Effects of using EdiLim teacher generated material on learning English vocabulary in 7th grade

students at Libertad High school

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at Libertad High school

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NOTA DE ACEPTACION

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Dedicatory

To my parents, Mariceth Garcia and Florentino Quelal. They have been little angels that life has given me to love me, support me and take care of me throughout my life. To my second dad, Andres Quelal who has always been with me with his love and unconditional support. To my brother, Andres Quelal who has been the best friend in the world, the most precious treasure I have in the universe. To them, I owe my life and my everything.

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Abstract

The summary of this project is a brief description of a research process that will be carried out, emphasized in the interaction of students with the use of technology as a tool. In addition, the variety of technological tools that can be useful for teaching vocabulary and in this way, opt for an entertaining and interesting classroom environment. A problem is represented with a brief description and question explaining reasons why the possible causes and consequences are determined to study with the technology instead of the traditional form.

Keywords: learning, EdiLim, effects, teaching, vocabulary.

Resúmen

El resúmen de este proyecto es una breve descripción de un proceso de investigación que será llevado a cabo, enfatizado en la interacción de estudiantes con el uso de la tecnología como una herramienta. Además, la variedad de herramientas tecnológicas que pueden resultar útil para la enseñanza de vocabulario y de esta manera, optar por un entretenido e interesante ambiente en clases. Se establece un problema representado con una breve descripción y pregunta explicando razones por las cuales se determina las posibles causas y consecuencias para estudiar con la tecnología en lugar de la forma tradicional.

Palabras clave: Aprendizaje, EdiLim , efectos , aprendizaje, vocabulario

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Nowadays, when there is a sound need to learn English and be able to communicate effectively in this language, it also arises the necessity for teachers to foster the different language skills instead of just grammar as used to be the common practice. Nevertheless, none of these areas can be developed if the basis, that is, vocabulary, is not. Vocabulary can be considered as the foundation of grammar, listening, speaking, reading and writing without this fundamental component little can be understood or conveyed in the target language. Teaching vocabulary should be one of the crucial points of a language daily practice of teachers, and it can be done in diverse ways; one of them is by using teacher-generated material that can consider students' needs and context so that vocabulary learning becomes meaningful and effective.

Now, there are numerous technological tools that can assist teachers in creating their own materials, but their use is not limited to that area, these tools have proven to offer more entertaining and innovative classes, which ultimately facilitate learning. It is worth considering that technological tools such as computers and wireless devices are attractive in the eyes of children and teenagers because they are audio-visual tools with unique and novel features. According to Hasselbring and Williams (2000) "today's children are the first generation of the "digital age." They are being raised in a society that is changing rapidly because of the influx of new computer-based technologies that provide more pervasive and faster worldwide links to commerce, communication, and culture "(p.102).

For that reason, if these were incorporated in our classrooms with educational purposes, willingness of students to learn another language, and in this specific case vocabulary, would probably increase. It could be said that these devices have changed minds of young people even

in their daily life. This fact can lead us to think that the implementation of technology would not be as intrusive as people may think.

Given the above, the focus of this project is to determine the specific effects of implementing teacher-generated material designed with software EdiLim (multimedia interactive books) on English vocabulary learning in seventh grade students. This software requires the manipulation of technological tools in the classroom and contains games such as crossword puzzles, word search, and matching tests. These educational games are designed to enhance the subjects taught in a traditional classroom, particularly English, and are believed to benefit English learning, as they offer a more interactive and novel environment for students.

Chapter I: The Research Problem

This chapter presents detailed information about the research problem that is the basis for this project, its main objectives, its significance and the potential limitation may be encountered while this research is carried out.

Problem description

Vocabulary has been considered as the core of learning and developing proficiency in a specific language. However, this component is sometimes either taken for granted or simply neglected in the teaching process despite teachers and students having a great deal of tools at their hands to directly address it and incorporate its teaching daily. Up to this day, there have arisen endless technological tools that can facilitate English vocabulary teaching in schools, but these are not always taken advantage of. Some studies have found a variety of factors as possible contributors to the lack of implementation of these tools some of these are, in certain cases, the limited resources available, which hinder easy access to good equipment, time constraints, but especially teachers who are not qualified in the use technological tools or that simply do not know about them (Abdullah, 2009). It could be said that in a context like ours, it is probably the absence of teacher training or unfamiliarity with the field of technology that causes most teachers to avoid its use in their classes and opt for more conventional tools such as a board, markers, books, and notebooks and redesigned materials. However, having nowadays all the technological tools in our hands, it is imperative that teachers be aware of all the resources available to enhance learning. In this regard, the present project has been thought as a proposal in which teacher generated material by means of a piece of software named EdiLim will be used and its effect further analyzed to determine whether its use can facilitate English vocabulary learning.

