

**THE IMPACT OF USING TABLETS AS A PEDAGOGICAL TOOL FOR FIFTH
GRADE STUDENTS**

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Abstract

Technology plays an important role in current education. Many institutions have implemented the use of tablets as a pedagogical tool, replacing the traditional method of learning. This year, fifth grade students with a concentration in English at a private school in Cartagena were provided tablets as a pedagogical tool, replacing Science, Math, Spanish, Social Studies and Religion printed textbooks. The content of these digital modules are not different from those printed modules used last year, except the images that were adapted with colorful drawings, and the activities were presented in an interactive way. Thus capitalizing on the technology that students enjoy and spend a great deal of time using. In respect to English class, tablets are used only as a way to support the class, like other common and important aids such as DVDs, video beam, CD players, etc. After four months of being using tablets in the classroom, students have had tablets in the classroom and the results are not the best. Students use the tablets to play non-academic games and they prefer engaging with the tablet as company instead of an activity with their classmates or teachers. With the aim of knowing the impact of using tablets in the classroom, this research approach students seek to understand their expectations and habits of using the tablets, then a lesson plan was structured to intervene the activities of the kind of English, then buscando assess and capture the perceptions of students regarding this experience again. It covers 15 class hours by using tablets which will contain attractive app's selected by teachers for students to learn teachings during the second term while having fun with interactive games.

Key words: apps, tablets, interactive games, digital books, motivation.

Introduction

The institute of the Brothers of the Christian Schools, known as Colegio de la Salle de Cartagena, inspired by the Catholic Church, is an association focused on ensuring a qualified human, Christian and academic education for children and youth, especially in the context of the poor and needy population, promoting integral development.

The school is on Franc Hill. It is located in Paseo Bolivar, one of the oldest neighborhoods in Cartagena, located near the center of town. This research is based on the fifth grade, there are 100 students distributed among four classes: 5A, 5B, 5C, and 5D. The research is taken from 5C which is composed of 22 students, 7 girls and 17 boys, between the ages of 10 and 12. They all come from middle class families; parents with good jobs and businesses, most of them live near the school and others in neighborhoods in the western part of the City.

In January 2014, La Salle School started the project “Tablets in classes” as a response to students’ interest and to go hand in hand with technology. The purpose of this research project is to explore the result of integrating tablets into classroom settings and other extracurricular activities and to examine the impact of using tablets on student motivation and improvement in foreign language education.

English class and the variety of activities for students to work on it, and how successful classes could be taking advantage of this tool that motivates students in the foreign language learning process.

Needs Analysis

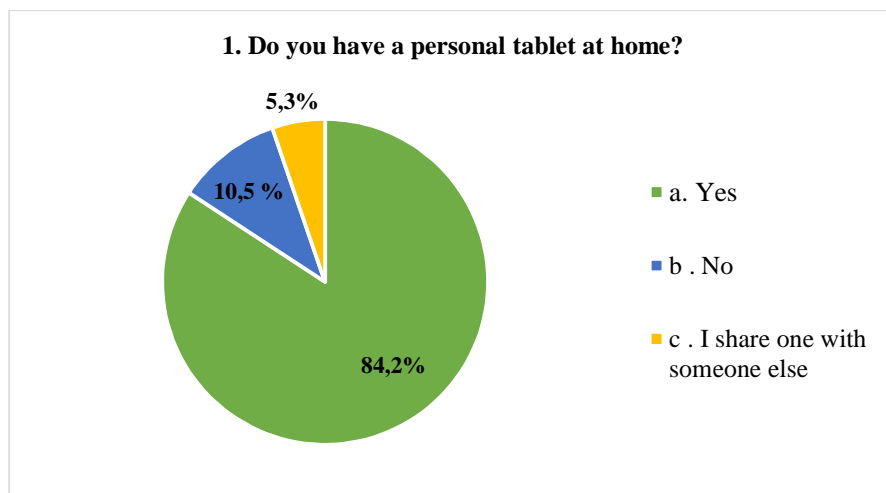
School students of La Salle 2014 school year started using a new tool, "The Tablet" as part of the pilot project led by Carvajal group Norma Editorial, which seeks to implement this device class, replacing the texts by physical texts, corresponding to the digital core subjects: Spanish, math, social, science and religion. In the area of English, is presented as a support tool.

Students begin to use tablets to read, and complete interactive activities related to the subjects mentioned above, but in regard to the English class this device is not used, so students express their concerns to request the use of tablet in class, but even this usage is not included in the lesson plan of the teacher, therefore children begin to manipulate applications games, activities and more, focusing attention on the device and not on the activities taking place in the English class.

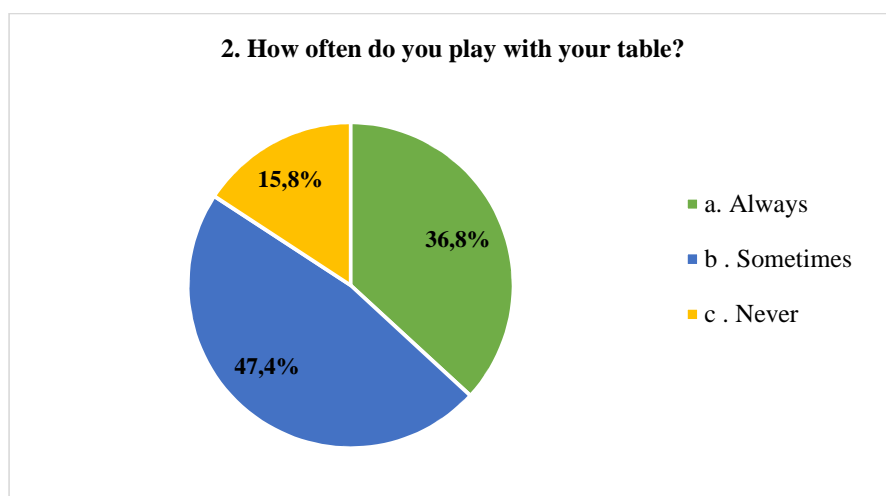
The teacher spends time calling attention to the students to keep their tablets and participate in class, however, do not follow the instructions and the teacher resorts to delete device applications, discovering in the next class Reinstalling the same applications and new ones.

This situation has caused the teacher has to devise an early opportunity to involve the tablet in the teaching of English, as is observed to be likely that the use of technology motivates active participation of students in the class.

To confirm this observation, a survey was conducted at 22 5th graders who responded-C, and the results are presented in Annex 1.(Look at the questionnaire See appendix 1.)

