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**UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
LANGUAGE DEPARTMENT**

**AN UNDERGRADUATE RESEARCH WORK ON A DESIGN OF A  
TEACHING TRAINING PROGRAM ON THE USE OF MULTIMEDIA TO  
ENRICH CURRENT METHODOLOGICAL LANGUAGE PROCEDURES AT A  
HIGH SCHOOL LEVEL**

**TO GET THE DEGREE OF BACHELOR IN ENGLISH**

**PRESENTED BY**

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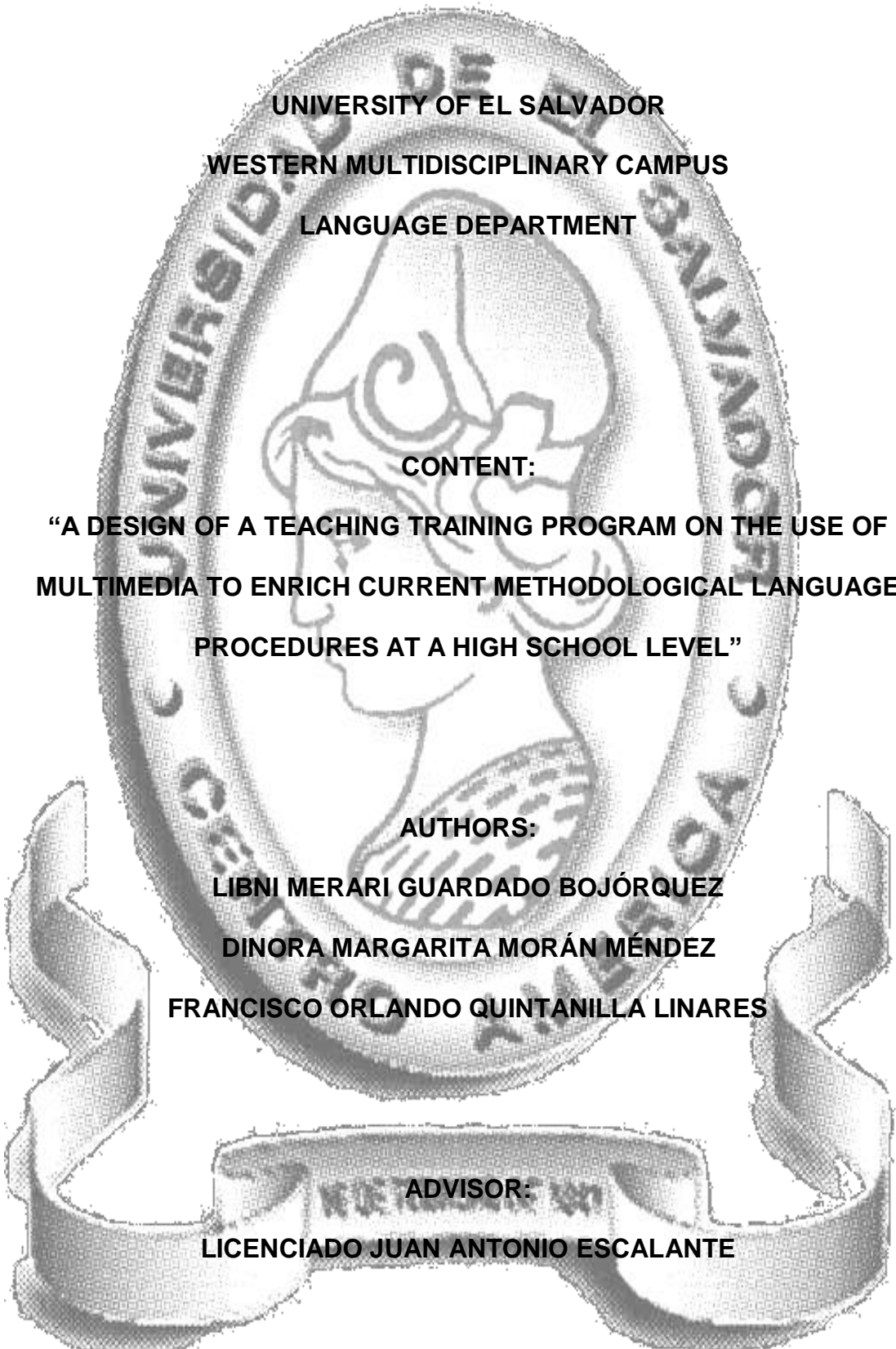
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**SANTA ANA, THURSDAY, FEBRUARY 16th, 2006**

**SANTA ANA, EL SALVADOR, CENTRO AMERICA**

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WESTERN MULTIDISCIPLINARY CAMPUS  
LANGUAGE DEPARTMENT**

**CONTENT:**

**“A DESIGN OF A TEACHING TRAINING PROGRAM ON THE USE OF  
MULTIMEDIA TO ENRICH CURRENT METHODOLOGICAL LANGUAGE  
PROCEDURES AT A HIGH SCHOOL LEVEL”**

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**GOD ALMIGHTY MAY BLESS YOU AND YOUR FAMILY ALWAYS**

**THANK YOU!!!!!!!!!!!!!!**

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## **ABSTRACT**

The following qualitative study centers on the importance of the use of multimedia in EFL/ESL teaching in contrast with the lack of the use of technological devices in the high school English classes. Therefore, the researchers' inquired how activities that are carried out through the use of technology could help teachers and students achieve their goals as dealers of the language.

According to the interviews and observation checklists the researchers carried out in two institutions in Santa Ana, teachers are not applying technology in their classes. Moreover, the researchers administered the instruments to their target population in order to get data to support their research work. Consequently, it was found out that even though teachers have technological tools available to carry out activities, they are not taking advantage of them.

Though teachers and students are conscious of the way multimedia can aid language teaching, teachers do not go one step forward with the development of their classes along with the use of technology. Moreover, the researchers needed to establish if teachers are not applying technology in their classes because of the lack of resources or because of the lack of interest in doing so. Therefore, the results gathered from the administration of the instruments helped the researchers learn that language teaching involves more than one resource in order to be effective and that nowadays,

technology plays an important role, for it provides different and practical ways to teach English at a high school or any other level.

## INTRODUCTION

The qualitative study “A Design of a Teaching Training Program on the Use of Multimedia to Enrich Current Language Methodological Procedures at a High School Level” consisted of analyzing the importance of the use of multimedia in the English class. This research also consisted of finding out whether high school English teachers are using technology in their classes or not and the way that multimedia can help teachers develop their classes in a more innovative and creative way.

Chapter I deals with the statement of the problem which describes the problem being studied. It also includes the justification and research questions which conduct the study. Moreover, this chapter presents the research methodology where the researchers describe the steps and instruments to gather the data, the strategy for the credibility of the data, the theoretical framework, and research objectives. At the same time, this chapter contains the researchers’ objectives and expectations toward this research.

Chapter II reckons with the analysis and interpretation of data. That is, it shows the researchers’ findings through the administration of the instruments in order to enrich the research questions. In addition, in this chapter, the researchers present high school English teachers’ and students’ opinions toward the use of multimedia in their classes. At the same time, chapter II describes English teachers’ methodology and resources they use in order to teach English.



Chapter III comprises the researchers' conclusions that came out from the research study and the recommendations that can support further investigations. Finally, in the appendixes, the researchers included a design of a teaching training program which main goal is to provide EFL/ESL teachers with new activities that can be implemented in high school English classes along with the use of multimedia so that teachers have the opportunity to better high school English class.

# **CHAPTER I**

## **RESEARCH DESIGN**

## **I. STATEMENT OF THE PROBLEM**

Since El Salvador became a nation, there have been several reforms in education. The first reform took place in 1940 when Colonel Maximiliano Martinez ruled the country, and although this reform was created to improve the teaching-learning process, there isn't any further information about the changes carried out during this reform. Nevertheless, the reform that stirred the country, El Salvador, politically and technologically occurred in 1968. This reform was promoted by general Jose Fidel Sanchez H., and was focused mainly on changing the structure of basic and elementary education and their curriculum as well.

Although the educational system suffered some changes, the only change regarding the use of technology to improve classes was the implementation of the educational television for elementary school students; this means that the government of El Salvador implemented a program called Televisión Educativa, which was carried out through the use of textbooks to teach all subjects in elementary level. Such textbooks contained general information about specific subjects that the teachers presented on TV, the only technological tool available in the classroom (Reforma Educativa en Marcha, Doc. 1). However, the Televisión Educativa program failed because of the irregular revision of the academic process and the political changes the country was facing at that time. So, teachers continued developing their classes using the traditional teaching methodology.

In the past, people believed that technology concerned only with superior education. On the contrary, nowadays, technology has become a helpful tool to grasp learners' attention, for it provides different ways to stimulate students to learn the language; this means that technology needs to be applied to all levels in order to enable students to succeed as EFL learners. (Reforma Educativa en Marcha, Doc. 1).

Since technology motivates students and helps them develop their language skills appropriately, teachers need not only to adapt themselves to language teaching methodology changes but also to up-date themselves in the use of technology to teach English as a foreign language. In addition, one way teachers can help students learn English to communicate is by using technology in their classes; this, as stated by some high school English students, would increase their knowledge, participation, and management of the language. However, as it was observed in some institutions in Santa Ana, high school English teachers are neither taking advantage of technology to teach their classes nor preparing the students to succeed in a world which demands them the ability to communicate in English. That is why, it is necessary for teachers to incorporate activities in their English classes that require the use of some technological tools so that teachers may have the benefits of applying both, English language methodology and technology in order to help students learn the basics of the target language.

## II. JUSTIFICATION

Nowadays, students are exposed to different environments in which technology plays an important role. Actually, technology has become an essential part in students' lives. Students make use of cell phones, TVs, video games, video cameras, DVDs, and computers, for instance. Although the previously mentioned technological devices are designed to keep users entertained and satisfied, teachers can take advantage of most of them to enrich their students' learning since the use of technology facilitates students' progress and performance as EFL students since it provides different ways to develop the learners' four macro skills to learn English as a foreign language.

As researchers observed in some institutions located in Santa Ana, the English teachers do not use technological devices. The only sources teachers use to develop their classes are the typical marker and whiteboard. As a result, innovation does not take place, and teachers stand behind while the rest of society goes one step forward. In addition, as some high school English students stated, the use of technology in the English classroom would increase their interest and help them realize how the language is used in real contexts by presenting dialogues, songs, videos, interactive programs, and so on. (Appendix B). That is why, it is worthy to design an English teaching training program on the use of technology to enrich current methodological procedures at a high school level.

The main reason to carry out this research is to help teachers apply updated language methodology through the design of a teaching training

program along with the use of technological tools such as : computers, CD players, slides, language laboratories, and the like in order to enrich and facilitate students' learning. As a result, the quality of EFL teaching methodology at high school level will be improved, and the use of technology will help students manage the language. Therein, it will help them succeed in their future studies and professional development as well.

### **III. RESEARCH OBJECTIVES**

#### **General objective:**

- To assess English teachers' methodological language procedures along with the use of technology

#### **Specific objectives:**

- To design an English teaching training program based on the use of multimedia in an English class
- To propose current language teaching methodology at a high school level based on the use of multimedia

### **IV. THEORETICAL FRAMEWORK**

In order to improve high school English classes to a certain extent, it is necessary to take a look at the changes the teaching learning process has gone through. These changes have played an important role, for they comprise useful

information to state how the methodology to teach an EFL/ESL class varies as people and systems do (Rodgers, nd).

The importance of language teaching appeared at the beginning of the year 1920 with the recognition and significance of the meaning of methods. This means, linguists and teachers looked for new ways to teach a foreign or second language. Therefore, because of the exigency of new activities and techniques, teachers and linguists were inclined to create methods and approaches. The main purpose to create these methods and approaches was to better the teaching-learning process and hence to help students learn the English language (Rodgers, nd).

Since the significance of new methods to teach English was felt, a variety of methods appeared in the 1950's and 1980's. So, this period was recognized as "the age of methods" (Rodgers, nd). The first method to appear was the Grammar-Translation method, known as the classical method. The aim of using this method was to translate from the target language into the native language and vice versa. One of the most typical characteristics of this method was that vocabulary was presented in isolated words. Moreover, this method was centered on grammatical rules, and the only exercise drill used in this method was translation. Pronunciation was given no attention since translation was greatly emphasized.

As the grammar-translation method failed at enabling students to communicate in English, the second method to appear was the direct method. This method appeared as a deep understanding and practice of the theory of

how children acquire their first language. So, teachers who used this method had the opportunity to expose the students to the target language. That is, teachers and students had to use the target language all the time, translation was not allowed, and teachers did not focus on grammar details. Although this method made students put the target language into practice, it did not fulfill teachers' expectations since it required the application of some materials most of the institutions could not afford. Therefore, another trend to language teaching appeared: the audio-lingual method.

The audio-lingual method appeared during the World War II. At that time, soldiers were required to be proficient in some languages, so intensive courses were taught for soldiers to learn the languages they were going to use to communicate. As time passed by, this practice was known as the audio-lingual method. In this method, the new material to be learned was presented in dialogues with the objective of creating a real-everyday situation, so people had to memorize conversations. Besides, pronunciation was not important, and grammatical patterns were taught by repetition exercises for learners to internalize them. However, as this method did not enable students to communicate in English; it was no longer used by that time.

The next method to appear was the total physical response which was originated from some psychologists' ideas. This means, some psychologists believed that a second language could be learned in a better way by stimulating the brain, especially, the left part of the brain where the ability to learn languages remains (Asher, nd). The aim of the total physical response was to prepare the



students to produce the language only when they felt ready to do so. That is, at the beginning of the course, the students were just asked to listen and to perform some activities. But, the total physical response method did not help teachers enable the students to use the language to communicate as this method was not appropriate or useful to teach advanced learners (Brown, nd)

The last method to appear at that time was Suggestopedia. Suggestopedia was derived from the fact that the human brain can process more information if the conditions are comfortable and appropriate to do so (Lozanov, 1979). That is, students can learn more and in an easier way if they are immersed in the adequate classroom atmosphere. This classroom atmosphere must provide the students with a sense of relaxation and confidence, so learners produce the language at ease. Although suggestopedia provided teachers with good insights to language teaching, it had some liabilities. For example, teachers who did not have access to appropriate equipped rooms or appropriate desks could not put this method into practice because there was a lack of the adequate resources for suggestopedia to be effective. Nevertheless, this method has provided teachers with the idea that music can build a relaxing atmosphere that can help students succeed in their English learning process (Lozanov, 1979).

EFL/ESL teaching is an on-going process that brings out the emergence of new methods. The recent methods teachers can use to teach a second or foreign language are: Teacher-Learner, Method Synergetics, Curriculum Developmentalism, Content-Basics, Multintelligencia, Total-Functional Response, Strategopedia, Lexical Phraseology, O-Zone Whole Language, and

Full -Frontal Communicativity. Since the success or failure of these methods depends greatly on the way teachers use them, so it is necessary for teachers to improve their role as EFL/ESL teachers because the more teachers are prepared the better results in the teaching-learning process.