Problem formulation:

What are the effects of using teacher generated material with EdiLim in learning English vocabulary in 7th grade students at Libertad High school?

Guide questions

- What are the difficulties in the learning of vocabulary for 7th grade students?

- How can the software Edilim foster English vocabulary learning?

- What are the appreciations of students after using Edilim?

Objectives

General objective

To determine the effects of teacher-generated material using the program 'EdiLim' on learning vocabulary in English in 7th grade students at Libertad High school.

Specific objectives

- To identify the difficulties regarding vocabulary learning in 7th grade students at Libertad high school.

- To use EdiLim to reinforce vocabulary teaching through generated material.

- To identify the perceptions of students after using the material created with EdiLim.

Significance of the Study

Several reasons account for the relevance of this study. First, in general terms, vocabulary plays an important role in communication in any language. According to Lewis (1993), it is important to possess a considerable range of vocabulary because this is the core of communication in any language and the basis for the development of the language skills and grammar, as Wilkins (1972) notes "while without grammar very little can be conveyed, without

vocabulary nothing can be conveyed" (111-112). For these reasons, students need to have a variety of words as a weapon and shield to express and defend their points of view when they communicate, or to perform any of the language functions ranging from the simplest to the most complex ones. In sum, having a good array of vocabulary represents the backbone of a language.

Regarding the Colombian context, it is evident that a substantial number of high school students show weaknesses when it comes to vocabulary learning as teachers, we have often realized that most learners are not able to identify words in English, much less to produce them when they are involved in different tasks in the classroom, and at the end, this is manifested when they have to take standardized tests and their skills in the area are measured.

That is the case of *Pruebas Saber 11* and *Saber Pro* (Colombian standardized tests that assess 11th grade students and college students respectively in different areas of knowledge), which have historically demonstrated that Colombian students display a low level of proficiency in English (British Council, 2015). Regarding this area, Saber 11 and Saber Pro assess students in two language components: vocabulary and grammar, and maximum level reached by 90% of high school students was A1 and only 2% percent reached the results expected by the Ministry of Education and the Colombia Aprende program (a program designed to foster bilingualism in Colombia).

Based on these results, it is pertinent to suggest that most students who take the test display weaknesses concerning the foundations of the language. This issue needs to be addressed from the source, meaning English language teaching in school, and that is the void this project intends to fill, at least concerning the vocabulary component. To do so, it is necessary to tackle vocabulary teaching from different angles, making use of the benefits or advantages offered by technology to facilitate learning, for example by using Edilim, a piece of software suggested in

this project, which consists of a set of educational games such as crossword puzzles, word search and so on, that might have a satisfactory effect on students' engagement and learning of English vocabulary. With this software, teachers will be able to create their own material, organize a set of contextualized and appealing activities in which they can make their students participate actively, learn and play at the same time.

Finally, this project intends to gather information in order to understand the extent of the weaknesses in vocabulary learning, and also describe reactions of learners towards the material designed by the teacher using the software Edilim. It can be said that learners might be more involved in the learning process because this kind of materials change the common scene in the classroom as they incorporate a wide range of activities through which the teacher presents the vocabulary items s/he considers his/her learners need.

Limitations of the study

In any research process, it is important to highlight the potential limitations with the population, monetary resources and administrative aspects. First, teachers who have a long trajectory in the field may not be willing to cooperate or implement the ideas proposed in this project, as teacher-generated material takes time an effort to create.

On the other hand, it is necessary to take into account the availability of computer rooms in the institution and support from school administrators. Here, we can find some possible impediments that could make this process harder. First, the computer rooms are busy most of the time due to the different activities planned by teachers for their students. In addition, computers often have technical problems and can be an obstacle when trying to use them. In spite of these limitations, as teachers seeking to somehow transform teaching processes, it is necessary to

continue working on alternatives that contribute to such transformation whose only purpose is to benefit our students.

