

Worksheet design to develop audio and video English activities

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ABSTRACT

This research explores the permanent reality that is experienced in the teaching process of English modules at the Milagro State University. Students demand properly equipped laboratories and worksheets incorporating a variety of engaging activities specifically designed according to students' needs and levels in order to attain an efficient development of the four language skills. For independent student work to be successful, it must be guided by teachers, in order to motivate learning. Specific tools, especially Internet, must be properly used by English teachers. Student surveys proved that teachers are not sufficiently trained in the advanced use of this equipment. This causes learners to lose interest; teachers tend to become dissatisfied with the poor results of independent work. For the above reasons, the creation of a Counseling and Technological Service Centre is proposed in order to guide the independent work of students, which is now guided by teachers during their hours of academic work and also during community links. Training in the use of Internet will allow teachers to change the study model according to current requirements.

KEYWORDS:

Milagro, laboratories, worksheet, engaging, develop skills

RESUMEN

La presente investigación explora la realidad permanente que se experimenta en el proceso de enseñanza de los Módulos de Inglés en la Universidad Estatal de Milagro. Los estudiantes exigen laboratorios equipados adecuadamente y hojas de cálculo que incorporen una interesante variedad de actividades específicamente diseñadas de acuerdo con las necesidades y los niveles de los estudiantes; con el fin de obtener un desarrollo eficiente de las destrezas lingüísticas. Para que el trabajo independiente del estudiante sea eficiente, debe ser guiado por los docentes a fin de motivar el aprendizaje. Los profesores de Inglés deben usar como es debido las herramientas específicas, especialmente el Internet. Se han hecho encuestas a los estudiantes y estas prueban que los profesores no están suficientemente actualizados en cuanto al uso avanzado de esta clase de tecnología. Esto da por resultado que los aprendientes pierdan interés y que los docentes se sientan descontentos con el nivel de los resultados del trabajo independiente. Por dichas razones, proponemos que se cree un Centro Tecnológico de Consejo y Servicio a fin de guiar el trabajo independiente de los estudiantes que actualmente son guiados por los docentes durante sus horas de trabajo académico y también, durante sus horas de enlace comunitario. El entrenamiento en el uso del Internet permitirá que los docentes modifiquen el modelo de estudio de conformidad con las exigencias actuales.

PALABRAS CLAVE:

Milagro, laboratorios, hojas de cálculo, interesantes, desarrollo, destrezas.

Introduction

The efficient use of English laboratories at the State University of Milagro has become a serious study problem due to the lack of motivation that most of the students show because the computer activities that are available for them are based on the contents of the series of books that they use in their classes; students find them simple and boring. As a result, when they attend laboratories they easily get distracted and waste their valuable time in other conditions should be productive.

The design of worksheets with different and varied types of activities that approach development of language skills is a good way to get students engaged in the learning process and at the same time help them with their preparation for taking the different assessments required in their modules.

On the other hand, with its constant use teachers will learn to design this kind of material and analyze it to prove how useful it is.

The main purpose of this work is to create a worksheet bank that considers the levels of the students so that it could be used regardless of the series of books being used because it includes worksheets with different topics.

This fact will generate a great interest in students for attending the English language laboratories and contribute to using them efficiently.

Description of the problem

At the present time, the learning process of foreign languages like English demands the use of a activities which must be carefully designed considering appropriate levels of knowledge.

According to the Law of Higher Educa-

tion in Ecuador, students must get a proficiency in a foreign language to meet one of the graduation requirements.

Students usually show apathy with laboratory activities related to English as a subject. This is caused by different factors such as: poor knowledge of the use of technological equipment, lack of support to students who need an explanation about working procedures from teachers and people in charge of labs. Instead of offering assistance on the use of electronic gadgets, they become distracters. These and other factors affect negatively the main purpose of this activity which is the use of a complementary tool to reinforce the learning process.

After identifying and understanding this problem, worksheets have been designed to be uploaded in a virtual classroom and to provide them physically to students, so that they can have other kinds of resources with activities that are more attractive and engaging by feeling able to work on them and learn in a productive and efficient way (Nedeva & Dimova, 2010).

Creating worksheets to be used in audiovisual labs is a useful tool to develop and improve language skills and other important language functions such as vocabulary and grammar. At the same time, this encourages student participation and generates a positive learning environment (Berk, 2009).

The preparation of this kind of material is very tedious because of the resources involved, especially the time that has to be spent in their design and all the elements that have to be considered to get well-designed and appropriate material for students. However, the satisfaction of obtaining favorable results is worth it and can be seen as a strong base to set up an educational project like this (Gordon,

2014).

