because they concentrate too much on listening to word by word.

Around the world English is the language studied for all countries some countries which have the highest level of English around the world according to the BBC Mundo Redactions (2015) are: 1st Denmark, 2nd Holland, 3rd Sweden, 4th Finland and 5th Norway. This ranking of countries with the best level of English was surprising because America should be influenced by USA which is an English speaking country and the language should be familiar for this continent but the results were not the desired. The article of BBC Mundo (2015) shows that the countries which better level of English are countries which have better public education system and earlier access to technology specially to internet which allow them to have access to the English language that is the reason why they have a high proficiency of the Language.

In Latin America the problem of listening comprehension affects the English learning and of course the level of proficiency in this language as in the BBC Mundo was published on February 11th 2015 where the news says that in not relevant the influence of the USA in Latin America because the punctuation of these countries in the results of the English evaluation shows that the best level of English has Argentina which is in 15 position, followed by Dominican Republic in 23 position, Peru which is in the 34 position then Ecuador in 35 position and finally Brazil in 38 position and Mexico in 39 position. Minh Ngan Tran (2015). According to the redaction of BBC Mundo probably this result are because the public education in Argentina has been improved. The 14 countries of Latin America evaluated 12 of them are considered with a low level of English.

In Ecuador according to Gordon (2015), the results of a test taken to 750.000 teenagers of 18 years were alarming for the education ministry and the authorities of the country. The test was taken in 2013 by the English aptitude qualifier (EF EPI) which showed that Ecuador was in 35 position of 63 countries and it was considered

as a country with a low level of English.

With these results, the Ministry of Education presented the Acuerdo 0052-14 which says that the English teaching is mandatory since the school year 2016-2017 in the highland and since the 2017-2018 in the Coast Region for the students from the second year of Educación Básica to Third year of Bachillerato in public and private schools of all the country.

During the last years the elementary and media levels of schools were out of English teaching which has caused the low level of this language in students who are not familiarized with this language. The result of the lack of teaching English in schools is the low level of listening comprehension and the other skills in students from the Básica superior. Since two years ago schools have English classes which means that the level of English could improve.

In Las Americas School English has been taught since the 2016-2017 in elementary school after the ministry mandatory. English has been implemented by the government to improve the level of this language. The level of English in students is too low. According to teachers, area acts and grades from this school student's present serious problem in the learning of this language. After a deep checking of the students' grades, it is easy to conclude that English is facing a big problem for students.

In each course of high school there are about the 30 or 40% of students who have problems in the English classes. After some years the project of the government probably have results in students especially in children who are interested in learning English.

A study related to the listening comprehension and the activities applied to improve shows some information about the Maldonado National Experimental School to the second year of Bachillerato according to El Comercio Journal (2016). We can see that music is one of the most popular activity to improve the listening

comprehension with 55.6% of student who prefer this activity to improve this skill. Anyway this activity has not been very productive for students.

The second activity practiced by students is to watch videos with 26.7% of students who are sure that the videos contain all the facts to learn not just listening. Videos show the real situations. Also videos show the culture of that place, it means that it is an integral and complete activity for students. Then we can find the conversations with 11.1% of students and 6.6% of students do not listen to the teacher for different reasons. According to Luis Guadalupe (2018) these activities help students to improve the listening comprehension and the use of the English Language.

1.2.2. Critical analysis

1.2.2.1. Problem scheme

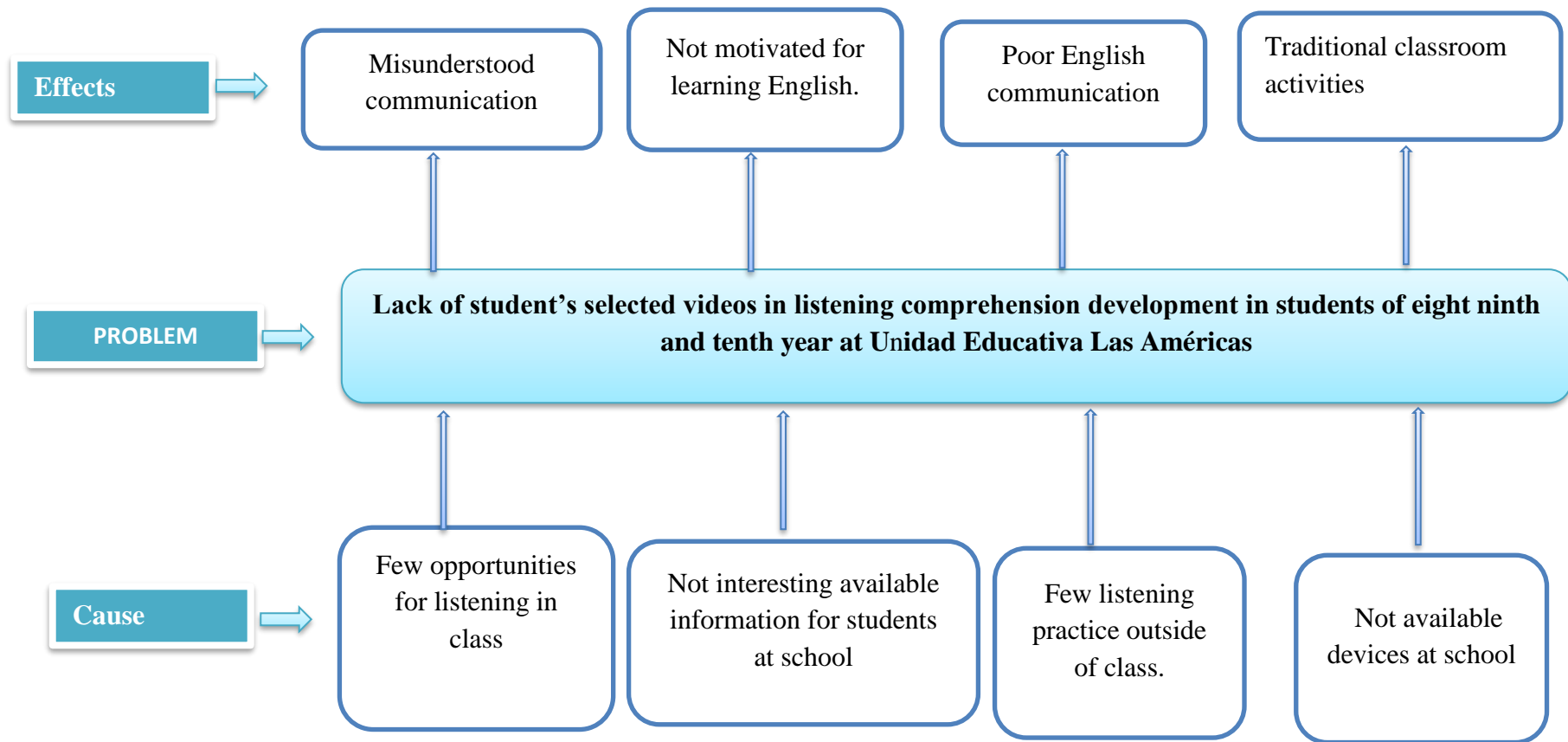


Figure 1. Problem scheme
Author: Sánchez, L. (2018)

In the last two years, it has been mandatory for Ecuadorian schools to teach English in the National education system. For teachers it has been more difficult every time to get students able to communicate using English language because a common problem for students is the development of listening comprehension skill. Listening skill has a low level in the language learning inside schools according to El Comercio (2017) in this year 85.000 students were evaluated for the English Proficiency index. The general score was 49.32 over 100 points. Additionally, the article states that the test called English First was taken in 600 schools in Ecuador which showed a low level of English in students from Ecuador.

Inside the English classes the time to practice this language is too short because students from elementary and media Education have just three hours of English per week and the high school students have five hours per week. English guidelines (2016) .It carries out misunderstanding in English communication because students cannot understand what they hear as the testimonies of teachers from the Unidad Educativa Las Américas say, they state that every year there are serious problems with students when understanding the language.

Teachers do not use relevant and interesting information in English classes despite of the existence of material as the computer Laboratory equipped by the Distrito since five months ago, that is the reason why students are not motivated for learning English according to the area meeting from the English area of the 2016-2017 school year in Las Americas School where is written the list of students with low scores in this subject.

Furthermore, it is almost impossible to practice this language outside of class because in the outcome context there are not opportunities to use this language, that is why students have poor English communication and they cannot reach a high level in language as the English First test showed the results of the test in 2013 which shows the level of English in Ecuador based on the score 49/100. (El Universo 2015) It clearly shows the problem students have with the English and the need to improve the learning of it.

In many schools there are not available devices yet in order to practice the language in a real context as in Las Américas the English area does not have technological tools for a good listening practice. The Computer laboratory was opened five months ago and the use of it is able now in school. The lack of technology has carried the use of traditional classroom activities from teachers.

1.2.3. Prognosis

It is necessary to consider the listening comprehension development in students of eight, ninth and tenth year of Educación General Básica at Las Americas School as an important skill, in order to improve the level of English to take out the poor communication with this language, in contrast this serious problem will continue causing a barrier for students in the learning process causing the low level of listening comprehension development in class.

If students would had have more opportunities to practice English listening inside of classroom with interesting activities and with enough technology, there would not be misunderstandings in communication because an inadequate practice of the language will influence in the wrong understanding at the same time listening skill problems will be bigger.

Furthermore, if the information presented from the teacher to the students would be interesting for them, according to the teenagers likes, they would feel more motivated for learning English because the lack of motivation in students causes the poor attention in students who present problems in listening comprehension.

In other hand, if students would had have more opportunities to practice English listening outside of the classroom, the communication would be very rich and useful to get a good competent of the language. The limited use of English language in Ecuador is one of the facts that keep the low level of it causing problems in class because if students do not practice the language very often, it is so difficult for them to get a fluently communication.

Finally, if schools would have more available devices to use technology in English class for example: television, projector, computers, speakers, and internet, classroom activities would be less traditional than in the past and the acquisition of the language would be easier because with the lack of devices it is difficult to use real material in class and to help students to get a good acquisition of this and the listening problem will continue.

1.2.4. Research Problem Formulation

How the student's selected videos improve the listening comprehension in students of eighth, ninth and tenth years of Educación Básica Superior at Las Americas School during the 2017-2018 school year?

1.2.5. Research Questions

- How often do students use videos in English classes to practice listening comprehension?
- Which activities do students use in order to develop the listening comprehension?
- What is the relation between the students selected videos and the listening comprehension?

1.2.6. Research delimitation

1.2.6.1. Content Delimitation

Field: Education

Area: Pedagogical

Aspect: Listening comprehension skill

1.2.6.2. Spatial Delimitation

This research was applied at Unidad Educativa Las Americas.

City: Ambato

Province: Tungurahua

Time Delimitation

The research was applied during the school year 2017-2018

1.3. Justification

This research topic has the principal objective to investigate how student's selected videos influence in listening comprehension development in students from eight, ninth and tenth year at Las Américas School.

The **interest** for this research is focused on the appliance of activities which help to develop the listening comprehension skill in student. The low level of listening comprehension establishes a big problem according to a research made by Burford from the Facultad de Idiomas University from Tijuana, Mexico (2016). The results from a listening evaluation were good: the 62% of students presented problems with the extern oral comprehension (outside of classroom) because native English-speakers speak too fast and it is difficult to understand them. In other hand, it was surprising that the 12% of students had problems with the intern oral comprehension (inside of classroom) with the teacher's instructions. (Burford, 2016) Listening comprehension is the skill which presents more difficult in the real appliance with people who use this language to communicate.

The **importance** of selected videos in listening comprehension is considered as an important key to get a good communication. Nowadays communicative language teaching is the trend more than traditional grammar teaching. One way to achieve this objective through the use of students' selected videos it is because they are able to improve the language. People learn a lingua franca for maintaining communication with people from other communities with a different language. This lingua franca is English and people learn it for the need to get in touch in any part of the world.

The research has **impact** because it motivates student to learn English through the use of selected videos also the research allows teachers to know the best activities which help students to improve the listening comprehension skill assuming that the listening comprehension is the first skill to develop for having a good English communication.

The research is **useful** because through the appliance of good strategies, the listening comprehension will improve in students; in addition the research becomes an important contribution for authorities, teachers, and parents and for future researches related to English listening comprehension improvement.

This research is **original** because after checking the Universidad Technical of Ambato repository we have found that there is not another research with this topic that is the reason why English teachers are bringing new innovations in the teaching process. Due to the rapid growth of technology, teachers have been incorporating different aids with the textbook to teach language also are using several videos to teach the target language and to make the class more interesting, more active and more contextualized.

For the academic characteristics and institutional politics of the research it is considered **feasible** in the Unidad Educativa Las Américas considering that the quality of education is improving through the appliance of new activities which help the listening comprehension in students of eighth, ninth and tenth year. The direct beneficiaries of the research are the students of these years.

Low listening comprehension has been a serious problem facing the English learning process for decades and it is common for students not to understand this language after years of study. Several methods have been proposed in order to improve this skill but probably some of them are useful and others no. Perhaps the most useful strategy nowadays is the use of student's selected videos which show the real context of the language use. Inside this we can have cartoon videos,

documentaries and also films or clips of movies as a good activity to get better results. Listening comprehension is like a hard work and it is a big challenge for teachers. It is necessary to do effective actions to improve this skill and nowadays it is easier to do using the benefits of technology.

1.4. Objectives

1.4.1. General Objective

To investigate how students selected videos influence in listening comprehension development in students of eighth, ninth and tenth year of Educación Básica Superior Las Américas.

1.4.2. Specific objectives

- 1.--To establish the frequency of the use of videos in English classes to practice listening skills.
2. - To identify the use of activities which help to develop the listening comprehension.
3. - To recognize the relation between the students' selected videos and the listening comprehension.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. Research Background

After checking the Universidad Técnica de Ambato repository it can be stated that researches about “Students selected videos in listening comprehension development does not exist, instead of it, some similar research topics were found. That is the reason why these researches have been used as reference and support material for the present research.

The Universal Technical of Ambato repository presents the following theme:

In a study carried out by Topanta, R. (2017) with the topic: “El podcast educativo y la destreza auditiva (listening) del idioma Inglés en los estudiantes de Tercer Año de Bachillerato General Unificado de la “Unidad Educativa Los Andes” del cantón Santiago de Pillaro provincia de Tungurahua” which is related to education field and states that podcast is a digital audio folder that allows to associate and check its containing in a quick way through the internet. The research wants to show the influence of podcast and technology to develop the ability of listening skill likewise, the autonomy in the students who are learning English as a Foreign Language in Los Andes School. Podcast is an auditory and didactic useful technological resource which facilitates the use through the download creation and diffusion of auditory contents in the internet. This technique streamlines and facilitates the auditory comprehension during the interactive process between teachers and students. Nevertheless podcast is little used by teachers because of the lack of space and technological resource detected in Los Andes School. Also this project is involving the teachers training about the use of the software. In this research the author suggests the alternative to improve education with the frequent use of technology.

This research recommends to promote the introduction of auditory exercises gotten through the use of post cast because it is easy to distribute through the internet adding the usage of cellphones for solving the lack of technology in the school.

In the research carried out by Ortega, C. (2016) with the topic “El uso de juegos de video en el desarrollo de la destreza auditiva del idioma inglés dirigido a los estudiantes del primer año de bachillerato de la Unidad Educativa San Vicente Ferrer ubicado en la provincia de Pastaza”, the author pretended to contribute for the development of the English listening skill as a Foreign Language. Likewise the research gives a necessary input to promote the students individual and grouped work through the usage of technological and didactical tools as the videogames. After collecting the information through the direct observation and surveys related to videogames and the influence in the listening skill in the English Language on students of the first year of the Unidad Educativa “San Vicente Ferrer” from Puyo in the Pastaza province, it was detected that students have a limited development in the listening skill since they do not have the necessary technological tools to improve the learning of this language appropriately. In addition, students do not feel motivated because teachers use limited technology in class, conventional and routine which carries a passive development of the listening activities because of the lack of technology. The use of video games was out of platforms throughout the time and students considered that the development of listening skill was necessary to reach the academic goals. As a good solution for this problem, it was necessary the buildup of an educative guide for the development of the listening skill of English as a Foreign Language which use a technological and didactical tool which promote the individual and collective work. This will allow students to have access to an adequate and innovated communication process with the objective to improve the academic achievement to satisfy the educative needs for the institution and for the country benefit.

In the research carried out by Muñoz, I. (2015), with the topic: “La herramienta tecnológica Edmodo y el desarrollo de la destreza de la escritura (Writing) del idioma Inglés en los estudiantes del Segundo Año de Bachillerato de la Unidad

Educativa Jean Piaget de la Ciudad de Latacunga“, the author states that the research wants to be an important contribution in the learning process of English as a Foreign Language. In addition it promotes the autonomous work of students when they use the technology. The problem was the lack of the feedback from teachers and the possible solution is the use of the technology as the Edmodo platform where students could check the subject and study openly using the technological tool promoting the individual students work using the language in a communicative way. The research concludes teachers have to change the methodology of teaching which can develop the productive skills in the English Language. The constant practice of the productive skills help students to have a good development of them. Students need to participate in classes and to feel motivated to learn the language.

The paper of Chen, Ch.; Wang,L.; Xu, L. (2014) states “A Study of effects on English Listening Comprehension” According to this paper made on 2013 and published on 2014 the author states that videos resources are more and more frequently used in foreign language teaching, especially in the teaching of listening. The effect of video on listening comprehension has not been deeply studied. The current study intents to examine the effects of two different presentation modes as audio and video on second Language listening comprehension using tests and various listening materials to elicit questions. It is found that if multimedia materials are well designed it is more favorable the listening comprehension. The use of multimedia in second and foreign language learning has been steadily growing with the development of information technology with the help of the computer, we can make a greater progress in listening with enough materials. Multimedia is changing the way in which we go to learn the language, providing different presentation modes, such as the audio, the video, and the video subtitle and so on. As Al-Seghayer (2001) said, the adoption of computer technology in L2 education is regarded as the most exciting developments stemming from the participation of advanced technology in education.

In the paper published by Woottipong, K. (2014) with the topic: “Effects of Using Video Materials in the Teaching of Listening Skills for University Students”, the

author states the purpose of the study which is to develop the listening skill of University students studying English with the use of materials and the use of video materials in teaching listening skills. The sample for this study was 41 first year English major student in the second semester of the academic year 2012 at Thaksin University, Thailand. The study was conducted over 20 teaching periods. The one group pretest-posttest design was implemented in this study. In addition the result of this study indicated that English listening comprehension ability increased significantly after learning with videos; and students had positive attitude towards using videos in teaching listening skills.

2.2. Philosophical Foundation

This research is based on the critical – propositional paradigm since this research helps to have a proper analysis of the reality and it can be studied deeply. As Piaget states is his theory of constructivism (2018) which says that the development of the children’s mind starts before the language acquisition through the baby sensorial activity in a closed relation with the environment and the society.

The constructivism gives the opportunity to develop the creativity which carried didactic methodologies as the mind maps. In Addition, Vygotsky states in the social Learning Theory that people can learn in contexts and make emphasis in how teachers construct active learning communities consequently it is important for teachers to create a learning environment to maximize the learner’s ability (2014). This research pretends to find solutions for the common problems that students have presented in the listening comprehension.

The critical propositional paradigm has been the base of this work because through this, it has been possible to build students own knowledge in the English language to get better results with communication. It means to educate student to use this lingua franca. According to Ausbel (2015) the knowledge has stages and the constructivism is not just autonomous, instead of that it is necessary teachers’ help of teacher and his conducted activities.

2.3. Legal Foundation

The research is based on the Ecuadorian Constitution (2008) in the second title: Rights Children and teenagers code (2003) and the Organic Law of Intercultural Education (2011).

Political Constitution of the Ecuadorian State

Art. 26.- Education is a right of people throughout their lives and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an essential condition for good living. Individuals, families and society have the rights and responsibility to participate in the education process.

Art. 27.- Education will focus on the human being and guarantee its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, obligatory, intercultural, democratic, inclusive and diverse, of quality and warmth; will promote gender equity, justice, solidarity and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

Code of Children and Adolescents

Art. 37.- Right to education.- Children and adolescents have the right to a quality education. This right demands an educational system that: Guarantee that children and adolescents have teachers, teaching materials, laboratories, premises, adequate facilities and resources and enjoy a favorable environment for learning.

Art. 38.- Objectives of the education programs of Children and Adolescence Code.

g) Develop and autonomous, critical and creative thinking.

The General Regulation to the Organic Law of intercultural Education

Art. 2.- Education is governed by the following principles:

h) Inter- learning and multi-learning are considered as instruments to enhance human capacities through culture, sports, access to information and its technologies, communication and knowledge, in order to achieve levels of personal and collective development.

Art. 3.- The purpose of Ecuadorian education is:

d) The development of critical analysis and awareness skills so that people can be inserted into the world as active subjects with a transforming vocation and deconstruction of a just equitable and free society.

The mentioned articles refer to the rights that all citizens have to education throughout their lives, respecting individuals considering the justice, equity and peace.

