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Influence of Mass Media on English Learners' Academic Development. Case of English IV Students of the Economic Sciences School, at the University of El Salvador, Second Semester of the Year 2015

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## INTRODUCTION

When an individual is stating that he or she is starting to study a target language, a common advice comes in the popular wisdom: Use the Mass Media. Some segments of the general public in the target language have been saying that the Mass Media are a detriment to the language gaining. This is treated mostly in the learning of the mother tongue as noted by Aitchinson et al. (*Language Myths*, 2005) but not much work has been done in a place where the target language is a foreign language.

The cost of equipment is going down, which makes it easier for students to buy or acquire some equipment such as laptops or very powerful cell phones. And thanks to the actual coverage of telecommunications the capacity to get online and consult for something is incredibly easier as well. This translates into the capacity to get authentic materials at a whim.

One of the most constant mentions when dealing with Mass Media and one that several individuals will take around Wertham's idea that some aspects of Mass Media are detrimental to the learning and wellbeing of the individual. Most of those negative mentions are around the areas of graphic novels, comics and video games. Aitchinson (2005) mentions that the notion of Mass Media being sloppy is a perception had by several individuals; it is not a new complaint as the ball has been passed by several groups for years. However, Van Eck et al. (2005) mention that the use of serious games can deal to substantial learning.

Which is the actual coverage of the Mass Media in the individuals? What are the consumption habits in the students? How much of it appears in the grammar skills and understanding of them? These are several questions that this study seeks to answer.

This thesis is made up of the following chapters: Research questions – general and specific – which generate the corresponding objectives. Next part is justification, which highlights the importance of this research. The theoretical framework follows this document by presenting different sources and points of view. Methodology comes next, which refers to the different procedures followed by the researcher. Afterwards appears Data Analysis and Interpretation chapter, which shows the findings obtained in the research. Conclusions and Recommendations are presented later. Finally, the researcher includes the references consulted and the appendices, which contain information on the research procedure.

Influence of Mass Media on English Learners' Academic Development. Case of English IV Students of the Economic Sciences School, at the University of El Salvador, Second Semester of the Year 2015

## I. RESEARCH QUESTIONS

### A. General Questions

- 1) What is the Influence of Mass Media on the academic development of English IV students at the Economics School, University of El Salvador?
- 2) How do the Mass Media motivate English IV students' learning of English as a foreign language?

### B. Specific Questions

- 1 What is the Influence of Mass Media on English IV students' academic development in terms of grammatical knowledge?
- 2 How much time is spent by the English IV students on the materials in the academic development in their leisure time?
- 3 Which are the media consumption habits of the English IV students?
- 4 Which is the motivation level of the students regarding English language learning as a result of Mass Media's influence?
- 5 What is the social influence of the media consumption habits on the English IV students' grammatical accuracy?

6 What is the influence of Mass Media on English IV students' vocabulary and spelling?

7 How much of the English vocabulary, and the corresponding spelling, is influenced by the Mass Media?

8 What is the reflection of the students' consumption of Mass Media on the macro skills as well as grammar?

## II. RESEARCH OBJECTIVES

### A. General Objectives

1 To determine the influence of Mass Media on English IV students' academic development in order to corroborate the most common advice for the students.

2 To determine the influence of Mass Media on English learners' academic development in order to determine how it influences the understanding of Explicit and Implicit Grammar.

3 To observe the motivation level of the students around the language itself so as to determine ways to encourage students to learn the English language.

4 To measure the influence of Mass Media on students' English vocabulary and spelling in order to contrast the vocabulary of the consumers compared to those that avoid using the Mass Media in support of the learning of the English language.

5 To determine how Mass Media motivate the learning of English as a foreign language among the English IV students with the purpose of determining how it can be used in support of the learning of the English language.

### B. Specific Objectives

1 To measure the time spent by the students on materials that could help their academic development in their leisure time in order to determine how much of it is of actual benefit for the students' learning of the English language.



2 To observe the media consumption habits by the students to see which pieces of the Mass Media have more influence on their academic development than the others.

3 To discover how much the social influence on the media consumption itself is with the purpose of determining the effects on the consumption.

4 To measure the interest of the English IV students in the English language in a place where it is a foreign language, as well as a tertiary course, in order to gather a cleaner sample.

5 To measure how English vocabulary is transmitted by Mass Media in order to determine the possible benefits of the Mass Media on the students' lexicon.

6 To determine how the Mass Media motivate the students' learning of English as a foreign language so as to determine the benefits it gives to the students.

### III. JUSTIFICATION

Whether teachers like it or not, Mass Media have a role in the students' learning process, but it is not exactly in a rosy situation when viewed by the followers of the "traditional devils in the place of saints". When dealing with Mass Media, the usual view is that it is a leper that must be avoided and that at best the only use is the virtual classroom as in the case of Moodle as it is just a virtual classroom, which maintains the view of just the dependency of the classroom as the only viable option for the learning being by itself a "norm". Part of the issue can be viewed by taking this extract from Jean Aitchinson's (1998) in the following terms:

"The delusion that our language is sick is therefore a recurring one. What changes are the culprits of this supposed linguistic slide? These vary. Parents, teachers, the press, have all been blamed. But in recent years, the media –television, radio, newspapers – have been widely criticized as linguistic criminals."

"In the twentieth century, complaints about media language have escalated, above all because of the advent of radio and television. This has added concern about spoken speech to that about written: 'We are plagued with idiots on radio and television who speak English like the dregs of humanity,' bemoaned one letter-writer. 'I have two young children... who try to keep afloat in a flood of sloppy speech poured at them from the television set,' raged another.'" (Aitchinson, 1998)

As seen by many individuals, the problem could be seen as the fact of the reflection of the language in the field, or fields if the Mass Media work on specific fields like Chemistry and Biochemistry, for example. Therefore, the view of words and expressions, the changes of some words and the changes trigger some of the rage

towards the Mass Media by just the change of meaning of words as noted by Peter Trudgill (1998).

So if we take the whole myth package that is sent on the relationship of the Mass Media and the English language, then the conclusion is that the myths and preconceptions against it make the whole idea of using the Mass Media being akin to using arsenic on the students' learning. A big portion is framed after the idea of Fredric Wertham and his biased study *Seduction of the Innocent*, which was made against comic books as just a tangent touch of some of the criminals. So if some "eminences" talk against anything, then the majority of people will end up following what is said, whether they are right or wrong, instead of questioning; which turns out to deal more damage than good, since in the case of Wertham it was more on finding fame and a scapegoat than doing the deep investigation that was required.

Contrary to some of the pundits' views, we have the most common advice, which encourages the use of Mass Media in the learning of the language itself; but, what does this entail?

Different researches in different fields such as Anthropology, Linguistics and Education, among others, have noted that there is something of truth in the common advice in the aspects of the use of the Mass Media. Under the field of Anthropology, the researcher Patricia M. Greenfield (*Videogames Revisited*, 1994) noted that there is a side effect of the videogame use on the users ended learning the multitasking skill. This is taken into account by J.V. Dempsey (*Elemental Learning and the Pyramid of Fidelity*, 2010) who states that learners using well crafted games that aren't tuned as Edutainment can be actually used for learning.

## IV. THEORETICAL FRAMEWORK

### A. Generalities

“Personally, I’m always ready to learn, although I do not always like being taught.” – (Winston Churchill).

“Want to learn a language? Then use the Mass Media to learn it” is the most common advice when learning a language. The Most Common advice from the vox populi when it comes to language learning.

“The teacher (or the lesson) reaches up to the point where the student allows it.” - Erich Fromm.

Humans like stories, hobbies, games and so on and so they act on what attracts their interest. And students are human beings who act to a great degree based on their interests. So if they are interested in something, they are bound to looking for more information on their object of interest. Now thanks to the massification of the Mass Media (pun not intended), the individuals are more empowered than ever (as noted by Thomas L. Friedman (*The World is Flat*, 2005) since the capacity for access to information with any of the options of the Mass Media is by itself a game changer.

A traditional view of the Mass Media by the time this thesis is being written (2015) is that the Mass Media as a group are ruining the English Language (for more information please check Jean Aitchison’s work “*The Media are Ruining English*”) and in the best case scenario it should be treated as a “Carrot”, as in the “carrot and the stick” theory of motivation. But as the most common advice or popular wisdom says the contrary, it

brings out a dire contrast. Is the teaching community right or wrong to treat the Mass Media and games that are not Edutainment as a disease? Are the diverse ways of the Mass Media that approach the students improper and the way given in class the only “right” English?

Mass Media in themselves can be a detail when dealing with English (or any language) as a foreign language; but as students have access to it, the fact is that it is a mirror of how it is spoken in a certain period of time. Language itself is alive and Mass Media are a reflection of it. So a TV show or a movie will reflect all the aspects of language and culture. This can be seen more blatantly in what is called “long runners” of television, for example, BBC’s “Doctor Who” series. A distinct contrast on social views and some in the RP, Received Pronunciation, is shown when checking two episodes from “Doctor Who” series from different years like “The Tomb of the Cybermen”, and “The Fires of Pompeii”. So by taking the fact that we receive a reflection, as noted by Aitchinson, of what is being used in society: Is it actually wrong to use Mass Media? Is it a diseased language the one used and transmitted by Mass Media? Are the people behind Mass Media those who do not care about language? (Aitchinson’s dirty fingernails fallacy)

Individuals like stories. In the past they used them not only for entertainment, but also as guidance. In some cases the cultures have shortened them to the bare bones or are banning some topics in such stories. This can be seen as the lack of the stories needed and the conversion of many to the “fast food” equivalent. If the stories are poor and too predictable, as in the case of the soap operas repeating the same pattern over decades, it can turn people away from them and they start looking for them in other places. Joseph Campbell in his book “*The Hero with a Thousand Faces*” (1949) makes several mentions of people recurring to stories as guidance, and can be clarified and summarized by using Pinkola Estes’ introduction to the 2004 edition:

“One of the most remarkable developments that criss-cross the world, no matter how urbanized a people may become, no matter how far they are living from family, or how many generations away they are born from a tight-knit heritage group—people everywhere nonetheless will form and re-form ‘talking story’ groups. There appears to be a strong drive in the psyche to be nourished and taught, but also to nourish and teach the psyches of as many others as possible, with the best and deepest stories that can be found. For those who are able to read, perhaps the hunger for stories may be partially met through the daily reading of a newspaper, especially those rare kind of heroic stories to be found in longer feature articles. These allow the reader to ‘be with’ the story, to follow the leitmotifs patiently, to give consideration to each part, to allow thoughts and feeling to arise, and so to speak, to flood the fertile psychic delta.”

“When stories are shortened to ‘bytes,’ all the most profound symbolic language and themes —and thereby the deeper meanings and nourishments—are left out. The too-short or superficial story colludes in supporting a mad culture that insists that human beings remaining frazzled, ever on the run —rather than inviting them, by the telling of a compelling story at some length, to slow down, to know that it is alright to sit down now, that it is good to take rest, and to listen with one's inner hearing to something that is energizing, engaging, instructive, and nourishing in one way or another.”

“Sometimes an entire culture colludes in the gradual destruction of its own panoramic spirit and breadth of its teaching stories. Purposefully, or without awareness, this is done by focusing almost exclusively only on one or two story themes, inhibiting or forbidding all others, or only excessively touting a favorite one or two. Whether these narrowly defined or overly vaunted stories are predictable and repetitive ones about the

same aspects of sex or violence, over and over again, and little else, or they are about how sinful or stupid people are, and how they ought be punished—the effect is the same. The story tradition becomes so narrowed that, like an artery that is clogged, the heart begins to starve. In physiology, as in culture, this is a life threatening symptom.”

“Then the psyches of individuals may resort to scraps and tatters of stories offered them via various channels. And they will take them, often without question, the same way people who are starving will eat food that is spoiled or that has no nutritional value, if none other is available. They might hope to find such poor food somehow replenishing, even though it can never be so—and might sicken them to boot. In a barren culture, one or two fragmentary story-themes play, like a broken record, broadcasting the same notes over and over again. At first it may be slightly interesting. Then it becomes irritating. Next it becomes boring and hardly registers at all. Finally it becomes deadening. The spirit and mind and body are made narrower, rather than radiant and greater, by its presence, as they are meant to be” – (Estes, 2004).

