TECHNOLOGIES FOR EFL BEGINNERS

THE VIDEO AS A TECHNOLOGICAL RESOURCE THAT ALLOWS THE DESIGN OF ADEQUATE MATERIAL TO INITIATE LEARNING PROCESSES IN EFL FOR FIRST GRADE STUDENTS AT PRADO VERANIEGO SCHOOL.

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Proyecto Investigativo Pedagógico
Presentado para optar por el título de
Licenciado en Educación Básica con
Énfasis en Español e Inglés
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NOTE OF ACCEPTANCE

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BOGOTÁ 2014

ACKNOWLEDGEMENTS

I first want to thank God who gave me
The necessary strength at all the moments
I needed it. You live in my heart.

I also want to thank my parents who
Always believed on my abilities and
Pray every day for me to accomplish
all my dreams.

Next I would like to thank my husband who's
Patience and support are the foundation
Of my strength in God.

Following, I want to thank my uncle Orlando and my
Aunt Eli who were always asking me to
Give my best in everything I did.

And least but not last, I want to thank my assessor
Fanny not only for helping me through
The process but for the friendship offered
And the good advice on life matters.

RESUMEN ANALITICO EN EDUCACION R.A.E.

1. Información General	
Tipo de documento	Trabajo de grado.
Acceso al documento	Universidad Pedagógica Nacional. Biblioteca Central
Titulo del documento	Technologies for EFL beginners The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students at Prado Veraniego school.
Autor	CRUZ SUAREZ Elizabeth
Director	ABELLA HERNÁNDEZ Fanny
Publicación	Bogotá. Universidad Pedagógica Nacional. 2014. 141 p.
Unidad Patrocinante	Universidad Pedagógica Nacional
Palabras Claves	Video (Video), Instructional material (Material diseñado), Listening and speaking skills (habilidades orales y de escucha).

2. Descripción
Estudio desarrollado bajo los parámetros de la investigación acción y una implementación pedagógica que busca demostrar como el uso de videos permite el desarrollo de habilidades de escucha y orales en estudiantes que ven clases de inglés por primera vez. Esto a través del diseño de material específico para la población, el cual está basado en los videos que se presentan a los estudiantes y que son parte de los programas de televisión que ellos ven normalmente. Para lograr este objetivo el estudio fue desarrollado en tres momentos metodológicos que determinaron el proceso y ejecución del proyecto. El primer momento fue de observación en el cual se caracterizó la población y sus necesidades específicas. En base a esta información, en un segundo momento, se hizo la planeación e implementación del proyecto para finalmente, hacer los cambios necesarios y analizar la información obtenida en el desarrollo del mismo.

3. Fuentes
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4. Contenidos

El informe del proyecto está dividido en seis partes. El primer capítulo muestra la contextualización respecto a la institución y a la población; al mismo tiempo que da paso a la descripción del problema, el planteamiento de los objetivos y su justificación, dando inicio a la búsqueda de recursos de tipo tecnológico para el desarrollo del mismo (videos y presentaciones). El segundo capítulo corresponde a la búsqueda de soporte teórico de la propuesta, en el cual se demuestra la importancia de las tecnologías audiovisuales para el aprendizaje. El siguiente capítulo está constituido por el tipo de investigación, los instrumentos de recolección de datos y el diseño metodológico. En el cuarto esta la propuesta pedagógica, en la cual se puede evidenciar el plan de trabajo con las tecnologías y en donde se hace un análisis detallado de la misma. El capítulo quinto contiene el análisis de los resultados de la implementación metodológica y finalmente en el sexto y último capítulo se presentan las conclusiones, recomendaciones, la bibliografía y los anexos.

5. Metodología
La presente investigación está bajo los lineamientos de la investigación acción y se desarrolló en los grados primero y segundo del Colegio Distrital Prado Veraniego con grupos de 35 estudiantes de edades en promedio entre 6 y 8 años. La investigación acción trabaja en el diagnóstico, plan de acción, la manera en que se hace esta acción y evaluación hasta lograr un aprendizaje específico. Los instrumentos utilizados para la recolección de datos fueron: diarios de campo, encuestas y los trabajos de los estudiantes. Los cuales fueron recolectados durante el momento más importante del ejercicio investigativo que corresponde a los momentos metodológicos de la investigación.

6. Conclusiones
Las características específicas del video (movimiento, sonido y color) permiten a los estudiantes dedicarse, ser motivado y entender los temas presentados de manera sencilla; así, los estudiantes recuerdan el vocabulario fácilmente, más rápido y mejoran significativamente sus habilidades de escucha.
El material diseñado ayuda a los estudiantes a retener y practicar el lenguaje de forma apropiada.
La implementación de las TIC in el aula de clase ayuda a a los estudiantes a mejorar sus procesos de aprendizaje.

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Fecha de elaboración del Resumen:	17	04	2014

CONTENT

ANNEXES

CHARTS

FIGURES

ABSTRACT

Technologies for EFL beginners
The video as a technological resource that allows the design of adequate material to initiate learning processes in EFL for first grade students at Prado Veraniego school.

Tecnologías para principiantes en el aprendizaje del Inglés como lengua extranjera

El video como recurso tecnológico que permite el diseño de material adecuado para iniciar procesos de aprendizaje de inglés como lengua extranjera, en estudiantes de primer grado del colegio Prado Veraniego

Study developed under action research guidelines and a pedagogical implementation which aims to demonstrate, how the use of videos allows the development of listening and speaking skills in students that have their first encounter with English, through activities that include the design of specific instructional material based on the videos presented, that are part of what students normally watch on TV. To achieve this goal, this study was conducted in three methodological moments that determine the process and execution of this research study. On the first moment, the population was characterized with the application of a survey and along observations made in the diagnosis, in order to determine their needs and specific features. On a second moment, based on the information collected, there were the delimitation of the problem and the planning of the implementation. Finally, a third moment was directed to the presentation of the video and instructional material to establish their relevance on the EFL learning process.

Key words: Videos, designed material, listening and speaking skills.

Estudio desarrollado bajo los parámetros de la investigación acción y una implementación pedagógica que busca demostrar, como el uso de videos permite el desarrollo de habilidades de escucha y orales en estudiantes que ven clases de inglés por primera vez, a través de actividades que incluyen el diseño de material específico para la población y basado en los videos que se presentan a los estudiantes, los cuales son parte de los programas de televisión que ellos ven normalmente. Para lograr este objetivo el estudio fue desarrollado en tres momentos metodológicos que determinaron el proceso y ejecución del proyecto. En un primer momento, la población fue caracterizada con la aplicación de una encuesta y a través de observaciones durante la etapa de diagnóstico, para determinar sus necesidades específicas y singularidades. En una segunda estancia, basado en la información recolectada, se hizo la delimitación del problema y se planifico la implementación del mismo. Finalmente, en un tercer momento, se dirigió la presentación del video y el material diseñado para establecer la relevancia del proceso de aprendizaje del inglés como lengua extranjera.

Palabras clave: Videos, material diseñado, habilidades de habla y escucha.

INTRODUCTION

Learning English as a foreign language has become a necessity around the world due to the fact that it is used in most of the interactions that people experience in real life, and through the use of the technologies. It is why; countries like Colombia have determined that it is of great importance to start an alphabetization on English since citizens are children. With this goal Colombia government started an action plan encouraging students from public and private schools to obtain a B2 level of English proficiency by the time they graduate from high school. Every day, English teachers are facing students with their language needs, thus, it is mandatory to find new approaches in their classes, in order students to understand the importance of learning English and, at the same time, motivate them to continue with this process.

Many times, in order to be able to achieve the goals presented by the government, teachers resort to the use of technologies on the classroom, but it is not only a matter of using the technologies to call students' attention and motivate them. With all this in mind, the development of this project is based on the necessity to help students learn English in a way that they get engaged by the use of videos and technological tools, but also that the use of them has a specific purpose for each lesson. Also, the project presents a possible use of some technological tools to design the material specifically for the class. This material can be used and modified depending on the students´ needs and the teacher's possibilities.

To sum up, the current project presents the video used as a meaningful technological resource that allows the design of adequate material, to initiate first grade students on a foreign language learning process.

CHAPTER I

CONTEXT AND PROBLEM

1.1.   Context. This research was held at the Prado Veraniego School located in Suba locality; in Bogota. It is next to a CAMI (Immediate care center) and 10 blocks away from the "Autopista Norte". The school has two branches one for primary students and one for secondary students.

The branch for primary is a building which is opened to 319 students from preschool to 4th grade. It has 2 floors and each floor has 5 classrooms. In the first floor, there are 2 preschool rooms, 2 first grade rooms and one more for second grade. There are also a multifunctional court, a gym and a room where the snacks are stored. Otherwise, in the second floor, there is the coordinator's office, the teacher lounge and a small office for materials.

The school classrooms are small for the amount of students in each class. The school has plenty of technological resources, it has two multimedia labs, one of them has only laptops and the other has desk computers. The first laboratory has a video beam available and speakers. The computers do not have internet access only two or three that are meant to be used by the teachers.

School's PEI

The schools' documents show that students are recognized because of their care and respect for nature, for their social skills and their discipline. This behavior is enforced by teachers daily and also by the extracurricular activities that are held in the institution and that show results through

the pasting of informative posters in all the school spaces. The school's mission states that they seek to generate and promote social, cognitive and political skills in the community to educate human beings through quality communication and values to generate an appropriate coexistence.

In accordance to this, the vision of the school seeks to encourage students to continue with their education after they graduate so that they become leaders not only in the community but in the nation, promoting projects focused on coexistence and solidarity.

The schools values are love, respect and honesty. Each one of them was chosen because of its importance in terms of coexistence and solidarity that are representative aspects in the school. The commitments that are specified for the school are all, again, related to coexistence, they state students need to be respectful with others, communicative, interactive, be able to work in groups, to understand the importance of culture and off course, to have self-respect.

Pedagogical model

The pedagogical approach practiced in the school is the social-cognitive, based on what was said by some authors as Piaget, Bruner, Vygotsky, Ausubel, Freinet and Freire. The approach states that "knowledge and learning processes are social constructs that help increase students capacities that evolve for better development". According to this, the development of each student and the relation with the teacher are basically based on respect and cooperation.

In terms of language, the institution promotes communicative processes in order to teach Spanish and seeks to increase the awareness of the importance of learning a foreign language and its future use in everyday life. The subject, even when is very important for the

institution does not have teachers for first and second grade. So teachers-students from Universidad Pedagogica Nacional are teaching English in the institution as a form to provide English teachers for these grades and to allow the practitioners to increase their experience and develop their university projects.

Cycles

Reorganization of Teaching by Cycles is conceived as a system that links educational needs, curriculum organizational strategies, teaching resources, teaching and administrative activities of the school, which are aimed to meet the needs of children and youth, establishing essential knowledge for each cycle in accordance with the aims of education in Colombia. (Ministerio de Educación, 2012)

The first cycle, that aims to conquer the taste, pleasure and the joy of children to be in the school and create a pedagogical perspective that takes into account the needs of students regarding the cognitive, socio- emotional and physical-creative aspects. All this trough stimulation and exploration. In this cycle, the school bonds the family to the process as it is within the family that kids learn social skills. This is done at home; parents enforce all the values that are thought in the classroom, such as autonomy, habits and so on.

The chart below defines each cycle of education in Colombia:

Cycles	*First*	*Second*	*Third*	*Fourth*	*Fifth*
Cycle imprint	Childhood and subjects construction	Body, creativity and culture	Social interaction and development of possible worlds	Life project	Professional and work project
Areas of development	Stimulation and exploration	Discovery and experience	Inquiry and experimentation	Vocation and career exploration	Research and development of work culture
Grades	1° -2°	3°-4°	5°-6°-7°	8°-9°	10°-11°
Ages	3 to 8 years	8 to 10 years	10 to 12 years	12 to 15 years	15 to 17 years

Chart No.1 Cycles

Evaluation

According to the Ministry of Education 1290 decree of 2009 the educational institutions can establish their own Institutional Evaluation System (SIE).Thus, Prado Veraniego School has its own evaluation system in accordance with the cycles and the institutions proposes and basis which were exposed previously, therefore they use self-assessment and co-assessment as essential elements in the knowledge construction.

1.2 DESCRIPTION AND PROBLEM

Students in the first grade of primary at Prado Veraniego School are individuals between 7 and 8 years old. The students, up until now, have never had an official English class at the school. Thus, it was necessary that teachers-students from Universidad Pedagogica Nacional went to the school so that two important goals could be achieved, first to provide the first and second grades with English teachers and second to give practitioners the opportunity to increase their experience and learn from their ongoing teaching process.

In order to know the population and understand their dynamics the design of a diagnosis was necessary. As part of the diagnosis stage we have two important components, first the class observation process done by the researcher for a period of about three months. And, Second a survey that was done at the end of the observation stage in order to establish some characteristics of the population that would determine the path for its later development.

Diagnosis

The diagnosis was divided into two phases; the first one was the observation. During this process, that took over 4 months, the researcher herself was observed, because, as said before, students did not have an English teacher. To the researcher, it became clear that the students needed to have a first immersion with the foreign language that was friendly and appealing to be able to seed a future interest in the subject. Thus, taking into account what the cycles (Ministerio de Educación, 2012) suggest for first and second grades it is important to develop student's creativity through stimulation, discovery, exploration and experience. Also, that Colombian standards (Ministerio de Educación, 2006) suggest that in this stage students should be able to use simple expression in

the second language, understand most of what is said to them and develop simple strategies that help them use the language most of the class time and finally, Piaget's (1936, 44) theory of Cognitive Development states that the students in first grade are on the concrete operations stage, in which kids ways to think is limited to concrete problems, so for them to learn, things have to be immediately tangible, that is why some activities were applied in order to engage students to an environment of interaction, in which they were able to, not only activate their previous knowledge but to learn new things on the foreign language interacting with the videos, and using some simple material designed based on them.

During these activities students were mainly direct to develop their listening and speaking skills. Due to the fact that they are still on a period of acquisition of their mother tongue it is important to enforce these two skills more than the others (Writing and reading) because they are still acquiring this knowledge of structure and symbols on their native language and it may result overwhelming for them. Nevertheless, with these they are also engaged in pre-writing and pre-reading activities that are important for a future full development of proficiency on the foreign language.

Results in this first phase, as an outcome of the observations and the information that emerged from the field notes, showed that activities like the ones proposed, based on the videos of shows previously seen by them, like Phineas and Ferb, The Simpsons, and movies like Toy Story or Madagascar, enforced with some dynamic printed and technological material that was designed helped students to have a significant encounter with the language. Students feel more motivated with the subject, they feel it was not something unrelated to them and they can easily start using the language in different situations presented on the classroom and out of it. Things

like greeting the teacher in English, asking for permission to go to the bathroom, and understanding simple instructions given by the teacher become part of their normal life, in a way that they by themselves started learning songs from the videos presented or words they saw on the TV and used them in the classroom (See Annexes 1, 2 and 3)

Surveys

The second phase was the application of a data collection instrument, a survey and some basic activities. This process took about a month because it was important to find evidence about possible issues to be able to understand better the context of the focal group. Here understanding that the likes and necessities of the group are of great importance to fulfill the objectives of this project. A survey (See annex No 3) was made, in Spanish, asking students about their likes when they watched TV and used the internet, the survey had multiple choice questions. The results showed, being 32 students a 100% that all of the students have a TV set and around a 75% of them have a computer with internet connection at home. Also, all of the students watch some TV shows from Disney Channel, it is their favorite (Phineas and Ferb). The survey also provided information about what they would like to do in an English class, 50 % of them like to watch videos and to listen to songs and sign along.

The implementation of simple activities introducing topics, based on short videos and adjusting material was done keeping in mind the special features of this resource as the image, color, movement and sound (Kausar, 2013). The results were that students remembered vocabulary easily and faster than when the class did not involve videos. Students, by themselves, would repeat the vocabulary displayed in the videos, and also were able to remember it when applying the material in the classroom activities.

With all the information emerged by the survey and the observation, it was clear that students are first, eager to learn English and second, are attracted to the use of videos and songs in the class and out of it

According to this, it is important to understand that the adaptation of material to the student's level is a key element for them to be approximated to English, as a foreign language. Then, the creation and implementation of video-based material for English class is a suitable alternative for the first immersion with a foreign language for first and second grade students. To reach this goal the use of the multimedia lab will be essential, since the images sound and movements are displayed in a better way. "The use of visuals enhances language learning on one hand and increases the use of target language on the other" (Wilson, 2001) but it is not the use of any video, but videos that have been seen by students previously in their mother tongue like Phineas and Ferb, The Simpsons or movies like Madagascar, Toy Story and so on, because the connection with the previous knowledge of students is key for their learning process, it is screening them that the language is not unrelated from them or their lives.

It is evident that the use of audio visual tools on the classroom not only increments students attention, due to the stimulus variation (colors, sounds and already known videos) but it also targets a maximum skills level (Kausar, 2013) on students, which makes it engaging since students are going to feel challenged not to be passive spectators but to interact in class. Thus, these activities keep students attention focused on the material and the exercises provided after.

The vocabulary acquisition, on the other hand, comes easily as the videos facilitate learning by providing exposure to native speaker's correct use of the language and also pronunciation (Ranasinghe and Leisher, 2009) on interesting conversations, the information

received by students while watching the video is the main input received in order to later in the class develop the speaking skill. Students on this stage need constant and different kinds of exposure to the target language for them to be able to acquire the vocabulary, that is the reason why supplying videos is important for vocabulary learning as it not only offers the vocabulary itself but it also provides it on meaningful situations.

1.3 QUESTION

How the video as a meaningful technological resource permits the design of adequate material to initiate first grade students on a foreign language learning process at Prado Veraniego School?

1.4 OBJECTIVES

General Objective.

To establish how the video used as a meaningful technological resource allows the design of adequate material to initiate first grade students on a foreign language learning process at Prado Veraniego School.

Specific objectives

- To create and implement a methodology based on video and design of appropriate material for beginners in an EFL process.

- To determine how videos are a meaningful technological resource to initiate an EFL process.

- To establish how important is to create appropriate interactive environments in the classroom for beginners, bearing in mind real contexts.

- To identify how designed material is relevant in the initial EFL process.

- To determine how vocabulary is acquired from adequate designed material based on real context and videos.

- To describe the impact that appropriated resources and adapted material have on

students´ listening and speaking skills.

- To establish how the use of ICT's in the application of designed resources can improve students´ learning process of a foreign language.

1.5 JUSTIFICATION

This project seeks to provide the students first immersion with English in to an exciting and appealing experience. In order to achieve this goal the creation and implementation of video-based material will be essential, as the videos have interesting qualities for children related to their cognitive development (Piaget), and it also makes use of the previous knowledge. It is not a secret that nowadays students are part of a technology era in which they are not only exposed to TV shows, but they can look for videos and other kinds of entertainment on line. All the knowledge and language exposure students have when using these technologies, is key as it is part of the context compound they have, it is part of their knowledge of the world and their understanding of it. That is the reason why this project seeks to use the videos as a main learning resource, because it is connected to students previous knowledge and understanding of the world and, in that way, they are not going to feel like they are being introduced to something they are not going to use in the immediate future and present.

Taking into account Piaget's theory of Cognitive Development (1936, 44), the students in first grade are on the concrete operations stage, in which kids ways to think is limited to concrete problems, so for them to learn, things have to be immediately tangible. Because of that, it is important not only to show the videos in the classroom, but to put in practice the new knowledge acquired for them immediately, to create memory imprints that will be used in future encounters with similar topics, or will be remember when watching the TV shows, or looking on line for the videos they like: Phineas and Ferb, The Simpsons, movies like Despicable me, Toy Story or Madagascar.

The use of videos is relevant because, as Bruner (1967, pp. 103) states, instructions must

seek media and dialogues that are necessary to translate experiences in more efficient systems of meanings and in an order. Which for this project means that the use of videos and the material designed based on them, is a way to create experiences that are meaningful for students and that, it is what will lead them to create an organize, an useful bank of information available for them always.

The instructional material design is essential to this project since it not only seeks to present videos to students for the sake of entertainment or for them to pay attention, the notion seeks to exploit the ideas presented in videos to help students reach a basic understanding of the language, making use of their previous knowledge and the material presented in class. Moreover, it helps to the presentation and practice of the vocabulary and grammatical structures, not simply by presenting the video, but providing them material designed using technological resources. This material is interactive, colorful, and provides the necessary opportunities to practice and use the vocabulary introduced and presented in the video.

