



UNIVERSIDAD DE CUENCA

**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA
EDUCACIÓN**

Multimedia Translation for Improving Academic Skills at the
University of Cuenca

AUTORA: María Claudia Neira Rodas

C.I. 0105273809

DIRECTOR: Dr. Fabián Darío Rodas Pacheco

C.I. 0101867703

**Trabajo de titulación previo a la obtención del título de
Licenciada en Ciencias de la Educación en Lengua y
Literatura Inglesa**

CUENCA-ECUADOR

2016



RESUMEN

Multimedia Translation for Improving Academic Skills at the University of Cuenca (Traducción Multimedia para mejorar destrezas académicas en la Universidad de Cuenca) es un proyecto que propone una nueva metodología para ser puesta en práctica en la Universidad de Cuenca. La ausencia de la habilidad de escritura académica en el idioma nativo es un gran problema para los estudiantes que pretenden aprender inglés como segunda lengua. El objetivo principal de la investigación es comprobar la efectividad del método de Traducción Multimedia para mejorar las habilidades de escritura académica en los estudiantes de la carrera de Lengua y Literatura Inglesa en la Universidad de Cuenca. El avance de los estudiantes fue medido a través de una comparación entre los resultados de un Pre-Test y un Post-Test, así como también por la evaluación de su participación durante el curso. El experimento fue aplicado exitosamente durante el taller, así que se puede decir que el método de Traducción Multimedia puede ser considerado útil para la carrera de Lengua y Literatura Inglesa en la Universidad de Cuenca.

Palabras clave: Escritura Académica, Traducción Multimedia, Metodología



ABSTRACT

Academic Writing skills are needed for every language student. The absence of this skill in the native language presents a great problem for the students that pretend to learn a second language. The principal objective of the research is to measure the effectiveness of the Multi- Media Translation method for improving Academic Writing skills in the students of the University of Cuenca. A brief workshop was given with the aim of technological resources. The advance of the students was tested with a Pre-Test and Post-Test comparison, as well as with the evaluation of the participation within the course time. The experiment can be considered a success, so it is possible to say that the Multimedia Translation method for teaching Academic Writing is suitable for the English Literature Career at the University of Cuenca.

Key words: Academic Writing, Multimedia Translation, Methodology



Contents

Chapter 1 Literature Review	19
Chapter 2 Theories about Translation and Multimedia Teaching	23
2.1 Theories about Multimedia Teaching.....	23
2.1.1 Advantages of Multimedia Teaching.....	26
2.1.2 Disadvantages of Multimedia Teaching.....	30
2.1.3 Use of Multimedia Teaching in the World.....	32
2.1.4 Use of Multimedia Teaching in Ecuador.....	34
2.1.5 Impact of Multimedia Teaching in the Classroom.....	36
2.2 Theories supporting Multimedia Translation and Education.....	40
2.2.1 What is Multimedia Translation within the Educational Environment?.....	40
2.2.2 Previous Studies and Results based on Multimedia Teaching and Translation	41
2.3 Theories involving Multimedia Translation, Education and Technology within the Class	43
2.3.1 How Multimedia Translation is related with Education and Technology.....	43
2.3.2 Pedagogical Theories that support Multimedia Translation.....	44
2.3.3 How to integrate Multimedia Translation in the Classroom.....	44
Chapter 3 Methodologies of Multimedia Translation, Resources	46
3.1 Previous Methodologies without Technology.....	46



3.1.1 Traditional Methodologies and Educational Characteristics.....	46
3.2 Methodologies involving Technology within the Class.....	49
3.2.1 ICTs: Meaning and Characteristics.....	49
3.2.2 Pedagogy and Technology.....	50
3.3 Resources: Free, Online Resources and its Uses within a Class.....	53
3.3.1 Resources used in Multimedia Teaching.....	53
3.3.1.1 Destructive Multimedia Resources.....	55
3.3.2 Problems Related with Multimedia Resources in the Classroom.....	56
Chapter 4 Preparation of the Material: Why Translation within the Classroom?	59
4.1 Why Translation within the Class? Use of Translation in the Classroom.....	59
4.1.1 Advantages of Translation.....	59
4.2 Google Drive Material and Tools.....	60
4.2.1 How to use Google Drive.....	61
4.2.2 Advantages and Disadvantages of Google Drive.....	62
4.2.3 Google Forms.....	64
4.3 PowerPoint Material.....	64
4.3.1 Advantages and Disadvantages of PowerPoint Material.....	65
4.3.2 Application of PowerPoint Material.....	65
4.4 Machine Translation, Social Media, and other Resources.....	66
4.4.1 How to Use Translation Resources in the Class.....	66
4.4.2 Advantages and Disadvantages of Translation Resources.....	68
4.4.3 Translation Resources: Uses and Characteristics.....	68
4.4.3.1 Google Translator.....	68



4.4.3.2 Word Reference.....	68
4.4.3.3 Linguee.....	69
4.4.3.4 Social Media.....	69
4.4.3.5 Other Resources	69
Chapter 5 Activities and Application	72
5.1 Pre-Test Process.....	72
5.2 Class Process and Content.....	75
5.2.1 Teaching Multimedia Translation and Technology Resources	75
5.2.2 Application of Methodology: Management of the Class, Activities and Homework	76
5.2.3 Opinion of the Students: Poll Process	77
5.3 Post-Test Process and Content	81
Chapter 6 Results	83
6.1 Results Obtained.....	83
6.1.1 Pre-Test Results	83
6.1.2 Post-Test Results	85
6.1.3 Poll Results	87
6.2 Analysis of Quantitative Results	96
6.3 Analysis Qualitative Results	97
Chapter 7 Conclusions and Recommendations	99



UNIVERSIDAD DE CUENCA
CLÁUSULA DE DERECHOS DE AUTOR

Yo, María Claudia Neira Rodas autora de la tesis "Multimedia Translation for Improving Academic Skills at the University of Cuenca", reconozco y acepto el derecho de la Universidad de Cuenca, en base al Art. 5 literal c) de su Reglamento de Propiedad Intelectual, de publicar este trabajo por cualquier medio conocido o por conocer, al ser este requisito para la obtención de mi título de Licenciada en Ciencias de la Educación en la especialidad de Lengua y Literatura Inglesa. El uso que la Universidad de Cuenca hiciere de este trabajo, no implicará afección alguna de mis derechos morales o patrimoniales como autor/a

Cuenca, 17 de enero de 2016

María Claudia Neira Rodas

C.I: 010527380-9



UNIVERSIDAD DE CUENCA
CLÁUSULA DE PROPIEDAD INTELECTUAL

Yo, María Claudia Neira Rodas, autora de la tesis "Multimedia Translation for Improving Academic Skills at the University of Cuenca", certifico que todas las ideas, opiniones y contenidos expuestos en la presente investigación son de exclusiva responsabilidad de su autora.

Cuenca, 17 de enero de 2016

A handwritten signature in blue ink, appearing to read "María Claudia Neira Rodas".

María Claudia Neira Rodas

C.I: 010527380-9



Dedication:

To my beloved parents, who have always inspired and supported me in every decision I have made.

To my family and friends, who have given me the strength to continue.



Acknowledgments:

Thanks to my parents, for supporting me during this difficult process.

Thanks to Jenny Minnick and St. Andrews University, for all the knowledge and new perspectives that have helped me with the resources and organization of my ideas.

Thanks to my students at the University of Cuenca, for being part of the project.

Thanks to Kate Youman, her invaluable help and affection.

Thanks to Fabian Rodas, for his work as Director of the project.



Introduction

“Audiovisual Translation for Teaching Academic Writing at the University of Cuenca” is a project made for measuring the effectiveness of a new methodology. It is divided in seven different chapters. Chapter one is dedicated to the Literature Review, in order to provide information about previous studies related with to the project. Chapter two exposes different theories about Translation Multimedia Teaching and their uses inside and outside our country. Chapter tree focuses on different types of multimedia translation methodologies and resources that can be used within the class. Chapter four is very important, because it describes the preparation of the material used during the process of the experiment. In Chapter five are described all the activities used during the workshop and how them were applied. Chapter six exposes the results obtained after the application of the methodology. Finally, Chapter seven provides the conclusions and recommendations given by the author.



Chapter 1: Literature Review

The Academic Writing skills represent a problem for most of students in their native language during school years. At the moment of learning a new language, the absence of this skill is still present, and it turns out to be a serious problem for producing academic documents, which are very necessary in the process of any formal learning.

Students of the English Literature Career of the University of Cuenca need particularly the capacity to handle formal language and structures correctly, in order to be able to create academic papers during the career experience. There are varieties of ways in which Academic Writing skills can be taught and learned, and many of them are applied at the University of Cuenca. Nonetheless, there are still gaps that need to be satisfied in this field. So, it is possible to say that students need to acquire the abilities of writing in a formal way. The main purpose of the research is to measure the effectiveness of a different methodology for teaching Academic Writing skills through Multimedia Translation.

The Translation Method for teaching English as a second language is one of the oldest and most criticized methodology in our days. Most of the teachers consider it as an obsolete method for teaching any subject, especially languages. This investigation is not going to be the first using translation methodologies for a group of students, but it has different perspective that will be during the investigation. Technology will be the principal tool for the researcher and the participants.

There are several important aspects to mention about the methodology. One of them is the type of treatment. It has not been applied in the University of Cuenca



in the past; consequently, it can be taken as a precedent for offering new opportunities and areas of interest to the career.

Preliminary findings suggest that the integration of different areas including Education, Multimedia Translation and Technology are helpful in the process of learning a new language. It includes, of course, Academic Writing skills. Silvia Bernardini in her book “*Corpora for translation Education*” shows the effectiveness of translation to fulfill challenges and build new lesson plans for University students in Bologna, Italy with the use of technological resources. Bernardini states that translation and pedagogy involve the same topics in a close future, and teachers should be aware of the impact that this would cause, and how to manage it within the class (5) The ideas of Bernardini support the relationship between translation and education, its success in the classroom environment, and the key points of this investigation.

Translation is a discipline that can be used in different fields, and education is not the exception, even if some teachers still consider translation as a taboo methodology within the classroom, because it is considered as unnatural. Anyways, some authors consider that any language that is not learned as mother tongue is unnatural. (Translation Library Association, 128)

The Translation Method, in any case, is gaining confidence for some specialists. For instance, in the Benjamin’s Translation Library, Josélia Neves mentions that “one of the main reasons for introducing audiovisual translation for language learning lies in the fact that students are given the opportunity to think about the language within an enjoyable approach.” (130) As a result, the Multimedia of Translation Method may show new results within language learning classrooms.

“Translation” by Alan Duff is a text for teachers from the decade of the 90’s. Duff provides five reasons for using translation in the classroom environment, all of them still useful and important for teaching, without the risk of being outdated. Duff establishes some aspects that are taken into consideration during the development



of the investigation. The author mentions that translation benefits the understanding of the influence of the mother tongue on the second language learning and vice versa. The author also refers to “proper material” characterized by its authentic and relevant contents, that can be related to literature, arts, science, and other important aspects that reflect not only the language, nonetheless the culture of the language under discussion. This “line of attack” invites the students to speculate and discuss different topics, developing accuracy, clarity and flexibility at the moment of using the language.

The educator is able to choose material according to the level or the needs of the students. Finally, Duff insists that translation and translators will always be needed. Without translation there will be no advances in science and medicine, Nobel Prizes, International Laws, Olympic games, and several other important occasions that influence in the development of the world, including globalization. Translation aids the interaction with the different societies and cultures related to the language learned by the students. (6-7)

Stephen Balley in “Academic Writing” mentions the most important aspects of learning specific types of writing, its process and how to get accuracy through practice. The process implies that the student will have an advance from an initial stage, and training with models and elements of basic writing, supporting them to acquire higher levels. (1)

It is necessary as well, to take into account other projects made by students related to the subject matter, as the “Academic Writing Guide” by Anne Withaker, where is stated that Academic Writing is used in different written assignments such as essays, papers, research, terms, analysis, and others (2); documents that are basic in any type of formal education, so the learners could be promoted and graded.

The main point of this type of writing is to acquire formal style with all the characteristics that are proper of it. Those elements need to be learned correctly, so that the students will be able to manage an accurate way of writing, improving not only specific skills, but also other important aspects of the language.



The project ensures several objectives; nonetheless, the most relevant one is to motivate students to be productive writers able, not only to compose in a correct way, nonetheless to create academic documents (175). It is true that some individuals have more creativity or motivation to write than others, but the goal of the course is to stimulate the discarded abilities that students have due to the lack of practice or knowledge. (Academic Writing and Publishing: Productive Writers)

Finally, Radmila Popovic expresses in her article “The Place of Translation in language teaching” supporting ideas for this project. Popovic cites in her work Duff and his book “Translation,” as it is previously indicated in this text, declaring the importance of Translation within language learning processes as “a real life communicative activity” (Popovic, 2)

Popovic considers that translation also improves skills that the students need at the moment of practicing, and therefore, internalizing a foreign language. The author clarifies that the methodology will not help the tutor to put aside time, but it will help the students to be in contact with real language.

In the present study, the effects are going to be measured in a different way. Everything will involve free technology resources available online, and created especially for classroom environments, useful for teachers and students. Although, previous researches have address the correlation of fields mentioned before, but none of them have used technology entirely. The project is able to be a potential mediator among disciplines, using the best characteristics of each one in order to accomplish the best results as possible.

The investigator must be aware of the negative aspects that may be present, and how to fix them in order to upgrade the methodology. According to “Academic Writing and publishing” the process of learning using technology decelerates the advance of the student, because the excess of information becomes a problem, and the production of academic documents increase the possibilities of extra work (180)



The project involves the correlation of three important spheres: education, multimedia translation and technology. Every one of them is engage with the others in order to achieve the success of the course, leading students to improve Academic Writing skills. In any case, there are always limitations or differences with other research that can influence negatively in the process of the research.



Chapter 2:

Theories about Translation and Multimedia Teaching

2.1 Theories about Multimedia Teaching

Multimedia Translation for teaching Academic Writing in the University of Cuenca is a project that plans to offer a different perspective of what Multimedia teaching is in general aspects, besides the contributions that it provides to the schooling sphere and how it is intended for being used in the classroom in relation with pedagogical methodologies.

Multimedia learning has marked a tendency in the field of different instruction systems of the world in the last decades. Every technological advance influences all the new resources that are used within the class environment with different results.

When technological or multimedia teaching is mentioned, the course of action goes farther than the employment of didactic hardware and software. Production, techniques, goods, and services are also part of the process of learning, even though the devices are a primordial part of the technology involvement. It is important to manage basic techniques and theories of technology and its devices to achieve the teaching-learning progression.

The process of transformation of a methodology implies modifications. Terminology, for example, has been adjusted and has been specialized in relation to the advancement of technology. It is necessary that the users and the participants of institutions identify, organize, present, and understand the meaning of basic words related to the equipment to be used.

It is not common to find researchers that judge teaching and technology as inappropriate or incompatible between them. There are several investigations that ensure that computer programs, interactive games, online pages, and other means help students



to be engaged in the curricula, stimulating interest in learners to find the material attractive and engaging, rather than uninteresting and monotonous. In fact, there are quite a few forms in which technology can be applied in the teaching space. One of them is the multi task class. The multi task class consists of organizing the class in groups that carry out several assignments at the same time.

According to the book *“Enfoques estratégicos sobre las Tics en educación en América Latina y el Caribe”* (n/a: In English: “Strategic Approaches about ICTs in Latin America and Caribbean Education”) technology has been growing, especially since the XXI century. It has converted society into a space where information is available far and wide, easily reachable for any person. Every single part of the social order has been influenced by technology, including of course, the educational sphere.