If a worksheet handbook is created, considering the relevant points of each level according to the contents of the English modules that are taught at the State University of Milagro, there will be more acceptance from students to participate in lab activities, which definitely contribute to the improvement of their autonomous work and to general academic results.

Brief theoretical framework and state of art

Most students of English modules at the State University of Milagro have some kind of frustration about the learning of English and are convinced that it is impossible to acquire and be successful in this subject. This impedes the development of language skills, and, on the contrary, builds a performance barrier.

During the last semesters a considerably high percentage of students who failed their modules were reported. The main reason for this, it is not only students did not study enough, but also they did not have a strong motivation.

In addition, there are a lot of students who show low or no interest in learning English. They attend English laboratories because it is a requirement for taking the final exams and most of them do it the last days of the semester turning it into a non-productive activity. This wrong attitude of students was the main reason that generated a special interest to work on this research.

On the other hand, listening activities are also very important to help students to improve and develop listening skills and auditory memory and to teach individuals who suffer autism spectrum disorders (Collins, 2010).

According to Elola, the use of each activity has a purpose to introduce emotions giving confidence to students. Before the listening activity, students have to know the vocabulary that is going to be used in the activity, which might be a song, a video or other one similar (2010).

To Li, speaking and listening are important skill components. They are also two out of three elements of the new English standards. However, there is lack of available material to help teachers and tutors develop their learners' skills in this important area and this is the main reason for creating worksheets to be applied in the English laboratories (2012).

These activities have been developed to provide a resource and structure to support English teachers to help their learners develop their oral communication skills and this way become more successful and effective in their work and daily life (Che-Musa, Yew-Lie, & Azman, 2012).

General Hypothesis

The design of worksheets for laboratories will improve the development of the English language skills.

Specific Hypothesis

The use of worksheets with engaging activities in the English laboratories will turn them more interesting to students.

The design of worksheets developed by teachers considering specific groups and levels will contribute to develop and reinforce the English language skills.

Declaration of variables

Independent Variable

Design of worksheets

Dependent Variable

Development of the English skills

English Modules at Public University of Milagro

Since 2001, the State University of Milagro offers English modules to students of the different majors. They must attend 10 hours of laboratory practice in each module as a requirement to take their final exams.

According to (Lindsay, Cora & Knight, Paul, 2007), the main purpose of this activity is to reinforce the students' knowledge by giving them the opportunity to practice different kinds of exercises and develop language skills in an effective way. Most students waste their time and do other activities such as listening to music, chatting with friends, talking to each other and reconfiguring computers, causing problems to other users when they try to use that computer because since that moment it doesn't work in a normal way.

This worries all English teachers; that's why they find this proposal as a good opportunity to have useful material that can be uploaded to a virtual classroom, so that students can download these worksheets and work with them in their English laboratory hours promoting their active participation, at the same time students are provided a very valuable tool to contribute to the achievement and development of their language skills (Schäfer, 2010).

Academic regimen

Regulations adopted by the *Organic Law of Higher Education (LOES)*:

Article 30. - The subjects that are aimed at learning a foreign language will ensure the level of language proficiency to fulfill the graduation requirement in grades of third level, and should be organized to be approved since the start of the studies. The proficiency of the foreign language should

be evaluated once the student has taken and passed 60% of the subjects of the studies; enabling such evidence will let the student continue their studies.

To meet the requirement of proficiency in a foreign language of the regular students who are enrolled in undergraduate programs, the institutions of higher education, if required, may make agreements with institutions that, while not part of the System of Higher Education, provide programs or language courses, provided that they issue certificates of proficiency with international recognition (Ecuador, 2013).

Design of worksheets to help students in English laboratories

According to Charles Browne, worksheets involving images and colors are particularly appealing to students, especially to adolescents and adults who feel interested in learning when they work with material that has these features. This is determined during the assessment process, so that it is important to provide these types of resources in order to help students to get their academic goals (Browne, 2008).

An article published by Stallard, Paul (2010), states that worksheets can be designed with minimal computer knowledge. Teachers only need a little creativity to produce good material that can be based on and related to video and audio activities (Stallard, 2009).

Audio and video English activities

According to Cakir, "A great advantage of video is that it provides authentic language input. Movies and TV programs are made for native speakers, so in that sense video provides authentic language input". It is known that videos can be advantageously used in the classroom no matter what the classroom environment

is. Teachers can set up the process whenever they wish; they can start, stop, and rewind the video to repeat it as many times as necessary (Cakir, 2006).

Canning-Wilson suggests that:

EFL/ESL educators must not lose their sight of what the educational purpose has in the language classroom although it may be a popular tool to use with students. To get successful results in language teaching by using videos as a useful aid there are some techniques that should be applied for the benefit of both teachers and learners (2000).