All individuals love stories and will go to many ways to get their fix, so why don't people search for it in another language as well? The same will go for any interests the individual has, for the individual will search high and low for getting the information. At several points the language barrier will become an issue due to the competence zone and can be a motivator to learn the language, especially if the individual is aware on how the automatic translators can be inaccurate on whole documents.

There is also the fact of the translation degradation to be faced with the acquisition of the materials, as a lot of information is lost in the translation and further down the line if it is a process that gets repeated several times. While the materials in the original do

have the need for the occasional footnote, or several, it keeps the context and expressions properly. However, the vast majority of translations do not keep the expressions as they are or at least do not put the footnotes to explain expressions such as “silver lining”.

So while the consuming can be done gradually in the target language, starting from simpler texts up to more complicated ones, it can always start with the interest for the stories of the student herself/himself to make sure the “story vitamins” get inside the system and fill what is not gotten in the nearby section for the student. By taking the approach of the intrinsic interest for stories, the student can start consuming in the target language and gain vocabulary, and by that way the use of grammar (this is noted by Jeff Anderson in *Mechanically Inclined*). Does this mean we have to ditch grammar books? Not likely, as the issue is that once they see how things work in an implicit way then when the explicit time comes, the students will have previous knowledge and be able to bridge the knowledge inside in a more natural way.

#### B. Which are the differences between Structured Media and Non Structured Media?

Some authors such as Jean Aitchison (*The Media Are Ruining English*) have worked the idea that Mass Media are far more structured than they seem. However, some state-backed as well as private corporations hire qualified editors to work in accordance in the Orwell’s guidelines, which prescribe the use of appropriate terms in broadcast products. The contrast of the non structured media comes in the situation of the social networks where the thoughts to writing comes undiluted and the grammar, and several other things, get out as they are known by the author; moreover, the use of several acronyms



and abbreviations used there aren't in the way of clear English and can sound like a game of Bingo (like putting "B4" instead of "Before").

### C. Mass Media and the time periods

Any work is a reflection of the society, culture, and the time period it is released. So where and when it is released can say a lot of such period and place.

There is an interesting detail when dealing with how the Mass Media reflect everything as to where it is made, including several times the producers' ways to mess up things, and that is the way of speaking it is shown. The fact that language changes can be kept in record with the records of the Mass Media is there; for example, in the written form by taking the plays by Shakespeare in the Elizabethan era, the "*Lord of the Rings*" by Tolkien after WW1, and the *Discworld* series by Terry Pratchett demonstrate how the language has changed through the ages.

### D. Students and the Mass Media

There are several reasons why Mass Media and students are getting together be it for entertainment, social communication, etc. The relationship can start in several ways and keep going for as long as there is an interest on the students' part (case in point the social media trends), so the interest by the student can be seen as a motivation. So the

motivation of the students' interests can lead to consumption of the necessary information in any form that fits the student's interest. In other words, if the student is interested in something, then the student will look for information on that.

Particular terms or topics can be seen in some works shown in Mass Media which, can lead an individual to search for such item; that is, in few words a take on tangential learning. So by the tangential learning the individual will be taking some crash course by using materials that can range from YouTube videos up to serious books. This can be defined by curiosity and the individual's interest.

The tangential learning is one of the issues that pop up with Mass Media, particularly in comics and video games, given that the authors can take some other authors or references and distribute them onto the consumers; who in turn can be interested into learning more about the referred topic (for example, a series working on the aspects of space travel can mention some phenomena, accurate or not, which can lead to some consumer to work on aspects of space travel). So while some authors do take the time and research up to the time it is being made to reflect the knowledge of the field referred to, a decent number of fiction authors, others just go with the unknown as it sounds nice, a particular case is Stan Lee the author of many titles of the Marvel Comic Universe. However, in some cases it is more as a hidden bonus for people knowing the fields being referred to. This is particular for schools of philosophy as in the case of Quest's video game title "*Tactics Ogre: Let us cling together*" in which at some point there is a debate between characters in which one holds the Hobbes philosophy up to a point with the Social Contract while the other character uses a mixture of Rousseau's Tabula Rasa.

## E. Mass Media, and the relationship between Grammar and the four Macro skills

Grammar is usually seen in an explicit and implicit way. Obviously, in the classroom the viewing of it is on the explicit form “OK, give me a sentence in the Past Progressive” compared to what is seen in the actual use that can be seen in the following form: “Sir, which were your activities from 8 pm to 9 pm yesterday?” Any Media are a reflection of the language itself; the difference is the number of editors in the middle, so Grammar gets transmitted to the students in an implicit way.

Different parts of the Mass Media deliver or cater the four Macro skills, for example:

- Newspapers and Books: To the Reading Macro.

- Radio: Listening

- Television and Movies: Listening and Reading (if subtitles are used)

- Computers and Internet: depending on the uses, they can include all 4 macro skills.

Listening and speaking can be used with messenger programs such as Skype or platforms for Podcasts like Talk Shoe.

- Videogames: In most cases it can be seen as just the reading skill, but in some cases the listening and speaking skills are in motion. Other skills, not related to the language learning are learned as well, as noted by Patricia M. Greenfield (2009, *Videogames Revisited*) like the capacity to deal with several variables, the research and application of knowledge for tackling some challenges as noted by Bodi Anderson (*MMORPGs in Support of Learning: Current Trends and Future Uses*), etc.

- Tabletop Games: all four are involved if the game is kept in the target language. A prime example for the use of the four comes from the tabletop game series Dungeons

and Dragons (D&D for short) by Gary Gygax and Dave Arneson, which involves interaction between the players. Some computer programs like Vassal (mostly used for the Warhammer 40k games) can be used to play some of these in the target language. An interesting detail on this area is that tabletop in the beginning used a lot of interaction between the creators and customers via the now defunct Dragon magazine. The format of interaction is kept in digital form for several cases but one in particular is in the form of Mark Rosewater's MtG columns in WotC.

The skills are used and the implicit grammar is all around them in different levels of proficiency related to the interaction itself. Due to the passivity of some of them, as noted by Katrin Becker (2010), the interaction of some of them is limited (print, audio, television) compared to the others (storytelling, performing arts, digital games, tabletop games); so the interaction has the value to work as a motivation on this issue. And the motivation for this comes from interest and in several cases in the participation of the creation of the rules/objectives (Deming, 1950 and 1985).

The Jungian Archetype has an interesting factor to play with all this. While the original definition comes as a social hereditary factor, it can be seen as a capacity to play with the roles as the actors do in any play. This is played by some teachers by making the student to take the identity of a native speaker when in the class, for example the students in a German class can take the last names of famous people or the full names and a football fan student will take the name of Manuel Neuer, while the F1 enthusiast would take Michael Schumacher's name.

Karl Jung, one of the most prominent psychoanalysts, theorized that the individuals or better said humanity has highly developed elements in the collective unconscious and

called these archetypes. This can be deduced indirectly by examining the behaviour, images art, myths, religions or dreams. The archetype is an universal archaic pattern and imagery that derives from the collective unconscious and is the psychic counterpart of the instinct. These can be inherited or created with the interaction with the outside world and are evolving once they enter the consciousness and are given particular expressions by individuals and cultures.

In few words they are meant as the unclear underlying forms or archetypes that emerge images and or motifs such as the Trickster, the Priestess, the Fool, etc. By putting the contexts such as history culture and the individual these shape the representation and giving them content. These motifs are more precisely called archetypal images. Also it is common for the term archetype to be used interchangeably to refer to both archetypes and the archetype image.

#### F. The myth of Edutainment

“So why don’t I like edutainment? The problem is with the way that creators of today’s edutainment products tend to think about learning and education. Too often, they view education as a bitter medicine that needs the sugar-coating of entertainment to become palatable. They provide entertainment as a reward if you are willing to suffer through a little education. Or they boast that you will have so much fun using their products that you won’t even realize that you are learning—as if learning were the most unpleasant experience in the world (2004).” Mitch Resnick is a chief proponent of active learning through the use of well-designed technology as cited by Katrin Becker in her study “Distinctions Between Games and Learning: A Review of Current Literature on Games in Education”

Edutainment is the portmanteau of “Education” and Entertainment” and as such it is perhaps an elusive formula to make right. However, Education and having fun are not mutually exclusive terms but perhaps maligned to go that way in the recent decades, or centuries. This is opposed to the original meaning of the Greek word or concept skola which was on learning is fun and not a separate thing to be reunited in an amalgamation of words.

Bear in mind that an educational game is not “pure” entertainment. It has to include serious academic content. Devising such tasks can be challenging, and are easy to mess up. It is also noted that language learners frequently find foreign language curricula to be boring and/or frustrating (Franc, Lawton, & Morton, 2008). The issue of the lack of context and generating interest by working on the area of the “zone of nearby/proximal development” means lowering to the level of the students and it requires empathy as well as flexibility with the curricula. As noted by Dempsey (2005) with BBC’s *Mi Vida Loca* with the language learning.

Several individuals will mention the idea of the “gambler addiction” as well as the laziness generation and the non learning scenario. If it is done right there is the avoidance of the “gambler addiction” or the lazy part of the brain (that is the secondary mention against games) as some lateral thinking is reached. Examples where using this approach is done right:

The Age of Empires series: Videogame that portrayed a lot of historical events and Technology relevancy. The Civilization series takes this concept further.

Recettear: Basic economics teaching and the relation of market fluctuation with the economy.

Mi vida loca: BBC game related to teaching Spanish in a “novel” form.

Education is not a bitter medicine, but several individuals have that view for learning that they say to “cover” it with some entertainment. A well designed lesson is neither boring nor bitter, unless it is a cooking lesson around bitter dishes, as the motivation is present from the students as the primary part of learning. Thomas Friedman noted that motivation can be a pivotal point in the learning of topics that are taken as “boring and bitter” such as Greek Mythology; but if the motivation gets to exist then it can continue even after the student has passed such subject. Therefore, if motivation is there, then it can be carried onto several aspects of life.

Goethe has mentioned in his autobiography (recompiled in the Edinburg magazine) that he had interest in learning Latin but the teacher had killed his motivation.

Edutainment is often viewed as sugar coating and dumbing down several contents with the idea that “kids/viewers are morons” and that they won’t get the information presented. This might recall what Albert Einstein mentioned:

“If you truly understand something then you can explain it without technical words.”

(Paraphrased)

By taking into account the disdain of a majority of producers when making several edutainment products (TV Series, computer programs, etc) it is shown that the minimum factor is taken as a norm and possibly taken lower. Also regarding the creation of the edutainment products, specially videogames themselves, several individuals will bemoan that it is due to the lack of budget (cited by Katrin Becker); however, as shown in practice, the issue is that several are poor programs by themselves and there are very shining exceptions because the people behind them decided to go one

step further as proved by Verity Lambert and Sidney Newman, with a big help from the actor William Hartnell.

## G. Mass Media Reach

Kenichi Ohmae (2005) and Thomas Friedman (2005) did mention the changes by the reach of Mass Media over several fields, but one important factor they took into account was accessibility all over their works. Ohmae mentioned that education was a part of Ireland's miracle which was the capacity to shift towards the electronic age. That phenomenon happened thanks to the use of English rather than Gaelic in education. Such situation was accepted a bit grudgingly by traditionalist Irish people. At another point is the change of the access to information which is mentioned by both of them and goes at several levels. For example, Thomas Friedman alludes to the information access in the following terms:

“What does the flat world look like when you take all these new forms of collaboration and turbocharge them in this way? Let me give just one example. Bill Brody, the president of Johns Hopkins, told me this story in the summer of 2004: "I am sitting in a medical meeting in Vail and the [doctor] giving a lecture quotes a study from Johns Hopkins University. And the guy speaking is touting a new approach to treating prostate cancer that went against the grain of the current surgical method. It was a minimally invasive approach to prostate cancer. So he quotes a study by Dr. Patrick Walsh, who had developed the state-of-the-art standard of care for prostate surgery. This guy who is speaking proposes an alternate method—which was controversial—but he quotes from Walsh's Hopkins study in a way that supported his approach. When he said that, I said



to myself, 'That doesn't sound like Dr. Walsh's study.' So I had a PDA [personal digital assistant], and I immediately went online [wirelessly] and got into the Johns Hopkins portal and into Medline and did a search right while I was sitting there. Up come all the Walsh abstracts. I toggled on one and read it, and it was not at all what the guy was saying it was. So I raised my hand during the Q and A and read two lines from the abstract, and the guy just turned beet red."