Information these days is within the reach of the people, more than in other times. It is not simply easy to find, but also fast to acquire and most of the time free of charge. The facility to have access to all variety of information discards the necessity of traditional tutoring, giving rise to schooling that is easier than in the past and more affordable.

The educational system of a society is always linked to its culture and to the advancement of the sciences and knowledge itself. That is why technological improvements deal with learning and how to acquire it in order to improve the teaching systems.

Nevertheless, not all of the countries and governments in the world have the good fortune to offer technology to the population. There are a lot of educational systems in Latin America that have no contact with technology and its benefits at all. There are a lot of small towns with students of different ages and levels in the same classrooms with only a pair of educators for the whole school; sometimes the school is the only one for miles around.

On the other hand, technological improvement does not intend to stop because of specific situations of poor environments, and it has arrived at amazingly recondite places in the world. It is important to take into consideration that the relevant part of technology is not the percentage of people that have access to it, but how it is used.



It can be said it does matter whether the instruments are of good quality or whether they are helpful and durable or not, or if they are to be used for destroying activities, instead of constructing them. It is for that reason that the use of technology in the educational field must be considered and directed towards being productive and helpful. It is true that teaching methodologies had changed even before the development of technology. "Change" is almost always a way of showing progress and development, or at least a creation of a different perspective. If technology becomes a part of society, it becomes a part of the educational system too. Also, technology changes with respect to the demands of the society including the educational system.

A good example can be the globalization process. It is a phenomenon considered to be a result of technology and a means of communication that affects schooling directly within a social order. Globalization allows contact with other cultures, societies, languages and other systems of instruction.

Without means of communication knowledge of other institutions and methodologies would be impossible to gain. There are a lot of different entities outside our individual perspective, and there are many new theories that are based on access to information that in other times was beyond the reach of the individual.

Technology also influences the mind and the conduct of young people who have never known a world without Internet and technological devices. They have been in contact with electronic devices since they started to be aware of the environment. Even so, if they have constant contact with technology it is not certain that such technology has being intended for learning or teaching. Students always need to be motivated and engaged to feel really attracted to new learning methodologies.

Technological methods geared towards encouraging the learners to be engaged and busy at the same time are the most effective. The educator is not going to give a class and make them copy things in a notebook. The educator is going to be a guide that teaches, leads, and participates in the learning process.



2.1.1 Advantages of Multimedia Teaching

Research about multimedia teaching is an up to date topic analyzed especially by educators that try to find new alternatives to be used for formal teaching. Youth and children have in their hands technology, programs, and devices easily available in the XXI century. In addition, it is important to take into account that the access to the Internet gives young people and children the possibility of finding a wide variety of information that is uploaded in the net, even though not all of the information can be considered to be educational.

In fact, there are few youngsters that seek instructive themes instead of social networks or online games in their free time. The instructor has to take into account that students are in contact with technology even if they do not deal with multimedia teaching. Consequently, it is preferable to use multimedia for educational purposes instead of seeing it as a menace in the learning process.

The educator is the one who has to control the situation and guide the students to handle their time properly, and most important, guide their learning with the help of technological resources that will not become an interference in the process.

That is why it is better if the tasks are developed during the class time. The tutor is going to be able to monitor the progress and the work of the learners with a multi tasks class, in which all the students participate at the same time in a dynamic and interesting environment.

Technology is also a means of communication, which is easy to use and practical. Tasks sent by email or Facebook are more and more frequent. Educators know that they can give more specific, illustrative, and clear explanations through schemes, presentations, tables, and graphics than by writing long instructions on the board.

It is not necessary to have a native speaker tutor to achieve good listening or speaking skills. Technology has developed tools like Skype and other online video calls that allow the student to keep in touch with native speakers without the need of traveling.



There are actually a lot of advantages that technological education provides to the learners. Technology creates a need for the continual improvement of multimedia according to the demands of society, including education.

Teaching methodology with ICTs helps students to have the same opportunities to access information. In addition, devices help tutors to give the same attention to all the participants within the class, and they make instruction personalized thanks to personal feedback.

Technological tools are easy to understand and use once the learners are constantly in touch with them. The good thing about tutoring based on technology is that school is a place where students go every day, so practice and contact with the things learned recently are not lost. In most countries, schools are still a fundamental part of the formation of the people, whereby their values and customs are acquired.

Another advantage that technology provides is that all the tools can be used for the evaluation of the tutors and learners alike. This evaluation is easy to apply and analyze because of the programs that make tabulation of results fast and precise, objective, and highly reliable.

Educators can save a great deal of time because they do not have to spend long hours grading assignments, and the results are more specific and fair for all the participants. Students will have the chance to check the final results of the tests, because within a technological class, most of the evaluations are objective within specific fields of knowledge.

About the evaluation of the educators, learners have the chance to take an anonymous and virtual poll whereby the performance of the educators is evaluated in order to find out information that helps to improve class procedure, avoiding retaliation from the tutors towards the learners.

Technology also aims at evaluating graphically the process, the development and the advances of each scholar individually. This makes the job of the tutor easier and more helpful for the students. The educators are able to understand the lacks and the needs of all the learners individually and in groups.



Evaluations are made to have exact and useful knowledge for the process of learning. Results are not only facts or numbers, and even less information to punish the students that cannot overcome difficulties. Technology becomes a positive aid for educational institutions around the world.

Changes in the educational system aim at the development of new experiences in the classroom that help the learners to improve their knowledge in quantity and quality. The information and the different resources achieve an effective, faster, and deeper learning experience. This helps the students to grow up as individuals, and also helps them to be able to collaborate with work groups and to link up to any situation that might be present at the moment of acquiring information and knowledge.

There are different strategies based on projects and works that develop more than one skill at the same time, allowing a new and permanent way of learning. Group work enriches the learning process because all the participants contribute with a wide variety of opinions and foment respect at the moment of letting each other know about different topics.

In addition, the same strategies that help the participation and the growth of the group, also promote the personal development of each individual according to the level, capacities, knowledge, input and personal effort in developing their individual potential thanks to active participation.

In modern educational methodology, the students are the center of teaching. They create their own knowledge with the constant guide and help of the tutor who is constantly sharing information and helping the learners to develop criteria and personal skills.

The instructor, having an organized registry and easy access to data on each student will always know what are the needs, the proficiencies, and weaknesses of each student in order to guide them in the best way. The teacher is helping and boosting individual work and understanding without stopping the rest of the group and the development of the class. That is why future classes will continue to have student-centered methodology in order to be more up to date and flexible.

Another significant advantage of technology is its inclusive perspective. Historically, people with any kind of disability could not have easy access to formal tutoring and the



institutions did not have a way of helping these students to achieve an effective learning. In our times there are a lot of different gadgets that help people with disabilities to have access to good teaching independently of the condition they have. In this way everybody has the same opportunities to study.

A final advantage, but not less important in the aspect of technology, is ecology. The use of technology directly changes the use of paper. Digital presentations, platforms and scholar networks have been decreasing on a large scale the use of books, notebooks, paper, and other resources that are a problem for our environment due to the overuse of paper which comes from trees.

Saving of time and money is another very important advantage of technology. If less time is used for each lesson, more information can be given and can be learned more efficiently.

With respect to economy, technology can help the students to study without the impediment of a lack of resources and material for their classes. Even if a computer is more expensive than books and notebooks, the learner has more opportunities and resources with an electronic device than with a book or even with several texts.

Technology allows constant communication between students and tutor. Within the class or outside, learners can ask questions and let the educator know about any doubts that can be answered immediately, and the instructor does not have to put other things aside to help the students.

Technology encourages the freedom and the impulse of the learner to participate in the class, creating learning communities and a collaborative, participative, and nice environment.

2.1.2 Disadvantages of Multimedia Teaching

A process of change involves problems and brings about different consequences for people and the environment in which it is developed. That is why it is important to take into account the negative and positive aspects of a huge transformation, especially if it is applied on a large scale. The transformations and methodological changes in institutions



can create confusion in the minds of the people who are used to former processes, and opposition to new styles of learning or teaching. These may be educators, students, and even authorities.

To make an entire generation with an established system change over to a new system is hard, but not impossible. It is known that including technology within the class is going to change roles, schedules, and resources already established because of the use of new tools that are going to be learned about and used in everyday practice. In any type of institution changes in rules and systems are going to provoke initial chaos.

Technology used in the class could show up advantages and disadvantages, as any other type of new methodologies when being introduced into a new field. The advantage of technology in the classroom lies in the fact that it has already been proven that technology resources are effective in the educational field. There are many schools, high schools, colleges, and universities that use computers, iPods, tablets, and smartphones with very satisfactory results.

Sometimes the amount of information found online becomes a disadvantage for educators, and this fact is something that instructors should learn to handle adequately. They have to be able to choose the correct material for a class based on multimedia by using the correct Internet sources.

Another disadvantage is that, sometimes, learners have a better management of technology than educators, and it is easy for them to concentrate their attention on social networks, games, chat rooms, etc., instead of on the class. The educator must be able to engage the learners in the activity and make them feel interested in the topic and not in other things even though they have other technological tools in their hands.

It is possible to apply locking systems for different pages that can be applied while the class is in progress; however, this situation can limit the work and resources of the educator. The reason lies in the fact that most of the platforms or pages locked, like Facebook or Twitter, are very helpful as a media of communication for homework, classwork, or absent students, etc.



A big problem of technology is the access to previous and already existing pages like: www.rincondelvago.com or www.monografias.com. These types of pages alert the instructor to distinguishing between work done by a scholar and which is not. If the tutor is limited to taking the papers without identifying the kind of vocabulary that does not correspond to efforts made by the scholar, then the tutor may not realize that the work was copied from the Internet or some other source. Well-written papers do not always mean that the student has produced the work by his or her own effort.

Another disadvantage is the technology disposition of the learners. It is true that technology is practically in the hands of everyone, but it is not always true. The tutor has to be sure that every single scholar has access to a device and Internet connection, and also the knowledge of how to use these tools. Time for explaining the importance and usefulness of technology is vital for a successful technology-based class.

Another terrible disadvantage that can be present in the classroom is frustration. The use of technology is easy for the young that are used to it, but not all adults have the knowledge to use the devices easily, and the misuse of them can provoke bad feelings in the classroom, and sometimes dropping the course becomes an option that students often take into account. The instructor should never let the students consider themselves incapable of handling a class based on technology or multimedia resources in general.

Educators in this respect become a guide for the scholar because most of the time the students have to do the work by on their own. The educator should be conscious that the presence of the educator as a leader of the process must be constant, and the tutor is always part of the learning activities. The tutor cannot be apart from the class, because knowledge is going to be given as a primordial part of the development of the learners inside and outside the class.



2.1.3 Use of Multimedia Teaching in the World

It is important to know the use and implementation of the ICTs in different environments to have a clear idea of how they are going to be used in this specific topic. The project is going to be based on previous studies closely related to the use of technology within the class.

A clear example of this is the essay by Dr. María Carmen Montolio Tena called “Educational Technology in the Development of Educational Work” which shows the impact that using technology has in Latin America. The work mentions the impact of the new resources on the educators, the students, and the institutions at the moment of adapting the use of the new resources and technological information into the daily activities.

It is taken into account that the international organizations dedicated to education such as UNESCO have made previous studies about the influence of the ICTs on teaching around the world and how ICTs are supposed to be implemented to obtain the best results.

However, Dr. Montolio mentions the difficulties of putting into service the tools in different environments, and the need of creating the right conditions for correct use of new technologies in the educational field.

Also mentioned are the constant changes that technology has provoked in schooling processes around the world. Now it is possible to study at home through online courses. Schedules are flexible and dynamic thereby helping learners to organize their time in a better way according to their own interests and needs.

Dr. Montolio cites the worldwide report about tutoring in which it is shown that educators, students and instruction in general reveal changes and development when ICTs are used. This is appreciable in three key factors for the efficiency of teaching.

First of all, instructors and learners need to have access to technology. Second, they need academic content. Finally, they need the correct knowledge to handle the technology and the academic content. According to UNESCO the two factors mentioned above are



necessary for the ICTs to be effective in the educational field. The influence and impact that ICTs produce are obviously taken into account.

Another aspect that has changed teaching in the world thanks to technology is the roles within the classroom. The educators are not transmitters of knowledge anymore. They have begun to be an aid for the learners, who are the ones who create their own knowledge thanks to the constant guide of the “facilitator,” meaning the tutor. Also, the diversified activities of the students are different in this methodology. There are no learners who dedicate themselves to copying what is transmitted. Active participation is the key to the good development of the standard multimedia class.

In Latin America, the incorporation of new technologies in the educational system has shown a weak spot in the past twenty years. The reason is that the only change made was the introduction of devices and computers without clear and established objectives, strategies or guides to help in the use of the technology. Consequently, the new technologies have not had a completely positive effect on educational practices.

On the other hand, there is a positive consequence of the constant presence of the ICTs in the teaching environment. It creates the need for developing a democratic and inclusive school system that keeps up with the persistent changes of society. There needs to be a better distribution of scientific knowledge with high levels of development. ICTs reduce time and distance obstacles thereby helping thousands of people around the world.

International organizations such as UNESCO deal with the purposes and strategies of technological installations creating laws and mandates that allow for the inclusion of them in the class. There is a long way to go forward, especially in Latin America, but it is only a matter of time, because the school systems have the need to transform and progress because of social requirements.

The main objective of education is to prepare individuals to be part of society and to be successful thanks to the information given in class. That is why the skills need to be renewed according to the advancement of culture, with creativity, innovation, and autonomy.

There are many countries that have made a great effort to incorporate ICTs into their educational process. Chile and Costa Rica, for example, in the 90’s made programs and foundations in which technology and teaching were included. Uruguay, Argentina, Peru,



Colombia, Mexico and other countries are not exceptions concerning initiatives towards educational changes at national and sub-national levels.

The efforts made by these governments are not only legislative but also economic because the inclusion of technology involves the purchase of the necessary material. Nonetheless, expenditure on schooling cannot be underestimated with respect to the positive reduction of the digital gap that improves the life standard of the entire country.

Teaching and learning are worldwide human rights for the public good that cannot be eliminated. The right to education of quality is the reason why multimedia schooling is considered to be the best option for our times; multimedia schooling is required in most institutions.

2.1.4 Use of Multimedia Teaching in Ecuador

As has been said before, ICTs favor the development of new instructive practices that are relevant and effective in improving the level of students, instructors, schools, and educational systems in general. International pedagogical decisions and progress in learning influence each country, and Ecuador is not the exception. As in many countries in Latin America and in the world, Ecuador is implementing technology in its public schools.

A clear example of these new changes is the “Escuelas del Milenio” (n/a: In English “Schools of the Millennium”) where it is easy to teach through the superior method of multimedia as opposed to the traditional one. Multimedia education is not only beneficial economically and ecologically, but also easily used; and the amazing amount of information that can be obtained is evident to educators and learners.

There is an article written by Mónica Peñaherrera León called “ICT Use in Public Schools of Ecuador: Analysis, Reflections, and Reviews” in which the effects of technology are presented as an analysis of the research concerning the implementation of ICTs in the public schools of Ecuador.

Basically, the project demonstrates the effect that this type of teaching has had on the public schools of Ecuador. Peñaherrera was part of a project called “De tal palo, tal astilla” (n/a: In English “Like father, like son”) that had the objective of improving the quality of



teaching in the public schools of Ecuador through the capacitation of the educators, inclusion of technology, modernization of infrastructure, new tutoring practices, and new methodologies. All these innovations were destined to give access to the students and educators for any type of information and tools for productive and educational use.