2.4. Key Categories

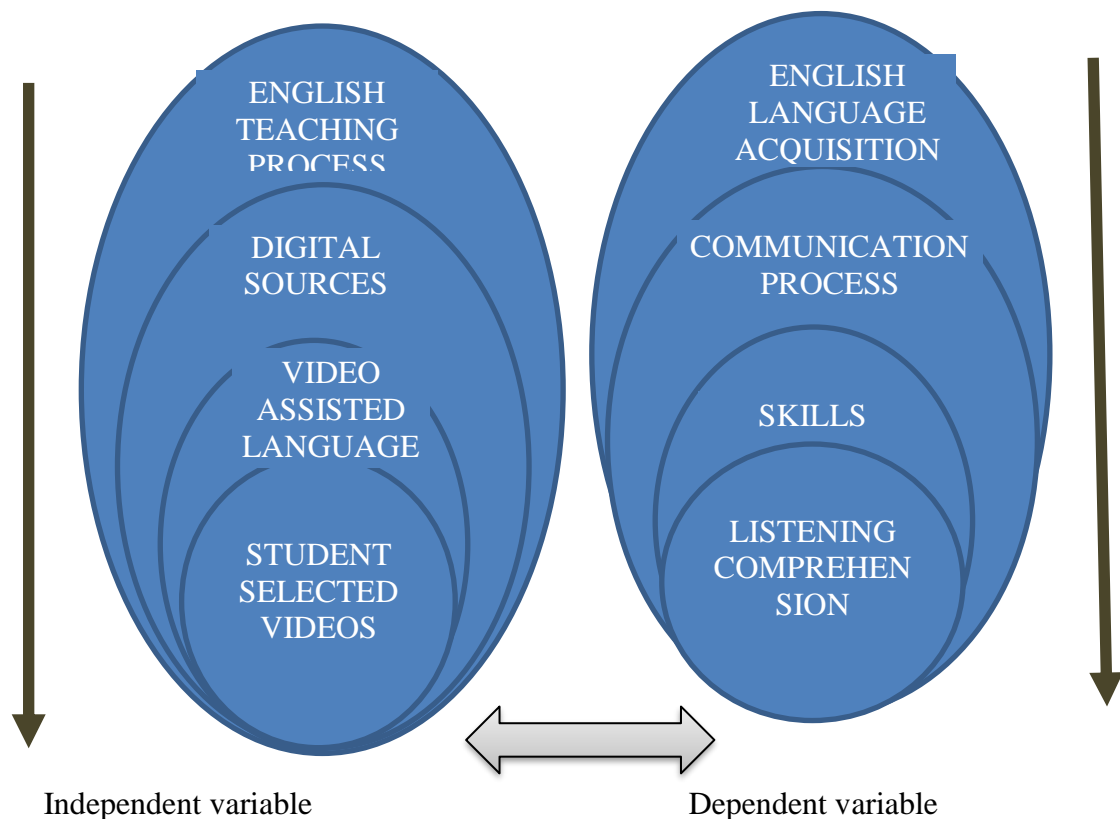


Figure 2. Supra ordination
Author: Sanchez, L. (2018)

Inclusion Graphic interrelated – Independent Variable

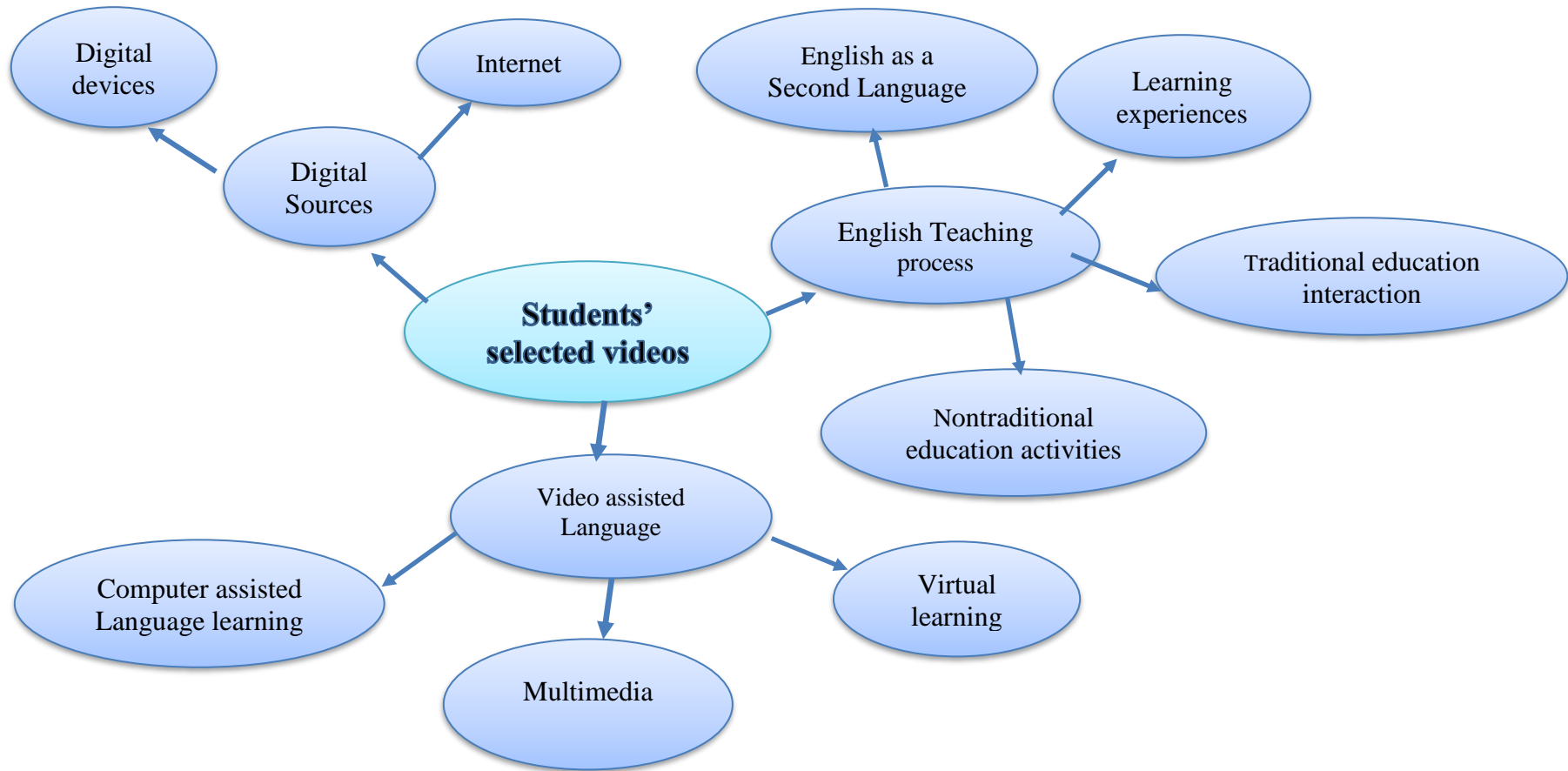


Figure 3. Independent Variable
Author: Sánchez, L. (2018)

Dependen variable

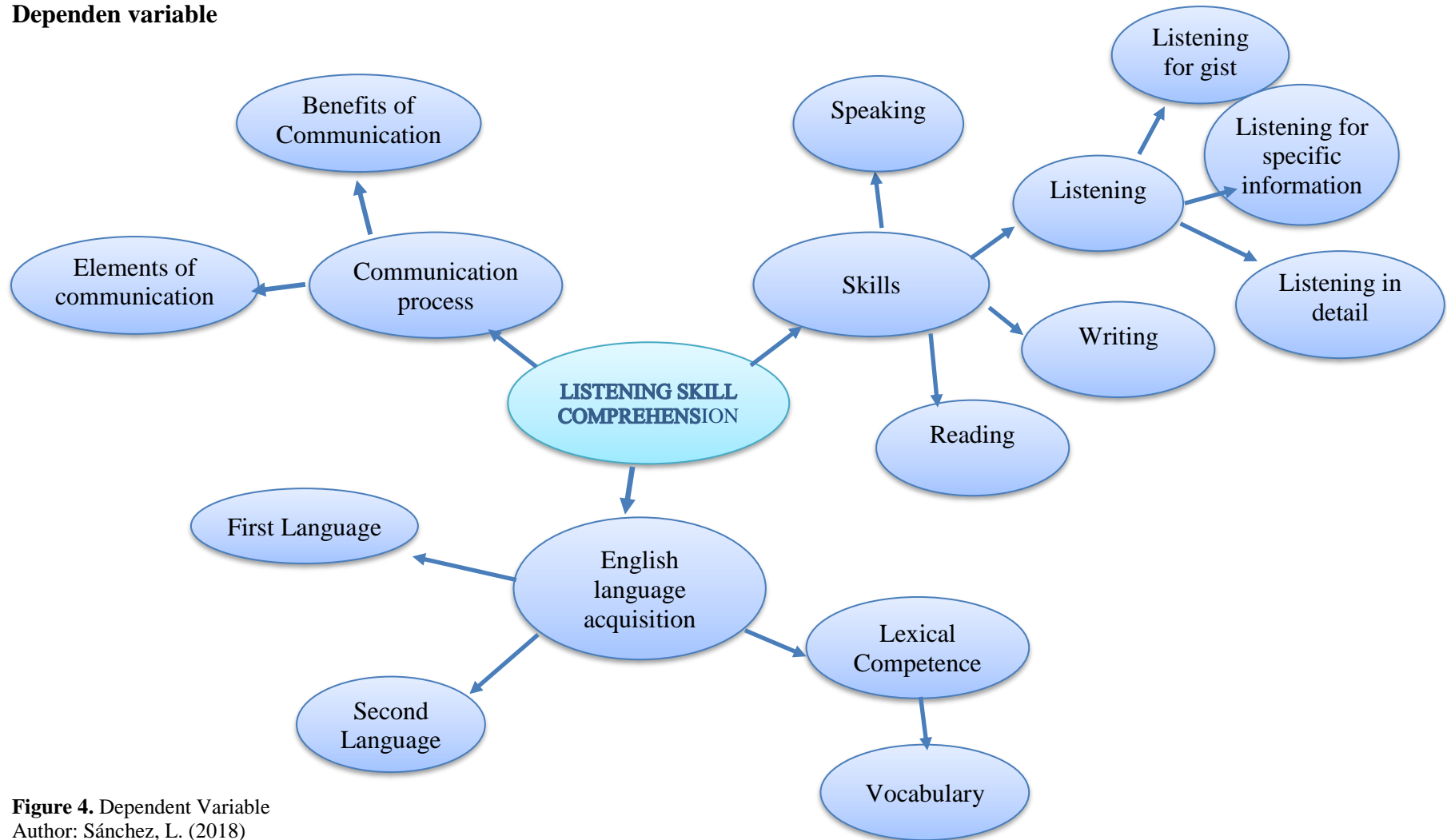


Figure 4. Dependent Variable
Author: Sánchez, L. (2018)

2.4.2. INDEPENDENT VARIABLE FRAMEWORK

ENGLISH TEACHING PROCESS

Teaching English is a hard process where teachers look forward to provide a learning environment to students which is based on communication and interaction during task- based activities. All these activities will help students to improve the language skills which they will need in future careers. As English is immensely important for all people around the entire world (Alotaibi, 2015).

According to Squires (2004), a long term goal of education is that students may generate and build their own inputs and do their own explaining. The author interprets this phrase as a good mode to communicate integrating culture learning and elevating their motivation. English teaching is centered on teaching the American English also the culture and introduced the second language to learners as a pragmatic understanding. In addition the English teaching comprises an important part of teachers teaching philosophy, also it is important for language learners to develop cultural awareness that will enable them to communicate properly as native speakers and learners of this language.

English teaching is an important activity which takes place around the world in order to have proficiency in this lingua franca which is necessary for people who want to get good business and who want to travel for different reasons as studies or tourism. Teaching English is a process where teachers have an important role in students in order to provoke meaningful learning and good level of language.

Taridi (2016) states that the principal activity is the use of learning models and methods, the learning media and learning sources. Also the selection of scientific approaches produces a work based learning and problem solving which means a project based on learning adapted to the characteristics of competences and level of education. According to this actor there are fourteen teaching and learning principles which are:

- Students-centered learning
- Variety of learning sources
- Scientific approach
- Competence-based learning
- Integrated-learning
- Multi-dimensional
- Applicative skills
- Balance of hard and soft skills
- Lifetime learning
- Creativity learning
- Everywhere learning
- Multi-functional learning
- Use of cutting- edge technology and
- Unity.

According to Taridi the teaching process has different steps as:

Introductory activities

Prepare students to involve in the process.

Motivate students to learn as benefit for their life.

Ask questions linked to the topic and explain the purpose of the class.

Core Activities

The activities use learning models, methods, media and sources referred to student's characteristics. The selection of thematic are in order to do projects based learning adapted to the competence and level of education. The author present five aspects: the use of learning models; the use of learning media; attitude, knowledge; and skills.

Closing Activities

This are the final activities. Teachers should do summaries, give feedbacks follow up assignments. Some teachers just ask questions directly to students about the class.

Kristina Robertson and Karen Ford (2009) stated in the article Language acquisition an overview that the acquisition of a English is defined in two categories: first-language acquisition and second-language acquisition.

Second Language acquisition of English is the process through an individual learns a new language such as vocabulary phonological components grammatical structures and also a writing system. According to Kristina Robertson and Karen Ford say that the Second Language Acquisition has six stages:

- Pre-production called the silent period when the person is involve in the new language but does not speak it can last six weeks or longer.
- Early production when the person begins to speak using short words and sentences but his emphasis is still in listening and absorbing the new language.
- Speech Emergent it is when speech becomes more frequent sentences are longer but still in context.
- Beginning Fluency it means fluent speech with minimal errors the individual will struggle to express himself.
- Intermediate fluency in this stage the person can communicate in the Second Language but there are still gaps in vocabulary.
- Advanced Fluency communicates fluency in all contexts but still can use idiomatic expressions incorrectly at times.

Language researchers such as Jim Cummins, Catherine Snow, Lily Wong Fillmore and Stephen Krashen have studied this topic in a variety of ways for many years. The general consensus is that it takes between five to seven years for an individual

to achieve advanced fluency. This generally applies to individuals who have strong first language and literacy skills.

Learning experiences

According to the Glossary of Education Reform (2014), learning experiences refers to any interaction, course, program or other experience which contributes to learn something. The learning experiences occur in traditional academic settings as schools or classrooms, or in nontraditional settings as outside of school locations, or outdoor environments. Learning experiences includes interactions of students and teachers and students learn through games and interactive software applications.

Students may learn in wide variety of settings and ways. The term “learning experiences” is used by educators and some other professionals to describe the activities which are meaningful for students as tools for learning a new language through videos, games or role plays which can help for improving the skills. Some of these strategies are genuinely kind of innovative approaches for learning (Sebastian, 2016). The learning experiences can be great if it has the following elements: to help the understanding of something they could not before, it has to be effective and to promote further learning The material used to promote a useful learning experiences have to be kind of real and elicit the interest for something.

Learning experiences are those which guide students towards engagement in content and help them to learn new skills with the goal of advancing one step forward. Sharon (2003) states, there are different types of learning experiences in classes that include: opportunities for students to interact with the content; having conversations about topics or debates; investigating questions; working in groups to solve problems; creating real life situations and map reading.

The most important goal is to reach students may learn in a wide variety of setting and ways. Nowadays the term Learning experience has been growing in the educators vocabulary and it is to reflect that learning comes from each activity

developed from students it means that people are learning every single moment of life for example, new technologies have dramatically multiplied and diversified the way in which students can learn from an interact with educators. Students can e-mail, chat or have video conversations with teachers and also they can use online course systems to organize and exchange learning materials.

Traditional education interaction

According to Erstad (2017), traditional education evolves the activities in which the teacher generally speaks because this is the best option for students who have a little more freedom in their schedules. Also for traditional education means to have more contact with teachers it means as an eye contact and students have more opportunities to be reminded of upcoming assignments.

Despite of technological advances, traditional education is still likely the better option for those who thrive on face-to-face communication. Traditional classes settings may also offer more opportunities for spur-of-the-moment in minds of students.

Traditional education means all the old activities that were used through the years with students it means non-technical activities just telling copying and repeating information that is not meaningful for students

Nontraditional interaction activities

All kind of new technology activities used in any activity is nontraditional “Non-traditional seemed, to me, like a pretty comic descriptor for the mature student who began attending my workshops last semester. Especially since this woman’s education was the definition of traditional” Haynes (2015) states that the nontraditional activities in class refers to all kind of technology which are applied to teach and learn something as a new language.

The nontraditional interaction classes means the space where teachers use new ways to interact in class. Especially it could be every device which evolve technological activities that are interesting and motivated for students. The nontraditional is a word related to new it means new tendencies of teaching English as a second language.

The nontraditional activities are related to online courses, programs or interactive experiences as videos or real life materials. Which are used by teacher to have a meaningful teaching.

.A benefit for nontraditional education is the flexibility to the students. Especially for them who already have time commitments with family and work. Online classes or courses will mold with students schedule. In addition technology will contribute students to get real material especially for students who are learning a new language as English in which they can hear, watch and speak using a correct dialect taken from the videos and other real materials used in and out of classes.

DIGITAL SOURCES

According to Tjowens (2015), the digital sources are everything that is digital as: e-mail messages, digital photographs, websites, databases, etc. In the future the major primary sources that historians will work with to understand the world in the 21st century, are the things that started as digital. The idea is not to forget the paper but it is important to update as the world is changing and involving in the technological field.

When people work with digital sources it's essential to remember that the thing in the screen are different. It means that when you use the hard drives, CDs, flash drives, etc. All the information is register as bits that are read by software to show up on a computer screen.

All people around the world have access to a wide information every day bigger

with digitalized versions or digital surrogates. At the same time around the world it is true that an explosion of born- digital material is being produced and collected in web sites, hard disks, collections of e-mails and digital videos or photos. The notions of digital archives is growing nowadays.

Digital sources allows the interaction in education it means all the actions that teachers and students do in classroom in order to get a learning experience. According to studies it is supposed to students talk about 30% in front of teachers and it is more common in children because they always talk to learn it is because they are persistent questioners so they learn by asking questions they explore and learn about the world by themselves (Tsui 1995).

One way that students learn a language is being in contact with digital sources and using this it could be for communicating feelings or any situation. Teachers have a big responsibility eliciting them to use the language and creating an environment of another culture a language.

Beal (2018) refers to digital sources as any system based on discontinuous data or events. Computers represents digital machines in which digital resources are introduced to get information. A typical digital source is a clock in which the short hands move through the face. And the clock is able to indicate every possible time of day. In general humans experiments the world immerse in a digital sources world. In which everything is built through technology.

Digital sources are all the sources taken from the digital part. There are many different sources as tools for people who are immerse in the technological world. The resources are similar to devices.

Digital devices

According to The International Timing Law Wiki digital sources are electronic devices that can receive, store, process or send digital information. The digital devices means all the tools that people use to carry technology in computers and

technology.

People use digital devices in every aspect of their lives and for every activity. These devices affect everyday life.

Pearson School and FE Colleges (2012) state that the digital devices allow people to communicate at any time and everywhere they are through:

- Text messages (short messages service, SMS)
- Social networking sites
- Instant messaging
- Media messages (Multimedia Messaging service, MMS)
- Voice calls
- Video calls
- e-mails
- Platforms (edmodo, blog spot, etc)

Digital devices are used nowadays for everybody because the todays' world demand the use of them. Technology is growing and everything that has digital components are developing every day and advancing through the times the devices are grateful tools.

The use of platforms are also very common for education, business and for everything because the world is involve in technology. Education has had a very hard change since some years because of the technology growing.

Internet

As Rouse (2014) states, the internet is sometimes called simply the net. It is a worldwide system of computer networks in which user at any computers or any place of the world can access if they have permission they could get information from any other computer. In 1969 the government of USA wanted to create a

network, as an original aim, that allows users to research computer at one university to talk to research computers at other universities.

Today internet is a public, cooperative and self- sustaining facility accessible to hundreds of millions of people worldwide. It uses a portion of the total resources of the currently existing public telecommunication networks. Also the internet is used for writing e-mails it means that the electronic mail practically replaced the postal service for short written transcriptions. Because people communicate over the internet inn a number of ways.

According to Webster (2018), internet is “an electronic communication network that connects computer networks and organizational computer facilities around the world – used with exception when being used attributively” (Webster, M. 2018). As the author says the internet is the tool that connects all the world in which people can get information from around the entire world and all kind of information in just few minutes just to connect to the network and everything is on our hands

VIDEO ASSISTED LANGUAGE

According to Stevie (2018), video assisted language is a grateful and hard tool. Teachers use this technique in order to make the whole teaching and learning experience loads more vivid and fun. Today technology is powerful and this always gain the attention and always try find more and more interesting things in order to be relevant for people. Teachers also try to get the students attention through the use of activities as the video assisted language. Teachers who teach languages use most of the times videos which present the real situation of that language and the cultural evolved of each one.

The video or computer assisted language is the general term for the range of processes and activities that employ technology in the teaching and learning of a new language. According to the author the use of computers’ or video assisted language started in the 50s and was developed through the 70s. The videos prompts

the students with a question what is called stimulus and the student gives an answer what is called response by filling the blanks or choosing from given set of choices from a questionnaire after watching a video. There are many different methods for the video assisted language but the most used for teachers is the one in which teacher shows or share a video about a certain topic and after watching the video, ask students to complete some information about the topics in the videos to check understanding and also the questions are related to the main idea of the video and with the details presented by it was based mainly on grammar structure sentences and translation method.

By the time of 80s and 90s appeared the communicative approach to language teaching. In this stage teacher provided of tasks in which students had to complete information by using language. It means that the main goal was to get syntax and encourage students to use the language. Communication and interaction were important.

Because of the technological growing, computers were used to reflect and increasingly placed in the context of a communicative task like programs or cartoons characters which helped students in the road of learning a new language. Videos have given language learners a more vivid idea of what language is beyond the subject- verb agreements and also it set the endless of list of vocabulary words to be memorized.

The video assisted language according to Davies (2016), is the integration of all kind of videos and audio streaming, graphic-interactive content and virtual worlds which show how the language is done. With the use of today's technology people can develop all the skills related with the language as the speaking listening reading and writing with the comfort of one's private space and schedule.

There are many different methods for the video assisted language but the most used for teachers is the one in which teacher shows or share a video about a certain topic and after watching the video, ask students to complete some information about the

topics in the videos to check understanding and also the questions are related to the main idea of the video and with the details presented by it.

Computer Assistance Language Learning (CALL)

Computer assistance learning language is often perceived, as an approach to language teaching and learning in which the computer is used as an aid to the presentation, also it is used for reinforcement and for assessment of material which could be for learning.

Davies (2016) defines the CALL as “the search for and study of applications of the computer in Language teaching and learning” (Levy: 1997:1 as cited by Davies 2016) this definition shows the importance of the computer assistance language learning. This originated back to the 60s and it originated in the USA and was widely used until the 80s when the term CALL became a dominant term around the word. During this decade the communicative approach started to have good acceptance. Nowadays the CALL has established itself as an important area of research in higher education.

