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**“ELABORACION DE UN LIBRO DE TEXTO PARA LA MATERIA CREACION
Y USO DE AYUDAS AUDIOVISUALES PARA LA CARRERA DE
LICENCIATURA EN IDIOMAS”**

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INTRODUCTION

The purpose of this research was to design a textbook for teaching the subject “Creation and Use of Audiovisual Aids” in the English Major at the Universidad Tecnológica de El Salvador.

This research gives a general overview of the problem that the Universidad Tecnológica de El Salvador is facing at the present time, which is the lack of didactical materials for teaching new subjects such as “Creation and Use of Audiovisual Aids”.

This research states the problem of the lack of materials at the University, pointing out the necessity of a textbook for the subject already mentioned. It was developed with the help of the teachers of the English Language Department and students who are currently enrolled in that subject.

The Theoretical Framework of this document contains bibliographical information about the research, that is: Story of the English Language Major; the English-Teaching Learning Process; Teacher-students Interaction, English Categories; Methods and materials for teaching the English Language.

The methodology describes the way in which the project was carried out, the kind of research, surveyed population and the procedures, which followed to get the information. The techniques and

instruments to gather the information and the results are analyzed and presented graphically.

The design of the textbook was made from considering the results obtained from the questionnaires handed out to the teachers and students.

With the design of a textbook for teaching the subject Creation and Use of Audiovisual Aids, the researchers provide the Universidad Tecnológica de El Salvador with a bibliographical resource, which will be available for the students.

“Learning by Doing” has become a tool to comply with the necessity that the students of the English Language Major at The Universidad Tecnológica needed.

“Learning by Doing” has been designed based on the idea that the subject Creation and Use of Audiovisual Aids will reinforce all the techniques and will make them more effective when applying them in the teaching-learning process.

“Learning by Doing” is intended to prepare the students to face situations in which they will have to create their own materials in order to make use of them, once they become English teachers.

CHAPTER I

I. PROBLEMATIC SITUATION OF THE DESIGN OF A TEXTBOOK FOR TEACHING THE SUBJECT CREATION AND USE OF AUDIOVISUAL AIDS

1.1. Statement of the Problem

The importance of the English language does not only rely upon the amount of people that speak it but also what it is used for. English is the second most spoken language around the world. It is the language of business and government. English is the language of maritime communication and international air traffic control, and it is also used for internal air traffic control in countries where is not the native language.

Nowadays in El Salvador, due to the economic and social trend, the English language is required to work in companies such as: apparel industries, airlines, banks, restaurants and hotels among others. It is an important language, and a primary requirement for every professional; furthermore, most companies request it as a presentation letter. Therefore, it is a necessity in El Salvador to extend the English language teaching, and to improve the quality of students and professionals that graduate every year, to make them useful members of the society.

Universidad Tecnológica has incorporated English subjects in every Major. Those changes are also reflected on the new teaching programs in the English Major because new subjects have been incorporated to the pensum in order to reach the main goal of the university.

In the English Language Department at Universidad Tecnológica, English is being taught with new and improved subjects in order to make the process more efficient. Therefore, one of the main goals of Universidad Tecnológica is being accomplished; this is to provide society with excellent professionals.

Moreover, to achieve this goal, it is very important to have the right tools and materials in order to enhance the effectiveness of the English Teaching-Learning process at Universidad Tecnológica de El Salvador. Among the learning resources that are used in the classroom, the board and the chalk are the most common used. However, a textbook for any specific subject being taught, could also be mentioned as a support for the teachers with the development of the subject and as a valuable help for the students who will understand and learn the subject's content more easily.

As time goes by, it is imperative to generate professionals with a high English level quality, which will allow them to apply their knowledge on every field required. It is well known that the Universidad Tecnológica's

goal is to provide our society with outstanding professionals. In the English Major, this goal can be reached by adding new and improved subjects to the study program such as “Creation and Use of Audiovisual Aids”. However, for teaching this subject, the Universidad Tecnológica does not have a specific textbook that teachers can use as a main support and the students as a pattern to follow.

Being aware of the importance and the necessity of a textbook and also that good classes come out with good textbooks, the researchers are conscious of the situation the Universidad Tecnológica is facing currently, and designed a textbook for the teacher and the students of the subject “Creation and Use of Audiovisual Aids”.

Consequently, the necessity of designing a textbook to support the subject “Creation and Use of Audiovisual Aids” becomes a priority. Besides, having a textbook on hand will facilitate the tasks especially to students with no experience on that field, providing them with the guidelines on how to create Audiovisual Aids. In the past, the students have been learning without tools or materials in their classes, missing the effectiveness by not using materials, though making use of them will benefit students and teachers as well, and also facilitate students’ tasks in the classrooms.

Sometimes, it is not possible to have all the required materials for a specific English class either because there are not available or because teachers have not enough funds. Many institutions including universities lack materials, in some cases, the only resource the teachers have is the board, although it is a basic and very useful tool for teachers, the use of a textbook would be a most valuable helper.

The textbook will provide the guidelines and instructions on how to create audiovisual aids, and how to be used by the teachers in their classrooms and by students to facilitate the learning of the creation and use of audiovisuals aids. This textbook was designed using standard vocabulary and taking into account the English level of the students.

Based on what has been said, a question came to the mind: How could a textbook for the teacher and the students of the subject “Creation and Use of Audiovisual Aids” be designed?

1.2. Delimitation of the Problem

This research was based on the design of a textbook for teaching the subject “Creation and Use of Audiovisual Aids” on the English Major at Universidad Tecnológica de El Salvador.

It was developed at the Universidad Tecnológica de El Salvador in the second term of the academic year 2002, at the English Department, School of Languages, with the cooperation of the students registered in the subject Creation and Use of Audiovisual Aids, section 01, and all the teachers of the English Language Major.

1.3. Justification of the Problem

During the 1970s and 80s the belief was that good teachers never use textbooks because they use their extensive knowledge, as they considered that the use of their own experience facilitated their tasks. Therefore, the use of a textbook was not considered important in order to obtain an efficient teaching – learning process.

Today, good teachers are aware that textbooks provide an important source of information. Although it is accepted that a single textbook could not adequately include all the aspects of a subject, a well-designed textbook would provide orientation to a specific area of learning to enrich the content of a subject.

Audiovisual aids are mostly known as supporting learning resources used by the teachers in the classroom, and it is true that one of the most important and effective aids is the human body itself, in this case, the teachers' body language. However, it is also necessary to learn how to

use it as an aid when teaching a class; gestures and sounds imitating nature, animals, and even shapes of things are just some examples of what can be done just with the use of gestures, which helps the teacher make the students understand the lesson better.

The audiovisual effectiveness is easily recognized when addressing any kind of audience. The audience attention is focused more completely on the person who is presenting it when there are audiovisual aids to support what is being taught. There is one saying that can be applied in this case: “an image says more than a thousand words”, and an image with sounds will be even more effective because when more senses are involved on receiving the message, more effective the message is. In other words, learning will be easier when the class is supported with audiovisual aids.

The growth of educational television and multimedia computer programs has greatly expanded the concept of audiovisual education, making learning even more personalized, as students gain the ability to participate in the creation of their own materials and learning programs.

For good teachers, lack of materials will not be a big problem, as they will take the chance to present the class with creativeness and improvising, if necessary. They can design materials like: cards, charts, rods, pictures,

maps and flashcards facilitating the teaching-learning process in the classroom. By having the ability of designing this kind of materials, teachers also have the opportunity to create and use their own audiovisual aids. On the other hand, an extra resource would be an excellent tool to reinforce their creativity.

Few years ago, in El Salvador, the educational system was not taking into account some factors when teaching English, for example: lack of awareness about the benefits of using audiovisual aids, lack of ability using them, and lack of appropriate equipment in the classrooms.

Taking into consideration general opinions obtained from teachers, the researchers have realized that some teachers do not make use of audiovisual aids in class because of laziness, which means, they are not willing to sacrifice themselves because they think it will take time and effort to prepare them. Some argue that they do not feel comfortable with the audiovisual aid technology or preparing audiovisual materials. However, these arguments would be futile if there were an available textbook for teaching the subject “Creation and Use of Audiovisual Aids”.

With the design of a good textbook for this subject, students will have the opportunity to succeed in their teaching when they become professors, taking into account that this subject is being taught in a level where the students of the English Major have taken subjects such Methods and

Techniques for teaching English. At that level in their career, students are able to practice their abilities as teachers because at the same time they are taking the subject Teaching Practice I, and it is an excellent opportunity to take the subject “Creation and Use of Audiovisual Aids” in the same term.

A good reason to design a textbook is that students will understand and remember better and will also learn easily how to create and use audiovisual aids. Besides, they will have the opportunity to read the material outside the classroom and later to attend the class with a background of what the lesson is going to be about, improving in this way students’ knowledge. Also, it will be helpful for teachers, because they will not have to spend time making photocopies, gathering information from different sources or improvising materials when planning the classes.

It can be concluded that designing a textbook for teaching the subject “Creation and Use of Audiovisual Aids” is essential, as it will benefit the teachers with a bibliographical resource, and will facilitate the students’ learning process on that subject.