Lack of creativity from teachers to create worksheets

Elaboration of worksheets takes time and willingness from teachers to create good quality and relevant material.

Therefore, this effort is worthwhile since it is reflected on the positive attitude of the students for learning English when attending the English laboratories with these worksheets. This kind of material is a great motivation for students to perform all the activities that are proposed in it.

The main aim of this is to lead learners to the acceptance and liking for English (Abu Baha & Nuraihan Mat, 2013).

Design of worksheets to develop audio and video English activities

The design of the worksheets to be used in the English laboratories has a special feature that is closely related to student levels of students in accordance to the contents that are specified in the different syllabi of the modules. This way the students will be able to develop the English skills by changing their attitude to the learning of English (Maridueña, 2014).

According to Harmer is common to

learn grammar and vocabulary and practice by using free interactive exercises through worksheets with activities that are elementary in practice the English language (Harmer, 2008).

According to Tonya Tripp and Peter Rich, after identifying the level in which the worksheets will be used, it is necessary to verify that the computer programs run correctly with video and audio activities. This fact will let teachers and students work in a normal and efficient way (2012).

To get this goal, it is important to keep all the worksheets in a laboratory folder ready to be used when students attend their lab practices. Another alternative could be to have a digital backup of the material, uploaded in the virtual classroom so it can be printed before going to English laboratories (Maridueña, 2014).

Delimitation of the Study Area

This research was based on and supported with information collected from students of the different majors at the State University of Milagro, who took the English modules in March, 2015.

There were a total of 1,216 students attending the modules. The data was provided by Engineer Viviana Gaibor Hinojosa, who works as the English Department Assistant. She confirmed a sample of 25% out of the total (304 students). For this work, descriptive, qualitative and quantitative modality was applied, through a deductive and logical method. A survey with a pre-established format that contains 10 questions was applied as a data collecting instrument and the results were the base to obtain valid conclusions about this research.

The following formula was applied to get the correct number of students as a valid sample:

$$n = \frac{(N \times p \times q)}{(N - 1) \times E^2 + p \times q}$$

$$n = \frac{(1216 \times 0,5 \times 0,5)}{(1216 - 1) \times 0,003 + 0,5 \times 0,5}$$

$$n = \frac{304}{1216 \times 0,003 + 0,5 \times 0,5}$$

$$n = \frac{77,98}{3,898}$$

$$n = 20,00$$

$$n = 304$$

Design of a Sample

A random sample of students who were taking the vocational modules was selected to serve as a source of information for this study. These students had classes in different schedules during the morning, afternoon, and evening, but all of them were attending the first or second English modules. The sample was made up of 304 students.

Surveys to the students

A survey with 10 questions related to the use of different kind of material as motivational resource to the learning of English language was applied to students of first and second modules. This instrument lets us know the students' opinions about how they used to feel when they attended their laboratory hours, as well as their ages and needs in order to really develop the language skills through useful autonomous work.

Results

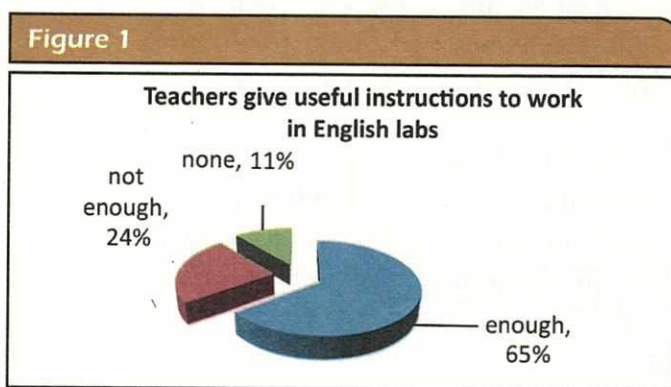
The information that was gathered through 304 students, who took the surveys, was analyzed in order to identify the bases that support this research. These results were definitely convincing of creating innovative and motivational material that provided students other types of activities different from the conventional ones that can encourage learners to participate and get involved in the laboratory practices. It is important to mention that in this survey 86 respondents were male and 218 were female.

Student's survey result

Question 1. Do you consider that teachers give useful instruction to work on the different activities in the English laboratories?