“The digitization and storage of all the Johns Hopkins faculty research in recent years made it possible for Brody to search it instantly and virtually without giving it a second thought. The advances in wireless technology made it possible for the student to do that search from anywhere with any device. And his handheld personal computer enabled him to do that search personally—by himself, just for himself” (Friedman, 2005).

The information is more present than ever and it is not going away, as seen by the standardization of file formats, the capacity of connectivity as well as how several devices are getting cheaper thanks to the technological advances. This is not applied perfectly and seamlessly in several countries, be in the form of poor company practices or general inefficiencies in the bringing of the technologies (contrary to what Bill Gates did with the Grand Challenges in Global Health to deal with malaria in Africa) to the masses. Standardization can help with the capacity of sharing knowledge. The idea is that if connectivity is being applied and the capacity of acquiring the tools to connect is there, then there is an opportunity to deal with the empowering of the individual, in this case the student. The issue is that having computers won't deal with the deficit in education from the student herself/himself, but if using the right motivation, it can turn into the game changer for the student because the empowering will make the student

look for the materials herself/himself and by using the curiosity the learning can continue.

The capacity to get information is in several ways around and collaboration projects are a good way to get skills in several fields. The part of the English language as a communication tool is a good bonus if the students are cooperating with someone who does not speak their mother tongue and, therefore it becomes a good learning opportunity.

The capacity of connectivity and getting the newer tools is a promising way to get the individual started onto creating and learning by doing, which is important in the aspect of the education as it is not the subject in point to be taught but also in the learning the joy of learning.

The fact of technological costs is one important factor that is changing the field at the speed at which the Bugatti Veyron reaches in the longest straight road, and that is saying it in a slow moment. The whole aspect of technology in the hands of students is being accessible in terms of prices, even in third world countries like El Salvador. The fact that any smart student can check for extra information on the spot can mean that the student is empowering herself/himself. However this can be chained to Internet capacities of the location and any blocks to the service that are in the region.

Costs of new equipment are lowering themselves, if not remember the costs of first calculators and the cost for a new one now, which is leading to the fact that students are able to pay for some piece of equipment that allows them to access to said information. These new pieces of equipment are packing more power inside than the computers used for the Apollo program and can come with more tools at hand, something akin to Dick

Tracy's wrist watch (or even Penny's watch and laptop book in Inspector Gadget).

These pieces of equipment are available but that doesn't mean that everyone will use them, as well as many of the technologies available. Taking another extract from

Thomas Friedman on the fact of such technologies, here are his ideas on the matter:

“But while I am a technological determinist, I am not a historical determinist. There is absolutely no guarantee that everyone will use these new technologies, or the triple convergence, for the benefit of themselves, their countries, or humanity. These are just technologies. Using them does not make you modern, smart, moral, wise, fair, or decent. It just makes you able to communicate, compete, and collaborate farther and faster. In the absence of a world-destabilizing war, every one of these technologies will become cheaper, lighter, smaller and more personal, mobile, digital, and virtual. Therefore, more and more people will find more and more ways to use them. We can only hope that more people in more places will use them to create, collaborate, and grow their living standards, not the opposite. But it doesn't have to happen.” Thomas Friedman

Ohmae (2005) states that the new technologies are packing more tools than the individuals need at the moment but are there in case necessity appears, such as basic video editing. Therefore, the fact is that there are plenty of tools, and more are inside smaller devices than before, for the use but they won't make the individual whole; which contrasts with what some individuals think that having the projector (or virtual classroom) will be a better teacher. The most fitting image for the individual that overuses the tools and cannot work without them is that of the crutches. While it is not to say they should not be used, which is what several individuals would suggest or bully others onto doing. The issue is to gain the wisdom to know what and when to use the tools that you can afford to have; which thanks to the prices going down (especially if it

is for the ones that stop being the new one) means that the capacity to get more tools or work done with them is cheaper.

## H. Social Networks and the influence on the students

Social networks have some influence due to the idea of the “vox populi” (meaning the voice of the people). This is due to the fact that given that the society shapes a lot on what is actually said or written and can possibly change word meanings as noted by Peter Trudgill (1998). However it can also look like gibberish if it goes onto what can be seen as an acronym overdose, something akin to the military branches. The problem can be when it changes from fields as from social networks to academia writing. To start with an example taken from Thomas Friedman:

“Zoe Bambery, a senior at Walter Johnson High School in Bethesda, might send more than 100 instant messages—I Ms— during a typical evening. So during the SAT exam, the 18-year old found herself inadvertently lapsing into IM-speak, using ‘b/c’ instead of ‘because’ as she scrambled to finish her essay. “

“She caught herself and now is careful to proofread before hitting print. But she is hardly the only student to find IM phrases creeping into schoolwork.”

“‘They are using it absolutely everywhere,’ said Sara Goodman, an English teacher at Clarksburg High School in Montgomery County, who has worn out many purple and red markers circling the offending phrases in papers and tests.”

“Wendy Borelli, a seasoned English teacher at Springbrook High in Silver Spring, finds photo captions for the school yearbook sprinkled with shorthand such as ‘B4’ and ‘nite.’ A student who left on a brief errand to the office announced he would ‘BRB.’ . . .”

“It's not just teenagers. Some college professors say the lingo is popping up at their level as well. Jeff Stanton, an associate professor in the school of information sciences

at Syracuse University, said sometimes he is taken aback at how informal students have become in the way they communicate.”

“Stanton shared one of his favorite pieces of correspondence: ‘hi prof how are u culd u tell me my xm grade —tim.’ . . .”

“After several weeks of grading papers filled with IM-speak and other jargon, Goodman took matters into her own hands.”

“When the students showed up for class the following day, she asked them to read a paragraph she had written using many of the same phrases they used in their papers, ‘chaucer's the Canterbury tales r a scathing attack on the catholic church of the late 1300s... he uses the descriptions of many pilgrims (including several very sketchy religious dawgs) 2 deliver a veiled message about the mad corruption he like saw in the church the greed that some of his characters have 4 money, represents like the use of church scratch 2 build some pretty tight cathedrals.’”

“She said they laughed but understood her point.” (Thomas Friedman, 2005)

Now this is a point that many but many individuals will take as a club to say as a negative evidence to use the Mass Media as a support; but as usual the bias management is perhaps best defined by Clark Aldritch (as quoted by Katrin Becker):

“Part of the trap, of course, is that any new approach to education has to pass a theoretical, ideal, and rigorous standard that no traditional approach could.”

The issue is that while the Mass Media is in itself a reflection, it can be made clear by a healthy use of inside editing or in the thought process; however this has been already mentioned by the Structured Media and Non Structured Media section.

While there is the matter of reflection of language, it doesn't exactly mean to devolve onto several pieces of gibberish; this can be a bit of a contrast but it is based on the consumption and the audiences. In the previous example taken from Friedman, there is the issue of the IM speak sneaking into the academia, which is troubling but thanks to the solution by Sara Goodman (from the same extract by Friedman) it shows that there are ways to work around this issue. This can be seen as working around the work of market sectors and possibly niches, a sector is using the IM speak or jargon as an everyday basis and could be a problem if the student doesn't differentiate where to put the IM speak where it belongs. As some say, everything has a rightful place under the sun.

#### I. Online Communities for the hobbies

A hobby is intrinsic motivation that can be used to further the students' interest in language. Part of this is using the own motivation and lead them to further their horizons in their hobbies by using materials in the target language; however, this can be seen as in specialized forums and the learning of secondary skills (Greenfield, 2005).

If this is done in a right manner, it can lead the student to learn some specialized language, as most materials are in English, or translated into (or to) English first. However, one claim will go and say that the easier path will be only to the ones in the mother tongue, and it is not something easily dispelled, but by taking the motivation of

the student and some nudging on the teachers' part, then the student will consume the articles and / or use materials in English.



## J. Wikipedia, Online Sources and the Students

One of the most common complaints by teachers is the use, or better said abuse, of Wikipedia as a primary source of information. This is noted by Friedman as other authors who are using Wikipedia as a constant source but are aware that it is a self-regulated entity, as opposed to the Encyclopaedia Britannica which has several editors, which means that the Wikipedia community is checking the veracity of the information.

The issue of online sources being used, and or abused, is more often a call by some individuals to shun the whole use; but this is not exactly a viable way. Ohmae (2005) mentions that the information sharing is more common and several pieces of information becomes available (such as the one that is specific to individuals, extra if it is a certain kind of celebrity), Friedman (2005) mentions that he used Wikipedia as a way to get several pieces of information for his books; which leads to the point that even with the inherent problems that are with the internal moderation and editing by the community of Wikipedia the fact is that the cooperation effort is making advances on making it a reliable source.

While Wikipedia has the tendency to grow and moderate itself, it doesn't mean that it is not self moderated and full of rubbish. The starts of Wikipedia by the hands of Jimmy Wales and others were with several professionals at the helm. As the project ran out of money and changed to a wiki page to make it an open source, since it was too much a good project to let go to waste, made it what it is today. The moderation and several issues are discussed by Friedman in his interview with Andrew Lih:

“How, you might ask, does one produce a credible, balanced encyclopedia by way of an ad hoc open-source, open-editing movement? After all, every article in the Wikipedia

has an "Edit this page" button, allowing anyone who surfs along to add or delete content on that page. Its success starts with the fact, Lih explained, that "because wikis provide the ability to track the status of articles, review individual changes, and discuss issues, they function as social software. Wiki Web sites also track and store every modification made to an article, so no operation is ever permanently destructive. Wikipedia works by consensus, with users adding and modifying content while trying to reach common ground along the way."

"However, the technology is not enough on its own," wrote Lih. "Wales created an editorial policy of maintaining a neutral point of view (NPOV) as the guiding principle . . . According to Wikipedia's guidelines, The neutral point of view attempts to present ideas and facts in such a fashion that both supporters and opponents can agree . . .' As a result, articles on contentious issues such as globalization have benefited from the cooperative and global nature of Wikipedia. Over the last two years, the entry has had more than 90 edits by contributors from the Netherlands, Belgium, Sweden, United Kingdom, Australia, Brazil, United States, Malaysia, Japan and China. It provides a manifold view of issues from the World Trade Organization and multinational corporations to the anti-globalization movement and threats to cultural diversity." A Newsweek piece on Wikipedia (November 1, 2004) quoted Angela Beesley, a volunteer contributor from Essex, England, and self-confessed Wikipedia addict who monitors the accuracy of more than one thousand entries: "A collaborative encyclopedia sounds like a crazy idea, but it naturally controls itself." (Friedman, 2005)

It is to be noted that while Wikipedia is moderating itself out, it is still a work in progress. Individuals shouldn't ban the use of it, but to teach analysis and investigation (crosscheck information) to confirm what is in there is what is needed. Sometimes some

malicious intents can modify articles and the moderating is in itself not fast enough to get on it so some damage is out. However it doesn't mean that the NPOV policy is bad as shown in several articles such as the Globalization article.

There are other sites that are citing works or hosting digital copies of books. These sites host books that are hard to get by the regions, or even out of pocket's reach in the case of students. Even both options can overlap as in the case of overpriced books and scarcity of choice in the case of some countries like El Salvador. Such sites are useful for any researcher that is starting out, or any individual that is willing to start learning on the topics at hand.

In the past, the student was limited to what was available in the region, such as local libraries and bookstores. And now the student has access to so much more information that the issue becomes a problem for teaching the students to analyze the information (Friedman and others). This process goes contrary to the "banking" type of teaching which consists of depositing knowledge for memorizing it and not for analyzing it.

#### K. Technology and the Classroom

There are newer technologies every day and some of them are for using in the classroom, metaphorically speaking, but require a guided insight to use them. For example, the idea of a virtual classroom using technologies and platforms available for free, by repurposing the social networks themselves for example, can be done in an effective way as long as the insight and the culture themselves allow it.