The more recent approaches to Computer assisted language learning have improved the learner-centered, as the explorative approach rather than a teacher-centered. In the explorative approach appears the use of concordance programs in the language classroom.

The multimedia computer assistance language learning means to combine a personal computer and video players, made possible to combine sounds, photographic, images and video recording imaginative presentations. The result of this multimedia CALL was the development of interactive videodisc for language learners.

The use of computer assistance language learning is the use of computers and other technological tools in order to improve the language learning through the usage of

new and innovated activities which can be interactive for students and also for teachers who has the desire of making the process of learning a new language much easier every day for students.

Multimedia

Multimedia is a term widely used recently as Marshal (2001) states that it means that computer information can be represented through any kind of videos, audios and animation adding to the traditional media as texts, drawings or images. Also states that multimedia is the field which has relation with the computer-controlled integration text, graphics, drawings, moving images as videos, animation, audio and any other media where ever type of information can be represented, stored, transmitted and processed digitally.

Virtual learning

This is an option for students who cannot attend to a regular school and they can take the class from their homes or any place through the use of internet and virtual tools. Nowadays because of the lifestyle people every day have less time to take regular classes and one solution to this fact is the virtual options that many institutions offer as the virtual options.

The virtual options lets people to practice before placing on one level so it means that can be tested your skills by using innovated tools. In education it is a good option for people who cannot attend to a regular school. Some data says that in Florida exist the largest state virtual school in the all school district in Florida offer online schools programs and courses.

One way of virtual learning are programs which are events where people aboard specific topics according to a learning process. Also it is a meeting with a learning purpose the learning experiences this meeting have interactive activities that share to construct the knowledge. Also in schools we have the government projects for

the education also for English study and this has a big purpose to get knowledge about the language and of course the right way to use it.

STUDENTS SELECTED VIDEOS

Classroom activities are full of technology recently and give many alternatives of uses. Internet presents to students a wide range of videos in English Language from many topics and disciplines which are resources for students who want to find information about their doubts (Joshi 2012:34).

Students' selected videos are a collection of videos as it says selected by students according to their interests and needs. This kind of videos can be used to provide a kind of visual material. The use of students' selected videos for education is useful because they can type and print the texts from the video and read it, also they can watch the films and understand all the context about the videos they are interested in. Students selected videos are chosen by students according to their interests and motivation. The videos chosen by them can be from different genres as documental, cartoons, films or clips of movies in order to activate the interest of students.

The use of students' selected videos will help students to reach the goal of improving comprehension and retention throughout the appliance of them which contributes to do the situation as real as possible with the use of technology. The access to the information makes learning experiences more concrete involving the real world and situations that bring real context.

As Chamber states: "videos can greatly enrich the everyday classroom bringing to life teaching and learning opportunities and giving the potential to bring the outside world into the classroom broadening and enhancing our students experience" (Chambers, 2009). Videos are useful in classroom because they give real context to the topic that students are in classroom. It is like a magic moment when the class travels to the place where English is the native language. Students have the opportunity to have a meaningful interaction language when they watch videos.

When videos are used in classroom by teachers as opening new topics or probably to reinforce one of them, they create an atmosphere and setting scene of the activity presented it also stimulates students to empathize with others and understand the subject. Also students selected videos can introduce a new tendency for improving the daily learning. A good activity for students is to select videos which they are interested in. Students selected videos elicit students to watch these videos almost every day at any moment students can as a hobby or leisure activity because for them these videos are interesting and motivating.

In classes there are many activities which involve the hearing process it means that students have to be able to learn the language in context by listening and identifying the real use of English. Teachers can use different resources for showing the usage of English as a tool for communication the use of real context and the exposure to real language is the best option to learn another language.

Types of Videos

There are different types of videos that everybody can find on the YouTube. According to Aureli (2016) there are videos as:

- **Corporate Video.** - It is used for the institutional presentation, enterprise or business line.
- **Product video.** - Or service with its characteristics and benefits.
- **Testimonial video.** - It is truly and transparent. It is a real declaration of something that is happening.
- **Communicating videos.** - It is like a newspaper to maintain people informative and to communicate something important.
- **Didactic videos.** - These videos are leaded to the learning and teaching process.
- **TV program.** - All programs are common in TV.
- **TV web.** - Content platforms of creation as audiovisual and for everything.
- **Documentary videos.** - are videos which shows researches about

interesting topics.

- **Instructional videos.** - are videos which shows instructions to make something.
- **History videos.** - are videos related to history and present things for the past.

All types of videos are available for everybody on the internet especially in YouTube. People can have access for the videos in order to get information.

2.4.3. Dependent Variable Framework

ENGLISH LANGUAGE ACQUISITION

Language acquisition, according to Lightfoot (2010), is the process in which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences in order to communicate. Language acquisition is a human characteristics because non-humans do not communicate using language. The language acquisition refers to the first language acquired by children or their native language. The capacity to be successful in the use of language requires a range of tools as phonology, morphology, syntax, semantics and vocabulary. The human language capacity is represented in the brain.

First Language

According to Roldán (2012), the language learning of the first language is the result of imitation it means the words repetitions. The practice it means repetitive manipulation of form. The feedback on success it means positive reinforcement. And habit formation.

Also the language acquisition depends on the quality and the quantity of the language that the child hears. The reinforcement has to be consistency from other people around in the environment.

Another thing that help students to substitute drills it is good because it is selective and reflects on what they would like to learn. They will be able to generalize or overgeneralized in new contexts. According to Chomsky (1959) as cited by Roldán (2012), states Chomsky argues that behaviorism cannot provide sufficient explanations for children's language acquisition.

The language children are exposed to include false starts or incomplete sentences and slips of the tongue and also they learn to distinguish between grammatical and ungrammatical sentences. It means that children are biologically programmed for language which is developed in children as the other biological functions.

Second Language

According to Singhal (2012), the second language acquisition is the method of expressing ideas and emotions through signs and symbols. These methods are used to encode and decode the information. There are many language spoken around the world the first learned by babies is the mother tongue. This is the language learned by listening from his or her birth. The other languages learned or acquired are called second language.

The definition of second language is learning and acquisition of a second language once the mother tongue or first language is established. The second language acquisition is called SLA is the process of learning other languages in addition to the native language. However, it is true that young child can learn faster than adults the second language.

In addition the two terms used by people as the learning language and acquisition of language are totally different as the case of learning which refers to the formal learning of a language in the classroom. On the other hand, language acquisition refers to acquiring the language with little or no formal training or learning.

There are cases as people who travel to other place where people speak different

language from your native language, they need to acquire that language through the everyday interaction with the native people everywhere.

According to Krashen (2002), the language learning is through conscious and with the help of great deal error correction and the presentation of explicit rules. Error correction is to maintain helps the learners come to the correct mental representation of the linguistic generalization. Conscious learning is available to the performer only as a Monitor. The formal knowledge of the second language may be used to alter the output of the acquired system sometimes before and sometimes after the utterance is produced.

Lexical competence

The lexical competence, according to Nordquist (2017), is the ability to produce and understand the words of a language, in addition it is an aspect of both linguistic competence and communicative competence.

A long to the last decades or more, philosophers, linguists, psychologists and computer scientists have become convinced that no complete account of our competence in the domain of word meaning can be given without a link between language and perception. But it is clear that boundary between lexical and encyclopedic knowledge is not clear. It means the way we use, perceive and conceptualize objects is part of a kind of knowledge that is not just part of our lexical competence, but allows to know the meaning of words and to use them correctly.

According to Tanaka (2014), the amount of vocabulary is related to the level of proficiency in second language. Learners are concerned with the size of English vocabulary or lexicon knowledge. In teaching vocabulary many researchers advocate incidental learning in which learners are simply exposed to authentic language and are expected to acquire lexical competence incidentally or subconsciously.

Vocabulary

For vocabulary learning in second language, we have “The process of learning the new words of a language is called vocabulary acquisition. Vocabulary learning is an important and indispensable part of any language learning process” (Mukoroli, 2011). To learn a second language involves a complete process. The first step for a person who want to learn a new language is necessary to learn basic words as vocabulary. The average of words that children would be able to know for kinder garden is at least 5.000 words in his native language but only few words in English and during the learning process.

According to Nordsquist (2017), the way in which children learn vocabulary of native language differs from the way children or young adults learn or acquire the second language.

The acquisition of a second language is still a mystery but something is sure that words are not instantaneously acquired specially for adult second language learners instead of that they learn over a period of time from numerous exposures. When students understand words is known a receptive knowledge and it is connected with listening and reading. When the words are produced it is called productive knowledge vocabulary acquisition.

COMMUNICATION PROCESS

According to the Essays UK (2013), the communication process is to send a message to be perceived by others. The messages could be verbal or nonverbal. Also communication means to talk, making friends, interacting with people, having relationships or work related. Communication is normal in the dairy life. Everybody communicates in their own way. The two ways to communicate are verbal and non-verbal communication. Verbal communication includes oral words and writings. The other way to communicate is non-verbal communication which is without words it means that is expressive behaviors and body language or bod signal. An

effective communication leads to understanding.

In its simplest of forms communication can be defined as a two-way communication between sender and receiver. One must also consider several factors that complicate communication; such as the format of the message, the medium by which the message is transmitted, the interpretation by the receiver and whether any reply is warranted. All of these components present a variety of challenges and obstacles, which frequently cause breakdowns in communication. Most of what people believe is communication is actually what we would define as “advertising.” With the best of intentions, organizations have been attempting to communicate with their people by using a variety of means that are more supplemental in nature.

Elements of Communication

For the communication process we can find some components that are necessary for communication according to Gupte (2015), communication process has the following elements:

Source. - It is well known as sender. It can be an individual or group. The sender conceives the idea, prepare the message, select the channel and decides who the receiver will be.

Message. - It means the content that the sender passes to the receiver. It is the main part of the communication, the core.

Channel. - is the medium through which a message travels from sender to receiver. It could be mass media or interpersonal.

Receiver. - is the person for whom the message is intended. He is the most important aspect of the communication process

Effect. - It is the change in behavior of the receiver after receiving the message

form the sender. He may ignore the message or store it or send a feedback.

Feedback. - is the response the receiver gives o the sender. It can be negative or positive depended on how the message is encoded. In many places the feedback does not take place.

Benefits of communication

According to Yuen (2017), the effective communication has some benefits as:

Build long- lasting Relationships.- it is when someone has friends for decades. Researches show that it is not just what a person says that keeps the relationships intact the most important part is the way you say it. Any relationship as marriage or friendship will be better if you speak kindly and more understanding way.

Breeds Trust.- when you trust someone you can confide in them. In a study made in students which were working in groups. The group that had more communication showed the most trust and effective cooperation.

More friends and connections.- There are many ways to communicate as social media, but communicating face-to face helps people to establish friendships and connections regardless of the setting.

Overcome Obstacles.- one of the most common way to communicate is expressing gratitude. As the University of Georgia found that couples who frequently said thank you were able to handle financial problems.

Higher Engagement.- as a leader you want all your employees to work hard all the times. When you talk to employees about work- related issues. But when leader talk about things outside of the job the engagement increases.

For a good communication using English Language it is really important the input and output.

Input according to Rom (2014), is the language that learners are exposed to that is communicative in nature. That means the learners are paying attention to the language for getting the message that it contains. Input is always present in some kind of communicative act and turns the role of learner in interpretative side of communication.

Output according to Vizza (2016) states that it is the result of the input received. As all languages first is the receptive skill where students store the information taken from the environment and then comes the productive skill as the output. A good example to output is to write a letter for a person telling about your weekend.

SKILLS

Skills are the abilities acquired for leaning a new language. According to Morehouse (2017), in English there are four important skills known as four skills of language learning. They are a set of four capabilities that allow people to comprehend and produce spoken language for a good communication.

According to Poetsch (2016), the language teaching involves four macro-skills necessary to communicate. And they are: The receptive skills which are listening and reading; and the productive skills which are speaking and writing. Good language teachers include in the lessons plans the four skill development instead of just one skill. Listening and speaking are oral skills and the reading and writing are literacy skills.

For teaching language it is important to design activities in which learners can receive input and modelled language before the language production. Listening and reading activities help students to prepare and have a good communication. It is important for students to receive information and then to produce the language.

Reading

This is a receptive skill. Probably one of the most difficult for students because it

needs comprehension and deep analysis. According to Braddoc (2016) the reason that we read affects how we read so for example if we are following instructions we will read differently than if we are reading to find out information.

There are several skills involved in reading for example: predicting, skimming, scanning and recognizing links. Teachers need to work with students in order to analyze what these skills are and how to improve them to get better results in the learning process.

The author explain the process in order to improve the reading skill. First it is necessary to show some examples of activities that practice a range of reading skills. Then ask students to focus on the tips given by teachers and highlight some more examples activities. Download the session notes. The notes contain discussion and reflection task.

Barber (2016) says that students need good reading skills not just in English but in all classes. Barber states that a repertory of reading strategies can be applied to any text. Students do not just have to learn how to read, instead of that they have to learn how to improve the situations

Writing

It is productive skill. Writing skills are an important part of communication. According to Hertzberg (2017), learning several writing skills is not as difficult as people think. It is necessary to follow some steps in order to make huge changes of improvement in order to have better writings.

To become a better writer it is necessary a lot of practice. As a good writer students have to add some thoughts in order to make a good writing job. In order to have a good writing it is necessary to have the right structure.

To be successful in the writing activities students have to make sure and clear on

the concepts they are going to write. Before writing students have to think and realize if the way they are going to explain is clear or not. - Simplify the activities for the readers. – Anticipate the readers’ questions. Do not over explain the things just aboard the topic in detail for one time. Use interesting and useful information to catch the attention.

To develop this skill in English as a Second Language there is complicated. The writing strategies in the L1 is competent for people after a hard training. For English as a Second language students acquire the ability to write after a high study of vocabulary which facilitate the development of this skill. Writing is a mean of communication. Communication has to have a certain kind of instructions in order to be successful for students (Mu. 2005). After students watch a video it is required for them to write the summary or to write the answers for the questions made about the video. Practicing the writing and the correct structure of it result useful for students.

Speaking

It is a productive skill probably the most difficult and the last to be developed. According to Kaufman (2016), when someone wants to learn to speak a new language perfectly, but the first goal does not have to be to speak perfectly, the main goal has to be an effective communication. The author states that he is not perfect in any of the languages he speaks, but he can communicate using other languages and he says the only way to improve speaking skill is just with time and a lot of practice. The speaking is developed together with the other skills with reading, listening and how to use the language. There are several ways to improve the speaking some of them are presented:

Listen a lot. - In order to improve the speaking skill it is necessary to listen more than an hour per day. It is necessary to look for listening practice in some web pages from the net. After getting the listening exercises it is necessary to listen whenever the students are or whenever he has time. Just listen and listen. At the beginning is

better to start with short contents and then add longer listening.

Reading a lot. - reading all kind of information and saving words and phrases from the reading to memorize or use later is a good technique to increase vocabulary. Before communicating it is necessary to understand first.

Writings. - Writing is a great way to produce language and it is less difficult for students. The dictation function is a great way to get a good habit.

Record yourself. - The author suggests to record yourself at about once or twice a month in order to listen the performance.

Speak. - If the student finds a person who can practice the language it does no matter if it is perfect or not. It is important to practice and speak.

Listening

This is a receptive skill. The first has to be developed to get the new language familiarized. Listening is one of the four macro skills. Cambridge English Teachers (2014), says that it is important to understand that in real life there is not the listening. In addition there are several different kinds of listening which are called sub-skills. There are three listening sub-skills which are practiced in the language classroom.

Listening Sub-skill

Listening for gist. - It is when teacher uses listening exercises for students to get a general idea of what it is about or the principal idea. It is not necessary to understand every word. It is just the main goal for the total listening. For examples: teacher presents a listening with the objective to summarize about the day's news on the radio.

Listening for specific information. - It is when someone listen something in order to get specific details. It means that the listener wants to discover a particular piece of information. The student knows what information is needing to answer one question or to complete an activity. Many students ignore other information which is not interesting for the listener. For example: when someone hear information about the weather report to find out information about a certain part of the country.

Listening in detail. - it is when students listen and listen in order to get very closely with the information paying attention to all the words and trying to understand as much information as possible. For example. - A member a jury listening to statement from a witness

LISTENING COMPREHENSION

Kaufmann (2018), states that listening skill comprehension is the ability in which receives information and where the messages are interpreted through a communication process by the receptor being the key to all effective communication this skill provided the oral input that serves as the basis for English language acquisition.

It is important for all people who are studying another language to learn to speak the language they are immerse in. The question is how to incorporate the speaking abilities in a program and how to pressure to have a good level of speaking without creating frustration in students.

The author states that “to speak well, first you must listen well” (Kaufmann, S. 2018) there are many people who say that they would like to improve the speaking in language. And some people say that they can understand well but it is almost impossible for them to speak well. Certainly there are many people who real very well and understand the details of the reading but they can’t speak well. It is common for people who believe they are good for speaking in English language and when they listen to a person speaking fast they do not understand the language

because they have trouble speaking.

Listening skill is the most important skill you have to develop in order to have a good communication. How well you listen has a major impact on your job effectiveness and on the quality of your relationships with others.

People listen for obtaining information, for understanding, for enjoyment and to learn. If students have a lot of listen listening input they will be able to understand and communicate using English language.

The audiovisual process according to Olsen E. (2009), is wider used as materials for a constructive classroom activities. Audiovisual are the motion pictures, slides, radio, exhibits, models or pictures can literally be brought into the classroom for close study. In the production many techniques can be applied for the use of films. The use of films was reported to help children to maintain interest, derive incentive for further study and ask more questions (Meer, V. 1949).

2.5. HYPOTHESIS

Hi: Students' selected videos influence in listening skill comprehension development in students of eighth, ninth and tenth year at U.E Las Américas.

Ho: Students' selected videos do not influence the listening skill comprehension development in students of eighth ninth and tenth year at U.E Las Américas.

2.6. SIGNALING HYPOTHESIS VARIABLES

Independent Variable:

Students' selected videos

Dependent Variable:

Listening comprehension development

CHAPTER III

3. METHODOLOGY

3.1. Approach

The actual research applied the qualitative and quantitative method, because it interpreted the problem of students selected videos in listening comprehension development in students of eighth ninth and tenth year.

The research is quantitative because the getting information from the statistics data was analyzed. The research is located in the critical – proposal paradigm as a participative way. As the reality was changed according to the sociocultural environment providing an alternative of solution to improve the listening comprehension skill to improve the communication and build the own knowledge through the self-study, using selected videos from students to reach high levels of listening comprehension.

The researcher has supported this study research in the inductive method because we are going to give general conclusions starting from particular observations to the general. It is the more usual scientific method which can be distinguished four essential steps: presentation of examples; observation; generalization; testing and verification.

According to Anna Maphet (2014), “the Inductive method, instead of the teachers giving the rule in adding similar fractions at the outset, she/he will give them at least five examples of added similar fraction at one time”.

The model chosen for the present research is the social-educational due to the research project involves the social environment because students are part of the society and educational field because the students’ selected videos in the listening

comprehension development is directly related to education and it is led to improve the level of students in the study of the language.

3.2. Basic Method of Research

Field research

The development of this problem has a field research process because it was in direct contact with the problem at the U.E. Las Américas with students of eighth, ninth and tenth years which allowed to get information related to the topic and the study object which was really useful to find a solution for the school to accomplish the objective.

Bibliographic research

The research will be Bibliographic- documentary because it will be taken from documents and from writing information checked from the researcher about the two variables. This collected information will help to build the framework and it will give support over the problem.

The documentary information was used to know analyze compare and evaluate the problem about the students' selected videos and the listening comprehension development skill. The principal sources were articles magazines thesis which have closed relation with the research topic.

The technique used in this project is the survey that will be applied to students from the school. The instrument that will be used is the questionnaire that has all the item aboard in the variable matrix.

3.3. LEVEL OR TYPE OF RESEARCH

The research was made through the following levels:

Explorative

The research is explorative because it used proper techniques to determine the causes of the problem in the school which allowed to plan a meaningful solution to stop the problem and solve it.

Descriptive

The propose of the research is to describe the characteristics of the problem, to know the main characteristics through the appliance of surveys to students and teachers to determine the causes of the students´ selected videos and the listening comprehension development of eighth, ninth and tenth year through a statistics analysis which was checked, tabulated and processed to obtain reliable results.

3.4. POPULATION AND SAMPLE

3.4.1. Population

Population is the total group of people that will be studied in the present research that has the same place the same conditions in the research there are the following population.

class	Room	Men	%	fn	n	women	%	fn	n	total
8	A	2	7	0,7768595041	2	25	93	0,7768595041	20	27
8	B	1	3	0,7768595041	1	28	97	0,7768595041	22	29
9	A	4	11	0,7768595041	3	34	89	0,7768595041	26	38
10	A	4	15	0,7768595041	3	22	85	0,7768595041	17	26
		11			9	110			85	121

Table No. 1 Population and Sample

Author: Sánchez, L. (2018)

3.4.2. Sample

To have a better management about the research a sample was taken according to

the following formula. It will help the researcher measure the features

$$n = \frac{121}{\sqrt{[(0.05)^2 (121-1)] + 1}}$$

$$n = \frac{121}{\sqrt{[(0.0025) (120)] + 1}}$$

$$n = \frac{121}{0,3 + 1}$$

$$n = \frac{121}{1.3}$$

$$n = 94$$

From the total population that is 121 students taken from eight A to tenth year of EGB from a total of four courses from the Unidad Educativa Las Américas, the sample is ninety four students to apply the research.

For the total sample there are eleven men and eighty five women that will be researched in the present job.