As instruction changes every day, there are more demands and challenges in the educational field. That is why; teachers are required to keep on finding new ways and procedures to make their task easier and more effective. Actually, teachers are individuals who should enjoy one of the most interesting aspects about teaching: a teacher never ceases to learn (Brown, 1994). For this reason, it is very important for educational institutions to promote innovative ways for teachers' development.

One of the obstacles educational institutions deal with when promoting teachers' development is that it is often common to find teachers with very busy schedules, so they never have time to attend trainings, seminars, or conferences on language teaching, and if teachers do so, they easily forget to apply that fresh knowledge to their everyday classes. Yet, teachers still need to strengthen their teaching skills by acquiring more understanding of the educational expertise so that they take advantage of all the new resources in order to succeed in the teaching-learning process. One of the current resources teachers can use to strengthen their teaching skills is technology. Technology has become an important and significant tool in language teaching; therefore, teachers are required to be trained on the use of technology since language teaching has been imparted with the help of technological devices throughout the years. For

example, language teachers who applied the Grammar-Translation method mostly made use of the most common resource in education: the blackboard. The blackboard was considered an accurate means for transmitting information as the Grammar-Translation method required (Warschauer & Meskill, nd). Later, the blackboard was substituted by the overhead projector which made classes to become teacher-centered. Also, the overhead projector helped teachers present early computer software programs which fostered grammatical exercises known as “drill-and-practice.”

In contrast to the grammar-translation method, the audio-Lingual method focused on repetition exercises, and the technological medium that best matched to meet the students’ needs was the audio-tape. Actually, in the 1970’s and 80’s, university language classes were usually demanded to have practices at the audio lab where students worked on repetition exercises. However, in the 1980’s and 1990’s, teaching was addressed to communicative practices that guided students to have unique and significant interaction with the language (Warschauer & Meskill, nd). Consequently, the necessity to use technology began to emerge as students were expected to use the language for communication. In addition, computers have become essential in the classroom to help teachers use non-traditional methods to teach the language so that EFL/ESL teaching turns more interesting.

As computers can be used as a modern way to teach, they provide students with a sense of innovation inside the classroom. In fact, computers are a magnificent way to motivate students’ learning (Galavis, 1998). For example,

computers make classes more appealing to the eye since it is a source that presents icons, images, pictures, and the like. For this reason, the use of computers in the classroom can easily stimulate students and create expectations toward learning a second or foreign language.

Since technology can be used to foster the students' listening skills through the use of videos and songs in the classroom, tools such as computers, VCR's, TV sets, CD players, and the like can be used to help students concentrate on sounds, pronunciation, and articulation better than old traditional teaching sources (Galavis, 1998). However, it is important to keep in mind that the use of technology to teach an EFL/ESL class has its own advantages and disadvantages.

With the use of computers in the class, students have access to authentic language material and are exposed to environments in which the target language is used in real-life contexts. Besides, not only can the use of computers help students communicate from different parts of the world but it can also promote ways to make students feel satisfied and confident when using the language. At the same time, using computers in class helps students become more responsible of their own learning because though the teacher orients the process and guides the students, he does not control every single thing that happens in the classroom. As a consequence, students become more aware of the way they are expected to learn, and they become independent learners as long as they rely more on their own interaction with the computer than with the teacher (Galavis, 1998).

Because using a computer represents a helpful tool to be used in the classroom, it is important for language teachers to get acquainted with this current technological tool. That is, using a computer requires a previous knowledge on how to manage this tool, but it is not easy to find teachers or students ready to adapt themselves to new experiences and practices with a computer in the classroom (Galavis, 1998). Truthfully, as students and teachers are used to work with old teaching traditional sources, it is hard for them to consider other ways and practices to apply in the classroom to enrich learning.

Using a computer in the classroom has a lot of advantages; however, there are some issues that teachers need to take into account when bringing a computer to the classroom. First of all, the use of computers requires the students to be more disciplined and organized in order to become independent learners (Galavis, 1998). If students depend a lot on the teacher's input and guidance, they will hardly be able to work on their own. Second, keeping computers in optimal conditions requires the use of other sources such as money, time, professional assistance, and maintenance. On the contrary, when an institution does not have the proper amount of sources for computers' maintenance, this may become a problem because classes may be interrupted, and the learning process may take longer than it was previously planned. (Galavis, 1998). Finally, computers are helpful sources to facilitate second language learning, but they do not provide the sense of interaction and cooperation that takes place in the classroom among the teacher and the students (Galavis, 1998).

Even though using technology in the class may be viewed as a challenging experience for teachers and students, it greatly contributes to the teaching learning process since it provides a meaningful, easy, and practical way for teachers to develop their classes and students to manage the language. So, it is necessary for teachers to be able to cope with all the demands the use of technology in the English class requires. A way for teachers to succeed when using technology in the classroom is to attend trainings on activities that are carried out with the use of technological devices that can help teachers enrich the English classes so that teachers may notice the assets of using technology in their classes.

## **V. RESEARCH QUESTIONS**

1. Why is technology important in language teaching?
2. What is the importance of a design of a teaching training program on the use of technology to enrich current methodological procedures at a high school level?
3. How will the design of a teaching training program based on the use of technology provide teachers with current methodological language insights?

## VI. METHODOLOGY

This research work is “descriptive”, since it will describe and analyze the way teachers develop high school English classes. At the same time, this research will not only assess the importance and applying of technology but it will also provide some recommendations of how teachers can better high school English classes through the use of technology.

In order to carry out this study, the researchers will choose a public and a private institution. They will also visit these two institutions to ask for permission and set the schedules for class observations and interviews. Moreover, the researchers’ target population will consist of thirty–nine eleventh graders of the public institution and forty–five eleven graders of the private institutions, and of course the researchers will also interview the two high school English teachers of the schools, INSA and BAPTIST schools in order to know their point of view toward the use of technology to language teaching. In addition, the researchers will also observe classes in order to provide scientific and objective information.

The chosen sample from the target population to collect the data will be eight students, four students from the public institution and four students from the private institution. The researchers will also choose two high school English teachers, one from each institution. These people will play an important role for this study since they will provide the researchers with valuable information about the high school teaching learning process which will help the researchers enrich this study. Besides, the researchers will observe everyday classes in order to know about the teachers’ language methodology and the students’ role in the

English classes. Also, the researchers will administer the instruments described below, with the purpose of finding out how classes can be improved through the use of technology according to the teachers' and students' opinions and suggestions.

The research instruments which will be used to gather the data are:

### **Two Observations Checklists**

The two observation checklists will be used to gather information about the way teachers develop their classes. One observation checklist will focus on the use of technology in classes and will contain eight items. The other checklist will focus on language methodological procedures and will contain twelve items. Both observation checklists will provide the researchers with valuable information to collect and analyze the data, and they will take place from the second week of July up to the last week of August of the year 2005.

### **Two Interviews**

The formal interview will contain twelve questions and will be addressed to the two high school English teachers in order to learn about the teachers' points of view toward the way high school English classes are carried out. This interview will determine whether technology improves the quality of high school English teaching methodology or not. On the other hand, the second formal interview will contain ten questions and will be addressed to the eight high school English students. This interview will provide the researchers with the students' opinions toward the teachers' methodology, and both interviews will be carried out on the third week of August. These data will be analyzed and interpreted with



the purpose of providing the researchers with the necessary information to determine whether teachers use technological resources in their classes or not, and to what extent the use of technology could enrich the teaching-learning process.

### **STRATEGY FOR THE CREDIBILITY OF DATA**

The researchers will observe two different groups of second year high school English students and two teachers from Colegio Bautista and Instituto Nacional de Santa Ana. The main purpose of these observations is to find out about the different methodological procedures English teachers follow in class as well as the use of technological tools they apply in order to enrich students' learning. This observation period will take about eight weeks and will vary depending on the available time of each English teacher. The class observation sessions will take place from Monday to Wednesday, one or two hours per day. At the very beginning of this observation stage, the researchers will visit these two classrooms in order to get acquainted with the English teachers and their group of students. The researchers will also interview the two English teachers to know about their teaching philosophy. In addition, the researchers will interview four students from each institution in order to learn about two aspects: the teacher's methodology and the teacher's use of technology in class. After having observed for eight weeks approximately, the researchers will set the time to have an appointment with the English teachers and the interviewed students in order to show them the collected data to confirm the information obtained by the researchers.

## ***CHAPTER II***

# ***DATA ANALYSIS AND INTERPRETATION***

## TEACHER A'S INTERVIEW

Teacher A said that for him the best way of teaching English as a foreign language was through the use of technology. He also said that his primary objective when teaching was students' comfort and grammar instruction. At the same time, teacher A was asked about what types of tools teachers can use to make teaching more effective and practical, something that he could not answer appropriately. When asked about the tools he had access to in the institution, he answered that the institution provided him with a TV set and a DVD player. According to the teacher, when students are assigned a task where they have to use technology, they really love it, feel happy, motivated, encouraged. In addition, the teacher sometimes uses interactive material from the internet in his classes because students feel more motivated when learning the language. Furthermore, he expressed that activities such as taped conversations, videos, and songs help students develop their listening skill. Teacher A manifested that it would be really good if teachers could attend seminars which enable them to use technological devices because technology can help teacher better their classes. Finally, teacher A mentioned two ways in which teachers can keep up-dated: to attend trainings and to get scholarships to continue learning and preparing themselves as EFL teachers.

## TEACHER A'S INTERVIEW

TEACHER'S A INTERVIEW DATE	TOPICS AND WORDS TAKEN FROM THE QUESTIONNAIR3	CATEGORY	CODE
26-08-05			

1. According to your point of view, what's the best way to teach English as a foreign language?	Teacher A said that technology is the best way to teach English.	Technology as the Best Way to Teach English	TABWTE
2. What are your objectives when teaching?	Students' Comfort and Grammar Instruction	Teacher's Objective	TO
3. What are some tools that a teacher may use to make teaching more efficient and practical?	No Answer	---	---
4. What sources do you have access to when developing your classes?	DVD player and TV set	Technological Devices	DVDTV
5. What do you think of technology as a pedagogical tool to teach English as a foreign language?	Teacher A described the use of technology as a necessary tool to teach the language.	Technology as a Pedagogical Tool	TD
6. To what extent does technology motivate students to learn the language?	With technology in the classroom Students feel happy, motivated, and encouraged	Technology as a Motivational Tool	TAMT

<p>7. Do you use material from the Internet to enrich your classes? If you do so, What kind? Why?</p>	<p>The teacher uses interactive Web pages because students feel more motivated.</p>	<p>Material from the Internet</p>	<p>MFI</p>
<p>8. How can the use of videos, taped conversations, and songs help the students develop their listening and speaking skill?</p>	<p>Videos , tape conversations , and songs help Students feel more motivated and encouraged when learning the English language</p>	<p>Importance of Technological Devices to Improve Listening Skills</p>	<p>IOTDILS</p>
<p>9. What are some of the limitations you find when looking for activities to develop your classes?</p>	<p>No Answer</p>	<p>---</p>	<p>---</p>
<p>10. According to your point of view, is it important for English teachers to attend trainings on the use of technology to improve English classes?</p>	<p>It is important because the use of computers can help teachers better their classes.</p>	<p>Importance of a Teaching Training Program on the Use of Technology</p>	<p>ITTPUT</p>

<p>11. In what ways can teachers keep themselves updated with the latest methodological teaching trends?</p>	<p>Attending trainings, taking up more classes, and traveling abroad</p>	<p>Teacher's Development</p>	<p>TD</p>
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### **TEACHER B'S INTERVIEW**

Teacher B said that for him the best way of teaching English as a foreign language was to promote group work among the students. He also said that his primary objective when teaching was to make students speak English or at least to make the students read and listen to English as their native language. At the same time, teacher B was asked about what types of tools teachers can use to make teaching more effective and practical. He said that media and the textbook are sources which really help teachers develop a class. When asked about the tools he had access to in the institution, he answered that the institution provided him with a TV set, a VCR, CD player, tape recorders, and overhead projectors. He said that these technological resources are very important to use in classes as technology interests students and calls their attention. So, according to the teacher, when students are assigned a task where they have to use technology, they really love and enjoy their work. In addition, the teacher sometimes uses material from the internet in his classes because he does not have access to the internet in the institution. Furthermore, he expressed that activities such as taped

conversations, videos, and songs help students develop their listening skill, for they listen to authentic language. Teacher B also manifested that it would be really good if teachers could attend seminars which enable them to use technological devices in order to bring new activities to the English class. Moreover, the teacher said that he did not find any limitations when teaching because he believes a teacher's good job depends on the effort and interest teachers have in their jobs; that is why, he said that it is really important for teachers to keep up-dated. Consequently, the teacher mentioned two ways in which teachers can keep up-dated: to attend trainings and to get scholarships to continue learning and preparing themselves as ESL teachers.

#### **TEACHER B'S INTERVIEW**

<b>TEACHER B'S INTERVIEW</b>	<b>TOPICS AND WORDS TAKEN FROM THE INTERVIEW</b>	<b>CATEGORY</b>	<b>CODE</b>
<b>QUESTION 1</b> According to your point of view, what's the best way to teach English as a foreign language?	By having the students work in small groups and by supervising them	Students' Group Work and Teacher's Supervision	SGWTS

<p><b>QUESTION 2</b></p> <p>What are your objectives when teaching?</p>	<p>To make the students speak English or at least to make the students read and listen to English as their mother tongue</p>	<p>The Management of the Language through the Reading, Speaking, and Listening Macro Skills</p>	<p>MLTTMS</p>
<p><b>QUESTION 3</b></p> <p>What are some tools that a teacher may use to make teaching more efficient and practical?</p>	<p>Media and the textbook are two main resources teachers can use to develop an English class.</p>	<p>The Use of Technology along with the Textbook</p>	<p>UTATB</p>
<p><b>QUESTION 4</b></p> <p>What sources do you have access to when developing your classes?</p>	<p>TV sets, VCRs, tape recorders, CD players, and head projectors.</p>	<p>Teacher's Access to Technological Devices</p>	<p>TATD</p>
<p><b>QUESTION 5</b></p> <p>What do you think of technology as a pedagogical tool to teach English as a foreign language?</p>	<p>Nowadays, technology plays an important role in language teaching.</p>	<p>Technology as a Pedagogical Resource to Teach English</p>	<p>TAPRTEFL</p>



<p><b>QUESTION 6</b></p> <p>To what extent does technology motivate students to learn the language?</p>	<p>Technology calls students' attention and interest them in learning the language.</p>	<p>Students' Interest in Learning the Language by the Use of Technology</p>	<p>SILLUT</p>
<p><b>QUESTION 7</b></p> <p>Do you use material from the Internet to enrich your classes? If you do so, what kind and why?</p>	<p>The teacher sometimes develops exercises gotten from the Internet.</p>	<p>Material from the Internet to Use in Class</p>	<p>MGITUIC</p>
<p><b>QUESTION 8</b></p> <p>How can the use of videos, taped conversations, and songs help the students develop their listening and speaking skills?</p>	<p>The use of videos, taped conversations, and songs are necessary in an English class since they help students listen to authentic language.</p>	<p>Students' Contact with Language Spoken by Native Speakers</p>	<p>SCLSNS</p>

**INTERVIEWS ADMINISTERED TO THE STUDENTS FROM INSA**

**STUDENT A'S INTERVIEW**

Student A expressed that the teacher began the class by having a student singing a song in English or telling a story taken from a book or handout, and

then teacher made some questions about the story. Student A commented that the teacher promoted participation so that the class became more interesting. Next, when the student was asked what kind of equipment and didactic material the teacher used to develop the class; he said that the teacher used a TV set, a DVD player and didactic material such as markers, blackboard, and handouts. Next, the student pointed that the teacher used English all the time to develop the class. Regarding his participation, student A said that he considered to have a good performance as an English student since he participated in class. After, he was asked about the kind of activities the teacher used to develop the listening skill. The student answered that the teacher used the TV set and the tape recorder. In regards with the development of the oral skill, the student said that the teacher used repetition exercises and that the teacher asked the students to talk about a topic in class. Student A also commented that the teacher corrected mistakes and told them how to pronounce in a good way the mispronounced words. In relation to the reading skill, student A responded that the teacher used readings, handouts, and printed biographies. He also commented that to develop the writing skill, the teacher used translation exercises and dictation practices. As for his communication with his classmates in the English language, the student expressed that he did not speak English in the class because he and his classmates did not have the same level of English. Finally, student A said that he frequently participated in the class so that he could improve his level of English.