Several individuals leave it only to the virtual classroom per se, which is usually a thorny issue due to the fact that the efficiency of these virtual classrooms is not only dependent on the hardware part capacities of the tools/networks but also on the capacities of the teachers.

It is interesting that while analysis is something that should be taking place more prominently in these times, there are a lot of prejudices embedded into our way of thinking as noted by Ohmae (2005) when describing the cyberites and how people can turn into one of them. This is perhaps best noted as a new culture that is going hand in hand with the globalization and how it makes people forget the prejudices, and how these are dangerous for the individual if such individual wants to grow.

#### L. The Play Element and Learning

It is interesting that in some minds and cultures the idea of “learning” and “playing” are two separate and very different concepts, while in some others the idea is intertwined to the point that both are taken at the same time. Huizinga (1949) stated in his work *Homo Ludens* that not only play is one of the fundamental in life and playing a role in several parts of life, including the part of learning, as well as some variations on what is done on the activity by our own actions. Basically play is defined differently by language and to some degree it has the character defined by culture, which can give the whole concept into another level when doing the analysis on the Japanese word (“Asobu”, which means play and/or visit for pleasure) and culture around play.

Perhaps one of the important factors and concept is the whole idea of the “magic circle”. This concept means that the individuals act out of free will, since if you force someone

then the spirit is lost, accepting the rules freely and giving the idea of “ordinary life”. In few words the individuals can think outside the concept of “ordinary lives” and immerse themselves in a way they can enter the game, be it a game of any of the following: skill, inventing, guessing, etc.

Several individuals will say that games are sterile and use the concept of gambling as a way to demonize the play element by saying it has no real application in the area of learning. Huizinga (1949) stated that as soon as play demands application, knowledge, skill, courage and strength, then the picture changes. An interesting view can come as noted by Greenfield (2010) that games end up teaching several skills and some of the applications in real life can appear. There is another issue that wouldn't come to surprise to any mathematicians and statistics specialists when it comes to the number management in such cases, one of the extreme cases was noted by Anderson (2010) with *Eve Online*'s economy.

Knowledge acquired in games and its application can vary for the “simple” aspect of physics, to language use, among others. The aspect of language use can be from the language the game is left in, as the option of only English is there, but thanks to improvements in space the lazy individual can choose to keep the mother tongue when playing. The language aspect however can play a role when the whole aspect of metagaming comes into play or in some cases the fan fiction elements as the language can help understand or craft what is needed by the individual.

Metagaming can be seen as the element of taking the inherent rules in the game system and managing them to improve efficiency of the player herself/himself. Given the nature of this, the specialized forums end up by bringing discussions on the topic of metagaming under diverse parts per game. The initial analysis packs are made in the

most common lingua franca which in the majority of cases is English, some people are bound to say it is Korean due to the popularity of MMORPGs in South Korea, which the individual that has the interest will have the option to consume in the target language or risk losing information in a poor automated translation. This can be seen as a link with the social networks as well.

An important factor is that games do bring the intrinsic motivation, something that Huizinga (1949) points out. Be it for the part of the play element, the search for being better, or even as some would say the search of perfection in a craft. So the extra materials can help to achieve the goal of learning the craft, and it can be seen as a secondary gain if what the student learns is the language to understand the object of her/his interest. So the game can be indeed a proper way to call for such motivation.

Competition is perhaps one way to make people work and sometimes it is limited to the classroom itself. It is interesting that while the idea of competition is one of the options used, it is just limited to the classroom. A careful variation of the use of this option can bring the students to gain dexterities in the target language by the idea of the competition itself; therefore it falls under intrinsic motivation by the play element. This can be jarring when the thought is that the language is the prime motivation itself, compared to it being the zone of nearby development or the next hurdle to pass to become better at a craft.

Riddles and the Socratic Method are fine motivation materials for students to learn. Riddles are denoted by Campbell (1949) as central part in stories, and to some extent in some Asian ways such as Zen.

The issue is that while in the traditionalists' ways of just putting knowledge in, as in a bank, the problem can come with the idea of free thinking or rationalization. However,

in the play elements and riddles when used in education mean a lot can be learned, and led that way by a pragmatic use of the Socratic Method. And the Socratic Method is leading to the discovery with questions. One important fact mentioned by Huizinga (1949):

“Truly, the Swiss clergyman who, in the land and the century of Pestalozzi, wrote a catechism for children and named it ‘The Little Book of Riddles’ (Rätselbüchlein) , little knew how near this title led him to the actual fount of all catechisms and creeds!” (Huizinga, 1949).

The fact that the riddles have worked on the teaching of several items means they shouldn’t be cut off. The play element of contest itself is useful to work several items on the teaching, when done in the right way.

Learning and having fun are not separate activities and the issue is finding the balance on the teaching part, so as to not murder the motivation in a gruesome way.

Work sheets and their equivalent, such as the work book, are common tools of the trade in language learning. A “serious” game can be used to support education when used with the correspondent correlation to avoid the work sheet syndrome. A factor noted by J.V. Dempsey (2005) when working his work *Elemental Learning and the Pyramid of Fidelity* points out the following:

“How does the framework connect to serious games and virtual learning environments (VLEs)? First of all, most of these environments are intended to support learning and/or the motivation to learn (Clark, 2007). As I discussed, there is a dichotomous support by educators for situated versus generalized cognition. Even so, few would deny that concentrating on learning real-life or simulated (elemental) tasks helps both learners and designers give attention to acquiring necessary and relevant schemata. That was a

harder thing to do not long ago. There were some digital games, like *Oregon Trail*, that went slightly beyond the norm. Many early educational drill-and-kill digital games (e.g., *Math Blaster*), however, have had commercial success but were decontextualized and showed a lack of creativity (Rice, 2007). These games were intended to build basic prerequisite skills, and essentially, they can be considered the electronic equivalent of the worksheets that have been used in the classroom for many years. So, they “fit” into the comfortable, vacant model of classroom babysitting. They were not really bad, but they were using an outdated and disconnected approach toward learning.”

“As serious games and virtual worlds become more sophisticated, educators are able to implement digital games and virtual worlds that allow for the accommodation of ill-defined learning tasks (Piaget, 1985). Games and virtual worlds allow for affordances (Gibson, 1977) with which the learner can interact in ways that reciprocate with the environment as a version of the real world, even if that world is simulated in an otherworldly way. Designing for elemental learning outcomes aids that reciprocal interaction” (J.V. Dempsey, 2005).

The phenomenon of learning by doing is perhaps one that is usable by several individuals who care, and thanks to the immersion factor, as well as the whole factor of the “Magic Circle” concept. Several games can be worked around the whole concept of skill building, as Dempsey noted, but mostly as prerequisite. Some games relate knowledge gaining (or the use or pre existing knowledge) and skill and therefore some complex games that encourage learning and some lateral thinking exist. To mention a couple: the *Age of Empires* series and *Dwarf Fortress*. However some individuals can be mentioning that this doesn’t touch the language learning, but in all fairness Dempsey mentions this:



“Let’s imagine you are the learner, and like many Americans, you only speak English. You decide to learn Spanish. Why is that? Perhaps sometime during your life you would like to live or work in a Spanish-speaking country and converse fluently with the people there. The actual elements outcome could be slimmed down a bit to “Converse fluently with the people in a Spanish-speaking country.” That is the real-life learning outcome you need to attain. There are a number of environments where this outcome could be acquired. The best and most obvious is in a Spanish-speaking country. Second best would be to make a friend with a native Spanish-speaker in your neighborhood and speak with your friend daily using only the Spanish language. Alternately, you could converse with a friend or a “video pal” in a Spanish-speaking country via Voice over Internet Protocol (VoIP) and streaming video using a computer webcam with a software tool like Skype. All three of these situations (living incountry, conversing with a local Spanish-speaking friend, or interacting via Skype) address the actual elements learning outcome because they maintain the highest fidelity to the real-life task. Being “in-country” is the highest fidelity environment because of all of the incidental language learning that takes place when you are immersed in a Spanish-only culture.”

“Now let’s say these choices aren’t open to you at the present time or you choose not to avail yourself of them. Your next best option would be to participate in a simulation or a simulation game that is entertaining enough to sustain your interest and designed systematically to support learning. Language simulations and simulation games promote learning outcomes at the simulated elements level. A friend tells you that the British Broadcasting Corporation (BBC) Internet site has an interesting interactive video simulation called *Mi Vida Loca. Mi Vida Loca* ([www.bbc.co.uk/languages/spanish/mividaloca/](http://www.bbc.co.uk/languages/spanish/mividaloca/)) is a BBC immersive video mystery. Set in Spain, it uses clever narrative and structured learning situations to help you learn

the basics of conversations such as getting directions, ordering a meal, shopping, interacting with a hospital, and so forth. As simulated learning environments go, it's fairly simple, but the story and characters are very engaging and the interactive story goes beyond typical tourist situations. (You make friends with a local journalist, a woman named Merche, who is stalked and eventually kidnapped by a corrupt land developer.) There is a good deal of incidental language learning beyond the topics being taught.”

“The elemental learning outcomes (actual and simulated) are supported by the synthetic learning outcomes of procedural understanding, conceptual understanding, and related knowledge. The Internet has countless sites with basic instruction, worksheets, and simple games (Hangman, Concentration, etc.). But, you decide to explore with *Mi Vida Loca* and see what you can find there first. That turns out to be a good decision, because the procedures, concepts, and related knowledge you learn there are situated in the video mystery simulation” (J.V. Dempsey, 2005).

In the case of “*Mi Vida Loca*” it is shown that by showing the issues applied in a well thought example in language teaching via a video game, Spanish to English speakers. By playing *Mi Vida Loca* the student has to go further than the tourist action list, which is used in the “Army Method” (which is very liked by traditionalists), but going through several details that are not usually listed in books. By using contextual information the student can build their own ideas on how things work, which falls under the mechanics as noted by Anderson (2005), and as such the student can work around more context based and implicit grammar of the target language.

Language learning can be supported by the use of the play element, immersion and the clever use of the concept of the magic circle is a key to use in the proper terms. The

intrinsic motivation of the play element and several of the cultural factors can be worked and/or learned if the game is well designed.

The fact is that a serious game can be taking the learning stages quite seriously before giving the player the test to see how well it has done some task or requirement in the game. Basically this is by working in step by step by showing and not telling the mechanics or the process itself. If done right, the individual can decide how to conquer the content and comment with it with other individuals in the target language.

In few words, serious games can work toward the students learning but the motivation part plays a big card on this situation. The problem can arise in the area of not wanting to move onto the target language due to laziness or “gang”/“clique” behaviour as seen in several communities for hobbies.

## M. Public Broadcast Systems

Do the Public Broadcast Systems have a say or do in this matter? The answer is yes.

While several of the Broadcasters have views on money and others, there is a set of issues that come at hand.

State owned broadcasting companies such as BBC, Canal 10 in El Salvador, TVE, and others have the issue of broadcasting different programmes to cater to tastes, entertain and teach... at the same time. Some of them have made wonders with very little budgets as instances such as OFCOM, for the BBC, make sure that the focus is on providing proper entertainment and teaching without being a bore.

Some examples on how broadcasting is made right, outside getting copies of others in the native language, come in the creation and broadcasting of some shows. A prominent example was from TVE in the creation of animated shows that depicted the book classics, like *Don Quixote* (which is by itself a doorstopper), in a way to interest the individuals in reading them, or at least knowing a bit of them. There are records of Canal 10 delivering English courses through the television with an actual teacher to do the delivery as well, while not in an advanced level but it conveyed the basics and some motivation to the students of that era.

Several skills being taught, as well as culture and if done right some morals and philosophy can be conveyed when things are done right. While the issue of subtitles and dubbing is difficult to tackle in few words it can be put this way: Subtitles allow the hearing and correlation to work, as long as the subtitles are done right. Dubbing means a loss of the original language and a possible problem if it has received a poor localization.

The fact that Tangential Learning appears more often in Mass Media is in itself a fact that cannot be avoided and could be used in the right way. Television with some shows such as *Star Trek* did make sure that the Space Race had people with motivation do so, as well as some philosophical parts in their thoughts in the original series. Several individuals got inspired by Star Trek to do some advances in science by the mentions of Tangential Learning, in fact several members of NASA joined by the ideas of Star Trek.