Alternative	Frequency	Percentage
Enough	197	65%
Not enough	73	24%
None	34	11%
Total	304	100%

Source: Vocational English Modules



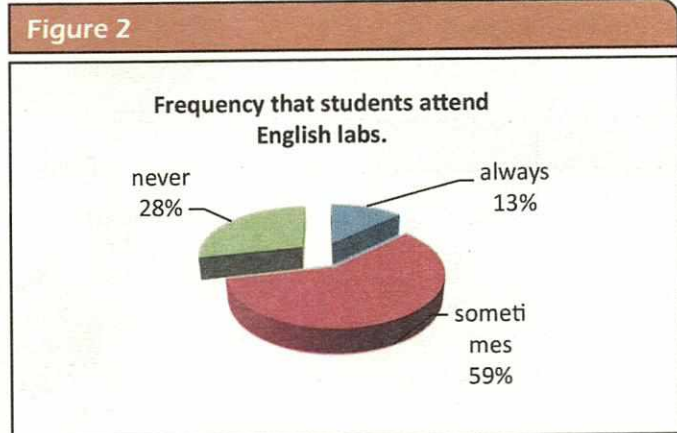
Source: Vocational English Modules

Analysis: In question 24% of respondents indicated that teachers do not give them useful instruction about the activities that they have to develop in the English laboratories. This seems simple but is the main cause for other problems in the teaching-learning process that gets bigger when we are dealing with a foreign language. This cause and its consequences are the base that encouraged this research in order to propose a possible and suitable solution.

Question 2. How often would you like to attend English labs?

Table # 2		
Alternative	Frequency	Percentage
Always	40	13%
Sometimes	178	59%
Never	86	28%
Total	304	100%

Source: Vacational English Modules



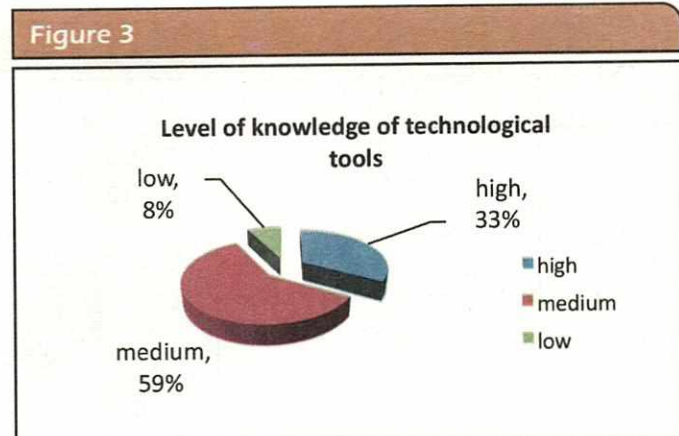
Source: Vacational English Modules

Analysis: In Question 2, concerning the frequency with which the students would like to attend English labs, 13% of students chose the option "always". However, 28% expressed total rejection to attend English labs for their practices. The use of worksheets arouses the students' interest to develop English activities in the laboratories.

Question 3. What level of knowledge do you consider you have about using technological tools?

Table # 3		
Alternative	Frequency	Percentage
High	101	33%
Medium	180	59%
Low	23	8%
Total	304	100%

Source: Vacational English Modules



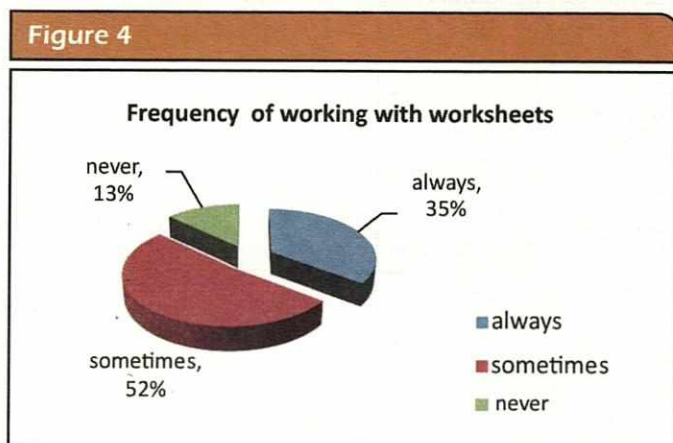
Source: Vacational English Modules

Analysis: Question 3 is related to the level of technological tool knowledge by the respondents. 8% mentioned that they do not use technological equipment appropriately, so they are not proficient when practicing in English labs.

Question 4. How often would you like to work on exercises that were designed by your teacher to be used in English lab worksheets?