The material would first be designed on Power Point presentations, and later will evolve to Prezi presentations, and PowToon (See Annex 6), which are part of the Information and communication technologies that will be applied on the project. This, in order to enhance the vocabulary presented on the videos and gives students the opportunity to practice and interact with it.

Also, the material has to be designed according to the needs of the class, depending on factors as age and previous exposure to the language, which is an advantage as using one video based on one topic, allows the design of material for several classes and can also be adapted to work for other levels, maybe for older students.

As a result, students will have a significant memory imprint, it means in future English classes they will have a positive disposition and will make use of the information learned. Another important aspect of the project is the development of listening and speaking skills, this first approach will provide students with basic elements to respond properly in real situations; they will be able to understand and answer questions about basic topics, they will be able to understand English seen on the TV, in songs and in the movies.

Finally, the project will be developed using the Task Based approach as it is the most appropriate one, for the current proposal. TBL intends to create meaningful tasks that will help students develop authentic communicative situations and it is student centered (Nunan 2004). Through this approach students are encouraged to use language spontaneously by completing tasks and solving problems, all these can be accomplished as the videos will provide the necessary input in terms of vocabulary, pronunciation and context that will be later developed on the task activities.

CHAPTER II

2. LITERATURE REVIEW

2.1. State of art.

Taking into account the main objective of this project, the descriptions made below are from projects made in Universidad Padagogica Nacional regarding the use of videos in the classroom, and its benefits. They are, also, focused on the development of listening and speaking skills.

The first pedagogical research is called *"The role of children music videos in English learning for increasing the vocabulary in 101 grade students at San José de Castilla School"* made by Diana Patricia Paladines in 2010. This first research aimed to help first grade students to learn more vocabulary and dealt some general situations through the use of music videos. The author states that, the use of music videos minimizes learning problems (as lack of attention), enforces pronunciation and activates memory processes.

This research is related to the present in the use of videos, however in this research, the use of video is proposed as a way to minimize lack of attention in the classroom when in the current project the videos are used as base resource to create appropriate material for class, and to involve students into a meaningful environment of learning taking into account their previous knowledge, in order to them acquire the new on a foreign language.

A second research is *"The video as an audiovisual tool that allows to develop listening and speaking skills by increasing vocabulary in students of 202 grade at Prado Veraniego School"* made by Daisy Pinto in 2012. In this research the author seeks primarily to improve

listening and speaking skills on a foreign language, but also includes social development aspect in order to enforce the school´s principles. To do this, she used short videos from TV shows that students normally saw.

In this research also the use of videos is fundamental to increase vocabulary and to develop listening and speaking skills, these two aspects are also fundamental in the present project, but the difference is that the design of video based material from this project, to be applied to students that have never had contact with the language before in an academic environment, means that the project seeks not only to generate listening and speaking skills but to initiate students in the learning process and cause an interest for a foreign language in them.

A third research is "*The role of the implementation of video based activities on students' construction of meaning in an EFL classroom*" made by Clara Onatra and Lina Vega in 2008 at Centro Colombo Americano. This project demonstrates how by using videos in the classroom students get to develop their speaking skills and also their construction of meaning, due to the fact that pre adolescents spend a lot of time watching TV at home. The idea was to help students express their ideas and feelings related to the videos watched in the classroom.

This project, as the present, includes videos in the classroom that are from TV shows students normally see at home, so that students create meaning using their previous knowledge and the one presented in class. The difference with the present project is that students are not going to be ask to be critical at this point, maybe in further investigation and material creation will be possible, the intention is to create a pleasant interesting first approach, and in the future EFL classrooms, they respond positively based on this previous experience.

As seen, all the projects presented use the video in the classroom but for different purposes that the ones stated in the present project. In the current project, the design of proper class material is essential, the use of the video by itself in the classroom is very interesting, but it may not reach its full potential if it is not used in the correct way, in order to do that the teacher can use specific videos to teach specific topics exploiting all the content displayed on the videos. Another advantage of the designed material based on videos is that, it can be presented and adapted for students of all ages and English levels.

2.2 THEORY

Here, theoretical support is presented. For the current research project an important collection of theories have been used in order to be applied on the five topics of interest, in which it focuses in. The topics are *"Visual Literacy", "Discovery learning", "Speaking and listening skills", "Instructional material in language learning"* and the *"video as a technological resource"* to use in the EFL classroom.

Visual literacy has been defined as the "ability to understand, interpret and evaluate visual messages" (Bristor& Drake, 1994). The Chapter three of the book Media Literacy in the K-2 Classroom (Frank Baker, 2012) states that now a days is of great importance to teach students how to use and interpret images, that it should not be seen only on the art classroom because at present everywhere you look, there are images to be interpreted, as it has become easy to take pictures and everybody has access to a camera. To make a clear example Baker reminds us that

the first 10 minutes of the movie Wall-E contains no dialogue, the audience is for ten minutes looking at the images and listening to the sounds with no actual dialogue, this is one of the reasons why at present it is very important to help students understand images from the moment they start their education.

The use of images in the classroom, at least in the first grades of education is not a new tendency, for many years the first reading encounter for students has mostly been with picture books, which shows us that the use of image is appropriate and useful to approach first grade students when learning a foreign language.

In this chapter Baker (2012) tells us *"Image is more important than words; our brains will retain the impressions more than what is said, so image control is paramount"* this information is more than important, because it tells us that when you use images in the classroom this will stay longer and create a bigger impression on students minds, which will enforce all that is learned. Connected to this idea the project seeks to use the images not only from the videos presented, but also the ones that come into the material designed to teach English to students, as in the statement said by Baker students will retain images very well, which will be tied to the fact that the videos used in the classroom will all be from TV shows and movies that have been seen before by students, which means students will not only retain while they learn in the classroom, but they will remember and create connections with the previous knowledge they created when they saw the movie or video at home, this will mean students will be aware of some situations, the name of the characters and some contextual information on the videos.

To complement what was said before, the book "Visual impact, visual teaching: using images to strengthen learning" by Timothy Gangwer (2009) states that: *the students now moving through our educational system are by far the most visually stimulated generation our schools have ever had to teach. Having grown up with cable television, video games, computer software, and the Internet, they are truly visual learners coming of age in an increasingly visual world.*

This confirms the fact that the use of videos in the classroom is not only adequate but is becoming necessary as the new generations of students are influenced and totally aware of the use of this kind of image technologies. What is more important, is that the use of videos is not going to be only done for the sake of it, but because taking into account it, the design of material will introduce in a friendly way a foreign language to the first graders because as Gangwer also states *"Today's students respond best to active learning strategies combined with visual stimulation",* it is not only about the image and the video but about what can be learned from it and how it can be used in the classroom.

Nowadays an effective EFL classroom needs to include audiovisual tools (Kausar, 2013). Different studies show that the use of these tools in the classroom enhance the effectiveness of teaching learning process as they provide a series of stimuli variation that not only helps students to focus their attention, but it makes the learning process easy and enjoyable. Also, the videos provide exposure to native speakers' correct pronunciation and introduce vocabulary through interesting and meaningful contextualized conversations, so students are exposed to situations that they have or will be presented to them.

Another theory that will be taken into account is Jerome Bruner´s Discovery learning. The discovery learning is a constructivist theory that states that students learn better when

through past experience and the existing knowledge students can solve situations, discover facts and relationships between them, and finally reach new truths. (Bruner, 1967).

In his theory Bruner distinguishes the structure as an element of importance as it is the one element that provides the framework to any given subject, so students should be able to understand the structure of any subject "in a way that permits many other things to be related to it meaningfully" or "to learn how thing are related" (Bruner, 1960, 7). This information refers to the fact that everything is connected and not isolated, teaching this principle will help students associate learning with events happening in the physical and social world. (1960, 27)

This interconnection between everything supports the idea of this project of using previous knowledge students have and that are important to get to another essential point in this theory, that states that any topic can be taught to any student regardless of their age, if the teachers are able to simplify the topics in basic words students would easily understand. It is that how, having the benefit of being exposed to basic constructs and principles that students understanding can be enlarged to a continual deepening that will guide effectively the knowledge and understanding acquired previously, with the new one presented by the teacher in easy words (Bruner, 1960 , 12-13). In conclusion, accessibility is what is essential at the moment of teaching, that is why in this project not only the understanding of the importance of previous knowledge is key, but the fact that the new knowledge will be presented in an interesting and easy structure way, this will be done with the use of videos that contain information that is known previously by students, and that also present new knowledge in terms of vocabulary and acquisition of a new language. Also, the design of the new material will be taught to fit these characteristics, thus

students can reinforce the knowledge acquired having access to material that uses basic vocabulary and structures.

Another important theory is the one that supports the use of videos in the classroom as an educational and technological tool. It is clear that the use of audio-visual material in the classroom is not a new trend or option "since filmstrips were first studied during World War II as a training tool for soldiers, educators have recognized the power of audio-visual materials to capture the attention of learners, increase their motivation and enhance their learning experience" (Cruse, 2006). From the 1950 and 60's Educational Television has been evolving to offer audio-visual material to complement what is learned in the classrooms, with the technological advances it has become easier and more attractive for students (DVD, Video Beams and so on). (CPB, 1997)

The use of videos in the classroom has several advantages that are basic for the development of this project:

- Increases teachers effectiveness
- Allows the understanding in different learning styles
- Aids in the development of different topics
- Increases students motivation and effectiveness

Plenty of teachers believe that the activity of watching a video is a passive exercise, yet recent studies demonstrate that while kids are watching videos they activate mental processes as Marshall (2002) defines as "a complex, cognitive activity that develops and matures with the

child's development to promote learning" but all this doesn't happen just by displaying a video, the content and context are crucial to generate active learning on our students minds, is that why in this project the videos that will be used will be based on a TV show that have been seen by them, as it will generate the context by itself and the enforcement of the content will be done with the material designed for each video.

As said before, the use of videos in the classroom addresses multiple forms of intelligences (Gardner, 2006), which helps students to connect the content with their previous knowledge and their emotions. The design of material based on videos will involve more than one intelligence, which is already a break through, taking into account that in the past lessons were primarily based on a linguistic approach. Videos can be used in different forms and thus a variety of approaches such as logical, narration, and   aesthetic in addition to linguistic addressing a bigger range of students.

Moving on, in the motivational and affective field videos has a great impact, not only catching students attention but as a result of it, creating greater opportunities for cognitive learning. Marshal (2002) develops a theory in which he states that learning can occur if the teacher "based on the ability of the entertaining media to engage the learner, activate emotional states, initiate interest in a topic, and allow for absorption and processing of information" (2002, 7). By this, Marshal means that videos cause a generalized arousal of emotions and how the resultant behavior can be affected while in this state. It is also important to add that entertainment activates students' imagination and creativity about a topic (Interest stimulation theory) in a way that a learning process can take place more, taking into account that the focal group of this

project has never have an English class before. Also, this audio-visual input needs to be appealing in order to achieve the learning goals through their attention and touching the affective fibers by letting students identify the context as the videos used are not new at all for them.

To sum up, the visual input received by students is processed in different parts of their brains, which mean the intellectual impact is greater, than, for example the one made with linguistic or textual learning. The limbic system then, responding to the images seen, activates instincts, impulses and emotions which, as a result, sparks on the memory and the video ends up influencing students cognitive learning efficiently. (Bergsma, 2002, as cited in CPB, 2004).

Moreover, it is necessary to present the videos to students, in order to help them with their memory and emotional learning processes, and at the same time, to include instructional materials on the design of the project. Thus, these resources will help students retain information better and gave them the opportunity to use the vocabulary and structures learned in class in an interactive way.

Therefore, according to an article presented by the National council of teachers of English (NCTE) instructional materials are essential tools in the English language classroom. They allow students to interact with words, images, and ideas in ways that they develop their abilities in reading, listening, viewing, thinking, speaking, writing, and using media and technology. This concept fits perfectly the main idea of the project since students are in a learning stage in which exploration; senses, discovery and stimulation (See Chart 1) are being used instinctively. That is why, according with all these characteristics, the material design in this

project is appropriate, it encourages learning skills in a foreign language, and also motivates students to use different abilities that are essential for their learning process.

In order to achieve all the goals related to the use of videos and instructional material design successfully, it is important to teach vocabulary to students effectively, as it plays an important role when learning a foreign language. As Hornby (1995) states, vocabulary is the one element of the language that links the four skills of listening, speaking, reading and writing. Accordingly, he later states that students should acquire an adequate number of words and should know how to use them accurately, if they want to communicate on any foreign language. That is why, for this project is important to introduce the vocabulary, in a way that is interesting and coincides with Piaget's (1996) theory. Here, he presents the idea that students on this stage are "always interested in recognizing and knowing new words, he stands to repeat new words repeatedly so that he will memorize them" .This exactly defines the relevance of the use of instructional material for the project which, after the videos, will give students the opportunity to see, recognize and use by constant repetition the vocabulary, and that later will be used on the task activities.

In accordance to what was said before, the use of ICT's (Information and communications technologies) is essential and appropriate at the moment to design the class material. The ICT's have become learning objects present in most of the educational contexts (Wiley, 2003). Learning objects are any digital resource that can be reused to support learning. This research presents the use of some specific learning objects that encourage and are appropriate for the learning development of the students.

For the present project, it is necessary the use of 4 different technological tools. The first tool and basis of the project are the videos related to TV shows seen by students. The second one, is the Power Point Presentation, a program designed by Microsoft to create presentations; it provides numerous features that offer flexibility and other characteristics that permit the use of music, movement, images and transitions between each slide (Microsoft, 2014). The third instrument is Prezi; it is a cloud-based presentation software and storytelling tool for presenting ideas on a virtual canvas. This tool has a specific characteristics, it allows a zooming interface, in which you can zoom up specific parts of the overall presentation to show. In it you can also apply pictures, videos and music (Prezi, 2014). Finally, there is the use of PowToon. It is cloud based software used for creating animated presentations and animated videos. It allows you to create videos on any kind with music and images incorporated (PowToon, 2014).

Finally, the communicative approach that will be taken into account for this project will involve Listening (input) and speaking (output).The communicative approach is based on the idea that students can learn more from communicative circumstances with real meaning, that is to say that being involved in real communication, their natural strategies to learn a language will be active, and the learning will become easy. Listening comprehension in a foreign language has been widely studied; it basically states that in order to help a student produce orally he would first need to be given a great quantity of language to listen (Asher, 1977).

Jack Richards presents in his book *"the context of language teaching"* how students understand utterances using two types of knowledge: the syntax of the target language and the real world knowledge (pp. 190). The syntactic element is understood by students in pieces

(chunks for Richards), that they can identify in the sentence and create sense out of this pieces even when there is not a full understanding of it. The knowledge of the world is also used by students to understand this sentence as pieces of the real world, making reconstructions with previous knowledge and the pieces given to students in class. All the elements, even rhythm and rhyme are important elements students take into account to understand the information given.

It is important to add, that even when in the project the listening and speaking skills will be the most important in order to create an input-output process, there will also be a developing of pre writing and pre reading skills. This will be developed during the classroom activities, when students have to write down on their notebooks the vocabulary learned in class, and also when presenting the designed material, so that they will be able to identify the graphic forms of the vocabulary and already of a few complete sentences.

All the classroom activities will be based on Task Based Learning (TBL). TBL intends to create meaningful tasks that will help students develop authentic communicative situations and it is student centered (Nunan 2004). Through this approach students are encouraged to use language spontaneously by completing tasks and solving problems. Also, most of the tasks are based on real life situations and the meaning of those situations is of great importance for students to understand and use better the language. Finally, as said before, this approach is students centered which means students have the most speaking time in the classroom increasing their opportunity to naturally learn the language.

TBL is used in this research for classroom development because of its characteristics will helps students learn the language more effectively. This approach is definitively related with students' previous knowledge as it is based on real world situations, which is actually a way to

help students understand the importance of the language, thus, they will be motivated to learn more. It is also important to clarify that, as this approach is student centered, they will have more opportunities to use the language in class.

The present project is going to use videos and designed material based on them, to teach English as a foreign language to beginners. Richards Theory then, is valid to the project because as students have never had English class, they require the elements mention before to be able to make sense out of the foreign language they are learning, also as the videos have been seen previously by them at home, the use of the former knowledge is helping them to get closer to the language, is becoming something familiar and useful.

In terms of the speaking skill, teacher will be applying first, the input period, which is what Richardson calls interaction (pp. 196). He states that conversation   is interactive meaning that during the input stage, both, the teacher and students will have to use gestures, movements, and a variety of non-verbal signs to demonstrate understanding, interest and attention. The oral production and the elements named before are the ones that can demonstrate the output generated by students.

CHAPTER III

3. METODOLOGICAL DESIGN

3.1 Type of project. The type of research developed for this project is the action research. Action Research, as Parsons and Brown (2002) would call it, is a kind of investigation used by teachers that allows them to see, understand and solve problems presented in their classrooms. This type of research was suitable for this project because not only it arises from an issue present in the classroom, but because for its development is necessary to take into account the population and their progress in the entire process. Also, it highlights the importance of a constant review and analysis in the progression of it. That is why due to the needs of the study and the first grade students at Prado Veraniego School, the action research was the most appropriate approach in order to initiate students in learning EFL.

Action research, as Christine Millers (2007) states is a natural part of teaching. Teachers are continually observing students, collecting data and changing practices to improve student learning as well as the classroom and school environment. It also provides a framework that guides the energies of teachers toward a better understanding of why, when, and how students become better learners. All this is achieved by a process in which the teacher is reflecting upon a problem presented in the class; additionally, she applies an action plan or cycle that has six phases (Ferrance, 2000). In the development of this project, these phases were taken into consideration as the basis for the research to be proposed. Thus, they will be described accordingly: identifying the problem, gathering data, interpreting data, action based on data and reflection.
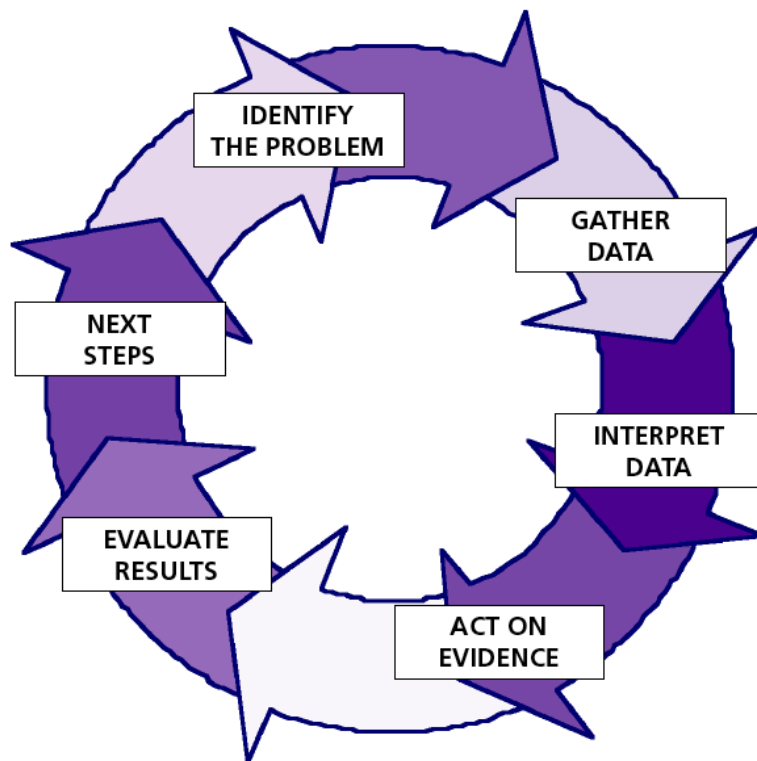
Figure 1. Action research.

Identifying a problem area. This stage, allows the teacher to identify a problem area regarding the observed population but taking care of not over planning because this may cause the teacher to have a false research start and get frustrated in the process. In order to narrow the problem correctly is important that the question will be meaningful and concise (avoid yes/no questions). During this stage the researcher, was able to limit the research question and objectives to something important, meaningful and doable for the population and context described on chapter 1: How the video as a meaningful technological resource let us to design adequate material to initiate first grade students on EFL process at Prado Veraniego School?