A detail that some might mention might come in the fact on how a series such as *Doctor Who* has played a factor in some individuals. In the original attempt it was made as edutainment as two characters were science and history teachers. But as the series progressed it got onto teaching some morals and giving some insight on actions as well as cause and effect, despite the whole time travelling. Insight on how certain eras worked, despite mixed with the ideas of some of the plots of the episode, are done right as in the case of the use of Child Labour in the past.

Do the Public Broadcast Systems be cut off this issue? No. In fact educators can work with them to make them better with the issues at hand.

#### N. The Distance between the Classroom and Practice

The problem which can lead to several levels of culture shock is when the theory to practice gap comes into play. This is more evident with the language in the classroom and in the field, perhaps best explained by humorist linguist Cunningham, who denoted this effect as “the language beyond the dictionary”. Another good point into this comes from the hands of Andrew Horvat (2000) when he mentions the fact that the “artificiality” of several books in terms of conversations, by the distance between the

lesson in the book and the real life conversation. In the example he uses from his life that the distance from the textbook conversation and the real life was in several years long, which caused him to burst into laughter when the textbook conversation happened in real life.

What is causing this issue? Perhaps a clinical approach to English, or any other language given that both Horvat and Cunningham used Japanese as the example in their books, can be at fault. This means that while it is important to know how the language works, the student must be able to work with it at another point instead of creating only the artificial setup (which can be seen as the General American and the Received Pronunciation).

The issue of the separation is that at some degree it can help the understanding by viewing it by parts. Learning how to make the components of a vehicle, without real applications can be troublesome. The troubles can come in several levels of Culture Shock; not only of language in practice but also in context management. Both Cunningham (2005) and Horvat (2005) mention this issue, but there is another one as it can lead to a time travel culture shock equivalent. That is when the individual ends up by talking a language form from another era in the present day with the natives of the language.

#### O. Translations and the materials

Another detail to be worked around the issue of translation, in terms of subtitles and dubbing, is that how much is done right, which means keeping the spirit of the work in question and dealing with the cultural values of both the source material and the target

language. This means that while doing a translation the best option is to keep it as close as possible to a neutral language without slang (unless the situation really needs it) and with a careful management of the target language's culture.

The issue can come on how much degradation and adaptation is done on the work itself, as it is known that several pieces are lost in the translation; therefore, the translators and adaptators work comes into the scene. In the early years of the digital era the translations were handled by very few people and the management of the issues was handled by the same person. In the area of Japanese translated into English, we have the case of Ted Woolsey. For the purpose of the issue, given that in the point of time the computer memory constraints were in fact very limiting, storage wise was (and still is) something frustrating, the handling of avoiding degradation and adaptation being a delicate item by itself for the whole culture issues as well as the language. This could be seen as handling the two factors in the following way:

Translation Degradation is how much the work is degraded in the translation. This one is a primary source of headaches for any translator, especially if that translator is conscious about the work itself. The issue is that in some translations instead of choosing a neutral sounding language the result ends up receiving the localization heavily. A proper translation must avoid abusing localization; but it is done a lot due to the fact that it costs more money and time, and to some extent the laziness of a translator who doesn't want to reach the neutral grounds and therefore making a good translation to that degree. In an example a translator can deface the original intent of a good neutral English sounding book to sound like a Mexican Spanish origin and losing several of the intents of the original in terms of language and ideas.

Management of the culture means how to explain details or expressions from a culture into another. This is a difficult part of translation and the reason why footnotes exist, some expressions might not have an equivalent and providing the explanation can give a better image. However, this is often overlooked by the controllers (not just of broadcasting but in education chiefs) who just want something out quick and cheap. This can lead to losing several pieces of context due to not knowing the aspect of the culture being meant, and in some cases banned by the same controllers since some of the ideas can be alien, novel or dangerous to the status quo.

So by not applying things properly, the individuals who consume the media cannot get what is meant originally, that is, one of the issues as part of the culture depicted cannot get through.



## V. METHODOLOGY

The method applied in this research is largely based on a survey and a diagnostic test due to the time constraints as well as the issue of it being a reflection at the time. The survey was made to work on the Mass Media consumption habits by the students and the proficiency text to correlate the consumption and the capacity of the students to deal with implicit and explicit questions.

The core of this study is interdisciplinary due to the different bases that can take different forms such as teaching sciences (general teaching), passing through Economics and taking Journalism as an obligated support.

This can be translated into the fact that there are several field observations that are not measured by the surveys and exams, such as the observation of students' consumption of the non structured media, in this case, the social networks. Another detail left in the observation by the researcher is the issue of multitasking and how it can affect the consumption of the listening materials, regardless of genres, which can show to be detrimental to the listening skill gains.

### A. Type of Research

The type is a mixture of qualitative and quantitative research with some notes from action research in the observations on the field.

## B. Analysis Unit

The analysis is the correlation between the grades in the implicit and explicit grammar sections with the time used with the Mass Media in the students' leisure time.

## C. Data gathering and Interpretation

The initial step was to separate the consumption habits into different levels or tiers:

In the first tier we have the "pure" section, i.e., the areas which have no interference from other language and, therefore, can be seen as a root. However, when someone translates his/her thoughts into English then there can be some translation degradation of the ideas, which is a trouble when even if the ideas are given properly, there is no "legalese English", so it falls under the clarity of thought.

On the "second tier" we have helping materials which can give a translation in some aspects, but the other part is the pure version better seen as non deaf subtitles, which are translations to the viewers' language; but given the translation degradation, there is a part of the idea lost due to it, bonus points if the translator or the translation team avoids going for a good translation and uses heavy regionalization on the work (as seen with certain houses in point three).

On the third tier is the consumption of materials that have a different audio than the intended original material (such as the original movie audio in English gets dubbed into Spanish), meaning that the use of it as support of the language is lost; an issue can arise by using it as a contrast with the original material by using some ideas from the

Grammar Translation Method but that is, in fact, a really small percentage. Also the idea is lost in the dubbing or translation and replaced by another by a high percentage. Given that at this point the media consumption is lost in the target language since it is into the students' native language or better known as Mother Tongue, this can be seen as consuming the translated book into Spanish or, even worse, dealing with a dubbing work that kills the consumption of the show.

The consumption is linked to the test results to the grammar used by the students.

The test results were divided in two main parts that were implicit and explicit questions. In the implicit grammar or implicit questions the students are dealt with handling of scenarios that are based on materials not seen in the usual course of most class' curricula. On the other hand there were explicit questions on grammar to provide a contrast.

#### D. Tools

A survey that measures the consumption type and the time of such consumption in the students.

An open question exam measures the students understanding of grammar and the lexicon.

#### E. Population

The population were students from the Marketing Department that is in the Economics School in the University of El Salvador.

#### F. Sample

The sample was taken from a random group coursing English IV during the second semester of the year 2015.

## VI. DATA ANALYSIS AND INTERPRETATION

There is a correlation of voluntary immersion and the test results. This is viewed by the fact of consumption and the test results themselves; however, this has the detail of motivation which is harder to measure and is logically the point where most of the garbage data were received. Furthermore, there are diverse details to notice when working with this datum.

There is an important detail when working with the Social Media postulate given the usual effects on using it: students tend to use most of it to communicate with their peers and a majority is in their mother tongue. Therefore, even if the use is in English, the use of the mother tongue will have a priority in the division of time with the social media and therefore the division will be in a 75-90% range of the use of such time in the third tier. The reasoning for this division is due to the nature of the individuals that most of the time will discuss with their peers in the mother tongue and that the relationships with individuals in other areas of the world have to be in a lingua franca, and for that it is the use of the target language. But given the reality, the contact in the target language is smaller. For more information on this, there are observations on regional public internet access points.

A vast consumption of music is observed in many cases; however, this can be a double edged blade when properly analyzed. In the meanwhile there are the issues of music and genres, as some jokes have mentioned that in some “songs” the lyrics can be only one word or just plain old nonsense sounding. However, the issue of music and genres is not the main discussion, as some people would say that the student would benefit more from one specific personal artist, rather than one chosen by the teacher. Furthermore, the call on some artists that have discernable lyrics can be recommended but not

enforced (for example, suggesting the consumption of music by rock bands such as Guns and Roses in some cases). Another detail is that music can be and is usually, just background noise for another activity the individual is doing at the moment and cannot be the sole receiver of the attention of the individual.

There are some cases of conscious consumption of Mass Media in the target language by the motivated student and it is shown by the capacity to understand the implicit questions and answer them. This is compared to the individual who has real no consumption on the target language and the results shown in the implicit section.

It has been observed that the consumption of Mass Media past a certain point actually generates an osmosis phenomenon if it is done right. This is because after a certain consumption of Mass Media, the students do not mark low in the implicit grammar section.

In the consumption there are brackets or ranges. At a certain bracket of consumption the students stop scoring low in the implicit areas; and if it is in materials that enforce reading, then the scoring is made on nullifying the lower scores faster.

There is perhaps the issue that there is a culture or aculture of not reading for pleasure, outside the social networks. This gives one of the issues regarding grammar and mostly spelling, not to mention the composition skill as a whole.

## Implicit results and B type consumption

In the columns we have the grade results in the implicit knowledge area and in the rows we have the consumption ranges in minutes consumed per week.

Count of B type	Column Labels														
Row Labels	5	1 0	2 0	2 5	3 0	4 0	4 5	5 0	5 5	6 0	6 5	7 0	8 5	Grand Total	
0-499	1	3	1	2			2		1			1		11	
500-999		1		1	1	1		1		1		3		9	
1000-1499						1	1			1	1			4	
1500-1999				1		1		1	1	2				6	
2000-2499													1	1	
2500-2999										2				2	
<b>Grand Total</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>33</b>	

### Data analysis

It is seen that the consumption of Mass Media blocks the appearance of low results in the implicit knowledge as the consumption gets higher.

### Interpretation

There is a clear tendency for the low results to stop appearing whenever consumption gets higher. While the dispersion exists on several levels, the tendency shows that the students who consume more tend to understand and connect the cues and extract more than the ones who do not consume the media.

It is observed that the higher the consumption in the target language, the scores for the implicit area of language tend to go higher.

The chi square test

The result is equal to 78.3027. This means that it ranks on the higher values of freedom degrees and on the accuracy area.

Conclusions

In theory the consumption of Mass Media allows the student to get a grasp of the situations thanks to the visual or the audio clues. The media consumption on audio visual materials is high, and the predominant one.

The accuracy on the implicit section tends, note just tends, to increase as more audiovisual materials are consumed. This means that the students can get a lot from a “larger than life” actor or two (note that this means actors who can do acting and not a blank expression for all the movies’ length).

Recommendations

Audio materials are usually left as background noise, as observed in most cases. The recommendation of a proper artist use is on the discretion of the teacher, but ultimately are the choice of the student as he/she will be the one consuming it.

The musical tastes and the learning of the languages is gradual. Therefore, no one can expect individuals to dive into certain artists right off the bat, as the tastes and enjoyment in understanding those is intertwined with understanding of a language and the target culture.



## Explicit results and B type consumption

In the columns we have the grade results in the explicit grammar area and in the rows we have the consumption ranges in minutes consumed per week.

<b>Count of B type</b>	<b>Column Labels</b>											
<b>Row Labels</b>	<b>17</b>	<b>2 5</b>	<b>3 3</b>	<b>3 5</b>	<b>41, 7</b>	<b>45, 8</b>	<b>5 0</b>	<b>62, 5</b>	<b>6 7</b>	<b>7 5</b>	<b>8 3</b>	<b>Grand Total</b>
0-499	1	1	1	1			7					11
500-999	1		3			1	2		1	1		9
1000-1499			2		1				1			4
1500-1999			3				1	1			1	6
2000-2499										1		1
2500-2999		1	1									2
<b>Grand Total</b>	<b>2</b>	<b>2</b>	<b>0 1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>33</b>

### Data analysis

There is the area of some blanks in the lower ends on the higher consumption and the curve or area where it is on the higher consumption bracket. However, there are individuals in that area of high consumption and ranging in the 25-33 area. These individuals are atypical results, but understandable because B type consumption consists of audio and audiovisual materials (not reading materials).