CHAPTER II

I. THEORETICAL FRAMEWORK OF THE DESIGN OF A TEXTBOOK FOR TEACHING THE SUBJECT CREATION AND USE OF AUDIOVISUAL AIDS

2.1. History of the English Language Major

English language teaching first began in 1956 in El Salvador, being the Escuela Normal Superior the first institution that offered different specialized fields of study. When students graduated from their careers, they were able to teach the English language at high schools and university levels. Years later and due to the Educational Reformation in 1968, the Escuela Normal Superior closed its operations.

Over the past years, the importance of the English language has been noticed in our society. Several academies and institutions specialized in English language teaching have prepared a large number of students with the necessary abilities to speak English as a foreign language. Those academies and institutions counted on national teachers and foreign teachers as well. By that time, there were not universities where the students could specialize in the English language teaching, and the English knowledge was not considered as important as it is in the present time.

In 1965, the Asamblea Nacional Legislativa approved a law that allowed the creation of private universities in El Salvador. Between 1965 and 1979, five universities were created. However none of them offered careers in the English language teaching.

The first university that offered the English Major in the country was the Universidad de El Salvador in 1973, with the main goal of training professionals for teaching English. Unfortunately, because of the socio-political situations of the country and the war, the educational authorities decided to close temporarily the Universidad de El Salvador.

Between 1981-1982, the Ministry of Education approved the opening of some other private universities. Among them, the Universidad Tecnológica de El Salvador was created as a response to the necessity of training good professionals, contributing this way to El Salvador's social-economical development. In 1982, the English Major was created at Universidad Tecnológica de El Salvador, and its main objective was to train professionals in fields such as teaching, translation and interpretation of the English language.

2.2. English Teaching Learning Process

The teaching learning process is considered the most important part in every educational program. Teachers as well as students constitute the

main characters; both of them play a very important role in the teaching learning process, the teacher as an information facilitator and the students as the main receptors. Traditionally, this process has been focused more on the teachers' activities than on the students' necessities. However, the practical knowledge has demonstrated that the students are the most important subjects on this teaching-learning process, which requires more relevance in the teaching-learning process.

As time goes by, it has been known that the teacher is not the only source of knowledge; the students have a great variety of opportunities of learning not only inside the classroom, but also at home, through the Internet, magazines, music, television and so forth. These opportunities have to be systematized in order to incorporate the students into the teaching learning process thoroughly and to satisfy their needs, interests and learning difficulties, such as: lack of confidence, encouragement, lack of verbal participation, social exchange, classroom environment, access to resources and seating arrangement among others.

2.3. Teacher-Students Interaction In The Classroom

The role of teachers in regards to the teaching learning process depends on the teaching settings. For example: the environment in which

teachers work, resources availability, motivation, and interaction with students, has a great influence in their way of teaching.

Nowadays, some teachers face an insecurity regarding their position because their role has been evolving through the time, “The specter of role change may discomfort some teachers who feel that their status is being challenged.”¹

In a traditional role, the teacher is presented through authority figures, which means that the students look at him/her as someone who must be respected and whose commands must be followed. This authority involves several roles, for example:

- ✓ Parent: Students look at him/her as the one who knows everything and one to trust on.
- ✓ Instructor: Provider of information.
- ✓ Director: Guides with authority in the classroom.
- ✓ Manager: The one in charge of providing guidelines to the students.
- ✓ Judge: Who has the authority to decide what to do with the students in the class.
- ✓ Leader: Who leads the group in the classroom.
- ✓ Evaluator: Determines the learning level of the students.

¹ Oxford, Rebeca L. “Language Learning Strategies”, Heinle & Heinle Publishers, U.S.A. 1990, page 10

- ✓ Controller: Regulates the development of the students.
- ✓ Doctor: Cures the ignorance of students.

Contrasting the traditional role of the teacher, the roles of modern teachers are:

- ✓ Facilitator: Makes the learning process easier for the students.
- ✓ Helper: Assists on students' necessities.
- ✓ Guide, Consultant, Adviser: Who has enough knowledge about the subject and is able to give advice, guidance and answer to students.
- ✓ Coordinator: Works together with the students in the classroom.
- ✓ Diagnostician: Analyzes the results of the students.
- ✓ Co-communicator: Who is able to communicate with the students not only as a provider of information but also as a receptor of information.

2.4. English Categories

Worldwide, English has been classified according to its usage. This classification takes into account the environment where a non- speaker uses the language. Fundamentally, Long and Richards classify the English language in four categories: "ESL (English as a Second Language), EAL (English as Additional Language), ELWC (English as a

Language of Wider Communication) and EFL (English as a Foreign Language).”²

ESL. It is a classification of English and it is used when people communicate in English, although they are not native English speakers in countries where English is the official language. These people need to use the English language in order to express their ideas, thoughts and opinions about any particular topic. In ESL, listening, speaking, writing and reading are developed enough when speakers practice English in any situation that requires it.

EAL. People who learn the English language after they have already acquired another primary language use this classification of English. These people need to use the English language with the purpose of communicating with other people who have different basic languages. These are common situations in countries that are multilingual and where English is used just inside the country. Most of the people who are involved in a high, social, political and economic level use EAL.

ELWC. English used for international purposes. In other words, this kind of English is not used for established common conversation. On the contrary, it is used only to establish specific international conversation

² Long, Michael; Richards, Jack; “Methodology in TESOL. A book of reading”, Newbury House Publishers, New York, 1987, page 5

with people who are involved in scientific, technical and commercial environment. People who use this kind of English develop writing, reading and speaking skills, and their development depends on the amount of time that speakers spend on it.

EFL. It is used in some social areas, for instance: people interested in literature or culture. EFL is used by children and teenagers outside the classroom, at home and in the park. Also, it can be used by adults who are related with different professions like teaching, journalism, tourism and translation. Besides, EFL does not have a special status among people who practice it because it is mostly limited on communicative situations. It happens in countries in which the language is not the mother tongue.

There are many reasons why students are interested in learning English, especially for specific purposes; one of them is to use this language in their fields of work. Besides, Thomas Kral's book *Schleppegrell* expresses: "The students bring to the ESP class a reason for learning and a context to use the English knowledge to the vocational or professional field, and well-developed adult learning strategies."³

³ Kral, Thomas; "Teacher Development Making the Right Move", English Language Program Division, USA Information Agency Washington DC, 1994, page 235

On the other hand, on Thomas Kral's book, authors like Schlepppegrell, Armsey, Dahl and Erickson agree that it is a big task to take the responsibility of teaching a language; therefore, Schlepppegrell expresses something important: "in ESP, teachers need to be able to analyze needs, assess proficiency levels, set goals, and objectives, select and adapt materials, design lessons to create an adult-oriented learning environment, and assess student progress."⁴

2.5. Methods for teaching the English language

There is a way to systematize the teaching learning process, and this is done through the teaching planning, taking into account the different methods that have been created to teach the English language. These methods have been used in order to improve the Teaching English Learning Process. According to the way the teacher makes use of the methods, the goal is achieved.

There are many methods used to teach English, and the following are considered the most common:

⁴ IBID 3

2.5.1 Grammar Translation Method

It has been called Classical Method because it was used to teach the classical languages: Latin and Greek. The purpose of teaching these languages through this method was to help students with foreign literature. "It was recognized that students probably never use the target language, but the mental exercise of learning would be beneficial anyway."⁵

2.5.2 Direct Method

This method's purpose was to use a foreign language for communication. It resulted before World War II, when the Grammar Translation Method began losing support. This method was named Direct Method because it has a direct connection with the target language in meaning, and the students do not have to translate into their native language. "No translation is allowed."⁶

⁵ Larsen-Freeman, Diane; "Techniques and Principles in Language Teaching", Oxford University Press, U.S.A. 1986, page 4

⁶ IBID 5, Page 18

2.5.3 The Audio-Lingual Method

This method was developed in the United States during World War II. During that period, people needed to learn foreign languages for military purposes. This method was focused on the ability of speaking; one of the principles of this method is “...to learn how to use the language to communicate.”⁷

2.5.4 The Silent Way Method

This method states that the learning of a language needs to be done through a process where people have to get the rules of the language studied through their own thinking or knowledge process. In this method learners are not passive receptors, they have the responsibility of the acquisition of the language. One of the basic principles of the Silent Way method is that teaching should be subordinated to learning.

2.5.5 Total Physical Response Method

This method is also called The Comprehension Approach because listening comprehension is a very important factor in the method. The Total Physical Response method when taught

⁷ IBID 5, Page 40

to basic English speakers is especially oriented to listening comprehension, which is originated from the observation of the process of acquisition of the children native language. Children are not taught to speak at the beginning; they first need to understand the sense of the different sounds they listen to.