Table # 4		
Alternative	Frequency	Percentage
Always	107	35%
Sometimes	157	52%
Never	40	13%
Total	304	100%

Source: Vacational English Modules



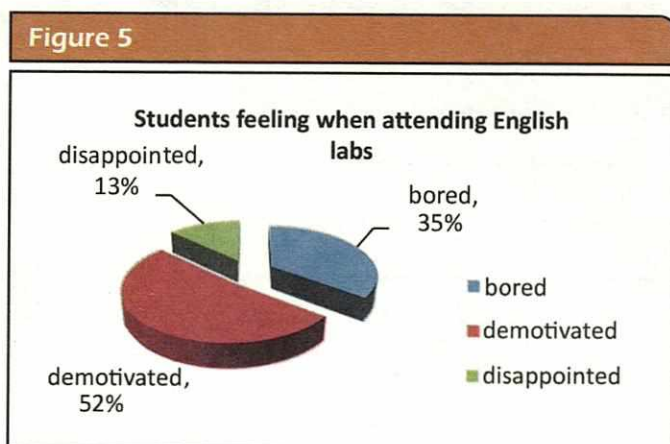
Source: Vacational English Modules

Analysis: Question 4 regarding the frequency with which students would like to perform activities in laboratories using worksheets developed by their teacher, 107 students, which means the 35% of the total, expressed their agreement to this type of resource to improve language learning.

Question 5. How do you feel when you attend English labs but don't know what to do?

Table # 5		
Alternative	Frequency	Percentage
Bored	107	35%
Demotivated	157	52%
Disappointed	40	13%
Total	304	100%

Source: Vacational English Modules



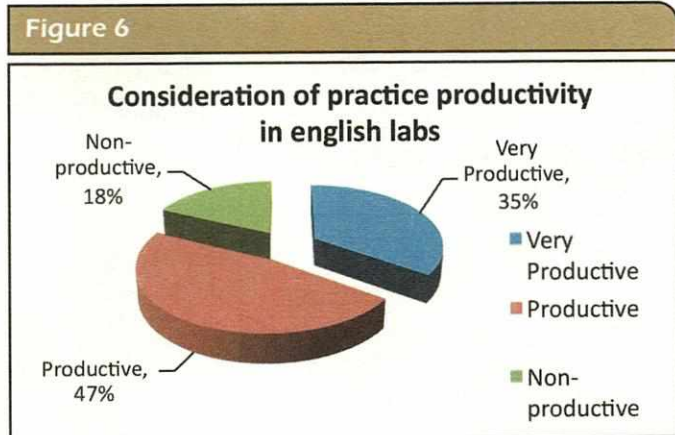
Source: Vacational English Modules

Analysis: In Question 5, which is related to the uncertainty of not knowing what to do when students attend English laboratories, 35% of respondents mentioned that they feel bored, and 52% unmotivated. This promotes the need of motivating students when providing worksheets so that they can develop activities in laboratories in a different and motivational way.

Question 6. How productive do you consider your practices at English labs?

Table # 6		
Alternative	Frequency	Percentage
Very productive	106	35%
Productive	144	47%
Non-productive	54	18%
Total	304	100%

Source: Vacational English Modules



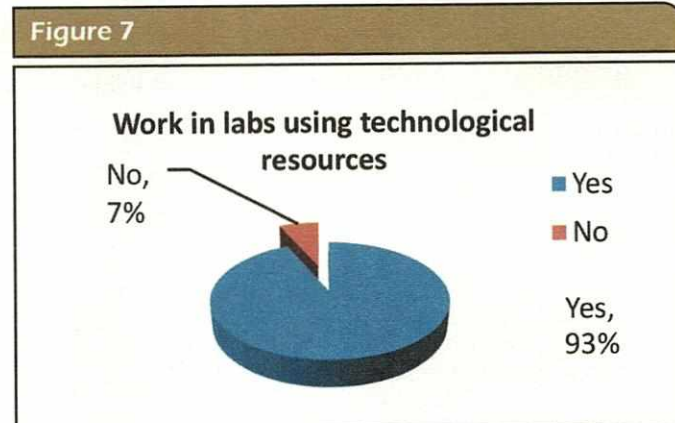
Source: Vacational English Modules

Analysis: In question 6, related to the opinion of respondents' opinion about productivity in labs, 35% claimed that they are Very productive, 47% Productive, and only 11% Non-productive, which means it is important to teach English in an atmosphere of motivated students to improve their level.

Question 7. Do you find it useful to work in English labs with the guide of your teacher when using the technological resources that are available there?