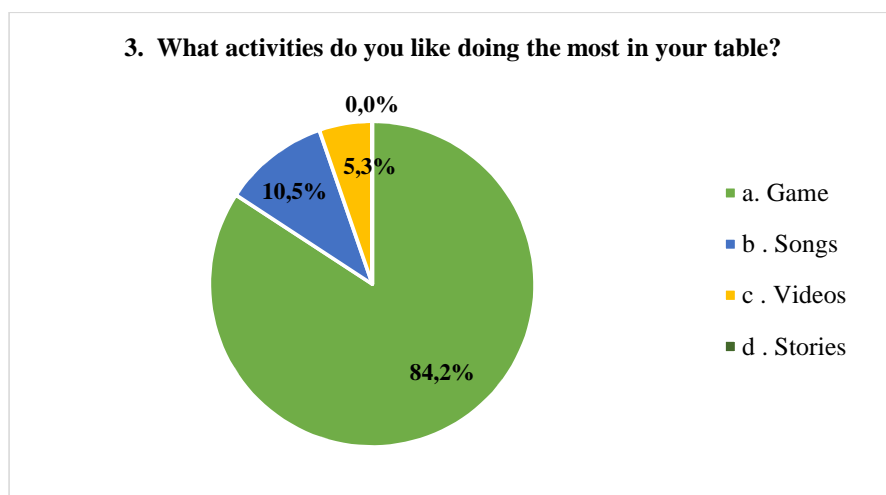
Graphic 1.

When asked if students have a personal tablet in their houses, 84.2% responded that they have the device, while 5.3% said to have shared with someone else and 10.5% did not have this device. Allowing to confirm that the device is not new for students, because they get used to have it at home.

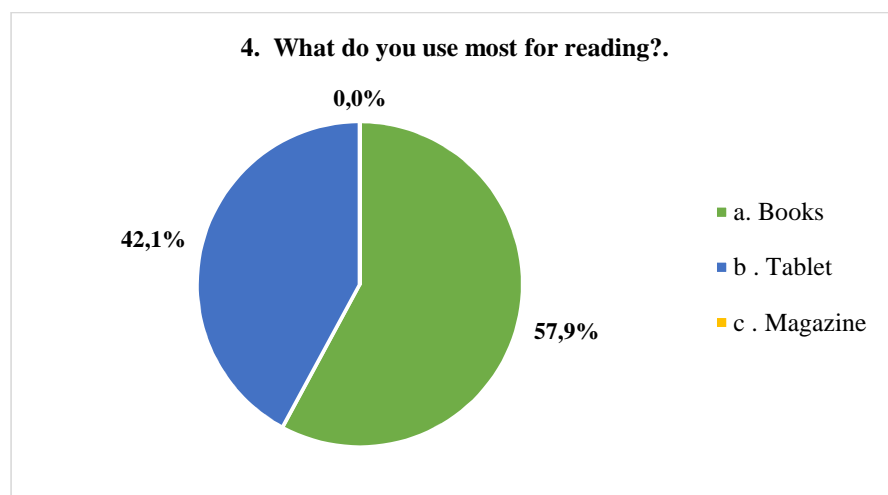
Graphic 2.

On the frequency of use of the Tablet to play, 36.8% of students surveyed reported that they always play, while 47.4% sometimes play and 15.8% never do. That is, the interaction with the devices is part of student's daily activities, replacing in many occasions joint activities with peers.

Graphic 3.

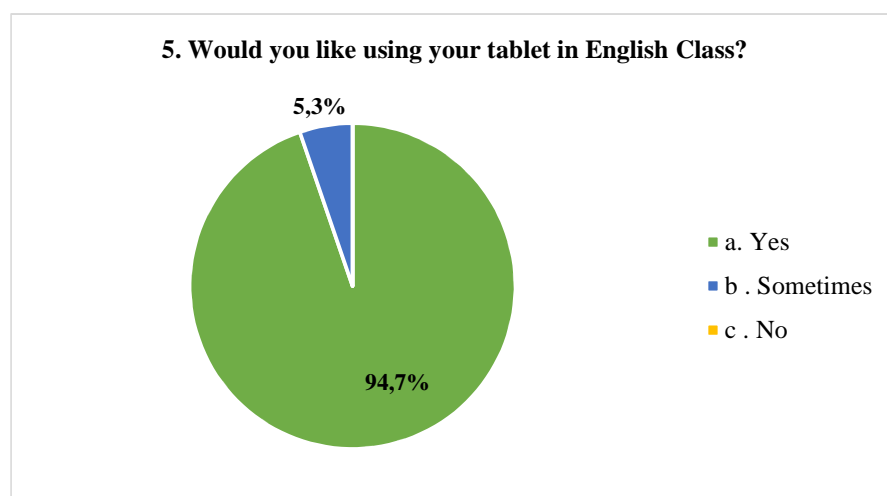


Only 5.3% of students surveyed responded that they very often use their tablet to watch videos, while 10.5% use it for listening to songs and 84.2% use them to play. This shows that students use the tablet preferably for games, many of which have no academic content.

Graphic 4.

Regarding sources that students use to read, 57.9% of students reported using books, and 42.1% reported using their Tablet, no students reported reading magazine. books are not lacking in classrooms, reading is a habit formed in the school since early years, but we can see that the Tablet have gained a considerable position as a means for reading.

Graphic 5.



As for the interest in the use of the Tablet in English class, 94.7%, of the students stated that they would be interested, while 5.3% said that they may be interested. Thus it is noted that there is a great expectation on students to include this device in English class.

At the stage of observation and student surveys to analyze needs, it is concluded that the use of the tablets are part of the custom of children in their homes, and that the activities most developed with the devices are the game, and audiovisual interaction with music and videos. Regarding the tools for reading, books on physical environment are also part of the habit in children, and the couple the use of tablets, which, although relatively new technology, reaches almost equal to the use of the books physical text.

Therefore, it is concluded at this stage that is pleasing to the students that the use of this device in the activities of the subject of English is included. Objective of the research question What are the possible strategies that teachers could implement to make tablets a useful tool in English class?

Theoretical Framework

In her research project Laura Marés (2012) said that, “Tablets make reference to digital devices with information processing capability and Internet browsing features that are similar or slightly inferior to those offered by a portable computer of the netbook type”.

Some publishing houses and authors endorse tablets for bringing benefits to education. Carvajal SA (2013) stated that, “These new tools, Tablets, enhance learning and promote the realization of cooperative activities, allow the development of cognitive skills and the acquisition of digital competencies”.

David Nagel (2013), “tablets can make a difference in the learning habits of students. In the case of the Chicago study, this was the first technology program that actually allowed the students to take their devices home with them”.

And according to Nagel, "across the board, access to a tablet computer significantly changed the learning environment for the 5th grade students, both in school and at home." Among the positive changes cited in the report: Students had greater access to learning resources outside of school, and the students' use of the devices for educational purposes "exceeded expectations"; Teachers increased their communications with students and "creatively used the tablets in a variety of ways to engage students in learning"; and Students changed their learning behaviors as a result of having the devices.