2.5.6 Eclectic Method

EFL teachers use the Eclectic Method because they can make a combination of techniques of each method, as Peter Hubbard stated, “Teacher who approaches TEFL eclectically is less likely to become fixed in one single method and more likely to keep an eye open for new techniques and approaches”.⁸

Scientifically it is hard to determine what a good method is or is not because that depends on different factors like the teachers’ personal qualities and their capacity to get along with students, as the author mentioned above has said, “An eclectic approach to EFL is nothing more than a bundle of techniques which a certain teacher has encountered by chance and adapted quite arbitrarily.”⁹

⁸ Hubbard Peter and others, “A training course for TEFL”, Oxford University Press, U.S.A. 1983, page 37

⁹ Oxford, Rebeca L. “Language Learning Strategies”, Heinle & Heinle Publishers, U.S.A. 1990

2.6. Learning Resources For Teaching The English Language

Learning resources play an important role in the teaching learning process. They are used to make the process of understanding a lesson, stimulate the students, and helping them to learn the English language easier and in a more effective way.

The existence of teaching-learning resources facilitates teacher's tasks in the classroom, and the student's comprehension of the lesson. And it is the teacher who has to understand the fundamental bases of this kind of help in teaching; the resources for teaching the English language have been successfully used by teachers all around the world. These resources have also been selected because of their adaptability in different situations of the teaching-learning process. However this adaptability will depend on the teachers' creativity.

Teaching-learning resources, when used effectively, make available a very important element to classroom activities. Nowadays, the classroom must contain a variety of such aids with the objective of providing the students with an active learning process.

According to Celce-Murcia the audiovisual aids are classified in two groups:

- ✓ Technical such as computer: slide projector, television, video cassette recorder, tape recorder, movies and radio.
- ✓ Non-technical such as: The board, charts, flash cards, letter cards, magazine pictures, wall posters, finger puppets, models, realia and the teacher.

Teaching resources are commonly classified in visual aids, audio aids and audiovisual aids.

Visual aids could be any graphic presentation such as tables, graphs, pictures, charts, flashcards, diagrams, and transparencies used to:

- ✓ Emphasize a particular meaning.
- ✓ Illustrate a point.
- ✓ Analyze ideas or data

The purpose of using visual aids is to give the students information quickly and easily, help the students to remember a process and to clarify text with broad meaning. "cards can be used to give students of English as a foreign language or second language, an opportunity to practice the language in real contexts or in situations in which they can use it to communicate their ideas."¹⁰

¹⁰ English Teaching Forum, Volume XXV, N°3, page 33

Using visual aids in the classroom is vital, students expect more than just raw information; also they want to understand the class at a glance. Visual aids help to answer questions that might be asked by the student as they process information.

Audio aids are the group of material such as tape recorders, radio, cassettes, and headphones.

The tape recorder is the most common audio aid used in the classroom. Native speakers vocalizations, songs, stories or different cultural aspects can be taught to the student on specific English lessons. This type of audio aid is useful when practicing listening and pronunciation skills. The teacher can play cassettes with any information; he/she can even record his/her own.

The radio is another audio aid that may be used in class by the teachers by telling the students what to listen to and what to speak on when interesting broadcasts are on the air. It can also be used to make corrections, evaluations on students' pronunciation as they can record their own speeches, oral exercises or performances. The use of music can be also mentioned as an audio aid, as it makes the entire learning process more enjoyable and stimulates the students' brain.

Stevick defines audiovisual aids as “anything audible or visible which helps the students to learn the language more quickly or more accurately”.¹¹ On the other hand, the author Erickson states: “teachers use audiovisual aids to make the meaning of words clear, meaningful and useful.”¹²

Audiovisual aids are used to provide educational instruction by means of materials that use the senses of sight and hearing to stimulate and enrich the learning experiences. They are important tools, useful to achieve the goals of the teaching learning process. They are also useful to:

- ✓ Communicate messages that in most of the cases are difficult to express in words.
- ✓ Concentrate the attention and the interest.
- ✓ Introduce the messages with an audiovisual technology.

All the audiovisual aids have a special role that helps students to understand better the content of the English classes. For instance, according to Erickson “Some films may provide rich opportunities for being there, a convincing feeling or reality.”¹³ In this case, the use of

¹¹ Celce-Murcia and Machintosh, “Teaching English as a Second or Foreign Language”, Second Edition, Heinle & Heinle Publishers, Boston, 1979, Page 314

¹² Carlton, Erickson; “Fundamental of Teaching with Audiovisual Technology”, The Macmillan Company, NY, 1962, Page 6

¹³ IBID 12

videos may work as reinforcement to the students when acquiring the knowledge.

The most common audiovisual aids are the television, videotapes, movies, overhead projectors and the computer, and they can be used in any level.

The television has been used in the classrooms for many years. This audiovisual aid is useful when teaching large classes, watching commercial and educational programs where students have discussions of events or to learn new vocabulary.

Videotapes are very important audiovisual aids when teaching a class as they can be watched several times according to the students' necessities. In this way the students can practice speaking and listening.

A movie, as an audiovisual aid has a lot of uses for a class. There are homemade movies and educational films, among others where teachers can get a lot of practice in teaching specific lessons.

The overhead projector is very useful when the teacher wants to project on a wall or screen any kind of information printed on slides. With the use of it, the teacher avoids writing on the board the information every time he/she refers to it, or to make drawings or charts to place on the board, which also takes important time for feedback.

Audiovisual aids are very useful, and an important part of the teaching learning process, and in order to make the right use of the equipment, the following should be taken into account:

- ✓ General instructions
- ✓ Basic operations
- ✓ Manufacturing recommendations

Regarding the selection of the didactical resources, it does not exist a theory to select the right ones. However, they can be selected according to:

- ✓ The similarity or affinity of the objectives with any specific resource.
- ✓ The availability and accessibility of the resources.
- ✓ The specific subjects that require specific resources.
- ✓ The method that is being used.

2.7. Textbooks as a Valuable Learning Resource when Teaching the English Language

Since education for everyone was at first introduced in a few countries and then later recognized as a universal right, the generalized use of

textbooks has become mandatory in ensuring the effectiveness of instructions and success at educational institutions.

Once generalization of primary education had been defined as a priority target by all developed countries at the beginning of the sixties, the problem arose with the prerequisite for its accomplishment: to build schools, to train teachers and educational personnel, adapt curricula to develop objectives, multiply didactical resources, in particular textbooks, as “Textbooks are an essential part of the education system...”¹⁴

Considerable efforts have been undertaken to improve teacher training in order to enhance the quality of teaching. Moreover, such efforts proved to be inadequate when there is lack of good textbooks to support the teaching learning process. Textbooks are an instructional aid in the teaching learning process and must correspond to curricula so far as objectives, content and methodology of instructions of each subject are concerned. The existence of renewed and tested curricula considerably facilitates the design of textbooks well adapted to these needs.

The content of a well-designed textbook is in any case, much richer, as it provides the quantity of information, explanation, and comments needed to go deeper into any specific subject.

¹⁴ http://www.education-world.com/best_of/1997/chalk2/feedback_wk4.shtml

A textbook is an instructional tool intended to facilitate teachers' work by indicating the objectives to be applied in any specific subject, the content to be taught and the pedagogical methodology to be followed. "Further, all students must have a textbook and/or appropriate instructional materials which can be taken home for study or to complete assignments."¹⁵

The content and form of a textbook must be designed in accordance with the objectives of its use:

- ✓ A clear definition of general and specific objectives, which are to be achieved by the students.
- ✓ A synthesis of content, which provides information and basic knowledge to be taught to accomplish the defined objectives.
- ✓ Progression of content in accordance with set cycles (six-monthly or yearly) for the teaching subjects.
- ✓ Suggested learning activities.
- ✓ Recommended pedagogical methodology
- ✓ Educational material to be used.

The textbook is more a tool for the students than for the teacher. "A good textbook (1) gives every student ready access to a book which covers

¹⁵ <http://www.shukoor.com/issues/issuesofschools/trim.html>

the subject.”¹⁶ It offers practical exercises to the students, and also activities and evaluation of their results. Although the teacher can use the textbook as a reference material, the students’ textbook should enable the students to work on their own, after the teacher’s lesson. The textbook can also be used as a source of information or feedback.

The content of textbooks corresponds to indication given in curricula, which defines:

- ✓ What has to be taught in any specific subject to the level of education.
- ✓ What helps to understand the physical and social environment.
- ✓ What contributes to the students’ education; development of theoretical and practical abilities, behavior and attitudes, as defined in the objectives of curricula.

However, textbooks cannot be limited to a simple synthetic reproduction of contents indicated in a curriculum. Over and above the way in which they are organized, textbooks enrich development and strengthen contents.

The content of a textbook is enriched from other external sources.

¹⁶ http://www.education-world.com/best_of/1997/chalk2/feedback_wk4.shtml

- ✓ What the author knows in a specialized subject.
- ✓ Reference books, which contribute detailed, exact, objective and in-depth information on the subject matter dealt with in the textbook.
- ✓ Basic textbook already published locally or abroad.

The content of a textbook must follow the next characteristics:

Accuracy: Contents of a textbook should be based on scientific facts, as well as on exact and verified information. Simplifications, which are often needed to avoid overloading the students' mind with an excess of knowledge, should be justified and retain the exact meaning of information. If information has to be selected or filtered, then the most essential data must be retained.

Precision: Contents should not be presented in an incomplete or an ambiguous style. If content is rather complex then it should be explained in a simple manner.

Objectivity: Content should not, due to ideological or dogmatic standpoints, transmit distorted or incomplete knowledge or information. Objectivity can sometimes consist of presenting several interpretations of the same fact or event or several possible explanations of the same experience.