Gathering data: This step tells the researcher to decide what comes next on the process. There are many ways to collect data. For this specific project it was a survey and field notes , along the diagnosis. All this was used to understand what was happening on the classroom. In order to do so, the teacher observed the classroom target for four months (See chart 3). During that period of time it was carried out a survey in order to identify the type of technological tools students were able to use at home (see Annex 3). Thus the teacher designed some activities using technological tools such as Power point.

Interpreting data: This stage helps the researcher to analyze the main subjects presented on the data gathered. During this stage of the project the researcher, based on the information recovered from the instruments, observed two areas that were not helping to achieve the goal of the project. The first one was that the Power Point presentations, as time passed became boring for them and lost the impact that was generated with the first applications (See Field notes 1 to 4), they did not show interest in the class and their performance was not improving. Second, it was seen that going to the multimedia lab after having the first class hour was not beneficial as it did not allow students to receive the appropriate input material before developing the exercises related to the topic; students were not able to correct the pronunciation, language use in the classroom was decontextualized, so that, their vocabulary was not showing any growth (See field notes 1 to 4).

Acting on evidence: This stage ties two important elements of the research. In order to generate an improvement of the proposal is imperative to use the information obtained from the interpretation of the data stage and also to see it in the light of the literature review done

beforehand. So that, the researcher can design an action plan and implement it. In the present project, the researcher designed an action plan that basically implied two changes, first the teacher managed to have the first class hour on the multimedia lab and second, the Power Point presentation were replaced by Prezi and PowToon presentations . The teacher implemented the new action plan and during this time, again, there was a data collection process through student's artifacts, field notes and a final survey for a period of around two months (See chart 3).

Evaluate results: this final stage the researcher assess the effects of the implementation process and determines if any improvement occurs. During this final stage it was evident to the investigator that student's development improved significantly and also that their interest in the class had increased (See field notes 5 to 10). In order to determine it, the teacher started the triangulation process. Field notes were read, artifacts were checked and a final survey was analyzed in order to identify constant patterns that allowed the teacher to recognize four categories. By comparing these pieces of information, it was possible to identify the final results this project suggested.   A most specific description of what was found on this research will be described on the interpretation and analysis section.

Next steps: As an outcome of an action research action plan is possible to identify additional questions raised from the data collected during the implementation stage, and it can allow the creation of a plan for further revisions and improvements. Specifically for this research, this stage showed 3 possible suggestions that can be applied on further investigation (See recommendations).

Following there is a chart that presents the exact dates for each phase of the proposal:

PHASES	Identifying the problem	Gather data	Interpret data	Act on evidence	Evaluate results	Next steps
DATES	August 2013	August to September 2013.	September 2013.	September 18 2013, to May 2014.	January to April 2014	April 2014

Chart 2: Proposal

3.2 INSTRUMENTS OF DATA COLLECTION

In order to develop this project some instruments for data collection were chosen for their accuracy and pertinence to it, to be used on the diagnosis and implementation stages. Those instruments are surveys, artifacts and field notes.

A survey (Bizquerra, 2004:233) is an element use for data collection that consists of a set of questions that can be of different kinds (open or close) and that are guided by a clear conception of the research problem under investigation and the population it is done with. Also, it is a simple mechanism that serves to obtain general information about students in some specific aspects. It provides a general description of the research participants or population. It can also help the researcher to identify some social aspects, it means, attitudes, perceptions and accuracy (Burns, 1999). Consequently, the survey was used in two stages:

Considering Bizquerra (2004) and Burns (1999),in the first stage it was implemented in order to identify information about student's familiar context, preferences and likes (See Annex 3). Besides, it provided information about the technological resources they have access to, in a

way that the use of technological resources in the class was confirmed. On the other hand, in the second stage, the survey was part of the final process of assessing the project implementation and impact in students' learning processes (see Annex 3.2).

The next data collection tool is Field notes. According to Sanjek (1990) they are a kind of evidence on which researchers base claims about meaning and understanding of a phenomenon. These are notes made on the field based on observations, conversations and all that is seen. They can also record thoughts, impressions, and initial ideas. In addition, the field notes were used to register all the information seen in the classroom, and to check on the development of the project itself.

On this research they were used in two moments. First for the diagnosis process, where the field notes gave account of the observation process done to identify and clarify the population characteristics. Second, they were used on the implementation process, also done through observation to have record of all the important information obtained during this process. (See annex N°1)

Finally, artifacts are all the documents made or resolved by students. It could include workshops, homework and so on. They helped the researcher to keep track of the students' performance along the implementation process. Besides, they allowed her to analyze these activities and identify the ones in which students learning process showed progress (Brown, 2009). (See annexes 4 and 4.1)

3.3 PARTICIPANTS DESCRIPTION

The first grade students at Prado Veraniego School are a group of 34 students from the morning shift, in ages between 5 and 6 years. Most of the students live with more than one person (see annex No.3), which means all of them live at least with one of their parents and some other members of the family. For the Students who live only with one parent may be difficult to study, as an important part of personality development is formed learning from both parents and the relationship they have. At the same time, as question number two exhibits (Annex 3.1), half of the students live with both parents but it is important also to highlight that a big percentage also lives with different family members as grandparents, uncles or aunts.

All of what was said before is related to question number three that shows if students are helped at home with homework and by whom. Around a 75% (See Annex 3.1) of the students are helped by mom or dad only a 5% is helped by both, this means that 80% of the students have better learning opportunities. Questions four to seven were made to understand students' likes and dislikes thus using that information the classes could become more appealing and interesting for them. Using this, we could determine 99% of the students like to listen to stories, more than a 50% of them like to listen to sings and sing along and most importantly for this research, they like TV shows and to watch videos. This means, students are more inclined to learn English by listening and watching videos than reading or writing, as this is a first encounter with a foreign language.

Questions 8 to 10 reveal that all of the students have at least one TV set at home, around a 75% of the students have a computer with internet access and 90% knows how to use it. This information is valuable for the project as the inclusion of new technologies is an important part of

it. Most of the students are part of the "technology natives" trend and it is an important element to be able to connect their technology knowledge with their learning process.

According to Piaget's (1996) stages of cognitive development the first grade students should have some special characteristics according to their age. The characteristics involve the development of the use of language, the ability to think in symbolic forms, think on one-directed logic operations and the difficulties to understand other people points of view. In the observation process these aspects were evident, teacher will always help students face the other and understand the different points of view, anyways when other student contradict his/her opinion, they would argue and even cry about the possibility of things being different from what they think they are.

Erickson's stages of socio-affective development (2000) locate first grade students on the industry vs. inferiority stage. Students are in their first school grades, they are learning to work in groups they like to share homework, they don not restrict other kids anymore, they can feel depressed and unhappy when not accomplishing tasks. The inferiority will make him/her feel psychologically inferior because of their "racial" or economic situation. Also, if they do not feel stimulated in the school to learn and generate the industry capacity on them. All these aspects can be seen on the focal group, they like to work together in groups or pairs; they like to help their peers when developing a task or even doing the other homework. Also, they feel very sad when not being able to solve a problem and there are a couple of students that have already given up their industry capacity because they do not feel stimulated at school, this few would not work in class and ignore completely the tasks and homework assigned. That is why the use of videos in the classroom and the resolution of small tasks can help these students to gain interest on their

learning process and also to feel they can achieve good results successfully, enforcing their industry and leaving inferiority aside.

CHAPTER IV

4. PEDAGOGICAL DESIGN

This proposal was built around the use of videos to design adequate material to teach EFL to beginners. The proposal structure is composed by two important learning environments, first, the development that is done in the Multimedia Lab, and second, the one developed in the classroom. The planning of this proposal takes into account the school goals and also the students´ need to learn English as a foreign language in an appealing way that will increase not only their motivation to learn it, but it will generate listening and speaking skills and, as a consequence, the increasing of vocabulary . Also, students will understand the different uses of the technological resources available in the school, as the video beam and even the computers.

In order to develop the proposal is important to understand that it is held in two stages.

The first one is about increasing sensitivity to the videos as a tool for learning English, as well as the dynamics involved in the new learning process proposed with the implementation of the material designed. The use of videos is vital as this not only create a better environment and call students attention, but they make easier the understanding of the topics as images, color and movement are involved in it. I this stage of the project, videos as chapters from Phineas and Ferb, The Simpsons and other TV shows, will be displayed.

The second stage, takes place when the tool and material designed is used directly to teach students, and they will have the possibility to take advantage of all the vocabulary and knowledge presented in them.

The structure of the planned proposal consisted in a process through the lessons activities

in order to reach and execute the goals developed in the two mentioned environments, Multimedia Lab and classroom (See Annex 2). In order to do this the teacher will design material using different technological tools as Power point presentations, Prezi presentations and an on line software called PowToon.

Videos

The first part, takes place in the lab, where students will watch a video. This video, in most of the cases is taken from the TV shows that students normally see like Phineas and Ferb, The Simpsons or movies like Madagascar or Toy Story (See artifact 1); some others are taken from English teaching programs (Magic English Disney or English Adventure). The videos are totally in English, they reinforce the vocabulary that was just seen in the class. The videos, help students to, in first place, get engaged to the activities that will be developed later and in second place, to have the appropriate input related to vocabulary, pronunciation and the entire real life context they need as tools to learn the language and be able to express themselves using it.


Artifact 2: videos

After the video, students will see and play with some material designed based on the characters on the video and the topic related.

Designed Material

Each topic will be developed in two lessons, both of them will have the same designed material and the same video, in some cases the video can change but the presentation will not. The activities developed in the classroom are proposed to enforce the topic in which students will get better acquainted with the vocabulary and even the images that were seen in the lab. Also, the classroom is a space in which students get the chance to start developing their pre-reading and pre-writing activities, through the exercises proposed and also by the constant presence of homework. This material has sound and movement what make students get attracted to it and also, as is designed with the characters, they know not only from the video, but from the TV shows they see, they can make use of their previous knowledge to develop the activities. These activities are guided by the teacher, and are done with the whole group in a way that no one is left behind. For example, as you can see on Annex 4.1 (Simpsons family puzzle), based on the designed material, students can develop tasks as solving a puzzle using the vocabulary presented. First, because it has the characters from the TV shows that they like and relate to, and second, because the images are displayed on the presentation to help them; not only with the vocabulary that they are learning and practicing, but also to enforce their pre-reading and pre-writing skills. See artifact 3:
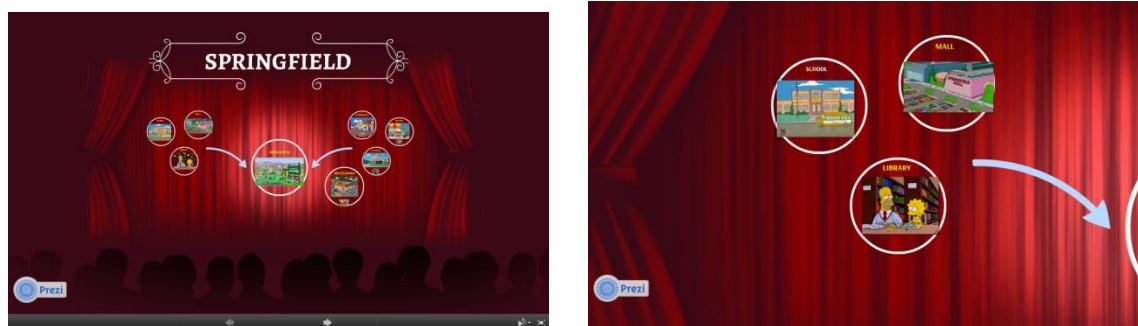
Artifact 3: Material designed

Another example (See field note 5), in which students were shown with the class expressions for the class on the Prezi presentation and they immediately started using them, by asking in English for permission to go to the bathroom and so on. This demonstrates, that the presentations can help the teacher presents any kind of information useful for the class, not only related to English specifically, but other things like coming events or homework.

Tasks

As a way to evaluate the topics learned in class, there will be some tasks in which students, with the guidance of the teacher, will complete an activity. These activities, will involve the vocabulary learned and will consist on coloring, drawing and making pairs of words and images. Also, for the speaking they will have some activities on the board guided by the teacher, and in which all of the students can participate.

The use of the designed material based on videos works to create a better environment for students to learn EFL, as they feel motivated and will be able to understand the basics of the language. Also, this will give students the opportunity to use their previous knowledge in a new area of learning, this way they will feel able to learn the language very naturally (Nunan, 2004).

Another important fact is, that the designed material will be so friendly and interactive that students will feel encouraged to speak in English all the time in the class and, to connect this knowledge to the rest of the activities they normally do at home or school.

Finally, the proposal takes into account the objectives of the school and the state of making students able to understand and use English for this globalized world, it also includes the use of a technology, as are the videos, and proposes the use of material specially designed to teach English to students that have never had this class before, making it interesting and helping them generate their first listening and speaking skills in the language. Also, it will generate pre-writing and pre-reading skills which are essential for them, to find the approach to these familiar and easier.

In order to achieve the goals presented in the project and have an organized plan for the implementation section of it, the researcher designed a curricular plan covering the second semester of 2013 and the first one of 2014 as follows:

4.1 CURRICULUM

PRADO VERANIEGO SCHOOL

FIRST GRADE/2012

TIME	ACHIEVEMENT	ACHIEVEMENT INDICATOR	ACTIVITY	RESOURCES VIDEOS	EVALUATION
Week 1 September 18th	To talk about animals and I am able to describe them.	-Recognizes the name of the animals and is able to use them. -Describes animals using adjectives in simple sentences -Participates actively in the class and project related activities.	To start working in the class activity about animals and express using easy sentences as "the lion is big, is yellow and wild"	-Video Fragment from the movie "Madagascar" -flashcards with the characters of the movie	Drawing the animals presented in class
Week 2 September 25th	To talk about animals, their characteristics and descriptions	-Recognizes the name of the animals and is able to use them. -Describes animals using adjectives in simple sentences -Participates	to make some exercises with adjectives. (sentences)	-Video Fragment from the movie "Madagascar" -flashcards with the characters of the movie	Describing the animals they drawn last class

		actively in the class and project related activities.			
Week 3 October 2nd	To understand basic sentences and recognize the family members	-Recognizes the family members. -Describes his/ her own family. -Participates actively in all the class activities.	To enforce the grammar learned about animals and introduce the family topic.	-Simpsons Family Tree poster. -Video describing the members of the family. -Power Point presentation	To draw my family and identify each member.
Week 4 October 16th	To understand and use the vocabulary and grammar related to the family members.	-Recognizes the family members. -Describes his/ her own family. -Participates actively in all the class activities.	To enforce the grammar and vocabulary learned about the family.	-Flashcards with Phineas and Ferb's family. -Video showing all the family from Phineas and Ferb. - Power Point presentation	They will talk to another partner about their family.
Week 5 October 23rd	To name some clothing	-Recognizes and names clothing -Describes his/her own clothing. -Participates actively in all the class activities.	To use vocabulary about clothing	-Video from English adventure about weather and clothing. -Power Point presentation	To describe their favorite clothing.
Week 6 October 30th	To describe clothing using adjectives	-Recognizes and names clothing -Describes clothes using adjectives -Participates	To use vocabulary about clothing and also describe it using adjectives	-Video with different fragments from different TV shows: the Simpsons and	To describe the clothing from the video characters.

		actively in all the class activities.		Phineas and Ferb. -Power Point presentation	
Week 7 November 6th	To understand the professions	-Recognizes the professions. -describes the professions. -Participates actively in all the class activities.	To use the vocabulary about professions	-Video with different fragments of TV shows showing different professions. - Power Point presentation	To make drawings about the different professions.
Week 8 November 13th	To understand the professions and talk about them.	-Recognizes and uses the professions when talking. -Describes the profession they want to have when they grow up. -Participates actively in all the class activities.	To use the vocabulary about professions	-Video with different fragments of TV shows showing different professions. - Power Point presentation	To make drawings and describe the professions they want to have when they grow up

Chart 4: Implementation 2013

PRADO VERANIEGO SCHOOL /2014

SECOND GRADE

TIME	ACHIEVEMENT	ACHIEVEMENT INDICATORS	ACTIVITY	RESOURCES	EVALUATION
Week 1 February 10th	To identify the parts of the house	-Recognizes the parts of the house. -Describes the house. -Participates actively in all the class activities.	To introduce the vocabulary from the house.	-Video from Phineas and Ferb showing their house. -Prezi presentation.	Drawing of the Prezi in the notebook with the vocabulary
Week 2 February 17th	To use the parts of the house when talking	-Recognizes the parts of the house and uses them when speaking -Describes the house orally. -Participates actively in all the class activities.	To enforce the vocabulary learned about the house and use it in short sentences.	-Video from Phineas and Ferb showing their house. -Prezi presentation.	Students will draw their own houses and sentences about it.
Week 3 February 24th	To identify the different objects used in the different parts of the house.	-Recognizes the objects used in the different parts of the house. -Describes the elements of the house. -Participates actively in all the class activities.	To introduce the vocabulary from the elements in the house.	-Video shortcut from Toy Story showing the elements of the kitchen, the living room and so on. -Prezi presentation.	Drawing the elements of the favorite part of the house with the names.

Week 4 March 3rd	To describe and understand the different uses of the elements in the parts of the house.	- Recognizes the objects used in the different parts of the house and uses them when speaking -Describes the objects orally. -Participates actively in all the class activities.	To enforce the vocabulary learned about the elements of the house and use it in short sentences.	-Video shortcut from Toy Story showing the elements of the kitchen, the living room and so on. -Prezi presentation.	Drawing their favorite place of the house with all the elements in it and make short sentences.
Week 5 March 10th	To identify the parts and shops of a neighborhood	-Recognizes the parts of the neighborhood and uses them when speaking. - Describes the parts of the neighborhood and explain their uses orally. -Participates actively in all the class activities.	To introduce the vocabulary from the neighborhood.	-Video of Simpsons showing the places in the neighborhood. -Prezi presentation.	To draw the neighborhood of the poster with the vocabulary.
Week 6 March 17th	Todescribe and talk about the neighborhood	-Recognizes the parts of neighborhood and uses them when talking. -Describes the neighborhood orally. -Participates actively in all the class activities.	To enforce the vocabulary learned about the neighborhood and use it in short sentences.	-Song and video about the places in the neighborhood. -Prezi presentation.	To draw their neighborhood and make short sentences referring to it.

Week 7 March 31st	To identify what is healthy food.	-Recognizes the healthy food. -Describes the healthy food. -Participates actively in class activities.	To introduce the vocabulary about healthy food.	-Video talking about healthy food kids should eat. -Prezi presentation.	To write and draw about all the healthy food they know.
Week 8 April 7th	To talk about healthy food	-Recognizes and uses healthy food vocabulary when speaking. -is able to describe healthy food orally. -Participates actively in class activities.	To enforce the vocabulary learned about healthy food and use it in short sentences.	-Video talking about healthy food kids should eat. -Prezi presentation.	To draw and present to a partner their favorite healthy food in short sentences.
Week 9 April 21st	To identify what is unhealthy food.	-Recognizes the unhealthy food. -Describes the unhealthy food. -Participates actively in class activities.	To introduce the vocabulary about unhealthy food.	-Video of the Simpsons talking about unhealthy food kids should eat. -Prezi presentation.	They will draw with the vocabulary the unhealthy food seen in the video and in the poster.
Week 10 April 28th	To talk about unhealthy food	-Recognizes and uses unhealthy food vocabulary when speaking. -is able to describe unhealthy food orally. -Participates actively in class activities.	To enforce the vocabulary learned about unhealthy food and use it in short sentences.	-Video |talking about unhealthy food kids should eat. -Prezi presentation.	They will draw and present to a partner their favorite unhealthy food.
Week 11	To understand the	-Recognizes the	To introduce the	-Video from the	They will draw

May 5th	different classes of sports	different sports. -Describes the different sports elements. -Participates actively in class activities.	vocabulary about sports.	Simpsons showing the different sports. -Prezi presentation.	about the different sports seen in the video and flashcards with the names.
Week 12 **May 12th**	To talk about different sports.	-Recognizes and uses vocabulary about sports and their elements. -Describes orally the rules of their favorite sport. -Participates actively in class activities.	To enforce the vocabulary learned about sports and use it in short sentences.	-Video from the Simpsons showing the different sports. -Prezi presentation.	They will draw themselves practicing their favorite sport to present to the group orally.
Week 13 **May 19th**	Review of all the topics seen	-Is able to talk with simple sentences about all the topics seen in class.	To review all the topics seen in the semester.	-Prezi presentation.	They will write and draw on their notebooks the review of all the topics.