The project has accomplished the analysis and evaluation of the integration of new pedagogies in the Ecuadorian school system, how they have impacted the classrooms, and how they have developed since the initial application.

The methodology of the investigation involves the use of ICTs, the same as in the present project. The global results obtained by the researchers show real advantages and disadvantages with respect to the use of these new teaching technologies in Ecuador.

One of the conclusions is that Ecuador needs to make reforms at the executive level, referring to schools, and at a legislative level, with reference to the laws related to the government. To increase opportunities for the students it is necessary to include ICTs in the classrooms with an adequate environment for good development and learning.

Evidently, including ICTs is not easy, and the use of them is not always as constant as it is supposed to be, even if some institutions have the possibility to do so, and even if the resources are available. The use of the tools and specific means must be included in the general curricula, and these are the changes that Peñaherrera recommends in her research. Technology must be part of the official and legal documents related to the teaching and learning process.

Capacitation of teachers is also necessary because the correct use of technology can establish the success or failure of the ICTs within the class. It is very important for the student to have a guide that can explain and help with any situation that could present itself during class time.

However, the project confirms that technology inclusion is not only based on giving equipment or devices to the schools. It is not only based on the capacitation of the tutor. There are a lot of other things that are important at the moment of implementing technology. The structure and the organization of the institutions also have to be improved together with the methodology and legislative lines of work needed based on the new resources and knowledge.



It is a long process that is already happening not only at school and high school levels, but also in higher education institutions such as public universities around the country. Fortunately the implementation of technology is already ongoing in relation to curricula changes in each subject. The purpose now is to introduce methodologies to achieve the desired changes.

That is why Multimedia Translation for Teaching Academic Writing at the University of Cuenca is an appropriate project for the process of change that schooling in Ecuador is undergoing right now.

2.1.5 Impact of Multimedia Teaching in the classroom

The great impact that technology produces at the moment of being part of the class is something clearly perceptible. All the participants of the schooling system suffer in one way or another from the influence of a new methodology.

First, it is important to take into account the new tools, resources, and pedagogical changes. There is no institution that is going to be purposely behind others. At the moment in which a general regulation is officially established, all the institutions are going to be part of the change, because they cannot go against progress. If an institution refused to implement new technologies and methodologies, the institution would be prejudicing the students. They would not have the same opportunities as other learners who have new technology in their classes.

Another reason to implement ICTs in the classroom is that young people have access to all kinds of technological devices, and these tools should not be only entertainment devices. They should be used and developed in order to serve in an instructive way.

ICTs have contributed towards a teaching revolution. They have changed forever teaching and learning concepts. ICTs create new classroom roles that introduce new educational objectives. The means used, the pedagogical theories handled are all in relationship to the new technological era.



The grand and imposing change is present all around the world, demonstrating a development that has overcome old educational forms and is diffused at all scientific and social areas.

Education is the basis of society, through which all society's characteristics are taught and learned. Therefore it is important to include technology for a more effective achievement of this objective.

At any rate, it is important to take into account the great amount of factors that are of considerable importance with respect to the learners.

Age, for example, influences highly in the development of the class. It is not the same to teach technology to children that have been raised with all types of devices in their hands as to teach adults of an advanced age who have just started to recognize the advantages that technology can bring to their lives.

Gender does not mark a difference in the intellectual range of learning, but it influences the interests of the pupil. Men and women have a tendency to like specific topics, and all of them should be introduced in the class. The educator must be able to engage all the students with general and specific topics according to the subject and the type class. Gender must not be a problem for the learners in the development of the class.

The socioeconomic situation is a factor for the learner, which is very important at the moment of including new methodologies, especially the ones involving multimedia. Even if there are a wide variety of prices in the technological market, not all the families are able to face expenses such as the purchase of personal computers, smartphones, tablets, iPod's, etc., for all the members of the family. That is why the curriculum must take into account the aspects that are going to influence the efficiency or failure of class organization.

An aspect the educator has always been concerned with is the motivation of the students. There are a lot of personalities and individual interests among the learners in a classroom, so it is difficult to motivate all of the students, with different backgrounds, purposes and aspirations, at the same time. Motivation is not an objective; it is



absolutely subjective and this becomes a real problem for the educators at the moment of integrating the class.

Once again, technological teaching can be considered as a necessary aim for the tutor when it is necessary to motivate the students and engage the class. The key activities are tasks that are well designed to integrate the whole class and through which different types of information can be transmitted. The web and the Internet are full of different possibilities that can be applied in the class and outside, at home, at the library, etc. There are web pages that can fulfill any kind of need, and can draw the interest of all the members of the class. This is a strong and positive impact on the students, because they are going to feel interested in the class and develop skills based on their own concerns. The class is going to have a better environment with constant change and improvements.

Motivation of the learners will become a very important factor to bring positive results for individual development, for the group, and for the teaching system in general.

Therefore, the use of the Internet and electronic devices is going to have a specific purpose with specific expected results. It will help the teacher to prepare the class with a more flexible perspective that is open to new possibilities of teaching and learning. Not only learners are going to have innovative ways of doing their work. The instructor will also have the chance to create presentations and more interactive classes, whereby the already motivated students are going to participate actively making the classroom a place of significant learning.

The variety of possibilities is wide in the digital schooling field. There are several portals directed to the teaching area specifically that allow for the organization not only of a class but also of an entire institution. Online enrollment, the Moodle platform, and institutional websites are the best examples, and the most used tools for educational purposes.

Theories about multimedia instruction have emphasized the fact that the learning process of the students is affected by the amount of resources that the methodology



provides. Then again, what are the consequences of multimedia teaching in the learning process? It has been demonstrated that images, videos, videogames, and other activities get the attention of the younger students and children in particular, because of the constant contact with technology in everyday life. The access to all types of devices, programs, and online resources make traditional teaching less attractive and seem to be repetitive and non-active. The institutions that use technology present activities in a way so that the learners are able to do different tasks at the same time, thus gaining knowledge through different resources in different ways with the constant guide of the instructor. In the United States for example, the use of virtual platforms, devices and technology in general is an everyday activity. It is very useful for maintaining the learners' interest, for keeping students busy, and for engaging them in the topic; the students become a part of the group while developing different skills.

A good model of technology in the classroom is the Technology for Educators class at St. Andrews University. In this project, the same resources are going to be explained and applied. It is very important to prevent any negative impact that technology would have on the students and the expected results of the course. Even if it is true that young people have total access to technological resources, it is not common that they know the possible educational uses that technology can provide. People in general are unaware of the possibilities, the material, the data, and the resources that the web facilitates. Platforms such as Facebook or Twitter are the ones most used worldwide, but the global trends never have their Top 5 related to scientific or educational topics.

As in all new methodology or applied technology, it is important to consider the possible benefits or difficulties that could be present concerning the participants of the experiment. Technology, in this case, is not going to be new for the learner, but rather the opportunity to practice with the new media and to learn how to use it in order to bring about new results.

Technology is evidently going to have an impact on the development of the learners during class time. Technology is a tool that has a lot of benefits, but also can bring about complex situations that the educator should learn to handle. The students in general look for an easy way of leaving out long and boring tasks. The classwork has to be absolutely interesting for the pupils to show real and complete interest in the academic assignments.



Technology is going to make the labor easy, especially for handmade projects, but the organization of a great amount of information becomes a great problem for the learners and consequently for the educator.

2.2 Theories supporting Multimedia Translation and Education

Multimedia Translation methodology is a practice in which the teaching is based on activities that involve two or more languages. The languages are going to be translated and analyzed with the help of multimedia material: videos, images, music, and others. The purpose of the multimedia data is to make the learners feel interested and motivated during the class while learning at the same time how to use technology in a school environment. Most of the materials used are free and easy to find on the web.

It is important to know that audiovisual translation, another name for Multimedia translation, is different from other types of translations. Delia Chiaro explains it in a very clear way in “Issues in Audiovisual Translation.” She remarks that other characteristics and skills are needed in order to use, understand and apply such skills in the class. Chiaro declares that “The XXI century is witnessing the advent of new technological devices” (141) referring to the development of all the technical tools used in a multimedia classroom. The author affirms that translation is the key to future teaching in relationship to inclusion because of all the new possibilities that translation provides for monolingual individuals, blind, deaf, and people with other disabilities. Translation can be considered as a “service of quality products” that improves the system of teaching within a society.

Tony Hartley in “Technology and Translation” states that there is a demand for product information. As in other fields the public demands technology; the users need manuals, games, and instructive materials in a language understandable for them. That demand creates the need of translation because the creators of technology have made the products in their native language. Even if there are a lot of translation



programs, machines cannot translate in as correct a way as human beings, because computer programs do not recognize grammar, common language, irony, sarcasm, and other language features that human beings understand. That is why professionals make successful translation projects.

Multimedia translation is an educational resource that aims at the improvement of specific skills in the students. It has been used before and it is possible to show the evident results that it has had in the classroom.

The present investigation has as a main objective to improve the Academic Writing abilities of the learners of the first semester of the English Literature major at the University of Cuenca.

For this reason a technology tutoring class has been developed, based on the multimedia translation methodology. The plan is to obtain the participation of the learners through practice and contact with the resources, helping them to learn actively and at the same time to improve their Academic Writing, a basic skill in a specialized major.

The students are going to be able to use the resources properly while finding information for their classes. They will learn to be critical and to distinguish the useful information from the useless data.

The pupils will be able to use technology for different purposes or perspectives. They will learn to use it as scholars, and as future educators, thus extending their future professional possibilities.

2.2.2. Previous Studies and Results Based on Multimedia Teaching and Translation

It is important to be aware of the background related to Multimedia Teaching based on previous studies in order to understand in a better way the purpose of the project.

There are actually several investigations related to the topic, such as “Technology and Classroom Practices: An International Study” by Robert B. Kozma who made an international study based on the participation of twenty-eight countries including the United



States and Italy. The data was collected from a variety of samples and classroom practices.

According to Kozma, the study confirms that ICT has become integrated into the curriculum, at least in the innovated cases of technology applied in schools. The research showed that 90% of the educators were engaged in advising and guiding the learner with the help of technology, and 94% used computers in the classroom, library, and laboratory. A large majority of the classes used productivity tools, web resources, email, and multimedia software. Not many of them used simulations.

Other studies such as “Hypertext Development Project” in the Slovak Republic demonstrated the improvement of schooling with the creation a hypertext educational materials made by the instructor for programming courses and how this contact with technology helped both students and educators.

In Spain five rural schools submitted the project “Roots” in which the learners were engaged in the class thanks to the information on the web. Even if only sixteen computers were available the project was a success. The learners worked in groups doing research on their own villages and writing reports about the Catalan language. Using technology, they learned about their culture and how to preserve it, helping each other and finding solutions for real-life problems. Even if the resources of some of the schools were modest, the results ended up as positive.

Most of the conclusions based on the results of this type of investigation demonstrate that technology and innovative projects, related to multimedia material and methodology, support the development of class projects in many countries around the world.

ICTs are used by a lot of educators for helping to bring about the change that the classroom needs, integrating technology into the curriculum. Roles are changed and support for learners is better. The educator becomes a monitor, an assessor, and a guide in the learning process.

The impact of ICT in the classroom is positive because of the skills acquired for solving problems, for communication, for collaboration, and for other factors needed in a twenty-first century environment. Even if some schools do not have enough resources, technology



is still a good tool, and it provides a better methodology for engaging the students and teaching any kind of subject in the class, if it is directed and organized in the correct way.

Tutors need to be able to plan and prepare correctly following specific instructions for the class, while using technology as a tool, and not as a replacement of the teaching material.

Kozma insists on the fact that new technologies are consistent of the principles of scientific learning and are a promise for the improvement of education through a curricula based on interactivity and the solving of real problems. Students need to receive feedback on their performance reflected on their ideas and understanding. It is important to know that the positive impact of the new methodology is not automatic; it depends a lot of how the tutor uses it and applies it every day.

The accomplishments of the goals established previously depend on different factors. For example, the educators must be aware of the need of each level. The fourth grade is going to work better with games, the eighth grades with the use of computer data, and the twelfth grade with data simulators, for example.

The use of instructive technology is part of some instructional concepts in some countries, usually related to constructivist approaches to teaching and learning, because educators set up projects and create and organize structures to help learners. As in the constructivist theories there is no memorization only learning through creation.

2.3 Theories involving Multimedia translation, Education and Technology within the class

2.3.1 How Multimedia Translation is related to Education and Technology

According to Peter Newmark in “Translation Studies” (20-21) there are four stages of the translation theory. The first one is the linguistic stage, dedicated to literary translations and word for word translations. This is related to the old and traditional schooling. Then we have the communicative stage with non-literary and literary text and the functionalist stage that takes into account the essential message rather than



the language. It belongs to a more advanced type of instruction. Finally we have the Ethical stage with serious literary text that is more developed, comparatively, and that can be related to the multimedia-teaching era because of the historical point of view, and the resources used.

2.3.2 Pedagogical Theories that support Multimedia Translation

There are three fields to be taken into account in this project, and all have a good reason to be part of it. Multimedia Translation with the aim of technology is going to help teaching to develop specific abilities such as Academic Writing. This is the real input of the monograph, trying to show that the fields can work together and obtain satisfactory results at the moment of developing abilities, specifically in the development of Academic Writing.

Constructivism is the pedagogical theory on which the project is based. As is known, constructivism is a concept that focuses on the learning process. The students are the ones who create their own learning experience with the guide of the educator. That is how the investigator is going to manage the class process, and that is why the constructivist theory was chosen.

A feature of the constructivism method is that it is disposed to accept new material and instruments thus benefiting the procedure because of the fact that changing technology is always going to be admitted into new sessions.

Piaget, Ausubel, and Vigotsky did not experience the technological revolution, but according to their revolutionary ideas that have changed the concepts of tutoring, the constructivist theory is still open to new possibilities whereby the students are able to gain knowledge in a significant way.

2.3.3 How to Integrate Multimedia Translation in the Classroom

The advantages of multimedia teaching are clear now, but it is important to show that multimedia translation is able to be an extremely useful tool in the process of



learning, based on the advantages of multimedia instruction. Even if the translation method is considered obsolete to teach languages, it is important to take into account that this methodology has also undergone a total transformation thanks to technology and the entire revolutionary advances. Integrating new methodologies in an environment is a challenge for the educator and for the institution.

All the pros and cons of the new procedure must be carefully analyzed before exposing the students to the new methodology. Every single change can have a great influence on the classroom environment.

The benefits that translation and technology can provide to tutoring are many, but it is important to first take into account the aspects that can influence the process. Aspects such as the background of the students, the interest of the class, discipline, socioeconomic situation, etc., are important.

Radmila Popovic carried out an investigation in which the inclusion of translation in new fields is explained in a clear way and in which the procedure has no precedents.

Popovic proposes that the introduction of translation into the classroom space must not be isolated. It must be included in already existent courses where it can be put into practice immediately in a way that can be pedagogically and organizationally effective.

The organization established by Popovic is based on stages that are to be followed in each session. The steps are simple: Pre-translation activity, Translation Activity, and Post-translation activity.

The Pre-translation activity is responsible for the engagement process. It is characterized by the inclusion of an introduction to the topic, content and vocabulary, mainly, and the organization of the class. The second step, The Translation Activity, is based on the group work of the students and real practice with the language. Finally, the Post-Translation activity allows the learners to compare the information learned in the class and receive the corresponding feedback of the tutor.