The following are some examples of tablets being used to promote education.

- Proyecto Ebook y Educación DEDOS: Digital tablets in the classroom : El

Centro Internacional de Tecnologías Avanzadas (CITA), a proposal for action research which seeks to explore the possibilities of digital tablets in education, to understand them as a tool

that can add value to the process of teaching and learning, while promoting new ways of approaching the reading.

- **System One (Publishing Santillana)** It's an initiative that promotes the use of tablets (Apple) in private schools in eight countries in Latin America and that it took its first steps in Mexico. There, 65,000 students from 238 schools in preschool and primary already part of this project that encourages the use of iPads as a working tool.
- **Acer-European Schoolnet Tablet Pilot Project;** this project explores the use of new technologies in schools and current pedagogy incipient one to one based on the experience gained from the Netbook Pilot project. Tablets are a new category of laptops that can offer different benefits to teachers and students. Its use is simple thanks to Multi-Touch display, and are ideal for basic activities such as checking and reading files, surf the Internet, draw or write with your fingers. Thus, tablets may be educational devices ideal for students. There are more than 200 experiences around the world with the use of tablets in the classroom the majority of these examples from private's schools with different deployment models (one per student, batches per classroom, some grades, all the school, etc.). The immense majority of these examples are from private sector schools. We include below three examples selected from those with the longest duration (1 year) in settings with varying levels of use and access to ICTs, and various socioeconomic conditions. *Gran Canaria;* Institution: CEIP Centre "Europe" JinamarValley, Las Palmas de Gran Canaria. Spain, it was implemented in kindergarten and grade school, The project was selected for the study despite the fact that it included Tablet PCs, because it met the formalization and duration criteria (2 years).

The pilot project that included a group of 5th grade students raised expectations and was highly motivational for students and teachers alike. The devices were used in a limited number of

subjects (mathematics, English and environmental studies), *Madrid*; Institution: ColegioSEK-Ciudalcampo, Madrid. Spain Characteristics: Kindergarten and grade school (teachers and coordinators interview). The institution chose the iPad model with 3G. They started with the youngest students and worked their way up other levels. The benefits reported are: motivation, access to information, time saving, collaborative work and concentration.

Methodology

This quality research was implemented in a class of 24 fifth grade students to raise their motivation by using tablets in the classroom. This was based on the quality paradigm. The data collection was taken from students' work; a written paragraph, a presentation and a dialogue in pair. Also a survey was given to the students. Asking for answer of the research question: What is the impact of using tablets as a pedagogical tool for fifth grade students? A pedagogical intervention was planned. All this, after the research problem was identified.

Pedagogical Intervention

The pedagogical intervention was applied according to the curriculum of the second term of the school. The lesson plans were focus on events in the past. In this case, the last holidays (vacations), see appendix (2)

Three tasks were developed:

1. **Writing activity:** Students wrote a paragraph which describes how last vacation was, where and what they did.
2. **Collage of photos of places visited:** Students share their travel experiences with others and the teacher videotaped it. By telling interesting things they saw and did in the countries or cities they visited.
3. **Mine craft:** Students build their houses in this application, write part of the house and in a group of 5 students explained the house that they used to lived.
4. **Quiz:** Students read a paragraph of vacation and answer five questions related of it.

Research Methods:

The evaluation instruments selected for this project was a survey, direct observation and an interview. These were selected to achieve a practical and simple approach with students participating in the project in order to meet their interests directly and to obtain true for the planning and development of activities information.

Survey: A questionnaire with 5 questions was applied to gather information about using tablets, on a population of 24 students for a previous diagnostic. This questionnaire collected data on how this survey responded students feel about using tablets. (See appendix 3).

Direct Observation:

Recording the experience in the classroom using tablets for English class, allow the teacher get some relevant evidences. Direct observation was the most important phase during the fieldwork, because this research method showed the impact of using tablets and the students' motivation in a natural or spontaneous way. The survey was although important because the survey respondent students' answers were not different from the students' attitude during the pedagogical intervention. In this first approach, the students reaction let contemplate that digital devices, like tablets, are required to be part of pedagogical tools instead of being a device that distracts from the students attention.

Interview: After the implementation phase, the teacher interviewed some students to know how they organized their collage, and if they liked the activity and why, in a video tape.

Data Analysis and Results

After 16 hours of classes by using tablets as a pedagogical tool in the English class, we could noticed students' engagement and how they were connected with the language, students never complained because of the long class, at the contrary they worked hard and helped each other to finish the tasks. They were also very creative and used apps and programs such as pic collage and mine craft.

PARAGRAPH "MY LAST VACATION"

This was the first activity of the pedagogical intervention, which consisted of writing a paragraph about last holiday/vacation by using kind of soft program in the tablet, the teacher socialized the aspects she was going to take in to account for assessing the activity and gave the following model.

MY LAST VACATION

Name: _____ Date: _____

Goal: To write about your last holiday

My last Holiday

Last summer, my friend Max and I traveled through the American South. We started in New Orleans. We watched Jazz and ate local seafood. In Texas, we ate steak and met many interesting people. At one point, we ran into some trouble - our car broke down and we had to wait to be towed to the nearest garage! But it was a great experience. Eventually, we arrived in California and saw the ocean. It was beautiful!

VIDEO TAPE SAMPLE 5TH GRADE

This is based on a video sample taken in 13 Minutes class led by teacher Marelis. In this you can see 5th grade students with a class consisting of 24 students (6 girls and 16 boys), the theme of the class was my last holiday.

Upon observation, it is verified that the teacher assess the students with a task which allows them to share information their classmates about their last holiday/vacation. The explanation given by the teacher is clear, she invited students to show pictures that they download and talk about their travel experiences with at least 5 classmates.

In the video you can see some students talking about their holiday and are surrounded by the classmates.

- Juan Diego Marrugo said “On my holiday, I visited Santa Marta by a car, I stayed in a camping place its name is Rodadero , eeee, I eat fish and fries and I sleep in a camping house after ...
- Jose David Pomarico, had his tablets and his collage, but he was shy and his tone of voice was low, so it was not clear his travel experience.

We can perceive that the student liked the activity, because of his smiles and the effort he did, and something which caught teacher’s attention is the attitude of his partner, he was listening carefully, never interrupted him . And allows Jose feels confidence to keep trying.