Chart 5: Implementation 2014

CHAPTER V

INTERPRETATION AND ANALISYS

The current analysis was done based on all the procedures that were previously presented on the implementation section of this research project. The tools used on the data collection process were of main importance for the analysis: field notes, artifacts and surveys, as they provided all the data that went through the analysis process. The analysis process is where the researcher summarizes the collected data in a dependable and accurate manner that will later help to present the findings and their interpretation (MacLean, Marion & Mohr, 1999). In order to do so, the teacher researcher needs to do a triangulation process that need three sources of data that will help the researcher identify relationships and connections between the data presented on the instruments (Mills, 2003, 52).

 Based on the fact that this project was done under the Action research principles, the steps followed on the analytical process were the following (Burns, 1999):

- **Assembling the data**: On this stage the researcher puts together and organizes all the data collecting tools and scans it for an initial examination. This first stage is important to start the process of a more detailed analysis. For the present project, the researcher organized all the information in separate files on the computer to have access to all the information.

- **Coding the data**: Here the researcher starts categorizing and coding the information collected to be able to identify more specific patterns, in order to define manageable

categories of concepts. In this stage the researcher organized the relevant information with color codes, giving each category found a color as you can appreciate on chart 6.
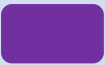
| RESEARCH QUESTION	CATEGORIES	SUB CATEGORIES
How the video as a meaningful technological resource lets us design adequate material to initiate first grade students on EFL process at Prado Veraniego School?	**Videos as a meaningful resource**	• Motivation • Previous knowledge • Stimuli
	Benefits of the design of specific material	• Vocabulary • Pre writing skill • Pre reading skill
	Video as an adequate input material	• Listening skill • Speaking skill • Pronunciation • Vocabulary
	Implementation of ICT's on an EFL classroom	• Use of technology • Motivation •

Chart 6: Categories.

- **Comparing the data**: On this stage is important to make a comparison among categories, in order to appreciate the repeated patterns or ideas across the different data collecting tools. With this information you can draw frequencies, behaviors or responses to describe and display the data. Here, after the researcher organized with colors the information, it

was organized on the charts of the field notes (See Annex 1), in order to have a clearer way to make comparisons by having all the information on the screen.

- **Building interpretations**: on this stage the research has to articulate concepts, particular patterns, behaviors, attitudes and develop theories about their presence and reasons. Here the researcher started stating on separate notes what was important in each category directed by the main problem, the objectives of the project and the theory presented.

- **Reporting the outcome**: on this final stage the investigator presents the researches findings and outcomes, supported by the data and the theory. This last stage is what will be presented following.

As a result of the critical- pedagogical comparison among all the factors and actions presented before, the following categories were set up (Figure 4):
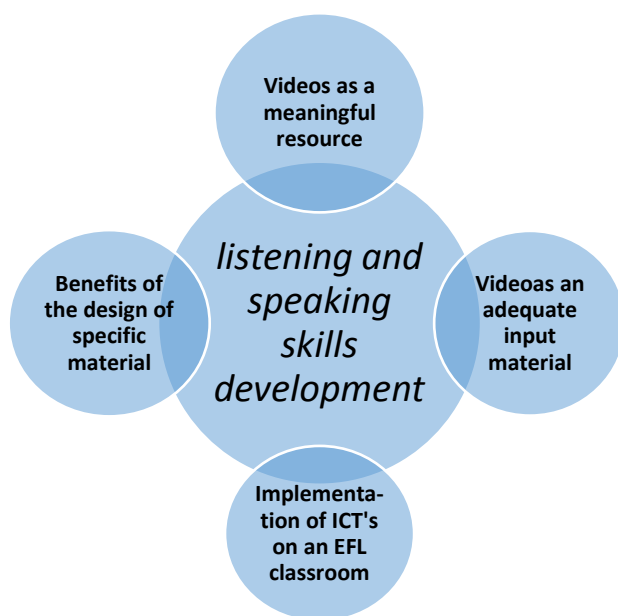
VIDEO AS A MEANINGFUL RESOURCE

The video as a meaningful resource is assumed in this research as a tool that can help students increase their interest and motivation when learning a foreign language. Based on the information collected on the diagnosis process, it was obvious that students in their house had access to a TV and also had computers with internet connection. Built on that information the researcher decided to use the videos as a tool to teach English as a foreign language to first grade students.

During the implementation process it became clear to the teacher that the use of the videos engaged students meaningfully, as students would express while watching, the videos know by them and its characters, the introductions of song, and even some of the dialogues presented (Field notes 4, 6 and 10). Other evidence of this fact is found on field note one, in which students, on the first stages of the implementation, would sing "quiero mover el bote" (I like to move it, move it) in Spanish, as it was the only way they knew the song. Later, after spending weeks watching the video, and with help of the teacher, they were able to sing it in English.

Also, on the second survey (See Annex 3.2) made at the end of the implementation, 90 %of the students stated that they liked the videos brought to class by the teacher, and 75% percent of the students said that they remembered the characters and TV shows they had seen at home, when the teacher presented the videos in the class. As students are on their first stage of their learning process of a foreign language, and they are exposed all the time to images and sounds, at some point, it gets easier for them to remember images than words (Baker, 2012). Even with small children that have not started school, you can see it is truth, children look at a yellow M on the street, and even when they do not know how to read, their visual memory fill this space by remembering the brain through the image the name of the place, so that they can say

it is a MacDonald's restaurant, without being able to read just yet (Gangwer, 2009). This proves that the combination of image and sound of things that are already known by students, not only helps them to understand something, but is valuable knowledge for them (See field notes 1 and 3).

Therefore, the researcher was able to confirm what Baker (2012) said, that the images are retained for longer periods of time on student's minds, it means they have a memory for images, which would make the learning experience significant as they resorted to their previous knowledge, helping them to create connections between what was being seen in the class and what they saw before, their experience and knowledge of the world, on their mother tongue probably, and as a result of this mental process they were able to create a universal understanding resulting from the visual stimulation they are receiving (Gangwer, 2009).

Furthermore, the development of student's visual literacy through the use of videos prepared students to be open and willing to understand the world. Nowadays, the world is invaded with visual images and video ads everywhere that our brains take in without us even noticing. The use of videos in the classroom allowed students to understand that image and sound need to be interpreted (Baker, 2012). This interpretation permits pupils to open their thinking processes not only to what happens in the classroom, but everything that surrounds them.

Moreover, as Marshal (2002) states videos cause a generalized arousal of emotions and the resultant behavior can be affected while in this state, which means student's emotions are in the right place to receive appropriate input to develop their language skills. Thus, the entertainment provided by the videos activates students' imagination and creativity about a topic (Interest stimulation theory) in a way that a learning process can take place more effectively (See field

notes 1 and 3). This would be seen on the assignments and activities that students were developing after the videos and presentations were done.

On the other hand, it was demonstrated through the artifacts made by students (See figure 4) that student's visual memory is excellent. When they were to color the Simpsons Family or a drawing from Phineas and Ferb, they could remember perfectly their hair color or even the color of their clothes. And it is why the use of videos on the EFL classroom is adequate and useful, not only for students to learn the language but also to help them develop their visual memory skills, which is going to be part of their lives always (Baker, 2012).
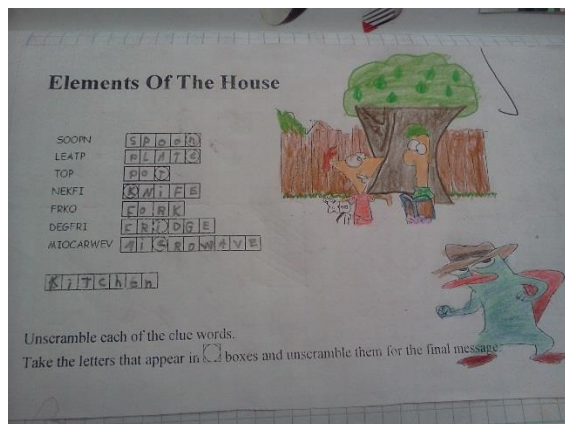

Figure 5: Artifact example 1

On these stages students know the world through what comes visually and aurally to them. This mainly because, as Gangwer (2009) states, nowadays, even our school system, gives the visual world of students more importance as it provides vivid experiences, and it becomes more vivid when in class you can incorporate videos that are the combination of sound and image. All of this mainly, because our students are part of the technology era in which having a TV set is

normal, using the internet is a need and everything is delivered visually (See figures for questions number 6 and 7). This way, the learning process becomes a more engaging and interesting experience that will generate memory imprints on students minds of an enjoyable and easy learning episode (Baker, 2012), which in the future will provide students with a pleasant memory of their experience of learning English, meaningful learning, and as a result would definitively help them have a better attitude towards the language and even their future teachers. This will help them understand that the other languages are accessible to them, also because on line or even on TV we are constantly listening or reading words in English, due to the globalization issues.

Moreover, the fact that they can have access to a foreign language, in the classroom, through an element they are familiar to like TV shows, movies and so on, helped them activate the knowledge of the world and situations that they acquired at home (See Field note 3). Thus, this knowledge became more than useful in the classroom because it generated the feeling that the subject was not something separated from them or their normal life; it was part of their normal life, thus, it made it normal for them the use the language in and, hopefully, out of the classroom.

Finally, with the description of this category the researcher was able to determined that, as state of the objectives, the characteristics of the video generate meaningful learning processes as it allows students to use and connect their previous knowledge with the new one presented, it also appeals to their awareness and understanding of the world and finally is an enjoyable and fun way to learn.

BENEFITS OF DESIGNING SPECIFIC MATERIAL

The present category will describe how designing specific material from the class based on videos is adequate and relevant for the initial learning process of a foreign language. During the contextualization and first implementations done in this project, it was evident to the researcher that the video by itself was not going to provide the necessary tools to help students start their learning process on a foreign language.

For that reason, it became clear that students needed an extended input section in which they were able to enter in direct contact with the vocabulary and grammar structures, presented in each class, and even when the teacher brought interesting posters and flashcards to the class. They were not effective enough as you could appreciate on field notes 1 and 3, where students expressed "hay no entiendo, esta muy dificil" "Profe hagamos otra cosa" ("I don´t understand" "teacher let´s do something different").

Taking the previous information into account, the researcher started working on the design of specific material for the class. In order to do that, the teacher had to take into account the students previous knowledge, ages and interests (Survey 1). With all this in mind, the designing of the material was made in two phases. On the first phase, the teacher used Power point presentations after each video presenting the vocabulary that was showed on the video, and some grammar examples to be read and explained by the teacher. This first material was not efficient enough for the population; students after some classes were not interested in the material anymore (See Field notes 3 and 4).Thus, the teacher decided to use a more recent tool for presentations named Prezi. This material has different characteristics that proved to be constantly

effective in the classroom, students were all the time engaged on the presentation and the teacher's explanations (See field notes 5 to 10).

The presentations were used to present mainly the vocabulary that was seen on the video, but in a way that students would see it through images and specific written words. Based on Bruner's (1996) theory in which he stated that any topic can be taught to any student regardless of their age, if the teachers are able to simplify the topics in basic words students would easily understand. This made them appropriate this vocabulary for the class because, as stayed before, this was their first encounter with English. Thus, it was necessary to help them understand that the language was not difficult and that it was at their hand to be used; this was confirmed on the second survey made at the end of the implementation in which 55% of the students stayed that learning English was easy, and 95% of them said that they liked the presentations the teacher brought to class.

As English Teachers of National Council or NCTE states, instructional material allows students to interact with words, images, and ideas in ways that they develop their abilities in reading, listening, viewing, thinking, speaking, writing .Using media and technology for designing specific material in this project, had two specific important functions to accomplish. First, it was an interactive way to introduce and enforce the vocabulary of the class, which is important because it is part of the input process and second because it allows de development of pre writing and pre reading skills.

Then, student's engagement with the presentations generated some specific behaviors on students. As time passed by, and they developed a knowledge on the language, the lessons had to become more demanding, and therefore, the material had to evolve as well. As the teacher

presented the new Prezi presentations, students´ engagement became constant and they started to foresee some of the constant elements; as the presentation of the vocabulary, they reading it and writing it down on their notebooks. By the end of the implementation process (See field notes 8 to 10) students will ask the teacher "hoy yo quiero ser el asistente" (I want to be the assistant today), also as the presentation moved, they would not wait for the teacher to read the word but they did it by themselves, and started writing the vocabulary down on their notebooks, without being asked to do so.

On the other hand, the teacher decided to implement some printed material designed for the class. This material would target the language presented on the class, but also would have some images to color from the characters that were seen on the video, and on the presentation (See annex 4.1).

The project seeks mainly to develop listening (input) and speaking (output) skills, but these cannot be developed with their complementary skills writing and reading. As the main focus was not reading or writing, there was no specific emphasis on it but, still there was some stimulation made on the topic that was done thanks to the presentations.

These skills were practiced on the presentation, when the teacher presented the vocabulary with images and only the name for example of a place like: supermarket, they were asked to read the word out loud to practice pronunciation, and consequently they did it ,and also afterwards they would have to write it down on their notebooks, which help them start to develop the writing skill (See Field notes 5 to 10). Finally, the researcher also designed printed material that enforced the reading and writing, without being the specific focus of the project, but still and important part of the learning process of the students. On this material, as the one seen on artifact 4,

students were asked to find the words of the vocabulary presented or organize letters to find a hidden word which, as said before, helped students developing their writing and reading skills.

In order to achieve all these goals de development of the vocabulary in the class was compulsory. As presented on the theory section, vocabulary is the one element that connects the four skills when learning a foreign language (Hornby, 1995). It is essential to strengthen the foundation of the foreign language learning process, and for this reason the instructional material designed gave students the opportunity to see, recognize and use, by constant repetition, the vocabulary and used it later on the task activities (See field notes 5, 7 and 9). Based on this, the results were that students remembered vocabulary easily and faster than when the class did not involve instructional material (See Annex 5). Students, by themselves, would repeat the vocabulary displayed, and also were able to remember it when developing the task in the classroom as seen on figure six:

Figure 6: Artifact example 2

With the present category the researcher confirmed that the designed material is relevant in the initial learning process of English as a foreign language. Students were able to acquire vocabulary thanks to the adequate designed material based on real context and videos as

presented on the objectives of the project.

THE VIDEO AS ADEQUATE INPUT MATERIAL

The present category describes the impact that the video, as an appropriate resource, has as an input to develop listening and speaking skills. During the first stages of this research it was important to the researcher to determine how relevant the use of videos as input was. With the information collected, the researcher was able to conclude that it was viable to use videos as a main source of input in the class, using videos from TV shows that students liked, in order to activate previous knowledge and provide pleasant experiences at the moment of introducing English to the classes, which was demonstrated later to be effective on the second survey.

According to Gardner (2006), the use of videos in the classroom addresses multiple forms of intelligences; this helps students to connect the content with their previous knowledge and their emotions. In this way, not only students with a certain learning style were learning, but also everyone was addressed in one way or another on the development of their skills. This was demonstrated during the class observation (See field notes 1,3 and 4) on which students when watching the videos showed understanding, first, of easy components of the video as the names of the characters or the plot and, as the classes passed by, of the vocabulary and pronunciation of it.

Students were motivated because all of them were addressed in one way to another to learn the language to, for what comes easier for them on their personal processes, students felt like learning a foreign language was not something complicated (See annex 3.3), and that videos

made it easier to understand. Thus, they started to see the video as something useful, and became active actors in the relation generated towards the videos. It means, pupils were not just sitting, watching the videos on a passive attitude. Opposite to this behavior, they activated mental processes on a cognitive level that allowed them to promote their own learning processes, and be aware of the importance of the information provided in the videos (Marshall, 2002). Moreover, this behavior will stay with them not only to be applied in the classroom, but in any other context they face on their daily life and so they will be able to always interiorize the information they are exposed to, is another way to understand the world.

Also, at the end of the project, with the implementation of the second survey, students confirmed that they learned vocabulary trough the videos. They also stated that they remembered the characters that they normally watch on TV at home, their names and personalities as seen on figure three and field notes number five, seven and nine on the textual maker section. Correspondingly, it was demonstrated on the class activities that they were even able to remember clearly the hair color and clothes of the characters (See annex 4.1). All this confirming Gardner's theory and the theories exposed previously on tis research (First and second categories), in which students previous knowledge was demonstrated important to student's learning processes, as they using their previous knowledge, attached their emotions to it. So that, their different learning styles permitted they were able to learn vocabulary, pronunciation and develop their listening and speaking skills (See field notes 2, 3, 5 and 9).

Moreover, Marshal (2002) develops a theory in which he states that learning can occur if the teacher "based on the ability of the entertaining media to engage the learner, activates emotional states, initiate interest in a topic, and allows for absorption and processing of

information" which, was the base to guide students to a more specific learning goal, regarding vocabulary, pronunciation and speaking skill. Thus, during the development of the research it was clear to the teacher that the videos provided an important input regarding vocabulary and the development of listening and speaking skills,and pronunciation (See Annex 6). As seen on the field notes previously mention and student's artifacts, the combination of the videos and the designed material generated excellent processes for vocabulary learning. Videos provided contextualized information, which is essential for students understanding and also, it provided correct forms of pronunciation and vocabulary that later, was expressed on their oral productions. All of this, bearing in mind the communicative approach that is based on the idea that students can learn more from communicative circumstances with real meaning (Asher, 1977), in order to help students to produce orally starting from a great quantity of language from listening input, which is the main objective of using videos on the classroom (See Videos, annex 6).

In addition, as seen on field notes (1 to 10), the teacher used musical videos that also provided an input and output process, students learned the songs and were able to sing along using the vocabulary presented in class, as in the song "Head, shoulders, knees and toes", also they demonstrated the correct pronunciation of the words. Thus, the use of the musical videos provided a more immediate response to the input- output process in the classroom, even when they sang parts of it in Spanish as textual markers showed on field notes number one and number four "Sometimes they would sing in Spanish "quiero mover el bote" and "students would say parts of the song in Spanish like "mama, Phineas y Ferb estan hacienda los titulos…". Later with practice and the teacher guidance they were able to sing "I like to move it move it" or use the English expressions presented on the videos successfully.

Finally, as stated on the main objective and some of the specific objectives, the use of videos in the classroom was essential for the development of the listening skills in the class, as it provided contextualized situations, activated students previous knowledge, provided the correct pronunciation of the vocabulary seen on class, and as a consequence students were able to have an output phase demonstrating all that they learned orally.

IMPLEMENTATION OF ICT'S ON AN EFL CLASROOM

The present category describes the importance of the use ICT´s in the implementation of the entire project for teaching English as a foreign language. During the observation and implementation stages of the project the ICT´s became learning objects that allowed the teacher to present and develop first, the project itself, and second to achieve the goal of teaching English to first and second grade students.

The use of the information and communication technologies represents the role of the group of resources, procedures and techniques used in the processing, storing and transition of information. Since 1997 (Kelly), the use of the term was assigned to educational context and added to the curriculum as part of the use of the computers in schools. The ICT´s are digital and technological instruments, which were both used to develop the project. In first place, the use of some technological instruments in the class was of great importance. In order to present the videos the teacher (See annex 2), used the computer, speakers and the video beam that was provided by the school, on a specific room, the AVM lab. All this elements are just one part of what the use of the technologies in the classroom implied.

Therefore, for the progress of the research several instruments were used that are part of

what Wiley (2003) refers to as learning objects. These, are any digital resource that can be reused to support learning. This research presented the use of some specific learning objects that encouraged and were appropriate for the learning development of the students (See Annex 5). Thus, as part of the use of the ICT´s on the classroom the teacher on a first stage used Power point presentations (Field notes 3 and 4), but later the researcher decided it was better to replace them with Prezi presentations that had different characteristics, and which allowed the better understanding and dynamic presentation of the class vocabulary and grammar structures (See Field notes 5-10).

The main use of the technologies for this project was the impact it caused on student's performance in English. The second survey (See annexes 4 and 4.1) showed that the use of these technologies (Videos and Prezi) motivated students to learn the language and engaged them completely on the class activities. It also made them understand that learning a foreign language is not something boring or unachievable, after students watched the videos or saw the presentation they would ask the teacher for the names of the videos to watch them at home, or would ask the teacher to help them with further vocabulary. Finally, it helped students to lean more of the use of the technologies in general.