Table # 7		
Alternative	Frequency	Percentage
Yes	284	93%
No	20	7%
Total	304	100%

Source: Vacational English Modules



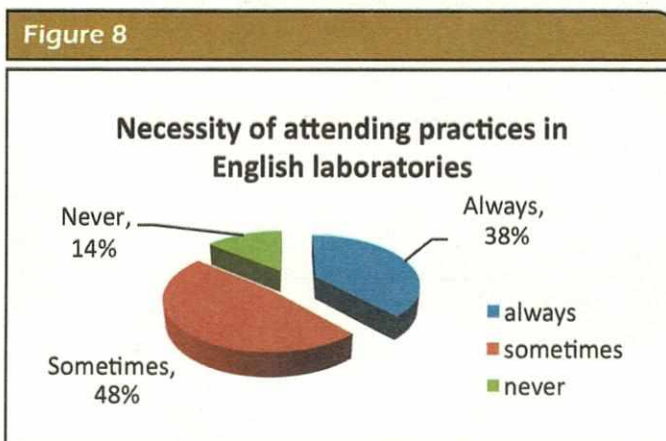
Source: Vacational English Modules

Analysis: In Question 7, related to the work in English labs using available resources that are available there, 93% of students indicated that they are willing to use the technological advantages that are in both laboratories; on the contrary 7% are averse to work on this activity. This means that with the help of teachers, students can perform their practices efficiently by using the lab resources.

Question 8. How necessary for your studies do you consider to attend practices in English laboratories?

Alternative	Frequency	Percentage
Always	116	38%
Sometimes	145	48%
Never	43	14%
Total	304	100%

Source: Vacational English Modules



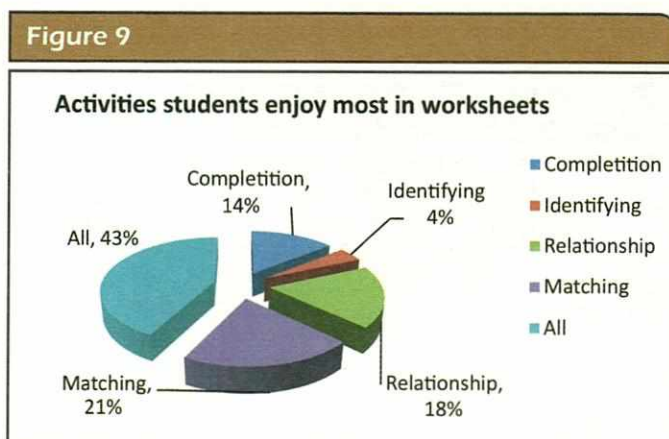
Source: Vacational English Modules

Analysis: In this question, 38% of respondents indicated that they need to constantly attend practices in the English laboratories, while 14% of them stated that they do not have any interest in it. This fact lets us know the need of improving the teaching process by incorporating different kinds of activities which are the ones that change the students' attitude and motivate them to learn and attend English lab practices.

Question 9. What types of exercises do you enjoy working most in worksheets

Alternative	Frequency	Percentage
Completion	43	14%
Identifying	13	4%
Relationship	56	18%
Matching	63	21%
All	129	43%
Total	304	100%

Source: Vacational English Modules



Source: Vacational English Modules

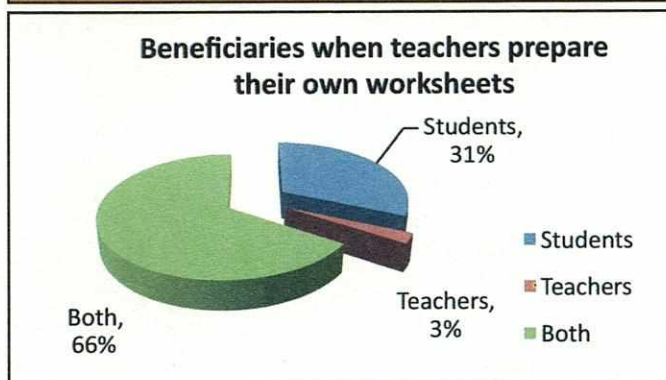
Analysis: Based on this question, 14% of respondents mentioned that they like to work on completion exercises; while 21% stated that they like activities of linking words, and a large percentage (43%) were in favor of working with all types of activities. This result proves that the kind of exercise presented to students in worksheets does not matter; they enjoy working with all of them because learners find that varied exercises are really meaningful and useful for their studies.

Question 10. Who do you consider will be more benefited when teachers prepare their own worksheets?

Alternative	Frequency	Percentage
Students	96	31%
Teachers	8	3%
Both	200	66%
Total	304	100%

Source: Vacational English Modules

Figure 10



Source: Vacational English Modules

Analysis: On this last question, regarding who will benefit the most teachers or students when teachers prepare their own worksheets, 66% of those who took the survey stated that both students and teachers will be benefited with this action because learners have more choices to work on and also teachers get more skills on developing useful material for students.

Conclusions

This research highlights the importance that motivational material has in the learning process, especially when it is used as the main one in the laboratory practices, turning these teaching aids into a valuable and useful type of resource.

The activities that are included there, result engaging for students and are really meaningful to develop and reinforce the language skills in a different and enriching way.