Chapter II: Literature Review

This chapter discusses the importance of vocabulary as a fundamental component of a language and how its knowledge may affect the development of other language skills. It also addresses issues such as what knowing a lexical item involves and the implications in teaching.

Bearing these aspects in mind, this chapter presents an alternative to English vocabulary teaching and reinforcement through the use of teacher-generated material designed with an interactive piece of software, which intends to provide learners with activities that present more contextualized and meaningful vocabulary in order to facilitate its learning. In order to develop these ideas, it is pertinent to address certain concepts and theories supported by different authors.

Learning

Learning is a concept that has been widely discussed by various authors one of them is Elias (2011, p.1), who states that learning is a product of interaction that can involve learners, tutors and other elements such as content. According to the author, it is the teacher's job to maximize the value of those interactions. In the same line, Hower, Barnes-Holmes and Moors (2003) claim that learning refers to a change in an individual´s behavior, which occurs as a product of experience. Based on these assertions, it is possible to conclude that learning is influenced by many factors, experiences and attitudes. It is therefore logical to worry about applying teaching strategies that increase learners' interactions and experiences to facilitate the process of language learning. This project aims to offer an alternative to enhance, on one hand, interaction among learners, their teachers and teacher-generated material addressing vocabulary, and on the other, experience, as they will be able to discover, manipulate and put into practice

the material presented. Given that vocabulary learning is the main focus of this project, it is now necessary to address the concept of vocabulary and some relevant characteristics.

What is vocabulary?

Vocabulary is a core component of a language that influences the development of other areas. Graves (as cited in Taylor, 1990) defines vocabulary as the entire stock of words belonging to a branch of knowledge or known by an individual. Elaborating on the subject, Gardener (as cited in Adger, 2002) states that vocabulary is not limited to the meaning of words, but that it also includes how this is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

According to Hanson and Padua (2011), "vocabulary refers to the knowledge of stored information about the meanings and pronunciation of words necessary for communication" (p.5).

Nation (2001) states that knowing a word in the target language involves more than merely knowing its translation in the L1 or one of its meaning. The author suggests eight aspects that can be taken into account to determine whether learners display full command of words (Nation 1991):

- **Meaning:** to know the meaning of the word and its variations in different contexts.

- **Written form:** to recognize the word when it is written and being able to write it as well.

- **Spoken form:** to pronounce the word correctly and also being able to recognize it when it is heard.

- **Grammatical behavior:** the changes that the word suffers depending on the grammatical tense or the rules that modify it.

- **Collocations:** if it tends to co-occur with a specific word or words

- **Register**: whether the word is formal or informal. How it should be used in certain contexts.

- **Associations:** how the word relates to other words. It is possible to replace it with others without losing its original meaning.

- **Frequency:** if the word is usual, ordinary, strange, old-fashioned, etc.

Considering these aspects, it is evident that there are different dimensions that need to be taken into account when learning vocabulary, which also implies that teachers should provide learners with opportunities to address these aspects and incorporate them in the process.

Vocabulary teaching and learning

As stated previously, vocabulary has a significant role in the structure of any language and it represents the building blocks of all areas of communication, namely the four language skills, listening, speaking, reading, and writing. Consequently, it could be said that vocabulary teaching and learning should be emphasized, instead of merely assuming that words and expressions and all the elements that learning vocabulary entails are picked up by learners as they are engaged in other activities, this is to be taken into account especially in an EFL setting like ours, in which language practice is limited inside and outside the educational setting. Several authors affirm that although vocabulary can be learned incidentally, by reading for example, several of them affirm that purposeful instruction is necessary for learners to process vocabulary deeply, so that they are more likely to incorporate what they learned into their long-term memory (Schmitt & McCarthy, 1997). Vocabulary teaching is recommended especially at early stages of language learning (Coady & Huckin, 1997). Coady and Huckin (1997) suggest that high-frequency words should be learned as quickly as possible, so that learners can then more easily increase their vocabulary size through reading, that is, they can subsequently become more autonomous.