The use of ICT´s in the classroom, the instruments and the software, helped students in plenty of areas. One area is related to their initial acquisition of competences in all areas; there are starting to understand the importance of the technologies, not only as educational tools, but also as elements of their normal life, something they are immerse in, and that needs to be learned for them to have the necessary implements to face our technologically globalized world. This area is in relationship with student's daily life. At school they learn how to use the ICT's, their importance and characteristics, this knowledge is applied by them on their lives at home or in any

other place their visit, as technologies now are part of our environment.

Thus, knowing and understanding the tools at school allow them to understand the world as well, it is a two ways road. Students learn at school how to use the tools and apply that understanding on the real world, but they also bring the things they learn outside to the classroom to generate a greater understanding.

On the same line, the use of the ICT's in the classroom supports the schools mission of instructing students in the use of the same. As said before, teaching how to use the technologies has become a main objective of Colombia educational system. The project then, supports these goals by providing students experiences directly related to the technologies on how use them, what they are and their importance on the educational and contextual areas.

To sum up, the use of the technologies on the project allowed students to improve their learning processes not only regarding English as a foreign language but also as it provided and opportunity for them to put in practice and learn more about the use of the technologies at school and on their daily lives.

CONCLUSIONS

Regarding the use of videos a as a meaningful technological resource to teach English the researcher concludes that the specific characteristics of the video (movement, sound and colors) allow students to get engaged, be motivated and understand the topics presented easily; thus, students remember vocabulary easily, faster and improve significantly their listening skill than when the class does not involve videos. Also, it provides students with tools that permit them to understand the world, more than just receiving constant information from the media without making any analytical process. Thus, students remembered vocabulary easily and faster.

Another conclusion is that the material designed does help students retain and practice the language appropriately. The use of the material in class helped students develop their listening, speaking, writing and readings skills, thus the material proved to be relevant to the acquisition of EFL. Because its specific characteristics allowed students to feel engaged, and help them activate their previous knowledge while advancing on their learning processes, involving their use and understanding of the vocabulary.

Finally, the researcher concluded that the implementation of ICT's in the classroom, helps students improve their learning processes as it provides the necessary approach to learn English, but also because it help them in the development of their technological competence, not only to be used in the school but also on their daily lives, as a way to learn and understand the world.

RECOMMENDATIONS

The recommendations of the research project are a matter of availability. Students had access to only two hours of English class a week, computers on the multimedia lab did not have internet connection and, as they had no previous English teacher, the researcher had to observe while teaching.

In first place, two class hours a week is not enough time for the students who, following the standards proposed by the state of Colombia, at this point they should know more about the foreign language and be able to use it on more than class situations. This project probed to perfect to an English class but it should not be the only access students have to the target language and most importantly, if the project was the only contact with it should at least have the opportunity to use the language in other context.

During the observation period the teacher also had to teach. This situation, did not allowed the teacher to generate an excellent diagnosis process, focusing only on student´s needs and difficulties. Teaching and observing is exhausting and it is impossible to give full attention to both activities. It would be great for future researcher to have the opportunity to observe an experienced English teacher. This not only allows the researcher to have a better observation process of the population, but also it helps to learn from a real life teaching experience, instructional tips that can later benefit the implementation stage.

Finally, computers did not have internet connection. This is unfortunate because during the first moments of the implementation the researcher found plenty of virtual tools that could have had a greater impact on the students learning process, giving them the opportunity to interact differently with the technological tools provided by the school, it means educationally focused.

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ANNEX 1: FIELD NOTES

FIELD NOTE NO.1

SCHOOL: Prado Veraniego   **DATE**: September 18th 2013   **TIME**: 9:30-11:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER:** Fanny Abella   **GRADE:** First

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The class began with the teacher pasting on the board some flashcards with the characters from "Madagascar". The teacher asked students if they knew anything about it, to what students answered very excited. Students then had to draw the characters on their notebooks. Here the teacher introduced some new adjectives vocabulary making use of the flashcards on the board. Each flashcard had a sentence and students had to write it on their notebooks too. In order to get to the meaning of the adjectives	Students were very excited because they knew the movie and the characters. They will scream "ese es Alex" and like that with the other characters. Students were helpful to the teacher; they all tried to help finding the different adjective words she was describing, but it was difficult for them and they started saying "hay no entiendo, esta muy dificil"	During the introduction of the activity students were very excited and it was a little difficult to make them listen, but with the "counting until five" strategy it was easier. When children start drawing they start talking to their partners and they end up taking more time that they need and then when is time to go to the multimedia lab they are a little behind. So, the head teacher stays in the classroom with the children that haven't	Working with **audiovisual tools** are ways to motivate them and to teach in a funny way. The class activities are fun, students like the teacher to check on them and to grade them for that, like little achievements.	Still working with these activities in order to provide them with knowledge in English to give them the opportunity to find different ways of learning. The classroom activities sometimes can get a little noisy but students end up understanding a lot. There are 2 or 3 students that don't like to work in class, every time I have to give them special tasks so that at least they focus on something.

the teacher made graphical descriptions on the board and also with her body.		finished and the rest goes to the lab.		
When they finished the entire students move to the multimedia lab where they watched a 25 minutes video from the movie "Madagascar" and then made some activities displayed by the teacher enforcing the vocabulary learned in the class. Finally the teacher played the video song from Madagascar "I like to move it, move it"	The children have to move from the classroom to the multimedia lab. Students were engaged in the activities and very quiet during the display of the video. ==Children were very excited with the song and danced. They asked the teacher to repeat it.== ==Sometimes they would sing in Spanish "quiero mover el bote"==	During the video students are actually quiet but when the activities begin they get a little noisy so the teacher has to stop for a little while to settle them.	Also, most of the activities have a listening part and it is very important to them, because it allows recognizing different accents and to strength their listening. The images and the colors are really interesting for them The use of different **learning environments** is important because students not only work English in a regular way, but also they can study the main English skills through images, sounds and different accents.	The lab hour must be in the second hour no at the first because it creates disorder, and also it needs more techniques to control them.

FIELD NOTE NO.2

SCHOOL: Prado Veraniego   **DATE**: September 25th 2013   **TIME**: 9:30 to 11:30

ENGLISH TEACHER: Elizabeth Cruz **ADVISER** : Fanny Abella   **GRADE:** First

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
To begin the class the teacher played the song "the sounds of the animals" and wrote it in the board so that students could recognize some vocabulary and sing along.	Kids were eager to sing the song, they found some parts difficult but at the end very fun.	Kids were excited during this part and they even danced a little while singing, the only bad thing was that after the song it was difficult to put them together to work.	The use of songs in the classroom is important; children love them and also get closer to the language through them.	Is a good idea to begin with songs the class, even when they get a little disorganized after they focus better after they sing.
Then the teacher made an activity with 2 paper wheels she brought one had animals and the other adjectives so students would have to spin both and them make a short sentence with the two words.

Then, students will have to go to the lab to watch a video about animals from Magic English Disney. During | Students had a little of a hard time making the sentences but at the end they helped each other and could complete the activity. They would ask things like "teacher lion es leon cierto?"

They were very quiet during the video, they just laughed at the | They got really loud in this activity. The teacher would wait until they were quiet to keep going.

The video had a lot of parts to repeat vocabulary and sing which students liked and followed very well. | These kinds of class activities help students feel they are able to use the language any moment they want and so become motivated.

It Is always appropriate to change the teaching environment. Every class students are waiting for the | Children are starting to understand the importance of the language in class, so even when the teacher tries to give some explanations in Spanish they ask why I am not speaking in English. |

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
the video students had to write on their notebooks all the animals they could recognize in the video. Then the teacher displayed the material designed on a Power point presentation on the video beam and students solve some activities with her. Finally the teacher played the song "the sounds of the animals".	funny parts. Students worked on the activities. They loved to watch the video of the song.	They knew these activities from last class so it was easier for them to complete them correctly along with the teacher.	moment they have to go to the lab to watch the videos. Students like to participate telling the teacher about the thing they could recognize in the video and solving the activities.	Again is important to have first the lab hour and then the classroom one, so that the process input-output is clearer and functional.

FIELD NOTE NO.3

SCHOOL: Prado Veraniego   **DATE**: October 2nd 2013   **TIME**: 9:30 to 11:30

ENGLISH TEACHER: Elizabeth Cruz **ADVISER**: Fanny Abella   **GRADE:** First

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The teacher pasted on the board a poster with the Simpson's family tree on it. She asked students if they knew who they were.	Students loved the poster; they were very excited about it. They all wanted to come in front to touch it, but they lost interest really	Students get very excited when the teacher brings posters to the classroom, they are colorful and call students attention.	**This kind of visual tools are important for kids this age**, it is very useful to bring this kind of material to class.	IT Is always important to bring more videos related to the topics in the way they like them.

Then the teacher with a marker wrote under each drawing the vocabulary about the family (mother, father, grandmother, sister and so on) and asked students if they knew the vocabulary. Students knew some of it, the teacher explained the rest.	fast and said" "Profe hagamos otra cosa"	Vocabulary can be complicated for students at first, some of them get uninterested in the class when they don't understand and when the class is not appealing for them like the presentations seem to be.	You can underestimate students, even when the vocabulary can be difficult for them at first they are totally able to learn it and use it.	It Is important to try to engage all students in the activities, as difficult as it can be.
	They would comment "miren, son los Simpsons"			
	Students little when the teacher asked about the vocabulary of the family. There was a disorder.			To give them some autonomy in their decision making
Then students had to draw on their notebooks their own family with the vocabulary from the board.		Students tend to look for approval all the time when doing the activities proposed.	Even when students may need approval for everything, is important to start letting them making some little decisions so that they do not become dependent to the teacher	To do a feedback is always important due to students will understand what they did not previously.
Then students went to the lab to watch a video from the Simpson's family.	When drawing they are always looking for approval, to be sure they are doing thing correctly.	When doing the activities students want to know if they are answering correctly all the time. They want to be right.		
After, the teacher displayed the material designed and students solved the activities with the teacher.	Students developed the activities as expected.		**The use of the material design is key in their learning process, they seem to understand better and use the**	The material created a big impact on students on the first lessons but know they are losing interest in it and seem to get bored when the teacher starts this part of the class.

			vocabulary more as the material is adapted to their needs and permits them to interact.	

FIELD NOTE NO.4

SCHOOL: Prado Veraniego   **DATE**: October 16th 2013   **TIME**: 09:30 to 11:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER** : Fanny Abella   **GRADE**: First

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The teacher pasted on the board some flashcards with the family members from Phineas and Ferb TV show. After students had to help the teacher making some sentences using the vocabulary of the family learned the previous class and the characters from Phineas and Ferb. The	Students were really excited because they love that TV show. When watching the video students would say parts of the song in Spanish like "mama, Phineas y Ferb estan hacienda los titulos…" Students when they	This is a very meaningful activity, because the flashcards were about their favorite characters, so they were really excited with the activity. This activity is very important because it requires more effort and participation by the students It also allows perceiving their learning about	The images are learning strategies aids, because the students can do associations and put in practices their previous knowledge with the new one. Also artistic activities make that they enjoy and learn at the same time. Videos are the fundamental element of the class. Videos allow teachers to have students engage to the class and the topic and, more importantly, it becomes a starting point in the	These activities are meaningful because students internalize their knowledge and at the same time they are developing their communicative competence. It is important doing more activities like this because it is clear that writing is important but also is really important that students can use the language.

| teacher wrote the sentences on the board so that students could write them on their notebooks.

Then the teacher took students to the lab to watch a video from Phineas and Ferb and solve the activities from the material designed (Power point) about the family with the characters of the show. | get excited start speaking more in Spanish, the teacher had to stop and tell them it was necessary to speak in English.

Students are used to this tool now, they understand the rules when they go to the lab and they look forward to solve the activities proposed. | this vocabulary.

They previous knowledge is used throughout the whole class which actually keeps students engaged and interested on the topics and on the language. | development of the lessons.

Material: the material designed is what gives value to the whole video experience to students, is not to watch a video just because, but to find a way to make it worthy and useful in a learning way. | Again when the teacher started showing the power point presentation students lost the interest on the class. There are some characteristics that students like from it but it is limited on some other areas and the material is not causing as big as impact as was espected. |

FIELD NOTE NO.5

SCHOOL: Prado Veraniego   **DATE**: February 18th 2014   **TIME**: 6:30-8:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER**: Fanny Abella   **GRADE**: 201

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The class began with the teacher giving instructions to Ss about what they were going to do in the multimedia lab. T told them to bring their English notebook and pencils.	Ss were excited about going to the multimedia lab, they were asking all the time "¡Que vamos a hacer? ¿Vamos a ver videos y a jugar?"	Giving the first instructions in the classroom is easier because they just got to school and are attentive and willing to work because they know we are going to the multimedia lab.	Working with **audiovisual tools** are ways to motivate them and to teach in a funny way, they always get engaged to the activities done in the lab and work quietly and constantly. That is why	It is evident that Ss respond better to the classes when they are in the multimedia lab, discipline and dynamics work better because Ss are engaged through all the learning process.
When Ss arrived to the lab the teacher displayed a Prezi presentation first showing the class expressions for Ss to start using them.	Ss really liked the class expressions, they started using then right the way.	When Ss are in the lab the first thing they do is to ask if they are going to use the computers to play. When they are said they won`t they anyways get excited about the class and are very responsive to the activities done.	As the **Prezi presentation** always change they like to be attentive to the movements it makes and show surprise when it happens. Also it is a different unknown way for them to get closer to the vocabulary.	
After, the T showed them a video of the Simpsons Family house the T went again over the Prezi presentation where she had pictures of each part of the house (The Simpson's) to go over the vocabulary with Ss. As they watched the images they were writing down the	Ss were excited about the presentation they liked the movement it had and the music. Also, they loved the video, they were asking where the family was.		The use of different **learning environments** is important because students not only work English in a regular way, but also	

			they can study the main English skills through images, sounds and different accents.	
parts of the house on their notebooks. Finally the teacher displayed some music videos to Ss they sang and left for the classroom. In the classroom the teacher sang a song and danced with Ss and then she wrote again the class expressions for them to use them in the classroom as well. Ss started working on drawing the Simpsons family house and pointing at its parts.	<mark>Ss already know this songs from last year.</mark> When Ss went back to the classroom they were excited and noisy that is why the teacher sang some songs with them. After they started working on the drawing of the house but were still noisy.	When Ss get into the classroom it gets more complicated to control discipline, as Ss are sitting in tables for 4 ss they tend to talk all the time while working, calling their attention to one explanation is almost impossible. Sometimes the head teacher intervenes to help but Ss pay attention for short periods of time.	Ss are getting used to **the class expressions**, which encourages them to use English as much as possible in the classroom and empowers them.	The discipline and work in the classroom gets more complicated, the teacher sings with them and tries other strategies, but even like that Ss pay attention for short periods of time, it is important to show more authority and find different ways to control the group.

FIELD NOTE NO.6

SCHOOL: Prado Veraniego   **DATE**: March 4th 2014   **TIME**: 6:30-8:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER**: Fanny Abella   **GRADE**: 201

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The class began with the teacher greeting Ss and starts giving instructions to go to go to the multimedia lab. In order to go there the T tells them to bring their notebooks, pencils and colors and when they are ready to make the two lines to go.	When the T arrives Ss are noisy and difficult to control. They barely listen to instructions because they know they are going to be using the multimedia lab and that makes them excited.	T doesn't make a big effort to control Ss here because they will get noisy again while going to the multimedia lab.	Giving instructions can be made more fun and effective maybe using some tools like posters or giving rewards to the Ss who listen.	Ss are always excited about going to the lab to watch the videos and learn more vocabulary. They even ask what they are going to learn in each class.
T started eliciting from Ss the parts of the house, to make sure they remembered them. Then with the Prezi presentation the teacher displays each part of the house in disorder so that Ss unscramble the word.	Ss tend to yell the answers instead of raising the hand which makes the class a little messy until the T controls the situation.	Here Ss are settle and participative. They are eager to do the activities presented by the teacher.	The **Pezi presentation** is use by the T also as an introduction. The first part of the presentation introduces the topic and vocabulary before watching the video.	The Prezi presentations probe class after class that are effective for vocabulary learning, ss seem to retain better the information.
When they finish the teacher plays the video of The Simpsons. While watching the video the T stops in some parts to go over the vocabulary of the house again.	When ss. Start watching the video they always sing the songs and repeat some words that come with it. They are totally focused in this part.	While watching the video Ss are quiet and paying attention, they laugh when they see things they know or like, like the songs, some words or the characters.	**The Video** provides all the contextualized vocabulary and grammar structures with the plus of the color, movements, sounds and the previous knowledge of the Ss. Who if haven't seen the video at least are familiar with the characters	They love the videos because they have seen them before, they have a memory about them that helps them understand the videos.
At the end the T displays again	In this part they are always			

the Prezi presentation with the images of the parts of the house used last class. When they finish T gives them a puzzle to be solved, they need to find the parts of the house in it.	<mark>settle. They use expressions as "huy mire" and "que chevere" to express excitement about the activity.</mark> Because the presentation has sounds and movement.	The presentation is very important for them to practice the vocabulary. Also because they know is the guide to solve the exercise.	and situations Here again the **Prezi presentation** is used but not to introduce but to practice the vocabulary and present the activity that will be done by the Ss to start using the vocabulary.	
When everybody is finished Ss ask the T to play some musical videos the T has brought for them before "I like to move it, move it" and "the sounds of the animals" they sing along with the T and dance.	Ss love this songs, they dance and sing very happily.	Ss. Already know all the vocabulary presented on the musical videos the T displays, they like it because it's easy for them to sing.	**Musical videos**, are also important for students, it is a different way to practice the vocabulary and also to be immerse in its correct pronunciation and use.	Most of the boys don't want to participate when they are singing and dancing, they participate only with some specific songs they like. On the other hand, girls are always asking for the songs.
Then they go to the classroom and the T to help them concentrate again sings with the "is a sixties party" and "five little monkeys".	When T ask them to move back to the classroom they start asking if they are not going to be allow to play on the computers	Ss. Always want to play on the computers at the end of the session but when they don't behave properly the T doesn't allows them to do it.		
Finally to assign the homework the T asks Ss to tell her in Spanish the elements that can be found on the different parts of the house, starting with the kitchen. The HW is to bring the vocabulary of those elements in English for the next class		T has to start erasing the board for Ss to copy on time and properly the homework.		

FIELD NOTE NO.7

SCHOOL: Prado Veraniego   **DATE**: March 11th 2014   **TIME**: 6:30-8:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER**: Fanny Abella   **GRADE**: 201

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The class began with the teacher greeting Ss, then she sings some songs and dace with them. When they finish T asks them to take out their class materials (notebook, pencils and colors) and make the two lines to go to the multimedia lab.	T started the class with songs because Ss. Were loud and were not paying attention.	It is important that the T always practices the exercises to keep Ss calm and concentrated.	Giving instructions can be made more fun and effective maybe using some tools like posters or giving rewards to the Ss who listen.	When singing and dancing there is always a group of 5 students that don't like to participate, they did last year but this year it has been hard to make them participate.
When they arrive and settle T starts asking for the vocabulary that was left for HW and the one from previous lessons. After eliciting T presents the video from Phineas and Ferb while showing the video the T stops in some parts to ask or repeat vocabulary for them to retain it better.	All the students were very excited participating and answering the T questions. And also because they love Phineas and Ferb, most of them had already seen it, and they make comments like: "ahi Phineas esta diciendo que …." And similar.	This part is always important for the T to be sure that Ss remember the vocabulary and review it at home.	**The Video** provides all the contextualized vocabulary and grammar structures with the plus of the color, movements, sounds and the previous knowledge of the Ss. Who if haven't seen the video at least are familiar with the characters and situations.	When watching the video students are always very attentive and making comments about it, like what are the characters saying or asking partners if they don't understand.
After T displays the vocabulary with images in a Prezi presentation and goes over it with Ss. T presents the pronunciation of the vocabulary and Ss repeat.	Ss really like the Prezi presentations, they like the background music and also that it moves they always want to assist the T when she is making explanations.	The presentation is very useful and attractive to Ss. They are always looking forward to see it.	Here again the **Prezi presentation** is used but not to introduce but to practice the vocabulary and present the activity that will be done by the Ss to start using the vocabulary.	The presentations allows the teacher to do many things, she can introduce vocabulary, make question about the images to make them use the

				vocabulary and so on.
Finally T gives them a puzzle with the letters of each word in disorder, they organized each word and find the secret hidden word. The first Ss to find the word was Erick, the rest of the class did not understand the idea of the activity that fast.	The puzzles are an important complement to the presentation and the videos, for Ss to use the vocabulary and retain it.	The puzzles are fun and help Ss to start using their writing skills.	Printed material is an essential part of the class because it allows Ss to demonstrate they have learned the vocabulary	The printed material is excellent because it helps the T realize if ss have learned the vocabulary, also ss collaborate with each other and interiorize the knowledge.
They watched some musical videos to rest and sing along, and then went to the classroom to write down the HW.	This part of the class is always fun because Ss like to sing and dance.		**Musical videos**, are also important for students, it is a different way to practice the vocabulary and also to be immerse in its correct pronunciation and use.	