Chapter 3:

Methodologies of Multimedia Translation, Resources

3.1 Previous Methodologies Without Current Technology

3.1.1. Traditional Methodologies and Educational Characteristics

Traditional education has been characterized by a specific methodology used in the class. Usually outdated teaching is based on the transmission of knowledge without a reasoning process. Instructors are prepared only with a guidebook and the process is to dictate while the students copy the information into notebooks. The material given in the class needs to be memorized and reproduced orally or written by the students.

Within this old type of education, the educators were the center of the method because they were considered to be the holders of the wisdom and all the facts in relation to the subject or subjects they taught.

Viera Boumová states in her master's diploma thesis, that teaching a foreign language is a task that implies the development and improvement of the skills, specifically the skills of the learners at the time of talking and handling the language correctly. Nevertheless the old-style practice has another teaching technique "which actually meant that the content of the course was limited to the specific vocabulary and grammar of the chosen field" (Boumová, 10).

In traditional education, the control of the educator was something that had to be respected, and the dreadful situation was that, no matter what the educator said, it was always "correct." The feedback from the tutor to the students did not exist, and the input of the learner in the lesson was almost non-existent. Old-fashioned education was also characterized by authoritarianism and imposition of the educator. However, in some ways, it cannot be denied that great thinkers were trained in the system and that did not prevent



them from having a good formation and accomplishing great goals. Traditional education, therefore, was not absolutely useless. It had positive characteristics that could still be used in present education, if they are applied with a different perspective and with objectives that fit into a class of the twenty-first century.

The foreign language field was very impaired within traditional education. The tutors limited the teaching and learning process to the Grammar Translation Method whereby grammatical rules were established and memorized, and words were translated one by one or literally. The students used to copy all the information, memorize it, and repeat it without understanding the language itself.

For these reasons, the Grammar Translation system is considered at the present time to be one of the less effective methods for teaching languages. Several authors considered in the past that memorizing vocabulary and grammar was enough to have complete knowledge of the language. Nonetheless, it has been demonstrated that there are many basic and complex skills that must be developed in order to say that the language has been learned in a proficient way. According to Gunter. Huber in his article "Active learning and methods of teaching," the key to teaching is the active participation of the students. Huber considers that the students should learn by themselves by creating their own activities according to the goals that they want to fulfill in relation to their needs and interests. All of these come within "social learning" as part of the teaching-learning process based on the constructionism pedagogical method.

The absence of technology in the past marks a big difference with current teaching in relation to former instruction. The possibilities to obtain information were less accessible, and the material was directed to different uses and purposes than those that we have today.

With the progress of technology, not only does society change, but schools and previous teaching techniques that have been in force for decades.

Without technology the process of carrying out projects, writing papers, recording grades, and other activities were done by hand. The time that was necessary to write down the information, to do homework, or to list grades was very complicated in comparison to all the programs and applications that are available now.



To create backup copies of documents used to take a lot of time, including the registration and the organization of all the information, and accumulation of important papers used to be limited. That is why after a period of time the backup copies were discarded. Now, the data concerning grades, records, and other official papers is used constantly in the educational field, and it can be organized and saved in the internal electronic register of the institutions.

Evidently, improvement can be seen in the process thanks to the technological advances. Nevertheless, it is not possible to say that traditional methodologies developed before the technological revolution were not effective at all, especially during their time when all the applications used today did not exist. All the registration characteristics of the traditional education can be considered as predecessors of what is done today, but with the extra aid that technology brings. However, not every change can be considered to be positive, and that is why every adequate characteristic of each process should be taken into account with respect to new information.

Richard J. Noeth and Boris B. Volkov, in "Evaluating the Effectiveness of Technology in our Schools," talk about some benefits that came from the combination of customary instruction and technology.

It is mentioned that basic skills can be developed in customary methodology, as well as in higher academic achievement in a variety of areas, because computers encourage conventional education to expose its best characteristics.

The investigation also states that the training of educators will be a key point for the successful teaching assisted by technological resources by combining a guided and old-style schooling with specific objectives with the pursuit of the Internet and other more developed teaching modes that can improve results. It has been proven in the practices that most of the schools that obtain Internet services show a significant change for the better in the improvement of the students.

To prove the positive impact of technology on tutoring, the experiment reveals a Canadian investigation in which a poll was made about the implementation of new resources in the class. The results show that students have a positive attitude towards



technology if they are exposed to it constantly. In a wide majority, learners consider that the impact is positive and it provokes constructive advancement in the quality and level of instruction. The needs, objectives, strategies, and environments are changing continuously while improving education.

3.2 Methodologies Involving Technology Within the Class

3.2.1. ICTs: Meaning and Characteristics

The technological revolution makes the world dependent on information. ICTs aim at meeting teaching needs as being part of the regular change of society, giving the students new ways of understanding and the possibility of being part of the society and culture, in which they live, successfully.

ICT literally means “Information and Communication Technology”. UNESCO established the Information Technology as the “scientific, technological and engineering discipline and management technique used in handling the information, it’s application and association with social, economical and cultural matters.”

According to an investigation of the University of Mumbai in the project “Information and Communication Technology” ICTs are “the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a micro-electronics-based combination of computing and telecommunication.” (26)

The main characteristics of the ICTs stated by the same investigation are the following:

-Acquisition, storage, manipulation, management, transmission or reception of data information.

-Real time access to information.

-Easy availability of updated data

-Connecting Geographically dispersed regions

-Wider range of communication media (27)



ICTs for instruction are the principal means of communication that allow the spreading of all knowledge and procedures that fit the needs of the society. Thanks to the development of communication technology, information can be shared from different places easily and material can be safely transmitted for science and for all educational communities and populations.

3.2.2. Pedagogy and Technology

The pedagogic theory that is going to be used in this project is based on the use of the ICT, called also technological schooling. It allows the instructor to include technology and its resources in a pedagogic way, so it can be part of the learning process thereby being useful and natural, without provoking negative results in the learning process of the students.

Superficially it is possible to see the benefits that technology provides to education. The teaching material is previously established and structured in a way that the work-plan can fulfill its objectives. The learner needs to be capable and receptive in order to improve personal and group abilities. Technology allows for significant learning built up by the discovery and collaboration within the classroom assisted by the instructor and the constant presence of the necessary components. The schedules are more flexible and the learning time is limited to the student effort, thereby increasing or reducing the work time according to the needs.

ICTs are resources that can be used within the classroom; nonetheless they are not a pedagogic methodology by themselves. That is why it is necessary to establish a teaching scheme through the ICT material based on pedagogy for a correct use of ICTs in the classroom.

There are several pedagogical theories that involve technology, and they are closely related to the new schools, in which technology is a constant part of learning and daily life. Consequently, the relationship between teaching practice and ICTs is necessary because they need each other to get better results. That is why that before preparing the classes it is necessary to establish a logical and effective relationship between theory and practice.



Marc Prensky in his article “The Role of Teaching in the classroom” mentions that “the role of technology in our classroom is to support the new teaching paradigm” (Prensky, 1)

A paradigm according to the Dictionary of Cambridge University is “A model of something, or a very clear and typical example of something.” Establishing a new teaching paradigm implies multiple things, including the introduction of new technologies and methodologies.

Technology, formerly non-existent in the classroom, will occupy a new position. “The role of technology in our classrooms is to support the “new” pedagogy of kids teaching themselves with the teacher’s guidance.” (Prensky, 3)

A need exists for the “new” technique to be adapted to the requirements of the constant changes of the present instruction.

Consequently, it is important to know what pedagogy considers concerning technology inclusion in the classroom. Most of contemporary pedagogical theory believes that technology is a basic tool for the development of the class, even if the class is not equipped with all the utensils that a multimedia class must have. Educators must be conscious of the lack of accessibility that learners have with respect to technology, because most of the tasks are related to the use of technology such as in the investigation of a topic.

Pedagogic theories that support technological teaching were not designed at the same time as technology, and a lot of thinkers that developed the basis of a pedagogical ideology did not live to see the benefits of technology. Even if the creators of the theories did not know the benefits of technology, the present educators are capable of matching the new technology with the theory. Constructivism, for example, with Ausubel and Piaget as the main contributors, is a theory whereby technology is easy to apply as well as teaching roles.

There are theories that consider whether technology is useful or not: Ryan E. Dunmire talks about the selection of technology in the class and how sometimes it does not fit in with schooling purposes. Dunmire cites James Kulik who considers that “studies do not help educators understand how technologies might, or might not, help cognitive learning and the kind of analysis by students that is desired” even if it improves the grade of the



scholar. According to the article the changes that technology provokes must take into consideration other changes related to learning such as the curricula, resources, social factors, and settings. It can be said, that the “inclusion of technology in the class does not affect exclusively the students, but the whole field.” (Dunmire, 3)

The effectiveness of educational technology, according to Dunmire again, can be bad or good according to the use given to it. “The majority of articles that are against the use of technology in the classroom do not actually focus on the technology, but rather, its effective use of the teachers.” (Dunmire, 4)

Therefore, it is possible to say that the use of technology involves many factors that must be considered before stating if technology is good or bad for being used in the classroom. The problem of the studies concerning the use of technology is the lack of knowledge to be able to demonstrate if the use of technology is positive or not for the teaching system.

According to Nunes and Gaible in “Development of Multimedia Materials” the role of technology is developed in different contexts. Within the “Instructional context” it is possible to see that education is centered on several aspects.

The first one is the Learned-centered aspect where the multimedia class is directed for benefiting students and achieving goals, motivating students to complement previous learning with the new techniques.

The second one is the Knowledge-centered aspect whereby the curricula is designed for promoting understanding instead of receiving information without understanding. It also aims at improving learning with the implementation of new experiments and activities, modeling tools and creating opportunities for complex situations developing comprehension skills.

The third aspect is related to the assessment-centered context. The scholars receive opinions and constructive criticism about their work, in order to raise their thinking and understanding. Technology is a great tool for giving assessment and practicing the weak points that the pupils may have.

Finally, the community-centered context is the one in charge in relation to society and schools. Professional communities will give a better chance to prepared students than



simple ones. The management of high quality and high standard materials and instruments motivates students to apply themselves to learning and to achieve success in future careers and universities around the world.

3.3 Resources: Free, online resources and their uses within a class

There exist several types of educational resources. From big books to pencils, everything is important in class development. The technological resources give new possibilities to the educational system, and change the way of teaching and learning in a significant way.

The web provides a wide range of free online resources that can be used in the class. There are electronic books, web pages, platforms, games, and other tutoring material that is constantly uploaded and improving the learning development.

3.3.1 Resources Used in Multimedia Teaching

There are an immense variety of multimedia resources available on the web. Instructors should be very careful at the moment of choosing the material that is going to be used in the classroom. There are several web pages that offer different and varied academic aims as pages according to the subject, pages for the instructor, learner or institutions. The benefits that the pages can provide depend on the type and use of resources.

One of the most used and known multimedia resources are the Interactive White Boards. The Australian Journal of Educational Technology published in 2012 an investigation about the digital resources in relation to Interactive Whiteboards. The research shows the constant increase of the sales and use of this digital material, especially from 2010. Nowadays, most new schools all around the world have access to this type of electronic media. Interactive Whiteboards “are essentially a large whiteboard-



like surface which acts as an “input” device to a computer.” (Lee, 139) In this way with the help of a searchlight, the tutor is going to be able to use the interactive tool with a greater participation of the students. The instrument allows more than one activity at the same time, searching for information online, and creating activities based on the application that the material permits. The advantage of the whiteboards is that they are compatible with a wide variety of educative software in any computer. As stated by the Australian educators, the opinions and critics of the Interactive Whiteboards reported by teachers illustrate the benefits of digital resources in any educational environment.

In spite of this, the resources that can be easily used by teachers and students are the free online ones. It is simple to find web pages dedicated to the creation of useful tools for schooling. For example Yale University designed a free “Center of Language Study” page where a wide variety of teaching tools are published as teaching and learning material.

The most used and useful tools are the audio records and editors that are basic for a language class together with online dictionaries and reference books. The advantage of this type of software is that educators and learners can develop their own material. The same thing happens with photography editors, perfect for the creation of multimedia projects that can be made with a great variety of tools and multimedia content of any type, from slide presentations to video projects thanks to film production programs. Another remarkable application is the video calls. They allow for contact with important expositors, specialists, teachers, and other important persons benefiting the learning process in general. The possibilities of project creation are only limited to the creativity of the participants.

The real problem appears with the misuse of the resources. Regrettably, it is not possible to know the real percentage of people that use productively the technological material, because there are multiple “destructive multimedia resources.”

3.3.1.1 Destructive Multimedia Resources

Destructive multimedia material can be denominated as all the tools that instead of being used for practice and useful for education are employed for cheating, copying, and



plagiarizing. Unfortunately, the variety of these resources is as big and diverse as the useful pages, and they are sometimes even more used than the correct ones. A lot of pages, such as Wikipedia, are not created with the purpose of copying. Nonetheless, they are constantly used and handled for negative purposes, considered by the users to be a source of material.

First, it is very important to know the characteristics and types of plagiarism in order to understand what plagiarism is and how it affects instruction. According to Barnbaum of the Valdosta State University there are five types of plagiarism.

The first one is denominated “copy and paste” and it is textual word-by-word plagiarism. The second type is called “word switch” whereby a few words are changed in order, but it cannot be considered a paraphrase because the author is not cited. The third category is the plagiarism of the “style” of the author, by taking sentences and paragraphs out of their normal organization and putting them into another order. The fourth sort is the “metaphor” plagiarism whereby the original comparisons and allegories of the author are used instead of creating new ones. Finally the “idea” of plagiarism makes reference to copying the specific output and knowledge of the author. There is a lot of “public domain information” that can be used without citing, but the “idea” plagiarism is directly related to content stealing.

It is important to know that not citing or insinuating that the idea of other people is one’s own is called plagiarism and it is academically the worst act possible. The act of the breach of copyright can destroy the academic and professional reputation of the student, and there are countries in which legal and economic actions are undertaken.

From the point of view of the Ecuadorian environment, a minor investigation was made of the most used web pages employed for plagiarism and copy. It is easy to find a huge diversity of resources that help students to hand in papers and homework without any effort. “El rincón del vago” (n/a: Translated in English as “The lazy corner”), Gestipolis.com, Monografías.com (n/a: Translated as “Monographies.com”), Buenastareas.com (n/a: In English “Goodhomework.com”), and others are clear examples of the ease with which the students have access to material instead creating their own.



3.3.2. Problems Related to Multimedia Resources in the Classroom

All the possible advantages of technology to society and teaching have been mentioned. Regrettably changes always produce consequences that influence the transformation progression.

Manuel Area Moreira in the book “Introducción a la Tecnología Educativa” (n/a: In English “ Introduction to Educative Technology”) mentions the principal educative problems provoked by the inclusion of new techniques in the instruction practice.

Even though education has historically been in conflict with several factors and difficulties to achieve great aims, modifications are always going to bring concerns. In the past, for example, a big problem for the instruction was the high amount of illiterate people. According to UNESCO 785 million adults around the world do not know how to write and read despite the efforts of many governments to minimize the illiterate population.

Nevertheless, Moreira affirms that the present societies have “technological illiterates,” people who disown technology and do not know how to use it in daily life, even less in other aspects, especially in the educative one. Moreover the lack of knowledge of how to use the resources can be part of the disabilities of students and educators that are not able to adapt to the constant changes or new requirements that the new resources impose.