## STUDENT B'S INTERVIEW

When student B was asked about the way the teacher began the class, he said that the teacher started the class by having the students who arrived late, singing a song in English or to narrate a story. The student said that the teacher did this in order to begin the class in a very interesting way. The student also commented that the teacher promoted participation in class, for the classes were very dynamic and interesting. Next, student B was asked about the kind of equipment and didactic material the teacher used to develop the class. The student said that the teacher used a TV, a DVD player and didactic material such as markers, blackboard, and handouts. After that, the student was asked how often his teacher used English in the class; the student said that the teacher used English all the time during the class, but the student pointed out that the teacher used Spanish when the students did not understand the directions. Regarding his own participation in the class, student B said that he considered having a good performance as an English student since he participated in class. When this student was told to mention some of the activities the teacher used to develop their listening skill, he answered that the teacher developed role play activities through the use of the TV set and the tape recorder. The student commented that to develop the oral skill, the teacher used repetition exercises and that he assigned the students some presentations about certain topics. In order to develop the reading skills, the teacher gave the students some paragraphs, handouts, and printed biographies. On the other hand, the student said that the

teacher used translation exercises and dictation practices in order to develop the students' listening skills. When student B was asked about his practice of the language in the class among his classmates, he expressed that he did not use the target language in classes because not all the students had the same level of proficiency in the language and that he felt ashamed when his classmates listened to him speaking English. Finally, student B said that although he did not use the target language in class, he participated in classes because he liked it.

#### STUDENT C'S INTERVIEW

At the moment of the interview, student C expressed that the teacher began the class by having a student singing a song in English or instead dancing in front of the class. He commented that the teacher promoted participation by doing some games such as the hot potato or changing sits, that way the class became more interesting and we got fun. Next, he was asked what kind of didactic material the teacher uses to develop the class; he said the teacher used didactic material such as markers, blackboard and handouts. Next, he pointed that the teacher used English all the time to develop the class and sometimes he made an exception and he spoke in Spanish because we did not get the main idea of what he tried to say. Regarding his participation, he said that he considered having a good performance as English student since collaborated almost all the time with the activities the teacher proposed to do in the English class with the purpose to improve his language. After, he was asked what kind of activities the teacher used to develop listening skill, he answered that the teacher used the listening practices in which they (students) had to complete some gaps and sometimes he

gave them a handout and asks us to follow the reading while he is reading it aloud so they could hear a different pronunciation. In regards with oral skill he used repetition exercises. In relation to the reading skill he responded that the teacher uses readings, handouts, and printed biographies. He also commented that to develop the writing skill the teacher uses translation exercises and asks for volunteers to go to the whiteboard and write on it as he dictates a paragraph, then we check the spelling of it together. As for his communication with his classmates in the English language, he expressed that he did not do it because he doesn't like to speak English. Finally, he said that he frequently participated in the class even though he doesn't like English and he lacks of vocabulary.

#### STUDENT D'S INTERVIEW

Student D expressed that the teacher began the class speaking in English, by having a student singing a song in English and he told us the new topic to be studied. She commented that the teacher promoted participation so that class became more interesting. "However the participation was limited to a certain group of classmates" she replied. Next, she was asked what kind of equipment and didactic material the teacher uses to develop the class; she said the teacher uses TV a DVD player and didactic material such as markers, blackboard and handouts. Next, she pointed that the teacher used English all the time to develop the class. Regarding her participation, she said that she had a good performance in the English class since she participates in every activity the teacher did. After, she was asked what kind of activities the teacher uses to develop listening skill, and she answered that the teacher used dictation exercises. In regards with oral

skill he used repetition exercises and presentations to be developed in the next class and sometimes he asked us to invent a story about whatever topic so we pass to tell it in the front of the class. In relation to the reading skill she responded that the teacher uses readings, handouts, and printed biographies so we read them and if we have a mispronounced word he corrects us. She also commented that to develop the writing skill the teacher uses translation exercises only. As for his communication with her classmates in the English language, she expressed that she doesn't do it because English is somehow difficult for her. Finally, she said that she frequently participates in the English class.

<b>QUESTIONNAIRE FOR THE STUDENTS DATE 28-08-05</b>	<b>TOPICS AND WORDS TAKEN FROM THE QUESTIONNAIRE</b>	<b>CATEGORY</b>	<i>CODE</i>
1. What kind of activities does your English teacher use to start the class?	Students pointed that the teacher begins the class by having late comers singing a song or telling a story.	Teacher's Use of Warm up	TUWU
2. How does your English teacher develop the class?	Students said the teacher develops the class by using activities that promote students' participation	Promotion of Students' Participation	POSP
3. What kind of equipment and	Teacher uses DVD, a tape recorder, a	Material Used in Class	MUC

didactic material does your English teacher use?	TV set, markers, Whiteboard, and eraser		
4. Does your English teacher use the English language all the time in class?	Students agreed that the teacher uses the English language all the time to develop the class	Teacher's Use of English Language	TUEL
5. How do you consider your performance as an English student?	All the students said their performance in the class is regular.	Students' Performance in Class	SPC
6. What kind of activities does your English teacher use to develop the listening skill?	The teacher follows role-playing activities to develop listening skill.	Activities to Develop Listening Skills	ATDLS
7. What kind of activities does your English teacher use to develop the oral skill?	The teacher uses repetition exercises and asks students to talk about a topic in class.	Activities to Develop Oral Skill	ADOS
8. What kind of activities does your English teacher use to develop the reading skill?	The teacher has the students read handouts and printed biographies.	Material to Develop Reading Skills	MDRS
9. What kind of activities does your English teacher use to develop the writing skill?	The teacher uses translation exercises and dictations to develop writing skills.	Activities to Develop Writing Skills	ADWS

10. How often do you communicate with your classmates in the English language?	Students hardly ever communicate in the English Language.	Students' Frequent Use of the Language	SFUL
11. How often do you participate in the English class?	Students frequently participate in the class activities.	Students' Participation	SP

**COMPILATION OF DATA GATHERED FROM THE INTERVIEWS  
ADDRESSED TO THE FOUR HIGH SCHOOL ENGLISH STUDENTS FROM  
INSA**

The four students interviewed pointed that the teacher used activities to start the class. He made some students to pass to the front of the class and sing a song or he just told them a story, for instance. They also said that through these activities the teacher promoted participation, thus they could improve their English skills. Then they mentioned that the teacher used didactic material and equipment such as markers, whiteboard, DVD, and a TV set to develop this class. Also, they agreed that the teacher used the English language all the time to develop his class, and that was good for them so they could get familiar with the language. In regards with the development of the four macro skills, they said that to develop the listening skill the teacher used a tape recorder and some audio programs. To foster the oral skill, the teacher used repetition exercises and gave students a topic to talk about. To develop the reading skill, he used readings from handouts and printed biographies. In relation with the development of the writing skill, he used translation exercises and dictation practices. On the



other hand, when they were asked about their communication with classmates in the English language, they said that they did not communicate in English because some of them did not have the same level of English, and others were not interested in doing so. Finally, students said that they frequently participated in the class, so they could improve their level of English.

## **INTERVIEWS ADMINISTERED TO THE STUDENTS FROM BAPTIST SCHOOL**

### **STUDENT A'S INTERVIEW**

When student A was asked about the activities that her teacher used to start a class, she said that the teacher mostly used some songs in English to bring out a good atmosphere in class. Then, when the student was asked to describe the way the teacher developed the class, she said that the teacher did a lot of group work, based on the activities provided in the textbook. She also commented that the teacher fostered group discussion, but he almost never spoke in English with the students. Student A was also asked about the kind of equipment and material the teacher used to develop the class, and she said that the teacher used a tape recorder in class. She also stated that the students saw a lot of movies in class and that they did a lot of collages. However, she mentioned that the teacher also used the whiteboard and marker most of the time. She was also asked to mention how often the teacher used English during the class. According to this student, the teacher mixed English and Spanish when he explained the exercises in the textbook, but the student said that the teacher used more Spanish than English during classes. In addition, when the student was asked about her performance as an English student, she considered

to have a good performance in the class. After that, the student was asked about the kind of activities her teacher used in class to foster the listening skill. She said that the teacher used a CD which contained different activities from the textbook. For example, the teacher played a conversation in the CD, and the students had to fill in a conversation while listening to the CD. She also mentioned that the teacher played songs in the classroom and that the students had to listen to the song and correct the wrong words the lyrics had. When asked about the activities the teacher used to develop the speaking skill in class, the student said that the teacher assigned the students conversation practices and role plays and that the students had to improvise dramas and perform or create conversations which were sometimes in the textbook. The student said that to develop the reading skill, the teacher rarely provided students with reading tasks. She stated that they sometimes read the stories presented in the textbook. Moreover, this student was asked how often she communicated in English with her classmates. She said that she liked to say some words in English when talking to her classmates in class, but she generally used English only five or ten minutes, no more. Then, the student was asked about her participation in the class, and she said that she participated in classes a lot. For example, when she did not understand something, she interrupted the teacher and tried to make questions in English. She also said that she liked to approach the teacher and make questions in the target language. However, when she believed she was not able to express herself in English, she told her teacher she would do it in Spanish.

## STUDENT B'S INTERVIEW

When student B was asked about the activities that her teacher used to start the class, she said that the teacher started the class by reading something in the book or by writing down an exercise on the board. When this student was asked about the way her teacher developed the class, she said that the teacher developed the class in a good way. She also said that sometimes it was difficult for her to understand the class, but still she believed the English class was good. Regarding the material the English teacher used to develop his class, the student said that the teacher used the book and that he sometimes also used some songs. On the other hand, when asked about how often the teacher used the English language in the class, the student said that the teacher almost always spoke in English. However, she mentioned that when her classmates did not understand what the teacher said, the teacher used Spanish to give the students the directions. When student B was also asked to describe her own performance as an English learner, she said that she felt embarrassed to participate in class, for she could not speak in English. Then, this student was asked to mention the kind of material the teacher used the CD with the conversations in the book. Besides, she said that the teacher brought songs for the class. This student also commented that in order to develop students' oral skill, the teacher asked the students to work in pairs and to do different exercises in the book such as conversations and paragraphs. In addition, student B said that the teacher asked his students to read paragraphs in the book in order to develop the reading skill.

After that, this student was asked to say how often she used English to communicate with her classmates. She said that she never spoke in English because English was difficult for her. She emphasized that she spoke in English only when being evaluated. As a result, she said that she participated in class only when being demanded by the teacher to do so.

#### STUDENT C'S INTERVIEW

According to student C, the English teacher started the class by welcoming the students and asking about last class topic. He said that the teacher developed the class in a good way since the teacher managed the language pretty well. Regarding the material the teacher used to develop the class, student said that the teacher mostly used a tape recorder and the board. When asked about the teacher's use of the target language, student C said that the teacher almost always used English. He also stated that after speaking in English, the teacher always understood in Spanish just in case not all students understood. Regarding his own participation in class, student C said that he liked to participate in class. This student was also asked about the different material the teacher used to develop listening, oral, and reading skills. He said that the teacher mostly used a tape recorder, a CD, and certain paragraphs to read in class. This student added that the teacher had students memorize conversations in class, and he also asked students to read paragraphs to check their speed at reading. At the same time, the interviewed student said that he generally used English only when they had to read paragraphs in class, but he did not use the

target language outside the classroom. He also commented that he did not participate in class a lot because he did not think English was interesting.

#### STUDENT D'S INTERVIEW

About the way the teacher started the class, student D said that the teacher started the class by asking the students about the topic studied in the last class. She also commented that the teacher used to make some jokes in order to motivate the class. On the other hand, regarding the way the teacher developed his class, student D said that the teacher basically based on the book; that is, all the activities the students had to do in class were given in the textbook. After that, student D was asked to mention the material the teacher used in class. She said that the teacher used books, notebooks, dictionaries, and sometimes research papers. When student D was asked about how often the teacher used English in class, she said that the teacher almost always used English, but when students did not understand a paragraph, he explained it to them in Spanish. Regarding her performance as English student, she said that she considered having a good performance since she could understand the teacher with no problem. She also mentioned that she liked listening to her teacher speaking English. Then, this student was asked to mention the different material the teacher used in order to develop the listening, speaking, and reading skills. She commented that the teacher frequently used songs, movies, conversations, and the textbook. She also explained that the teacher asked the class to bring CD's with music to sing in class as well as movies. But mostly what the teacher used

in class was music. She stated that the teacher also had students to practice the conversations in class and perform them in front of the class. After that, this student was also asked to say how often she used the English to communicate. She said that she did not use English that often to communicate because her classmates made fun of her when she spoke in English. As a result, she felt embarrassed when speaking in English. Finally, she was asked to mention how often she participated in class, and she said that she participated in class a lot. However, she sometimes felt afraid of making a mistake though the teacher made her feel comfortable enough to be able to make questions. So, when having any doubt, the students approached the teacher and explained to them what they did not understand.