FIELD NOTE NO.8

SCHOOL: Prado Veraniego   **DATE**: March 25th 2014   **TIME**: 6:30-8:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER**: Fanny Abella   **GRADE**: 201

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
T arrives and asks students to go with her to the multimedia lab, as always they bring their notebooks and colors with them and make two lines.	Ss were excited about going to the multimedia lab, they were asking all the time what they were going to do and see. They organized themselves and the material for the class really fast.	It is excellent that the T has created a routine with ss, so they know exactly what to do.	Routines are necessary for Ss to control themselves and to provide structure to the class.	Teacher should definitively keep working on the class rules and routines
When they are settle in the lab T starts eliciting from students the vocabulary from the elements on the kitchen. Then the T gave them a pieces of paper to work on pairs, the instruction was that in their pairs students had to write really fast the names of the elements that the T was going to show on the screen (Prezi). The couple that finished first had to run and give the paper to the T and if everything was correct the couple could get an extra point on their grades.

Mayra and Erick won the | When the T elicits all the Ss want to talk at the same time so the T has to control them and ask them to rise their hand if they want to participate.

This part of the class was very messi but fun, as all of the ss wanted to win extra points they were being loud and writing fast but they were having fun. | Is a good strategy to elicit information from Ss so that the T is not the only one providing the information and Ss are an important part of the learning process.

This kind of activities encourage Ss to participate more and also to be aware of the importance of paying attention in class. | The use of the **Prezi presentations** allows the T to do different things to introduce the class, vocabulary and topics.

This activities using the **Prezi** really motivated the students, they feel like they are an important part of the class | The presentations are always a waited part by students because they know there is going to be new vocabulary. Also, they all want to volunteer to help the T moving the slides.

Students love this kind of activities, they like to be disorganized but it is a good thing it had some specific goal. |

competition with all the elements of the kitchen correct. When they finished the T settle everyone down and presented the video of the class of Phineas and Ferb. During the video the T stopped in some parts to review the vocabulary. When they finished the T presented a video she had done using PowToon to go over the vocabulary again. After they went to the classroom and in the classroom they started working on the task drawing their own kitchens and pointing on them the elements in English.	Mayra and Erick were very excited when they won. <mark>Ss love to watch the videos, also when the T stops it helps them get focused on it.</mark> The video that the T present with PowToon did not have the same effect at the presentations, Ss were not paying that much attention. Students were a little bit reluctant to draw because they said they did not know how to draw a kitchen but at the end they finished their task.	Ss already know that there are different moments and attitudes in each class. Some are to be loud and move, and other to sit down and pay attention. The video presented was not very interesting for students, nor practical to the T who had to stop all the time to explain to Ss. This activity was nice because Ss were appealed to do something that they see every day and is part of their lives.	The competition made the students feel interested on the topic of the class and gave them the achievement feeling. The **video** presented was from a TV show they already knew, most of them had already seen it si they knew most of what happened on the video and enjoyed it.	They love the videos because they have seen them before, they have a memory about them that helps them understand the videos. When the T displays the videos with the Video beam, all the ss want to get up and Start dancing in from of the screen, they even touch it.

FIELD NOTE NO.9

SCHOOL: Prado Veraniego   **DATE**: April 1st 2014   **TIME**: 6:30-8:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER**: Fanny Abella   **GRADE**: 201

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
T arrives and as always and gives Ss the instruction to take out their notebooks, pens and colors. After they make the two lines to go to the multimedia lab.	Ss were excited about going to the multimedia lab, they were asking all the time what they were going to do and see. They organized themselves and the material for the class really fast.	Giving the first instructions in the classroom is easier because they just got to school and are attentive and willing to work because they know we are going to the multimedia lab.	Giving instructions can be made more fun and effective maybe using some tools like posters or giving rewards to the Ss who listen.	Ss are always excited about going to the lab to watch the videos and learn more vocabulary. They even ask what they are going to learn in each class.
When they are settle on the multimedia lab the T displays the Prezi presentation with the places of the neighborhood with images from the Simpsons for students to write them down and repeat the pronunciation.	Ss already know the procedures on the lab so as soon as the T starts with the presentation they ask the T if they have to write down the vocabulary.	When Ss are in the lab the first thing they do is to ask if they are going to use the computers to play. When they are said they won`t they anyways get excited about the class and are very responsive to the activities done.	The **Pezi presentation** is use by the T also as an introduction. The first part of the presentation introduces the topic and vocabulary before watching the video.	The Prezi presentations probe class after class that are effective for vocabulary learning, ss seem to retain better the information.
After the T presented the video from the Simpsons family with the places of the neighborhood. During the video the T stopped in some parts to go over the vocabulary and make questions about it.	Ss got excited about the video and started making questions about it. Again, is good that the T stops and makes questions so that she makes sure ss are paying attention.		**The Video** provides all the contextualized vocabulary and grammar structures with the plus of the color, movements, sounds and the previous knowledge of the Ss. Who if haven't seen the video at least are familiar with the characters and situations.	They love the videos because they have seen them before, they have a memory about them that helps them understand the videos.
Then the T showed them the	When the T passes the		Here again the **Prezi presentation**	

Prezi presentation again for Ss to practice and review the vocabulary.

When they finished the T presented some musical videos to and students sang along. Then they went to the classroom and the T presented a picture of the Simpsons family for them to color. | presentation for second time ss start repeating and using the vocabulary immediately.

This part of the class is always fun because Ss like to sing and dance. | When Ss get into the classroom it gets more complicated to control discipline, as Ss are sitting in tables for 4 ss they tend to talk all the time while working, calling their attention to one explanation is almost impossible. Sometimes the head teacher intervenes to help but Ss pay attention for short periods of time. | is used but not to introduce but to practice the vocabulary and present the activity that will be done by the Ss to start using the vocabulary.

Musical videos, are also important for students, it is a different way to practice the vocabulary and also to be immerse in its correct pronunciation. | |

FIELD NOTE NO.10

SCHOOL: Prado Veraniego   **DATE**: April 8th 2014   **TIME**: 6:30-8:30

ENGLISH TEACHER: Elizabeth Cruz   **ADVISER**: Fanny Abella   **GRADE**: 201

ACTIVITY	TEXTUAL MARKER	ANALYSIS	INTERPRETATION	COMMENTS AND PROPOSAL
The class began with the teacher greeting Ss, then she sings some songs and dace with them. When they finish T asks them to take out their class materials (notebook, pencils and colors) and make the two lines to go to the multimedia lab.	T started the class with songs because Ss. Were loud and were not paying attention.	It is important that the T always practices the exercises to keep Ss calm and concentrated.	Giving instructions can be made more fun and effective maybe using some tools like posters or giving rewards to the Ss who listen.	When singing and dancing there is always a group of 5 students that don't like to participate, they did last year but this year it has been hard to make them participate.

When watching the video |

Then the t will start by showing them the vocabulary seen last class. Students are to say the name of the place of the city as the t shows the images.	All the students were very excited participating and answering the T questions. And also because they love Phineas and Ferb, most of them had already seen it, and they make comments like: "ahi Phineas esta diciendo que …." And similar.	This part is always important for the T to be sure that Ss remember the vocabulary and review it at home.	The **Pezi presentation** is use by the T also as an introduction. The first part of the presentation introduces the topic and vocabulary before watching the video as a review in this case.	students are always very attentive and making comments about it, like what are the characters saying or asking partners if they don't understand.
After the T shows the video From the Simpsons stopping on some parts to review it with ss.			**The Video** provides all the contextualized vocabulary and grammar structures with the plus of the color, movements, sounds and the previous knowledge of the Ss. Who if haven't seen the video at least are familiar with the characters and situations.	
After the t went again with the students over the Prezi presentation, to review the vocabulary but also to help Ss with creating some sentences like: she is lisa and she is in the supermarket, and so on.	Ss really like the Prezi presentations, they like the background music and also that it moves they always want to assist the T when she is making explanations.	The presentation is very useful and attractive to Ss. They are always looking forward to see it.	Here again the **Prezi presentation** is used but not to introduce but to practice the vocabulary and present the activity that will be done by the Ss to start using the vocabulary.	The presentations allows the teacher to do many things, she can introduce vocabulary, make question about the images to make them use the vocabulary and so on.
Finally the T provided Ss with some images from the Simpsons family to color and then presented the musical videos for Ss to sing along and dance.	This part of the class is always fun because Ss like to sing and dance.		Printed material is an essential part of the class because it allows Ss to demonstrate they have learned the vocabulary	
			Musical videos, are also important for students, it is a different way to practice the vocabulary and also to	

			be immerse in its correct pronunciation and use.	

ANNEX 2: LESSON PLANS

<div align="center">

COLEGIO PRADO VERANIEGO

LESSON PLAN No. 1

</div>

TEACHER´S NAME: Elizabeth Cruz

DATE: September 18th, 2013

GRADE: 101

TOPIC: Madagascar

TIME: 6:30 to 8:30

GOAL: to learn about animals and express their knowledge using easy sentences as "the lion is big, is yellow and wild"

ACHIEVEMENT INDICATORS

- Recognizes the name of the animals and is able to use them.

- Describes animals using adjectives in simple sentences

- Participates actively in the class and project related activities.

GRAMMAR

Present simple:

The lion is big, yellow and wild.

KEY VOCABULARY

Animals and adjectives: Big, small, colors, funny, pretty, ugly and so on.

MATERIALS

-Video-beam, computer and speakers.

PRE TASK   **TIME: 15 minutes**

Students will tell the teacher if they have seen the movie Madagascar, which are the

animals presented in the movie, the names, and characteristics and so on. They will draw the characters on the notebook. As they describe the teacher will paste on the board some flashcards with the characters.

TASK **TIME 30 to 40 minutes**

After watching the video fragment from the movie "Madagascar" students will write some short sentences about the characters with some adjectives on their notebook.

Planning and presentation

-They will do this in pairs and then, as the teacher calls them they will ask some questions regarding the activity.

ANALYSIS **Time: 15 minutes**

Teacher will display the material designed and with students make stress on the language learned, the sentences and even the characters.

PRACTICE **Time 10 minutes.**

Then the teacher will go over the presentation to reinforce the vocabulary and grammar students may have had problems with

OBSERVATIONS

Teacher will always model the sentences for students on the board and orally.

ANNEXES

-Fragment of the movie Madagascar. DVD

-Flashcards of Madagascar characters.

COLEGIO PRADO VERANIEGO

LESSON PLAN No. 2

TEACHER´S NAME: Elizabeth Cruz

DATE: September 25th 2013

GRADE: 101

TOPIC: Animals and adjectives.

TIME: 6:30 to 8:30

GOAL: To enforce the vocabulary learned about animals and through it teach adjectives to describe them.

ACHIEVEMENT INDICATORS

1. Recognizes the names of the animals when said out loud.
2. Describes animals using the adjectives learned.
3. Participates in all the activities of the class actively.

GRAMMAR

Present simple: An elephant is big, a mouse is small.

KEY VOCABULARY

Animals and adjectives: big, small, tall, short, happy, sad and so on.

MATERIALS

2 paper wheels, board, recorder and video beam.

PRE TASK   **TIME: 15 min.**

To start the class T will bring the song "the animal sounds" that will introduce more animals to the vocabulary already learned. Ss will sing the song along with the T that will write it in the board beforehand.

TASK   **Time: 30 to 40 min.**

After the video "Animals" from Magic English Disney, T will show Ss a wheel that has animal drawings in it and another with some adjectives each student will have the opportunity to spin the two wheels.

Planning and presentation

-Then in pairs they will have to write each one a sentence using the name of the animal and the adjective they got from the wheels. Then, T will call each pair of students in front for them to tell the class the sentences they wrote.

ANALYSIS   **Time: 15 minutes**

Teacher will display the material designed and with students make stress on the language learned, the sentences and even the characters.

PRACTICE   **Time 10 minutes.**

Then the teacher will go over the presentation to reinforce the vocabulary and grammar students may have had problems with
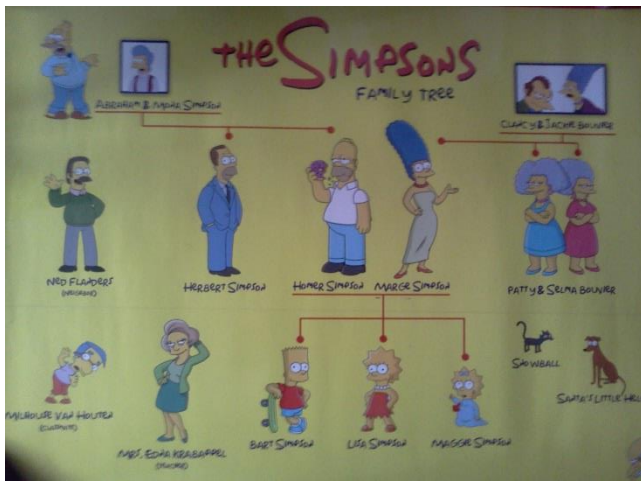
ANNEXES
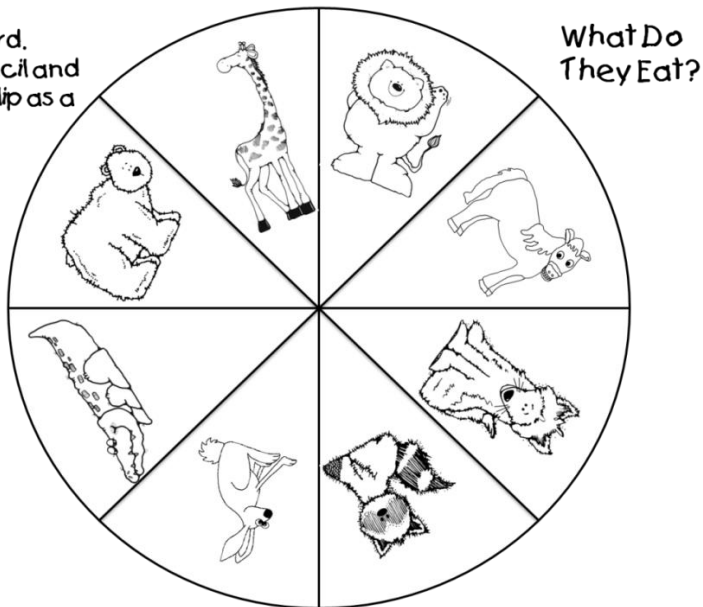
COLEGIO PRADO VERANIEGO

LESSON PLAN No. 3

TEACHER´S NAME: Elizabeth Cruz

DATE: September 18th 2013

GRADE: 101

TOPIC: The Simpsons Family

TIME: 6:30 to 8:30

GOAL: To enforce the grammar learned about animals and introduce the family topic.

ACHIEVEMENT INDICATORS

1. Recognizes the family members.
2. Describes his/ her own family.
3. Participates actively in all the class activities.

GRAMMAR

Present simple: This is my mother, her name is Nidia.

KEY VOCABULARY

Members of the family: mother, father, brother, sister, grandmother, grandfather and cousin.

MATERIALS

-Poster, computer, video beam and speakers.

PRE TASK   **TIME: 15 min. to 20 min.**

T will show students a poster of the Simpsons Family Tree. T will ask Ss the name of the characters of the show. Then T will introduce the new vocabulary of the family to the class, they will repeat after the teacher.

TASK   **TIME: 30 to 40 min.**

After watching the video from "The Simpsons" students will draw on their notebooks their own family three.

Planning and presentation

-Ss will do this in pairs, for them to help each other and then they will present the family tree to the partner they are working with. The teacher will go through the groups listening.

ANALYSIS   **Time: 15 minutes**

Teacher will display the material designed and with students make stress on the language learned, the sentences and even the characters.

PRACTICE   **Time 10 minutes.**

Then the teacher will go over the presentation to reinforce the vocabulary and grammar students may have had problems with.

OBSERVATIONS

Teacher will always model the sentences for students on the board and orally.

ANNEXES

-Simpsons Family Tree poster.

-Video describing the members of the family.

COLEGIO PRADO VERANIEGO

LESSON PLAN No. 4

TEACHER´S NAME: Elizabeth Cruz

DATE: October 16th 2013

GRADE: 101

TOPIC: Phineas and Ferb Family

TIME: 6:30 to 8:30

GOAL: To enforce the grammar and vocabulary learned about the family.

ACHIEVEMENT INDICATORS

1. Recognizes the family members.
2. Describes his/ her own family.

3. Participates actively in all the class activities.

GRAMMAR

Present simple: This is my mother, her name is Nidia.

KEY VOCABULARY

Members of the family: mother, father, brother, sister, grandmother, grandfather and cousin.

MATERIALS

-Computer, flashcards, video beam and speakers.

PRE TASK   **TIME: 15 min. to 20 minutes**

T will show students flashcards with the characters from Phineas and Ferb TV show. T will ask Ss the name of the characters and if they remember the different family members names and can say sentences like: Phineas is a brother.

TASK   **TIME: 30 to 40 min.**

Ss will watch a video from Phineas and Ferb TV show and draw on their notebooks the family three from the show and write some sentences about it.

Planning and presentation

-They will do this in pairs and then, as the teacher calls them they will ask some questions regarding the activity.

ANALYSIS   **Time: 15 minutes**

Teacher will display the material designed and with students make stress on the language learned, the sentences and even the characters.

PRACTICE   **Time 10 minutes.**

Then the teacher will go over the presentation to reinforce the vocabulary and grammar students may have had problems with

OBSERVATIONS

Teacher will always model the sentences for students on the board and orally.

ANNEXES

-Flashcards with Phineas and Ferb's family.

-Video showing all the family from Phineas and Ferb.

COLEGIO PRADO VERANIEGO

LESSON PLAN No. 5

TEACHER´S NAME: Elizabeth Cruz

DATE: February 18th/ 2014

GRADE: 201

TOPIC: The Simpsons Family House

TIME: 9:30 to 11:30

GOAL: to learn about the parts of the house: Vocabulary.

ACHIEVEMENT INDICATORS

- Recognizes the parts of the house.
- Describes the house.
- Participates actively in all the class activities.

GRAMMAR

Present simple:

There is and there are: There is a bathroom in the house, there are stairs in the house.

KEY VOCABULARY

Parts of the house, there is/ there are.

MATERIALS

-Video-beam, computer, speakers, poster, cutouts, cardboard and markers

WARM UP   (5 Minutes)

Students will in pairs, think about all the parts of the house they know, it does not matter if it is in English or Spanish. After that they will share answers with the teacher who will write them on the board, and ask, for the words that are in English.

The teacher will display them on the screen one by one.

ACTIVITY 1:   **(25 Minutes)**

Students will watch the video (http://www.youtube.com/watch?v=IL2WHdRwlJ4) and then go over the vocabulary of the house with images of the Simpsons Family house showed on a Prezi presentation. Students will write down the parts of the house to be used later in the classroom, and while watching they will see and repeat the parts of the house.

PRE TASK   **(5 Minutes)**

The teacher will show in an image of the The Simpsons house to show an example to students of what they will be developing in the task.

TASK   **(20 to 30 Minutes)**

Students will make a poster similar to the one presented by the teacher with the names of the parts of the house.

ANNEXES

-Videos showing The Simpsons Family house.

-Presentation with Prezi.

COLEGIO PRADO VERANIEGO

LESSON PLAN No. 6

TEACHER´S NAME: Elizabeth Cruz

DATE: March 4th/ 2014

GRADE: 201

TOPIC: The Simpsons Family House

TIME: 6:30 to 8:30

GOAL: to learn about the parts of the house: use of the vocabulary.