After focusing on the relevance of vocabulary instruction, it is now important to turn to a series of aspects that should be considered for effective vocabulary learning to take place. Bancroft (2002) states that teachers should:

• **Present new words frequently and repeatedly in the input.** Teachers must present vocabulary items to students several times so that they have more chances to store them in their long-term memory to be able to identify them and produce them.

• **Use meaning-bearing comprehensible input when presenting new words.** It is necessary that students understand and use the vocabulary that is being taught by teachers. They must relate the words that they are learning with their previous knowledge.

• **Limit forced output during the early stages of learning new words.** It is important to remember that depending on the age of students, new vocabulary production will not happen immediately, it first goes through the process in which learners get familiarized with it, internalize it and are able to identify it.

• **Limit forced semantic elaboration during the initial stages of learning new words.** Teachers cannot show the great variety of meanings that a word has in different contexts all at once. This will happen as they advance in the language learning process.

• **Progress from less demanding to more demanding vocabulary related activities.** This statement implies that teachers should start by presenting learners with the type of vocabulary they are most familiar with, the sort of vocabulary they are more likely to use on a daily basis and can handle more easily in a sentence.

Accordingly, Joseph (2011) further points out three important principles to be considered when teaching vocabulary:

• **Definition and contextual information about a word.** Where students should consider the words that they are learning and the meaning depending on the context where they are found.

• **Multiple exposures to a word in different contexts.** Students should be exposed to different language samples in which the target vocabulary can be encountered.

• **Encouragement of active participation of students in their word learning.** Learners should be active participants in the process of vocabulary learning. They need to be given the chance to infer meaning and also to manipulate the new and old vocabulary in numerous situations to perform different tasks.

Additionally, it should be noted that if the teachers wish to teach vocabulary to their students, he must be aware that the students are not an empty basket where they will accumulate words and magically learn them overnight. Teachers should be concerned with finding techniques and strategies to make this learning efficient and productive for students and satisfying for themselves. Celce-Murcia (1991), establishes three specific techniques that are useful in this process.

First, convey the meaning where teachers present the vocabulary to their students using the "realia" in the classroom. The most common type of realia is the use of images that can easily be associated with the word in the target language. Besides, teachers should also model the correct pronunciation, and the use of the word in context.

Second, checking for comprehension where the teacher creates or looks for different materials which will be given to each student for them to do. For example, fill in the blanks, making pairs or sorting exercises. In this way, it will determine the difficulties and what they have learned during this process. If difficulties still exist, the process should be rethought

through additional activities or an explanation of the vocabulary. Otherwise, the teacher can proceed to the final technique.

Finally, consolidation in which teachers expose their students to a specific context so that they practice and are able to recognize the necessary words that they must use to communicate then they will remember the group of words that was taught by the teacher.

Based on these ideas, it can be said that teachers must act resourcefully if they wish to incorporate them to encourage successful vocabulary learning. One way in which the teacher can accomplish this is by generating his/her own materials that can support vocabulary teaching and at the same time meet needs of his/her learners regarding age, proficiency, relevance and background knowledge of students, so that they can relate a little more to the vocabulary learned with activities done in class and home.

Why teacher generated material?

As was previously stated, when teacher-generated material could be useful to cater for particular needs of learners and in this case, serve as a tool to reinforce vocabulary learning.

According to Block (1991), there are three fundamental reasons to explain why teachers should produce their own materials.

- **Contextualization:** Before teaching specific vocabulary, it is essential to remember the context in which learners are immersed and based on this, select vocabulary that is relevant for them, vocabulary they are familiar with and will probably use in real-life situations.

- **Timeliness:** teachers can provide learners with updated material, as they design it based on the current situations, events and people.

- **Personal touch:** students notice when their teachers have taken the time to create materials that are specifically designed for their class, it shows that teachers prepare their lessons, they are devoted to their profession and want to go beyond the textbook or pre-designed array of materials, which may sometimes not be the most suitable for the students they are teaching.

There are a number of tools teachers have at their hands to create their own material, and this project proposes a piece of software, *Edilim ,* to serve as a support tool for teachers who want to do so, in this case emphasizing vocabulary teaching. By using this software, teachers can adapt what is to be learned to incorporate the aspects that knowing vocabulary entails and also, accommodating to what learners need.