The acquisition of knowledge by means of summaries and explanations by the teacher will not be sufficient to develop students' skills and new behavioral patterns. Students must, therefore, carry out experiments or activities to reinforce the effectiveness of instructions and which are, in any case, an important component of the teaching learning process. They are guided by the teacher who finds indicators about them both in the textbook, and from his/her own professional experience. "Of course, no teacher should be enslaved by textbooks".¹⁷ As a result of a combination of taking advantage of their experience and using a textbook, teachers will develop a perceptive class.

The textbook should also propose activities, which students can carry out, either under the guidance of the teacher or on their own, which should be presented in the form of practical use, either of knowledge or theoretical concepts, or of rules to be learned or even in the form of problems to be solved, information to be acquired, surveys or experiments. It is through this learning experiment that abilities are really developed.

Learning is facilitated if students' interest is stimulated by the content of the textbook. A clear and precise presentation of a textbook and

¹⁷ IBID 16

evocative attractive illustration can play an important part in stimulating the interest of students. Moreover, in the presentation of the content, the students should be able to find situations, which are familiar to them. Motivation should appear in all aspects when needed and may take varied forms: original, unusual exercises, characters serving as continuing links, transmitting information. Motivation and interest introduced into textbooks also contributes to develop the students' linking in for reading as a method of self-instruction.

Practice is an important part of the learning process, it consolidates and fixes the acquisition of knowledge and the mastery of concepts, encouraging the development of intellectual capacity. Practice is a mean of evaluating results and progress of the students.

CHAPTER III

I. OBJECTIVES SYSTEM OF THE DESIGN OF A TEXTBOOK FOR TEACHING THE SUBJECT CREATION AND USE OF AUDIOVISUAL AIDS

In order to carry out this research, the following objectives will be taken into consideration.

3.1. General

To design a textbook for teaching the subject “Creation and Use of Audiovisual Aids”.

3.2. Specific

To provide instructions and guidelines for the students on how to create and use audiovisual aids in order to enhance the knowledge on the areas of the subject “Creation and Use of Audiovisual Aids”, according to the different teaching methods.

To select different exercises for the students in order practice and establish the acquired knowledge of the subject “Creation and Use of Audiovisual Aids”.

3.3. Variables and Indicators

General Objective:

To design a textbook for the teacher and the students of the subject

“Creation and Use of Audiovisual Aids.”

DEPENDENT VARIABLE	INDEPENDENT VARIABLE
To design a textbook	To be used by the teacher and the students of the subject Creation and Use of Audiovisual Aids
INDICATORS	INDICATORS
✓ Topics ✓ Activities ✓ Forms	✓ Needs ✓ Materials

Specific Objectives:

To provide instructions and guidelines on how to create and use audiovisual aids for the students to enhance the knowledge on the areas

of the subject “Creation and Use of Audiovisual Aids”.

DEPENDENT VARIABLE	INDEPENDENT VARIABLE
To provide instructions and guidelines on how to create and use audiovisual aids	For the students in order to enhance the knowledge on the areas of the subject.
INDICATORS	INDICATORS
✓ Definition ✓ Types ✓ Characteristics	✓ Practice ✓ Exercices ✓ Usage

To prepare complementary exercises for the students in order to establish the acquired knowledge of the subject “Creation and Use of Audiovisual Aids”.

DEPENDENT VARIABLE	INDEPENDENT VARIABLE
To select different exercises	For the students in order to establish the acquired knowledge of the subject.
INDICATORS	INDICATORS
✓ Style ✓ Activities ✓ Usage	✓ Evaluation ✓ Performance ✓ Training

CHAPTER IV

I. FIELD RESEARCH ON THE DESIGN OF A TEXTBOOK FOR TEACHING THE SUBJECT CREATION AND USE OF AUDIOVISUAL AIDS

4.1. Kind of Research

This research was carried out in a systematic way. The kind of research has been:

Educational: The main theme was related with the teaching-learning process.

Bibliographical: It was supported with information from several books and authors and other sources.

Field Research: It consisted of questionnaires for the students and teachers.

4.2. Population

The population of this research included the students registered in Creation and Use of Audiovisual Aids course and the teachers of the English Language Major.

4.3. Sample = Population

The sample of this research was the students registered in Creation and Use of Audiovisual Aids course and the teachers of the English Language Major, which was the same quantity as the population because the population was less than 100 students.

4.4. Procedure

The procedure that the researchers followed to develop this investigation has been:

1. Bibliographical research was made in order to support the investigation, and to get different points of views from the experts on this matter.
2. Field research, consisted of:
 - a) To hand out a questionnaire to the students of the subject Creation and Use of Audiovisual Aids.

The teacher was requested to allow handing the questionnaire to the students of Creation and Use of Audiovisual Aids course, and then the students were requested to answer the questionnaire, which took about 10 minutes.

- b) To administer a questionnaire to the teachers of the English Language Major of the Universidad Tecnológica de El Salvador.

The teachers of the English Language Major were requested to answer the questionnaire related to the design of a textbook for teaching the subject Creation and Use of Audiovisual Aids, in a one-two days period.

With the results, the researchers were able to conclude with supporting information on how important the design of a textbook is.

This was done to support the content of this research and was developed at Universidad Tecnológica de El Salvador at the English Language Department.

4.5. Techniques and Instruments

To develop this research, the following techniques and instruments were applied:

1. To gather information from different sources: Internet, books, magazines, dictionaries, and thesis among others.
2. To hand out questionnaires
 - a) Questionnaire for the students of the Creation and Use of Audiovisual Aids course.
 - b) Questionnaire for the teachers of the English Language Major.

4.6. Techniques to Gather Information

1. Bibliographical data obtained through different means, such as Internet, literature such as books, magazines, dictionaries, and thesis.
2. In this research, the questionnaires were used as a technique to gather information. Two different questionnaires were made:
 - a) A questionnaire for the students of the subject Creation and Use of Audiovisual Aids. It consisted of 6 questions. It was done in English. The questionnaire was created in order to get to know the students' necessity of having a textbook available to support the content of the subject in a more effective manner to facilitate the students' learning process. (See annex 1).
 - b) A questionnaire for the teachers of the English Language Major of the Universidad Tecnológica de El Salvador. This questionnaire consisted of 9 questions. It was done in English. The questionnaire was created in order to determine, according to teachers, the necessity of a textbook for the subject Creation and Use of Audiovisual

Aids facilitating in this way the teaching - learning process.

(See annex 2).

4.7. Analysis and Presentation of the Results

With the information obtained from teachers and students, the researchers analyzed the results of each question, and the procedure was the following:

- ✓ To define an objective for each question
- ✓ To tabulate the results
- ✓ To create a chart with the obtained results
- ✓ To graphic the results
- ✓ To interpret the results
- ✓ To analyze the results

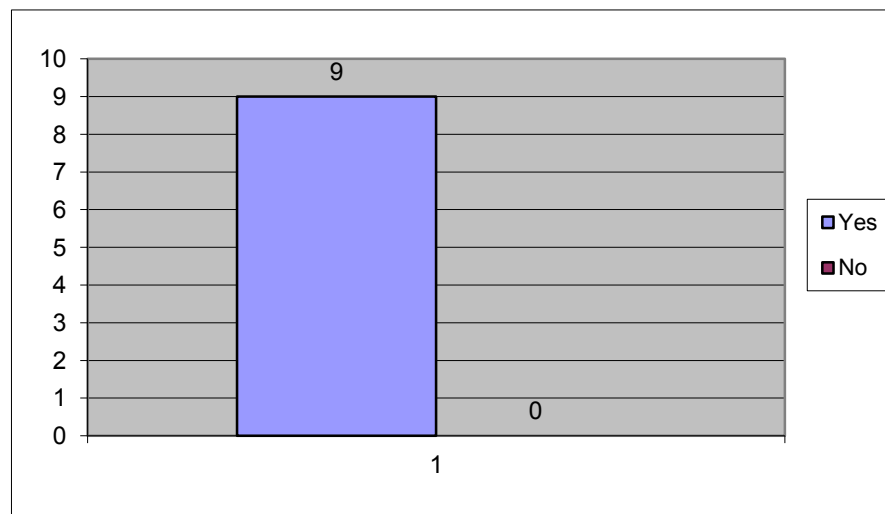
4.7.1. Student's Questionnaire

QUESTION 1

OBJECTIVE: To find out the different opinions from the students about the necessity of the design of a textbook.

Being aware that the university does not have a textbook available for the subject “Creation and Use of Audiovisual Aids”, do you consider necessary the design of a textbook for that subject?