ACHIEVEMENT INDICATORS

- Recognizes the parts of the house.
- Describes the house.
- Participates actively in all the class activities.

GRAMMAR

Present simple:

This is my house

There is and there are: There is a bathroom in the house, there are stairs in the house.

KEY VOCABULARY

Parts of the house, there is/ there are.

MATERIALS

-Video-beam, computer, speakers, poster, cutouts, cardboard and markers

WARM UP   (5 Minutes)

Students will in pairs unscramble the words with the parts of the house seen last class presented by the teacher disorganize on the presentation. When they finish the teacher will check answers with them.

The teacher will display them on the screen one by one solved and review with students the

names of the parts of the house.

ACTIVITY 1: **(25 Minutes)**

Students will watch the video (http://www.youtube.com/watch?v=IL2WHdRwlJ4) and then go over the vocabulary of the house with images of the Simpsons Family house showed on a Prezi presentation. Students will write down the parts of the house to be used later in the classroom, and while watching they will see and repeat the parts of the house.

PRE TASK **(5 Minutes)**

The teacher will show in an image of the The Simpsons house to show an example to students of what they will be developing in the task.

TASK **(20 to 30 Minutes)**

Students will solve a crossword looking in it the parts of the house seen in class.

ANNEXES

-Videos showing The Simpsons Family house.

-Presentation with Prezi.

-crossword.

Parts of the house

D I N I N G R O O M W R P X Y

I B L H E L K T O O A R C J E

P N A Z D I N O B M D S X F O

V U B T T N R O E G A R A G S

E X P C H G M N D C R R B N M

Z E H J N R S C R K G N Q K O

U E M I E T O H O G J Y O B E

N Y V J O G H O O C F S Q V U

X I M F D W Z V M D C X C E Y

L Z F H P B E Z U X N M E S P
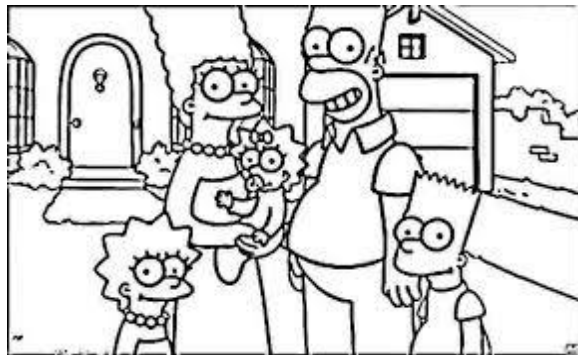
COLEGIO PRADO VERANIEGO

LESSON PLAN No. 7

TEACHER´S NAME: Elizabeth Cruz

DATE: March 11th/ 2014

GRADE: 201

TOPIC: Phineas and Ferb's elements of the house

TIME: 6:30 to 8:30

GOAL: to learn about the elements of the kitchen: Vocabulary.

ACHIEVEMENT INDICATORS

- Recognizes the parts of the kitchen
- Describes the use of the elements of the kitchen
- Participates actively in all the class activities.

GRAMMAR

Present simple:

That is a spoon, it is used to eat.

There is and there are: There is a spoon on the table, there are two forks on the sink

KEY VOCABULARY

Elements of the kitchen, there is/ there are.

MATERIALS

-Video-beam, computer, speakers, cardboard and markers

WARM UP   (10 Minutes)

When Ss are organized and ready on the multimedia lab the teacher starts eliciting the vocabulary from the last two lessons so that Ss can make the relation with the vocabulary that will be introduced in this lesson. T asks questions like: Do you remember the parts of the house? How do you say cocina in English? And so on. Then the teacher will ask them about the HW they had investigating some vocabulary.

ACTIVITY 1: **(25 Minutes)**

Students will watch the video (http://www.youtube.com/results?search_query=comet%20kermilian%20phineas%20and%20ferb%20&sm=1) and as they watched the video the T will stop in certain scenes to ask Ss about the vocabulary of the kitchen, taking into account it was a HW to look up in the dictionary these vocabulary to be prepared for the class.

ACTIVITY 2: **(20 Minutes)**

After the T will display on the screen the Prezi presentation made showing the vocabulary of the elements that you can find on the kitchen, based on the mages the Ss will have to say the name of the element and repeat the pronunciation after the T.

PRE TASK **(5 Minutes)**

The teacher will show an image with the scanned version of what Ss will be doing for a task and explain what they will be doing.

TASK **(20 to 30 Minutes)**

Students will solve a puzzle that the T will give them each word is in disorder and Ss have to organize them and after discover the secret word hidden on the solution of the words.

ANNEXES

-Video showing Phineas and Ferb's house.

-Presentation with Prezi.

-Puzzle

Elements Of The House

SOOPN

LEATP

TOP

NEKFI

FRKO

DEGFRI

MIOCARWEV
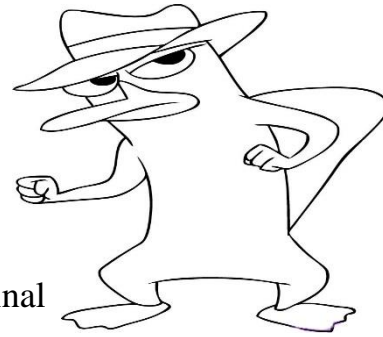
Unscramble each of the clue words.

Take the letters that appear in ⬭ boxes and unscramble them for the final message.

COLEGIO PRADO VERANIEGO

LESSON PLAN No. 8

TEACHER´S NAME: Elizabeth Cruz

DATE: March 25th/ 2014

GRADE: 201

TOPIC: Phineas and Ferb's elements of the house

TIME: 6:30 to 8:30

GOAL: to learn about the elements of the kitchen: Vocabulary.

ACHIEVEMENT INDICATORS

- Recognizes the parts of the kitchen
- Describes the use of the elements of the kitchen
- Participates actively in all the class activities.

GRAMMAR

Present simple:

That is a spoon, it is used to eat.

There is and there are: There is a spoon on the table, there are two forks on the sink

KEY VOCABULARY

Elements of the kitchen, there is/ there are.

MATERIALS

-Video-beam, computer, speakers, cardboard and markers

WARM UP   (10 Minutes)

When Ss are organized and ready on the multimedia lab the teacher starts eliciting the vocabulary from the last lesson about the elements you can find on the kitchen. The T will show all the images of the elements and Ss will have to in pair write them down really fast on a piece of paper, the couple that gives the paper first to the teacher will receive extra points on their final grade.

ACTIVITY 1: **(25 Minutes)**

Students will watch the video (http://www.youtube.com/results?search_query=comet%20kermilian%20phineas%20and%20ferb%20&sm=1) and as they watched the video the T will stop in certain scenes to ask Ss about the vocabulary of the kitchen seen last class.

ACTIVITY 2: **(20 Minutes)**

After the T will display on the screen the PowToon video presentation made showing the vocabulary of the elements that you can find on the kitchen, based on the images the Ss will have to say the name of the element and repeat the pronunciation after the T.

**PRE TASK** **(5 Minutes)**

The teacher will show an image of a whole kitchen as an example to Ss.

TASK **(20 to 30 Minutes)**

Students will have to draw their own kitchen in a piece of paper. Then in groups they will have to present it to their partners.

ANNEXES

-Video showing Phineas and Ferb's house.

-Presentation with PowToon.

COLEGIO PRADO VERANIEGO

LESSON PLAN No. 9

TEACHER´S NAME: Elizabeth Cruz

DATE: April 1st/ 2014

GRADE: 201

TOPIC: Springfield

TIME: 6:30 to 8:30

GOAL: to learn about the places on the neighborhood

ACHIEVEMENT INDICATORS

- Recognizes the places on the neighborhood
- Describes the places on the neighborhood
- Participates actively in all the class activities.

GRAMMAR

Present simple:

There is a drugstore on my neighborhood, there are two supermarkets on my neighborhood.

KEY VOCABULARY

Places on the neighborhood: school, mall, library, supermarket, cinema, church and restaurant.

MATERIALS

-Video-beam, computer, speakers

WARM UP   (10 Minutes)

T will show Ss the pictures of some places of Springfield using a Pezi presentation, with this Ss will give the T the names of this places in Spanish, then the T will introduce the vocabulary in English for them to copy it down on their notebooks.

ACTIVITY 1:   (25 Minutes)

Students will watch the video from The Simpsons and as they watched the video (http://www.dailymotion.com/video/x12vjc3_the-simpsons-long-movie-we-re-on-the-road-

to-d-oh-where_fun) the T will stop in certain scenes to ask Ss about the vocabulary of the kitchen seen last class.

ACTIVITY 2: **(20 Minutes)**

After the T will display on the screen the Prezi presentation made showing the vocabulary of the neighborhood, based on the images the Ss will have to say the name of the element and repeat the pronunciation after the T.

PRE TASK **(5 Minutes)**

The teacher will show an image of a Springfield to the Ss.

TASK **(20 to 30 Minutes)**

Students will color an image from the Simpsons family.

ANNEXES

-Video showing Springfield

-Presentation with Prezi.
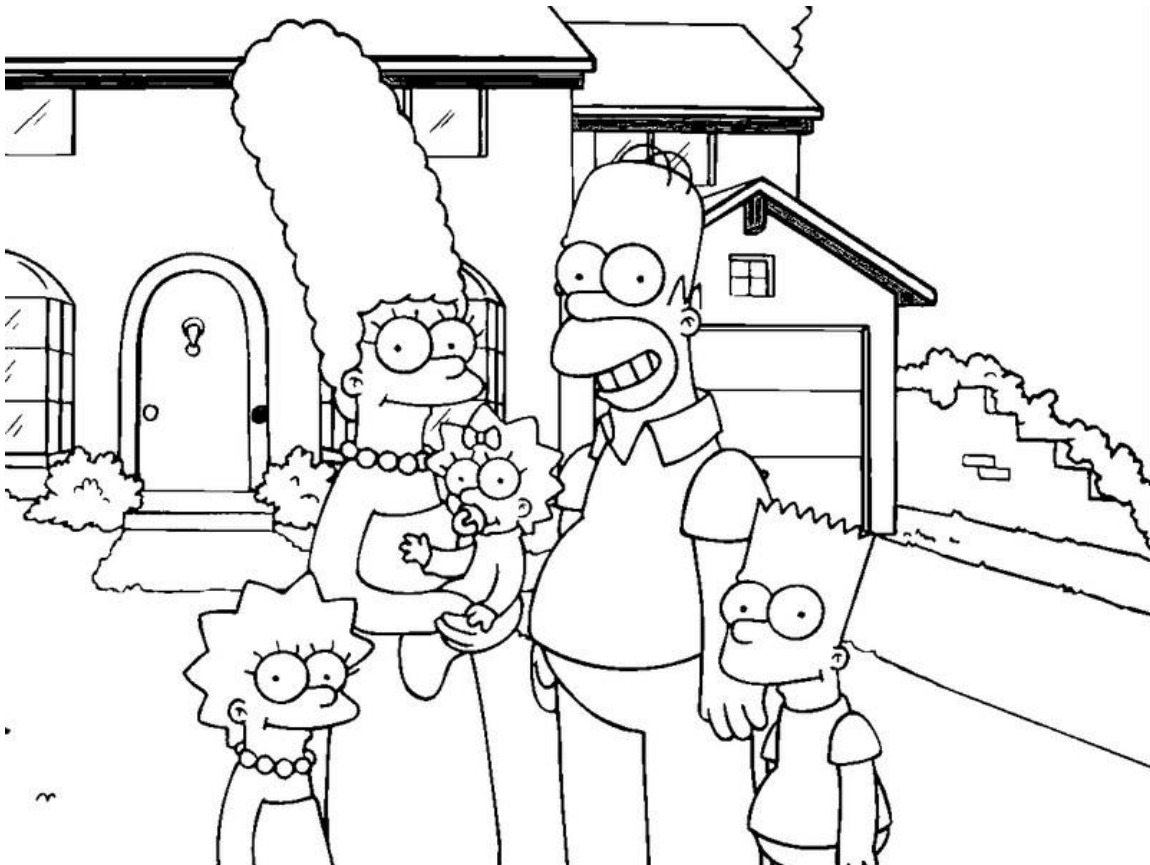
COLEGIO PRADO VERANIEGO

LESSON PLAN No. 10

TEACHER´S NAME: Elizabeth Cruz

DATE: April 8th / 2014

GRADE: 201

TOPIC: Springfield

TIME: 6:30 to 8:30

GOAL: to learn about the places on the neighborhood

ACHIEVEMENT INDICATORS

- Recognizes the places on the neighborhood
- Describes the places on the neighborhood
- Participates actively in all the class activities.

GRAMMAR

Present simple:

There is a drugstore on my neighborhood, there are two supermarkets on my neighborhood.

KEY VOCABULARY

Places on the neighborhood: school, mall, library, supermarket, cinema, church and restaurant.

MATERIALS

-Video-beam, computer, speakers

WARM UP   (10 Minutes)

T will show Ss the pictures of some places of Springfield using a Pezi presentation, with this Ss will give the T the names of this places reviewing the vocabulary seen last class.

ACTIVITY 1:   (25 Minutes)

Students will watch the video from The Simpsons and as they watched the video

(http://www.dailymotion.com/video/x12vjc3_the-simpsons-long-movie-we-re-on-the-road-to-d-oh-where_fun) the T will stop in certain scenes to ask Ss about the vocabulary of the kitchen seen last class.

ACTIVITY 2: **(20 Minutes)**

After the T will display on the screen the Prezi presentation made showing the vocabulary of the neighborhood, based on the images the Ss will have to say the name of the element and repeat the pronunciation after the T.

PRE TASK **(5 Minutes)**

The teacher will show an image of a Springfield to the Ss.

TASK **(20 to 30 Minutes)**

Students will color some images with some places of the city and paste it on their notebooks.

ANNEXES

-Video showing Springfield

-Presentation with Prezi.

ANNEX 3: SURVEY 1

0.890

Encuesta Grado 101

Esta encuesta está diseñada con el propósito de entender tus gustos y otros aspectos que quiero tomar en cuenta para nuestra clase de inglés. Por favor marca las respuestas con una X :

1. ¿Cuantas personas viven contigo?
   - 1
   - 2
   - 4
   - Mas...cuantas? _3_

1. ¿Con quién vives?
   - ✖ Mamá y papá
   - Solo mamá o solo papá
   - Abuelitos, tíos, primos etc.
   - Otros? Quien _mamá·papá_

2. ¿Quién te ayuda con tus tareas en casa?
   - Mamá y papá
   - ✖ Solo mamá o solo papá
   - Abuelitos, tíos, primos etc.
   - nadie
   - ¿Otros? Quien _mamá_

3. ¿Qué es lo que más te gusta realizar en la clase de inglés?
   - Cantar
   - Dibujar
   - ✖ Ver videos
   - ✖ Competir

4. Te gusta en la clase de inglés.....
   - escuchar música
   - escuchar hablar en inglés
   - realizar juegos con la profesora

5. ¿Qué programas de televisión te gustan?
   - Los Simpson
   - Fineas and Ferb
   - ✖ Hora de aventura
   - Otro. ¿Cuál? _____

6. ¿Te gusta que te cuenten historias?
   - ✖
   - No

7. ¿Tienes televisor en casa? Si tienes, cuantos?
   - ✖ Si   1 ✖ 3 5
   - No

8. ¿Tienes en casa computador con acceso a internet?
   - ✖ Si
   - No

9. ¿Sabes utilizar el computador?
   - ✖ Si   -No

ANNEX 3.1: GRAPHICS FIRST SURVEY

Who helps you with your HW?

No one
siblings
Mom and dad

0 10 20 30

■ Who helps you with your HW?

Do you have a computer with…

No
Yes

0   20   40

■ Do you have a computer with internet Access at…

What do you like to do in English class?

Compete
Watch videos
Draw
Sing

0   10   20

■ What do you like to do in English class?
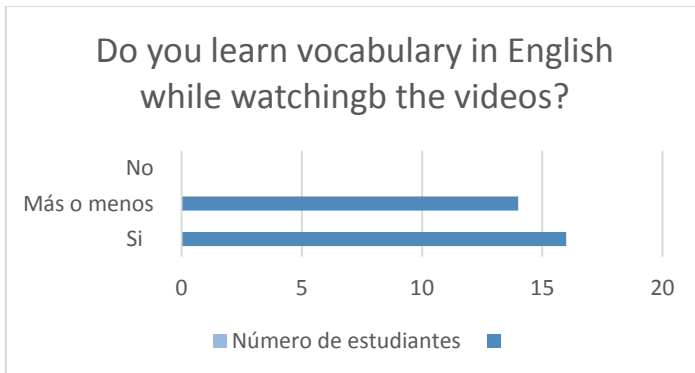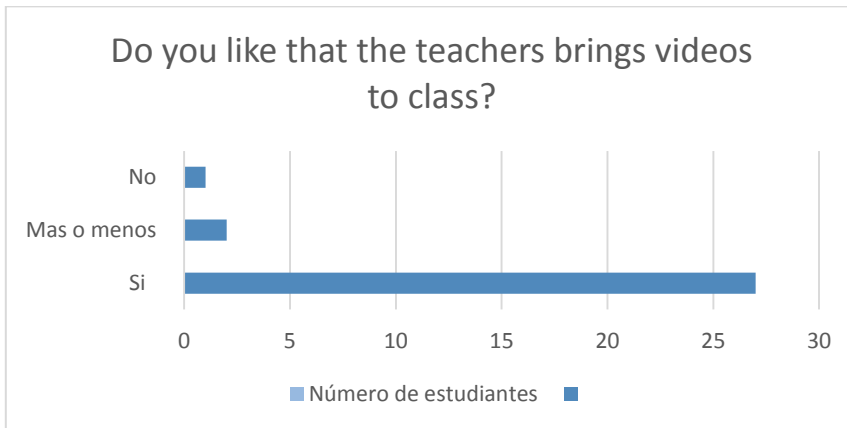
Do you have a TV set at home?