**INTERVIEW ADDRESSED TO HIGH SCHOOL ENGLISH STUDENTS FROM BAPTIST SCHOOL**

<b>STUDENTS' INTERVIEW</b>	<b>TOPICS AND WORDS TAKEN FROM THE INTERVIEW</b>	<b>CATEGORY</b>	<b>CODE</b>
1. What kind of equipment and activities does your English teacher use to start the class	The teacher begins the class <small>whether with a song, a written exercise or a question about last class topic.</small>	Different Warm-up Activities	WUACT
2. How does your English teacher develop the class?	The teacher develops the class assigning a lot of group work focused on the book.	Class Development	CLASSENT

<p>3. What kind of equipment and didactic material does your English teacher use?</p>	<p>The teacher uses a tape recorder, movies, collages, the whiteboard, markers, the textbook, and dictionaries.</p>	<p>Didactic Material</p>	<p>DIDMAT</p>
<p>4. Does your English teacher use the English language all the time in class?</p>	<p>The teacher uses the target language most of the time. However, he speaks Spanish when students do not understand the instructions given. The teacher's use of the target language</p>	<p>Teacher's Use of the Target Language</p>	<p>TUOTL</p>
<p>5. How do you consider your English teacher's performance in class?</p>	<p>Half of students considered not to have a good performance as students since they did not participate in class because the language was quite difficult for them. The other 2 students said that they loved to participate.</p>	<p>Students' Performance</p>	<p>SSPERF</p>
<p>6. What kind of activities does your English teacher use to develop the listening skill?</p>	<p>The teacher mostly uses conversations and songs.</p>	<p>Activities to Develop Listening Skills</p>	<p>LISTACT</p>

<p>7. What kind of activities does your English teacher use to develop the oral skill?</p>	<p>The teacher uses conversation practices as well as dialogue memorization that are provided in the textbook</p>	<p>Activities to Develop Oral Skills</p>	<p>ORALACT</p>
<p>8. What kind of activities does your English teacher use to develop the reading skill?</p>	<p>One student expressed that his teacher did not follow up activities that developed the reading skill. However the other three said that the teacher used the reading activities provided in the book.</p>	<p>Activities To Develop Reading Skills</p>	<p>REACT</p>
<p>9. How often do you communicate with your classmates in the English language?</p>	<p>All students said that they did not use the target language outside the classroom.</p>	<p>Students' Use Of The Target Language</p>	<p>SSUTARL</p>
<p>10. How often do you participate in the English class?</p>	<p>Two students said that they participated in class quite often. The other 2 said that they participated only when directly asked by the teacher.</p>	<p>Frequency Of Students' Participation In Class</p>	<p>SSPART</p>



**COMPILATION OF DATA GATHERED FROM THE INTERVIEWS**  
**ADDRESSED TO THE FOUR HIGH SCHOOL ENGLISH STUDENTS FROM**  
**BAPTIST SCHOOL**

According to the interviewed students, the English teacher begins the class with a song, with a written exercise, or with some question about last class topic. They also stated that the teacher focused his classes on the book developing a lot of group work. On the other hand, regarding the type of material he used to teach his classes, the students expressed that he makes use of tape recorders, movies, collages, the whiteboard, markers, the textbook, notebooks, and dictionaries. Besides, according to students, the teacher uses English most of the time. However, he uses Spanish when his students do not understand the directions given in class or when they do not understand the contents of the book.

Regarding students' participation, two interviewed students said that they did not consider having a good performance as English students since they did not participate in class due to the difficulty that the target language had. The other two said that they liked to participate in class. These two students even believed that the language was easy for them to learn. On the other hand, all interviewed students said that the teacher made use of most of the conversations in the textbook, songs, and music Cd's to help them develop listening skills. However, as it was observed during the observation period, the teacher never used the audio or the conversations in the textbook. During classes, the teacher was more concerned about developing activities that could foster reading mostly.

As a result, when he asked a student to read in class, most of the time, the student's pronunciation was very good and they could read at ease. To develop students' oral skills, the teacher followed different types of activities such as conversation practices and dialogue memorization. Nevertheless, it was never observed that the teacher did such activities during class because he liked to have his students read paragraphs and stories presented in the textbook better than practicing dialogues or conversations.

When students were asked about the use of English outside the classroom, they stated that they did not use it to communicate among them. That happened mostly because of two reasons: a) Peer Pressure: students felt uncomfortable when using the target language outside the classroom in front of their classmates; b) Difficulty of Target Language: English was difficult for them to learn. As a result, some of the students did not participate in class unless the teacher asked them to. So, during class observation, it was seen that there was a group of students that participated more than the rest of the class. The teacher centered his attention on those students who were always listening and on task, but he did not try to involve those students who were reluctant to participate in class. As a result, classes were not participative and students did not have the opportunity to practice the language

#### **DATA OF OBSERVATION CHECKLIST ABOUT THE METHODOLOGICAL PROCEDURES FROM INSA**

To develop the class, the teacher used a mixture of methods. That is, the teacher combined the grammar-translation method, the direct method,

suggestopedia, and the communicative approach. The teacher encouraged group work and use of the target language. Regarding the variety of activities the teacher used in his class to develop the students' four macro skills, the teacher did not provide the students with activities to do so. On the other hand, it was observed that the teacher used the target language most of the time; he used it to give directions and to help students with the assigned tasks. Nevertheless, the students did not understand the teacher; for they were not used to listening to the teacher speaks English in classes. In contrast to the teacher's use of the target language in class, the teacher did not have a lesson plan to follow; he only planned the activities he was going to develop in the class, for he brought the material he was going to need. However, the teacher brought copies in only one class and flashcards in just another class as well. In spite of the students' use of the target language to communicate among themselves, the students did not communicate in English. They only used some basic expressions such as teacher, come here, thank you, sir, and please. Some students participated in classes but not all. Sometimes, the teacher could control the class, and sometimes he just let the students do what they wanted to do. That is, the teacher let the students stand up, go out, talk, even shout without the corresponding permission from his part.

## CLASS OBSERVATION CHECKLIST

OBSERVATION CHECKLIST ABOUT METHODOLOGICAL PROCEDURES	TOPICS AND WORDS TAKEN FROM THE OBSERVATION	CATEGORY	CODE
<p><b>ASPECT 1</b> A method used by the teacher</p>	<p>A mixture of methods (Grammar-Translation method, Direct method, suggestopedia, and Communicative Approach )</p>	<p>Language Teaching Methods</p>	<p>LTM</p>
<p><b>ASPECT 2</b> Teacher's use of the target language</p>	<p>The teacher used the target language most of the time.</p>	<p>Use Of The Target Language In Class</p>	<p>UTLC</p>
<p><b>ASPECT 3</b> Teacher's use of the native language</p>	<p>The teacher almost never used the native language. He only used it to explain new vocabulary or to call students' attention.</p>	<p>Use Of The Mother Tongue In Class</p>	<p>UMTIC</p>

<p><b>ASPECT 4</b></p> <p>Teacher's use of a lesson plan (follow up of the main parts of the class)</p>	<p>The teacher did not use a lesson plan; he only planned the activities previously since he brought the material he was going to need.</p>	<p>Use Of A Lesson Plan</p>	<p>ULP</p>
<p><b>ASPECT 5</b></p> <p>Variety of activities to foster the development of the four macro skills</p>	<p>There was not a variety of activities which helped students develop their four macro skills. That is, each class was focused on developing one or two skills only but not the four macro skills integrally.</p>	<p>Variety Of Activities To Develop The Students' Four Macro Skills</p>	<p>VADFMS</p>
<p><b>ASPECT 6</b></p> <p>Visual aids</p>	<p>Out of the eight observed classes visual aids were not observed except flashcards in one class.</p>	<p>Visual Aids To Develop The Class</p>	<p>VADC</p>
<p><b>ASPECT 7</b></p> <p>Students' use of the target language to communicate</p>	<p>The students did not use the target language to communicate among themselves and the teacher.</p>	<p>Communication In The Target Language</p>	<p>CTL</p>

<p><b>ASPECT 8</b> Students' participation</p>	<p>Some students participated in classes when they had the chance to do so.</p>	<p>Class Participation</p>	<p>CP</p>
<p><b>ASPECT 9</b> Monitoring of students while doing group or peer work</p>	<p>The teacher sometimes monitored the students.</p>	<p>Monitoring Of Students</p>	<p>MS</p>
<p><b>ASPECT 10</b> Material used to develop the class</p>	<p>The teacher only used flashcards and copies in a class.</p>	<p>Material To Develop The Class</p>	<p>EMDC</p>
<p><b>ASPECT 11</b> Classroom atmosphere</p>	<p>The class was a 40% of students participating and the 60 wasting their time.</p>	<p>Class Environment</p>	<p>CE</p>
<p><b>ASPECT 12</b> Discipline in the class</p>	<p>The teacher sometimes could control the class.</p>	<p>Control Of The Class</p>	<p>CC</p>

## **DATA OF OBSERVATION CHECKLIST ABOUT THE METHODOLOGICAL PROCEDURES FROM BAPTIST SCHOOL**

To teach English classes, the teacher B used different methods when developing his classes. He encouraged group- work activities, too. The teacher used both, the target language and the native language; that is, he used English and Spanish to give directions and to address the students as well as to help them with their work. Although the teacher did not use a lesson plan, he used a textbook and followed it as a lesson plan. This means, he developed the topics and worked on the exercises presented in the textbook. Regarding the variety of techniques to develop the speaking, listening, reading, and writing skills, the teacher only used activities focused on one or two skills. For example, the teacher developed only written or reading exercises in the class, but he did not work on activities which could help students develop the four macro skills simultaneously. The teacher sometimes brought photocopies to the classroom. On the other hand, regarding the students' use of the target language in classes, the students did not use the target language to communicate among them or with the teacher; the students only used some words such as teacher, please, come here, and the like. The students participated in classes when they had the chance to do so. For instance, the teacher monitored the students, sometimes. The teacher just told the students to work on a given exercise without checking if all students were doing their assigned task. The teacher and students made a good classroom atmosphere though the teacher sometimes did not work hard to make sure all students were on task.

### OBSERVATION CHECKLIST (BAPTIST SCHOOL)

OBSERVATION CHECKLIST ABOUT METHODOLOGICAL PROCEDURES	TOPICS AND WORDS TAKEN FROM THE OBSERVATION	CATEGORY	CODE
<p style="text-align: center;"><b>ASPECT 1</b></p> <p>A method used by the teacher</p>	<p>The teacher used different methods when developing his classes. He encouraged group-work activities.</p>	<p>Method(s) to develop classes</p>	<p style="text-align: center;">MTDC</p>
<p style="text-align: center;"><b>ASPECT 2</b></p> <p>Teacher's use of the target language</p>	<p>The teacher sometimes used the target language in class.</p>	<p>Teacher's use of the target language in class</p>	<p style="text-align: center;">TUTL</p>
<p style="text-align: center;"><b>ASPECT 3</b></p> <p>Teacher's use of the native language</p>	<p>The teacher used the native language to explain what he said in English. He also used it to explain new vocabulary.</p>	<p>Teacher's use of the target language</p>	<p style="text-align: center;">TUNL</p>



<p><b>ASPECT 4</b> Teacher's use of a lesson plan (follow up of the main parts of the class)</p>	<p>The used a textbook as a lesson plan. He followed the sequence of activities given in the textbook. However, he did not develop his classes with the three main parts of a lesson plan.</p>	<p>Use Of A Lesson Plan</p>	<p>ULP</p>
<p><b>ASPECT 5</b> Variety of activities to foster the development of the four macro skills</p>	<p>There was not a variety of activities which developed students' four macro skills since the teacher focused mostly on developing students' reading skills.</p>	<p>Development Of Students' Macro Skills</p>	<p>DEVSMS</p>
<p><b>ASPECT 6</b> Visual aids</p>	<p>The teacher used the white board and markers most of the time. He did not use visuals aids at all.</p>	<p>Use Of Visual Aids</p>	<p>UVAIDS</p>
<p><b>ASPECT 7</b> Students' use of the target language to communicate</p>	<p>The students did not use the target language at all. They just used some basic words like "teacher, come here".</p>	<p>Students' Use Of The Target Language</p>	<p>SUTL</p>

<p><b>ASPECT 8</b></p> <p>Students' participation</p>	<p>As it was a large class, it was quite difficult to see all students participating in class actively.</p>	<p>Students' Class Participation</p>	<p>SCPART</p>
<p><b>ASPECT 9</b></p> <p>Monitoring of students while doing group or peer work</p>	<p>As the teacher provided students with a lot of group work activities, he often monitored students, moving around the class to help the students</p>	<p>Monitoring Students' Work</p>	<p>MSSWK</p>
<p><b>ASPECT 10</b></p> <p>Material used to develop the class</p>	<p>During the observation sessions, the teacher frequently used the whiteboard and markers. He seldom used material to develop his classes.</p>	<p>Material To Develop The Class</p>	<p>MDCLA</p>
<p><b>ASPECT 11</b></p> <p>Classroom atmosphere</p>	<p>The classroom was clean, organized, and ventilated. Students were encourages to participate.</p>	<p>Classroom Atmosphere</p>	<p>CLATM</p>

<p><b>ASPECT 12</b> Discipline in the class</p>	<p>The teacher did not need to make a big effort to control the class because the students worked on their assigned tasks.</p>	<p>Control Of The Class</p>	<p>CONCLA</p>
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**DATA OF OBSERVATION CHECKLIST REGARDING THE USE OF TECHNOLOGICAL DEVICES IN THE CLASS FROM INSA AND BAPTIST SCHOOL**

Among the four classes observed in order to find out whether teacher A used technological devices in the English class or not, it could be noticed that the teacher did not use technological tools in the class very often. That is, the teacher used a TV set only once, and this TV set was the only available technological device the teacher used to develop English classes.

**OBSERVATION CHECKLIST ON TECHNOLOGY (INSA AND BAPTIST)**

<p><b>OBSERVATION CHECKLIST ABOUT THE USE OF TECHNOLOGY IN THE ENGLISH CLASS</b></p>	<p><b>TOPICS AND WORDS TAKEN FROM THE OBSERVATION</b></p>	<p><b>CATEGORY</b></p>	<p><b>CODE</b></p>
<p>ASPECT 1 The teacher's use of technological devices</p>	<p>At the moment of the observation, the teachers only used a TV set and a video</p>	<p>Use Of Technological Devices</p>	<p>UTD</p>
<p>ASPECT 2 Songs in class</p>	<p>There was no use of songs in the class.</p>	<p>Use Of Songs</p>	<p>USONGS</p>

ASPECT 3 Use of power point presentations	The teachers did not work on power point presentations in the class.	Power Point Presentations	PPP
ASPECT 4 Videos in the class	The teachers used a movie in a class.	Use Of Videos	UVIDOS
ASPECT 5 Material gotten from the internet	The teachers sometimes used material downloaded from the internet	Material From The Internet To Use In Class	MIUC
ASPECT 6 Use of English software to develop the class	The teachers never used an English software to develop the class.	English Software	ES
ASPECT 7 Use of on-line pages	The teachers never used on-line pages.	Interactive On-line Pages.	INTOLPA

### **INTERPRETATION OF DATA**

The following interpretation of data is based on the information gathered from the interviews addressed to the English teachers and the four eleventh graders as well as the observation checklists regarding methodological procedures and the use of technology.