3.5. Operationalization of Variables

Independent variable: Students' selected videos

Independent Variable	Categories	Indicators	Item	Tools and Techniques	Instrument
Students selected videos <i>Conceptualization</i> Videos selected by students according to their interests used in or out class that combine academic and real situations involving a serial of virtual options making learning experiences more concrete helping in the understanding as courses, programs and traditional and nontraditional education, the use of devices and media is important as projectors, computers and films which help students to access information.	Real situation	Realia Virtual option	1) Do you have the opportunity to use your own selected videos? Always ____ Sometimes____ Never____ 2) How important do you consider learning videos in class? Many____ Few____ None____	survey	questionnaire
	Learning experiences	Course Program Nontraditional interaction Traditional educational interactions	3) Are videos interesting for you? Many____ Few____ None____ 4) How often do you feel motivated for learning English? Always ____ Sometimes____ Never____ 5) Are videos a good way to get learning experiences? Many____ Few____ None____		
	Devices and media	projector Computers Films	6) How often does your teacher use technological tools in class? Always ____ Sometimes ____ Never____ 7) Are you exposed to technologies such as PCs, videos consoles or any other device inn classes? Always ____ Sometimes____ Never____		

			8) How often do you carry out activities based on platforms or technology? Always _____ Sometimes _____ Never _____ 9) Have videos stimulated you to learn English? Always _____ Sometimes _____ Never _____		
--	--	--	---	--	--

Table No. 2 Independent variable: Students' selected videos
Author: Sánchez, L. (2018)

Dependent Variable: Listening comprehension skill development

Dependent Variable	Categories	Indicators	Item	Tools and Techniques	Instruments
<p>LISTENING COMPREHENSION DEVELOPMENT:</p> <p><i>Conceptualization</i> Ability in which people receive information and process it in order to understand the message interpreted through an effective communication process being the key to all effective communication providing the oral input that serves as the basis for English language acquisition it is the most important receptive skill where a language is acquired to later being produced.</p>	Effective communication process	Communication components Transmission phase Barriers Components	<p>1) Does your teacher use listening songs or dialogues to improve this skill? Always ____ Sometimes _____ Never _____</p> <p>2) Do you watch videos in English? Always ____ Sometimes _____ Never _____</p> <p>3) When you listen to some information in English do you look for details? Always ____ Sometimes _____ Never _____</p>	Survey	questionnaire
	oral input	Sensory processing Conversations Description Language	<p>4) Does your teacher elicit you to listen and answer in English? Always ____ Sometimes _____ Never _____</p> <p>5) When you listen to English do you understand the main idea? Always ____ sometimes _____ Never _____</p>		

	English language acquisition	First language acquisition Second language 1 acquisition Vocabulary acquisitions. Syntax and morphology	6) Is listening skill necessary for English learning? Always ____ sometimes _____ Never ____ 7) Is it difficult for you to comprehend listening? Always ____ sometimes _____ Never ____		
--	------------------------------	--	--	--	--

Table No. 3 Dependent Variable: Listening comprehension skill development
Author: Sánchez, L. (2018)

3.6. Tools and Techniques

For this research, a survey was applied as a useful technique and through a questionnaire as tool. With these resources the information was taken from students.

3.7. Data collection Plan

The research was conducted at Las Américas School in the city of Ambato and based on the objectives and hypothesis established previously, as well as the research approach selected, the following elements are really important:

-Definition of subjects.- it means people or objects to be investigated. In this case the subjects are students from eighth, ninth and tenth year of Las Américas School.

-Selection of the techniques.- it means the techniques to be employed in the data collection process. The research will use surveys or questionnaire In order to collect the needed information. And the questionnaire will contain certain number of questions which are closed connected to the objectives and the both variables involved the research problem.

3.8. Process and Analysis Plan

The research has been developed by collecting information from students of eighth, ninth and tenth year from Las Américas school through the surveys. The information was tabulated, analyzed and interpreted based on the result. This data also was illustrated by graphs which showed the obtained outcomes in order to verify the established hypothesis through the appliance of the chi-square test. With all this information and based on the objectives the researcher was able to write the conclusions and the recommendation of from the research to properly match the concordance of the research.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION

4.1. Analysis of results

The information was taken through the surveys answered by the students of eighth, ninth and tenth year of Educación Básica from Ambato, Tungurahua province. After the information collected, the surveys were processed as a manual way through the Excel program which shows the specific tabulation results.

The surveys were given by students after some instructions they started to fill them according to the real situation from the school and the English classes. In addition the information was about the school technology and available material.

After getting the tabulation results it was easy to analyze and to interpret the results, from the research with students. This data allowed to make a meaningful analysis about the problem according to the statistics data and an interesting interpretation.

Variable: student's selected videos

Question 1

Do you have the opportunity to use your own selected videos?

Table No. 4 Question 1

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	10	11%
Never	84	89%
TOTAL	94	100%

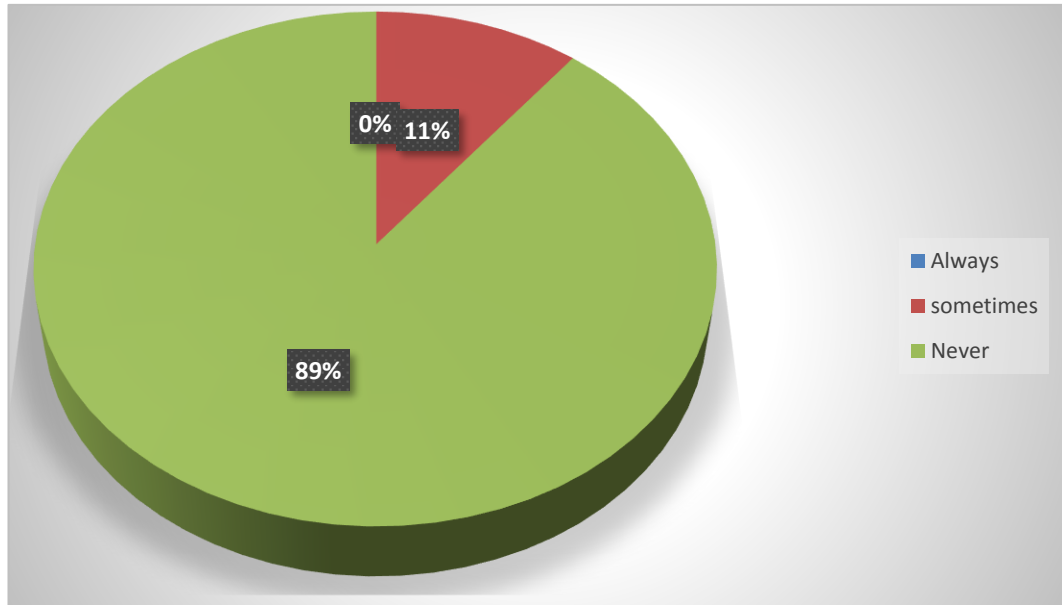


Figure 5. Question 1
Author: Sánchez, L. (2018)

Analysis and interpretation

After the result of the surveys it is easy to see that eighty four students what means the 89% say that never have had the opportunity to choose their own selected videos in class, however just ten students which is the 11% say that sometimes they have the opportunity to choose their own videos in class or for the learning process, and none students which is the 0% say that they always have the opportunity to choose their own videos in class. In conclusion the biggest percentage is 89% which shows that students never have the opportunity to choose their own videos in class; it means that students do not have the motivation to watch their own selected videos to improve the listening comprehension which is probably the cause of the low level of development in this skill. Students

Question 2

How important do you consider learning videos in class?

Table No. 5 Question 2

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Many	80	85%
Few	10	11%
None	4	4%
TOTAL	94	100%

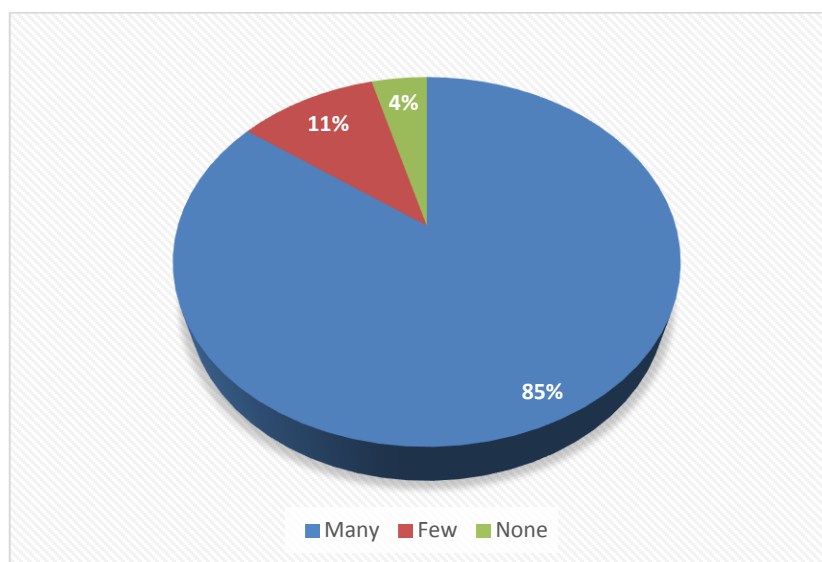


Figure 6. Question 2

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number two eighty students which represents the 85% said that learning videos in class are many important. Despite of, ten students which represents the 11% said that the learning videos in class are few important and just four students which is the 4% said that the use of learning videos is not important in class. In conclusion the 85% of students consider that the use of learning videos in class is very important to improve and develop the listening comprehension in order to have better learning in this skill.

Question 3

Are videos interesting for you to be used in class as a mean to improve your listening?

Table No. 6 Question 3

Author: Sánchez, L. (2018)

Alternatives	Frequency	Percentage
Many	76	73%
Few	21	20%
None	7	7%
TOTAL	94	100%

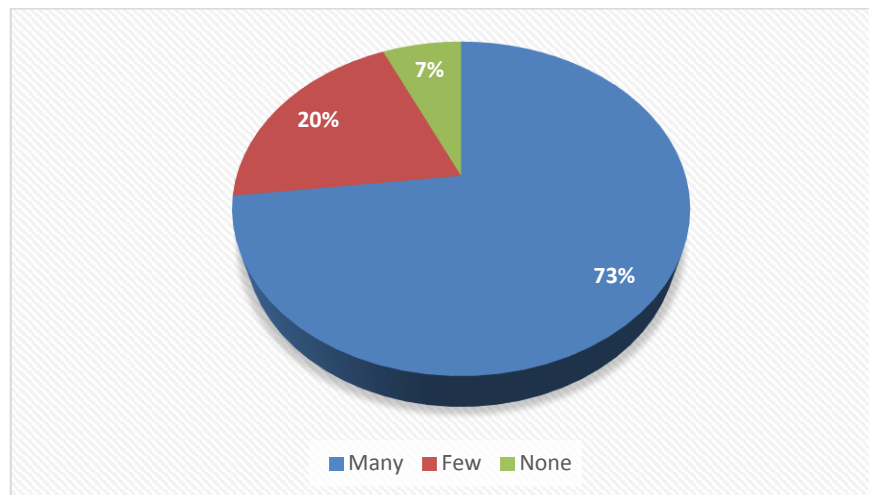


Figure 7. Question 3

Author: Sánchez, L. (2018)

Analysis and interpretation

In question three seventy students which represents the 73% said that videos are import for them, however, twenty one students which represents the 20% said that videos are few important for them and just seven students which represents the 7% said that videos are not important for them. In conclusion seventy six students consider that videos are many important for them, because they use real language in order to help students in the development of the listening comprehension which is necessary for a good communication.

Question 4

How often do you feel motivated for learning English?

Table No. 7 Question 4

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	40	42%
Sometimes	45	48%
Never	9	10%
TOTAL	94	100%

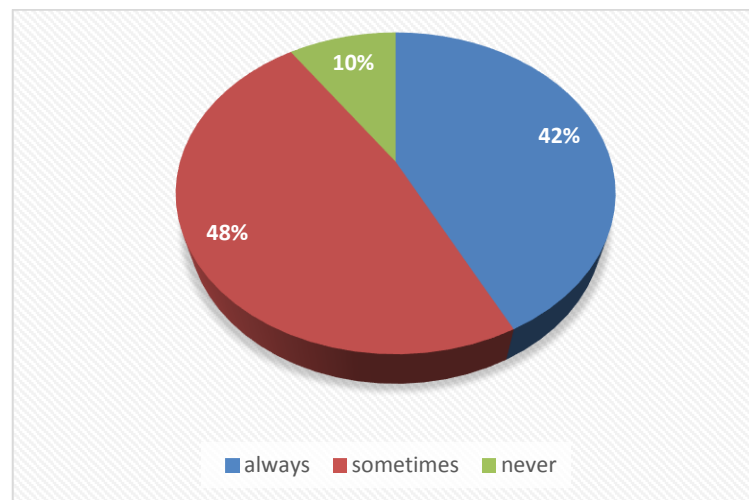


Figure 8. Question 4

Author: Sánchez, L. (2018)

Analysis and interpretation

In question four forty five students which represents the 48% said that they sometimes feel motivated for learning English, however forty students which represents the 42% said that always they feel motivated for learning English and just nine students that represents the 10% say that never feel motivated for learning English. In conclusion forty five students sometimes feel motivated to learn this language. Motivation in students is really necessary to learn the language skills as the listening skill comprehension.

Question 5

Are videos a good way to get learning experiences?

Table No. 8 Question 5

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
A lot	79	84%
Few	10	11%
None	5	5%
TOTAL	94	100%

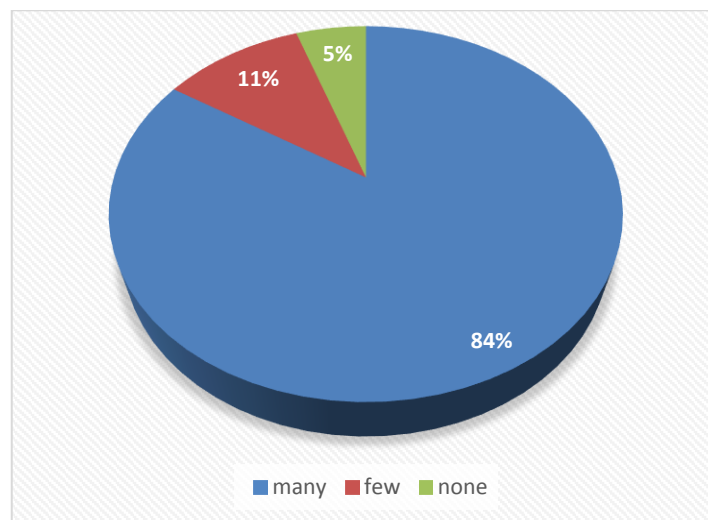


Figure 9. Question 5

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number five seventy nine students which represents the 84% say that videos are very important to get learning experiences, although ten students which represents the 11% say that videos are few important to get learning experiences and just five students which represents just the 5% say that videos are not important to get learning experiences. In conclusion seventy nine students consider that videos are very important in order to get meaningful learning experiences for them, because videos are real situation and real life to develop the listening skill comprehension for having a good communication.

Question 6

How often does your teacher use technological tools in class?

Table No. 9 Question 6

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	20	21%
Never	74	79%
TOTAL	94	100%

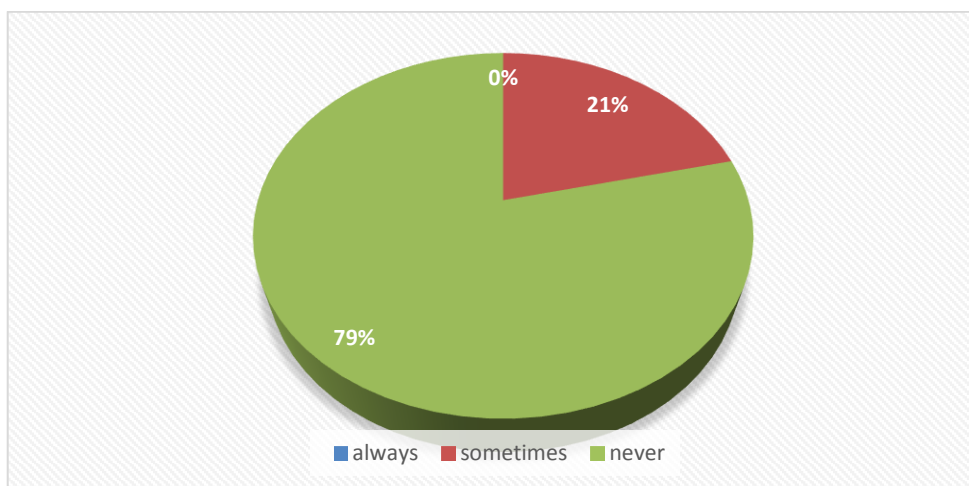


Figure 10. Question 6

Author: Sánchez, L. (2018)

Analysis and interpretation

In question six, seventy four students which represents the 79% said teachers never use technological tools in class, despite of twenty students which represents the 21% said that sometimes teachers use technological tools in class and none students which is the 0% said that teachers always use the technological tools in class. In conclusion seventy four students said that teachers never use technological tools in class which is not good in the language learning process that is the case of the listening skill comprehension.

Question 7

Are you exposed to technologies such as PCs, videos consoles or any other device in classes?

Table No. 10 Question 7

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	30	32%
Never	64	68%
TOTAL	94	100%

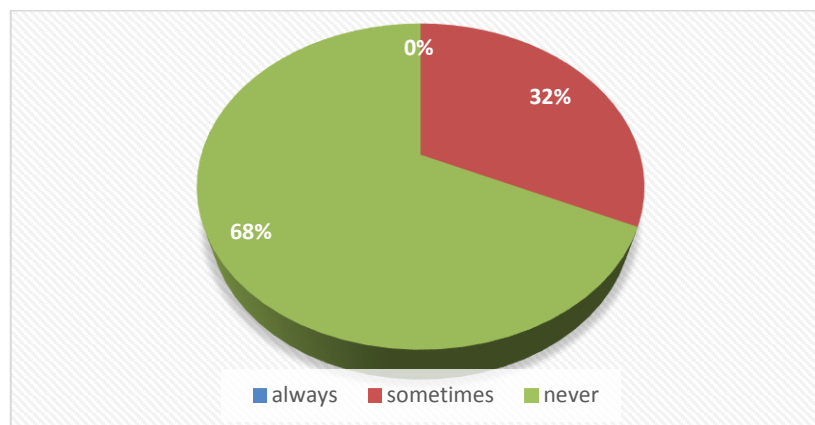


Figure 11. Question 7

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number seven, sixty four students which represents the 68% said they are never exposed to technologies as PCs, videos or consoles and just thirty students said that they are sometimes exposed to technologies as PCs, videos or consoles and none students said they are always exposed to technologies as PCs, videos or consoles. In conclusion 68% of students stated that they never are exposed to technologies devices PCs, videos or consoles which is not favorable for the listening skill comprehension development in students of eighth, ninth and tenth for the Las Américas school in order to develop the skills for a good English communication.

Question 8

How often do you carry out activities based on platforms or technology?

Table No. 11 Question 8

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	2	2%
Sometimes	62	66%
Never	30	32%
TOTAL	94	100%

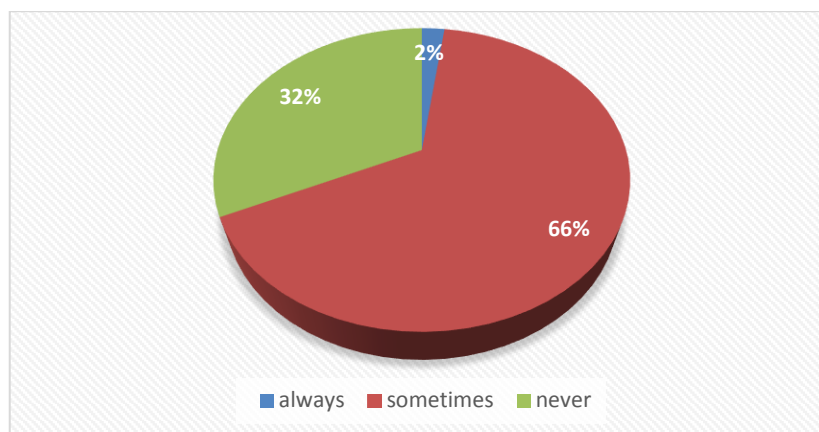


Figure 12. Question 8

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number eight, sixty two students which represents the 66% said they sometimes carry out activities based on platforms or technology, however thirty students which represents the 32% said they never carry out activities based on platforms or technology and, just two students which represents the 2% said they always carry out activities based on platforms or technology. In conclusion 66% students said they sometimes carry out activities based on technology which means that the lack of use of technology cause negative results in the learning process and it is necessary they work with devices at home which widely could help them with the listening skill comprehension development.

Question 9

Have videos stimulated you to learn English?

Table No. 12 Question 9

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	79	84%
Sometimes	12	13%
Never	3	3%
TOTAL	94	100%

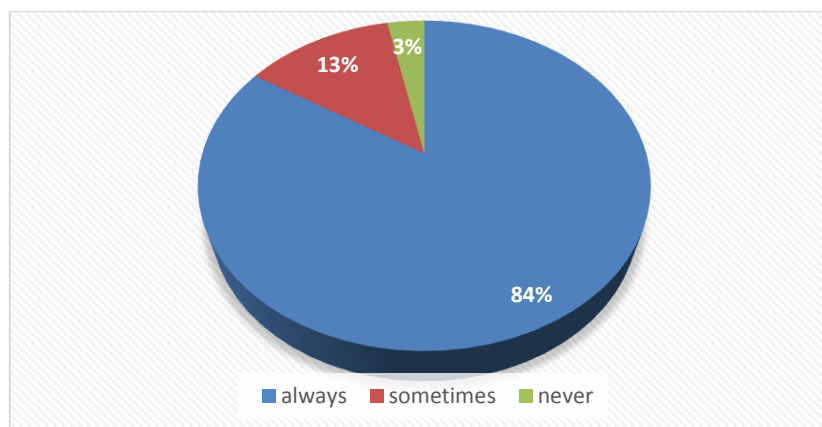


Figure 13. Question 9

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number nine, seventy nine students which represents the 84% said they always have been stimulated with videos to learn English, in addition, just twelve students which represents the 13% said they sometimes have been stimulated by videos to learn English and, just three students which represents the 3% said they have never been stimulated by videos to learn English. In conclusion 84% of students said they have always been stimulated by videos to learn English which shows that videos are able to rise the motivation in students to help them to improve the listening skill comprehension development and the level of English in school to get a good communication.