The wide variety of information can be a benefit for education, although it can also be a problem for people, especially for learners that are not able to distinguish useful from useless information. There are too many pages that are not dependable for academic use with false and wrong cited material.

The Turkish Online Journal of Qualitative Inquiry published in April 2012 several studies related to problematic experiences related to the use of technology in the class.

The main problems found by educators were organized in a table, and it mentions the failure to keep up with technology, the lack experience of some instructors giving a technology class, the process of making technology available, technical faults caused by



the incorrect use of technology, internet connection, and limitation of physical conditions (34)

There are many problems that can be produced by the wrong use of the new techniques. New methodologies always need an adaptation process. Most of the tutors that gave the data to the investigators commented on similar problems with respect to multimedia classroom.

According to the research, the educators know that they are responsible for the failure or success of a multimedia class and how to use de material, because current technologies change all the time and the capacitation of how to use such technologies depends entirely on the interest that the educator puts into the process.

A big problem that is reported by the tutor is time. On occasions, having all the technological material ready takes a lot of time demotivating the students, especially when the equipment is not appropriate and there are a lot of people using it at the same time. It becomes a difficulty for the organization of the class transforming the use of technology into an ineffective tool.

An additional problem is related to space. Not all the institutions have available computer or multimedia laboratories, particularly ones spacious enough for large group work. Limited spaces become an obstacle for the class environment. Internet connection is another barrier according to the consulted educators. For practical and efficient performance an institutional network is needed to cover all the requirements of the class. A weak connection is a synonym for slow advancement and waste of the class time.

Finally results have shown that “the teachers participating in the study emphasized that most of their students were better than them using technological tools or environments” (39)

Concluding, in spite of the eventual problems that multimedia education can produce, the evidence shows that advantages overcome disadvantages, and the use of technology in the class can be very useful.



Chapter 4:

Preparation of the Material: Why Translation within the classroom?

4.1 Why Translation Within the Class? Use of Translation in the Classroom

4.1.1 Advantages of Multimedia Translation within the class

Multimedia Translation is just one of the great variety of methods that can be used in a classroom environment. To understand the utility and advantages of multimedia translation it is important to know how it can be helpful for the teaching process.

Jean Delisle provides a better outlook of the legacy given by the translation method by showing the historical functions of translation and its importance in the present environments. Translation aims at access to foreign material whether it is literary or not. Delisle assures that when the method is applied, a greater amount of people can be able to understand and share the information. Consequently, translation becomes an important help for the progress and diffusion of culture and information. If the literature can be shared in more than one language it will always bring more benefits for knowledge.

As an instrument, for example, translation helps to decode documents, books, laws, and information in every area from one language to other. Translation is also a source of cultural conservation. Translations from ancient languages to the present ones have permitted the conservation of millenary ideas and important books for the development of human knowledge in general. Philosophy, legislature, art, medicine, poetry, and cultural books have been translated and conserved thanks to this discipline.

The subject also collaborates with the progress of the language, its relations to other cultures and societies where other languages are obviously developed.



Translation helps to realize the similarities among languages and their common routes and favorable results in other studies.

Historically, translation has had a wide variety of functions and uses for many areas of study. For this reason, it is considered in our times as an “obsolete” mechanism of teaching, but it is important to take into account that translation method has changed just as other disciplines and has evolved in a continuous way.

A good example is the didactic program DIDAK that has the objective to become a pedagogical tool able to improve the learning of the students instead of being simple content. The project involves several languages and records different activities accompanied by slides, documents, music, links, books, etc.

The didactic material is used during the class, engaging the interest of the participants and providing a list of questions with the respective answers that foment the self-learning of the students. The best projects will be published online, appreciating the effort of the students

4.2 Google Drive Material and Tools

The prepared material for this project is divided into different categories, depending on the resources used. A methodology, according to the Cambridge International Dictionary of English, is “a system of ways of doing, teaching or studying something.” If we take into consideration the meaning of “methodology,” it is possible to say that there is not going to be just one way of applying the method, but several ways.

The purpose of the project is to get hold of the attention of the students and motivate them to learn Academic Writing in an effective way, not only for their success in the course, but also to use the information and techniques learned in their career, especially in academic papers and final projects. The importance of academic English in a specialized career is primordial. That is why the objective shows the necessity of an experiment related to new techniques and methods in the English Literature Career of the University of Cuenca.



Why translation within the class? After studying and analyzing the advantages and disadvantages of the process of the methodology in the first chapters, it is possible to say that multimedia translation can be useful for the established goals.

4.2.1 How to use Google Drive

Alphabet Inc. is a company that offers services related mainly to the Internet and software. It provides, among other things, its search engine, Google, electronic mail named Gmail, and other free online applications such as Google Earth for maps, YouTube for videos, Google + for social media, etc.

Among all these services, Google also has an archive storage benefit, Google Drive, which offers free space in online cloud storage to back up and save any type of information. This advantage also includes the denominated Google docs, that are documents that can be created and handled online, including text processors, worksheets, and slide presentations, all of them are going to be used during the process of the course.

This information about Google, its services and applications is easy to acquire. There are complete and useful documents with information about the company, and the correct use of the helps that it provides, such as the User Manual of the Google Drive application, created by the Center of Technological and Entrepreneurs Support of the Foundation "Parque Científico y Tecnológico de Albacete" where all this information, and the use of Google Drive was taken for the workshop.

Google drive will be used in different aspects of the class. The creation of a shared folder with all the participants will be the first step. The investigator will be able to publish and share all the prepared material for the students. They will have all the material in any device with Internet connection and the study of it will be easily accessible within the class and outside too.

1. Google Drive is the portal in which all the homework, presentation, tests, polls, and material will be given.
2. Google Drive will be used for the evaluation for both students and teacher.



3. Google Drive is going to be the main tool for the project development. All the documents created are going to be produced in Google Docs.
4. The investigator will teach how to use appropriately the instruments for the students to use them in the best way.

4.2.2 Advantages and Disadvantages of Google Drive

Google has designed multiple tools, all of them free and available on the web. Google is the most used page in the world according to the statistics that the company shows, and this is demonstrable, with the information taken from different posts, the number of visits to the official page, and the analysis of experts on the topic. The search engine provides a wide range of possibilities and information for almost every area; it is actually the perfect implementation for involving technology and education.

Google stores an unimaginable amount of data that is easily accessible, and most of the information is free. Google Drive allows for the opportunity of saving any type of material in “clouds” on the web. It also allows the user to create documents, videos, pictures, and other files and keep them in folders.

Google Drive will allow a fair, fast and objective evaluation with the help of tools that allow the teacher to produce the grades and publish them with the corresponding feedback in order that the students be able to understand why they acquired a specific grade.

The user only needs an account and a password to have access to the information in any device such as computers, tablets, smartphones, etc., and Internet connection. The possibilities of losing information are very low, and with the user name and password mentioned before, the participant can work in almost any place.

Organizing the files is also easy, taking into account that the files and folders can be shared with other users. The purpose of the project is not to give free announcement of Google and its benefits, but to show how useful it can be with all the tools and resources in many fields, including the educational one.



According to the data from Wikipedia, in 2014, 42.3% of the people in the world use Internet. In Ecuador, 77.4% of the population uses it. This information gives an idea of the facilities that this system provides to the users.

The prepared material of Google drive is useful especially for the teacher although it can also be helpful for the student. Google drive is going to allow the teacher control over the progress of the class and over the students before, during, and after each session.

All the students need an account to participate in the course. It is a little bit difficult for the teacher handle nicknames and personal counts for several reasons.

Fortunately, the University of Cuenca has an academic mail account for every student in Gmail. This account is going to give access to all the Google benefits. Academic accounts provide more than one benefit to the experiment. First, as it is an academic mail, the messages and tasks are not going to be mixed with personal data of the students. Second, it is going to be easier for the investigator to recognize the participants, because complete names and real names are provided by the user name. Finally, every task, classwork, homework, etc., is going to be recorded on the University network, with dates and times. This is a perfect support for the course because the real work with the characteristics is going to be registered without fault.

The newfangled free tools that Google provides are going to be exploited in order that the students use them during the career, but also during their professional experience. There are several tools that Google provides, and they are going to be used in the project.

4.2.3. Google Forms

Google Forms will allow the investigator to create shared documents with the participants in a way that they will have access to the information easily. All of the documents presented in class, homework, and classwork are going to be shared during the course time.



Google Forms is also going to help the teacher develop online tests, including the pre-test and post-tests. The advantage is that tests and tasks can be both objective and subjective. Google Forms allow for fast, easy, objective scoring of the students, because of the previous organization done by the investigator.

The participants are going to learn how to use the tool as students and also as teachers, to employ them in the future.

Google Docs permits the creation of online documents, saving them in the personal folders of each user. The folders can be personal or shared. In this case, there is going to be a folder specifically for the participants of the experiment, allowing all of them to have complete access to every document. The investigator is able to control which documents can be handled and modified.

4.3 PowerPoint Material

PowerPoint presentations are for the investigator one of the best ways for teaching. The reason why they are considered is because they provide information to the students in a fast and clear way. A PowerPoint presentation can be used as interactive material and also as part of a professional cathedra. The teacher motivates the participation of the students thanks to the organized slides. They are also used as extra material for the teacher within the class, establishing class organization.

4.3.1 Advantages and disadvantages of PowerPoint material

One of the best things about PowerPoint presentations is the great amount of material that they can include such as videos, games, pictures, and material to develop an instructive, informative class without turning into a long, tedious or boring one.

Disadvantages can be present in infrequent situations such as blackouts, but the teacher should always have the opportunity to be ready for situations like that.



4.3.2. Application of PowerPoint material

PowerPoint material is going to be used mainly during the class. The interactive material helps students to participate in the class, by receiving concrete and summarized information together with images and videos related to the topic, involving the students in the class, impacting them, and getting their attention.

The PowerPoint material used in class is divided into 10 presentations, each one with a specific topic and use:

1. Introduction: It includes all the information of the course, how it is going to be handled, and the tentative activities.

2. How to use technology in class in the classroom: It explains the advantages and disadvantages of using technology and its resources within a classroom.

3. Useful Websites: It describes where to find different types of web pages that will be helpful for the students.

4. Academic Writing: It includes basic concepts and rules of the Academic Writing style.

5. Characteristics of Academic writing: It explains how to recognize and how to produce the Academic Writing style.

6. How to Improve AW: It contains exercises and class practice of the already learned Academic Writing information.

7. Active Participation: It incorporates more class exercises to put into practice during the class sessions.

8. Academic Writing Tips: It involves interesting advice and useful information at the moment of using the Academic Writing style.

9. Why Technology is useful? : It adds different tips to incorporate technology in the class.

10. Bibliography: It brings advice to the students on how to choose and search for the correct information according to their topic and needs.



4.4 Machine Translation, Social Media, and Other Resources

Machine translators or automatic translators are a type of software developed for transcribing words from one language to another immediately. This translation is literal, word-by-word, and it is not recommended to use it with long texts or with language nuances. Even if it is a very useful tool for a translator, this resource is only a support and not a methodology by itself.

In addition, the social media was created to share information, interests, and ideas with other people around the world. *"Social media has been broadly defined to refer to 'the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort, or build relationships.'"*¹

4.4.1. How to use translation resources in the class

The best manner in which the translation resources can be used in a multimedia class is to do it together with the students. After an instructional class of how to use them adequately the possibilities of having better results increase.

It is true that some teachers consider that technology distracts students from the main purpose of the class and encourages them to pay attention to anything except the class while using social networks or games during the lesson.

Nonetheless, the resources that technology provides, as has been said several times before, is going to create success in the multimedia classroom based on the ability of the teacher to guide and handle the resources and the attention of the students.

The teacher in this case must fulfill some qualities to be able to handle a multimedia-based session. The main characteristics are leadership, a wide knowledge of the technology used and the topic, patience, and self-control. All these attributes will mark the success of the objectives of the class.

¹ Murthy, Dhiraj (2013). *Twitter: Social Communication in the Twitter Age*. Cambridge: Polity. pp. 7-8



The methodology used in the project is based on the multi-task class. It is organized in a way that the students in groups can perform more than one activity at a time. Each group will accomplish a key function in the process that will complement the whole class work until the final result needed is completed.

The teacher will design the activities and the division of the groups according to the topic, the needs, the criteria, and the objectives of the class.

Translation with educational purposes is not an easy labor, but the resources can transform it into a useful activity, alternative and interesting for all the participants. Multimedia translation will help the students to develop several abilities. From the four basic skills in the language, the most emphasized ones in this project are writing and reading because they are closely related to translation itself. Even if speaking and listening can be benefited in the process, these skills are not so close to the translation practice.

Translation resources and tools are many and each one of them has positive and negative characteristics that can help the translator with the work or make it harder according to the method used.

The teacher must be aware of the results obtained, and make them as positive as possible.

4.4.2 Advantages and disadvantages of translation resources in the class

Resources are helpful at the moment of completing classwork properly. All the activities are going to be related to multimedia translation and Academic Writing. Other resources are going to be needed to make the work of the teacher and the students easier.

The main advantage of translation resources is the free and easy access to them. All of them have specific functions; also they are fast and highly dependable if they are used correctly.

The main disadvantage of some of the resources lies in cultural and idiomatic aspects. Regrettably, machines and applications are not able to distinguish accents, jokes, puns, sayings, sarcasm, and other language features that do not belong to the standard language outside their data files.

4.4.3. Translation resources: Uses and characteristics



The following list will explain the characteristics and the uses that the different web pages can provide for future use in the project. All the programs are free and dependable, previously used and reviewed by the investigator.

4.4.3.1 Google Translator

Google translator is one of the most known and used resources related to fast translation from one language to another.

However, Google translator is going to be used only for words and short phrases, because this instrument is not acquainted with grammar of the languages. To try to translate paragraphs or long phrases will not have good results.

Even so, it is going to be one of the most used tools, thanks to the constant availability and rapidity connected with it.

4.4.3.2 Word Reference

Word Reference is one of the most complete and useful web pages for any person that is going to work with languages, not necessarily a translator. Word Reference offers multiple options such as the meaning of words, translation to other languages, synonyms, antonyms, online dictionaries, verb conjugations, etc.

It will be used for the students, especially for synonyms and meanings of words, because it offers different possibilities including correct pronunciation of the word thanks to an included audio provided on the page.

Word Reference is an application that can be downloaded onto different devices and it is not limited exclusively to a computer or online device.

4.4.3.3 Linguee

Linguee is a tool that is very similar to Word Reference, but it has a different advantage with respect to other instruments. Linguee offers a variety of contexts in which the word can be used. Several options unfold when the words or phrases are inserted.

Linguee presents a diversity of uses of the words and phrases and the translation into two different languages. Even if the program is not complex or astonishing, it is incredibly useful and



accurate. One of the most problematic circumstances for a translator is to find the right words that fit in the context and adequate time according to the intention of the author.

Linguee allows the translator to be aware of the different situations in which the word or phrase can be used.

4.4.3.4. Social Media

The social media is a tool that has been designed mainly for creating interpersonal relationship groups in different environments such as friendship, family, work, common interests, etc.

Social media allows for instant communication through different messenger programs, as well as information interchange, and it is used by all the public, especially by young people, in computers, tablets, smartphones, etc.

With the main objective, not only for getting the attention and interest of the students, but also to expedite work within the workshop classes, Facebook was used with the following goals:

- a. To obtain immediate communication among the participants.
- b. To create a group as a portal for the workshop contents.
- c. To procure a reception media for tasks, tests, reports, news, etc.