When Teacher A and B were asked to mention the best way to teach English as a second language, they gave quite different answers: Teacher A said

that the best way to teach English is through technology while teacher B said that it is by having students working in groups. However, during the observation stage, it was noticed that teacher A hardly ever made use of technology to develop his class, and he usually developed his classes by using the old traditional sources: the whiteboard and markers. Then, during the classes, it was observed that students were not given the benefits of using technological tools such as TV sets, DVDs, computers, and the like. In fact, when being interviewed, students stated that the teacher B mostly used the conversations presented in the book with the audio containing those conversations. So, students did not learn the language through meaningful and everyday scenes that come along with videos, songs, and the Internet. On the other hand, when teacher B was asked about the tools that make teaching more efficient and practical, he said that media was one of the most important tools that a teacher may use to make teaching more practical. However, it was observed that in a term of two months approximately, teacher B made use of the CD player only once and did not use the other sources provided by the institution although the institution had other technological tools such as a TV, a VCR, a tape recorder, and an overhead projector. Actually, most of his classes were centered on the textbook which was the main source of information he had to teach the language. Therefore, his students were not exposed to the authentic language material that is presented through videos and power point presentations, and his teaching resources were the whiteboard, the textbooks, and the notebooks. On the other hand, when the two teachers were asked to define to what extent technology motivated students

to learn the language, both of them agreed that students feel very happy and encouraged when they have to do projects that require the use of the Internet. Nevertheless, during the observation stage, the teachers neither assigned students tasks that required the use of the Internet nor asked them to search for information about a specific topic on the web. Indeed, Teacher A was limited to get students photocopies of on-line activities to develop his classes, but he did not encourage students to search for information in English in the Internet. Furthermore, during his classes, teacher B was focused on having students work in groups doing a task presented in the textbook, but he did not ask students to carry out a project where they could use multimedia in order to help them feel motivated to learn English. Moreover, when teacher B was asked to mention the limitations when looking for activities to develop his classes, he said that the only limitation he had was that he did not have access to the Internet in the institution. However, he did not believe that the Internet was essential to teach his classes. Nevertheless, according to both teachers, it is important for English teachers to attend trainings and seminars on the use of technology in order to improve their classes since the teachers believe that English teachers may be benefited by attending seminars and trainings, for they can have more practice, develop listening, and learn new ideas to develop a class.

**CHAPTER III**

**CONCLUSIONS**

**AND**

**RECOMMENDATIONS**

## CONCLUSIONS

After carrying out the analysis and interpretation of data, the researches conclude the following:

1. Even though multimedia is a helpful source to be used in an English class to help students learn the language through meaning and context, English teachers are not implementing technology in their classes.
2. English teachers are not looking forward to include new methodological procedures to apply with technological tools in their classes.
3. Although there is a variety of activities and new technological inventions which could better high school English students' management of the language, teachers are tied to old traditional language methodology.
4. Since educational institutions do not promote English teachers' development, English teachers are not aware of the importance of multimedia in second language acquisition.
5. Nowadays, though, institutions may have technological equipment such as computer labs, head projectors, LSD projector, and TV sets, high school English teachers are not taking advantage of the benefits these technological devices bring out to English classes.



## RECOMMENDATIONS

After having analyzed and interpreted the gathered information, the researchers suggest the following:

1. English teachers should look for new ways to enrich their teaching methodology so that their classes turn to be more interesting, meaningful, and participative.
2. Educational institutions should promote teachers' development by having teachers attend workshops or trainings in order to guarantee the effectiveness of EFL teaching.
3. Teachers should get acquainted with the latest trends in EFL teaching by having access to a design of a teaching training program on how to take advantage of using technological devices a long with new activities in the English classroom.
4. Teachers should provide students with a variety of communicative activities which can foster the students' oral and listening skills.

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# **APPENDIXES**

## APPENDIX A

UNIVERSITY OF EL SALVADOR

WESTERN MULTIDISCIPLINARY CAMPUS

FOREIGN LANGUAGE DEPARTMENT

“A Design of a Teaching Training Program on the Use of Technology to Enrich Current Methodological Language Procedures at a High School Level”

Year: 200\_\_

Schedule: Saturday from 2:00-5:00

### II. COURSE DESCRIPTION

This course is addressed to High School English teachers. In this course, the participants will use the latest technological devices to develop various and different activities in the English classroom. The participants will also apply the knowledge they get in each sessions in order for them to carry out activities to reinforce their students' learning of English.

### III. OBJECTIVES

❖ General objective:

\* To enable teachers to use the latest technological devices in the classroom

❖ Specific objective:

\* To provide high school English teachers with new and meaningful activities for students through the use of technology

#### IV. METHODOLOGY

This course will be divided into eight sessions. Participants will be introduced to the importance of multimedia in the teaching field as well as how technology helps English learners to succeed in the EFL classroom. Besides, participants will be provided with class activities and tasks that require the use of the different technological devices. During this course, the activities will be carried out in peer and group work, depending on the task. In order to reinforce participants' knowledge, they will be given written material which will contain meaningful and useful activities they could use in their classes.

#### V. TRAINERS' ACTIVITIES

- Prepare sessions
- Select and prepare material that will be used throughout the course
- Make participants get in the sessions actively
- Review on previous topics
- Make sure the equipment is in good conditions before and after each session
- Bring exercises to be done by the participants in the sessions
- Monitor participants

#### VI. PARTICIPANTS' ACTIVITIES

- Attend all sessions
- Be punctual
- Participate in all the activities
- Read the provided material

- Make proper use of the technological tools available in the course

## VII. CONTENTS

- E- mails
  - ✓ Two ways to use e-mails in the English class
- Movie trailers
  - ✓ Importance of movie trailers in the English class
  - ✓ List of movie trailers and suggested activities
- Teaching English with songs
  - ✓ Techniques for using songs in the classroom
  - ✓ Suggested lyrics and activities
- PowerPoint presentations
  - ✓ Ways of using Power Point in an English class
  - ✓ Starting Microsoft Power Point
  - ✓ Example of a Power Point presentation
- The use of Videos
  - ✓ Benefits of using videos in EFL classes
  - ✓ Sample activities for using videos

## VIII. RESOURCES

- Handouts
- Worksheets
- Whiteboard and markers
- Computers
- Internet
- LSD projector

- Head projector
- Tape recorder (cassettes, CDs, etc.)
- Video cameras
- DVDs
- TV sets (videos, VHS)

#### IX. BIBLIOGRAPHY

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<http://www.isabelperez.com/songs.htm>

<http://208.183.128.8/la/activities/pptresources.html> )



**SUGGESTED ACTIVITIES TO BE  
USED IN AN ENGLISH CLASS  
ALONG WITH TECHNOLOGY**

## **AN INTRODUCTION TO MULTIMEDIA IN ESL INSTRUCTION**

Why using multimedia in ESL instruction? There are many reasons to incorporate multimedia into language courses. For example, as multimedia provides variety, it is an exciting and new way to combine texts, photographs, and pictures, animation, audio, and video clips as well. At the same time, it contains different ways to present and practice new language. In addition, when having access to multimedia components such as computers and the Internet, students are given a new element of choice which may not exist in the traditional classroom. For instance, students may choose whether to listen to or read a piece of language three to four times or even more. Also, students may even work through the materials in ways which match their preferred learning style as well as study at their own pace. Furthermore, when there are available computers for students, they can have extra work outside the classroom, play language games, and hopefully be exposed to authentic language improving their progress as EFL learners with so. Then, students will feel encouraged and will better their reading and listening language skills.

## **USING E-MAILS IN THE ESL CLASS**

Since using e-mails has become an innovating way of communication, it motivates EFL learners to read and write in English and helps them practice the language among them. For example, students can communicate with other students from different countries all over the world by e-mails. ¿? This process occurs into different ways:

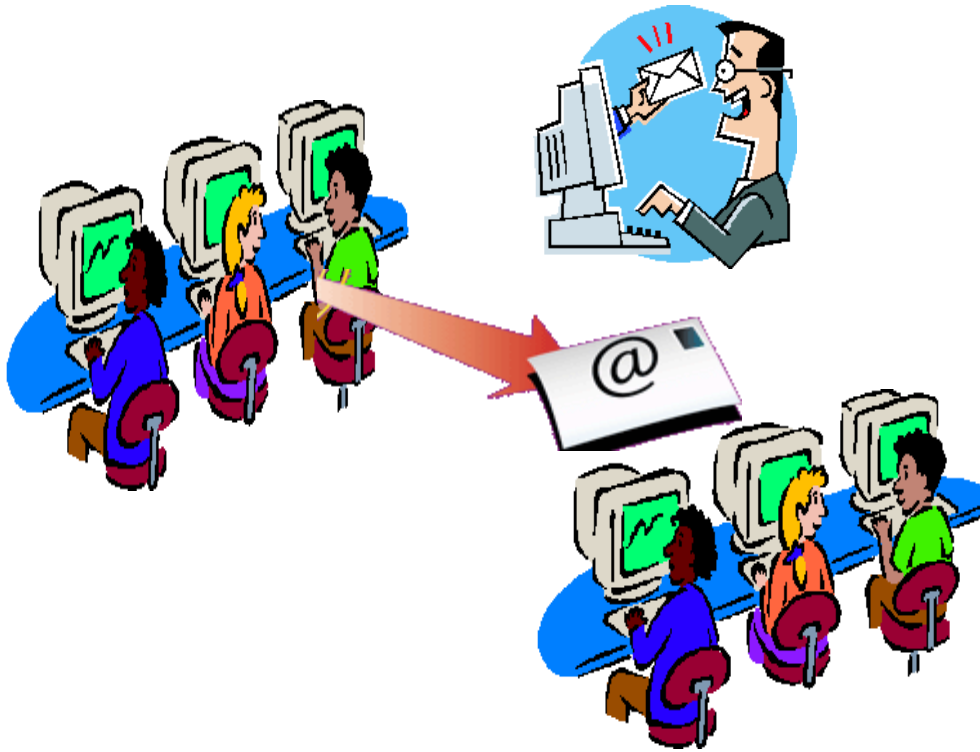
- A) The personal one-on-one communication

## B) The alternative way

The personal one-on-one communication consists of having two students communicating with each other through e-mails. On the other hand, the alternative way consists of sending messages to a different class in which the teacher or a student reads the messages aloud. Later, the teacher asks the class to answer those messages in English. These two methods of using e-mails as a means of communication in the English class have their own advantages and disadvantages. However, both ways are practical and convenient, and teachers can use them to reinforce students' writing and reading skills. That is why; the teacher has to carefully decide on the method and the technique he considers to be more useful and meaningful to meet his students' language needs.



(Picture 1. One -on- one communication way)



(Picture 2. Alternative Communication way)

## MOVIE TRAILERS

### ✓ **IMPORTANCE OF USING MOVIE TRAILERS IN THE ENGLISH CLASS**

One way of providing students with relevant, significant, and interesting contents and activities inside the English classroom is by using movie trailers in the English class. Movie trailers or previews are quick shots which contain interesting, useful, practical, and real-life pieces of communication that help students be exposed to authentic language material since they present English exactly as it is spoken in real-life contexts. At the same time, movie trailers build up a more exciting and relaxing atmosphere in the English class because they call students' attention and entertain them by displaying colourful scenes, interesting characters, new situations, and the like. Consequently,

English language learners perceive the English class as a practical and comfortable way to learn.

✓ LIST OF MOVIE TRAILERS AND ACTIVITIES

Some examples of movie trailers and techniques are presented as follow:

**THE ALAMO**

***Objective: To enable students to talk about likes and dislikes***

***Warm-up Talk***

- ***Find some questions from the list below to help you start a conversation with your students. Ask follow-up questions to keep the conversation going.***

Do you know anything about *The Alamo*?  
*The Alamo* is a war movie. Do you like war movies?  
*Dennis Quaid* stars in this movie.  
Do you like Dennis Quaid?  
What's your favorite Dennis Quaid movie?  
What do you like about Dennis Quaid?

*Billy Bob Thornton* stars in this movie.  
Do you like Billy Bob Thornton?  
What's your favorite Billy Bob Thornton movie?  
What do you like about Billy Bob Thornton?

**SUMMARY**

- ***The teacher gives the students a short description of the movie.***

**The Alamo**

The Alamo is the story of the 1835-36 standoff at the Alamo in Texas between a group of American-born Texans and Mexican-born Texans versus a much larger Mexican army. This true story is what led to the independence of Texas, after the Mexican army was defeated by the Americans.

**Director:** John Lee Hancock

**Actors:** Dennis Quaid, Billy Bob Thornton, Jason Patric, Patrick Wilson, Jordi Molla, Emilio Echevarria, Laura Clifton, Leon Rippy

**Distributor:** Touchstone Pictures

**Release Date:** 2004-04-09

**Writing Credits:** Leslie Bohem, Stephen Gaghan, John Lee Hancock

**Genre:** Historical D Check your listening skill! Watch the trailer again and try to write the correct word in the blanks below.

**CLOZE**

***Check your students' listening skill. Watch the trailer again and ask the students to try to write the correct word in the blanks below. After you finish watching the trailer check all at the end of the script to correct answers.***

**Col. Travis:** There have been many \_\_\_\_\_ of what Texas is, what it should become. We are not all in \_\_\_\_\_.

But I'd like to ask each of you what it is you \_\_\_\_\_ so highly, that you are willing to \_\_\_\_\_, and possibly die for.

We will call that Texas. There are only a few \_\_\_\_\_ of us. They are nearly 4,000 \_\_\_\_\_.

But if you wish to stay here, in the Alamo, we will show the world what \_\_\_\_\_ are made of.

**Davy Crockett:** We're gonna need a lot more men.

**Narrator:** Touchstone Pictures presents. The incredible true story of two \_\_\_\_\_ who fought for what they believed, \_\_\_\_\_ what they loved, and gave the world a \_\_\_\_\_ to remember.

**James Bowie:** The hour is at hand!

**Narrator:** The Alamo.

## **SCRIPT**

### **The Alamo**

#### **Cast:**

Patrick Wilson as *Col. William Barrett Travis*

Billy Bob Thornton as *Davy Crockett*

Jason Patric as *James Bowie*

**Col. Travis:** There have been many ideas of what Texas is, what it should become. We are not all in agreement.

But I'd like to ask each of you what it is you value so highly, that you are willing to fight, and possibly die for.

We will call that Texas. There are only a few hundred of us. They are nearly 4,000 strong.

But if you wish to stay here, in the Alamo, we will show the world what patriots are made of.

**Davy Crockett:** We're gonna need a lot more men.

**Narrator:** Touchstone Pictures presents. The incredible true story of two sides who fought for what they believed, protected what they loved, and gave the world a legend to remember.

**James Bowie:** The hour is at hand!

**Narrator:** The Alamo.  
**ALEXANDER**

**Objective:** *To enable students to use the simple past tense to talk about past events.*

#### **Warm-up Talk**

- **Find some questions from the list below to help you start a conversation with your students. Ask follow-up questions to keep the conversation going.**

Do you know anything about *Alexander*?  
*Alexander* is a historical movie. Do you like historical movies?

*Colin Farrell* stars in this movie.  
Do you like Colin Farrell?  
What's your favorite Colin Farrell movie?  
What do you like about Colin Farrell?

*Angelina Jolie* stars in this movie.  
Do you like Angelina Jolie?  
What's your favorite Angelina Jolie movie?  
What do you like about Angelina Jolie?

*Anthony Hopkins* stars in this movie.  
Do you like Anthony Hopkins?  
What's your favorite Anthony Hopkins movie?  
What do you like about Anthony Hopkins?

*Val Kilmer* stars in this movie.  
Do you like Val Kilmer?  
What's your favorite Val Kilmer movie?  
What do you like about Val Kilmer?