EdiLim

Computadores para Educar (a program of the Colombian ICT Ministry that promotes the use of ICT in the educational centers of Colombia) defines EdiLim as a kind of technological tool made by Frank Macias to facilitate the use of a material learning students. In addition to this, they represent the type of pages:

- **Fact:** Pages to provide information or content
- **Interactive:** Pages to design different learning tasks.

EdiLim has been considered as an useful tool to aid in the learning process of certain topics in class and can help teachers to involve students actively in their learning process. This software can be easily implemented in classes because it includes templates where teachers add the necessary information related to the topics they need to address. It is not difficult to figure out how this software works, as it includes a step-by-step guide; therefore, it can be suitable for teachers who do not have great skills dealing with this type of tools.

Activities created by EdiLim

EdiLim contains pages in which it is possible to create or modify existing teaching material according to the interests of the teacher and learners. As Edilim is an educational tool that can be used by teachers from different content areas, it offers five sections. However, the ones that are suitable for language teachers are the following:

Information. This section is displayed at the beginning of the book, the teacher can introduce a brief description of the topic that has been previously explained, so that learners can review and clarify doubts if necessary (See appendix #1).

Words section. This may be considered as the most representative for this project as it is the one that language teachers can use to create a variety of tasks to either introduce the vocabulary they need to teach or as consolidation in order for learners to have additional practice and to be able to better recall the vocabulary subsequently, which is the ultimate goal of this project. In this section learners are not only presented with the vocabulary there are different tasks they can perform manipulating the vocabulary they are taught. These include: drag words, classify words, fill in the blanks, dictate, match words and meaning or synonyms, identify sounds, scrambled letters, spelling, secret word, multiple response, among others.

Images. In this section, different images can be dragged from one place to another until learners match them with the correct word. This task is relevant as learners can start relating the word to a picture instead of its translation. In this way, as teachers, we can begin to shift this paradigm based on translation and help out students develop different strategies to learn vocabulary.

Games. This area contains activities such as memory, secret word, puzzles and word search. These games are also entertaining and helpful tools for consolidation of vocabulary.

As can be seen, Edilim can be a useful tool for the English teacher to use in the classroom, in this case to facilitate the creation of teacher-generated material aiming to reinforce vocabulary learning in English. With Edilim, teachers can not only provide additional explanation for learners to expand their knowledge or solve doubts, but also, and equally important, create materials that reinforce vocabulary learning by presenting learners with appealing activities, that being teacher-generated, are intended to cater for learners' needs.

Procedure to create activities with EdiLim

To create material with EdiLim it is important to consider the following steps:

1. Download freely the program from the Internet.

2. Watch a tutorial video where it shows how to create each of the activities.

3. Go to the section where you can choose the type of activity and template.

5. Add the images with the words in the pages of the book (if needed).

6. Add the sounds dragging them to the format (if needed).

7. Save the program in the computer to reproduce in a pop-up window HTML or LIM format.

As can be noted, this variety of engaging and interactive activities can be adapted or created by teachers in order to include the material they wish to teach or to reinforce vocabulary that has already been taught. Teacher-generated material through the use of EdiLim may benefit teachers and students, as they can choose vocabulary that not only suits learners' proficiency, but it is also meaningful and contextualized.

Contextual Framework

Regarding the geographic aspect, I.E.M Libertad, Jornada Tarde - Sede principal is located on Avenida Panamericana. In terms of history, this institution began to be recognized by

the name of "Instituto Nocturno Libertad" as a project directed by Don Antonio José Cerón Mora on December 10 of 1958. The main purpose was to provide a space and opportunity for working female students to study at night. Later, the institution began to work in the morning and afternoon, still catering for the female population. From 2003 up to this day, women and men are allowed to study in the institution, switching its name to "I.E.M Libertad".

As for its population, this high school has 3864 students approximately. There are three groups of seventh grade. Each one has 20 to 30 students respectively according to the information provided by the Componente de Direccionamiento y Gestión.

Legal Framework

To establish a relationship between education and laws, it is considerable to mention the rules that govern in Colombia according to education and the use of ICTs at schools and universities.

Act 115 of 1994 (education)

Defines education as a permanent, personal, cultural and social process grounded in an integral formation of human beings, of their integrity, their rights and their duties. It indicates the general norms to regulate the Public Service of Higher Education that fulfills a social function according to the needs and interests of individuals, the family and society. It is grounded on the principles of the Political Chart on the right that every individual has to education, freedom of teaching and learning, research and chair in its character of public service.