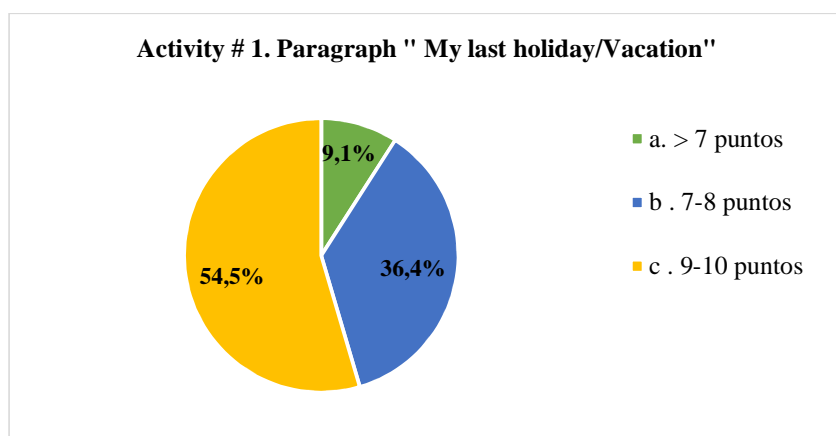
- Ana Gabriela Melendez: the girl read something about her vacation in Quindío, and shows picture of typical food, the map of the region, the coffee park, and the square.

- Darick Isaac, read about his holidays, it was in Spain, he was with his father and grandfather, he stayed in his mother's mother house, he played with his cousins. When he finished he asked who's is her? And he answer Messi and what is that? And instead of Spain flag, he just said Spain.
- Sherman : he said “ My last holiday, on holiday I went to Brazil, I went with my family, I stayed in Brazil Hotel, I ate delicious food in the hotel, I was in a beautiful room in hotel, I did many things, I visited Rio de Janeiro and Brasilia, I visited Cristo Redentor and the ---- in Rio de Janeiro.
- Gabriela: “On Holiday, I visited Panama, beautiful, the map of Panama, the hotel in Panama, is beautiful, the food typical, the typical food” and the students showed the pictures.

The girl was shy, and said little information but she worked and she was spontaneous, the teacher did not push her to talk, and the end her classmate next to her Carla, shows a happy face, it could be, she enjoyed Gabriela's explanation.

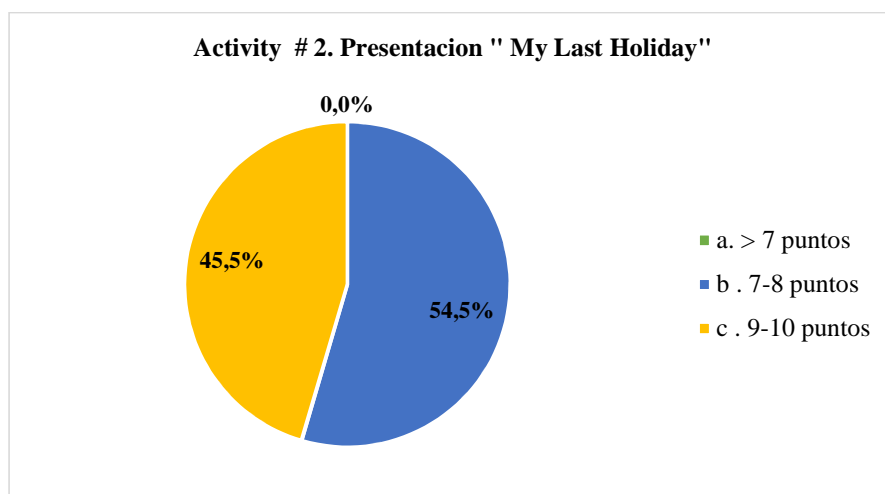
Assessing Students' Results

Below are the results of the activities related to the educational intervention are presented:

Graphic 6.

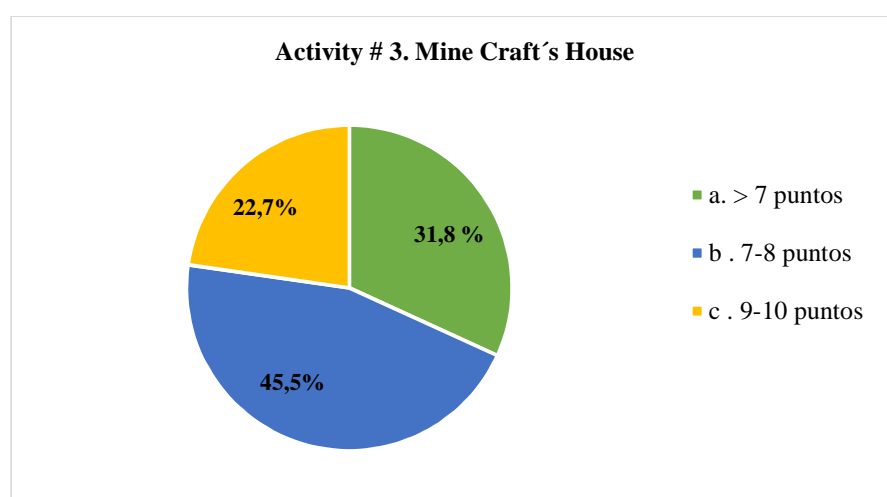
For the written activity, 9.1% students achieved a score less than 7 points, 36.4% of students scored between 7 and 8 points, while 54.5% of students scored between 9 and 10 points.

These were selected to achieve a practical and simple approach with students participating in the project in order to meet their interests directly and to obtain true for the planning and development of activities information.

Graphic 7.

The activity represented 54.5% of students scored between 7 and 8 points, while 45.5% scored between 9 and 10 points. This presentation was to share photos on sites visited on holiday but was found, for example, that a student presented his pictures using collage technique on its own initiative, and seeing that the students took the initiative to organize your material using a app called Pic Collage. In this case, the activity allowed easily meet the target within the stipulated time obtaining additional input from the student.

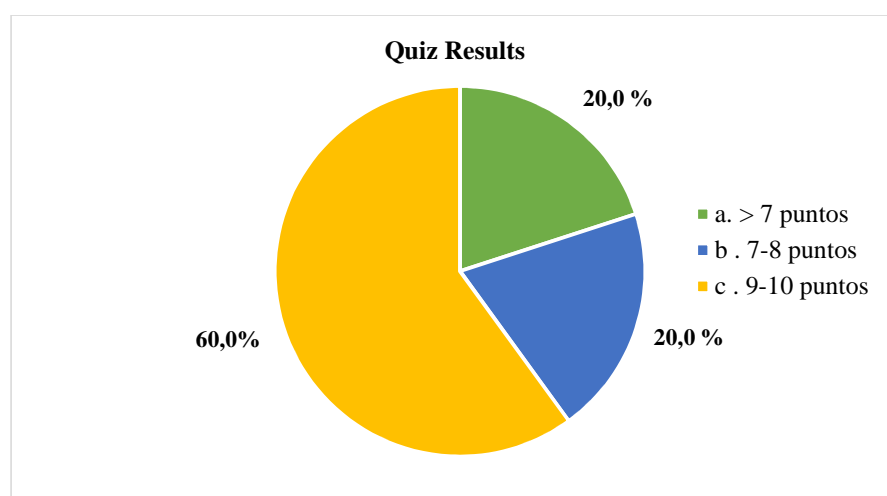
Graphic 8.