## **SUMMARY**

- ***The teacher gives the students a short description of the movie***

### **Alexander**

Alexander the Great, the King of Macedonia, lived from 356-323 B.C. and led his army to conquer 90% of the known world by the time he was 25 years old. This film is about an eight year period where Alexander and his army of soldiers attack the Persian Empire, Egypt and finally India.

**Director:** Oliver Stone

**Actors:** Colin Farrell, Val Kilmer, Angelina Jolie, Anthony Hopkins, Jared Leto

**Distributor:** Warner Brothers

**Release Date:** 2004-11-05

**Writing Credits:** Laeta Kalogridis, Oliver Stone

**Genre:** Action, Drama, Historical, Action, War



## CLOZE

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- **Check your students' listening skill. Watch the trailer again and ask the students to try to write the correct word in the blanks below. After you finish watching the trailer, check all at the end of the script to correct answers.**

**Ptolemy:** By the age of 25, he had conquered the \_\_\_\_\_ world, and changed the \_\_\_\_\_ of \_\_\_\_\_ forever.

**Text:** Warrior. King. Lover. Seeker. Conqueror. Savior.

**Alexander:** Conquer your \_\_\_\_\_! And I \_\_\_\_\_ you will conquer death!

**Text:** The greatest legend of all was real.

## SCRIPT

### Cast:

Colin Ferrell as *Alexander*

Anthony Hopkins as *Ptolemy*

**Ptolemy:** By the age of 25, he had conquered the known world, and changed the course of mankind forever.

**Text:** Warrior. King. Lover. Seeker. Conqueror. Savior.

**Alexander:** Conquer your fear! And I promise you will conquer death!

**Text:** The greatest legend of all was real.

## TALKING ACTIVITY

- **Choose from the list below questions that you think are interesting and use them to help you start a conversation with your students. Don't forget to ask lots of 'follow-up' questions!**

Did you study about Alexander in history class?

What do you know about Alexander?

Do you know of a person who did something important in history?

What did he or she do?

## QUIZ

- **Test your students' English. the best answer for the their answers.**

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**Ask them to choose questions. Then check**

1. By the age of 25, he had conquered the \_\_\_\_\_ world, and changed the \_\_\_\_\_ of mankind forever.

\* known, route                      \*knew, route

\* known, course                      \* knew, course

2. What does the word conquer mean in the following sentence?

Conquer your fear!

\*scare                      \*love                      \*overcome                      \*have

3. The legend of all was real

\* great

\*greatest

\*hugest

## **THE DA' VINCI CODE**

***Objective: To enable students to use the present perfect tense to talk about activities that started in the past and still continue in the present.***

### ***Warm-up Talk***

***Find some questions from the list below to help you start a conversation with your students. Ask follow-up questions to keep the conversation going.***

Have you heard anything about *The Da Vinci Code*?

Do you know anything about *The Da Vinci Code*?

*The Da Vinci Code* is a thriller. Do you like thrillers?

*Tom Hanks* stars in this movie.

Do you like Tom Hanks?

What's your favorite Tom Hanks movie?  
What do you like about Tom Hanks?

*Audrey Tautou* stars in this movie.  
Do you like Audrey Tautou?  
What's your favorite Audrey Tautou movie?  
What do you like about Audrey Tautou?

*Ian McKellen* stars in this movie.  
Do you like Ian McKellen?  
What's your favorite Ian McKellen movie?  
What do you like about Ian McKellen?

*Alfred Molina* stars in this movie.  
Do you like Alfred Molina?  
What's your favorite Alfred Molina movie?  
What do you like about Alfred Molina?

## **SUMMARY**

- ***The teacher gives the students a short description of the movie***

### **The Da Vinci Code**

Based on the best-selling novel by Dan Brown, the movie version tells the story of Robert Langdon - a Harvard symbology expert. After he is invited to the Louvre museum to help with a murder case where an unusual symbol is found near the dead body, Dr. Langdon soon discovers a series of clues hidden inside the works of Da Vinci that show that Da Vinci was part of a secret society called the "Priory of Sion".

**Director:** Ron Howard

**Actors:** Tom Hanks, Audrey Tautou, Ian McKellen, Alfred Molina, Jean Reno

**Distributor:** Columbia / TriStar

**Release Date:** 2006-05-19

**Writing Credits:** Dan Brown (novel), Akiva Goldsman (screenplay)

**Genre:** Drama, Mystery, Thriller

## **CLOZE**

- **Check your students' listening skill. Watch the trailer again and ask the students to try to write the correct word in the blanks below. After you finish watching the trailer, check all at the end of the script to correct answers.**

It is so \_\_\_\_\_ that men \_\_\_\_\_ have died to \_\_\_\_\_ it.  
 kill to \_\_\_\_\_ it. 73 And there are those who would  
 hidden for centuries ... right before our \_\_\_\_\_.  
 What if the world's greatest works of art held a \_\_\_\_\_ that could  
 change the \_\_\_\_\_ of mankind - forever.

Next summer, no matter what you have read, no matter what you believe, the  
 \_\_\_\_\_ has just \_\_\_\_\_.

### **SCRIPT**

It is so powerful that men have died to protect it.

And there are those who would kill to expose it.

It is a message that has been hidden for centuries ... right before our eyes.

What if the world's greatest works of art held a secret that could change the course of mankind - forever.

Next summer, no matter what you have read, no matter what you believe, the journey has just begun.

### **TALKING ACTIVITY**

- **Choose from the list below questions that you think are interesting and use them to help you start a conversation with your students. Don't forget to ask lots of 'follow-up' questions!**

Do you know anything about Da Vinci's work?

Why do you think Da Vinci's painting *The Mona Lisa* is considered one of the most famous paintings in history?

Have you read the book?

Have you ever visited a museum?

What kind of paintings have you seen there?

**The Lion, the Witch and the**

74

**Wardrobe**

**Objective:** To enable students to describe past events by using “Used to”

**SUMMARY**

- *The teacher gives the students a short description of the movie*

During World War II, four children from London are sent to a house in the countryside so they will be safe. While they are there, they discover a secret wardrobe that leads into a magical world called Narnia that is ruled by an evil witch. The children join Aslan, the lion God of Narnia, and begin the great battle between good and evil.

The Chronicles of Narnia are a series of extremely popular books by C.S. Lewis. The Lion, the Witch and the Wardrobe is the first in the series.

**Director:** Andrew Adamson

**Actors:** William Moseley, Georgie Henley, Skandar Keynes, Anna Popplewell, Tilda Swinton, Liam Neeson

**Distributor:** Disney

**Release Date:** 2005-12-09

**Writing Credits:** C.S. Lewis (novel); Ann Peacock, Andrew Adamson, Christopher Markus, Stephen McFeely (screenplay)

**Genre:** Adventure, Family, Fantasy

**CLOZE**

- *Check your students’ listening skill. Watch the trailer again and ask the students to try to write the correct word in the blanks below. After you finish watching the trailer, check all at the end of the script to correct answers.*

**Peter Pevensie:** Mrs. Macready?

**Mrs. Macready:** I'm \_\_\_\_\_so.

**Mrs. Macready:** The professor is not accustomed to having \_\_\_\_\_in this house. And as such, there are a few \_\_\_\_\_we need to follow.

There will be \_\_\_\_\_shouting. Or running. No sliding on the banisters. No touching of the historical artifacts.  
And \_\_\_\_\_all, there \_\_\_\_\_be no disturbing of the professor.

**Text:** In this house there are many rooms

**Peter Pevensie:** 26, 27, 28, 29, 100. Ready or not, here I \_\_\_\_\_.

**Text:** There are many doors

**Text:** But only one ... leads to another world

**Susan Pevensie:** Impossible

**Text:** Based on the beloved masterpiece by C.S. Lewis

**Text:** This Christmas ... a destiny will be fulfilled... and the Chronicles will begin

## **SCRIPT**

### **The Lion, the Witch and the Wardrobe**

#### **Cast:**

William Moseley as *Peter Pevensie*  
Anna Popplewell as *Susan Pevensie*  
Elizabeth Hawthorne as *Mrs. Macready*

**Peter Pevensie:** Mrs. Macready?

**Mrs. Macready:** I'm afraid so.

**Mrs. Macready:** The professor is not accustomed to having children in this house. And as such, there are a few rules we need to follow.

There will be no shouting. Or running. No sliding on the banisters. No touching of

the historical artifacts.

And above all, there shall be no disturbing of the professor.

**Text:** In this house there are many rooms

**Peter Pevensie:** 26, 27, 28, 29, 100. Ready or not, here I come.

**Text:** There are many doors

**Text:** But only one ... leads to another world

**Susan Pevensie:** Impossible

**Text:** Based on the beloved masterpiece by C.S. Lewis

**Text:** This Christmas ... a destiny will be fulfilled... and the Chronicles will begin

### **TALKING ACTIVITY**

- ***Choose from the list below questions that you think are interesting and use them to help you start a conversation with your students. Don't forget to ask lots of 'follow-up' questions! Don't forget to ask lots of 'follow-up' questions!***

*Don't forget to ask lots of 'follow-up' questions!*

Have you read the book *The Lion, the Witch and the Wardrobe*?

Did you used to play *hide and seek* when you were a child?

What other games did you used to play as a child?

What kind of books did you use to read as a child?

Did your mother use to read you stories before going to bed? If so, what kind of stories?

Movie trailers taken from: <http://www.english-trailers.com/index.php>

## ***TEACHING ENGLISH WITH SONGS***

One way of having the students practice the target language even outside the classroom and in a no-threatening way is through songs. Songs are interesting activities that enhance students' involvement in the learning of English. Besides, both, teachers and students consider having songs in the classroom a significant, relaxing, and entertaining way of learning. On the other hand, songs offer an adequate atmosphere for students to practice the language as they do not feel threatened or forced to develop a specific task. That is, by having songs in the class, the teacher can have students work in pairs or small groups so that they do not feel afraid of writing or speaking in the target language. Moreover, songs can help students develop their four macro skills as well as their vocabulary and pronunciation. In addition, teachers can take advantage of having songs in the class since students like to sing, and by singing, students have the opportunity to practice English in and outside the classroom.

### **✓ TECHNIQUES FOR USING SONGS**

It is important to know about the different activities and techniques an English teacher can use with songs in the classroom, so some techniques to work with songs are presented as follow:

a) Fill in the blanks

Procedure:



Provide the students with the lyrics of a song with some word missing. Then, ask students to go through the lyrics and try to guess the words in the blanks. Students can listen to the song three times; the first time for the students just to listen to the song and try to work out what the words are. The second time is for the students to fill in the blanks, and the third time for students to check their work. After the students have finished checking their work, have them discuss the answers as a class. At the end, you can have the students listen to the song just to sing it all together.

b) Listen and choose

Procedure:

Provide the students with the lyrics of a song which contains some incomplete sentences and a box with the words that complement the incomplete sentences. Then, have the students listen to the song and choose the word that best fits the incomplete sentences. Finally, have students listen to the song to check their work and sing the song.

c) Listen and reorder the letters

Procedure:

First, have students listen to the song once so that they get familiar with it. Second, give the students some scrambled words from the lyrics. Tell them to unscramble the words as they listen to the song. Finally, have the students listen to the song to check their work.

d) Listen and reorder the sentences

Procedure

The procedure for this technique is similar to the “listen and reorder the words.” The only difference is that you will have the students unscramble sentences instead of words.

e) Is it really that word?

Procedure:

Give the students the lyrics of a song which contains some tricky words. Then, tell the students to listen to the song and replace the tricky words for the correct ones. Finally, have the students listen to the song to check their work and sing.

d) Matching words to their synonyms and opposites

Procedure:

Give the students the lyrics of a song along with a list of words, synonyms, and opposites. Then, have the students listen to the song and match the words with the right synonyms or opposites. At the end, check answers with the students and have them listen to the song one more time to sing it along with you.

### ✓ SUGGESTED SONGS AND ACTIVITIES

#### *“Complicated” by Avril Lavigne*

##### ***Learning Objectives:***

A) To sharpen students’ listening skills in completing sentences with the

***-ing forms of the verbs in the song***

***B) To review simple present tense verbs***

***C) To identify indefinite pronouns such as SOMEBODY, EVERYONE, ANYONE, SOMETHING***

Uh huh, life's like this  
Uh huh, uh huh, that's the way it is  
Cause life's like this  
Uh huh, uh huh that's the way it is

Chill out whatcha yelling' for?  
Lay back it's all been done before  
And if you could only let it be  
you will see  
I like you the way you are  
When we're drivin' in your car  
and you're talking to me one on one but you've become

Somebody else round everyone else  
You're watching your back like you can't relax  
You're tryin' to be cool you look like a fool to me  
Tell me

Why you have to go and make things so complicated?  
I see the way you're acting like you're somebody else gets me frustrated  
Life's like this you  
And you fall and you crawl and you break  
and you take what you get and you turn it into honesty  
and promise me I'm never gonna find you fake it  
no no no

You come over unannounced  
dressed up like you're somethin' else  
where you are and where it's at you see  
you're making me  
laugh out when you strike your pose  
take off all your preppy clothes  
you know you're not fooling anyone  
when you've become

Somebody else round everyone else  
Watching your back, like you can't relax  
Trying to be cool you look like a fool to me  
Tell me

Why you have to go and make things so complicated?  
I see the way you're acting like you're somebody else gets me frustrated  
Life's like this you  
and You fall and you crawl and you break  
and you take what you get and you turn it into  
honesty

promise me I'm never gonna find you fake it  
no no no

Chill out whatcha yelling for?  
Lay back, it's all been done before  
And if you could only let it be  
You will see

Somebody else round everyone else  
You're watching your back, like you can't relax  
You're trying to be cool, you look like a fool to me  
Tell me

Why you have to go and make things so complicated?  
I see the way you're acting like you're somebody else gets me frustrated  
Life's like this you  
and you fall and you crawl and you break  
and you take what you get and you turn it into  
honesty  
promise me I'm never gonna find you fake it  
no no no

Why you have to go and make things so complicated?  
I see the way you're acting like your somebody else gets me frustrated  
Life's like this you  
You fall and you crawl and you break  
and you take what you get and you turn it into honesty  
promise me I'm never gonna find you fake this  
no no no

### EXERCISE

1. Fill in the gaps with these words:

Talking, everyone, can't, like, way, Somebody, driving, will, watching

Chill out whatcha yelling for?  
Lay back it's all been done before  
And if you could only let it be  
you 1 \_\_\_\_\_ see  
I like you the 2 \_\_\_\_\_ you are  
When we're 3 \_\_\_\_\_ in your car  
and you're 4 \_\_\_\_\_ to me one on one but you've become  
5 \_\_\_\_\_ else round 6 \_\_\_\_\_ else  
You're 7 \_\_\_\_\_ your back like you 8 \_\_\_\_\_ relax

You're tryin' to be cool you look 9 \_\_\_\_\_ a fool to me  
Tell me

2. Fill in the gaps with the following words:

Break, promise, make, fall, honesty, somebody, crawl

Why you have to go and 10 \_\_\_\_\_ things so complicated?  
I see the way you're acting like you're 11 \_\_\_\_\_ else gets me  
frustrated

Life's like this you  
And you 12 \_\_\_\_\_ and you 13 \_\_\_\_\_ and you  
14 \_\_\_\_\_  
and you take what you get and you turn it into 15 \_\_\_\_\_  
and 16 \_\_\_\_\_ me I'm never gonna find you fake it  
no, no, no

You 17 \_\_\_\_\_ over unannounced  
dressed up like you're 18 \_\_\_\_\_ else  
19 \_\_\_\_\_ (were / where) you are and where it's at you see  
you're making me  
20 \_\_\_\_\_ out when you strike your pose  
21 \_\_\_\_\_ (anton. put on) all your preppy clothes  
you know you're not fooling 22 \_\_\_\_\_  
when you've become

5 \_\_\_\_\_ else round 6 \_\_\_\_\_ else  
You're 7 \_\_\_\_\_ your back like you 8 \_\_\_\_\_ relax  
You're tryin' to be cool you look 9 \_\_\_\_\_ a fool to me  
Tell me

Why you have to go and 10 \_\_\_\_\_ things so complicated?  
I see the way you're acting like you're 11 \_\_\_\_\_ else gets me  
frustrated

Life's like this you  
And you 12 \_\_\_\_\_ and you 13 \_\_\_\_\_ and you  
14 \_\_\_\_\_  
and you take what you get and you turn it into 15 \_\_\_\_\_  
and 16 \_\_\_\_\_ me I'm never gonna find you fake it  
no, no, no

Chill out whatcha yelling for?  
Lay back, it's all been done before  
And if you could only let it be  
You 1 \_\_\_\_\_ see

5 \_\_\_\_\_ else round 6 \_\_\_\_\_ else  
You're 7 \_\_\_\_\_ your back like you 8 \_\_\_\_\_ relax  
You're tryin' to be cool you look 9 \_\_\_\_\_ a fool to me  
Tell me

Why you have to go and ....