Question 10

Does your teacher use listening exercises, songs or dialogues to improve listening skill?

Table No. 13 Question 10

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	40	43%
Sometimes	49	52%
Never	5	5%
TOTAL	94	100%

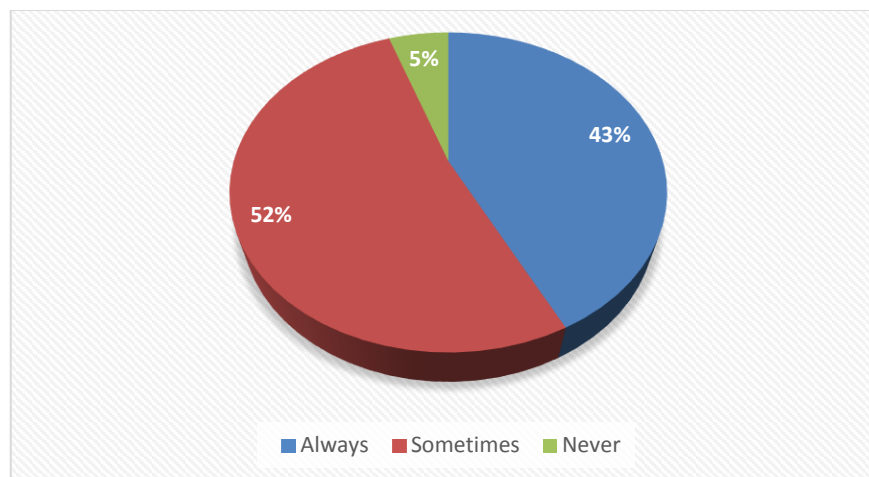


Figure 14. Question 10

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number ten, forty nine students which represents the 52% said teachers use listening exercises, songs and conversations in class. However, forty students which represents the 43% said teachers sometimes use listening exercises songs or conversations in class and, just five students which represents the 5% said teachers never use listening song and conversations in class. In conclusion 52% students said teachers sometimes use the listening exercises, songs or conversations which are necessary for students to acquire a good level of listening skill comprehension.

Question 11

Do you watch videos in English?

Table No. 14 Question 11

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	15	16%
Sometimes	24	26%
Never	55	58%
TOTAL	94	100%

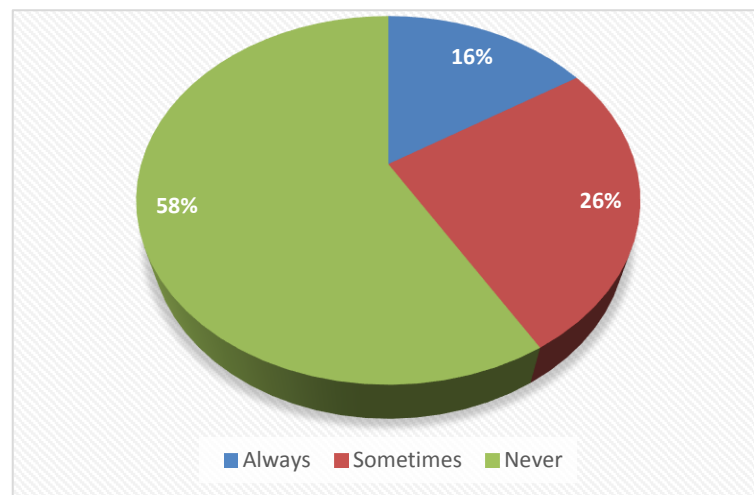


Figure 15. Question 11

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number eleven, fifty five students which represents the 58% said they never watch videos in English, in other hand, twenty four students which represents the 26% said they sometimes watch videos in English and just fifteen students which is the 16% said they always watch videos in English. In conclusion fifty five students said they never watch videos in English which can probably cause low level of listening skill comprehension because of students are not familiarized with the pronunciation, intonation and vocabulary.

Question 12

When you listen to some information in English do you look for details?

Table No. 15 Question 12

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	19	20%
Sometimes	40	43%
Never	35	37%
TOTAL	94	100%

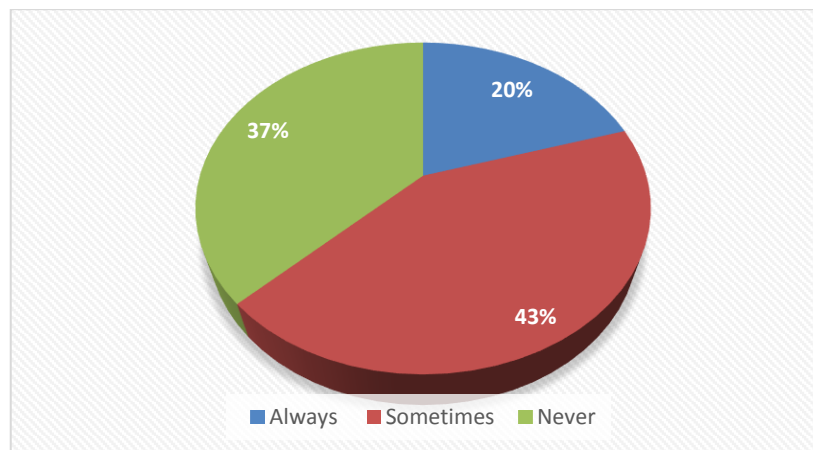


Figure 16. Question 12

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number twelve, forty students which represents the 43% said they sometimes look for details when they listen to some information in English, in other hand, thirty five students which represents the 37% said they never look for details when they listen to some information in English and, just nineteen students which is the 20% said they always look for details when they listen to some information in English. In conclusion 43% students said they sometimes look for details when they listen to some information in English. The percentages show that students are interested in getting understanding in the language which is really necessary for the listening skill comprehension.

Question 13

Does your teacher elicit you to listen and answer in English?

Table No. 16 Question 13

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	87	93%
Sometimes	5	5%
Never	2	2%
TOTAL	94	100%

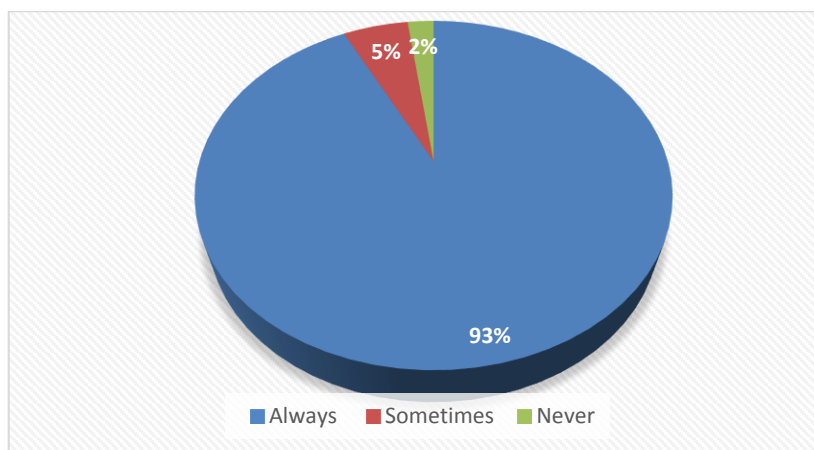


Figure 17. Question 13

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number thirteen, eighty seven students which represents the 93% said teachers elicit students to listen and answer in English, however, five students which is the 5% said the teachers sometimes elicit students to listen and answer the questions in English and just the 2% of students which are two students said teachers never elicit students to listen and answer in English. In conclusion 93% students said teachers elicit them to listen and answer the questions in English which show that students are pushed by teacher to use the language, on the contrary students would not have the opportunity to use the language to develop the listening skill comprehension.

Question 14

When you listen to English do you understand the main idea?

Table No. 17 Question 14

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	5	5%
Sometimes	20	28%
Never	69	67%
TOTAL	94	100%

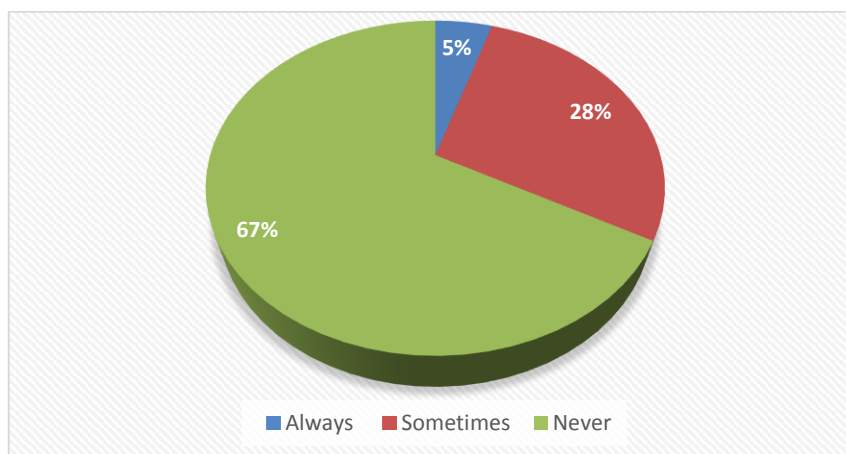


Figure 18. Question 14

Author: Sánchez, L. (2018)

Analysis and interpretation

In question number fourteen, sixty nine students which represents the 67% said that when they listen to English they never understand the main idea. In addition twenty students which represents the 28% said they sometimes understand the main idea when they listen to English and, just five students which means 5% said they always understand the main idea when they listen to English. In conclusion 67% students said they never understand the main idea when they listen to English. The result of the question shows the importance of the listening skill comprehension and the importance of the listening subs skill which is listening for gist which means to listen in order to get the main idea.

Question 15

Is listening skill necessary for English learning?

Table No. 18 Question 15

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	90	96%
Sometimes	4	4%
Never	0	0%
TOTAL	94	100%

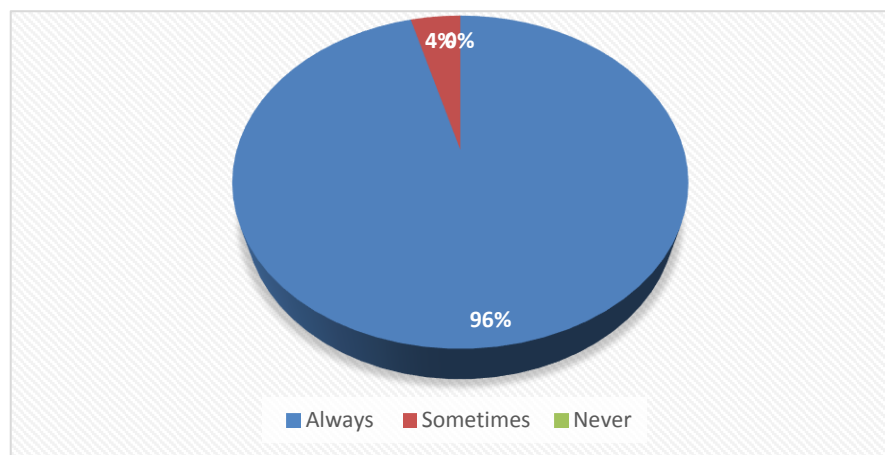


Figure 19. Question 15

Author: Sánchez, L. (2018)

Analysis and interpretation

In question fifteen, ninety students which represents the 96% said that listening skill is always necessary for English learning. However, four students which represents the 4% said listening skill is sometimes necessary for English learning and none students which means 0% said that listening skill is never necessary for English learning. In conclusion 96% of students consider that listening skill is always necessary for English Learning. In conclusion students know the importance of the listening skill comprehension development and they are aware of the necessity of the language in the learning process.

Question 16

Is it difficult for you to comprehend listening in English?

Table No. 19 Question 16

Author: Sánchez, L. (2018)

Alternative	Frequency	Percentage
Always	79	84%
Sometimes	12	13%
Never	3	3%
TOTAL	94	100%

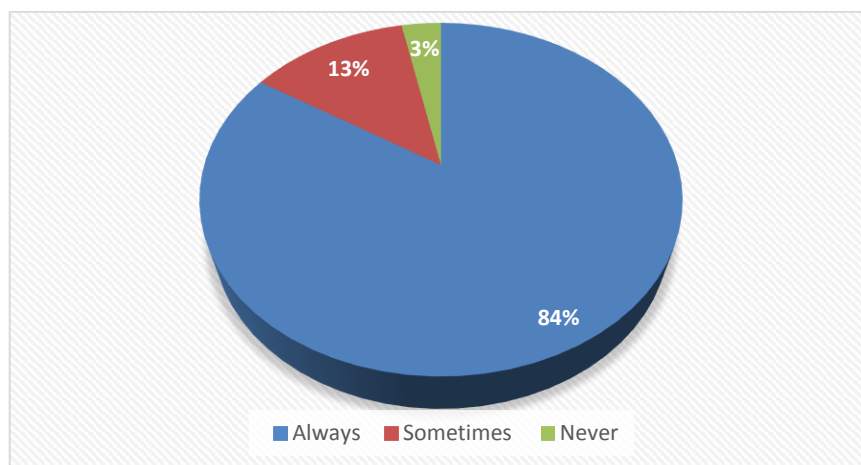


Figure 20. Question 16

Author: Sánchez, L. (2018)

Analysis and interpretation

In question sixteen, seventy nine students which represents the 84% said that it is always difficult for them to comprehend in English, however, twelve students which means 13% said that they sometimes consider difficult to comprehend in English and, just the 3% of students said that it is never difficult to comprehend in English. In conclusion 84% students consider that it is always difficult for them to comprehend in English because the listening skill is not developed in students which is causing a low level of English and of course it causes serious problems in the listening comprehension.

4.2. Hypothesis Verification

For testing and verification of the presented hypothesis it was necessary to use the **CHI- SQUARED** method, forming the hypotheses with we will work:

Null Hypothesis: Ho: Student's selected videos do **not** influence in the listening skill comprehension development in students from U.E. Las Americas of eight, ninth and tenth year.

Alternative hypothesis: Hi: Student's selected videos **influence** in the listening skill comprehension development in students from U.E. Las Americas of eight, ninth and tenth year.

Significance level:

The significance level to work is the 5%

$$\chi^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

In which:

X²= Chi squared

∑= Chi squared

O= observed frequency

E= Expected Frequency

Significance level and Decision rule

Level of Freedom

To obtain the level of freedom the following formula was used:

$$GL = (c-1) (f-1)$$

$$GL = (3-1) (4-1)$$

$$GL = (2) (3)$$

$$GL = 6$$

Significance level

$\alpha = 0.05$

In which:

O= Observed Frequency

E= Expected Frequency

O-E = Observed Frequency minus Expected Frequency

O-E² = result of observed frequency-expected frequency squared

$(O-E)^2 / E$ result of the observed and expected frequencies squared divided for the expected frequencies.

For the respective calculation we used questions 15, 1, 2 and 9 of the surveys carried out, with the following information.

Question 15

Is listening skill necessary for English learning?

Alternative	Frequency	Percentage
Always	90	96%
Sometimes	4	4%
Never	0	0%
TOTAL	94	100%

Question 1

Do you have the opportunity to use your own selected videos?

Alternative	Frequency	Percentage
Always	0	0%
Sometimes	10	11%
Never	84	89%
TOTAL	94	100%

Question 2

How important do you consider learning videos in class?

Alternative	Frequency	Percentage
Many	80	85%
Few	10	11%
None	4	4%
TOTAL	94	100%

Question 9

Have videos stimulated you to learn English?

Alternative	Frequency	Percentage
Always	79	84%
Sometimes	12	13%
Never	3	3%
TOTAL	94	100%

Observed Frequency:

PREGUNTAS	CATEGORÍAS			SUBTOTAL
	S	A.V	N	
15. Is listening skill necessary for English learning?	90	4	0	94
1. Do you have the opportunity to use your own selected videos?	0	10	84	94
2. How important do you consider learning videos in class?	80	10	4	94
9. Have videos stimulated you to learn English?	79	12	3	94
SUBTOTALES	249	36	91	376

Table No. 20 Observed Frequency
Author: Sánchez, L. (2018)

Expected Frequency:

PREGUNTAS	CATEGORÍAS			SUBTOTAL
	S	A.V.	N	
15. Is listening skill necessary for English learning?	62,25	9	22,75	94
1. Do you have the opportunity to use your own selected videos?	62,25	9	22,75	94
2. How important do you consider learning videos in class?	62,25	9	22,75	94
9. Have videos stimulated you to learn English?	62,25	9	22,75	94
SUBTOTALES	99	140	41	280

Table No. 21 Expected Frequency
 Author: Sánchez, L. (2018)

CHI SQUARED TEST

O	E	O - E	(O-E) ²	(O-E) ² / E
90	62,25	27,75	770,0625	12,370
4	9	-5	25,0000	2,778
0	22,75	-22,75	517,5625	22,750
0	62,25	-62,25	3.875,0625	62,250
10	9	1	1,0000	0,111
84	22,75	61,25	3.751,5625	164,904
80	62,25	17,75	315,0625	5,061
10	9	1	1,0000	0,111
4	22,75	-18,75	351,5625	15,453
79	62,25	16,75	280,5625	4,507
12	9	3	9,0000	1,000
3	22,75	-19,75	390,0625	17,146
376	376			308,442

Table No. 22 Chi test

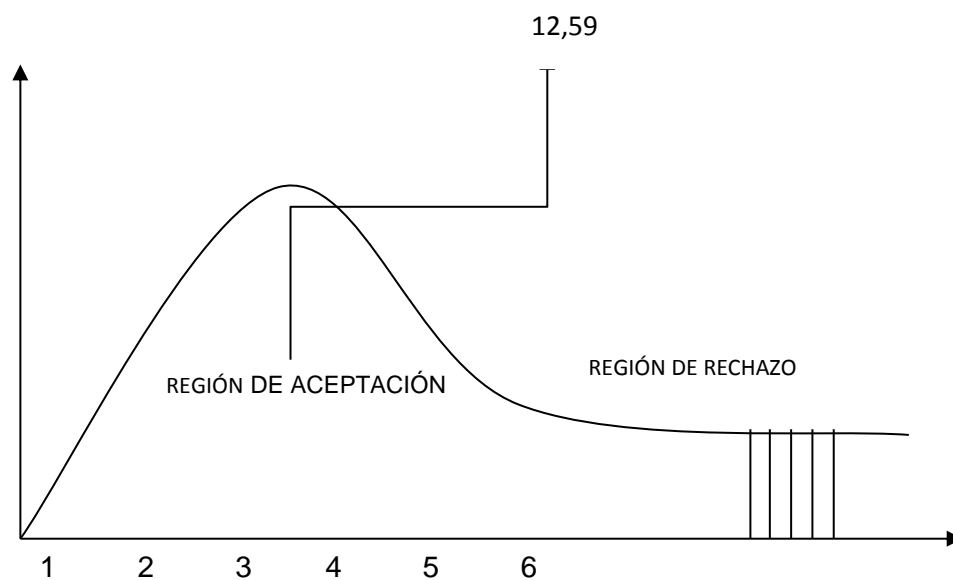
Freedom of Level

GRADOS LIBERTAD	Probabilidad de un valor superior				
	0,005	0,01	0,025	0,05	0,1
1	7,8794	6,6349	5,0239	3,8415	2,7055
2	10,5965	9,2104	7,3778	5,9915	4,6052
3	12,8381	11,3449	9,3484	7,8147	6,2514
4	14,8602	13,2767	11,1433	9,4877	7,7794
5	16,7496	15,0863	12,8325	11,0705	9,2363
6	18,5475	16,8119	14,4494	12,5916	10,6446

Table No. 23 Freedom of Level
Author: Sánchez, L. (2018)

Graphic Representation

Figure 21. Campana de Gauss



Final Decision:

For six levels of freedom to a grade of 0.05 we get in the table 12.59 and like the chi calculated value is 308 it is out of the acceptance area in which the null hypothesis is rejected which means that the alternative hypothesis is accepted what says: students' selected videos influence the listening skill comprehension in students of Básica Superior.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Students know about the importance of listening comprehension development in the English learning process to get better language understanding also they know that it is a hard process which requires a lot of practice; one useful way to improve this skill is the use of videos, however the research shows that the use of videos in English class is not frequently. Students do not have the opportunity to interact with the real language as with videos they can do it. It is because the lack of technology applied for learning this language in Las Americas School. The use of students' selected videos also is not applied for teachers to activate the interested of students for the English language in this school.
- Teachers from Las Américas almost never use videos in class neither listening materials in order to practice listening comprehension. The results of surveys show clearly the lack of real material for students and the lack of activities in order to practice the listening skill. The activities used by teachers in class in order to improve listening comprehension are songs and dialogues. The surveys also show that just few students watch videos in English by themselves that is the reason why they do not understand information in English when they listen to something. The activities applied in class are not enough to develop the listening skill and the other macro-skills in order to get a good English communication.
- The development of listening comprehension is a hard job for teachers. It needs a lot of practical activities. The use of videos is an important strategy to develop the comprehension of English language. The surveys also show the close

relation between the students' selected videos and the listening comprehension as a relevant activity when they confirm that videos are a good way to learn English, also the students affirm the interest that videos cause in students as an entertainment and a way to get knowledge. Teachers need to try new activities according to the technological advances in the today world. Videos are part of the technology and students are being part of them.

5.2. Recommendations

- For authorities from the school it is necessary to pay attention to the importance of the English development inside the school, especially for one of the most difficult skill which is listening comprehension. Authorities should get technological devices for making stronger the English Area because the lack of it is not favorable for the correct students' language learning. The implementation of new technological materials as: recorders, televisions, projectors and speakers could certainly help students and teachers in the English learning process.
- Teachers have to apply new strategies in which the use of videos will be common for students in order to practice the English skills, especially the listening skill comprehension. Teachers should use the real material which is necessary for the skills learning. The use of videos can be used at home with homework for students because students are interested in the use of technology as videos which can be watched at home at any time of the day to complete the answer sheet sent by teachers.
- The implementation of a platform in which students and teachers could post and share videos selected by them. Adding activities planned based on students' selected videos to post in a platform and elicit them to choose the category they are interested in order to motivate for English learning. Teachers should elicit students to use the platform and the use of videos because that is a good way to get practice outside of class in order to get reinforcement for the listening comprehension.