VARIABLE	STUDENTS	PERCENTAGE
Yes	9	100%
No	0	0%
Total of students	9	100%



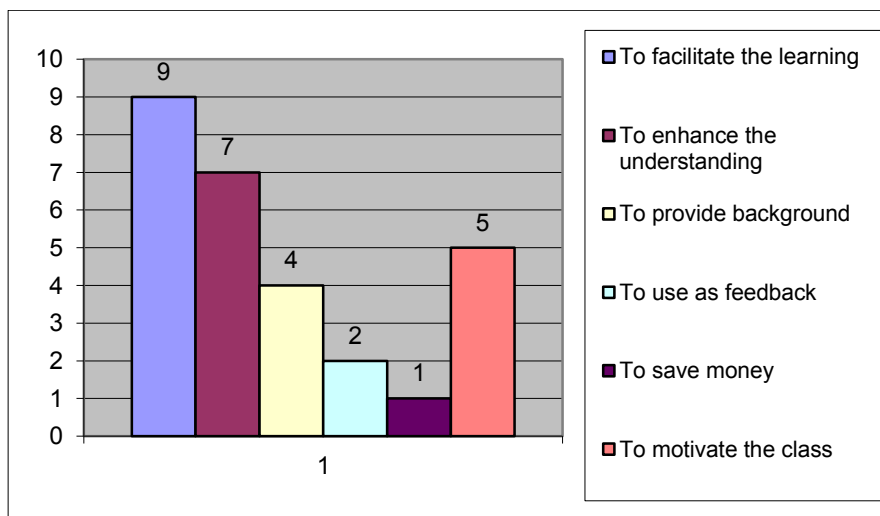
The graphic shows that all students agreed that it is necessary to have a textbook for the subject “Creation and Use of Audiovisual Aids”. They said that having a textbook would be motivating for the students, and would make the understanding of the subject easier, and because the textbook would be a good guide to follow.

QUESTION 2

OBJECTIVE: To find out how useful will be for the students a textbook for this specific subject.

If there were a textbook for the subject “Creation and Use of Audiovisual Aids”, in which way would it help your learning process?

VARIABLE	STUDENTS	PERCENTAGE
To facilitate the learning	9	100%
To enhance the understanding	7	78%
To provide background	4	44%
To use as feedback	2	22%
To save money	1	11%
To motivate the class	5	56%



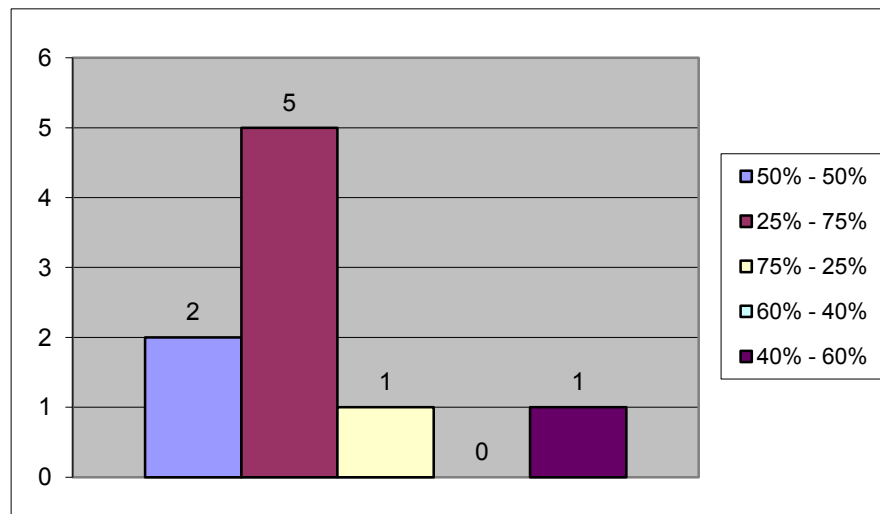
The results obtained show that 100% of students consider that the textbook would facilitate their learning; 78% considered that it would enhance their understanding of the subject; 44% considered it would be useful as a background; 22% as feedback and only 11% considered that having a textbook will save money.

QUESTION 3

OBJECTIVE: To know the students' opinion about the percentage of theory and practice that a textbook should contain.

In your opinion, what percentage of theory and practice should a textbook for the subject “Creation and Use of Audiovisual Aids” contain?

VARIABLE	STUDENTS	PERCENTAGE
50% - 50%	2	22.22%
25% - 75%	5	55.56%
75% - 25%	1	11.11%
60% - 40%	0	0.00%
40% - 60%	1	11.11%
TOTAL	9	100.00%



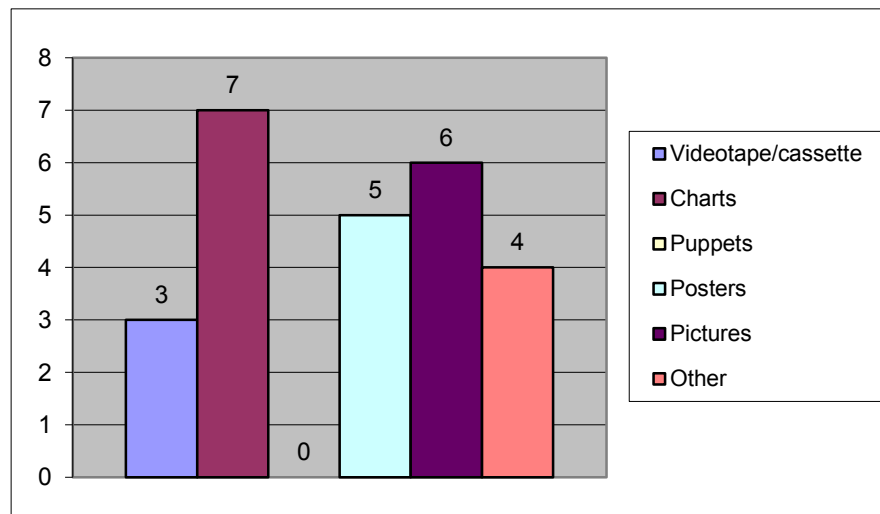
The results show that more than 50% of students considered that a textbook should contain 25% theory and 75% practice; the rest of the class were not in agreement with the percentage of theory-practice that the textbook should contain. The choices were between 50%-50%, 75%-25%, and 40%-60%.

QUESTION 4

OBJECTIVE: To identify the different audiovisual aids used by the teacher in the classroom.

Please indicate which are the audiovisual aids that your teacher uses when developing the class?

VARIABLE	STUDENTS	PERCENTAGE
Videotape/cassette	3	33%
Charts	7	78%
Puppets	0	0%
Posters	5	56%
Pictures	6	67%
Other	4	44%



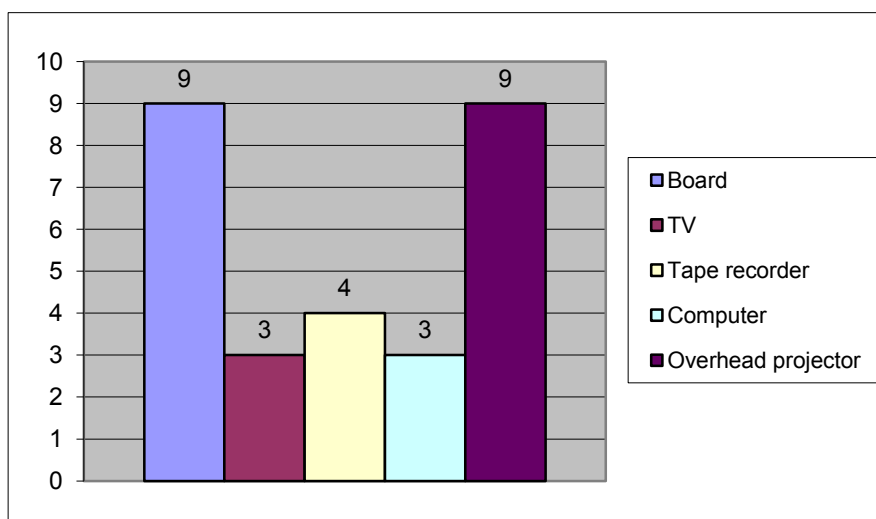
The frequency the teacher uses audiovisual aids in class is: 78% charts; 67% pictures; 56% posters; 33% videotapes and cassettes; and 44% of students agreed that the teacher uses other audiovisual aids such as realia, transparencies, overhead projector and materials from the Internet, among others.

QUESTION 5

OBJECTIVE: To identify the different didactical resources used by the teacher in the classroom.

From the list provided below, please indicate the resources that your teacher uses in the “Creation and Use of Audiovisual Aids” class.

VARIABLE	STUDENTS	PERCENTAGE
Board	9	100%
TV	3	33%
Tape recorder	4	44%
Computer	3	33%
Overhead projector	9	100%
Others	0	0%



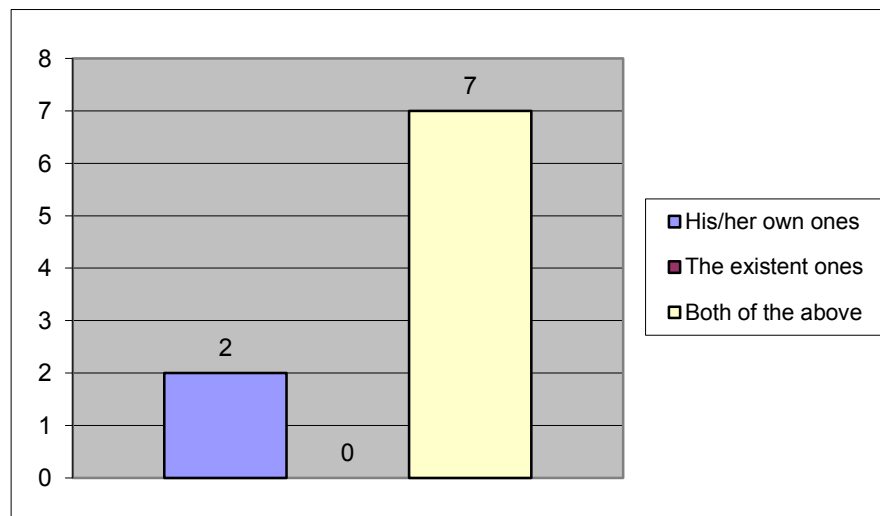
The students identified that the resources most commonly used by the teacher are: board and overhead projector (100%); tape recorder and the computer are next more used resources were TV, tape recorder and computer (44% and 33%).