Yes

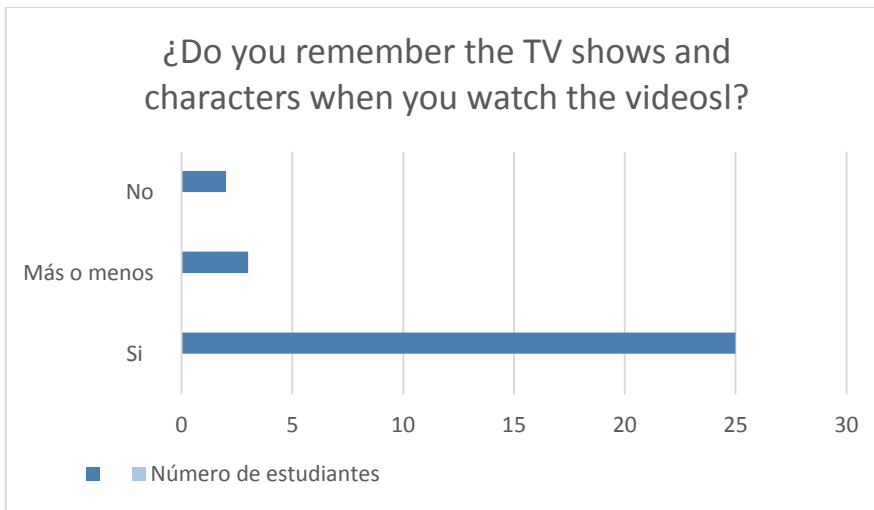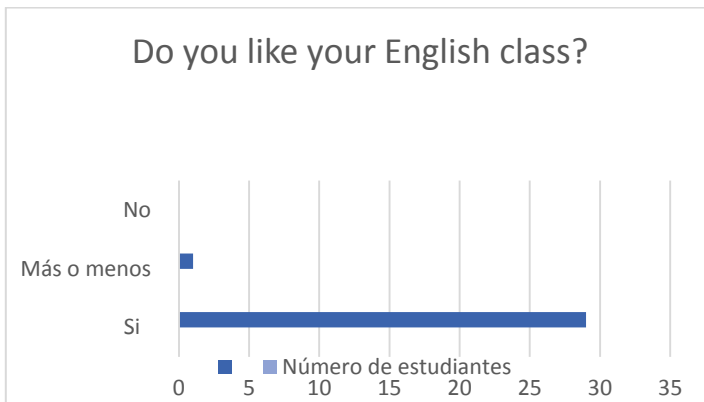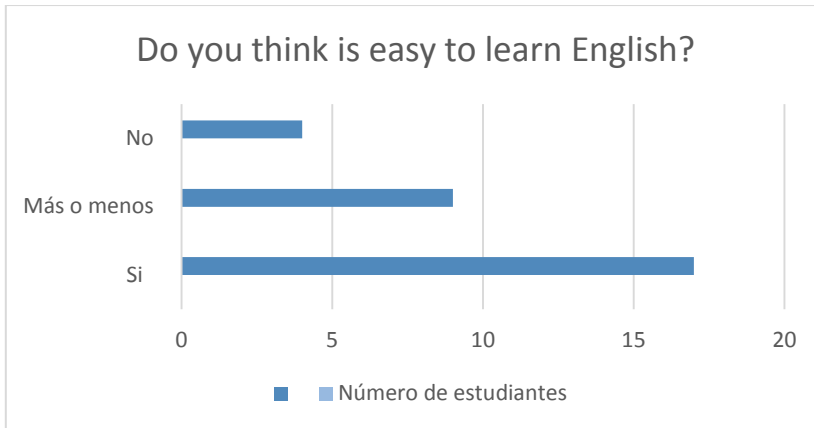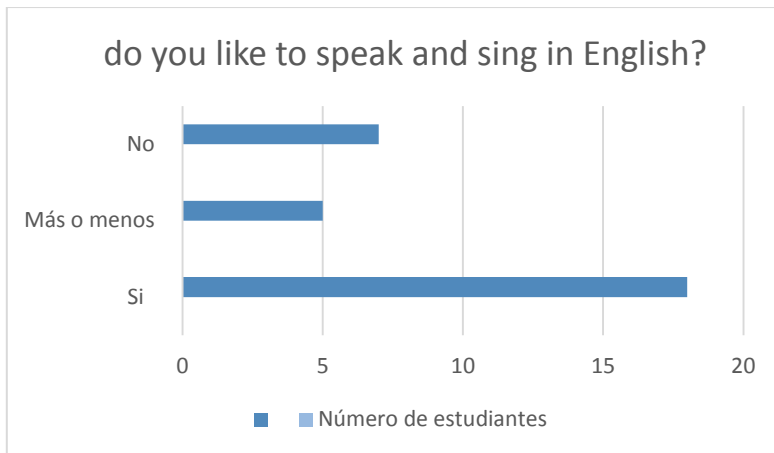| 0 | 20 | 40 |
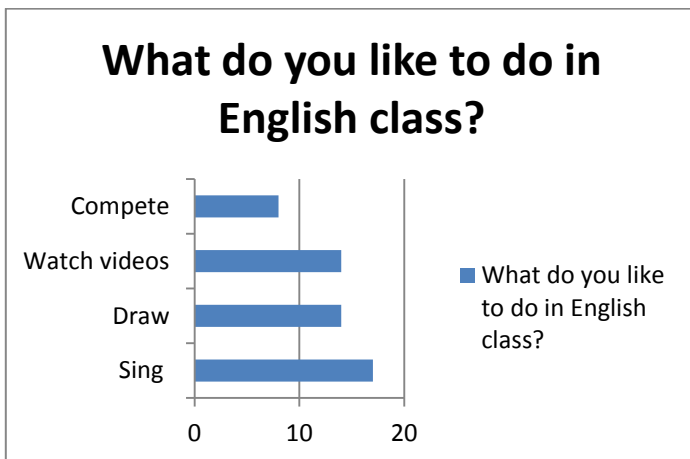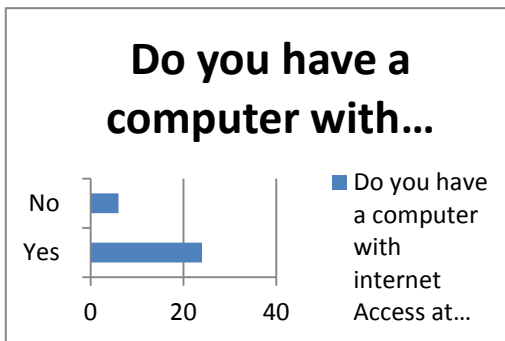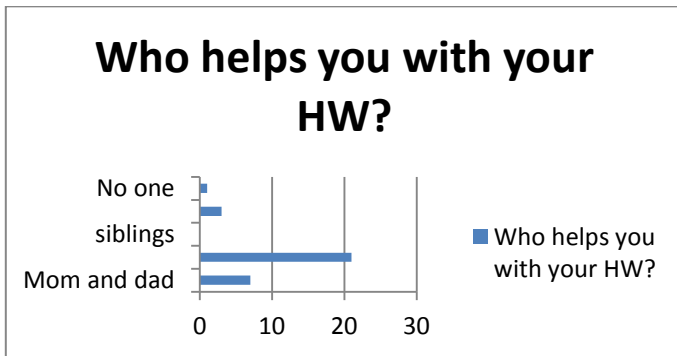
■ Do you have a TV set at home?

Do you like when in English class your teacher…

Speaks in English

Plays music

Plays games

| 0 | 5 | 10 | 15 | 20 |
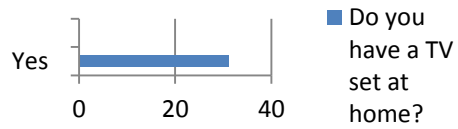
■ Do you like when in English class your teacher…
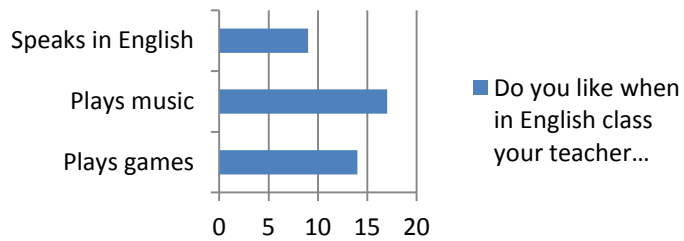
ANNEX 3.2: SURVEY 2

PREGUNTAS	😀	😐	🙁
1. ¿Te gusta que la profesora traiga videos a clase?	X		
2. ¿aprendes palabras en inglés cuando ves los videos?		X	
3. ¿te gustan las presentaciones que la profesora muestra en clase?	X		
4. ¿te parece que aprender inglés es fácil?		X	
5. ¿Te gusta tu clase de inglés?	X		
6. ¿recuerdas los programas de televisión y a los personajes cuando ves los videos en clase?	X		
7. ¿Te gusta hablar y cantar en inglés durante la clase?		X	

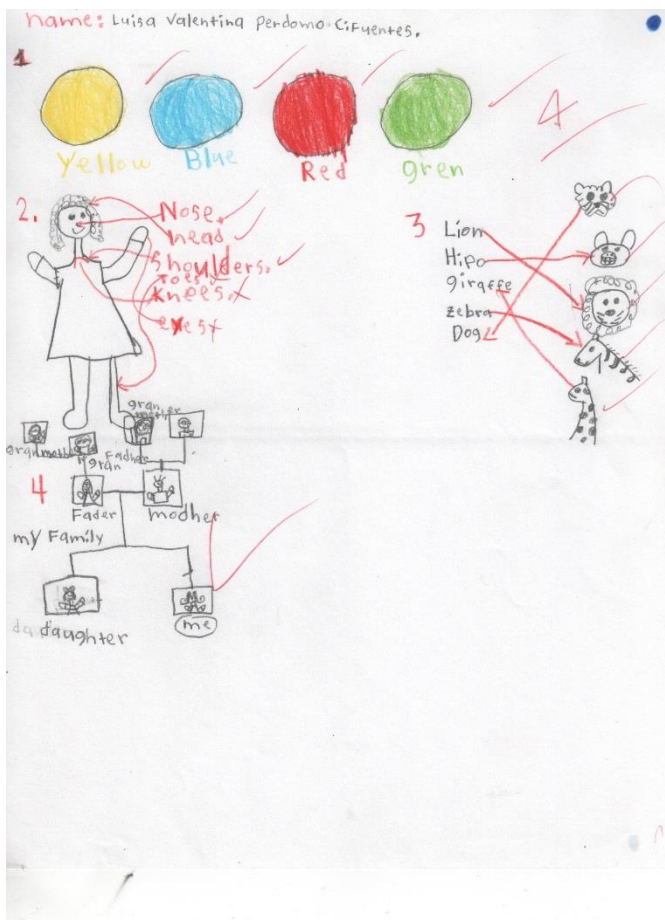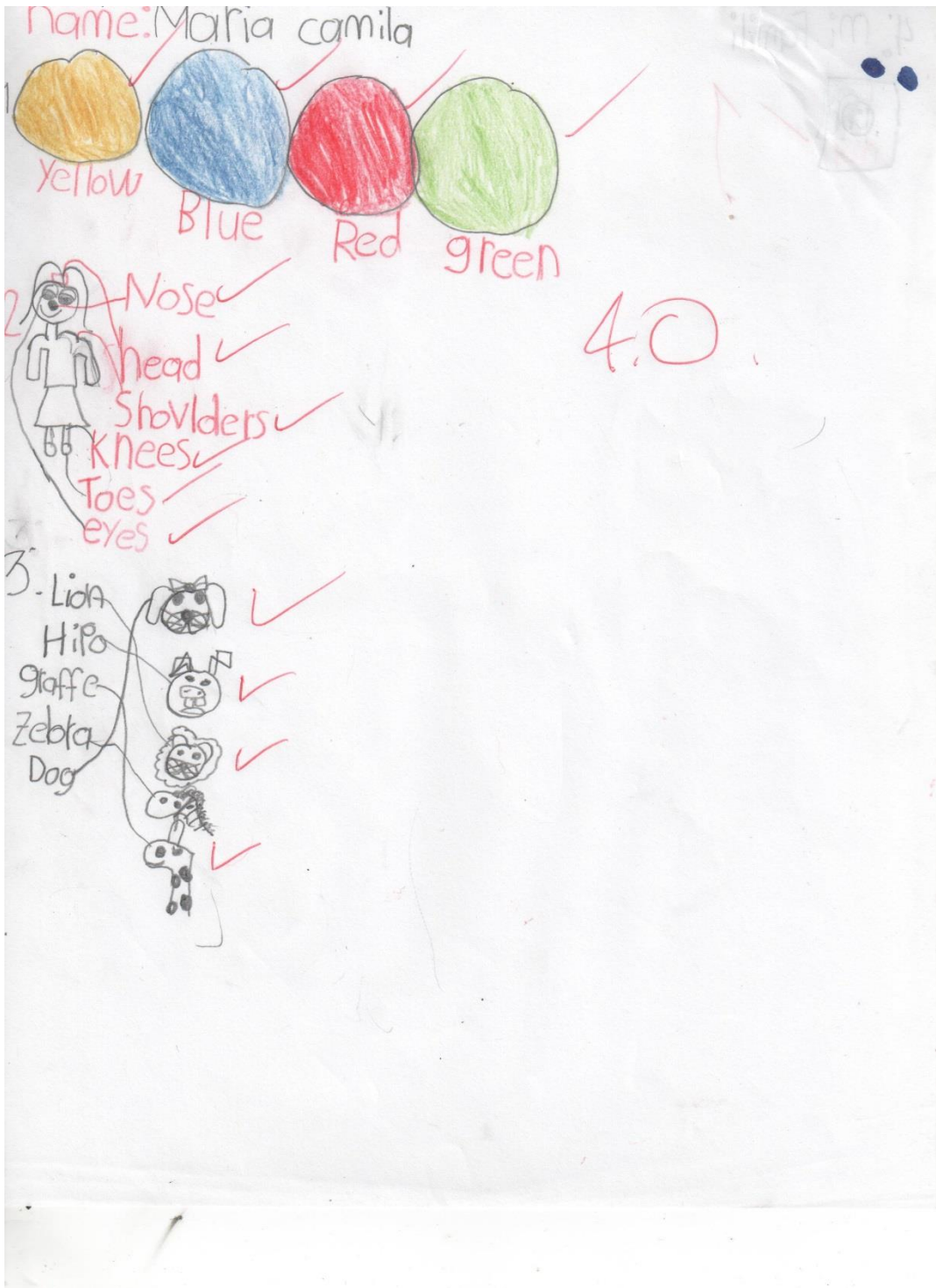| PREGUNTAS	😀	😐	🙁
1. ¿Te gusta que la profesora traiga videos a clase?	X		
2. ¿aprendes palabras en inglés cuando ves los videos?	X		
3. ¿te gustan las presentaciones que la profesora muestra en clase?	X		
4. ¿te parece que aprender inglés es fácil?		X	
5. ¿Te gusta tu clase de inglés?	X		
6. ¿recuerdas los programas de televisión y a los personajes cuando ves los videos en clase?			X
7. ¿Te gusta hablar y cantar en inglés durante la clase?	X		

ANNEX 3.3: GRAPHICS SECOND SURVEY

Do you like that the teachers brings videos to class?

Do you learn vocabulary in English while watchingb the videos?

Do you like the material the teacher brings to class?

Do you think is easy to learn English?

	Número de estudiantes
No	4
Más o menos	9
Si	17

(x-axis: 0, 5, 10, 15, 20)

Do you like your English class?

	Número de estudiantes
No	0
Más o menos	1
Si	29

(x-axis: 0, 5, 10, 15, 20, 25, 30, 35)

¿Do you remember the TV shows and characters when you watch the videosl?

	Número de estudiantes
No	2
Más o menos	3
Si	25

(x-axis: 0, 5, 10, 15, 20, 25, 30)

do you like to speak and sing in English?

ANNEX 4: ARTIFACTS CHARACTERIZATION

Name: Maria camila

Yellow   Blue   Red   green

Nose ✓
head ✓
Shoulders ✓
Knees ✓
Toes ✓
eyes ✓

4.0

3. Lion
Hipo
Graffe
Zebra
Dog

✓
✓
✓
✓

ANNEX 4.1: ARTIFACTS IMPLEMENTATION

Parts of thehouse

D	I	N	I	N	G	R	O	O	M	W	R	P	X	Y
I	B	L	H	E	L	K	T	O	O	A	R	C	J	E
P	N	A	Z	D	I	N	O	B	M	D	S	X	F	O
V	U	B	T	T	N	R	O	E	G	A	R	A	G	S
E	X	P	C	H	G	M	N	D	C	R	R	B	N	M
Z	E	H	J	N	R	S	C	R	K	G	N	Q	K	O
U	E	M	I	E	T	O	H	O	G	J	Y	O	B	E
N	Y	V	J	O	G	H	O	O	C	F	S	Q	V	U
X	I	M	F	D	W	Z	V	M	D	C	X	C	E	Y
L	Z	F	H	P	B	E	Z	U	X	N	M	E	S	P

Elements Of The House

SOOPN   SPOON
LEATP   PLATE
TOP   POT
NEKFI   KNIFE
FRKO   FORK
DEGFRI   FRIDGE
MIOCARWEV   MICROWAVE

KITCHEN

Unscramble each of the clue words.

Take the letters that appear in ☐ boxes and unscramble them for the final message.
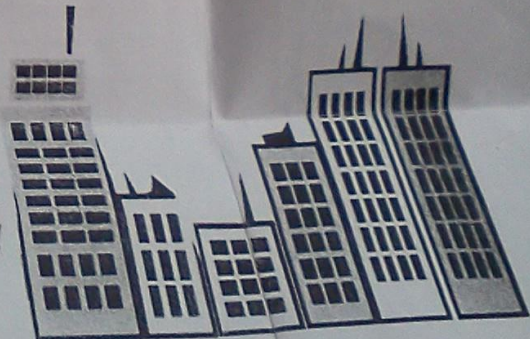
Town Wordsearch

```
R E S T A U R A N T
H O S P I T A L   C   C
P O S T O F F I C E
M F C S P A Y B R B
B N H C O N G R N A
F M O H V Z B A N K
K Z O O C H U R C H
D N L M S P Y Y I I
G A S S T A T I O N
C I N E M A P E Q A
```

Search for the words

They are hidden left to right and down.
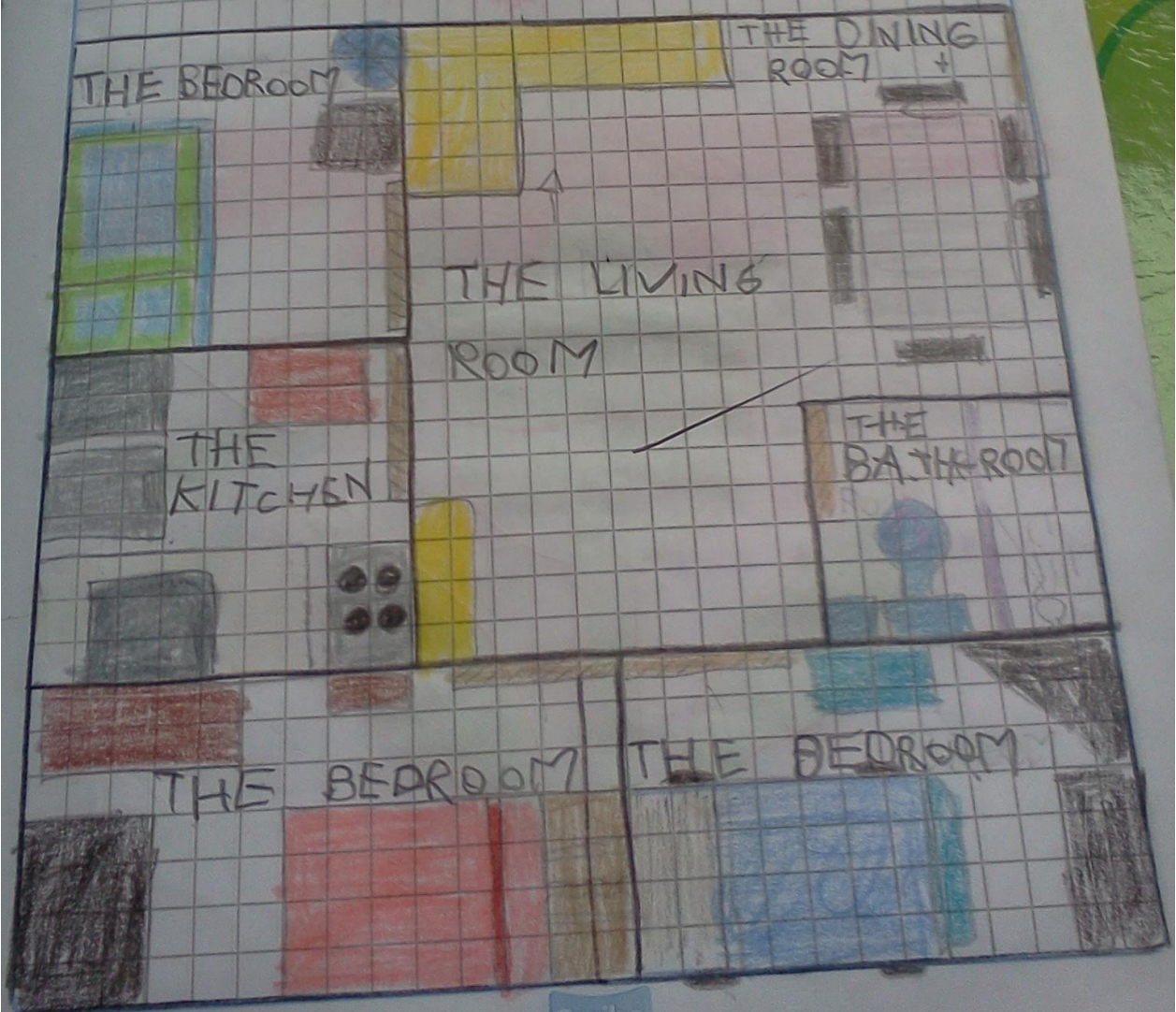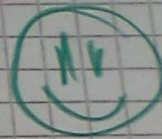
bank ✓
church ✓
cinema ✓
gas station ✓
hospital ✓

library ✓
post office ✓
restaurant ✓
school ✓

Homework
Dibujar la casa
señalas sspareao Ingles,
como los vistas en
clase

Solecion

THE BEDROOM

THE DINING ROOM

THE LIVING ROOM

THE KITCHEN

THE BATHROOM

THE BEDROOM

THE BEDROOM

Scribe

Homework

Recortar y pegar los
elementos de la
cointos en clase.

Solution

⇒ SPOON

⇒ POT

⇒ FORK