### Interpretation

The area of explicit grammar can be having a weakness due to the area of most of the consumption under B type being audio and video. This is, however, troublesome due to the fact that the context can deal with the same question being answered properly. This

is because context knowledge can be there, but not being students' explicit grammar knowledge. On another detail, it can also mean that there are some gaps in the current measuring tools, namely, the exam.

#### The chi square test

This test has the result of 60.51. Despite the abnormal data, it still lands on the high end freedom degrees and high accuracy.

#### Conclusions

Audio visual materials have diminished the lower end results, but are not as effective in the explicit grammar section.

The call of absorption can be mostly on audio cues and the spelling or verbal calls of some particular culture or subculture. Spelling can be seen also whenever there are visual words written in the audiovisual ways.

#### Recommendations

It is not unusual to say that the explicit grammar and mass media do not get along with each other based on the results of this section. However, as the chi square explains it, it means that the consumption contributes to learn as it brings some of the subconscious call as talked by Anderson (2005) when dealing with the teaching of the mechanics.

## Implicit results and A type consumption

In the columns we have the grade results in the implicit knowledge area and in the rows we have the consumption ranges in minutes consumed per week.

Count of A type	Column Labels															
Row Labels	5	0	0	5	0	0	5	0	5	0	5	0	5	0	5	Grand Total
0-499	1	4	1	3	1	3	1	2	1	4	1	2				24
500-999				1			1			2		1	1			6
1000-1499							1									1
1500-1999									1							1
2500-2999												1				1
<b>Grand Total</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>6</b>	<b>1</b>	<b>4</b>	<b>1</b>			<b>33</b>

### Data analysis

The consumption of reading materials in English is in fact rare. The consumption can in fact show some real improvement in the implicit area when it is consumed. The white area curve is more prominent on this one.

### Interpretation

Reading materials, and curiously videogames, that have text can in fact give some understanding of context in the target language.

### The chi square test

The result is 44, being in the 25 degrees of freedom and 99 percentage of accuracy.

## Conclusions

Consumption of materials that have a tendency for reading materials have a tendency to skyrocket the learning of the target language. This has, however, a caveat. Videogames are not all on the reading area as plenty can be directly on skills and very few verbal cues (as well as the clique area in MMORPGs)

Pure reading materials are in some of the smaller consumption types known in the sampling. This demonstrates that there is a lack of reading culture in the student body, or in society in general.

## Recommendations

Encouraging the students to read is something that needs to be done, but with appropriate materials, and not jumping directly onto Shakespeare or Clancy.

Like in the proper way reading starts, it has to be done gradually and done in ways that encourage the reading habit and not discourage it.

## Explicit results and A type consumption

In the columns we have the grade results in the explicit grammar area and in the rows we have the consumption ranges in minutes consumed per week.

Count of Exp. Res.	Column Labels											
Row Labels	17	25	33	35	41, 7	45, 8	5 0	62, 5	6 7	7 5	8 3	Grand Total
0-499	2	2	8	1		1	6	1	2	1		24
500-999			2		1		2			1		6
1000-1499							1					1
1500-1999											1	1
2500-2999							1					1
<b>Grand Total</b>	<b>2</b>	<b>2</b>	<b>10</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1 0</b>	<b>1</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>33</b>

### Data analysis

There is an actual curve on the area of effectiveness in the A type consumption and the explicit grammar results.

### Interpretation

Consumption of materials in the reading form is not as common as it should be, even in the students' mother tongue. However, the consumption in the reading form brings some curiosity and leads up to some influence on the explicit grammar results. It should be noted that some of the people that composed properly had some time in the A type consumption.

## The chi square test

The result is 46.4. Therefore, the result is landing roughly between the 26-27 degrees of freedom for the 99 per cent accuracy.

## Conclusions

The consumption of reading materials makes a short work on the low results when it comes to understanding the explicit grammar. This is, however, thanks to watching the grammar in question in practice and recalling the proper use in all situations.

Consumption of this class is often leading to a better understanding of spelling and, in some cases, of the composition skills per se.

## Recommendations

It is necessary to give the students incentives to start reading or playing games that have a decent amount of text in themselves.

## VII. CONCLUSIONS

There is in fact some influence of Mass Media on the students learning, but it depends on the students' motivation as well. This can be observed in the following facts:

1. The local culture, or lack of culture, has a decent say on this. While some sociologists can attest or observe, there is a copy mechanism in some cultures and in some Latin American countries there is a copy of the bad issues or patterns from outside cultures and not from the good ones and this is seen with the copy of the Entitlement vice, that is from the USA and a subject of study for sociology (also several jokes).
2. The idea of suggesting and inviting to the consumption of Mass Media can be used properly, but it has to be made in a gradual way. This means not forcing the personal likes of the teacher onto the student, but to let the student pick her/his personal options after some nudging or at least some introduction to a physical or internet site that hosts the materials in the target language.
3. In terms of the influence of the academic development, the Mass Media have a reach of influence at several levels. This is viewed at the influence on the target language's grammar and the four macro skills. However, it is shown that conscious consumption increases the influence and if the individual makes a conscious effort then the results will show in a positive way.
4. The motivation level is by itself hard to determine as the usual "lying metrics" go over the board, even if anonymity is offered. However, field observations and interviews show that there is an actual lack of interest in the vast majority of the Marketing students regarding the target language, as opposed to the results put in the actual surveys. This is perhaps one of the paradoxes observed in the results. There are

some individuals who truly care about learning the target language, but there is a majority of people who just want to “pass the subject and forget everything of it”.

5. High consumption can be linked to accuracy to a certain degree. In the cases where it is done consciously, the individuals DO improve. However, if the individuals take a stance of not caring or just the “background noise” type, then even high end consumption can make the osmosis phenomenon a lot less than it is supposed to do.

6. Consumption can bring the influence on the vocabulary and spelling based on the regionalisms that are faced. For example, an individual being exposed to only United States’ Mass Media will tend to develop some affinity to the General American (the accent most used in the US Mass Media) and to the US slang. This can contrast with the individuals who take a varied amount of sources and can pick up several pieces of English language and terms that can be a real contrast. For example, the rear part of the car will be referred to as Trunk in the US and be called Boot in the UK. This can be seen under the idea of “divided by a single language” and it is another topic.

7. Spelling can be influenced, as well as writing, given that the more the individual keeps on materials that emphasize reading and therefore enrich the individual’s lexicon to make it improve. This is curious as there are individuals who did some serious consumption and did get to do some real compositions in two questions that were designed that way. In few words, there is an actual influence and it is not a composition class.

8. The reflection as noted by Aitchinson is perhaps one of the most interesting factors when observed. The tendency towards the US version of English is shown by the consumption tendencies and the spelling and grammar details. As noted earlier if the



individual were to consume from other sources, or focused on the UK version of the language, the spelling and some grammar quirks would be linked towards that area.

9. Mass Media can motivate the student. This motivation comes from the fact that the target language is just a tool of the trade to get to consume what the individual wants. Given that it is not as empty as the “art for art’s sake” the individual can actually focus on learning for a goal rather than an empty abstraction.

## VIII. RECOMMENDATIONS

### A. General

The idea of recommending the use of Mass Media in the support of learning can be there, but it has to be suggested and not shoehorned nor forced in any way.

It is recommendable to avoid the whole issue of jumping the order of “I know how to read now, so I’ll jump onto the hard books ipso facto”. This has been known to kill the motivation on reading. As Mac Court mentioned in his memories: “Give the students books they do want to read, not books they won’t feel the desire to read.”

Give the students space to choose, as being forced to do something is always a sure recipe to failure. The idea is to give invitation and go by some items in the basic levels and let the idea of the zone of nearby development and go via the low level as well as simple rather than starting with a high level item.

Students that make conscious use of the media to learn something else usually end up learning the language as a tool; so why don’t teach them to love learning and give a nudge towards materials in a target language? Learning by having the challenge in the nearby development zone is something that can be done by the student with the teacher at first, until the student flies on her/his own.

Motivate the students to love learning and do not go as George Sands ended up speaking around art:

"Art for art's sake is an empty phrase. Art for the sake of the true, art for the sake of the good and the beautiful, that is the faith I am searching for."

Or Carl Andre's take:

"I mean, art for art's sake is ridiculous. Art is for the sake of one's needs"

Language is by itself not to be taken for its sake alone. It is not a central part of the students' motivation to learn it, as it is the tool needed to understand something else. Therefore, any educator will find a way to lighten the sparks of curiosity and the love of learning on the students rather than just try to choke them with empty rhetoric.

Trying to find a way to gap the distance between the classroom and practice is important. Even while some aspects of Mass Media have a slight delay from the "street talk", those are at least a decent starting point to get across that widening ravine. If education does not bridge that distance, the students will end up being without motivation and becoming poor professionals by the end of the process.

There are differences between the viewed results in surveys and the actual interest in the field. The lack of love to learn comes from the roots and even in the culture (possibly the lack of culture itself) towards the love of learning. While there are some individuals who break the "tradition" or the "curve", there are several others that keep such cycle in place. However, this can be seen more as a sociological and anthropological problem rather than just an educational one. Therefore, this can be seen as another topic for another research.

This topic can be enhanced by making better tools for it and as such it can be continued.

The influence shows in the lexicon and speech/writing patterns as it has more hold over the students. Basically, the idea is to suggest the students to consume more Mass Media in all of the formats, meaning the inclusion of reading materials for each level.

If the Mass Media are on the students' interest, they will prove a good motivator to pursue more. If there is no interest, then even if there is a massive intake, the students will not consume it properly. Also, the levels of the materials need to be put into perspective.

The habits can be created or modified to increase efficiency. Basically, this is done step by step and within the zone of proximal development.

The grammatical accuracy is related to a degree on the types of Mass Media consumed. As observed, the reading type made the accuracy degree skyrocket. It is recommended to try and give the materials in that area but from level to level.

The more options the student gets in the consumption, the more vocabulary and spelling he/she can get across. Also, if the individual gets to consume from several sources, like taking the BBC and Hollywood, for example, then the individual will get to increase his/her lexicon.

The influence can be seen based on what kinds of materials are read, if any. If it is based on only audio or audio visual materials, this can be translated into a "phonetic accent writing" instead of what is done by the proper spelling. This can be attenuated by introducing the reading materials and, if possible, explaining some phonetics to the students beforehand.

Some reflection is seen on the fact on how the students write. It is recommended, as usual, to make the students read some of the materials according to their levels.

Time is curiously the essence in which the students can use the Mass Media to help themselves with the language and their interests.

Mass Media have an influence on Grammar and, therefore Mass Media must be taken in the idea of seeing it in use first and then introduce the rules. This is something done by Anderson (2005) by the idea of showing fragments of books and newspapers to get the use across first and then the rules by discussing with the students.

Passivity is one issue that comes with the motivation (in some cases it is seen as the whole entitled phenomenon) that determines that the individual will not do the start step (or several others after it). Given that the major has no focus on English, it shows that in general there is no real lure for the English language itself but it has to be made in a secondary way as in the use of the Mass Media themselves.

The Mass Media can be used to increase the lexicon, but they have to be done as with everything within the zone of proximal/nearby development. The language used by the diverse genres of the Mass Media can be wide but it falls on the use of conversational cues. The starting point can be always cued within the kids' cartoons but mentioning the differences between pronunciation and spelling, due to phonetics, before the student gets too much onto writing the phonetic accent. Compared to the lack of consumption in the optimal areas, if done right, the students are bound to getting some improvement in

spelling if they do consume and get onto consuming under the reading materials (or the ones that include text) area.

Given that Mass Media do motivate the students if introduced properly then it should not be shunned but used properly. A virtual classroom while viewed by the traditionalist as the only good use is perhaps the most dependent on how good the capacity and the charisma of the teacher herself/himself are; furthermore, it depends a lot on the capacity of the systems that run it. However, this does contrast with the fact that by a chance of entering the flow (Csíkszentmihályi, 1997) or the Magic Circle (Huizinga, 1949) to work properly. If there is interest or an abandon towards the consumption in the Target Language, then the support can be fully useful. In few words, the teachers should learn to whom pass the ball in the Mass Media and not hog it 24/7.