4.4.3.5 Other Resources

In relation to other types of material that were used, apart from the ones already mentioned, it is also possible to include a large variety of web resources and all of them can be useful if the functions and utilities are known. Previously the tools that are going to be used were mentioned and how they are going to be useful in the project, but those are not the only possibilities available to the instructor and the learner in other projects and situations.

“Diccionarios.com” for example, is a page that gives access to a great amount of worldwide renowned dictionaries free and online. It is easy to use and dependable.

Cambridge Dictionary Online is the official web page of the prestigious English University. Even if the page is free, not all of the material offered by Cambridge is, and it is difficult to have access to it without paying or being part of the institution. However there are a lot of free resources provided by dependable sources.

With the purpose of putting into practice the planned course and the methodology it is necessary to have different types of resources, including the material ones. Within the needs we have the infrastructure for the classes. The University of Cuenca allowed the workshop to be implemented in two different classrooms of the Philosophy Faculty: The first one was in the A



building, where the introduction, content and teacher's presentation classes take place. The second one was situated in the B building on the new third floor. It was an audiovisual classroom in the computer center, in which each student could use a PC, and in which all the practical content was given.

Chapter 5:

Activities and application

The present chapter explains the process of application of the methodology, the activities used, and the different opinions that the students had about the course. The process was divided in three general steps: Pre-test, development, and Post-Test. Each one is going to be described in the following pages, with all the descriptions of each process and the results obtained at the end of each phase. The obtained results are going to be exposed and analyzed in chapter number 5.

5.1 Pre-Test process and content

The first step is conformed to define if the methodology to be developed is effective or not, applied to the students of the English Literature at the University of Cuenca.

As it is mentioned before, the investigation is divided in three parts. The first one consists of the application of a Pre-test, which is going to test the basic knowledge of the participants about the topic. The test is anonymous, and the results are going to be compared with the ones obtained after the Post-Test process, that will be designed with more specific and elaborated questions to demonstrate the advance or regress of the participants after being exposed the Audiovisual Translation Method in relationship with technological resources.



The Academic Writing Course started on Wednesday, August 26. The first period was related to the Pre-Test process, that was actually fast and efficient, thanks to the technology used to develop the questioner and the evaluation of the students. The content of it was based on the basic characteristic of the Academic Writing knowledge, that the students of the first semesters of the English Literature Career of the University of Cuenca.

This diagnostic test was created with Google Forms, and completed online by the students during this first session on Wednesday, August 26, 2015.

Pre-Test

Esta es una prueba de diagnóstico. Responde con sinceridad. ¡Mucha suerte!

***Obligatorio**

Escoge verdadero o falso *
We usually use Pasive Voice for Academic Writing Texts

Verdadero
 Falso

Escoge la mejor opción *
When do we use Academic Writings?

Escoge el equivalente académico de cada palabra informal *
Recuerda escoger 1 respuesta para cada palabra

	Yes	Achieve	Assignment	Positive	Manual	Also	However	Therefore	Imply	Exp
But	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
And	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Corrige el texto para que este sea considerado como académico o formal
Hi Caroline! I'll send my homework tomorrow night. Thanks! See ya!

Selecciona la opción que NO pertenece a la categoría *
Academic Style DOES NOT use

Image 1. Pre-Test Format



As a diagnostic test, it tries to measure the knowledge of the students in relation with Academic Writing. The reason why this process was made is because it is necessary to know the level of the participants in regard with the different basic skills that they have of the English language. The investigator cannot prepare the course classes without a previous diagnostic awareness of the level of the students.

5.2 Class process and content

The Academic Writing course had the main objective to teach two essential topics to the students of English Literature: Academic Writing through Audiovisual Translation and technology revealing tools and developing skills that can help to accomplish successfully the academic requirements of the English Literature Career.

5.2.1 Teaching Audiovisual Translation and Technology Resources.

The content of the Academic Writing course is divided in different topics. One of those topics is dedicated to the teaching of the use of technology as teachers and students. The themes dedicated to technology teaching are divided in the following PowerPoint presentations (They can be find in Extra Material)

The use of technology gives useful tools and facilities to the teachers, to be used within and outside the classroom. The advantage is that the younger and children know and manage correctly most of the gadgets and software applications that will be involved in technology classrooms, so the adaptation of them will not be a difficult process. In any case, the use of technology can bring benefits and problems in the educational environment, but the teacher can control the students if the methodology applied results to be efficient.



5.2.2 Application of methodology: Management of the class, activities and homework

As the methodology used in this project is based on Audiovisual Translation, the process can be described as the exposition of different topics related to Academic Writing and technology through Translation activities. The tutor of the course is in charge of exposing PowerPoint presentations of the first themes to be treated. In this way, the students will be able to know the basic structures, rules, and other information necessary to realize exercises to improve essentially Academic Writing. For a student of a Career related to Literature it is important to know the basic rules of a competent writing, because it will assure a good performance of the students, because each one of the main skills will be used proficiently.

The central project that enclosed the process was the creation of a Spanish document of a tentative thesis proposal. The students create a speculative scheme for a future monograph or final assignment, because it is one of the most important and complicated processes for the students to graduate. If the correct knowledge for realizing a project is not acquired since the beginning of the career, it is going to be more difficult for the student to learn how to succeed at the moment of reading, writing, and understanding academic documents, especially for the presentation of the topic to a group of teachers or authorities. That is why intensive Academic Writing courses are necessary during the entire process of learning of students and teachers.

The procedure consists of the creation of a first draft in Spanish, their original language. The students start with this activity, because it is difficult for them to organize their ideas in their own language, and compose in a second language becomes to be a very problematic practice, especially if the document needs to be written in the best way to be presented as an academic assignment. That is why, it is better to write a fluent, organized, and properly written summary of the main points, even if some things will possibly change at the moment of translating, in this case, to English. The process of translation needs, at least, a basic knowledge of the academic writing rules, in both English and Spanish, to obtain the best results as possible.

When the students already prepared their Spanish drafts, they start to correct the compositions for the later translation into English, with the help of the teacher, the methodology, and the technological resources. The translation process is directed by the



teacher, so the students will have in immediate help at the moment of developing their final document.

It is important that the students, after preparing the material and the PowerPoint presentations are able to expose the ideas and tentative thesis proposal in a clear and concise way, even if it is not their native language.

The methodology, in this case, can be resumed as the acquisition of the new information, writing rules and tips to create a Spanish first draft with clear and concrete ideas in order to correct it, and translate into English with a well done academic format. Then, they will expose in English the results of their work.

The video of the classes and the expositions are included in the “Extra Material” part of the project.

5.2.3 Opinion of the Students: Poll process

The project was designed, since the beginning, with the main objective of helping the English Literature Career students to overcome the possible problems that their studies may cause, including a deficiency in their basic skills. In order to aim the students, it is very important to take into consideration the opinions of the participants including their problems and needs at the moment of studying.

In order to do so, four different polls were taken, divided in topics related to the interests of the participants.



Encuesta 1

Por favor responde con sinceridad. Esta encuesta es anónima

*Obligatorio

¿Estudias Lengua y Literatura Inglesa en la Universidad de Cuenca? *

- SI
- NO

En inglés, ¿qué habilidad te da más problema? *

- Listening
- Writing
- Speaking
- Reading

¿Por qué ingresaste al curso?

Por favor, se breve

Enviar

Nunca envíes contraseñas a través de Formularios de Google.

Image 2. Poll 1, taken on Wednesday 26 of August 2015. It is related to the first session of classes and the reasons why students decided to join the course.

The second poll is related to the opinion of the students in relation with the different basic skills for learning a language and how important they consider them within their



university career, because all of them are imparted as obligatory subjects with leveling purposes in the first semesters of the English Literature Career at the University of Cuenca.



Encuesta 2

Por favor, responda las preguntas con honestidad. Esta encuesta es anónima

***Obligatorio**

¿Cuál de estas habilidades considera la más importante? *

- Writing
- Listening
- Speaking
- Reading

En una escala del 1 al 10 ¿Qué tan importante es la escritura académica en tu carrera? *

1 2 3 4 5 6 7 8 9 10

Poco Mucho

¿Consideras que debes mejorar tus habilidades de escritura académica? *

Enviar

Con la tecnología de
 Google Forms

Google no creó ni aprobó este contenido.
[Denunciar abuso](#) - [Condiciones del servicio](#) - [Condiciones adicionales](#)

Image 3. The poll was taken on the second day of the course, Thursday September 27th, 2015.

The third poll was made with the main objective of identify the kind of activities that the students prefer for the practical classes. The teacher considered the information



necessary, because all the participants can feel comfortable during the teaching- learning process.



¿Qué tipo de actividades vamos a utilizar?

Por favor, selecciona las actividades que prefieres para las clases de escritura académica

De las siguientes opciones ¿cuál prefieres practicar?

- Abstract
- Ensayo
- Paper

Escoge de acuerdo a tu preferencia

¿Qué prefieres?

- Trabajos en grupo
- Trabajos personales

Propón actividades que te gustaría practicar en clases

Enviar

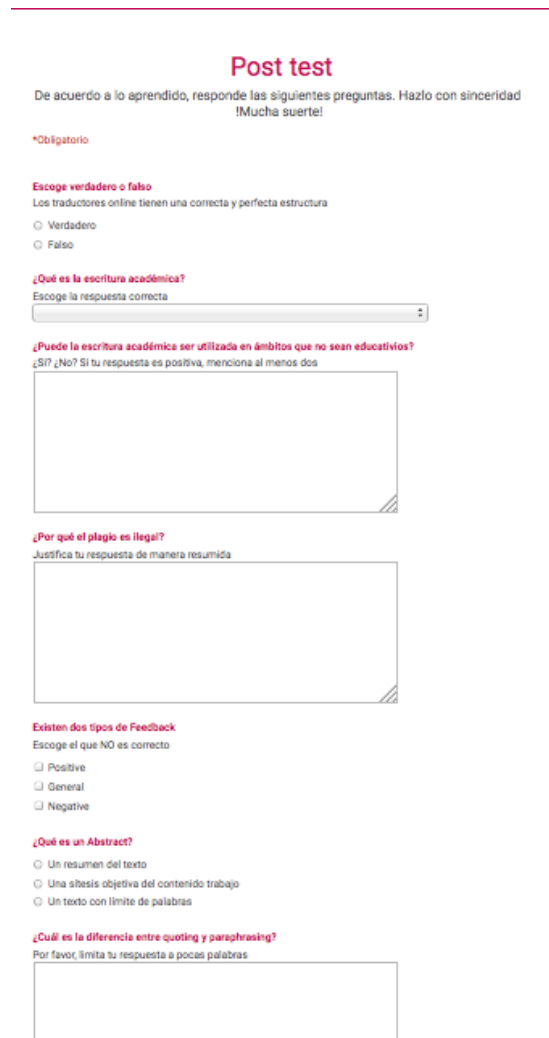
Nunca envíes contraseñas a través de Formularios de Google.

Image 3. The poll was taken on Tuesday, September 1st, 2015. The class had non-attendance activities, where the students made several exercises, including the poll, through Internet connection, and social media information.

Finally, the last poll was made with questions related to the general opinion of the participants about the course, in relation with contents and the teacher performance during the course of the classes.

5.3 Post-Test Process and Content

As well as the Pre-test process, the Post-Test questioner was created based on the Google Forms technology, the previous content and the one imparted in class.



Post test

De acuerdo a lo aprendido, responde las siguientes preguntas. Hazlo con sinceridad
!Mucha suerte!

***Obligatorio**

Escoge verdadero o falso
Los traductores online tienen una correcta y perfecta estructura

Verdadero
 Falso

¿Qué es la escritura académica?
Escoge la respuesta correcta

¿Puede la escritura académica ser utilizada en ámbitos que no sean educativos?
¿Sí? ¿No? Si tu respuesta es positiva, menciona al menos dos

¿Por qué el plagio es ilegal?
Justifica tu respuesta de manera resumida

Existen dos tipos de Feedback
Escoge el que NO es correcto

Positivo
 General
 Negativo

¿Qué es un Abstract?

Un resumen del texto
 Una síntesis objetiva del contenido trabajo
 Un texto con límite de palabras

¿Cuál es la diferencia entre quoting y paraphrasing?
Por favor, limita tu respuesta a pocas palabras

Image 4. Post-Test Format



The Post-Test had as main objective to show the advance that the students made, based on the comparison with the results of the Pre-test.

The process was easier, because the students already knew the procedural to take the test, and they had the chance to review the knowledge that was given during the course.

Chapter 6: Results

In this chapter the results obtained in the three phases Pre-Test, development, and Post-Test of the course are going to be observed to accomplish conclusions based on the acquired information.

The first step will be an analysis of the quantitative results in relation with numbers and percentages obtained with the scores of the Pre-Test and Post-Test process.

After that, an exposition and analysis of the qualitative results will be exposed where the opinions of the students, written information, and descriptions of the seminar will be shown, in order to make a comparative analysis to measure the effectiveness of the Audiovisual Translation for teaching Academic Writing with the help of technology.

6.1 Results obtained

6.1.1 Pre-Test results

The Pre-Test questioner is based on the polls made to the students, and the supposed knowledge that the students should have in relation with Academic Writing and the semester they belong in the career, and finally their English level.

The questioner has five questions, one of them open and the rest as multiple option style. All of them are related to Academic Writing, including vocabulary and basic information. The format of the test can be seen on Image. 5.



Pre-Test

Esta es una prueba de diagnóstico. Responde con sinceridad. ¡Mucha suerte!

***Obligatorio**

Escoge verdadero o falso *
 We usually use Pasive Voice for Academic Writing Texts

Verdadero
 Falso

Escoge la mejor opción *
 When do we use Academic Writings?

Escoge el equivalente académico de cada palabra informal *
 Recuerda escoger 1 respuesta para cada palabra

	Yes	Achieve	Assigment	Positive	Manual	Also	However	Therefore	Imply	Exp
But	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Task	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
And	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Corrige el texto para que este sea considerado como académico o formal
 Hi Caroline! I'll send my homework tomorrow night. Thanks! See ya!

Selecciona la opción que NO pertenece a la categoría *
 Academic Style DOES NOT use

Image 5. Pre-Test Questioner: Google Forms

The results obtained in the Pre-Test can be observed on Image 6. The researcher checked the questions and graded the evaluations. There were nine participants the ones

that completed the test. The columns of the left show the individual result, and the column of the left shows the group result.

In a grade over 11 points, the average result of the students that participated was 6,5.