2. All students SING TOGETHER.

**Eternal Flame by Atomic Kittens**  
**Written by Susanna Hoffs/Billy Steinberg/Thomas Kelly**  
**[Originally recorded by the Bangles]**

**Learning Objectives:**

- A) To sharpen students' listening skills through the reinforcement of some present tense verbs**
- B) To reinforce vocabulary previously taught**
- C) To help students identify homophones**

Call my name  
Call my name (call my name)  
Call my name (call my name)

Close your eyes, give me your hand, darlin'  
Do you feel my heart beating  
Do you understand  
Do you feel the same  
Or am I only dreaming  
Is this burning  
An eternal flame

(Ooooh)  
I believe it's meant to be, darlin' (ooooh)  
I watch you when you are sleeping  
You belong with me (aaaah)  
Do you feel the same  
Or am I only dreaming  
Is this burning (burning)  
An eternal (eternal) flame

Say my name  
Sun shines through the rain  
Of all life, so lonely  
And come and ease the pain

I don't wanna lose this feeling, ho-oh  
(Ooh)

Oh woah  
(Call my name)  
(Call my name, call my name, call my name)  
(Call my name)

Say my name (say my name)  
Sun shines through the rain  
Of all life so lonely  
And come and ease the pain  
I don't wanna lose this feeling  
Ooh woah

(Ooooh) Close your eyes, give me your hand, darlin'  
(Ooooh) Do you feel my heart beating  
Do you understand  
(Aaah) Do you feel the same  
Am I only dreaming  
Or is this burning (burning)  
An eternal (eternal) flame

(Ooooh) Close your eyes  
Give me your hand (oh yeah yeah) darlin'  
Do you feel my heart beating  
Do you (do you understand) understand  
Do you feel the same  
Or am I only dreaming (dreaming)  
Or is this burning an eternal flame

(Ooooh)  
Close your eyes  
Give me your hand (give me your hand)  
(Ooooh) Do you feel my heart beating  
Do you (give me your hand) understand  
Do you feel the same (aaah)  
Or am I only dreaming (dreaming)  
Or is this burning an eternal flame





	Never life So lonely Say my name Sunshine's through the rain I don't wanna lose this feeling Then coming is the pain Oooh

4. Is it really THAT word? Listen and replace the words in capitals.

Close your ICE

Give me your HEART darling

Do you SEE my HAND WRITING?

Do you UNDER STAND?

Do you SEE the fame?

Or am I only SCreaming?

Or Is this TURNING an eternal LANE?

5. The photocopier doesn't work!! Listen and complete the missing letters.

Close your ICEs  
 Give me your HEART darling  
 Do you SEE my HAND WRITING?  
 Do you UNDERSTAND?  
 Do you feel the fame?  
 am I only SCreaming?  
 Or is this TURNING an eternal LANE?

6. All students SING TOGETHER.

## Can't Smile Without You

Artist: Barry Manilow as sung on "Greatest Hits"

### Learning Objectives:

- A) To help students reinforce their listening skills in identifying the Simple Present Tense of some verbs
- B) To identify prepositions

You know I can't smile without you  
I can't smile without you  
I can't laugh and I can't sing  
I'm finding it hard to do anything

You see I feel sad when you're sad  
I feel glad when you're glad  
If you only knew what I'm going through  
I just can't smile without you

You came along just like a song  
And brightened my day  
Who'da believed that you were part of a dream? ("who would have believed...")  
Now it all seems light years away

And now you know I can't smile without you  
I can't smile without you  
I can't laugh and I can't sing  
I'm finding it hard to do anything

You see, I feel sad when you're sad  
I feel glad when you're glad  
If you only knew what I'm going through  
I just can't smile without you

Now some people say happiness takes so very long to find  
Well I'm finding it hard leaving your love behind me

And you see I can't smile without you  
I can't smile without you  
I can't laugh and I can't sing  
I'm finding it hard to do anything

You see I feel glad when you're glad  
I feel sad when you're sad  
If you only knew what I'm going through  
I just can't smile without you...

### EXERCISE

1. Listen to the song and fill in the blanks.

You know I can't smile \_\_\_\_\_ you  
I can't smile \_\_\_\_\_ you  
I can't laugh and I can't sing  
I'm finding it hard to do anything

You see I feel sad when you're sad  
I feel glad when you're glad  
If you only knew what I'm going \_\_\_\_\_  
I just can't smile \_\_\_\_\_ you

You came \_\_\_\_\_ just \_\_\_\_\_ a song  
And brightened my day  
Who'da believed that you were part \_\_\_\_\_ a dream? ("who would have  
believed...")  
Now it all seems light years away

And now you know I can't smile \_\_\_\_\_ you  
I can't smile \_\_\_\_\_ you  
I can't laugh and I can't sing  
I'm finding it hard to do anything

You see, I feel sad when you're sad  
I feel glad when you're glad  
If you only knew what I'm going \_\_\_\_\_  
I just can't smile \_\_\_\_\_ you

Now some people say happiness takes so very long to find  
Well I'm finding it hard leaving your love \_\_\_\_\_ me

And you see I can't smile \_\_\_\_\_ you  
I can't smile \_\_\_\_\_ you  
I can't laugh and I can't sing  
I'm finding it hard to do anything

You see I feel glad when you're glad  
I feel sad when you're sad

If you only knew what I'm going \_\_\_\_\_  
I just can't smile \_\_\_\_\_you...

2. All students SING TOGETHER.

### "The Logical Song" by Super tramp

**Learning objective:**

- A) To sharpen students' four macro skills**
- B) To identify adjectives within the song**

When I was young  
It seemed that life was so wonderful  
A miracle, oh it was beautiful, magical  
And all the birds in the trees  
Well they'd be singing so happily  
Oh joyfully, oh playfully watching me  
But then they sent me away  
To teach me how to be sensible  
Logical, oh responsible, practical  
And they showed me a world  
Where i could be so dependable  
Oh clinical, oh intellectual, cynical

There are times when all the world's asleep  
The questions run too deep  
For such a simple man  
Won't you please, please tell me what we've learned  
I know it sounds absurd  
But please tell me who I am

Now watch what you say  
or they'll be calling you a radical  
A liberal, oh fanatical, criminal  
Oh won't you sign up your name  
we'd like to feel you're  
Acceptable, respectable, oh presentable, a vegetable!

At night when all the world's asleep  
The questions run too deep  
For such a simple man

Won't you please, please tell me what we've learned  
I know it sounds absurd  
But please tell me who I am, who I am ,who I am

## EXERCISES

### 1. – Matching definitions

.....: someone you can be sure that they will always act  
consistently or sensibly.

.....: a person who is able to do good decisions and  
judgments based on reason

.....: Someone who is approved of by society and  
considered to be morally correct

.....: A very sick or disabled person

.....: someone who is good enough

.....: people who behave properly and sensibly (without  
needing to be supervised).

.....: Someone who looks fairly tidy or attractive

### 2. Fill in the blanks with words ending in -an and -al.

When I was young  
it seemed that life was so wonderful  
A miracle, oh it was beautiful, .....  
And all the birds in the trees  
Well they'd be singing so happily  
Oh joyfully, oh playfully watching me  
But then they sent me away  
To teach me how to be .....  
....., oh ....., ....., .....  
And they showed me a world

where I could be so .....  
Oh ....., oh ....., .....

There are times when all the world's asleep  
The questions run too deep  
For such a simple man  
Won't you please, please tell me what we've learned  
I know it sounds absurd  
But please tell me who i am  
Now watch what you say  
Or they'll be calling you a .....

A ....., oh ....., .....

Oh won't you sign up your name  
We'd like to feel you're  
....., ....., Oh ....., a  
..... !

At night when all the world's asleep  
The questions run too deep  
For such a simple man  
Won't you please, please tell me what we've learned  
I know it sounds absurd  
But please tell me who i am, who i am ,who i am

3. – Word Association (Students have to put the adjectives below in the correct column).

<input type="checkbox"/> sensible	<input type="checkbox"/> fanatical
-----------------------------------	------------------------------------

- Dependable: someone you can be sure that they will always act consistently or sensible.
- Sensible: able to make good decisions and judgments based on reason
- Respectable: Someone who is approved of by society and consider to be morally correct
- Someone who looks fairly tidy or attractive

- A very sick or disabled person
  - Acceptable: someone who is good enough
  - Responsible: people who behave properly and sensibly (without needing to be supervised).
4. All students SING TOGETHER.

### **Fix You by Coldplay**

#### **Learning objective:**

- A) To reinforce students' four macro skills**
- B) To review the Simple Present Tense (affirmative and negative forms)**

#### VERSE 1

When you try your best, but you don't succeed,  
When you get what you want, but not what you need,  
When you feel so tired, but you can't sleep,  
(You are) Stuck in reverse.

#### VERSE 2

When the tears come streaming down your face,  
When you lose something you can't replace,  
When you love someone, but it goes to waste,  
Could it be worse?

#### CHORUS

Lights will guide you home  
And ignite your bones  
And I will try to fix you.

#### VERSE 3

High up above, or down below;  
When you're too in love to let it go,  
If you never try you'll never know,  
Just watch and learn.

### **EXERCISE**

1. Fill in the gaps with the following missing verbs

BE, COME, GET, GO, GUIDE, IGNITE, KNOW, LOSE, LOVE, NEED,  
SUCCEED, TRY

VERSE 1

When you ..... your best, but you .....,  
When you ..... what you want, but not what you .....,  
When you ..... so tired, but you can't sleep,  
(You ..... ) ..... in reverse.

VERSE 2

When the tears ..... streaming down your face,  
When you ..... something you can't replace,  
When you ..... someone, but it ..... to waste,  
Could it be worse?

CHORUS

Lights ..... you home  
And (.....)..... your bones  
And I ..... to fix you.

VERSE 3

High up above, or down below;  
When you' ..... too in love to let it go,  
If you never ..... you' ..... never .....,  
Just watch and learn.

2. Underline the sentences in the simple present tense (affirmative and negative ); and write them in the notebook.
3. Check answer with the whole class.
4. All students SING TOGETHER.

**THIS LOVE**

(sung by Maroon 5)



**Learning Objective:**

**A) To develop Reading, Writing, Speaking, and Listening skills**

**B) To review on prepositions and particles**

THIS LOVE

(sung by Maroon 5)

I was so high I did not recognize

The fire burning in her eyes,

(Nor) The chaos that controlled my mind.

(She) Whispered 'goodbye' and she got on a plane;

Never to return again,

But always in my heart

This love has taken its toll on me;

She said 'goodbye' too many times before

And her heart is breaking in front of me.

I have no choice 'cause I

Won't say 'goodbye' anymore.

I tried my best to feed her appetite,

Keep her coming every night.

(It was) So hard to keep her satisfied;

(She) Kept playing love like it was just a game,

Pretending to feel the same,

Then turn around and leave again.

This love has taken its toll on me;

She said 'goodbye' too many times before  
And her heart is breaking in front of me.

I have no choice, 'cause  
I won't say 'goodbye' anymore.

I'll fix these broken things;  
(I'll) Repair your broken wings  
And make sure everything's alright.

My pressure on your hips,  
Sinking my fingertips  
Into every inch of you,

'Cause I know that's what you want me to do.

### EXERCISE

1. Fill in the gaps with one of the prepositions, or particles, shown below.

Before	In	Into	Of	On	to
--------	----	------	----	----	----

### THIS LOVE

(sung by Maroon 5)

I was so high I did not recognize

The fire burning ..... her eyes,

(Nor) The chaos that controlled my mind.

(She) Whispered 'goodbye' and she got ..... a plane;

Never ..... return again,

But always ..... my heart

This love has taken its toll ..... me;  
She said 'goodbye' too many times .....  
And her heart is breaking ..... front ..... me.

I have no choice 'cause I  
Won't say 'goodbye' anymore.

I tried my best ..... feed her appetite,  
Keep her coming every night.  
(It was) So hard ..... keep her satisfied;  
(She) Kept playing love like it was just a game,  
Pretending ..... feel the same,  
Then turn around and leave again.

This love has taken its toll ..... me;  
She said 'goodbye' too many times .....  
And her heart is breaking ..... front ..... me.

I have no choice, 'cause  
I won't say 'goodbye' anymore.  
I'll fix these broken things;  
(I'll) Repair your broken wings  
And make sure everything's alright.

My pressure ..... your hips,  
Sinking my fingertips  
..... every inch ..... you,  
'Cause I know that's what you want me ..... do.

2. Discuss answers with another student.
3. Listen to the song to check your answers.
4. All students SING TOGETHER.

**Lyrics taken from:**

**<http://www.musicalenglishlessons.org/musicmaroon5.htm>**

**<http://www.isabelperez.com/songs.htm>**

## **POWERPOINT PRESENTATIONS**

PowerPoint is software that allows teachers to present activities to students in a versatile and different way as it may present colored images and texts with animation and sound. This contributes to help students get involved in the class and to make them practice the language at ease as well as develop more than one language skill at a time.

### **WAYS OF USING POWERPOINT IN AN ENGLISH CLASS**

There are different ways to use PowerPoint: It can be used in initial teaching where teachers can present new ideas and concepts to students. However, teachers must be careful when selecting the information to present. That is, teachers must anticipate the aspects students may have trouble with, so the presentations must be clear and understandable. At the same time, PowerPoint can also be used for practice and drill as well as for games. Also, it is

a good idea to review certain contents through PowerPoint. Finally, teachers can administer tests to students by using this software. They can also test vocabulary by showing students images and having them write the name of each object.