CHAPTER VI

6. PROPOSAL

6.1. Proposal theme

Online Platform to post students' selected videos to develop their listening comprehension.

6.2. Informative Data

School: Unidad Educativa Las Américas

Location: Quito Street and 12 de Noviembre Avenue

Beneficiaries: students of Básica Superior at Las Americas School

Estimated Time for the project: sixth months

Beginning: December 2017 Ending: May 2018

Responsible: Lina Mariela Sánchez Sailema

6.3. Background of the proposal

The study applied in students from Unidad Educativa Las Americas concluded that there is little usage of listening practice in classroom because of the lack of technology and there is none usage of students' selected videos and the just way they listen to information in this language through teacher's reading.

Students recognize that students' selected videos will help them in the listening skill development and in the development of the other skills of the English language. But they are concerned about the lack of technology and the need that school has to improve in the area.

The situation is that students do not understand the listening in English because of the few practice in classroom and out of classroom.

This is the main background for the proposal elaboration which will try to solve the presented problem. Throughout the use of the technology to use a platform where students and the teacher could post the videos selected by them, complete the answers sheet to share their likes and interests however, they could check and access to the platform from house.

It is not possible to put away the technology that gives us different tools for educative activities that makes easier the teaching-learning process for teachers and students in order to motivate them to show their interests and likes through their selected videos.

6.4. Justification

It is well known that platforms are very used nowadays to students and teachers with educative propose in order to share information and send homework or other activities that are exposed for the whole course, however students do not have too much experience in the use of technology or when they access to the internet they just go to the social net. That is the reason why it is important to implement a new way to interact especially out of classroom because it is necessary to aware in students the interest for the English language and the motivation for watching videos that they are going to select for sharing in the platform.

It is of **interest** because the implementation of the platform usage helps students to improve the listening skill comprehension and the other skills of the language also the use of the platform will help teachers to make students practice the language and could get better results in the English teaching process. The students' selected videos are selected by students according to their own interests that is why this activity motivate students to share with their classmates and teachers their preferences and likes.

It is **important** because student's selected videos posted in the platform will show the individual work each student does at home as extra activities to practice the Language. Also all students are going to feel interested on the other videos that the classmates posted in the platform and they will watch not just one video, instead of that they will watch the videos selected by their classmates. With this activity teachers will have better results with English teaching. This tool will be very useful for teachers and students because they could be used the free time they have at home to be employed in the use of the platform.

It is very **useful** for the educative community because it makes easier the interaction with English community as the classroom and teachers. Also students can interact each other at any time not just during class, in addition students and teachers can post some comments about the videos, it means that every member of the platform will watch more than one video and understand the main idea of the video in order to comment this. This activity generate more motivation in students and help widely in the English learning and of course in the listening skill comprehension. Technology is everywhere and education should be immerse in this process to get benefits of the new tendencies.

The benefited are the students who will can motivate with dynamics and meaningful activities which elicit students the use of the platform in order to share videos with friends. This activity wants to develop in students the habit of watching videos to improve the listening comprehension. Teacher could get access with a innovated tool which is useful and interesting to motivate student to be part of the listening comprehension development.

6.5. Objectives

6.5.1. General Objective

To implement the use of a platform to improve the listening comprehension through the student's selected videos posted in the platform in students of eight, ninth and tenth year from the U.E. Las Américas.

6.5.2. Specific Objectives

- To use a platform which contains videos selected by students according to their interests and the parameters given by teachers.
- To improve the listening comprehension development with the implementation of the platform.
- To socialize the use of the platform to students and teachers from the School.

6.6. Feasibility Analysis

The proposal is feasible because it comes from the need to find new and innovated resources with the aim to help students in the listening comprehension development, in addition for the development of the educative project there the following resources: students who need to improve the listening comprehension, technology materials (at the school lab, and at home), economic resources which allow the implementation of the use of the platform.

The feasibility of the present proposal is leaded to help the educative community as: teachers, students, and parents. According to the Republic Constitution Art.27 “ La Educación se centrará en el ser humano y garantizará su desarrollo holístico, (...)” the Project will stimulate the critic sense, and will motivate the learning on students in order to have a meaningful learning.

Sociocultural

The sociocultural feasibility is because when we propose the use of the platform with students' selected videos to improve the listening comprehension, it is a social fact that has relation with the community. In this case the Unidad Educativa Las Américas is the part of the social community which will be involved allowing students to have better life style.

Technological

The Unidad Educativa Las Américas nowadays has technological resources in an equipped lab. Teachers have their laptops. There are two projectors in the school, the lab has internet service. However, the platform is on the internet and the internet is almost in all students' house becoming a good way to practice listening comprehension.

Gender equality

The appliance of this platform is based on the gender equality without any kind of discrimination. It does not matter if it is a girl or a boy always eliciting the respect for their individual conditions and the way of learning, promoting the peace and the environment respect.

Inclusion

The implementation of this platform is based also in the inclusion because videos can be listened for students who are blind they can just hear the information and develop the comprehension. Also the videos for students who have adaptations could be shorter than the other students.

6.7. Technical Scientific Foundation

Based on the constructivist approach where the student is the center of the teaching-learning process which means students are able to build their own knowledge through the listening practice in or out of classroom. Nowadays with the technology advance everybody can have access to the internet in order to get all kind of information in videos related to their preferences topics that can be watched by students.

Students are a storage of abilities that have to be leaded in order to develop them

correctly to get good results that is the importance to practice and improve the abilities through the students' selected video watching.

In this context when students use the platform to post their own selected videos they are able to watch more than one video in order to select the best. In this way students are going to watch more than one video in addition to the information they have to complete in the answer sheet and also as part of the assignment they have to post at least three comments in three videos from their classmates. In this activities students are going to increase the comprehension of the listening skill.

Platform

Diaz (2009) states that Education Platforms are conceived specific applications which are designed to manage and drive teaching- learning processes in a web private environment and every day more people are using as a resource for studying in a better way. Some Universities and institutions of superior studies are using the platforms as tools for distance education. The platform is used also for collaborative work between teachers. Also several groups are using these systems in the development of courses, seminars and work team.

According to Hill (2012) a learning platform is typically defined in the generic sense as a raised surface of some type that supports other interacting objects. With the use of computers and software terminologies used by other technological or process are built. It means that the platform is not intended to stand on its own.

The author presents different definition of platforms as: the platform is the interactive online service that provide teachers, learners and parents involved in education with information, tools and resources to support and enhance educational management.

Almost every entrepreneur nowadays builds something like a platform. But few of them are sure out the kind of the platform. All platform are created in the same way: Google Search, Facebook, Amazon Web Services, Amazon Marketplace, Android,

Uber, airBnB, Waze, WeWofk, Twilio and Bitcoin all are platforms. But they are different in the way they create effects in the web, interaction, approaches to solve problems.

Some types of platform are:

- 1.- Technology Platforms.- are much easier to launch because there in no need to solve all problems.
- 2.- Computing Platforms.- in this platform the user owns the platform.
- 3.- Utility Platforms: There is no network effect in the useful service itself.
- 4.- Interaction Networks.- The digital interactions can take form of a message or voice or image.

There are some educative platforms as:

Edmodo platform

According to Education world (2013) the edmodo platform has seventeen million users around the world. The company's mission its beginning to be a free and safe platform that allows students and teachers to come together to collaborate and learn. Edmodo is a social network with training wheels, by introducing it at young age teachers are able to develop the habits of the mind that are essential for students to be good digital citizens. Students learn to use appropriate language to speak kindly and with compassion to be supportive rather than critical.

We can see our opportunity as being able to connect teachers and classrooms around the world to create a powerful network of learners so that all of the best ideas and resources can surface. With Edmodo, teachers can discover content in real time and deliver it in a personalized way to their students. For example, teachers can receive instant feedback on how his/her students perform by giving them a quiz on Edmodo and getting real-time analytics to see how each student is grasping the material. She can put students into small groups where each group gets different content or different instructional materials to ensure that every single student in her classroom

learns the concept she is teaching that day.

Principles

The principles of the propose according to Martinez, O. (2015) states that when there is a multimedia design it is important to consider a certain structure and defined principles with the aim to facilitate the teaching learning process.

- **Simplicity:** it has to contain important elements for the meaningful learning.
- **Didactic:** the pedagogical activities have to be more used than technology activities.
- **Legibility:** students have to get easily the idea of the video topic.
- **Dynamic:** the activities have to attractive, dynamic and useful contents.
- **Interactivity:** it facilitates the interaction within the platform users.
- **Flexibility:** it is flexible for the access of students to the content.

6.8. Methodology

The methodology of the proposal is practical - constructivism because students use the internet to find videos related to the unit themes and with the requirements characteristics. This is a practical methodology for students as they watch several videos in English they are receiving information and acquiring the language. The constructivism is present in the proposal because students by themselves build the knowledge when they watch different videos to choose one. The assignments for students' selected videos are focus on the listening comprehension development because it is an important receptive skill which has to be worked on it.

The proposal supports the social – educational model because students learn by sharing videos from classmates and they can watch the videos chosen by their friends. In addition, the method is educational because the activities students make are for school and to improve the listening comprehension in English Language.

6.9. Operating Model

PHASES	OBJECTIVES	ACTIVITIES	RESOURCES	PEOPLE RESPONSIBLE	TIME
1.- PLANNING	To organize a schedule of activities to present the use of the platform for student to post their selected videos to improve the listening skill comprehension.	Preparation of the activity. Planning and creating the proposal.	Bibliography Computing Internet	Author of the proposal (teacher)	2 weeks
2.- SOCIALIZATION	To present the usage of the platform to teachers and students with a demonstration.	Presentation of the platform to students and the usage of it.	Computing lab Board and markers	Author of the proposal Teacher on charge of the lab.	1 day
3.- APPLICATION	In the lab after the presentation of the platform, each student creates the account and have access to the platform and complete the assignments.	Teacher check the students' assignments through the platform and the answer sheet.	Computer internet	Author of the proposal. Students.	5 weeks
4.- EVALUATION	To verify the application and usage of the platform.	Teachers checking at least every week to verify the homework and the videos of each students. Complete the answer sheet about the selected videos.	Answer sheets. Computers Internet	Teachers student	2 months

Table No. 24 Operating Model
Author: Sánchez, L. (2018)

RUBRIC FOR THE STUDENT' SELECTED VIDEO ASSIGNMENT

Scoring Criteria	2	1.5	1	0.5	Total score
Timing 2 points	Student's selected the video long more than 10 minutes <input type="text"/>	Student's selected video long 9-7 minutes <input type="text"/>	Student's selected video long 7-5 minutes <input type="text"/>	Student's selected video long less than 5 minutes <input type="text"/>	
Topic 1 point	1 The topic of the video is interesting and it is related to the unit <input type="text"/>	0.75 The topic is interesting but it does not have relation with the unit topic <input type="text"/>	0.50 The topic is a little interesting but does not have any relation with the unit topic <input type="text"/>	0.25 The video is boring and the topic is very different from the unit topic. <input type="text"/>	
Understanding 2 points	2 Student shows understanding through a short clearly summary <input type="text"/>	1.5 Student shows understanding through a short summary. <input type="text"/>	1 Student shows little understanding through a short summary. <input type="text"/>	0.5 Student does not understand the main idea of the video through the summary <input type="text"/>	
Comment 2 points	2 Student comments at least three videos of the classmates The comments are clear and have accuracy <input type="text"/>	1.5 Student comments two video of classmates. The comments are clear. <input type="text"/>	1 Student comments two videos but the comments are not so clear. <input type="text"/>	0.5 Student does not comment the videos. <input type="text"/>	
Answer sheet 3 points	3 Complete the answer sheet according to the video <input type="text"/>	2.5 Complete partly the answer sheet <input type="text"/>	1.5 Complete just the half of the answer sheet <input type="text"/>	0.5 Do not answer the answer sheet. <input type="text"/>	
TOTAL SCORE					

Author: Sánchez, L. (2018)

6.10. Proposal Model

For the proposal performance it is necessary the following plans.

For **EIGHTH YEAR** of Basic Education: Unit One.



UNIDAD EDUCATIVA LAS AMERICAS Platform for students' selected videos plan

Teacher:	Unit: One – People around us.	
Objective: To practice the description of people profile using the verb be in simple present.	Time: First partial	Course: Eighth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none"> - Teacher posts a video assignment for students on the platform. - Students have to look for videos related to people's profiles or physical descriptions. - The video has to be from 5 to 9 minutes. - Students watch several videos to choose one of the most interesting for them. - Students send the assignment sheet of answers to the teacher and post the video on the profile of the platform. - Students have to watch three more videos from their friends and write at least three comments about them. 	Internet Computers Students book	Through the platform and the answer sheet.

ASSIGNMENT SHEET

UNIT: One

LEVEL: Eighth Year

THEME: People around Us

GRAMMARS: Simple present tense verb TO BE
affirmative form (am-is- are)

BEGINNING DATE: September 5th, 2017

ENDING DATE: October 10th , 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:


- 1.- Look for videos on the internet related to people physical descriptions.
- 2.- Choose one video which describes people physical appearance.
- 3.- The video has to be interesting, clear, has to contain vocabulary and grammar from unit one and no more than 10 minutes long. **(3 points)**
- 4.- Send the video to the platform assignment before the ending date.
- 5.- Complete the answer sheet according to the information from the video and send to the platform. **(4 points)**
- 6.- Post the same video or other video with the same characteristics in the profile of the edmodo platform to share with friends.
- 7.- Choose three videos posted from classmates and watch them.
- 9.- Write down comments about the classmates selected videos. **(3 points)**

The verb be: Present
Affirmative Statements

We **are** at a restaurant. 

They **are** a family. 

I **am** a student. 

He **is** my father. 



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
 COURSE: _____ UNIT: **ONE – People around us**
 DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions. (4 points)

1.- Write the main idea of the video.

2.- Who is the author of the video? _____

3.- Choose the answer. Does your video have?:

- | | | | |
|---------------------|--------------------------|-----------------------------|--------------------------|
| Adjectives | <input type="checkbox"/> | Greetings and introductions | <input type="checkbox"/> |
| Words form unit one | <input type="checkbox"/> | Verb be in simple present | <input type="checkbox"/> |

4.- Write 10 new words and the meaning taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

5.- Write a short paragraph about the video.



UNIDAD EDUCATIVA LAS AMERICAS
Platform for students' selected videos plan

Teacher:	Unit: TWO– People I love	
Objective: To practice the description of family members and their adjectives through the use of the verb be in simple present.	Time: Second partial	Course: Eighth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform for students.- Students form groups of three, then look for videos related to the families' descriptions or introductions of it.- After watching several videos choose one which long 5 to 10 minutes, which has to describe the family members.- Post the video in the platform to share it.- Students have to record one film of two or three minutes describing people from their family.- Ask the group of students to post the two videos (the chosen video and the recorded one) on the platform.- Students have to answer the answer sheet.	Internet Computers Students book Smartphones.	Through the platform students present the video chosen and the recorded video.

ASSIGNMENT SHEET

UNIT: Two

LEVEL: Eighth Year

THEME: People around Us

GRAMMARS: Simple present tense verb TO BE-
Negative sentences and questions with the verb be.

BEGINNING DATE: October 15th, 2017

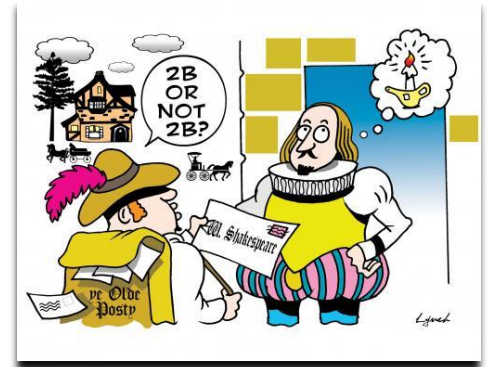
ENDING DATE: November 29th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Look for videos on the internet related to family members description.
- 2.- Form groups of three students to work for this assignment.
- 3.- The group has to choose one video which contains family members and adjectives of them.
- 4.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 10 minutes long. (**2 points**)
- 5.- The group has to record one video similar to the chosen video of three minutes with family members and the adjectives from unit two. (**5 points**)
- 6- Send the two videos, the chosen and the recorded, to the platform before the ending date.
- 7.- Complete the answer sheet according to the information from the video and send to the platform. (**3 points**)
- 8.- Post the same video or other video with the same characteristics in the edmodo platform profile to share with friends.





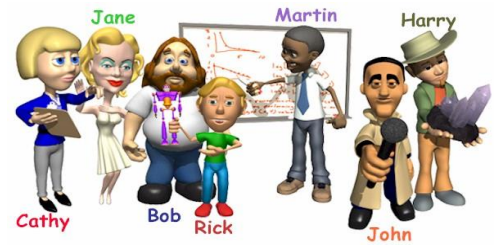
ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____

COURSE: _____ UNIT: TWO – People I love

DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.



1.- Write the objective of the video.

2.- Who is the author of the video? _____

3.- Write new words or member of the family.

Words	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

4.- Write a short paragraph about the video.



UNIDAD EDUCATIVA LAS AMERICAS
Platform for students' selected videos plan

Teacher:	Unit: THREE– Leisure activities	
Objective: To practice the description of activities people do in their free time as leisure activities and cultural events in the city.	Time: Third partial	Course: Eighth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform for students.- Students have to form pairs for this assignments.- Students find videos related about leisure activities description, cultural events in the city or activities they practice in their free time. The video has to be 5 to 10 minutes long.- Students post the videos.- Pairs interchange the videos to complete the answer sheet and send it.	Internet Computers Students book	Through the answer sheet and the chosen video.

ASSIGMENT SHEET

UNIT: Three

LEVEL: Eighth Year

THEME: Leisure activities

GRAMMARS: Prepositions of time (on, in, at)

Wh- word questions.(what, who, where, when, which)

BEGINNING DATE: December 5th , 2017

ENDING DATE: January 29th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Watch several videos about the leisure activities of people..
- 2.- Form pairs to work for this assignment.
- 3.- Each student has to choose one video about leisure activities description and send to the platform before the ending date. (**2 points**)
- 4.- Share the video with the partner.
- 5.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 10 minutes long.
- **6.-** The partner of the student have to interchange videos and complete the answer sheet with the information from the partner's video and send it to the platform. (**5 points**)
- 7.- Post the selected video by each one on the platform and comment the partner's video. (**3 points**)



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ PARTNER'S NAME: _____

TEACHER: _____ COURSE: _____

UNIT: THREE– Leisure activities DATE: _____

VIDEO TITLE: _____ PARTNER'S VIDEO TITLE: _____

After watching the video answer the questions.



1.- Write the main idea of the video.

2.- What are the characters from the video?

3.- Write 8 activities and the meaning taken from the video.

Activities	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____

4.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: FOUR– Street life	
Objective: To practice the description of people's cloths and the way they are dressed also the color and the way of clothes.	Time: Fourth partial	Course: Eighth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students look for videos related to people's dressing, describing cloths and the color of them.- The video has to be more than five minutes and no more than ten minutes.- After watching several videos choose one to post it on the platform.- Students have to work individually to create a whiteboard animation with the clothes and colors to describe them.-	Internet Computers Students book	Through the platform and video commented. Also using the rubric made for this activity.

ASSIGNMENT SHEET

UNIT: Four

LEVEL: Eighth Year

THEME: Street Life

GRAMMARS: Present Progressive tense.

Demonstrative pronouns.

BEGINNING DATE: February 15th , 2018

ENDING DATE: March 31st , 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Watch videos on the internet related to cloth descriptions.
- 2.- Work individually in this assignment.
- 3.- Choose a video which presents clothes and descriptions of them as (color, shape, and clothing words) (**2 points**)
- 4.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 5 minutes long.
- **5.-** Student has to create a whiteboard animation with the clothes and colors to describe them . (**5 points**)
- 6.- Send the two videos, the chosen and the created one, to the platform before the ending date.
- 7.- Complete the answer sheet according to the information from the video and send to the platform. (**3 points**)
- 8.- Post the two videos or in the edmodo platform profile to share with friends.





ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____

COURSE: ___Eighth___ UNIT: FOUR– Street Life

DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.



1.- What is the main idea of the video?

2- Write a check. Does the video have?

Words related to clothes

Clear information

Mentions colors

Talk about fashion

3.- Write 10 words (colors, cloths) from the video.

Words	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

4.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: FIVE– Amazing Places	
Objective: To talk about the places of the city using preposition of place and describing how to get to a place.	Time: Fifth partial	Course: Eighth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students watch the videos recommended for the teacher and choose two videos.- One video has to be shorter than the other.- Students have to watch the video several times until to transcript all the words from the video.- From the other video answer the answer sheet.	Internet Computers Students book Smartphones	Through the answer sheet and the transcript of the video.

ASSIGMENT SHEET

UNIT: Fifth

LEVEL: Eighth Year

THEME: Amazing Places

GRAMMARS: Preposition of places

Imperatives to give directions.

BEGINNING DATE: April 1st , 2018

ENDING DATE: May 15th, 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018



01



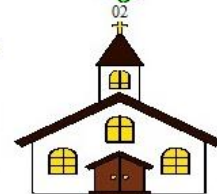
02



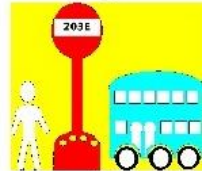
03



04



05



06



07



08



09

Activities:

- Student has to watch all the following videos.