Recommendation

The State University of Milagro has a regular staff of 16 professors most of whom are always trying to improve their teaching methodology and encourage students to the learning of English language as an important and valuable tool for life and for their professions. However, some of them do not have the time, willingness and knowledge of appropriate methodology to create these types of worksheets that help students to

carry out different activities in the English laboratories (Maridueña & Ledesma, 2015).

According to this, worksheet development is important, which will serve as a model to be followed by other teachers so later they can be able to produce their own ones, offering students a high quality education that can be in accordance to the new trends in this field (Maridueña et al., 2015).

Besides, it is recommended to teachers to have continuous training in the use of technological resources so that they can handle and use IT equipment efficiently, making them an essential part in their teaching process. This barrier must be overcome to become teachers more creative and be able to present interesting material to students. This situation was demonstrated by Lic. Jacqueline Maridueña, (2014), in the indexed article, "Technological Interactive Resources and its impact on English inter-language", published in the Scientific Journal RES NON VERBA at Ecotec University (Maridueña, 2015).

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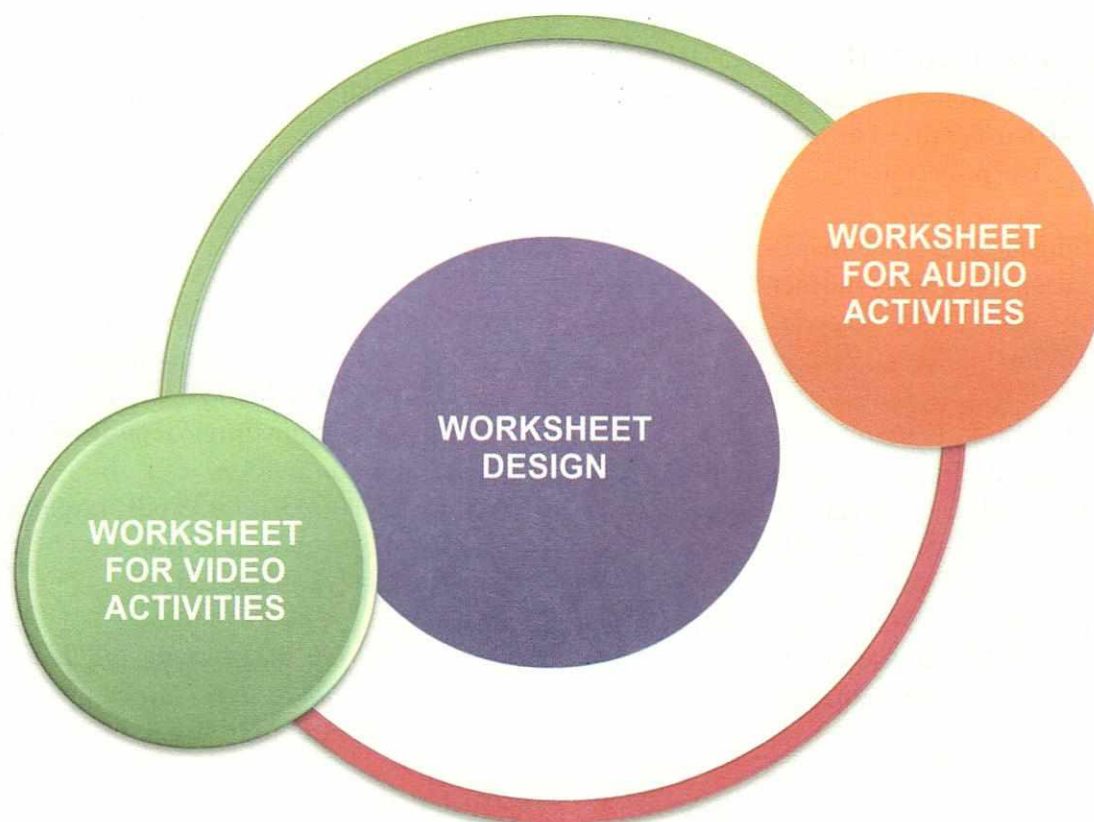
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10. ANNEXES

Annex 1 PROPOSAL



Source: Jacqueline Maridueña

Annex 2**DESIGN OF WORKSHEETS****ACTIVITIES**

To design worksheets for audio and video activities it is necessary that teachers know the contents of the different levels of the programs that are installed in the English laboratory computers. With this information, teachers will be ready to create or design a lot of worksheets that result engaging to the learning process in a disguised but effective way.

• WORKSHEETS FOR AUDIO ACTIVITIES

This type of resource is useful for students because they practice and enjoy identifying the correct information to complete the activities (Maridueña, Activity Lab, 2014).

SAMPLE (MODULE 2)

FACE 2 FACE ELEMENTARY – UNIT 7A – EXERCISE 8 a) (Canning-Wilson, 2000)

Listen to questions from the interview. Fill in the gaps.