The same Act provides for the organization of formal education in three levels: pre-schooling, basic (primary and secondary), and middle, non-formal education for children and youth of school age, adults, peasants, ethnic groups, persons with physical, psychological and sensory disabilities, with special skills, and persons who need social rehabilitation.

Act 1341 of 2009 (ICTs)

Research, promotion and development of Information Technology and Communications are a state policy that involves all sectors and levels of government and society, to contribute to the educational, cultural, economic, social and political development and increase productivity, competitiveness, respect for human rights inherent and social inclusion.

The Information Technology and Communications must serve the general interest and duty of the State to promote efficient and equal access opportunities to all inhabitants of the country.

Chapter III: Methodology

This chapter describes the methodological aspects which will allow obtaining data and information regarding the main problems represented in the participants and thus obtain results that will be analyzed at the end of the project. In the same way, it includes the paradigm, design, population, and the techniques and instruments of data collection.

Research paradigm

Based on the particularities of this research project, the paradigm chose to conduct it is qualitative. According to Creswell (1994), qualitative research is a process in which the researcher intends to explore and understand a social or human problem. The researcher then builds a complex, holistic picture, analyses words, reports detailed views of informants, and conducts the study in a natural setting" (p. 18-20). Mackey and Gass (2005), define some specific characteristics of the qualitative paradigm. First, it focuses on very detailed descriptions from which a great variety of information is obtained and its final analysis can be born from different points considering the participants, consequences, causes, etc. In addition, given the

nature of the research, it is not possible to generalize neither the origins nor the results of the problem being explored.

Given the above, this paradigm is coherent with this research as this project is concerned, on one hand, with discovering and identifying the weaknesses learners have regarding vocabulary learning, and on the other, with describing reactions of learners and progress when teacher-generated material designed with Edilim is used.

Type of research

Based on the characteristics of this project, the type of research selected to achieve its objective was case study. Case studies have been largely used in the social sciences and have been found to be especially valuable in practice-oriented fields such as education, management, public administration, and social work. According to Sturman (1997), "case study is a general term for the exploration of an individual, group or phenomenon" (p. 61). Therefore, a case study is a comprehensive description of an individual case and its analysis, the characterization of the case and the events, as well as a description of the discovery process of these features (Mesec, 1998, p. 45). Mesec (1998) claims that a case study "is a description and analysis of an individual matter or case aiming to identify variables, structures, forms and orders of interaction between the participants in the situation or, in order to assess the performance of work or progress in development" (p. 383). In this project, a case study is one of the most appropriate to identify the reactions and progress seventh grade students make when facing several teacher-generated activities designed with Edilim.

Population and sample

As mentioned previously, this research will be carried out at I.E.M Libertad in Pasto that houses 3864, from kindergarten to high school who attend school either in the morning or the

afternoon; however, this study will involve 27 7th graders whose ages range from 12 to 14 years old who generally come from schools located in rural areas where they have not learned the vocabulary in English needed to continue this subject in high school.

Collection techniques and instruments

To obtain data and information from the students and the teacher it is extremely important to use techniques and instruments and thanks to them it will be possible to establish and identify the possible effects of the use of EdiLim. It is necessary to recognize the principal techniques such as, semi-structured interview, observations and survey.

Semi-structured Interview

According to Bernard (1988), it is best used when you will not get more than one chance to interview someone and when you will be sending several interviewers out into the field to collect data. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data.

The interview will be conducted by the author of this project to English teachers who have been previously in charge of the class. Teachers can provide valuable information as they have had an academic and social relationship with the students during the school year. The teachers will probably release information regarding the progress students have had in the field.

Some questions aim to gather specific information and others are designed for teachers to freely express their points of view. In order to develop the interview, it is necessary to have an interview guide, which can guarantee a dynamic conversation. (See appendix #2).

Observations

From the observation, the researcher will be able to notice and analyze the different reactions that students will probably have during the research process. In addition, notes will be

taken which will study the positive and negative attitudes of the students. In order to gather relevant information, the observations will be conducted using a checklist.

The checklist will contain specific aspects the researcher needs to pay attention to while carrying out the study. From the observation and the events that occur is going to be established information that will contribute to the final analysis of data (See appendix #3).