QUESTION 6

OBJECTIVE: To determine the preference of the teacher whether using existing audiovisual aids or creating his/her own ones.

When your teacher is developing this class, what audiovisual aids does he/she use?

VARIABLE	STUDENTS	PERCENTAGE
His/her own ones	2	22%
The existent ones	0	0%
Both of the above	7	78%
TOTAL	9	100%



100% of students agreed that the teacher uses her own audiovisuals as well as the existent ones, and a 29% considered that the teacher uses only her own ones.

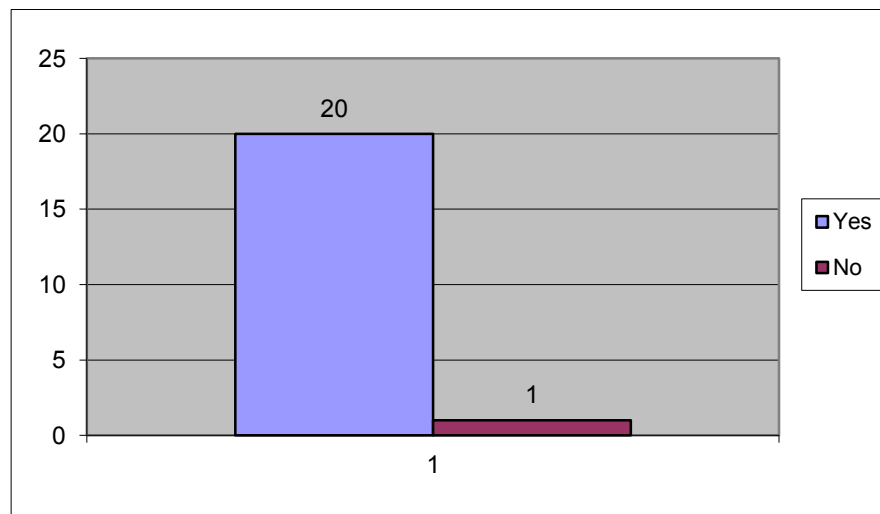
4.7.2. Teacher's Questionnaire

QUESTION 1

OBJECTIVE: To find out if the teacher considers important the use of audiovisual aids in the classroom.

In order to develop an efficient teaching learning process, do you consider important the use of audiovisual aids in the classroom?

OPTIONS	TEACHERS	PERCENTAGE
Yes	20	95.24%
No	1	4.76%
TOTAL	21	100%



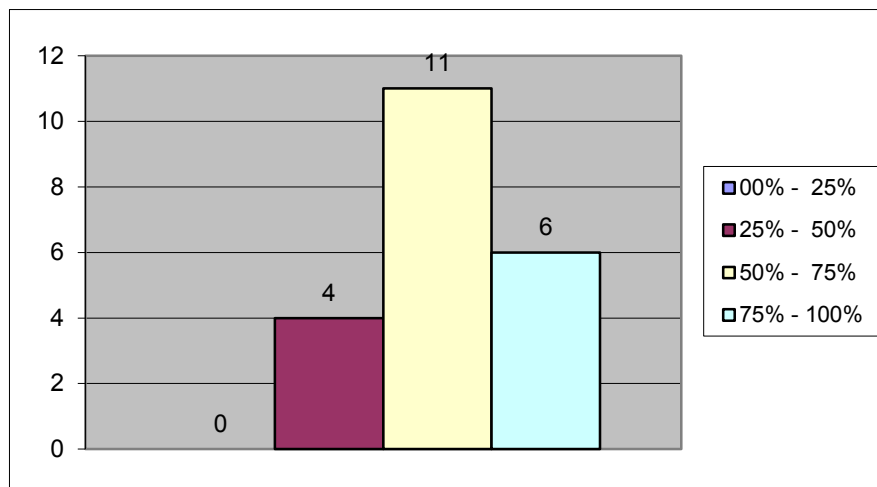
The results show that 20 teachers (95.24%) agreed that the use of audiovisual aids is very important when teaching a class. On the other hand, there was only one teacher (4.76%) answered that it did not consider a textbook necessary because that teacher considers there are other teaching methods that would benefit the students learning process.

QUESTION 2

OBJECTIVE: To get to know from the teachers about the percentage of theory and practice that a textbook should contain.

Based on your own experience as a teacher, which is the percentage of efficiency that the use of audiovisual aids in the classroom has?

OPTIONS	TEACHERS	PERCENTAGE
00% - 25%	0	0.00%
25% - 50%	4	19.05%
50% - 75%	11	52.38%
75% - 100%	6	28.57%
TOTAL	21	100.00%



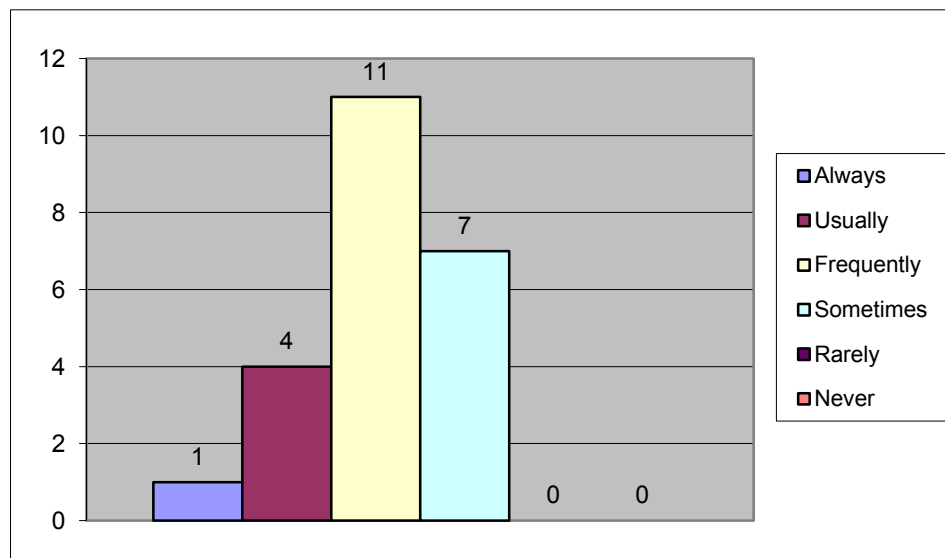
The 52.38% of teachers agreed that the use of audiovisual aids in the classroom has 50%-75% of efficiency; while the 28.57% answered that the use of audiovisual aids in the classroom has 75%-100% of efficiency and only 4 teachers said that the use of audiovisual aids in the classroom has 25%-50% of efficiency.

QUESTION 3

OBJECTIVE: To determine how often the teachers use audiovisual aids in classes.

How often do you use audiovisual aids when developing your classes?

OPTIONS	TEACHERS	PERCENTAGE
Always	1	4.76%
Usually	4	19.05%
Frequently	11	52.38%
Sometimes	7	33.33%
Rarely	0	0.00%
Never	0	0.00%



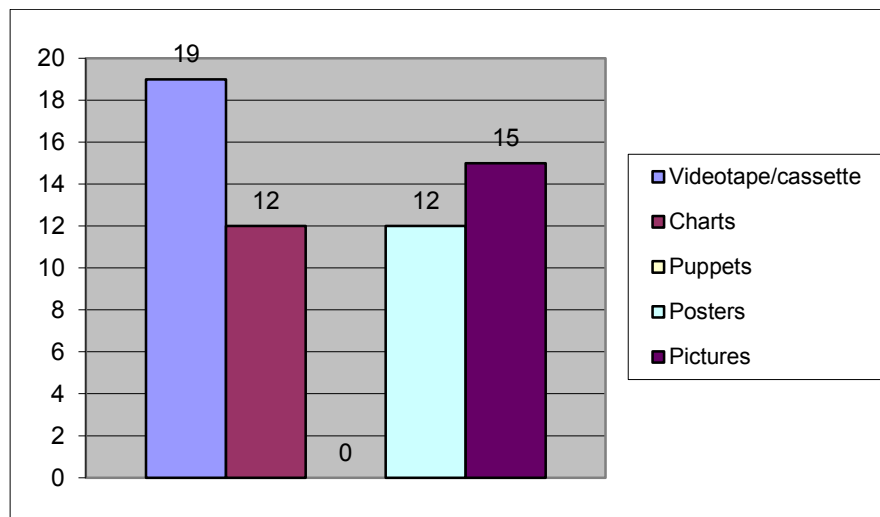
According to what the graphic shows, most of the teachers which are the 52.38% and 33.33% use audiovisual aids frequently and sometimes. While the 19.5% and 4.76% use them usually and always.

