Universidad Distrital Francisco José de Caldas

School of Science and Education

Hypermedia Material as an Innovative Tool for Teaching and Learning the English Language

Dielser David Maestre Herrera

Identification Document 1’030.575.946 Bogotá

Licenciatura en Educación Básica con Énfasis en Inglés (L.E.B.E.I)

Tutors:

Leidy Blanco Garcia (Dynamic Teaching Corporation)

Martha Cecilia Candia (Universidad Distrital Francisco José de Caldas)

Bogotá

2014
Estudiante

**MAESTRE HERRERA DIELSER DAVID** - Código 20092165038

Licenciatura Básica con Énfasis en Inglés - LEBEI

Universidad Distrital Francisco José de Caldas

Ciudad

Respetado Estudiante:

El Consejo Curricular le informa que en su sesión del día 25 de Noviembre de 2014, acta No.38, aprueba su propuesta de pasantía y acepta como TUTORA EXTERNA a la profesional LEIDY BLANCO, representante de Dynamic Teaching y como TUTORA INTERNA, nombra a la profesora MARTHA CANDIA, del proyecto de grado modalidad PASANTIA titulado: “HYPERMEDIA MATERIAL AS AN INNOVATIVE TOOL FOR TEACHING AND LEARNING ENGLISH LANGUAGE”.

Cordialmente,

**NANCY GÓMEZ BONILLA**

Presidente Consejo Curricular

Proyecto Curricular Licenciatura en

Educación Básica con Énfasis en Inglés
Acknowledgments

I have no words to describe how wonderful it has been my experience within the University Distrital Francisco José de Caldas. All these years of effort and learning have provided me with skills that have been developed and improved with experience. The teacher being is one of the things that have most helped me to improve as a person and as a professional. That is why this little writing is dedicated to all those experiences that have made me grow in every way.

I would like to start thanking God, who in his infinite mercy and will, has allowed me to complete this project successfully. He has endowed me with wisdom and understanding I needed during this process. Without his help I would not have been able to achieve what I have achieved during these years of efforts.

Next, I want to thank my family, my parents, my brothers and my sister who were an immeasurable support during all my years of study, and who on this great day, pride themselves because I am reaching the goal that I set.

Finally I would like to thank all the people, teachers, tutors and other people who made this monitoring and evaluation work.

God bless us and keep us all.
# Table of Content

**Introduction** 1

**Justification** 4

**Objectives** 5

Objectives of the Intern 5

General Objective 6

Specific Objectives 6

**Theoretical Framework** 7

Hypermedia 7

Hypermedia and Education 7

Advantages of Hypermedia 8

Disadvantages of Hypermedia 10

First Considerations in Educational Contexts 10

**Instructional Design** 13

Review of the Company 13

Chronogram of Activities 18

Development of the Internship 28

Plan of the Implementation 28

Results 36

Conclusions 38

Recommendations 39

References 40

**Annexes** 43

Contents of the On-Line Platform 43

On-Line Platform 47
Introduction

This project report provides information about the internship that was carried out at Dynamic Teaching Corporation as a graduation project for the academic program “Licenciatura en Educación Básica con Énfasis en Inglés” from Universidad Distrital Francisco José de Caldas. This includes information regarding the company in which the internship was carried out, the theories about hypermedia as the focus of the project and the findings of implementing and adapting hypermedia material for learning and teaching the English language.

To begin with, the general objective of this project is to enrich Movers’ Level through the adaptation and implementation of hypermedia material. Also, this project with its specific objectives, seeks to: firstly: to determine to what extent the adaptation and implementation of this hypermedia material aids in the students’ English Learning process. Secondly: to strengthen the English language skills in students and thirdly: to determine how the adaptation and implementation of this material aids in the teaching of English as a foreign language.

The implementation and adaptation of hypermedia material has been used in different disciplines. In education, many different methods, techniques, approaches, educational software and programs have been developed to accomplish the goals for those whose needs have not been achieved yet, in terms of learning and teaching foreign languages. For educators, hypermedia provides a different context in which they can enrich and improve the way education of a foreign language has been carried out during many decades. Thus,
the implementation of hypermedia brings down the traditional way of teaching a foreign language, what means that this material changes teacher’s perceptions about what teaching is. On the other hand, the advances in this matter, have allowed learners to find more tools that have helped them in their foreign language learning process. They have adapted those materials to their specific needs. Moreover, hypermedia has offered a web of knowledge that is interconnected, so that, learners learn through experience while providing a new channel of communication between teacher-learners and learners-information at the same time. Thus, hypermedia provides, for teachers and learners, a new space in which both can discuss and work. This project was based on theories and strategies when implementing hypermedia material for the English language learning and teaching.