1. _____ Ian Fleming _____ for the _____ Secret Service too?
2. _____ Fleming _____ a license to _____'?
3. _____ he _____ for the Secret Service after the _____?
4. _____ Fleming and Bond _____ to the same _____?
5. When _____ Ian Fleming _____ the first Bond book?
6. _____ he _____ a lot of _____?

SAMPLE (MODULE 2)

FACE 2 FACE ELEMENTARY – UNIT 6C – EXERCISE 5 a) (Canning-Wilson, 2000)

Listen to parts of the conversations. Match sentences 1 – 8 to responses a) – h)

• WORKSHEETS FOR VIDEO ACTIVITIES

In this section, the activities should be very specific because it could be confused for students when teachers do not give the correct information to work.

SAMPLES (MODULE 2)

STRUCTURE: SIMPLE PAST TENSE OF REGULAR AND IRREGULAR VERBS

INSTRUCTIONS: The students will watch the video 14 of New Interchange INTRO. After that, they will work on the activities in this paper.
This is a story about Rick's weekend.

SENTENCES	RESPONSES	NUMBER	LETTER
1. I was really ill on Saturday	a) Oh, right		
2. I had a really bad cold.	b) Wow!		
3. I stayed at home.	c) Oh, dear.		
4. I went away for the weekend. To Italy!	d) What a shame.		
5. We went to Rome – it was wonderful!	e) Oh, great!		
6. We stayed with some old friends.	f) You're joking!		
7. I worked all weekend.	g) Oh, nice.		
8. It took me ten hours.	h) Really?		







Fill in the gaps with the correct verbs in the Simple Past form. (Allington, 2012)

Rick _____ (meet)¹ his friend George in a school cafeteria and he _____ (decide)² to tell him about his weekend. It _____ (happen)³ when his parents _____ (leave)⁴ him alone for a day. Rick _____ (put)⁵ a pizza in the oven which _____ (catch)⁶ fire because he _____ (forget)⁷ it, when he _____ (call)⁸ a friend.

Write the verbs that are used in the rest of the story. Use the Simple Past form.

- ¹ He _____ the garage.
- ² Rick _____ the kitchen.
- ³ George’s weekend _____ fantastic.
- ⁴ He _____ his father’s new car.
- ⁵ The firefighters _____ a mess.
- ⁶ He _____ a problem.

Match A and B according to the video. Write the number into brackets.

A	B
() Rick talked to his friend Julia.	() 
() Rick drove his father’s car.	() 
() Rick watched TV.	() 
() Rick cleaned up the kitchen.	() 
() A fire started in the kitchen.	() 
() Rick called for help.	() 

FACE2FACE ELEMENTARY – UNIT 6C – Showing interest 1 -VIDEO – MIA AND TOBY’S WEEKENDS. (Debbie, 2007)

Watch the video. Answer the questions.



QUESTIONS	ANSWERS
1. When did Mia go to Cambridge?	1.
2. Who did she meet there?	2.
3. Was it great?	3.
4. How was Toby's weekend?	4.
5. What happened to Toby?	5.
6. What did he do?	6.
7. Did he find the wallet?	7.
8. What did Toby ask Mia?	8.

STRUCTURE: PREPOSITIONS AND VOCABULARY-SIMPLE PAST TENSE.

INSTRUCTIONS: The students will watch the video 2 of New Interchange INTRO "LOST AND FOUND". After that, they will complete the activities in this paper.

This is a story about Sandra's flight. (Allington, 2012)

3 GET THE PICTURE. Watch the video and complete the different activities.

Check (✓) *True* or *False*. Correct the false sentences.

The newspapers are under the desk. _____ () ()

The tissues are in front of the purse. _____ () ()

The purse is behind the newspapers. _____ () ()

The glasses are inside the makeup bag. _____ () ()



4 WATCH FOR DETAILS. What does Sandra look for? Number the things from 1 to 7.

_____ her passport _____ her sunglasses
 _____ her glasses _____ her wallet
 _____ her dress _____ her shoes _____ her suitcase



7 WHAT DID THEY SAY? Watch the video and complete the conversation.

Sandra is looking for her things.

Sandra: Anne!

Anne: What?

Sandra: _____ glasses _____ not here.

Anne: _____ they _____ the bathroom?

Sandra: _____ don't know.

Anne: No, _____ they are, inside _____ makeup bag.

Sandra: Good, _____. Now, where is my _____?

Anne, where's my _____ dress?

Anne: _____ new dress?

Sandra: Yes, yes. My _____ dress!

Anne: It's in your _____, Sandra, please hurry! _____ late!



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