- **Public Places- English Language**
<https://www.youtube.com/watch?v=LULzOE1IVYk>
- **Places in a city- English Educational videos- Little smart planet**
<https://www.youtube.com/watch?v=UdDXIL9u0vl>
- **Preposition song and vocab Spelling**
<https://www.youtube.com/watch?v=AnB-vRTAfwQ>
- **Places in the city** <https://www.youtube.com/watch?v=9xBTXX7DgBc>
- **Public Places – English Vocabulary**
<https://www.youtube.com/watch?v=jODn1rUuYH0>
- **Public Places in my town: Vocabulary words**
https://www.youtube.com/watch?v=KO4stg3Q_lw
- **Directions in English – Beginner English Lessons**
<https://www.youtube.com/watch?v=G93vZLKAVWA>

- Student has to choose two videos.
- One chosen video has to be short. Student has to transcript the text from the video in English.
- From the other chosen video, student has to complete the answer sheet and send it from the platform.
- Post the two videos in the platform to share videos with friends.



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: FIVE – Amazing Places
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- Summarize the theme of the video.

2.- Write a check. Does the video have?:

Places from the city
Imperatives



Grammars from the unit
Prepositions of places



3.- Write 10 new words and the meaning taken from your chosen video.

Words	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6. _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: Sixth– Daily Routines	
Objective: To talk about the daily activities and describe the third person routines through the use of verbs.	Time: Sixth -partial	Course: Eighth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students watch several videos to choose one.- Student has to record a video about daily routine of a sister, brother, mom or dad.- Student has to play the role of a journalist to interview a third person.- Answer the answer sheet.- Send the two videos	Internet Computers Students book Smartphones	The selected video and the recorded video about a third person.

ASSIGMENT SHEET

UNIT: Sixth

LEVEL: Eighth Year

THEME: Daily Activities

GRAMMARS: Simple Present tense

Affirmative, Negative and questions

BEGINNING DATE: April 1st , 2018

ENDING DATE: May 15th, 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:



- 1.- Student has to watch several videos about dairy routine.
- 2.- Student has to choose one video.
- 3.-Student has to record a video according to the dairy routine from a member of the family (mom, dad, sister, brother, grandpa, grandma (**1 point**)
- 4.- Student has to have the role of a journalist forming questions as: What time do you get up? What time do you go to school). After some questions the student has to give a short summary in the video using third person grammar. (**6 points**)
- 5.-Post the two videos in the platform to share videos with friends.
6. Complete the answer sheet. (**3 points**)



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: SIXTH – Daily Routine
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- Write the objective of the video.

2.- Write 10 new words and the meaning taken from your chosen video.

Words	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

3.-Write the summary of the video



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: ONE– My family and me	
Objective: To practice a daily routine free time activities and people's descriptions using the verbs in present simple tense.	Time: First partial	Course: Ninth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment for students on the platform.- Students have to look for videos related to family members- The video has to be from 5 to 9 minutes.- Students watch several videos to choose one of the most interesting for them.- Students send the assignment sheet of answers to the teacher and post the video on the profile of the platform.- Students have to watch three more videos from their friends and write at least three comments about them.	Internet Computers Students book	Through the platform and the answer sheet.

ASSIGMENT SHEET

UNIT: One

LEVEL: Ninth Year

THEME: My family and me

GRAMMARS: Simple present tense verb TO BE

Love, like and prefer.

BEGINNING DATE: September 5th, 2017

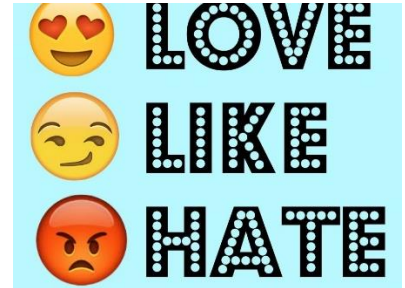
ENDING DATE: October 10th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Look for videos on the internet related to family members.
- 2.- Choose one video which describes people from the family.
- 3.- The video has to be interesting, clear, has to contain vocabulary and grammar from unit one and no more than 10 minutes long. **(3 points)**
- 4.- Send the video to the platform assignment before the ending date.
- 5.- Complete the answer sheet according to the information from the video and send to the platform. **(4 points)**
- 6.- Post the same video or other video with the same characteristics in the profile of the edmodo platform to share with friends.
- 7.- Choose three videos posted from classmates and watch them.
- 8.- Write down comments about the classmates selected videos. **(3 points)**





ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
 COURSE: _____ UNIT: **ONE** – My family and me
 DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions. (4 points)

1.- Write the main idea of the video.

2.- Who is the author of the video? _____

3.- Check the right information Does your video have?:

Adjectives	<input type="checkbox"/>	Family members words	<input type="checkbox"/>
Words form unit one	<input type="checkbox"/>	Verb be in simple present	<input type="checkbox"/>

4.- Write 10 new words and the meaning taken from your chosen video.

Words	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

5.- Write a short paragraph about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: TWO– Cultures around the world	
Objective: To practice the description of different cultures around the world and their holidays using adverbs of frequency.	Time: Second partial	Course: Ninth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform for students.- Students form groups of three, then look for videos related to cultures around the world.- After watching several videos choose one which long 5 to 10 minutes, which has to describe the family members.- Post the video in the platform to share it.- Students have to record one film of two or three minutes describing a culture from the country or city.- Ask the group of students to post the two videos (the chosen video and the recorded one) on the platform.- Students have to answer the answer sheet.	Internet Computers Students book Smartphones.	Through the platform students present the video chosen and the recorded video.

ASSIGNMENT SHEET

UNIT: Two

LEVEL: Ninth Year

THEME: Cultures around the world

GRAMMARS: Simple present tense

Adverbs of frequency

Present progressive

BEGINNING DATE: October 15th, 2017

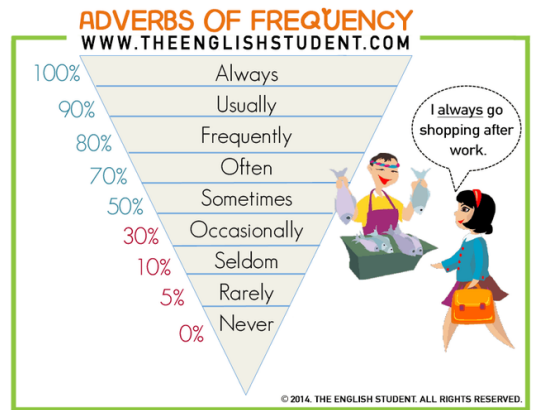
ENDING DATE: November 29th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities: 1.- Look for videos on the internet related culture description.

- 2.- Form groups of three students to work for this assignment.
- 3.- The group has to choose one video which contains the description of a place or custom.
- 4.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 10 minutes long. (**2 points**)
- 5.- The group has to record one video similar to the chosen video of three minutes with the description of one country or costume. (**5 points**)
- 6.- Send the two videos, the chosen and the recorded, to the platform before the ending date.
- 7.- Complete the answer sheet according to the information from the video and send to the platform. (**3 points**)
- 8.- Post the same video or other video with the same characteristics in the edmodo platform profile to share with friends.





ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: TWO – Cultures around the world
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.



1.- Write the objective of the video.

2.- Who is the author of the video? _____

3.- Write new words or member of the family.

Words	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

4.- Write a short paragraph about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: THREE– Amazing Abilities	
Objective: To practice the description of different cultures around the world and their holidays using adverbs of frequency.	Time: Third partial	Course: Ninth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform for students.- Students have to form pairs for this assignments.- Students find videos related to abilities description. The video has to be 5 to 10 minutes long.- Students post the videos.- Pairs interchange the videos to complete the answer sheet and send it.	Internet Computers Students book	Through the answer sheet and the chosen video.

ASSIGNMENT SHEET

UNIT: Three

LEVEL: Ninth Year

THEME: Amazing Abilities

GRAMMARS: Modal can

Superlative and comparative

BEGINNING DATE: December 5th, 2017

ENDING DATE: January 29th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Watch several videos about the amazing abilities
- 2.- Form pairs to work for this assignment.
- 3.- Each student has to choose one video about amazing abilities description and send to the platform before the ending date. (**2 points**)
- 4.- Share the video with the partner.
- 5.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 10 minutes long.
- **6.-** The partner of the student have to interchange videos and complete the answer sheet with the information from the partner's video and send it to the platform. (**5 points**)
- 7.- Post the selected video by each one on the platform and comment the partner's video. (**3 points**)



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ **PARTNER'S NAME:** _____

TEACHER: _____ COURSE: _____

UNIT: THREE– Amazing Abilities DATE: _____

VIDEO TITLE: _____ **PARTNER'S VIDEO TITLE:** _____

After watching the video answer the questions.



1.- Write the main idea of the video.

2.- What are the characters from the video?

3.- Write 8 activities and the meaning taken from the video.

Activities	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6. _____	_____
7.- _____	_____
8.- _____	_____

4.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit:FOUR – Healthy food	
Objective: To use vocabulary related to food and describe healthy recipes using affirmative and negative imperatives.	Time: Fourth partial	Course: Ninth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students look for videos related food or recipes.- The video has to be more than five minutes and no more than ten minutes.- After watching several videos choose one to post it on the platform.- Students have to work individually to create a whiteboard animation with the clothes and colors to describe them.	Internet Computers Students book	Through the platform and video commented. Also using the rubric made for this activity.

ASSIGNMENT SHEET

UNIT: Four

LEVEL: Ninth Year

THEME: Healthy Food

GRAMMARS: Countable –Uncountable nouns

Some- any / How much- How many/ Imperatives

BEGINNING DATE: February 15th , 2018

ENDING DATE: March 31st , 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Watch videos on the internet related to food descriptions.
- 2.- Work individually in this assignment.
- 3.- Choose a video which recipes descriptions or food descriptions (**2 points**)
- 4.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 5 minutes long.
- 5.- Student has to create a whiteboard animation with the food words. (**5 points**)
- 6.- Send the two videos, the chosen and the created one, to the platform before the ending date.
- 7.- Complete the answer sheet according to the information from the video and send to the platform. (**3 points**)
- 8.- Post the two videos or in the edmodo platform profile to share with friends.





ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
 COURSE: ___Eighth___ UNIT: FOUR– Street Life
 DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.



1.- What is the main idea of the video?

2- Write a check. Does the video have?

Words related to food

Uncountable nouns

Countable nouns

Imperatives or instructions

3.- Write 10 words from the video.

Words	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

4.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS
Platform for students' selected videos plan

Teacher:	Unit: FIVE– They were successful	
Objective: To practice the use of the verb be in past tense with famous characters descriptions.	Time: Fifth partial	Course: Ninth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform for students and ask students to check the platform in order to complete the assignment.- Ask students to look for videos for the famous characters life using the past tense of verb be. The video has to be more than five minutes and no more than ten minutes.- After watching several videos choose one it could be the best in order to post it on the platform.- Ask students to post the video on the first part of the platform.- Students have to watch three more videos from friends and write at least three comments about the main idea of the video and some details.	Internet Computers Students book	Through the platform and video commented. Also using the rubric made for this activity.

ASSIGNMENT SHEET

UNIT: Fifth

LEVEL: Ninth Year

THEME: They were successful

GRAMMARS: Simple past tense to be
Affirmative, Negative and questions

BEGINNING DATE: April 1st , 2018

ENDING DATE: May 15th, 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- Student has to watch all the following videos.

- **How American gothic became an icon**
https://www.youtube.com/watch?v=Lf3ER5Ope_s
- **Isaac Newton English philosopher**
<https://www.youtube.com/watch?v=PCxP24qj2UQ>
- **Opra Winfrey Biography. Life and carrer**
<https://www.youtube.com/watch?v=AnB-vRTAfwQ>
- **Places in the city** <https://www.youtube.com/watch?v=9xBTXX7DgBc>
- **Roberto Gomez Bolaños Biography**
<https://www.youtube.com/watch?v=9zjQPQsieS8>
- **Michael Jackson Biogapjhy Life and carrer**
https://www.youtube.com/watch?v=RMvljsGr_Kw
- **To be the past tense Inglés educatina**
<https://www.youtube.com/watch?v=awBX9tSabzw>

- Student has to choose two videos.
- One chosen video has to be short. Student has to transcript the text from the video in English.
- From the other chosen video, student has to complete the answer sheet and send it from the platform.
- Post the two videos in the platform to share videos with friends.





ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: FIVE– They were successful
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- Write the name of the famous character

2.- Draw a time line of the famous character?

3.- Talk about important people in her/his family.

4.- Choose the right answer. Is your video:

Documental

History

Description

Biography

5.- Write 10 new words and the meaning taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

6.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: SIX– Unforgettable moments	
Objective: To practice the use of the simple past tense in order to describe good memories from the past.	Time: sixth partial	Course: Ninth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students watch several videos to choose one.- Student has to record a video about an unforgettable experience.- Student has to play the role of a journalist to interview a third person.- Answer the answer sheet.- Send the two videos	Internet Computers Students book Smartphones	The selected video and the recorded video about an unforgettable memory.

ASSIGMENT SHEET

UNIT: Sixth

LEVEL: Ninth Year

THEME: Unforgettable memories

GRAMMARS: Simple Past tense

Affirmative, Negative and questions Regular -Irregular

BEGINNING DATE: April 1st , 2018

ENDING DATE: May 15th, 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- Student has to watch several videos about unforgettable experiences.
- Student has to choose one video.
- Student has to record a video about the description of an unforgettable experience .(**1 point**)
- Student has to have the role of a journalist forming questions as: Where did you go? How long did you travel? Who did you go with?. (**6 points**)
- Post the two videos in the platform to share videos with friends.
- Complete the answer sheet about the chosen video. (**3 points**)





ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: SIX– Unforgettable moments
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- Write the objective of the video.

2.- What is the character of the video? _____

3.- Describe the unforgettable moment of the character?

4.- Choose the right answer. Is your video:

Documental

History

Cartoon

Scientific

5.- Write 10 new verbs taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

6.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: One– Breakthroughs in science and technology	
Objective: To practice the use of simple past tense with the description of famous inventions or inventors from the past.	Time: first partial	Course: Tenth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment for students on the platform.- Students have to look for videos related to discovered things and the famous people who invented those.- The video has to be from 5 to 9 minutes.- Students watch several videos to choose one of the most interesting for them.- Students send the assignment sheet of answers to the teacher and post the video on the profile of the platform.- Students have to watch three more videos from their friends and write at least three comments about them.	Internet Computers Students book	Through the platform and the answer sheet.

ASSIGMENT SHEET

UNIT: One

LEVEL: Tenth Year

THEME: Breakthroughs in science and technology

GRAMMARS: Simple present tense.

Regular- Irregular verbs

BEGINNING DATE: September 5th, 2017

ENDING DATE: October 10th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018



Activities:

- 1.- Look for videos on the internet related to inventions and inventors
- 2.- Choose one video which describes an invention.
- 3.- The video has to be interesting, clear, has to contain vocabulary and grammar from unit one and no more than 10 minutes long. **(3 points)**
- 4.- Send the video to the platform assignment before the ending date.
- 5.- Complete the answer sheet according to the information from the video and send to the platform. **(4 points)**
- 6.- Post the same video or other video with the same characteristics in the profile of the edmodo platform to share with friends.
- 7.- Choose three videos posted from classmates and watch them.
- 8.- Write down comments about the classmates selected videos. **(3 points)**



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: One– Breakthroughs in science and technology
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1. - Write the main idea of the video.

2. - What is the first topic of the video?

4. - Choose the right answer. Is your video:

Documental Description Cartoon Scientific

5. - Write 10 new words and the meaning taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

6.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: TWO-Travel and adventure	
Objective: To practice the use simple past and past progressive in the description of very interesting adventures.	Time: second partial	Course: Tenth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform for students.- Students form groups of three, then look for videos related to a trip or adventure of someone.- After watching several videos choose one which long 5 to 10 minutes, which describes travels or adventures around the world.- Students have to record one film of two or three minutes describing some sports, trips or anecdotes.- Ask the group of students to post the two videos (the chosen video and the recorded one) on the platform.- Students have to answer the answer sheet.	Internet Computers Students book Smartphones.	Through the platform students present the video chosen and the recorded video.

ASSIGNMENT SHEET

UNIT: Two

LEVEL: Tenth Year

THEME: Travel and adventure

GRAMMARS: Simple past tense

Verb be- Expressions of time – Past progressive

BEGINNING DATE: October 15th, 2017

ENDING DATE: November 29th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Look for videos on the internet related to unforgettable anecdotes.
- 2.- Form groups of three students to work for this assignment.
- 3.- The group has to choose one video which contains the description of a trip or an unforgettable experience.
- 4.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 10 minutes long. (**2 points**)
- 5.- The group has to record one video similar to the chosen video of three minutes with the description an anecdote or a trip. (**5 points**)
- 6.- Send the two videos, the chosen and the recorded, to the platform before the ending date.
- 7.- Complete the answer sheet according to the information from the video and send to the platform. (**3 points**)
- 8.- Post the same video or other video with the same characteristics in the edmodo platform profile to share with friends.



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: THREE-Leisure and entertainment
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- Write the main idea of the video.

2.- Who is the author of the video? _____

3.- How many people participate in the video? What are the names?

4.- Write 10 new words and the meaning taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

5.- Write a short paragraph about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: THREE-Hobbies, Leisure and entertainment	
Objective: To practice the use simple past and past progressive in the description of very interesting adventures.	Time: Third partial	Course: Tenth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform for students.- Students have to form pairs for this assignments.- Students find videos related to entertainments or hobbies. The video has to be 5 to 10 minutes long.- Students post the videos.- Pairs interchange the videos to complete the answer sheet and send it.	Internet Computers Students book	Through the answer sheet and the chosen video.

ASSIGMENT SHEET

UNIT: Three

LEVEL: Tenth Year

THEME: Hobbies, Leisure and entertainment

GRAMMARS: Modal verbs should, must

Imperative Mode

BEGINNING DATE: December 5th, 2017

ENDING DATE: January 29th, 2017

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- 1.- Watch several videos about the hobbies and entertainment
- 2.- Form pairs to work for this assignment.
- 3.- Each student has to choose one video about hobbies and entertainment description and send to the platform before the ending date. (**2 points**)
- 4.- Share the video with the partner.
- 5.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 10 minutes long.
- 6.- The partner of the student have to interchange videos and complete the answer sheet with the information from the partner's video and send it to the platform. (**5 points**)
- 7.- Post the selected video by each one on the platform and comment the partner's video. (**3 points**)



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ PARTNER'S NAME: _____

TEACHER: _____ COURSE: _____

UNIT: THREE– Hobbies, Leisure and entertainment

VIDEO TITLE: _____ PARTNER'S VIDEO TITLE: _____

After watching the video answer the questions.

1.- Write the main idea of the video.

2.- What are the characters from the video?

3.- Write 8 activities and the meaning taken from the video.

Activities	Spanish
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____

4.- Write a short summary about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: FOUR-The world is the limit	
Objective: To practice the use of comparatives and superlatives with different places of the world.	Time: fourth partial	Course: Tenth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students look for videos related to comparison about places- The video has to be more than five minutes and no more than ten minutes.- After watching several videos choose one to post it on the platform.- Students have to work individually to create a whiteboard animation with the clothes and colors to describe them.	Internet Computers Students book	Through the platform and video commented. Also using the rubric made for this activity.

ASSIGNMENT SHEET

UNIT: Four

LEVEL: Tenth Year

THEME: The world is the limit

GRAMMARS: Superlatives and comparatives

BEGINNING DATE: February 15th, 2018

ENDING DATE: March 31st, 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018



Activities:

- 1.- Watch videos on the internet related to comparison of places
- 2.- Work individually in this assignment.
- 3.- Choose a video which places descriptions using comparatives or superlatives (**2 points**)
- 4.- The video has to be interesting, clear, has to contain words and grammar from unit two and no more than 5 minutes long.
- 5.- Student has to create a whiteboard animation with the superlative and comparative words. (**5 points**)
- 6.- Send the two videos, the chosen and the created one, to the platform before the ending date.
- 7.- Complete the answer sheet according to the information from the video and send to the platform. (**3 points**)

- 8.- Post the two videos or in the edmodo platform profile to share with friends.



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: FOUR-The world is the limit
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- Write the main idea of the video.

2.- Who is the author of the video? _____

3.- How many people participate in the video? What are the names?

4.- Write 10 new words and the meaning taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

5.- Write a short paragraph about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: FIVE- Jobs and occupations	
Objective: To practice the use of jobs and occupations and their descriptions talking about the future using will.	Time: fifth partial	Course: Tenth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students watch the videos recommended for the teacher and choose two videos.- One video has to be shorter than the other.- Students have to watch the video several times until to transcript all the words from the video.- From the other video answer the answer sheet.	Internet Computers Students book Smartphones	Through the answer sheet and the transcript of the video.

ASSIGMENT SHEET

UNIT: Fifth

LEVEL: Tenth Year

THEME: Jobs and occupations

GRAMMARS: Compound words

Future will- going to

BEGINNING DATE: April 1st, 2018

ENDING DATE: May 15th, 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:

- Student has to watch all the following videos.

- **Future jobs**
<https://www.youtube.com/watch?v=-MiHr16Xrsg>
- **Future of skill jobs in 2030**
<https://www.youtube.com/watch?v=M908RNjj0n8>
- **Why jobs of the future won't feel like works**
<https://www.youtube.com/watch?v=B905LapVP7I>
- **Top ten most needed jobs in the future**
https://www.youtube.com/watch?v=9cbRpQ9_oBA
- **Do you know the 21 jobs of the future**
<https://www.youtube.com/watch?v=-GZoNekBOQ>
- **Jobs for the future will be wht robots can do.**
<https://www.youtube.com/watch?v=8eP7nuZgNqU>

- Student has to choose two videos.
- One chosen video has to be short. Student has to transcript the text from the video in English.
- From the other chosen video, student has to complete the answer sheet and send it from the platform.

Post the two videos in the platform to share videos with friends



ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: FIVE- Jobs and occupations
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- What are the jobs description in the video?

3.- What is the most important aspect for you from the video?

4.- Choose the right answer. Is your video:

Documental Description Cartoon Scientific

5.- Write 10 new words and the meaning taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

6.- Write a short paragraph about the video.