QUESTION 4

OBJECTIVE: To identify the different audiovisual aids used by the teachers in the classroom.

Please indicate the audiovisual aids that you use in the classroom

OPTIONS	TEACHERS	PERCENTAGE
Videotape/cassette	19	90.48%
Charts	12	57.14%
Puppets	0	0.00%
Posters	12	57.14%
Pictures	15	71.43%



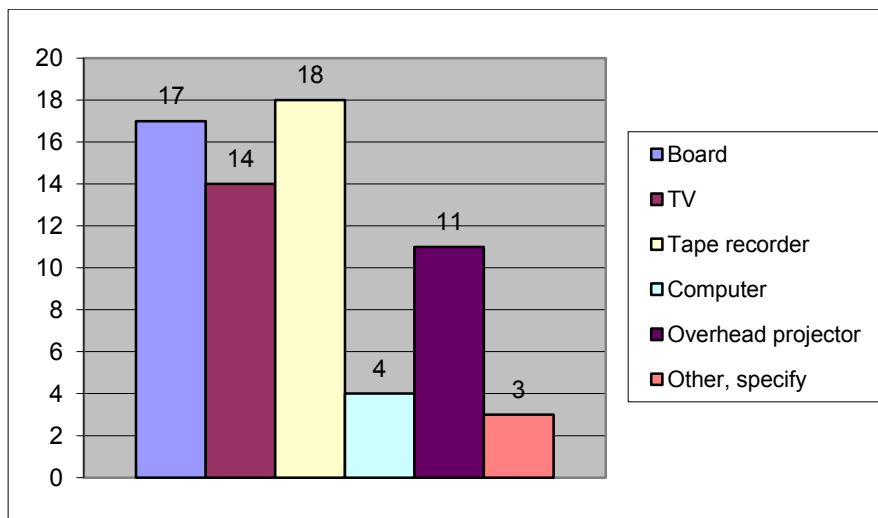
The results obtained demonstrate that most of teachers (90.48%) prefer to use videotape/cassettes when teaching their classes; pictures are used by a 71.43% of teachers, and a 57.14% of them use charts and posters.

QUESTION 5

OBJECTIVE: To identify the different didactical resources used by the teachers in the classroom and why they prefer those resources.

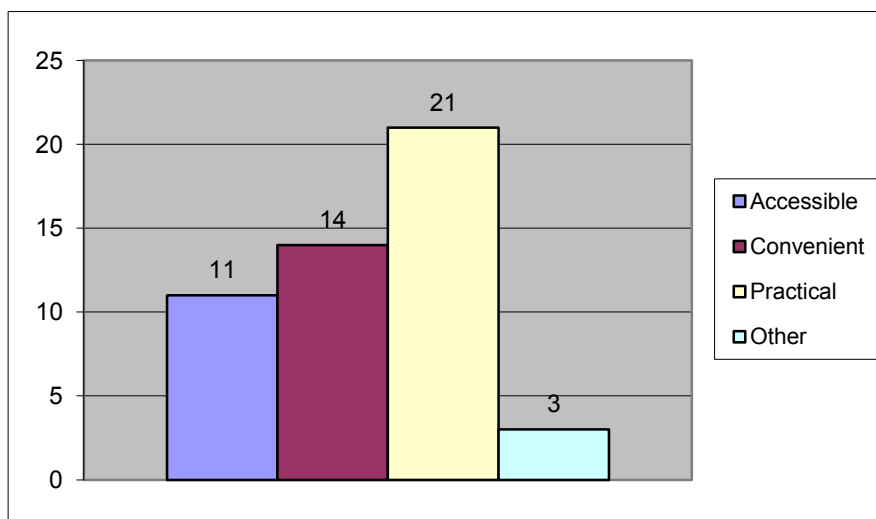
Please indicate which are the didactical resources that you prefer to use when teaching a class?

OPTIONS	TEACHERS	PERCENTAGE
Board	17	80.95%
TV	14	66.67%
Tape recorder	18	85.71%
Computer	4	19.05%
Overhead projector	11	52.38%
Other, specify	3	14.29%



Why?

OPTIONS	TEACHERS	PERCENTAGE
Accessible	11	52.38%
Convenient	14	66.67%
Practical	21	100.00%
Other	3	14.29%



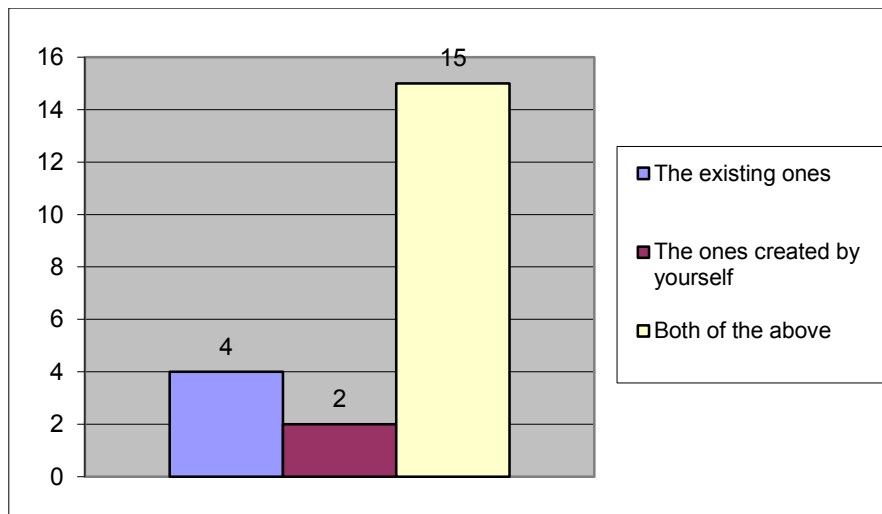
The graphic shows that the preferred didactical resources that the teachers use are: the tape recorder 85.71%; board 80.95%; and TV 66.67% because they consider that those audiovisuals are convenient and accessible. Although some of them express that the use of them will depend on their availability.

QUESTION 6

OBJECTIVE: To determine the preference of the teachers whether using the existing audiovisual aids or creating their own ones.

When developing your classes, what audiovisual aids would you prefer to use?

OPTIONS	TEACHERS	PERCENTAGE
The existing ones	4	19.05%
The ones created by yourself	2	9.52%
Both of the above	15	71.43%
TOTAL	21	100.00%



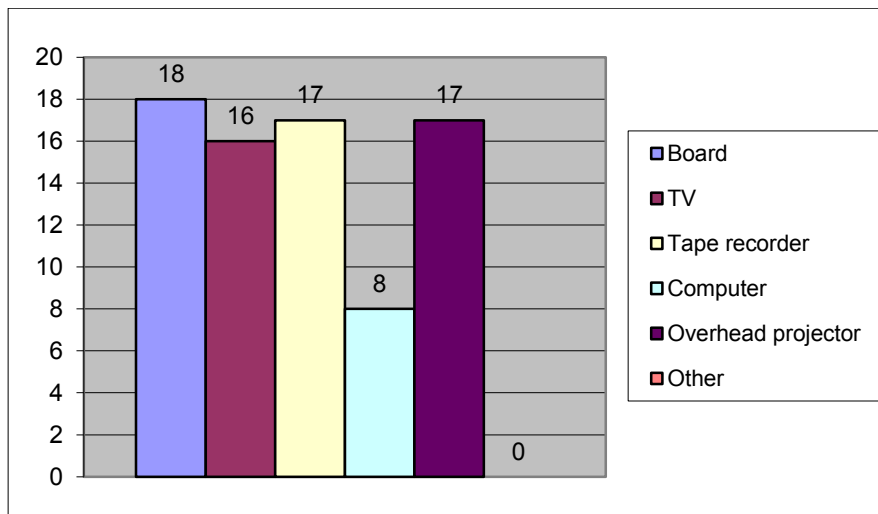
Most of the teachers prefer to use audiovisual aids created by themselves and the ones already existent. This is reflected with 71.43% in the graphic. The 19.05% of the teachers prefer to use only the existent ones. And the 9.52% prefer to use the ones created by themselves.

QUESTION 7

OBJECTIVE: To identify the audiovisual resources available at the university.

Could you identify which are the audiovisual resources available at the university that can be used in the classrooms?