Time is perhaps one of the interesting factors as the majority of it lands in the “wastelands” of mother tongue consumption. However, if encouraged, they can take onto what Ohmae (2005) mentioned around the “cyberites” in a “hand in hand” way towards a consumption in the target language which in this case is English. The consumption with a basic to medium dilution is prominent compared to the consumption of the pure language. This is translated by the idea of encouraging going by steps instead of jumping into chasms.

Time spent in the target language has been shown to be improving the language by different progress rates depending on consumption. Encouraging them to read is perhaps the most beneficial one, but it is the hardest to do, as there is a lack of a culture of reading in many countries in Latin America.

There is a major influence of movies and music over students' learning of the target language. This is shown by the spelling and use of many "American English" words and slangs. This can be encouraged by suggesting proper artists with good lyrics and not one word earworms.

Social Media have got to be one increasing torn on many classrooms so far. However, it has been done in the past with the idea of the "pen pals" (having a native as a receiver or writer of letters). So it could be done that way by suggestions and thanks to the internet it can be used as a lingua franca between two countries that do not have the same basic language. Peer pressure and others have to be dealt with proper psychology, though.

There is a discrepancy on what is said by the students in the survey and what is said outside the classroom regarding motivation towards the language. However, it can be helped by the fact that if the students find another motivation, such as creation, then they can find it more as a tool rather than an obstacle.

The Mass Media are a vehicle and can be used to give knowledge of new words. The teacher just has to make sure the consumption exists in the proper level.

If the Mass Media give a love for something then it can make sure the students learn the language as a tool rather than be encumbered by it. In few words, if they are burdened the students will not have a love for the language but if they find it as a tool, they will find more happiness in using it for furthering their own needs.

## B. Recommendations for the Foreign Language Department

Create several workshops and “clubs” that cost almost nothing to keep up. For example the writing workshops can be a more constant affair so that the students won’t have difficulty when they reach writing heavy courses.

There is the capacity to repurpose a projector and a laptop to make a “film club” meant not only to view the materials in the pure form or with specific subtitles (either English for the deaf or at worst Spanish ones) but also generating discussion around said films. This requires little more than some willpower and organization to see which classrooms are empty and try to make them as an extended version of a possible Conversation course.

The capacity to make a book club is feasible to a degree. However, it is chained to the capacities to either digital copies or the physical copies available in the proper library, which can need some investment to pull this option.

## C. Recommendations for the Economic Sciences School

It is important for the Economics School to create a multimedia laboratory. The costs in equipment, albeit simplified, are as follows:

Digital Cameras: 350 dollars each.

Computers with capacity for video editing: 350-500 dollars each (depending on the hardware)

Software: Several programs are open source or free ware.



Studio props: repurposing “silver” umbrellas and bulbs for reflectors, 5-15 dollars each.

Carpentry: Depends on the costs of the needed equipment asked to the central carpentry section in the University, for more information near central offices for mechanics and Agronomy School for carpentry.

Repurpose of a classroom or room: This depends on the availability of rooms to be repurposed and the possible loss of a possible classroom, unless the laboratory takes place in one of the seldom used “meeting rooms”.

Upkeep: 200-300 dollars a month in the concept of a technician to keep the equipment in place and teaching the students not only how to manipulate the video but also possible the basic of animation, considering the possibility of cartoon/rendered ads.

It is also possible to make the whole film club option in the school as well but within the reason of the time limits of the classroom availability and not obstructing the cleaning times.

#### D. General recommendations in creation

“Each mind can wander into the infinity and bring back souvenirs for the rest. Those souvenirs come in the form of writing.” – Mauricio Rodríguez

We have to recommend students not only to read but also to create their own pieces of writing so they can improve by making and exploiting what is inside their minds.

Creating materials in the target language is perhaps one of the most difficult ways to get started. The reasons vary as people do not know how to properly write in their mother tongue up to the lack of writing and creation workshops.

There are ways to incentivize the creation of the materials in the target language. But these require more willpower than the small inversion needed to do so. By making sure that the capacity to create “student grade films”, there are chances that somebody might rise to the challenge of being a full blown director in her/his own time. And by giving a new venue for expression, the students will end up taking the idea of improving in that aspect. For more information, the case of several open source projects (such as *The Battle for Wesnoth* or *Open Transport Tycoon Deluxe*) and other free tools that are available for the creation of videos or media can be used for the expansion of the students’ language. And by using these projects and tools the teacher can see how fast the students produce media and expand their language.

The mentality of the upload as denoted by Friedman (2005) ends up delivering the capacity to improve. As shown in the case of Flash animation by some individuals and the current ones, there are important changes in improved quality and in the capacity of voice acting. Can the students do this? Yes they can. Giving some purpose in the target language can motivate students to learn just for the sake of improving.

## E. General Recommendations: Cooperative efforts

“No Man Is an Island” (John Donne 1624 *Devotions upon Emergent Occasions*)

No man is an island and no field of Knowledge is an island. Therefore, isolating a field from the rest of the fields is an example of being futile and less than childish. For in the relationship among different fields the knowledge blooms and brings forth more knowledge instead of stagnation.

By making cooperation between fields an important factor, not only the students will end up learning of technical English but also gain insight on other fields and, therefore, create more round individuals in the management of the language and with pertinent skills. Also, by cooperating there is a two-way knowledge transfer and it can in fact lead to interesting discoveries. Friedman (2005) noted that in the case of students taught to cooperate in music and liberal arts, they were more likely to succeed than the others forced on only the academic venues. Some will insist that forcing on focusing on just the academic and more importantly just the “clinical” view of the field is just the way to go with the teaching instead of the cooperative way.

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## APPENDICES

### Appendix A

#### Glossary

Here are several terms that appear over the course of this work, which require a further explanation.

Competence Area/Range/Zone: Based on Vygotsky's Zone of Nearby Development.

Crash Course: It is a quick course to learn the basics of any specific skill.

Culture shock: A sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation. (Merriam-Webster)

Cyberite: a native of the digital era/electronic era. – Ohmae (2005)

Edutainment: The portmanteau of education and entertainment. While it is the mixture of both, it usually fails to bring both of them at an accurate value. Paraphrasing Mitch Resnick, many people see education as a bitter medicine to cover in a sugar pill of entertainment as if learning were one of the worst experiences in the world.

Empowerment: To give power to the individual for her/him making her/his own choices and course of action.

Entitlement: the idea that the individual has right for receiving more things than what are actually in law and removing the aspect of hard work for receiving something.

General American: The blend of Mid West and West Coast accents.

IM: Instant Messaging/Internet Messaging. This method of communication is on a text form and at several points limited by character limit. Given the character limit, some individuals using this have chosen to use a whole system of abbreviations as a way to save “time” and “space”.

Language Barrier: the barrier that is there when the individual doesn't know the language to access the information despite it being in front of them, for example the text being in English but the student knowing no English to read it.

Localization: When some work gets in the translation or adaptation made to appeal more to the local market rather than keeping up with what the authors or creators have intended.

Magic Circle: Huizinga defined it as “All play moves and has its being within play-ground marked off beforehand materially or ideally, deliberately or as a matter of course. Just as there is no formal difference between play and ritual, so the “consecrated spot” cannot be formally distinguished from the play-ground. The arena, the card-table, the magic circle, the temple, the stage, the screen, the tennis court, the court of justice, etc, are all in form and function play-grounds, i.e., forbidden spots, isolated, hedged round, hallowed, within which special rules obtain. All are temporary worlds within the ordinary world, dedicated to the performance of an act apart.”

Mass Media: Ways to convey information to many people at the same time, some of the most common being television broadcasts and lately social media.

Metagaming: Going to a higher level in the game to apply mathematics and other sciences to make it “smoother” for the player or more “fun” in some aspects. Basically, metagaming is making the correlations and the science of the game. An example comes

in Monopoly that some players made the correlation that the most visited properties are between jail and the go to jail squares.

Multitasking: Doing several tasks at the same time, such as whistling while cooking.

Niche: A small section of the populace. This is usually seen as a small section of a big section of the market or target populace.

Received Pronunciation (RP): The standard pronunciation that is shown in the Mass Media in the UK media.

Socratic Method: Keep asking questions until the knowledge, or wisdom, is gleamed.

Tangential Learning: The process by which people will self-educate if a topic is exposed to them in a context that they already enjoy. For example after playing a music based video game, some people may be motivated to learn how to play a real instrument, or after watching a TV show that mentions Faust and Lovecraft, some people may be inspired to read the original work.

Target Audience: The individuals to which something is made; however, this can include peripheral demographics such as parents when a show is made for children.

Target Language: Used to designate what is commonly known as the L2.

Translation Degradation: The phenomena where the idea or the text translated gets degraded from translation to translation, also adding the factor of what someone said: "Translations are like women. The beautiful are never faithful and the faithful ones are never beautiful." Also, it verges on what Lacan said in one of his speeches: "Reality is impossible".



Voluntary Immersion: This is about the immersion done voluntarily by the student into the target language. This can be seen as an artificial “crash course”.

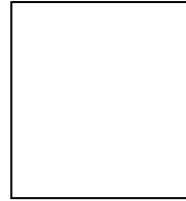
## Appendix B

## Appendix C

## Appendix D



Universidad de El Salvador  
Facultad de Ciencias y Humanidades  
Departamento de Idiomas



### Encuesta

Para asegurar su privacidad, sólo se pedirá que corrobore con su número de lista en la esquina superior derecha para corroborar con la nota de examen que se dará en forma adjunta.

1) ¿Lee usted algún diario, revista técnica o libro de origen angloparlante o que se tradujo al inglés (ejemplo un material que se origina en Japón y se traduce del japonés al inglés)?

\_\_\_\_\_

Si la respuesta es "Sí", por favor conteste a la siguiente pregunta:

¿Lee ese material en la lengua Inglesa o lee la traducción al español? \_\_\_\_\_

¿Cuánto tiempo le dedica a la lectura del material de ese tipo en un día típico de lunes a viernes? \_\_horas \_\_minutos

2) ¿Ocupa usted alguna red social (Twitter, Instagram, Google+, sitios de Memes, Facebook, otras)? \_\_\_\_\_

Si la respuesta es "Sí", por favor conteste las siguientes preguntas:

¿Ocupa usted dichas redes sociales en la lengua inglesa o les da uso en español?

\_\_\_\_\_

¿Cuánto tiempo le dedica al uso de dichas redes sociales en un día típico de lunes a viernes?  
\_\_\_\_horas \_\_\_\_minutos

3) ¿Escucha algún audio o música con la letra de origen angloparlante? \_\_\_\_\_

¿Logra comprender lo que dicen las canciones o requiere el uso de lírica escrita para entender lo que se dice en aquellas? \_\_\_\_\_

¿Cuánto tiempo le dedica a escuchar música de origen angloparlante en un día típico de lunes a viernes? \_\_\_\_horas \_\_\_\_minutos

4) ¿Ve usted películas o series de origen angloparlante (Hollywood, BBC, CBS, etc.)?

\_\_\_\_\_

Si la respuesta de la pregunta anterior es "Sí", por favor conteste las siguientes preguntas:

Defina en cuál de las opciones ve las películas y/o las series: Puro (sin subtítulos o doblajes), con Subtítulos (es decir audio en inglés, pero con el texto en pantalla en español), o Doblado (es decir; con audio en Español por otros actores que sólo leen las líneas).

\_\_\_\_\_

Si es regular que mire películas y/o series, por favor defina cuánto tiempo en un día típico de lunes a viernes le dedica a esta actividad \_\_\_\_\_ horas \_\_\_\_\_ minutos

5) ¿Lee usted algún material de ocio como comics (historietas) o ficción en general (libros de ficción no importando género) en la lengua inglesa? \_\_\_\_\_

Si la respuesta a la pregunta anterior es "Sí", por favor conteste la siguiente pregunta:

¿Cuánto tiempo le dedica a esta actividad en un día típico de lunes a viernes? \_\_\_\_\_ horas \_\_\_\_\_ minutos

6) ¿Se entretiene usted algún videojuego? \_\_\_\_\_

Si la respuesta a la pregunta anterior es "Sí", por favor conteste las siguientes preguntas:

Defina si los textos o las comunidades dentro de los juegos (cláusula de los juegos de rol en línea o en general al estilo de tirador de primera persona) son en inglés o no:

\_\_\_\_\_

¿Cuánto tiempo en un día típico de lunes a viernes se le dedica a esta actividad? \_\_\_\_\_ horas \_\_\_\_\_ minutos

7) ¿Toma usted clases adicionales de inglés a las de la materia que usted recibe por la materia en su plan de estudios? \_\_\_\_\_

Si la respuesta a la pregunta anterior es "sí", favor conteste la siguiente pregunta.