Survey

Sometimes, students and teachers do not want to express their opinions because they are shy or they may want to keep them private. In the same way, they may conceal important information that do not disclose during an interview. For that reason, it has been decided to use a survey so that they share their opinions without fear or shame (See appendix #4).

Chapter IV: Administrative Aspects

Schedule and Budget

2017

Months	January				February				March				April				May				June				July				Oct.				Nov.				Dec.			
Weeks	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Activities																																								
Project development					■	■	■	■	■	■	■	■																												
Go to the institution										■							■	■		■																				
Collect information																	■	■					■	■	■	■														
Design of study						■	■	■	■	■																														
Project presentation																	■																							
Data analysis																															■	■								
Final project																																	■	■						

Concept	Concept	Unit value	Unit value
500	photocopies	50	25000
10	transport	1300	13000

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APPPENDIX

APPENDIX # 1

Screenshots of EdiLim

In the first image a template that is modified according to the theme that is proposed to work with students. The second one is related to the different activities that can be developed using EdiLim.

APPENDIX # 2

Instrument: Semi-structured interview

Entrevista al Docente

Nombre: _____

Centro Educativo: _____

Fecha: _____

Cargo: _____

Descripción: Esta entrevista será realizada estrictamente con fines educativos. Se debe tener en cuenta la autorización del entrevistado para analizar y agregar la información obtenida a partir de la siguiente entrevista.

1. **Saludo**

2. **Presentación de la idea general del proyecto.**

3. **Desarrollo de preguntas:**

   ✓ ¿Considera que existen dificultades en el aprendizaje del idioma inglés? ¿Cuáles?

   ✓ ¿Considera que sus estudiantes han aprendido el vocabulario que exige los estándares del ministerio de educación? ¿Por qué?

   ✓ En su opinión, ¿Qué tan importante es el vocabulario en el aprendizaje de una lengua extranjera?

   ✓ ¿Cree usted que sus estudiantes repasan en su hogar realizando trabajo extra para reforzar los temas vistos en clase? ¿Por qué?

- ✓ ¿Conoce Usted herramientas que ayuden al diseño de materiales para la enseñanza del inglés?

- ✓ ¿Está Usted dispuesto(a) a crear su propio material de enseñanza y reforzar los contenidos?

- ✓ ¿Considera que ha recibido el apoyo (capacitación) de la institución para usar equipos como herramienta de enseñanza y aprendizaje? ¿Por qué?

4. **Agradecimiento.**

5. **Despedida**

APPENDIX #3

Instrument: Checklist

#	Question	Yes	No	Requires action
1	Do students know how to use computer?			
2	Do they feel comfortable using a computer to learn?			
3	Are students able to recall vocabulary that has been taught in previous lessons?			
5	Is EdiLim an easy-to-use tool for students?			
7	Do students understand the activity on the EdiLim template?			
8	Do students seem to be engaged in the activities presented?			
9	Are students able to complete the tasks?			

APPENDIX #4

Instrument: Survey

Universidad de Nariño

Facultad de Ciencias Humanas

Licenciatura en Educación básica con énfasis en humanidades lengua castellana e ingles

Responsable: Diana Marcela Quelal García.

Estudiantes: 7-3

¡Hola! Me gustaría que completaras la siguiente encuesta con toda la sinceridad posible. Esta ha sido creada con el fin de obtener información acerca de las dificultades que posees en inglés. Mil gracias.

Marca con una equis (x) la opción que escojas:

Pregunta	Si	No
1. ¿Te gusta aprender inglés?		
2. ¿Te agrada la manera como tu profe te enseña inglés?		
3. ¿Crees que el inglés es un idioma fácil de aprender?		
4. ¿Te gusta aprender inglés con juegos, tales como crucigramas, sopa de letras, etc.?		
5. ¿Tus padres quieren que tú aprendas inglés?		

Ahora, por favor responde las siguientes preguntas:

6. ¿Cómo te gusta estudiar las palabras nuevas para aprender en inglés?

_____

_____

_____

7. ¿Crees que las actividades utilizadas en la clase te ayudan a aprender nuevas palabras?

_____

_____

_____

8 . ¿Crees que se debe usar computadores u otros dispositivos tecnológicos para aprender inglés?

_____

_____

_____