OPTIONS	TEACHERS	PERCENTAGE
Board	18	85.71%
TV	16	76.19%
Tape recorder	17	80.95%
Computer	8	38.10%
Overhead projector	17	80.95%
Other	0	0.00%



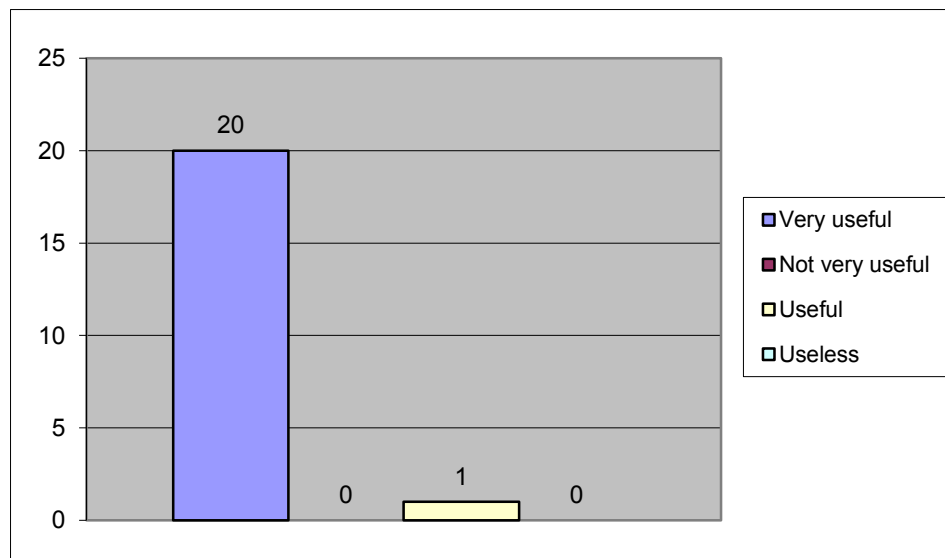
The results show that the board, the TV, the tape recorder, the computer, and the overhead projector are audiovisual resources that are available at the university and that can be used in the classrooms.

QUESTION 8

OBJECTIVE: To find out how useful the teachers consider to have a textbook for any specific subject.

How useful would it be for you to have a textbook available for every single subject when teaching your classes?

OPTIONS	TEACHERS	PERCENTAGE
Very useful	20	95.24%
Not very useful	0	0.00%
Useful	1	4.76%
Useless	0	0.00%
TOTAL	21	100.00%



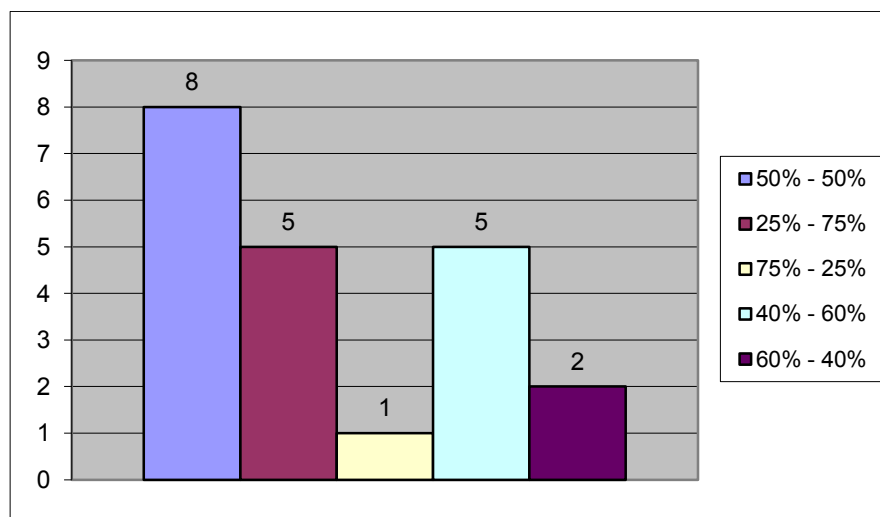
The results are easily interpreted. For teachers, having a textbook for every single subject is very useful when teaching their classes. This represents the 95.24% of the teachers.

QUESTION 9

OBJECTIVE: To determine the percentage of theory and practice that a textbook should contain according to the teachers.

In your opinion, what percentage of theory and practice should a textbook contain in order to be an effective tool for the teaching learning process?

OPTIONS	TEACHERS	PERCENTAGE
50% - 50%	8	38.10%
25% - 75%	5	23.81%
75% - 25%	1	4.76%
40% - 60%	5	23.81%
60% - 40%	2	9.52%
TOTAL	21	100.00%



The graphic shows different opinions about the percentage of theory and practice that a textbook should contain. For example, 38.10% of the teachers consider that the percentage should be 50% - 50%. The rest of them consider that the percentage should be between 25%- 75% and 40% - 60%.

(ANNEX 1)

**UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES
DEPARTAMENTO DE IDIOMAS**



STUDENTS' QUESTIONNAIRE

Subject : Creation and Use of Audiovisual Aids.

Teacher: Lic. Carolina Pinto de Rivera

Dear student:

We are working on our graduation process based on the elaboration of a textbook to be used by the teacher and the students of the subject "Creation and Use of Audiovisual Aids", therefore we are requesting your cooperation in answering the following questionnaire. The purpose of this questionnaire is to obtain different points of view from the students about the elaboration of a textbook to be used by the teacher and the students of the subject "Creation and Use of Audiovisual Aids."

The information given to us will be confidential and for educational purposes only. Please feel free to express your personal opinion. We appreciate your help and cooperation on this matter and thank you in advance for your help.

INSTRUCTIONS: Please read each question carefully and check the selected option (you may choose more than one as you consider it necessary).

1. Being aware that the university does not have a textbook available for the subject "Creation and Use of Audiovisual Aids", do you consider necessary the elaboration of a textbook for that subject?

_____ Yes
No

Please justify your answer.

-
-
2. If there were a textbook for the subject “Creation and Use of Audiovisual Aids”, in which way would it help your learning process?

_____ To facilitate the learning
_____ To enhance the understanding
_____ To provide background
_____ To use as feedback
_____ To save money
_____ To motivate the class
_____ Others, specify _____

3. If there were a textbook for the subject “Creation and Use of Audiovisual Aids”, in which way would it help your learning process?

_____ To facilitate the learning
_____ To enhance the understanding
_____ To provide background
_____ To use as feedback
_____ To save money
_____ To motivate the class
_____ Others, specify _____

4. Please indicate which are the audiovisual aids that your teacher uses when developing the class.

_____ Videotape/cassette
_____ Charts
_____ Puppets
_____ Posters
_____ Pictures
_____ Others, specify _____

5. From the list provided below, please indicate the resources that your teacher uses in the “Creation and Use of Audiovisual Aids” class.

_____ Board
_____ TV
_____ Tape recorder
_____ Computer
_____ Overhead projector
_____ Others, specify _____

6. When your teacher is developing this class, what audiovisual aids does he/she use?

_____	His/her own ones
_____	The existent ones
	Both of the above

**UNIVERSIDAD TECNOLÓGICA DE EL SALVADOR
FACULTAD DE CIENCIAS Y HUMANIDADES**

DEPARTAMENTO DE IDIOMAS



TEACHERS' QUESTIONNAIRE

Dear teacher:

We are working on our graduation process based on the elaboration of a textbook to be used by the teacher and the students of the subject "Creation and Use of Audiovisual Aids", therefore we are requesting your cooperation in answering the following questionnaire. The purpose of this questionnaire is to obtain different points of view from the teachers of the English Language Department at Universidad Tecnológica about the elaboration of a textbook to be used by the teacher and the students of the subject "Creation and Use of Audiovisual Aids."

We appreciate your help and cooperation on this matter and thank you in advance for your help.

INSTRUCTIONS: Please read each question carefully and check the selected option (you may choose more than one as you consider it necessary).

1. In order to develop an efficient teaching learning process, do you consider important the use of audiovisual aids in the classroom?

_____ Yes
_____ No

Please justify your answer.

2. Based on your own experience as a teacher, which is the percentage of efficiency that the use of audiovisual aids in the classroom has?

_____ 00% - 25%
_____ 25% - 50%
_____ 50% - 75%
_____ 75% - 100%

3. How often do you use audiovisual aids when developing your classes?

_____ Always
_____ Usually
_____ Frequently
_____ Sometimes
_____ Rarely
_____ Never

4. Please indicate the audiovisual aids that you use in the classroom.

_____ Videotape/cassette
_____ Charts
_____ Puppets
_____ Posters
_____ Pictures
_____ Others, specify _____

5. Please indicate which are the didactical resources that you prefer to use when teaching a class.

_____ Board
_____ TV
_____ Tape recorder
_____ Computer
_____ Overhead projector
_____ Others, specify _____

Why?

- ☐ Because they are accessible
- ☐ Because they are convenient
- ☐ Because they are practical
- ☐ Others, specify _____

6. When developing your classes, what audiovisual aids would you prefer to use?

- ☐ The existing ones
- ☐ The ones created by yourself
- ☐ Both of the above

7. Could you identify which are the audiovisual resources available at the university that can be used in the classrooms?

- ☐ Board
- ☐ TV
- ☐ Tape recorder
- ☐ Computer
- ☐ Overhead projector
- ☐ Others, specify _____

8. How useful would it be for you to have a textbook available for every single subject that you teach?

- ☐ Very useful
- ☐ Not very useful
- ☐ Useful
- ☐ Useless

9. In your opinion, what percentage of theory and practice should a textbook contain in order to be an effective tool for the teaching learning process?

- | | T | P |
|--------------------------|----------|----------|
| ☐ | 50% | 50% |
| ☐ | 25% | 75% |
| ☐ | 75% | 25% |
| ☐ | 40% | 60% |
| ☐ | 60% | 40% |

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