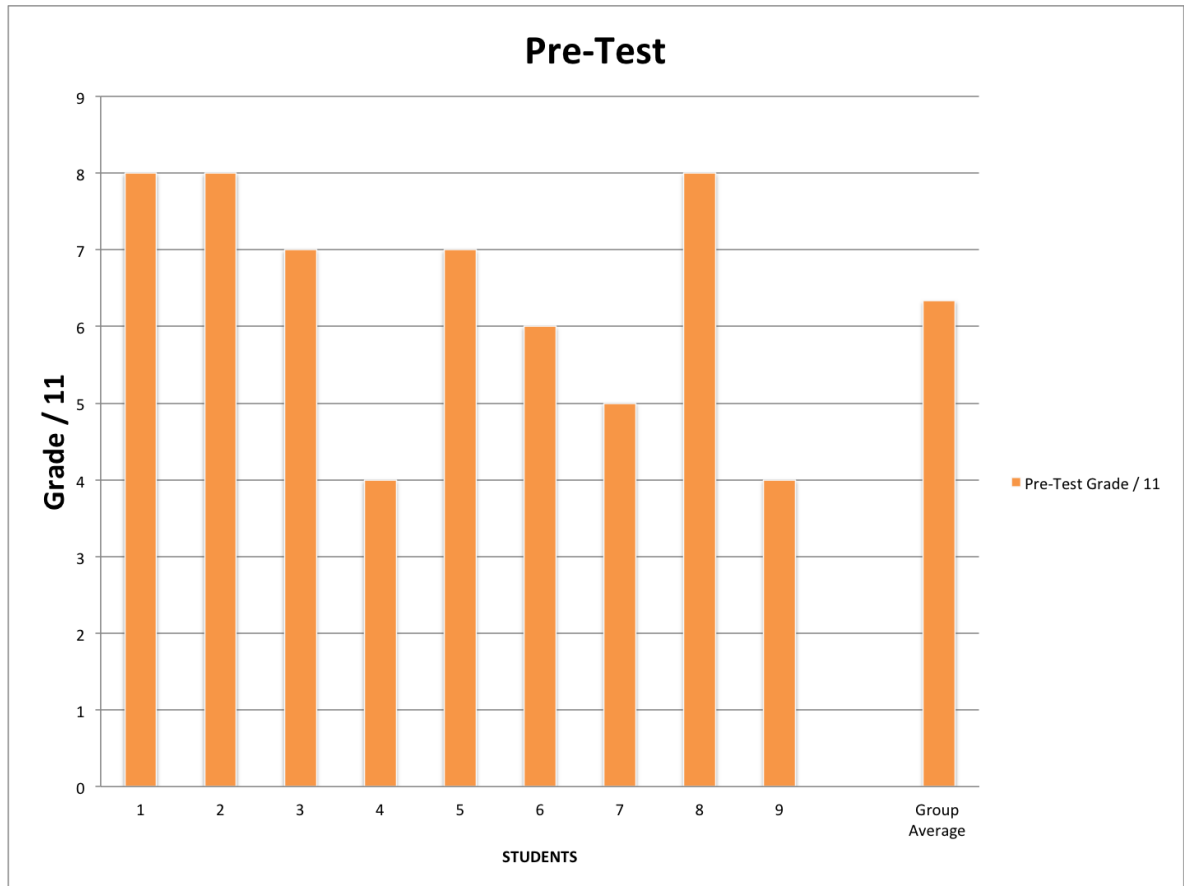


Image 6. Pre-Test Results Chart

6.1.2 Post-Test results

The questioner of the Post-Test is based on the knowledge imparted by the teacher and the knowledge acquired by the students thanks to their active participation in the course in relation with Academic Writing and the management of technological resources with pedagogical and interactive purposes. There were 7 the participants that developed this test. The questioner has 7 questions, 3 of them are open and the rest of them are multiple option style. The test is about the knowledge that the students have according to what was taught in the workshop to evaluate their improvement in Academic Writing and technological resources use, thanks to the Audiovisual Translation method. The format of the test can be seen in Image 7.

María Claudia Neira Rodas



Post test

De acuerdo a lo aprendido, responde las siguientes preguntas. Hazlo con sinceridad
¡Mucha suerte!

***Obligatorio**

Escoge verdadero o falso
Los traductores online tienen una correcta y perfecta estructura

Verdadero
 Falso

¿Qué es la escritura académica?
Escoge la respuesta correcta

¿Puede la escritura académica ser utilizada en ámbitos que no sean educativos?
¿Sí? ¿No? Si tu respuesta es positiva, menciona al menos dos

¿Por qué el plagio es ilegal?
Justifica tu respuesta de manera resumida

Existen dos tipos de Feedback
Escoge el que NO es correcto

Positive
 General
 Negative

¿Qué es un Abstract?

Un resumen del texto
 Una síntesis objetiva del contenido trabajo
 Un texto con límite de palabras

¿Cuál es la diferencia entre quoting y paraphrasing?
Por favor, limita tu respuesta a pocas palabras

Image 7. Post-Test Questioner: Google Forms

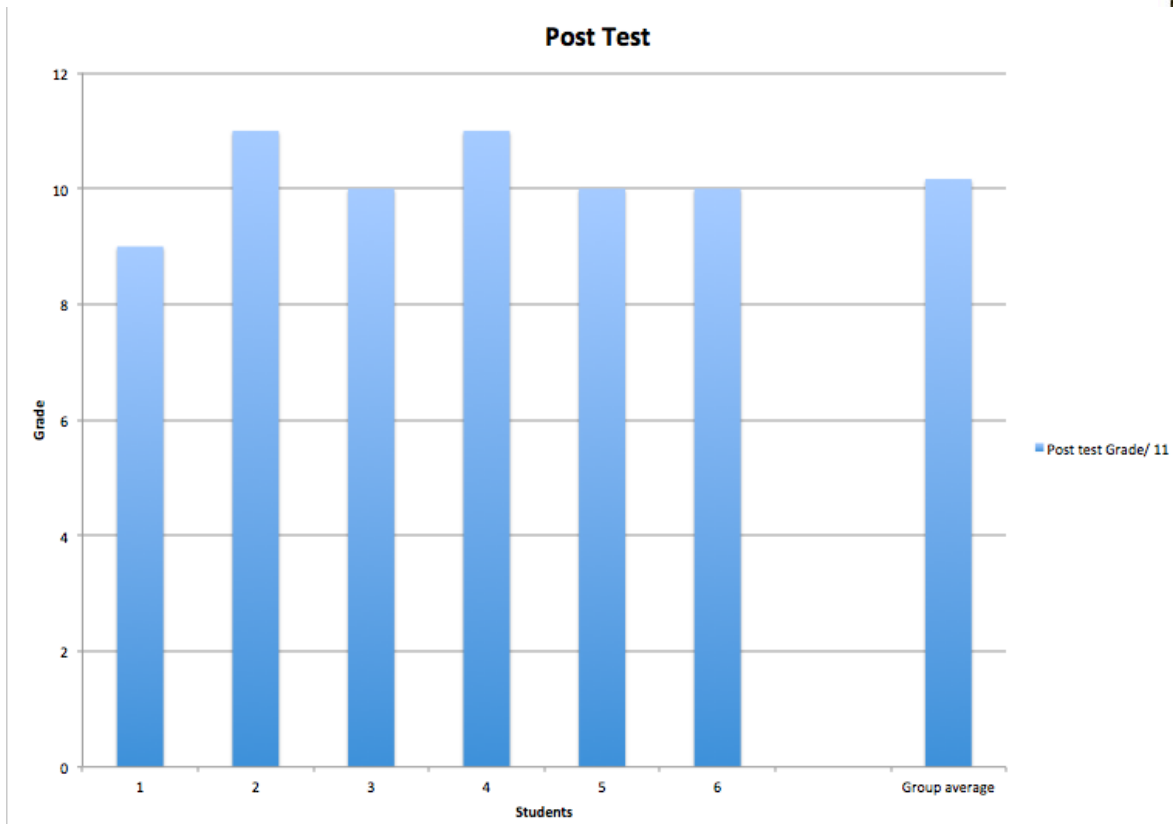


Image 8. Post-Test Results

6.1.3 Poll results

Results from the polls created for the seminar by the investigator in relationship with the interest, the level of the students and other aspects that influenced the development of the classes.

Poll N.1:

Question 1: Do you study English Literature at the University of Cuenca? From 7 students, 1 was not part of the English Literature Career.

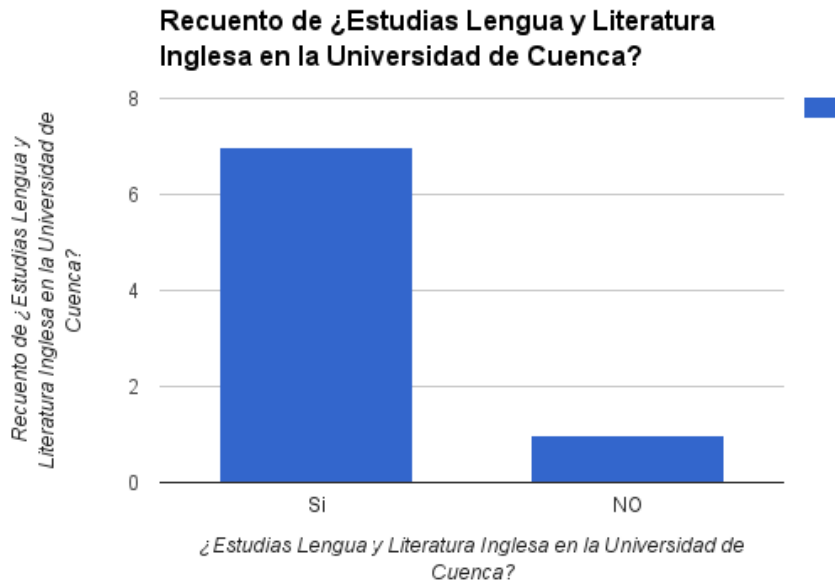


Image 9. Poll N.1, Question 1 Results

Question 2: In English, which skill gives you problems: Listening Writing, Speaking, or Reading? In a 33% Writing is considered as problematic. Another 33% Speaking gives to give them problems at the moment of studying. 27% is the percentage for Listening as a problem for students. Finally, Reading got a 7% of votes to be considered a problem. It is important to mention that they were able to choose more than one skill to be a “problem” in their learning process.

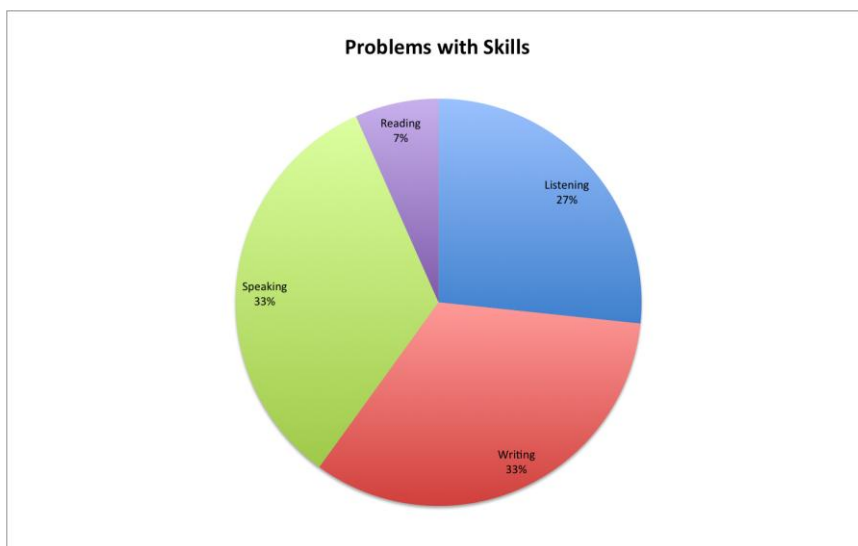


Image 10. Poll N.1 Question 2 results



Question 3: Why did you enroll in the course? : The students have 4 possibilities for enrolling in the course: To improve the 4 skills, to improve Writing Skill, to Improve their English level, and to avoid mistakes. Most of the students enrolled in the course with the purpose of improving the four skills and the English level. Also, some of them wanted to be in the course with improving writing purposes, and finally few students selected the course for avoiding mistakes in the process of their English Literature Career. It is important to mention that the students were able to choose more that one of the options while developing the poll.

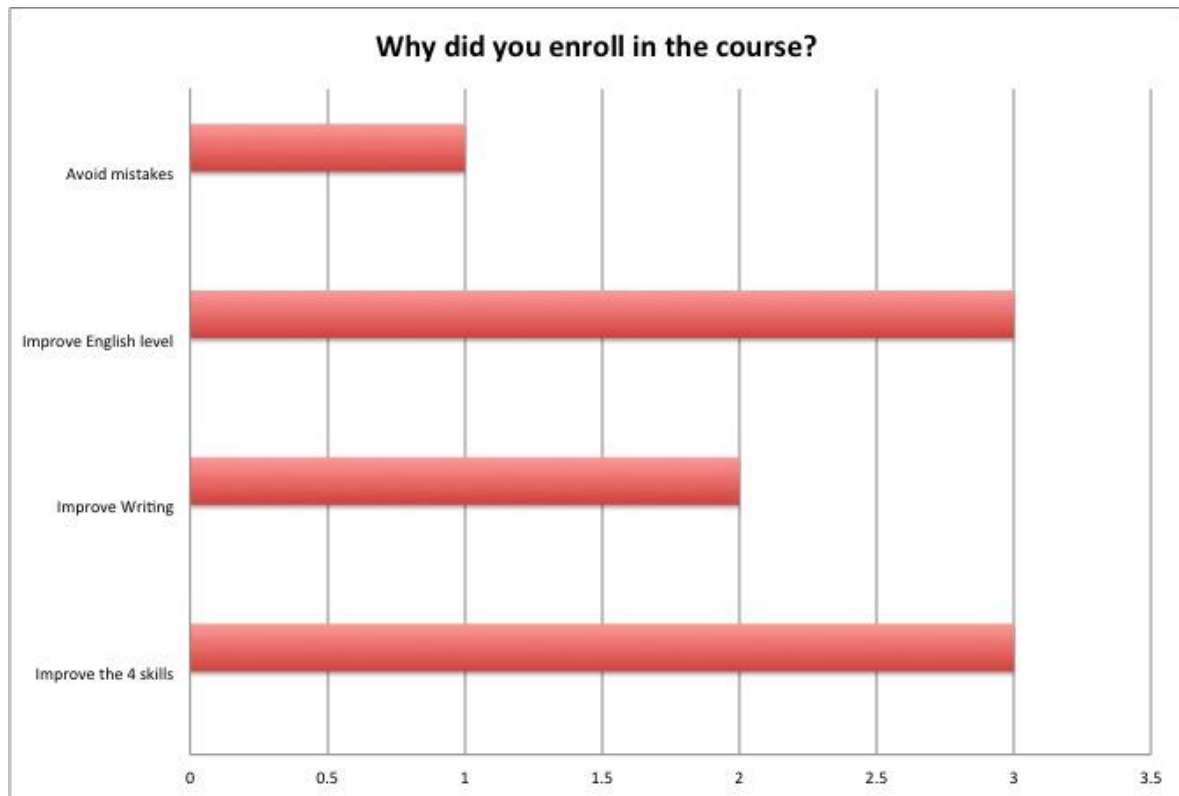


Image 11. Poll N.1, Question 3 results

Poll N.2:



Question 2: In a scale from 1 to 10 how important do you consider Academic Writing within your career? Most of the students consider that Academic Writing is very important in the English Literature Career.

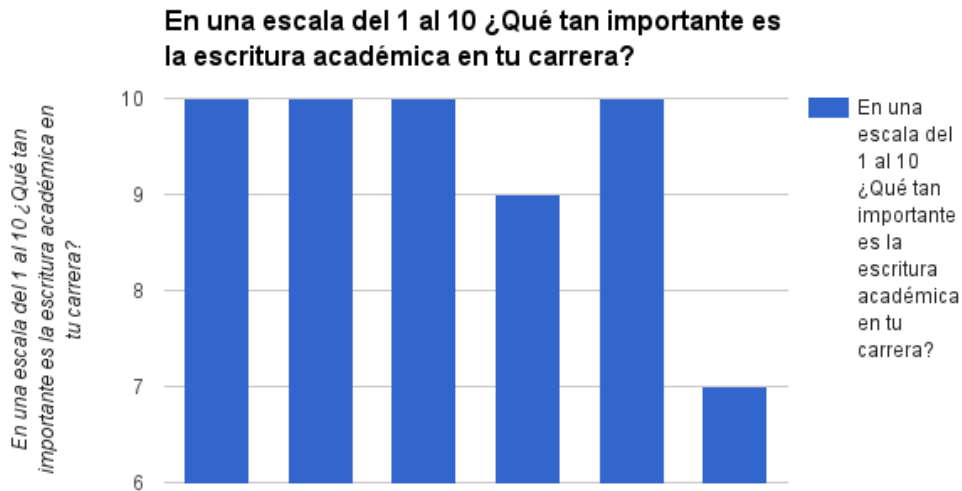


Image 12. Poll N.2, Question 2 Results

Poll N.3: General Information about the course

Question 1: In a scale from 1 to 10 how much does this course has helped you? From the 7 students that participated in the poll 3 gave the full score to the course, 1 of them said 9, 2 of them gave the course an 8, and 1 gave a 7, all over 10.