Even though PowerPoint is useful and significant to language teaching, teachers must take into account some technical considerations. That is, teachers must have a computer and adapt the equipment to be used. However, out of many software that can be used for an English or any other class, PowerPoint is the most common as PowerPoint presentations can be easily obtained and created; therefore, using PowerPoint presentations in class calls students' attention and develops their interest in their English language learning process.

## **STARTING MICROSOFT POWERPOINT**

- Two Ways
  1. Double click on the Microsoft PowerPoint icon on the desktop.





2. Click on Start --> Programs --> Microsoft PowerPoint

✓ **SAMPLE OF A POWER POINT PRESENTATION CLASS**

# Pronouns

## What is a pronoun?

- A pronoun is a word used in place of a noun or another pronoun.

Directions: Before presenting a slide, the teacher introduces the topic by asking a warm-up question to the students: What are pronouns?

Directions: The teacher presents a definition of what pronouns are

# Types of Pronouns

2

Reflexive pronouns are personal pronouns that have "-self" or "-selves" added to the end.

Bob finished the homework himself.

The reflexive pronoun is "himself."



Directions: The teacher explains the students the different types of pronoun (up to the nine slide)

# Types of Pronouns

4

A demonstrative pronoun is used to single out one or more nouns referred to in the sentence.

This, that, these, and those are demonstrative pronouns.

These lemons are sour.



The word "these" is a demonstrative pronoun.

## Let's see an example!

- 1. Marge goes for a walk.
- 2. She goes for a walk.



In the second sentence, she is a pronoun that takes the place of the noun Marge.

# Types of Pronouns

1

Personal pronouns refer to specific persons or things.



Karen eats pizza.  
She is hungry.



The word "she" is a personal pronoun that refers to "Karen."

# Types of Pronouns

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3

Indefinite pronouns are pronouns that do not refer to a specific person or thing.

Someone, anybody, and, everyone are indefinite pronouns.



Someone stole my wallet!  
The word "someone" is the indefinite pronoun.

# Types of Pronouns

5

Interrogative pronouns are used to ask a question.

Who, whom, and which are interrogative pronouns.

Which shoes are mine?

The word "which" is an interrogative pronoun.



# Types of Pronouns

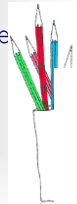
6

Possessive pronouns are used to show ownership, but they never have an apostrophe.

Ours, his, their, and her are possessive pronouns.

Those are his pencils.

The word "his" is a possessive pronoun.



## Fill In The Blank

1

Kris went to the game. \_\_\_\_\_ brought her little brother with her.

## Fill In The Blank

2

Randy left \_\_\_\_\_ baseball glove at home.

Directions: Fill in the blanks. The teacher present some exercises so the students put in practice the pronouns studied so far.

She brought her little brother with her.

## Answer

Randy left his baseball glove at home.



Directions: The teacher discusses the answer with the students. After some moment of discussion the teacher presents the answer so students check their responses.

Exercises taken from://208.183.128.8/la/activities/pptresources.html

## **THE USE OF VIDEOS**

### **BENEFITS OF USING**

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### **VIDEOS IN EFL CLASSES**

Using Videos in the English class is very important since it is a way for you to improve your class and get your students more involved. Nowadays, videos get students involved in cultural situations, jobs, family affairs and even personal decision making. One characteristic of videos is that they present language in the context of life; they show students how language is used in realistic settings. Students can see facial expressions, gestures, and whether the speaker is hesitant or not about a particular subject. The language used in videos is authentic; this motivates students. In addition, the context increases the probability that the second language input will be comprehensible. Moreover, the

settings presented in video teach more than language—they teach culture, which many students need to know as much as they need to know English. Students who are new to the culture feel comfortable because they can see how others have handled typical problems with school, family, or finding a job. Finally, Videos can also add variety to the classroom so that more than one method is used to present language. Not only will this make a class more interesting, but it can help students with different learning styles. (Kathleen F. Flynn, Ph.D.).

## SAMPLE ACTIVITIES FOR USING VIDEOS

### **Checking into a Hotel**

People often check in to hotels in the movies, so they are a good source of language models. In this activity, video is used to reinforce and consolidate student-produced language.

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- Objective:
  - Students will be able to anticipate the questions and topics that occur during real-life hotel check-in and respond appropriately.
- Materials:
  - Handout and short video segment showing a person checking in to a hotel. Movies that include hotel check in scenes are:
    - The Graduate
    - Home Alone II
    - Only You

- It Could Happen to You
  - Planes, Trains and Automobiles
- Preparation:
  - Watch the video segment and make a note for your own reference of which of the topics and conversational moves listed on the handout are used and in what order during the check-in scene.
- Procedure:
  1. Distribute the handout and go through the meanings of each conversational move/topic on the list.
  2. Form pairs and ask each pair to construct a possible dialogue including all of the topics and conversational moves. <sup>104</sup> Remind them that the Front Clerk does not always start each conversational exchange. Sometimes the Hotel Guest would bring up the topic first. Circulate the room providing assistance as needed.
  3. Select some (or all) of the pairs to perform their dialogues.
  4. Watch the video segment and check off the conversational moves or topics that occur in the scene.
  5. Watch the segment again and make a note of the order of the moves/topics.
  6. Watch a third time and make note of any expressions used in the video that are similar to those constructed in the student dialogues.

Handout

## Topics/Conversational Moves

- Opening/Greeting
- 
- 
- Request Room
- 
- 
- Specify Room Type and Number of Occupants
- 
- 
- Length of Stay
- 
- 
- Help with Luggage
- Special Needs (wake up call, room service, laundry)
- 
- 
- Sign the Register Book
- 
- 
- Other Business (Can you think of anything else?)
-

- 
- Closing/Farewell

The Internet TESL Journal, Vol. IV, No. 3, March 1998 <http://iteslj.org/>

### **Jigsaw Reading Activity Using TV Listening**

- Objectives:
  - Build group cohesion through collaborative work.
  - Give students practice in reading a chart style TV guide in English by scanning for information
  - Give students the opportunity for meaningful speaking practice of time expressions.
  - Require the students to write information accurately.
- Materials:
  - TV listings for one week, one page per day.
  - Small Group Charts.
  - Large Group Charts.
- Preparation:
  - Calculate how many members would be in one group if you split the class into seven groups (one group per day of the week).
  - Make photocopies of TV listings so that each small group member will have one copy of his/her group's day.
  - Make copies of small group chart, one per student in class.

- Make seven copies of the large group chart.
- Procedure:
  - Part I
    - Split class into seven groups, equal if possible.
    - Hand out the small group charts, one to each student.
    - Give each group the TV Listings for their day.
    - Instruct the groups to find the times and channels for each of the program types listed. (eg. Cartoons, Movies, News, Sports). Suggest that each member of the group look for one kind and share his/her information with the group.
    - When the students have finished filling in their small group charts, collect the TV listings.
  - Part II
    - Make large groups. One person from each of the small groups goes to a different large group. They take the notes that they wrote on their small group charts with them to read aloud.
    - With one person as scribe, the large groups fill in the week schedule for the program type assigned to the group.

- Report to class findings (number of total listings per day, per week).
- Prize for the members of the first large group finished and correct in their findings.

Handout

### Jigsaw Reading Activity Using TV Listings

#### Part 1: Small Groups

<b>Program Type</b>	<b>Channel &amp; Time</b>
<b>Animation</b>	
<b>News</b>	
<b>Sports</b>	

<b>Movies</b>	

**Part 2: Large Groups**

<b>Day</b>	<b>Times &amp; Channels</b>
------------	-----------------------------

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<b>Monday</b>	
<b>Tuesday</b>	



<b>Wednesday</b>	
<b>Thursday</b>	
<b>Friday</b>	
<b>Saturday</b>	
<b>Sunday</b>	



The Internet TESL Journal, Vol. IV, No. 3, March 1998 <http://iteslj.org/>

Narrating in simple past with video

If a picture speaks a thousand words then motion pictures must express millions.

Although video can be used as a stimulus to write in a variety of genres, styles and persuasive forms, this activity uses video to produce a narrative paragraph.

- Objectives
  - To provide practice in constructing simple past tense forms and checking for subject verb agreement.
  - To give students a context to write a narrative paragraph using appropriate temporal 111 adjectives and past tense forms.
- Materials:
  - Video segment depicting a series of actions. Some good sources are TV commercials, rock videos, and movies. One of my favorite movie segments is the suspenseful opening scene in Raiders of the Lost Ark. I also have a favorite TV commercial in which a mother does and witnesses number things before her first cup of coffee in the morning. After that first sip she transforms from a mute zombie to a roaring drill sergeant.

- Preparation:
  - Select the video segment.
  - Write a target narrative paragraph to determine the number and nature of the verbs that are likely to be used.
  - Make a list of these target verbs and supplement the list with related verbs.
  
- Procedure:
  - Warm-up (to pre-teach or stimulate thinking about verb forms)
    - Make a list of lexical verbs including those that might be useful in the following activity.
    - Read the present tense for one by one to each student. Student should supply the correct simple past form. Use pronouns before the verb forms to increase some awareness of subject verb agreement in present tense 112 forms.
    - Read the past tense using a pronoun form with the verb. Student should supply the correct present tense form with subject pronoun agreement.
  - Variation:
    - An alternative is to give the lists to each group and ask one group member to read out verb prompts to the group. In that case the list should have pronouns written with the verbs.
  
- Task

- Form small groups (3-4) and watch video segment.
- Write a short summary of what happened, step by step in simple past. Use temporal markers like first, then, next, finally, at the end, etc.
- Ask one group member to read the summary aloud.
- Ask a different group member to list the verb forms used on the board, writing both the simple past and the present tense forms.
- Repeat steps 3 and 4 for each group.
- Circle the verbs common to each group's summary, underline those that are different, correct any that are ill-formed.

The Internet TESL Journal, Vol. IV, No. 3, March 1998 <http://iteslj.org/>

## **APPENDIX B**

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UNIVERSIDAD DE EL SALVADOR  
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE  
DEPARTAMENTO DE IDIOMA

### ENCUESTA DIRIGIDA A LOS ESTUDIANTES DE INGLES DE AREA DE BACHILLERATO

Objetivo: conocer el punto de vista de los estudiantes con respecto al uso de la tecnología para el proceso enseñanza-aprendizaje del idioma Inglés a nivel de bachillerato

Indicacion: Conteste las siguientes preguntas

1. ¿Cual es su actitud con respecto al aprendizaje del idioma inglés?

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2. ¿Cómo considera usted sus clases de inglés?

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3. ¿Qué tipo de tecnología usa su maestro para impartir las clases de inglés?

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4. ¿Cómo considera usted que el uso de tecnología mejoraría su desempeño como estudiante de inglés?

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5. ¿Cómo cree usted que su actitud con respecto al aprendizaje del idioma inglés cambiaría si sus clases fueran dinámicas y participativas como resultado del uso de la tecnología?

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### APPENDIX C

UNIVERSIDAD DE EL SALVADOR

FACULTAD MULTIDISCIPLINARIA 114 DE OCCIDENTE

DEPARTAMENTO DE IDIOMAS

#### ENTREVISTA DIRIGIDA A ESTUDIANTES DE INGLES DE BACHILLERATO

Objetivo: Conocer la opinión de los estudiantes con respecto a la metodología utilizada por el maestro en clase

1. ¿Qué clases de actividades utiliza el maestro para iniciar la clase?

2. ¿Cómo desarrolla su maestro la clase?

3. ¿Qué tipo de material de apoyo utiliza su maestro para desarrollar la clase?
4. ¿En qué momento utiliza su maestro el idioma Inglés durante la clase?
5. ¿Cómo considera su desempeño como alumno de Inglés dentro de la clase?
6. ¿Qué clases de actividades utiliza el maestro para desarrollar las habilidades auditivas?
7. ¿Qué clases de actividades utiliza el maestro para desarrollar la habilidad oral?
8. ¿Qué clases de actividades utiliza el maestro para desarrollar la habilidad de lectura?
9. ¿Qué clases de actividades utiliza el maestro para desarrollar la habilidad de escritura?
10. ¿Qué tan frecuente se comunica usted con sus compañeros en el idioma Inglés?
11. ¿Con cuanta frecuencia <sup>115</sup> participa usted en las clases de Inglés?

**APPENDIX D**

UNIVERSITY OF EL SALVADOR  
WESTERN  
CAMPUS  
FOREIGN LANGUAGE DEPARTMENT

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MULTIDISCIPLINARY

**OBSERVATION CHEKLIST**

Objective: To learn about the methodological procedures high school English teachers follow to develop their classes

1. A method used by the teacher  
- The way he/ she uses the method (s)

- Grammar Translation Method
- Direct Method
- Total Physical Response
- Suggestopedia
- A mixture of all methods (Eclectic)

2. Teacher's use the Target Language

- Always
- Usually
- Seldom
- Sometimes
- Never

3. Teacher's use of a lesson plan  
- Follow up of the three main parts of a class

- Warm- up
- Development
- Wrap-up

4. Variety of activities to foster the development of the four macro skills

- Listening
- Reading
- Speaking
- Writing

5. Visual aids

- Charts
- Realia
- Flashcards
- Posters

6. Students' use of the language to communicate in class



7. Students' class participation

8. Monitoring of students while doing  
peer or group work

9. Material used to develop classes

10. Classroom atmosphere

## APPENDIX E

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREING LANGUAGE DEPARTMENT

### OBSERVATION CHECKLIST

Objective: To find out whether high school English teachers make use of technological devices to develop their classes

1. Technological tools available in the classroom
  - a TV set
  - a VCR
  - a CD player
  - a computer
  - a head projector
2. The teacher's use of the technological tools:
  - a TV set
  - a VCR
  - a CD player
  - a computer
  - a head projector
3. Songs in the classroom
4. Use of power point presentations in classes
5. Videos in classes
6. Material gotten form INTERNET
7. Use of English software to develop classes
8. Use of interactive on-line pages to develop classes

## APPENDIX F

UNIVERSITY OF EL SALVADOR  
WESTERN MULTIDISCIPLINARY CAMPUS  
FOREING LANGUAGE DEPARTMENT

Objective: To know about the teachers' opinions toward the use of technology to enrich methodological procedures to teach English as a foreign language

1. According to your point of view, what's the best way to teach English as a foreign language?
2. What are your objectives when teaching?
3. What are some tools that a teacher may use to make teaching more efficient and practical?
4. What sources do you have access to when developing your classes?
5. What do you think of technology as a pedagogical tool to teach English as a foreign language?
6. What kind of technological devices does the institution provide you with?
7. To what extent does technology motivate students to learn the language?
8. Do you use material from the Internet to enrich your classes? If you do so, what kind? Why?
9. How can the use of videos, taped conversations, and songs help the students develop their listening and speaking skills?
10. What are some of the limitations you find when looking for activities to develop your classes?
11. According to your point of view is it important for English teachers to attend trainings on the use of technology to improve English classes?
12. In what ways can teachers keep themselves updated with the latest methodological teaching trends?