UNIDAD EDUCATIVA LAS AMERICAS

Platform for students' selected videos plan

Teacher:	Unit: SIX- Lifetime achievements	
Objective: To practice the use present perfect tense in the description of personal achievements.	Time: sixth partial	Course: Tenth Year
ACTIVITIES	Resources	Evaluation
<ul style="list-style-type: none">- Teacher posts a video assignment on the platform.- Students watch several videos to choose one.- Student has to record a video about the future achievements- Student has to play the role of a journalist to interview a third person.- Answer the answer sheet.- Send the two videos	Internet Computers Students book Smartphones	The selected video and the recorded video about the life in the future plans.

ASSIGNMENT SHEET

UNIT: Sixth

LEVEL: Tenth Year

THEME: Lifetime achievements

GRAMMARS: Perfect Present tense

Past perfect tense.

BEGINNING DATE: April 1st , 2018

ENDING DATE: May 15th, 2018

TEACHER: Mariela Sánchez

SCHOOLAR YEAR: 2017-2018

Activities:



- Student has to watch several videos about people's achievements descriptions .
- Student has to choose one video.
- Student has to record a video about the description of an description of achievements..(**1 point**)
- Student has to have the role of a journalist forming questions as: Have you got a good achievement? Have you won a career? (**6 points**)
- Post the two videos in the platform to share videos with friends.
- Complete the answer sheet about the chosen video. (**3 points**)

ANSWER SHEET FOR STUDENT'S SELECTED VIDEOS

NAME: _____ TEACHER: _____
COURSE: _____ UNIT: SIX- Lifetime achievements
DATE: _____ VIDEO TITLE: _____

After watching the video answer the questions.

1.- What are the jobs description in the video?

3.- What is the most important aspect for you from the video?

4.- Choose the right answer. Is your video:

Documental Description Cartoon Scientific

5.- Write 10 new words and the meaning taken from your chosen video.

Words	Meaning
1.- _____	_____
2.- _____	_____
3.- _____	_____
4.- _____	_____
5.- _____	_____
6.- _____	_____
7.- _____	_____
8.- _____	_____
9.- _____	_____
10.- _____	_____

6.- Write a short paragraph about the video.

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Ideos

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AI-Seghayer, K. 2001. *The effect of multimedia annotation modes on L2 vocabulary acquisition: A comparative study*. *Language Learning & Technology*, (1), 32-202.

Woottipong, K. 2014. *Effect of using video material in the teaching of Listening skill for University Students*. Academic Paper.

ANNEXES

Platform profile

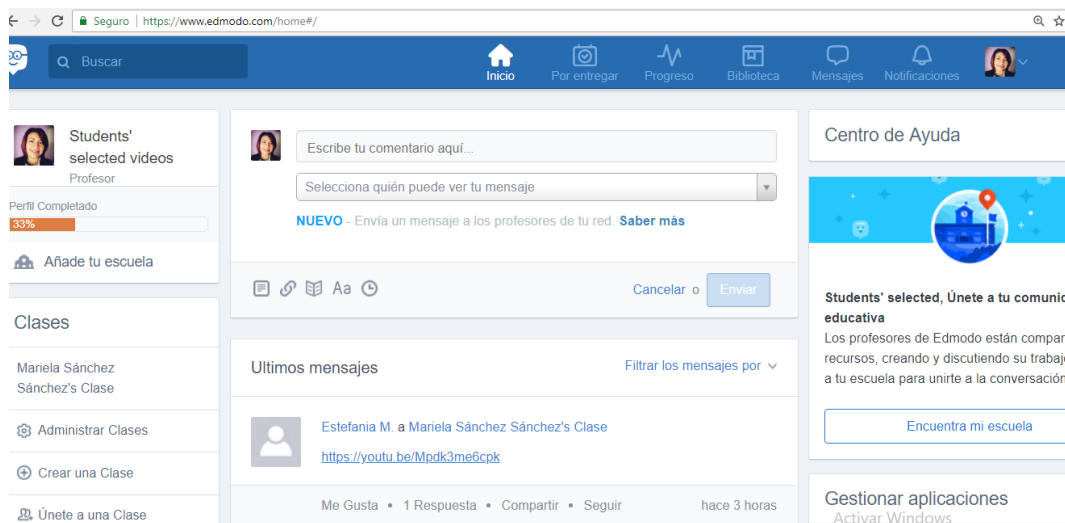
The platform first page of the group:

The screenshot shows the Edmodo home page for a group. The top navigation bar includes 'Inicio', 'Por entregar', 'Progreso', 'Biblioteca', 'Mensajes', 'Notificaciones', and 'Invitar'. The main content area is divided into three columns. The left column shows the user's profile 'Students' selected videos' with a 33% completion bar and options to 'Añadir tu escuela', 'Clases', and 'Grupos'. The middle column features a comment box with a 'NUEVO' notification to send a message to teachers, and a list of 'Ultimos mensajes' from 'Estefania M. a Mariela Sánchez Sánchez's Clase' and 'Salomé A.' with their respective messages and engagement metrics. The right column contains a 'Centro de Ayuda' section with a call to action to join the educational community, and a 'Gestionar aplicaciones' section with icons for various apps.

The screenshot displays the Edmodo gradebook for 'Mariela Sánchez Sánchez's Clase'. At the top, there are tabs for 'Calificaciones' and 'Insignias', and a navigation bar with 'Flechas →', 'Moverse entre celdas', 'ESC →', 'Cancelar', 'INTRO →', and 'Editar / Confirma'. Below this, the 'Periodo de Evaluación' is set to '1', and there are buttons for 'Añade una Calificación' and 'Exportar'. The main area shows a table of students with a 'Post video' assignment. A tooltip for the 'Post video' assignment is visible, showing the 'Fecha Limite' as 'may. 02 2018, 11:45 pm' and 'Estadísticas' for 'Entregado' (9 / 40) and 'Promedio' (0%). A 'Ver Asignación' link is also present.

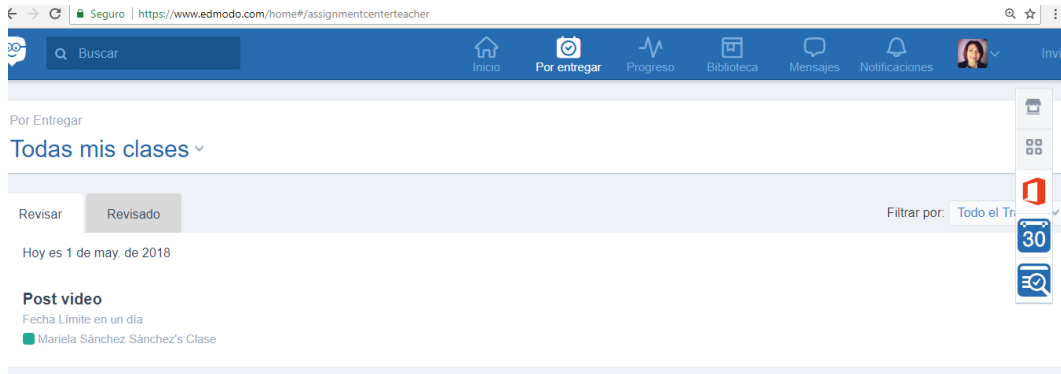
Estudiantes	Post video
domenica acosta	Post video Fecha Limite: may. 02 2018, 11:45 pm Estadísticas Entregado 9 / 40 Promedio 0% Ver Asignación
Salomé Adame	
sandra aguirre	
solange aldaz	
natasha carrasco	
Leslie chaglia	

The platform has a tool bar in the right upper part where the control of different activities inside the platform.

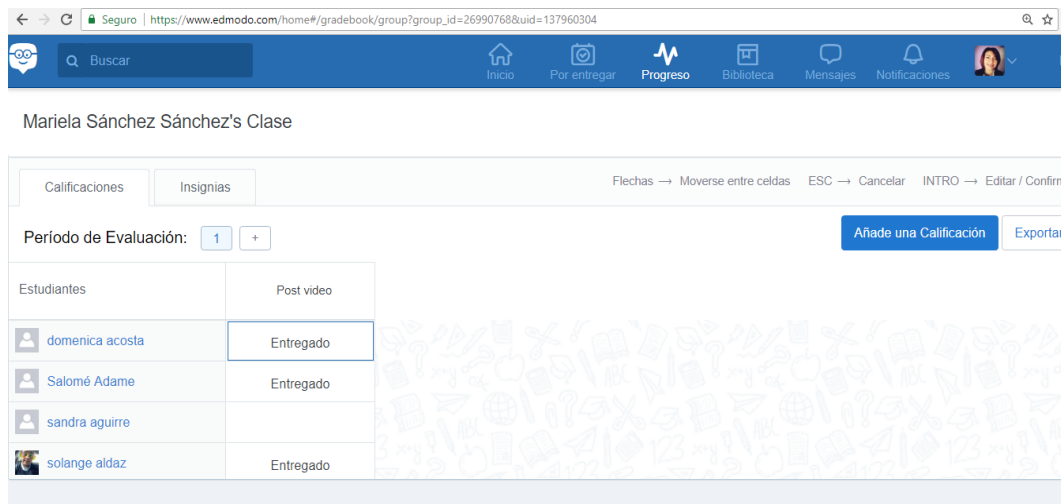


In the upper part there are different choices to use the platform as the inicio button where you go to the profile and also students can see the classmates posts and comments.

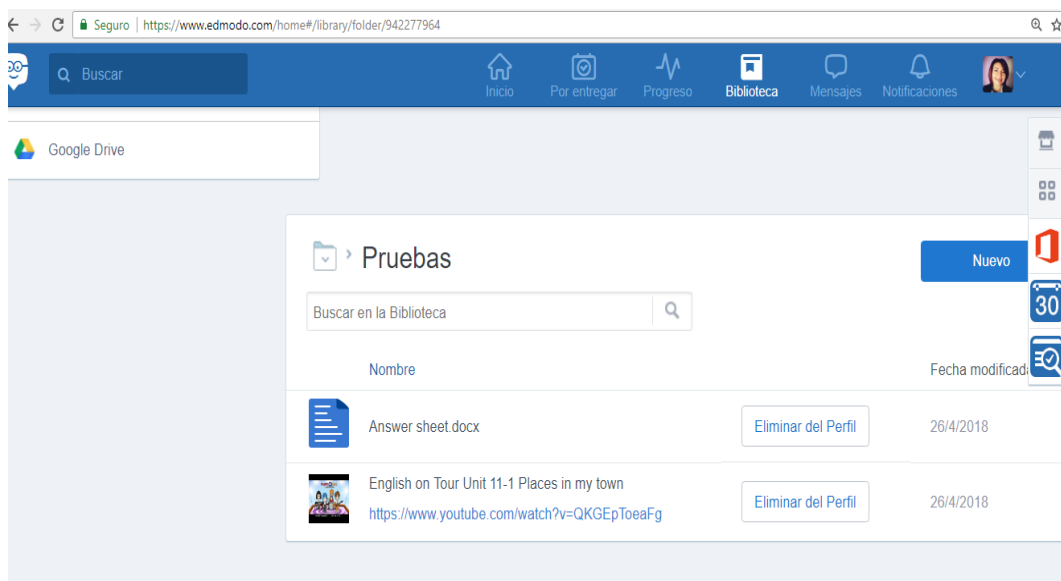
The next video is the por entregar in this bottom there are the assignments from the teachers and the dates.



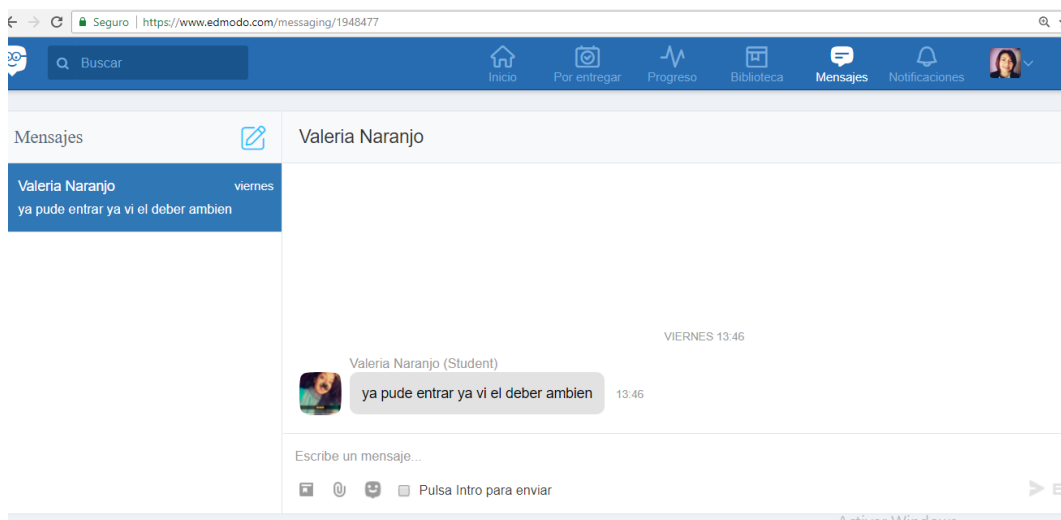
The other button is Progreso: here there summary of students who presented the assignments. Also teacher can assign a score for the homework.



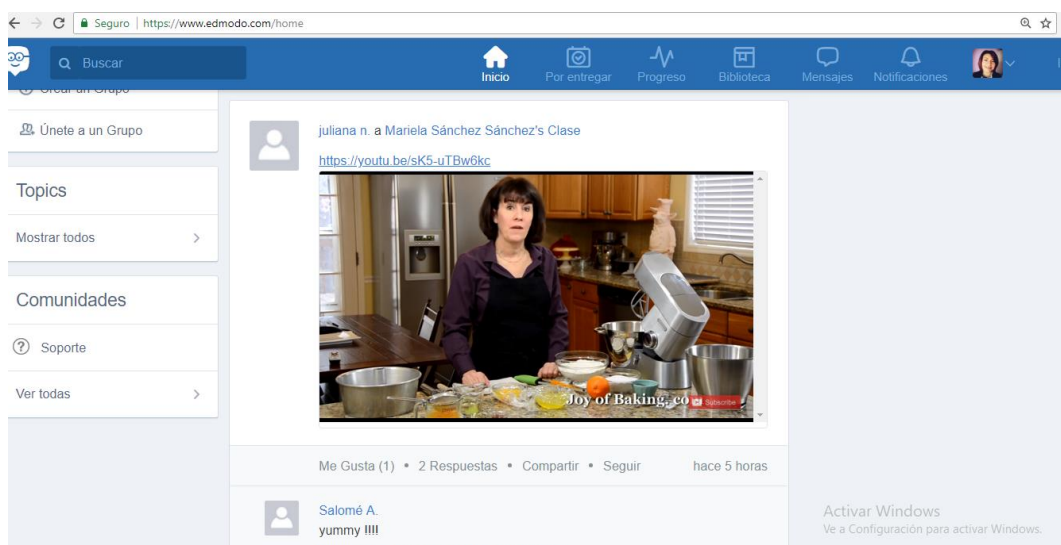
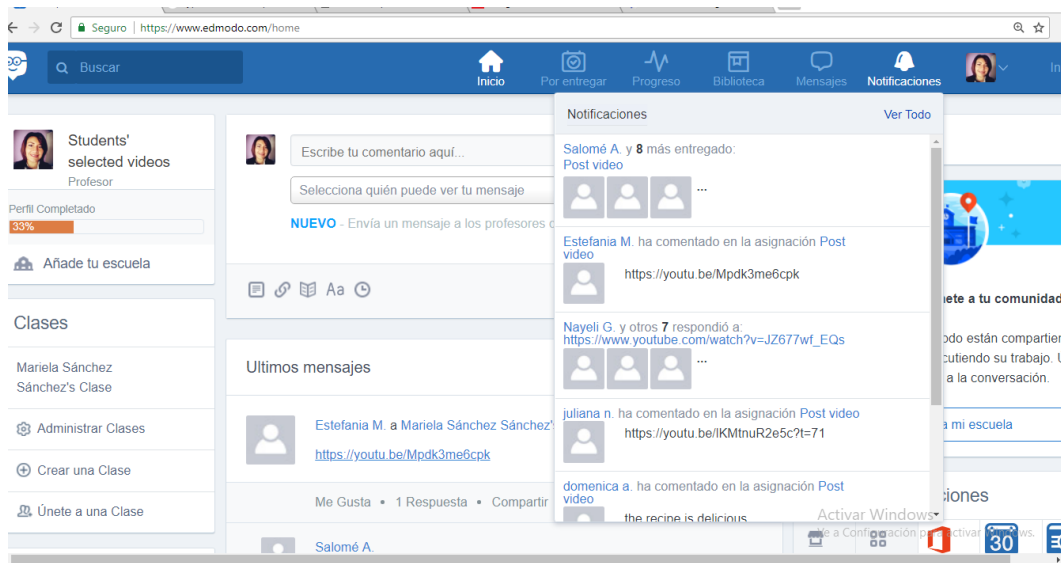
The next bottom is the biblioteca: where teacher can upload some extra information for students which van help them for the assignments.



The messages bottom : here students can send inbox messages to the teacher.



The last bottom is the notificaciones: where teacher can accep students as part of the group and also have notifications about students who sent the assignment.



Bibliography (APA Rules 6th edition)

This video was chosen by Juliana Nuñez. It is about unit four from the text which topic was the food pyramid and also recipes. She had chosen the videos about the recipe Orange Chiffon Cake of 16 minutes. One classmate has watched the video and left a comment.



UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Encuesta dirigida a los estudiantes de los octavos, novenos y décimos años de la Unidad Educativa Las Américas.

OBJETIVO: Determinar la influencia de los videos seleccionados por estudiantes en el desarrollo de la destreza de comprensión auditiva.

INSTRUCCIONES: Lea detenidamente las preguntas y escoja la apropiada a su realidad.

1) Do you have the opportunity to use your own selected videos?

Always ____ Sometimes_____ Never____

2) How important do you consider learning videos in class?

Always ____ Sometimes_____ Never____

3) Are videos interesting for you?

Always ____ Sometimes_____ Never____

4) How often do you feel motivated for learning English?

Always ____ Sometimes _____ Never ____

5) Are videos a good way to get learning experiences?

Always ____ Sometimes _____ Never ____

6) How often does your teacher use technological tools in class?

Always ____ Sometimes _____ Never ____

7) Are you exposed to technologies such as PCs, videos consoles or any other device in classes?

Always ____ Sometimes _____ Never ____

8) How often do you carry out activities based on platforms or technology?

Always ____ Sometimes _____ Never ____

9) Have videos stimulated you to learn English?

Always ____ Sometimes _____ Never ____

10) Does your teacher use listening, songs or dialogues to improve listening skill?

Always ____ Sometimes _____ Never ____

11) Do you watch videos in English?

Always ____ Sometimes _____ Never ____

12) When you listen to some information in English do you look for details?

Always ____ Sometimes _____ Never ____

13) Does your teacher elicit you to listen and answer in English?

Always ____ Sometimes _____ Never ____

14) When you listen to English do you understand the main idea?

Always ____ sometimes _____ Never ____

15) Is listening skill necessary for English learning?

Always ____ sometimes _____ Never ____

16) Is it difficult for you to understand English?

Always ____ sometimes _____ Never ____

Survey validation rubric by experts

Presentation

Receive a warm greeting from Mariela Sánchez student from the master degree's program in English Teaching as a Foreign Language. The next validation rubric was developed with the aim to validate the survey a questionnaires. The research topic is "Student's selected videos in listening skill comprehension in students of eighth, ninth and tenth year".

Informative data:

Names and surnames:

Maria Elena Salas Barrera

Educational institution where you work:

Unidad Educativa "Los Américas"

Education Level

Magister en Educación Universitaria y Administración Educativa.

Instructions:

Evaluate the criteria indicated in the table below according to your knowledge of the subject and once reviewed the questionnaires.

Mark with one (x) according to the degree of compliance with the content validity criteria, given the following scale:

- 1 = Not Acceptable (major modifications needed).
- 2 = Below Expectations (some modifications needed).
- 3 = Meets Expectations (no modifications needed but could be improved with minor changes).
- 4 = Exceeds Expectations (no modifications needed)

Criteria	Operational Definitions	Score				Questions NOT meeting standard
		1	2	3	4	Comments and suggestions.
Clarity	The questions are direct and specific.			X		
	Only one question is asked at a time (There are no two questions in one).			X		
	The participants can understand what is being asked.				X	
Negative Wording	Questions are asked using the affirmative form.			X		
Balance	The questions are neutral.				X	

Use of Technical Language	The use of technical language is minimal and appropriate.			X		
Application to Praxis	The responses apply to all situations.				X	
Relationship to Problem	The questions are sufficient to resolve the problem in the study, to answer the research questions and to obtain the purpose of the study.			X		



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Presentation

Receive a warm greeting from Mariela Sánchez student from the master degree's program in English Teaching as a Foreign Language. The next validation rubric was developed with the aim to validate the survey a questionnaires. The research topic is "Student's selected videos in listening skill comprehension in students of eighth, ninth and tenth year".

Informative data:

Names and surnames:

Doris Janneth Espinosa Cacay

Educational institution where you work:

Unidad Educativa "las Américas"

Education Level

Magister en Diseño Curricular y Evaluación Educativa

Instructions:

Evaluate the criteria indicated in the table below according to your knowledge of the subject and once reviewed the questionnaires.

Mark with one (x) according to the degree of compliance with the content validity criteria, given the following scale:

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- 2 = Below Expectations (some modifications needed).
- 3 = Meets Expectations (no modifications needed but could be improved with minor changes).
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	Only one question is asked at a time (There are no two questions in one).				x	
	The participants can understand what is being asked.			x		
Negative Wording	Questions are asked using the affirmative form.				x	
Balance	The questions are neutral.		x			

Use of Technical Language	The use of technical language is minimal and appropriate.			X		
Application to Praxis	The responses apply to all situations.			X		
Relationship to Problem	The questions are sufficient to resolve the problem in the study, to answer the research questions and to obtain the purpose of the study.			X		

Alfa Cronbach

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	
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