The activity corresponding when using the application Mine Craft to build a house in a virtual environment, presented a grade lower than 7 points to 31.8% of students, while 45.5% scored between 7 and 8 points. The highest score, with 9 or 10 points was obtained by 22.7%. We can highlight positive aspect of this activity the student engagement in the development of the task using this application .Note that the application operates as an RPG (role play game) that can present some difficulty but it is quite useful for the student to apply what they learned in class.

Mine craft was one of the activities that sparked creativity in students beyond the instruction given by the teacher, it is noteworthy that shows that this application is a game that has become very popular among users tablet's (both children as adults).

Graphic 9.



Regarding the quiz activity, 60% of students scored between 9 and 10 points, while 20% of the course scored between 7 and 8 points, and 20% of students scored less than 7 points quiz. The quiz allowed reinforce the knowledge acquired in playful activities without written using the Tablet; it was observed that the game I contribute in strengthening the knowledge, facilitating student successfully respond to the quiz (interim evaluation) established by the institution.

Interview

A final survey was conducted after the pedagogical intervention to detect the positive and negative points of the activity and be aware of the perceptions of students about the experience with interactive activities, informal interviews recorded in a video capturing also conducted reviews About how they 'felt using tablets in the previous activities and how they' Organized Their Work and if they 'liked or not and why. Below are some comments transcripts of recorded interviews:

Ana Gabriela

How did you organize your picture?

"With pic collage you can join and add photos as wallpaper, separate photos"

Sherman

Did you like the activity? Why?

“Yes, I like. Because I have a tablet and I enjoy it and I like the activity”

Juan Diego

Did you like the activity?

“Yes, I did “its activity what have a tablet and you share the tablet with your other friends”

Darick

Did you like the activity?

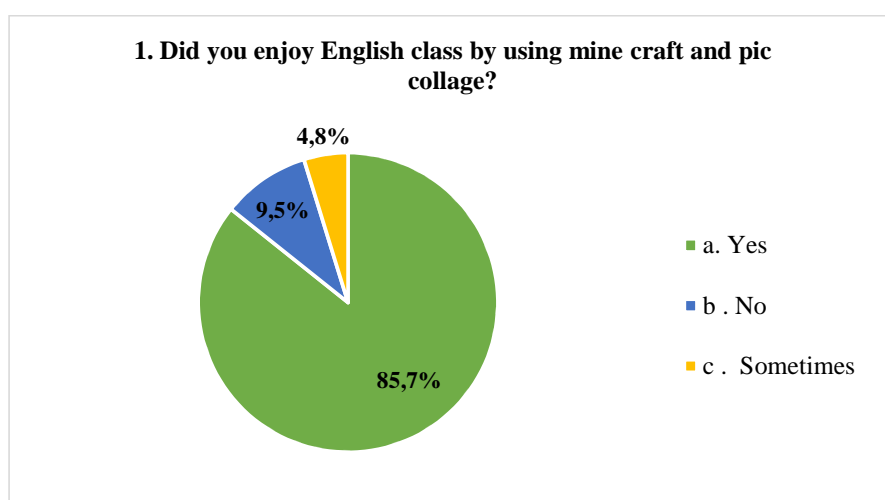
Yes,

Why did you like the activity?

For this activity very happy, and I'm to

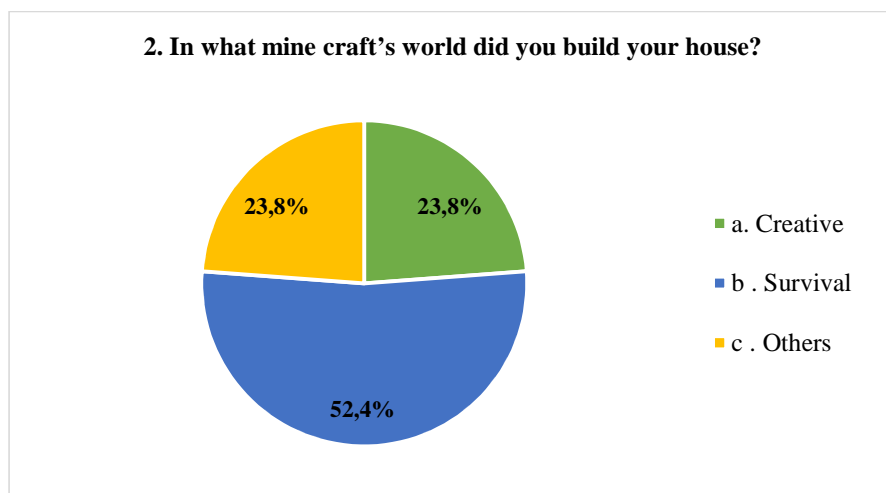
Questions' Result after applying the Pedagogical Intervention

Graphic 10.



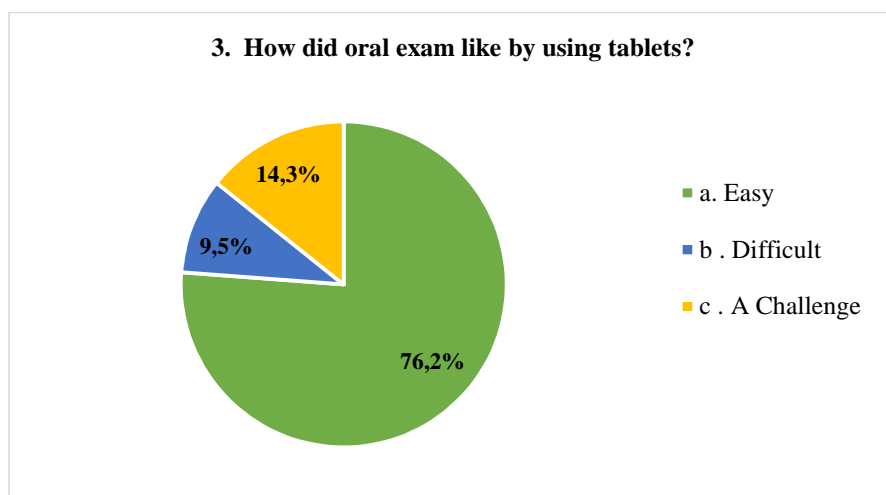
85.7% of students enjoyed using mine craft applications and pic collage, while 4.8% enjoy it sometimes and 9.5% of students said they did not enjoy using these in English class.

Graphic 11.