¿Cuánto tiempo a la semana le dedica a esta actividad? \_\_\_\_\_ Horas \_\_\_\_\_ minutos

8) ¿Lee usted algún diario, revista técnica o libro de origen angloparlante o que se tradujo al inglés (ejemplo un material que se origina en Japón y se traduce del japonés al inglés)?

\_\_\_\_\_

Si la respuesta es "Sí", por favor conteste la siguiente pregunta:

¿Lee ese material en la lengua Inglesa o lee la traducción al español? \_\_\_\_\_

¿Cuánto tiempo le dedica a la lectura del material de ese tipo en el fin de semana? \_\_ horas  
\_\_ minutos

9) ¿Ocupa usted alguna red social (Twitter, Instagram, Google+, sitios de Memes, Facebook, otras)? \_\_\_\_\_

Si la respuesta es "Sí", por favor conteste las siguientes preguntas:

¿Ocupa usted dichas redes sociales en la lengua Inglesa o les da uso en español?  
\_\_\_\_\_

¿Cuánto tiempo le dedica al uso de dichas redes sociales en el fin de semana? \_\_\_\_ horas  
\_\_\_\_ minutos

10) ¿Escucha algún audio o música con lírica de origen angloparlante? \_\_\_\_\_

¿Logra comprender lo que dicen las canciones o requiere el uso de letra escrita para entender lo que se dice en éstas? \_\_\_\_\_

¿Cuánto tiempo le dedica a escuchar música de origen angloparlante en el fin semana?  
\_\_\_\_ horas \_\_\_\_ minutos

11) ¿Ve usted películas o series de origen angloparlante (Hollywood, BBC, CBS, etc.)?  
\_\_\_\_\_

Si la respuesta de la pregunta anterior es "Sí", por favor conteste las siguientes preguntas:

Defina en cuál de las opciones ve las películas y/o las series: Puro (sin subtítulos o doblajes), con Subtítulos (es decir audio en inglés, pero con el texto en pantalla en español), o Doblado, (es decir, con audio en Español por otros actores que sólo leen las líneas).  
\_\_\_\_\_

Si es regular que mire películas y/o series, por favor defina cuánto tiempo en el fin de semana le dedica a esta actividad \_\_\_\_\_ horas \_\_\_\_\_ minutos

12) ¿Lee usted algún material de ocio como Comics (historietas) o ficción en general (libros de ficción no importando género) en la lengua inglesa? \_\_\_\_

Si la respuesta a la pregunta anterior es "Sí", por favor conteste la siguiente pregunta:

¿Cuánto tiempo le dedica a esta actividad en el fin de semana? \_\_\_\_ horas \_\_\_\_\_ minutos

13) ¿Se entretiene usted algún videojuego? \_\_\_\_\_

Si la respuesta a la pregunta anterior es "Sí", por favor conteste las siguientes preguntas:

Defina si los textos o las comunidades dentro de los juegos (cláusula de los juegos de rol en línea o en general al estilo de tirador de primera persona) son en inglés o no:

\_\_\_\_\_

¿Cuánto tiempo a la semana se le dedica a esta actividad en el fin de semana? \_\_\_\_\_ horas  
\_\_\_\_\_ minutos

14) Con respecto al idioma Inglés; defina cómo es su motivación del 1 al 10 para aprenderlo. Siendo para la referencia:

1 para nulo o casi nulo (para pasar la materia)

3 Entender las Unidades Valorativas/Contenidos

5 Neutro

7 Entender materiales adicionales en Inglés

10 (interesado e invierte tiempo a conciencia para mejorar su maestría del idioma)

\_\_\_\_\_

Muchas gracias por su atención.

Gracias por su colaboración.

Atentamente:

Mauricio Alberto Rodríguez Orellana

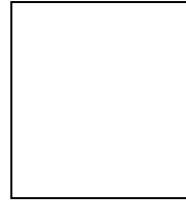
Estudiante del Departamento de Idiomas

Facultad de Ciencias y Humanidades





University of El Salvador  
School of Humanity and Sciences  
Languages Department



### Exam Sample

All the exam results will be anonymous and all asked other than the answers is the list number on the top right corner.

When answering, please use the complete grammatical form.

First section:

Please answer the questions:

In the following scene: Jesus healed Peter's mother-in-law.

What is made known of Peter in that scene?

---

In the following scene: "Now my child, add the eggs into the mix but keep the cheese out until the eggs are mixed."

What is this scene about?

---

In the following scene: "The locusts are eating my rice!"

What is the context for this scene?

---

Second section:

In the following scene you are being questioned by a detective on what you did last night from 7pm to 9pm.

Please write your answer to the detective:

---

---

---

In the following scene you discover that you have bought a winning lottery ticket.

Please write which things are in that near future:

---

---

---

Third section:

By taking into account the instructions, please perform the following activities:

Write 2 sentences of your daily routine that have a 100% chance of happening.

1 \_\_\_\_\_

2 \_\_\_\_\_

Write 2 sentences of your daily routine that have a 75% chance of happening.

1 \_\_\_\_\_

2 \_\_\_\_\_

Fourth section:

Please write 2 sentences using the present progressive:

1 \_\_\_\_\_

2 \_\_\_\_\_

Please write 2 sentences using the future perfect

1 \_\_\_\_\_

2 \_\_\_\_\_

Please write 2 sentences using the past perfect

1 \_\_\_\_\_

2 \_\_\_\_\_

Please write 2 sentences using the simple past

1 \_\_\_\_\_

2 \_\_\_\_\_

## PROGRAMA DE INGLÉS IV

### 1. GENERALIDADES

ASIGNATURA	INGLÉS IV
CÓDIGO	ING418
CARRERA	LICENCIATURA EN MERCADEO INTERNACIONAL
CICLO ACADÉMICO	IV
DURACIÓN DEL CICLO	16 SEMANAS
PRE-REQUISITO	INGLÉS III
DISTRIBUCIÓN DE HORAS	1 HORA DE LUNES A VIERNES
DURACIÓN DE LA CLASE	50 MINUTOS
UNIDADES VALORATIVAS	2
CUERPO DOCENTE	
COORDINADOR DE LA ASIGNATURA	

### 2. DESCRIPCIÓN DEL CURSO

Este será el cuarto curso comunicativo del idioma Inglés para los estudiantes de la Facultad de Ciencias Económicas de la carrera de Mercadeo Internacional. En este curso se estudiarán las estructuras gramaticales que incluyen lecturas comprensivas y ejercicios auditivos en un nivel intermedio. El mismo buscará desarrollar las cuatro macro-habilidades: hablar, escuchar, leer y escribir, progresivamente dando énfasis en el aspecto comunicativo. Además, se fomentará el uso de la tecnología a fin de mejorar el aprendizaje, interactuando y promoviendo la participación activa de cada uno de los estudiantes a través de la aplicación de diferentes métodos de enseñanza para el aprendizaje del idioma inglés.

---

### 3. OBJETIVOS DE LA ASIGNATURA

#### A- GENERAL:

- Potenciar en el estudiante el dominio del idioma a un nivel intermedio enfatizando el dominio oral.

#### B- ESPECÍFICOS:

- Leer e interpretar correctamente material escrito con cierto grado de dificultad.
- Potenciar en el estudiante la habilidad de poder comunicarse de manera fluida.

### 4. CONTENIDO PROGRAMÁTICO

Los contenidos del curso se distribuyen de la siguiente manera:

#### UNIDAD 1: SUCCESS

##### Contenido:

- 1.1 Simple past and past continuous
- 1.2 Present perfect simple
- 1.3 Present perfect continuous
- 1.4 Reduced form : have/been
- 1.5 Verb-nouns collocations

#### UNIDAD 2: DIFFICULT DECISIONS

##### Contenido:

- 2.1 Zero, first and second conditional
- 2.2 Ed/ing adjectives
- 2.3 Adverb clauses
- 2.4 Expressing opinions

#### UNIDAD 3: KEEPING BUSY

##### Contenido:

- 3.1 verb patterns
- 3.2 verb+infinitive /gerunds dependent prepositions
- 3.3 everyday expressions

---

#### **UNIDAD 4: HE SAID WHAT...?**

##### **Contenido**

- 4.1 reported speech
- 4.2 reporting verbs: say, speak, talk and tell
- 4.3 being polite

#### **UNIDAD 5: CHANGES**

##### **Contenido:**

- 5.1 passives: have something done/need +ing
- 5.2 collocations: recycling and the environment
- 5.3 showing surprised or interest

#### **UNIDAD 6: YOU CAN'T DO THAT**

##### **Contenido:**

- 6.1 mixed modal verbs
- 6.2 strong adjectives; adverbs
- 6.3 giving advice

#### **UNIDAD 7: INFLUENCES**

##### **Contenido:**

- 7.1 relative clauses
- 7.2 synonyms
- 7.3 connecting words and phrases
- 7.4 indicating attitudes

#### **UNIDAD 8: IF I HADN'T**

##### **Contenido**

- 8.1 Third conditional
- 8.2 common uses of go
- 8.3 sounding natural
- 8.4 contractions

#### **UNIDAD 9: PAST REGRETS**

##### **Contenido**

- 9.1 if only/ I wish +past perfect
- 9.2 should have
- 9.3 expressions with TO BE
- 9.4 showing sympathy

---

#### **UNIDAD 10: LOOKING AHEAD**

##### **Contenido**

- 10.1 present tense for future
- 10.2 future continuous
- 10.3 future perfect
- 10.4 time expressions
- 10.5 phrasal verbs
- 10.6 expressing your feelings

#### **UNIDAD 11: IT'S A HARD LIFE**

##### **Contenido**

- 11.1 question forms
- 11.2 personal qualities
- 11.3 phrasal verbs with work
- 11.4 asking short questions

#### **UNIDAD 12: WOMEN AND MEN**

##### **Contenido**

- 12.1 article: a/the, zero article
- 12.2 adjectives of personality
- 12.3 intensifying adverbs
- 12.4 agreeing, disagreeing and correcting

#### **5. METODOLOGÍA**

Se han programado 5 horas de clase a la semana, distribuida 1 hora por día de lunes a viernes con una duración de 50 minutos cada clase; con el libro "BREAKTHROUGH 4", el día viernes además de la clase se podrá utilizar para asistir al laboratorio de cómputo. Para impartir la clase se utilizará diversos tipos de materiales didácticos para reforzar la parte gramatical comunicativa. El idioma Inglés será presentado y desarrollado en base a distintas estrategias metodológicas entre las que cabe mencionar: "EL METODO DIRECTO", en donde los involucrados (maestro y alumnos) hacen preguntas directas entre ellos. "Enfoque Comunicativo", donde el estudiante hace uso del lenguaje en situaciones concretas. "Respuesta Física Total" en donde los alumnos responden a un mandato o realizan una acción, etc. Así como también, de diversas actividades metodológicas como: El juego de roles, juegos, vocabulario, ejercicios de repetición, comprensión auditiva etc.

---

## 6. SISTEMA DE EVALUACIÓN

Durante todo el curso se realizarán 3 pruebas cortas o laboratorios de 10% cada uno, los cuales se administrarán periódicamente, 1 por cada dos unidades. Se harán exámenes parciales al final de cada período (cada período comprende cuatro unidades) y su porcentaje es de 20% cada uno, se evaluará todo el material estudiado en cada período, y será escrito incluyendo audio, lectura, escritura, así como también opción múltiple. Se realizarán tareas fuera y dentro del aula, las cuales se promediarán con la nota del examen y dicha ponderación la valorará cada docente según el número de tareas. Además se asignará un trabajo ex aula, con un valor del 10% al inicio del segundo período con la finalidad de poner en práctica todo lo adquirido a lo largo de la carrera, que podría incluir conocimientos de otras materias o tecnología aplicada al aprendizaje del idioma inglés. La asistencia y participación son muy importantes para el aprendizaje y su ponderación dependerá de cada docente en clase.

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