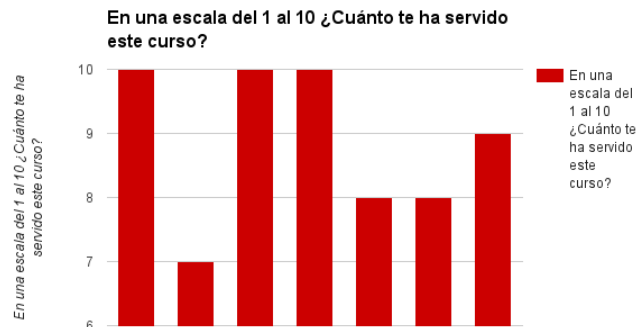




Image 13. Poll 3, Question 1 Results

Question 2: Do you think that the workshop is useful for English Literature Career? All of the students consider that the course, its topics and the Audiovisual Translation methodology is pertinent for Academic Writing teaching and learning at the University of Cuenca for the English Literature Career.

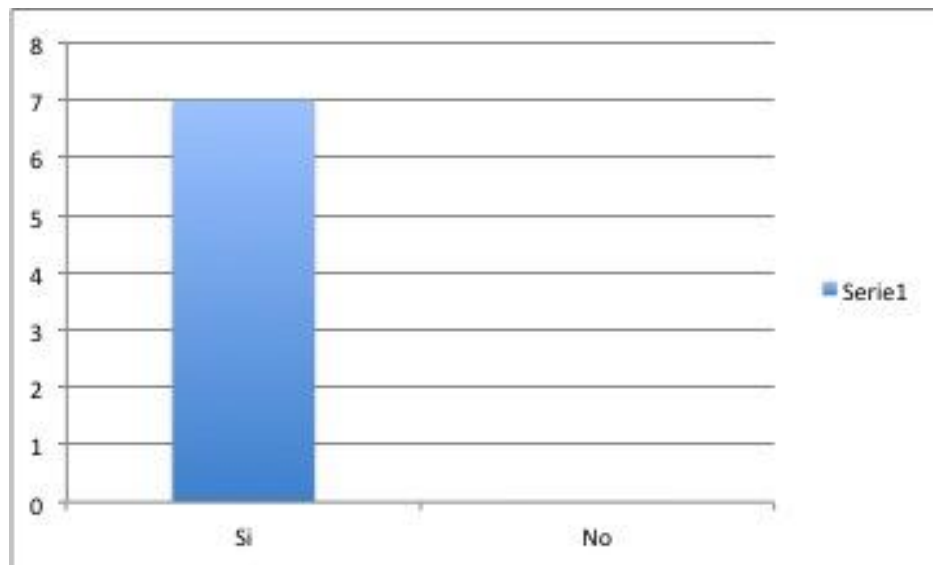


Image 14. Poll 3, Question 2 Results

Question 3: How do you consider the used methodology? The students had 4 options in this question: Very bad, Bad, Regular, Good, and Very good. The students only choose Good with a 42.9% of the votes, and Very Good with the 57,1% of the votes. It means that all the students enjoyed the methodology and considered it useful within and superior education environment.



Recuento de ¿Cómo consideras la metodología utilizada?

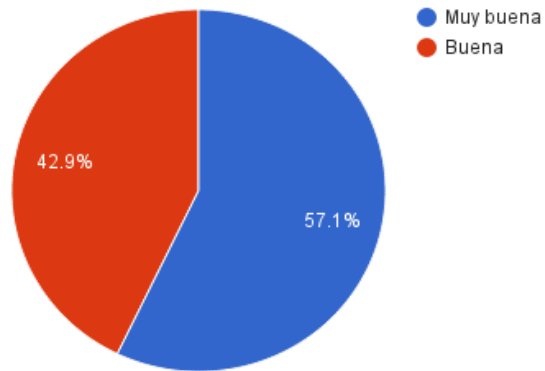


Image 15 Poll 3. Question 3 results.

Question 4: How do you considered the class sessions of the workshop? Again, the students had 3 different options: Very Good, Good, and They could be better. Most of the students considered the classes as Very Good and Good, and only 1 student considered that some of the aspects of the workshop could be better.

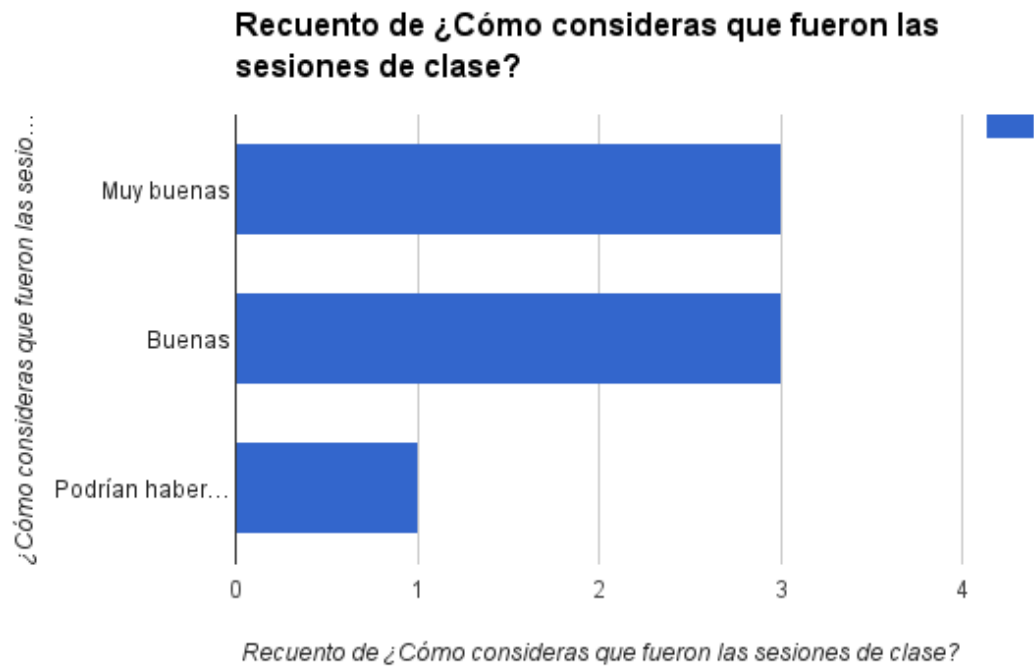


Image 16. Poll 3, Question 4 results.

Question 5: Select if one of the following elements happened during the class sessions: Unpunctuality, Lack of Knowledge, Lack of respect, or Lack of information: According to the students point of view there was just 1 point of lack of respect, and 2 points for unpunctuality of the students within the class. No one of the participants considered that the teacher showed one of those elements during the entire workshop.

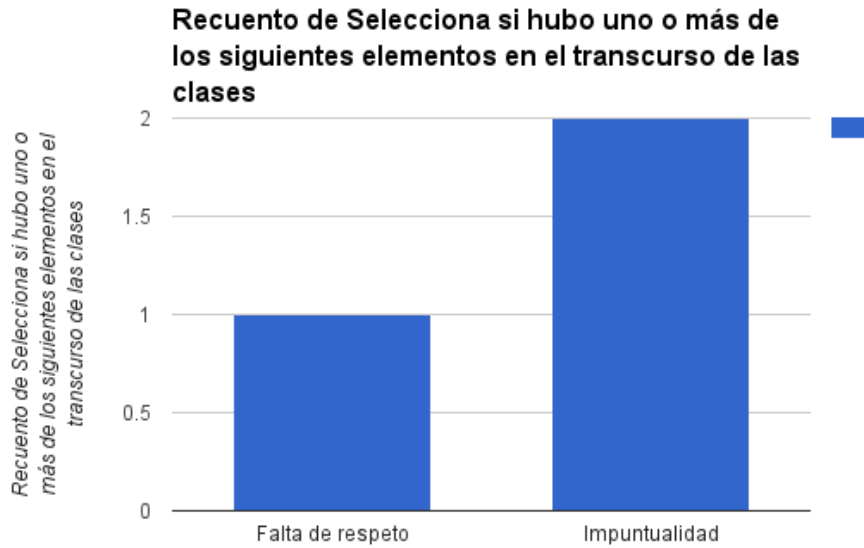


Image 17. Poll 3, Question 5 results

Question 6: In a scale from 1 to 10 please score the workshop in general aspects: From 7 students that developed the poll, 2 selected 10, one of them choose 9, 3 considered 8, and finally 1 considered 7. In a general average, the workshop got an 8.5 score over 10.

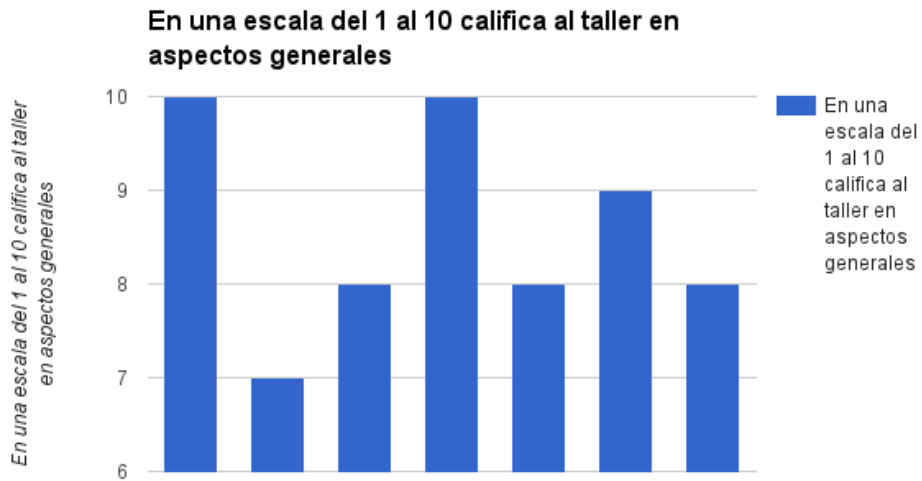
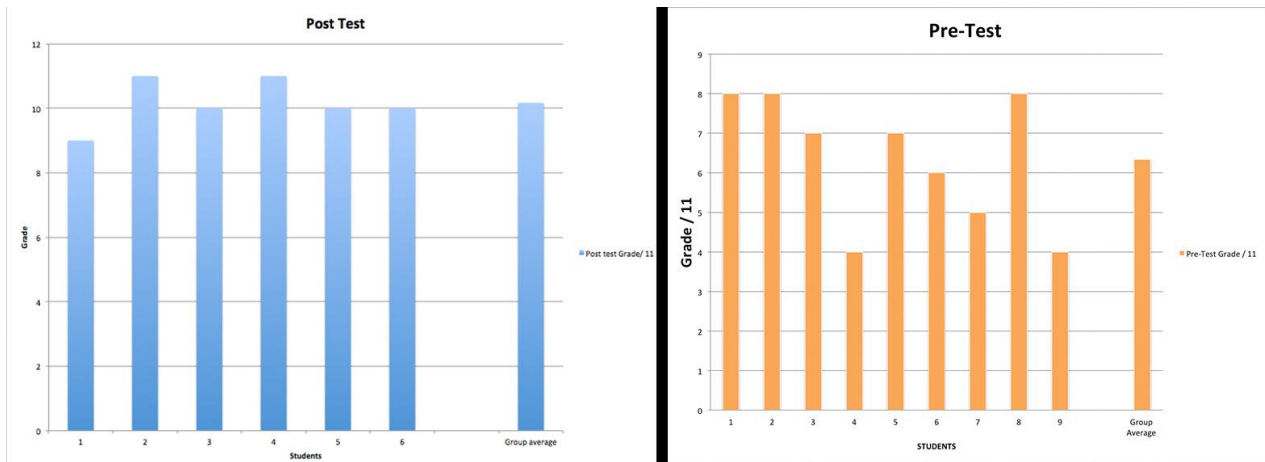


Image 18. Poll 3, Question 6 Results

6.2 Analysis of Quantitative Results

According to the qualitative results already exposed, it is important to know that the numbers and percentages obtained represent the score that the students obtained at the moment of realizing the different test as a group, not in an individual way, in order to



expedite the analysis of the researcher.

Image 19. Pre-Test and Post-Test Comparison Results

It is easily recognizable the advance of the students while comparing the grades obtained in the tests in relation with Academic Writing. Both individual and group grades and averages of the students show a significant improvement.

The data of the research show that the knowledge and management of the contents by the students is positive after being exposed to the Audiovisual Translation method.

6.3 Analysis of Qualitative Results

The qualitative results, different from the quantitative one, can not be exposed in numbers but in words, that is why, the exposition of them are going to be described, including the polls, class process, and other characteristics that cannot be analyzed with numbers or percentages.



The qualitative results that can be taken into consideration for the research are mainly the ones obtained in the polls and during the class sessions. It is possible to say that the students have felt convinced that the workshop and its methodology is pertinent for the academic formation related to Academic Writing, because it is a fundamental skill for the English Literature Career.

The 100% of the students that participated in the workshop believe that the methodology used was advantageous for the Career. The students also expressed that the use of technological elements was not only fun and interesting, but use them with pedagogical purposes as students, and also as future teachers.



Chapter 7: Conclusions and Recommendations

The main objective of the Academic Writing course was to measure the effectiveness of Audiovisual Translation Method for Teaching Academic Writing in the University of Cuenca, therefore, thanks to the Pre-Test and Post-Test results, it is possible to compare the obtained data to verify an advance or regression of the students.

In the following chart, it is possible to confirm the advance that the students have experimented after being exposed to the Audiovisual Translation Method to learn Academic Writing.

According to the results obtained of the methodology applied in the Academic Writing classes for the students of the first semester of the English Literature Career of the University of Cuenca, the methodology based on Audiovisual Translation and Technology has demonstrated to have positive results, including the advance of the students in their Academic Writing skills, their correct use of educational technology, and an assertive reaction to the Audiovisual Translation Methodology. All of these can be seen thanks to the Pre-Test and Post-Test comparison results and evaluation. Thanks to the Pre-Test and Post-Test process it was possible to make a comparative evaluation about the advance of the students before and after taking the course classes. Also, several polls were taken with the purpose of analyzing in a better way the results of the course, and the opinion of the students about the methodology.

The average of the group in the Pre-Test is 6.5 over 11, meanwhile the average of the Post-Test is 10/11, as it can be seen in the Images 7, 8 and 19 that represent the result of the Pre and Post-Tests. So, it is possible to demonstrate quantitatively that the students show a significant development in their grades and Academic Writing level,



including the use of the technological tools. Consequently, and thanks to the tests, polls, and the student's participation, it is possible to conclude that Audiovisual Translation for Teaching Academic Writing at the University of Cuenca has shown positive results as a teaching methodology for the students of the first semesters of the English Literature Career at the University of Cuenca.