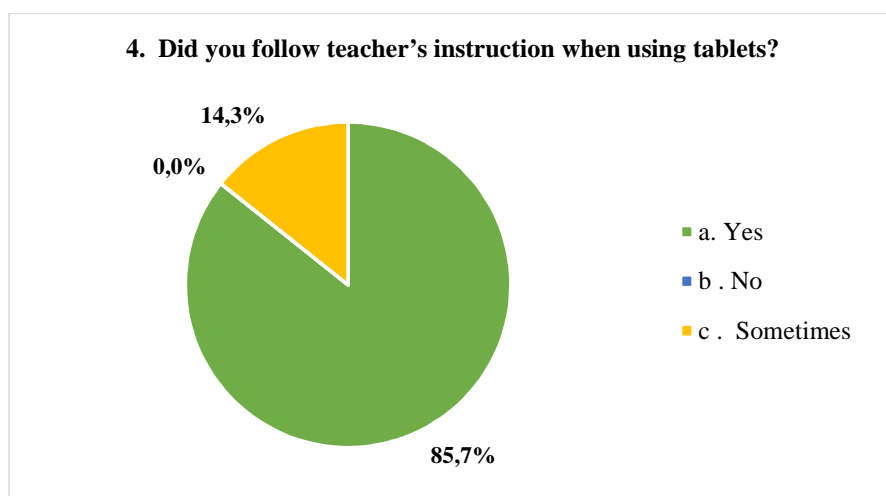


The Mine Craft application has several worlds (game options) that allow students to locate different environments to build the house, mostly students prefer the Survival world with 52.4%, the Creative World is used in 23.8% of students, and other worlds are used by 23.8% of respondents.

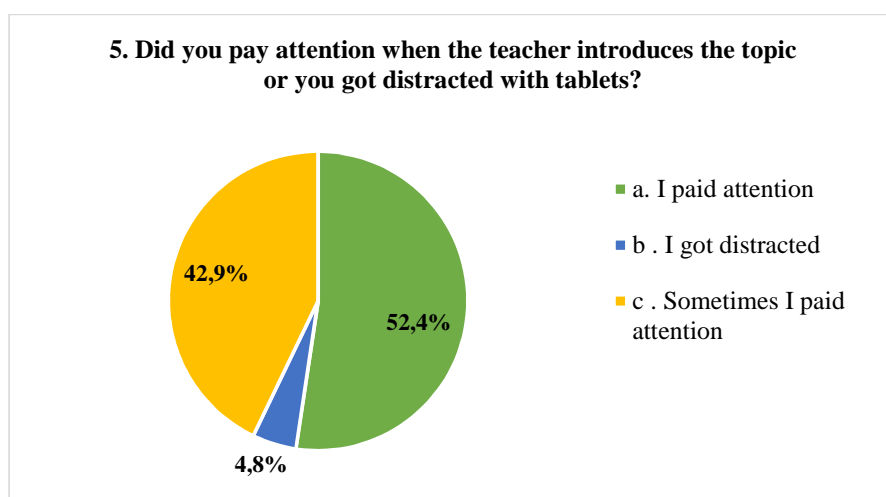
Graphic 12.



The 76.2% of students considered easy to perform oral exam using the tablet, while for 14.3% it is a challenge, and it is difficult for the 9.5% of students.

Graphic 13.

85.7% of students expressed that if they follow the teacher's instructions when using the tablets, and 14.3% say that sometimes follows.

Graphic 14.

About the distraction with the tablets to meet the teacher presentations, 4.8% of students are distracted while 42.9% sometimes attends to the teacher. 52.4% said addressing the teacher.

The Tablet was useful to motivate self and creative learning of English language by students, while the teachers explored ways in which care is distributed in class meet the teacher and work simultaneously, thus distinguishing it forms that this strategy has differences with the traditional model of the class.

Conclusions

This research reports the following conclusions:

The project was initially full of diverse opinions about its effectiveness by teachers and by students:

- It was thought at one time by the teacher that the use of the device in class affect the relations and interactions between participants, affecting the dynamics of recreation and use of leisure time.
- On the other hand, students expressed a positive attitude towards project implementation, confirming the first survey to detect the presence of a custom device usage in other settings other than school, without replacing the physical book format.

Intervention activities allowed us to prove that:

- The teacher could adapt the Tablet functions to support the objectives of the class, and could provide students with a guide to its use and exploitation.
- Students continued working and participating in English classes with more interest when device applications were involved in the development of classes, which helped to reinforce the concepts learned.
- The use of Tablet contributed to collaborative work by allowing students to share their experiences in using the applications. You could say that through technology

students are more autonomous in their learning, and motivation leads to action and therefore produces results.

- Progress in oral skills and creativity to task presentation was observed. One of the skills is to improve the use of Tablet for the transcription of texts, be more advantageous to use notebook and pencil.
- Applications of tablets enriched the English language learning interactive and spontaneous, playful and promoting the game as a way of strengthening the knowledge acquired. It was found, for example, students explore new applications for learning issues that are not within the lesson plan.

The observations and post-intervention interviews also showed that class enjoy using these devices is significantly improved attention and instructions to the class teacher; although it is necessary to adapt to the physical characteristic of the device (careful handling, power

dependence, operating system crashes) and adjust the lesson plan that can take time to develop skills to use new applications.

The exercise to investigate and explore the impact that causes the use of technology as a tool for the development of English classes, still has many issues to study, but was positive approach to achieving pupils to understand their needs, interests and ways to learn.

It should continue to guide the student in the interaction "technology-student-teacher" to cultivate all the effects that this can offer.

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Appendices

APPENDIX 1. STUDENTS' QUESTIONNAIRE ON ENGLISH LANGUAGE CLASSES.

COLEGIO DE LA SALLE CARTAGENA

Assessing Needs

Survey questionnaire for eighth grade students taking classes with native volunteer teachers

Please select one answer for each of the following questions:

1. Do you have a personal tablet?
 - ☐ Yes
 - ☐ No
 - ☐ I share one with someone else

2. How often do you play with your table?
 - ☐ Always
 - ☐ Sometimes
 - ☐ Never

3. What activities do you like doing the most in your table?

- ☐ Game
- ☐ Songs
- ☐ Videos
- ☐ Stories

4. What do you use most for reading?

- ☐ Books
- ☐ Tablet
- ☐ Magazine

5. Would you like using your tablet in English class?

- ☐ Yes
- ☐ Sometimes

Appendix 2. Lesson plan 1

INSTITUTION: COLEGIO DE LA SALLE CARTAGENA

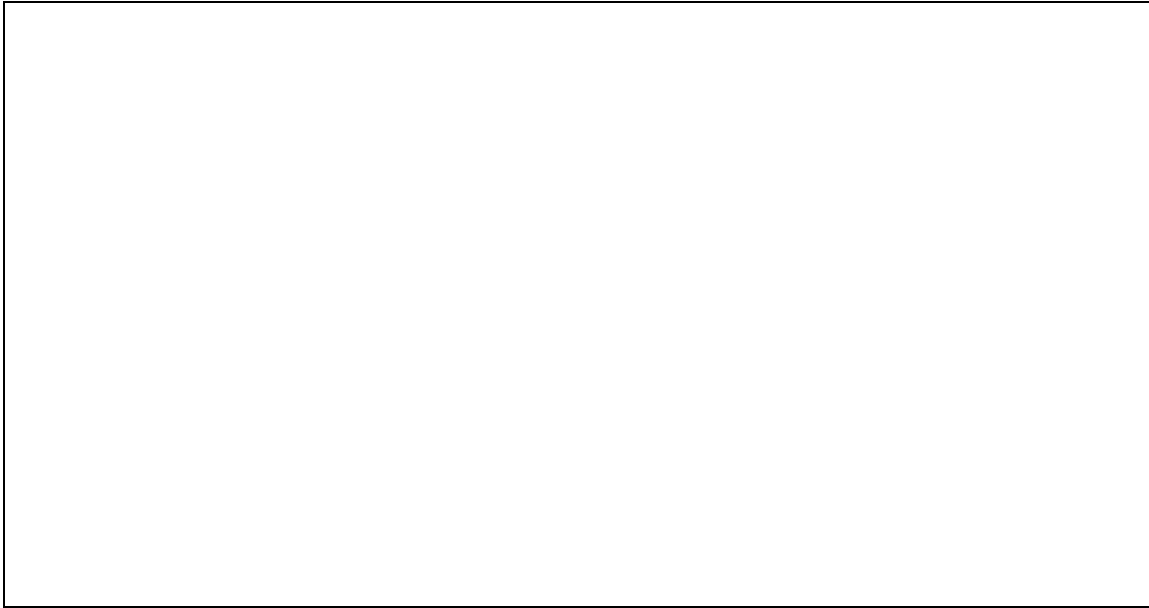
Teacher's name: Marelis Barrios Carlos Cardenas	Grade: 5th grade	Term: second term	Date: 2014	Allocated time: 1 hora 30 minutos
Relevant recent work:	<i>irregular verbs in the past</i>			
Topic of the lesson:	I traveled!			
Objective: To communicate about travel experiences through a written paragraph. By writing interesting things they saw and did in the countries or cities they visited.				

Key words:**Actions**

1. Come came
2. Find found
3. See saw
4. Eat ate
5. Have had
6. Buy bought
7. Go Went
8. Take took
9. Make Made
10. Feel Felt

Countries

- | | |
|-----------------------------|------------|
| 1. Ecuador | 11. Italy |
| 2. Chile | 12. Japan |
| 3. United States of America | 13. Poland |
| 4. Australia | 14. Russia |
| 5. Britain | 15. Spain |
| 6. Brazil | 16. Turkey |
| 7. China | 17. Italy |
| 8. Finland | 18. Spain |
| 9. France | 19. Mexico |
| 10. Germany | 20. Brazil |



Materials/equipment: Tablets, flash cards, video, video beam.

Lesson stages	Interaction	Skills involved	Time
Warm-up activity: Freeze game: Teacher starts saying some actions and students act them out. When teacher says the word “freeze”, they stop doing their action, and don’t move, if someone moves is taking out of the game. Then other students take the role of the teacher.	<i>T – Sts</i> <i>Sts - Sts</i>	<i>Speaking</i>	<i>10 min.</i>

Teaching procedures (lesson core): <p>➤ The teacher introduces the actions by showing flash cards and pictures. Student will repeat them through a chant.</p> <p>➤ Teacher will write on the board: I went to the beach last Vacation. Underline went and explains this action expresses past. Point to a student and say: you went to the beach, and then write it on the board. Point to a male and say He went to the beach last</p>	<i>T – Sts</i> <i>Sts – Sts</i> <i>T-Sts</i>	<i>Listening</i> <i>Speaking</i> <i>Reading</i> <i>Listening</i> <i>Speaking</i>	10 min 15 min
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<p>vacation. And introduce other persons the same way. To elicit that the verb is the same in all persons.</p> <p>➤ Students will complete workbook Pag 14 exercise 1, 2 and 3, 4 and 5</p>	<p><i>T-Sts</i></p> <p><i>Sts -Sts</i></p>	<p><i>Reading</i></p> <p><i>Writing</i></p>	<p>30 min</p>
<p>Assessment: This lesson will be assessed in a formative way through spontaneous participation in class, and the use of the tablets by following the teacher's instruction.</p> <p>Summative assessment:</p> <p>✓ Each student writes in the tablet a paragraph about the last holiday/vacation and will read aloud to the class.</p>	<p><i>T - Sts</i></p>	<p><i>Writing</i></p> <p><i>Reading</i></p> <p><i>Speaking</i></p>	<p>25 min</p>

<p>Closure: board race. Split the class in two. Each group is given a name. one participant of each go to</p>	<p>T - Sts</p> <p>Sts - Sts</p>		
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the board to write a sentence in past with the action expressed by the teacher			
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INSTITUTION: COLEGIO DE LA SALLE CARTAGENA

Teacher's name: Marelis Barrios Carlos Cardenas	Grade: 5th grade	Term: second term	Date: 2014	Allocated time: 1 hora 30 minutos

Relevant recent work:	<i>Irregular and regular verbs in the past. Types of sentences (interrogative, affirmative, negative)</i>
Topic of the lesson:	My last vacation!
Objective: To talk about their travel experiences and video tape it. By telling interesting things they saw and did in the countries or cities they visited.	
Keys Questions: <div> ✓ Did you travel for vacation? Yes, I did / No I didn`t </div> <div> ✓ How was your vacation? </div> <div> ✓ Where did you go? </div> <div> ✓ How did you get there? </div> <div> ✓ Who did you go with? </div> <div> ✓ What did you take with you? </div> <div> ✓ What did you do there? </div> <div> Actions </div> <div> ✓ See - saw </div> <div> ✓ Eat - ate </div> <div> ✓ Have - had </div>	

- ✓ Buy - bought
- ✓ Go - Went
- ✓ Take - took
- ✓ Make - Made
- ✓ Feel - Felt
- ✓ Come - came

- ✓ Find - found
- ✓ Visit - visited
- ✓ Dance- danced
- ✓ Play - played
- ✓ Walk - walked
- ✓ Talk - talked
- ✓ Listen - listened

Materials/equipment: Tablets, flash cards, video, video beam.

Lesson stages	Interaction	Skills involved	Time
Warm-up activity:	<i>e.g.</i> <i>T – Sts</i>	<i>e.g.</i> <i>Speaking</i>	<i>e.g.</i> <i>10 min.</i>

Freeze game: Teacher starts saying some sentences and students act them out. When teacher says the word “freeze”, they stop doing their action, and don’t move, if someone moves is taking out of the game. Then other students take the role of the teacher.	<i>Sts - Sts</i>		
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Teaching procedures (lesson core): <ul style="list-style-type: none"> ➤ The teacher introduces the topic “My last vacation by showing a video. ➤ Teacher will say “I went to Panama” and ask where did you go on vacation? And write it down on the board. And expect of any students’ answers. The teacher will continue doing the same with the other questions. ➤ Teacher showed a dialogue performed by her and one of the students from the class. In pair student practice the dialogue by recording themselves with the tablets ➤ Students complete Star kids textbooks Students’ book Pag 24 points 2, 4 and 5. Workbook Pag 1, 2 and 4 			
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<p>Assessment: This lesson will be assessed in a formative way through Spontaneous participation in class, and the use of the tablets by following the instruction with the interactive activities.</p> <p>Summative assessment:</p> <ul style="list-style-type: none"> ✓ Each student talks about his/her holiday and show images already download in the tablets of places where they went. 			

Closure:			
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INSTITUTION: COLEGIO DE LA SALLE CARTAGENA

Teacher's name: Marelis Barrios Carlos Cardenas	Grade: 5th grade	Term: second term	Date: 2014	Allocated time: 1 hora 30 minutos
Relevant recent work:	<i>Used to</i>			
Topic of the lesson:	My old house.			
Objective: To talk about their travel experiences and video tape it. By telling interesting things they saw and did in the countries or cities they visited.				
Key expressions: I used to I didn't use to Did I use to play? Yes, I did / No, I didn't				

Key words:

Part of the house

- ✓ House
- ✓ Living room
- ✓ Dining room
- ✓ Bedroom
- ✓ Bathroom
- ✓ Garden
- ✓ Yard
- ✓ Terrace
- ✓ Basement
- ✓ Swimming pool
- ✓ Library
- ✓ Kitchen
- ✓ First floor
- ✓ Second floor

Things in the house

- ✓ Furniture
- ✓ Window

- ✓ Refrigerator
 - ✓ TV
 - ✓ beds,
- Materials/equipment:** Tablets, flash cards, video, video beam.

Materials/equipment: Tablets, flash cards, video, video beam.

Lesson stages	Interaction	Skills involved	Time
<p>Warm-up activity:</p> <p>Freeze game: Teacher starts saying some actions and students act them out. When teacher says the word “freeze”, they stop doing their action, and don’t move, if someone moves is taking out of the game. Then other students take the role of the teacher.</p>	<p><i>e.g.</i></p> <p><i>T – Sts</i></p> <p><i>Sts - Sts</i></p>	<p><i>e.g.</i></p> <p><i>Speaking</i></p>	<p><i>e.g.</i></p> <p><i>10 min.</i></p>

<p>Teaching procedures (lesson core):</p> <p>➤ Students complete star kids textbooks.</p> <p>Student's book pag 25 point 9 part b.</p>			
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<p>Assessment: This lesson will be assessed in a formative way through Spontaneous participation in class, and the use of the tablets by following the instruction with the interactive activities.</p> <p>Summative assessment:</p> <p>✓ Each student talks about his/her house that they used to live in.</p>			
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Closure:			
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Appendix 3. Instruments of evaluation

Paragraph Rubrics

Name	Characteristics	Score
Topic	Main idea or topic in first sentence (2) points	
organization	A Paragraph of 7 lines, order of ideas, details or sequence (4) points.	
Sentences	Complete sentences (2) points	
Vocabulary	use of the actions seen (2 points)	

Oral presentation Rubrics

Category	Characteristics	Score
Organización (Sequence of ideas.) 2 points	Very organized during the presentation	

Clear explanation 5 points	Speak very clear, very easy for the audience to understand	
Knowledge of content 3 points	Knowlede of content vey clear.	

APPENDIX 4. QUIZ



**COLEGIO DE LA SALLE CARTAGENA
EXAMEN**

**L-GE-15
Vigente desde:
15-07-2013**

REGLAS CLARAS:

1. Lee cuidadosamente las indicaciones antes de desarrollar el quiz.
2. Utiliza bolígrafo y evita tachones y enmendaduras.

3. El uso del diccionario y traductores no está permitido.

1. Read the following paragraph and answer the questions.

PROFESOR	Marelis Barrios Florez								
PERIODO	2	GRADO	5	ASIGNATURA	INGLÉS	FECHA			
ESTUDIANTE						GRUPO		No	
PROPOSITO DEL PERIODO									
Emplear apropiadamente cada uno de los elementos esenciales para narrar y describir experiencias en tiempo pasado.									
CRITERIOS DE EVALUACIÓN									
1.	Identifica los verbos regulares e irregulares en contextos escritos								
2.	Emplea correctamente las diferentes estructuras del pasado simple								

My name is peter, and my last vacation was fun , I went to Panama with my mom and Dad by boat, and stayed in the fabulous Hard Rock Hotel, I took my camera and good books, I did many things there such as had dinner in great restaurants and ate excellent food, went to nice shops and bought many souvenirs. Also I played volleyball at the beach in the afternoon, swam in the hotel pool. On weekends I visited museums and I saw lovely monuments. The weather was generally sunny and hot,

A. Where did he go on vacation?

B. How did he get there?

C. What did he take with him?

D. Where did he stay?

E. What did he do?



ESPECIALIZACIÓN EN LA ENSEÑANZA DEL INGLÉS

PEDAGOGICAL INTERVENTION TIMETABLE

Problem. Tools students are using for learning are not of their interests.

RESEARCH TITLE: Impact of tablets as a pedagogical tool for fifth grade students.

RESEARCH OBJECTIVE: To identify strategies to implement in English class to motivate student's communication.

PEDAGOGICAL OBJECTIVE: raise students' motivation by using tablets in class as a support of English learning.

WEEK	DATE	DESCRIPTION OF ACTIVITY/WORKSHOP	PEDAGOGICAL/LINGUISTIC OBJECTIVE/STANDARD	PEDAGOGICAL DATA TO BE COLLECTED
1	05-06-2014		Students will be able to write their travel experiences in written form following some criteria from the teacher.	<ul style="list-style-type: none">• Paragraphh Eachstudentswrite aparagraphdescribinghow lastholidaywas

2.	10 - 06- 2014 11 - 06 - 2014	My last Vacation	Students will be able to talk about their last vacation by answering some questions given by the teacher.	<ul style="list-style-type: none"> • Performance Each student share information with their classmates talking about their own travel experiences and showing pictures of it.
3.	12 - 06 - 2014	My old house	Students will be able to talk about the house that they	<ul style="list-style-type: none"> • Interview: Students build the house that

	13 - 06 - 2014		used to live in , by using the expression “Used to”	they used to live in and describe it to a group of classmates .
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