The internship was very important because this allowed to develop the acquired knowledge along the academic program Licenciatura en Educación Básica con Énfasis en Inglés. Also, this project promoted to explore a different area where Dynamic Teaching Corporation can offer its service to the community. Based on this, the activities that were carried out through this internship have been defined in the next sections:

**Introduction:** In this section the reader can find the reasons and the objectives that the intern established as the guide to accomplish his objectives and what led him to work on this project.

**Theoretical Framework:** This is theoretical foundation in which this project was based on. It will be possible to take a look to the theoretical bases of this project. In this section it will be shown the theoretical support, moreover it will be shown the benefits, the disadvantages and advantages of applying hypermedia material within the classroom.
**Instructional Design:** In this chapter the readers will be informed about the process of the internship carried out. A detailed description about the first stages of the project will be shown, and also its development and the final procedures that were followed in order to achieve the objectives of the internship and the intern.

At the end of the document, the conclusions, findings, the suggestions and advises found during the process of implementation will be shown. This section also has to do with the support during the planning, implementation and evaluation of the project.
Justification

The internship process allows the intern to apply their professional and personal knowledge and experience, in the educational field, that has been acquired along their studies and life. Nowadays, technology covers a very important part of students’ and teachers’ lives. It has led to develop new techniques, methods, theories, approaches and relations for learning and teaching foreign languages. Being pedagogy the base of my work, I am able not only to promote English language learning, but also, to raise awareness about the importance of the technologies when learning and teaching the English language. Dynamic Kids Program did not have any hypermedia material that students could use to reinforce knowledge gained during the classes at the institution. This project sought to enrich the Dynamic Kids Program through the adaptation and implementation of hypermedia material taking advantage of the technology that is on our hands today. Furthermore, it offered to the company a different way of offering its service to the academic community, especially to the children. Nowadays, Dynamic Teaching Corporation has a blog - http://dynamickidsmoverslevel.blogspot.com/- for the children that teachers and students can use not only to learn but also, to teach the English Language.


Objectives

Objectives of the Intern

During this internship I have been encouraged to accomplish many academic and personal goals. Within these goals I want to be able to apply the knowledge I gained throughout my experience as a student and as a teacher. That is why, my objectives in this internship are:

1. To become a professional by applying theories and methodologies for teaching English that I have been taught.

2. To improve my skills in English language teaching.

3. To change the educational context by applying innovative ideas within the classroom.

4. To improve my technology skills for teaching English.

5. To obtain my Bachelor Degree in Education.
General Objective

- The main objective of this project is to enrich Movers’ Level through the adaptation and implementation of hypermedia material.

Specific Objectives

- To offer an additional material that can be used to strengthen student’s skills in English as a foreign language.

- To promote the use of hypermedia material as an English teaching/learning tool at Dynamic Teaching Corporation.

- To determine how the adaptation and implementation of this material aids in the teaching of English as a foreign language at Dynamic Teaching Corporation.
Theoretical Framework

Hypermedia

To understand the term hypermedia, it is necessary to understand the two main components of this. These components are hypertext and multimedia. The hypertext is text which contains links to other texts. The Hypertext presents the information in a non-linear way, what allows readers to read the information in the order they find more appropriate. Nelson (1970) defines hypertext as a body of written or pictorial material interconnected in such a complex way that it could not conveniently be presented or represented on paper. On the other hand, the Multimedia is an integration of multiple forms of media; this includes text, graphics, audio, video, etc. In this sense it is possible to say that hypermedia is the final product of combining hypertext and multimedia. Many different researchers have defined the term hypermedia as a system that combines electronic text and multimedia. This combination is connected through links and the information is presented in a non-linear way by using different formats of media such as motion pictures (videos), static pictures (photos, pictures), sounds, text, etc. (Armenteros, M. 2006; García, F. 2002; Gorjian, B. 2011; Gulcan, N. 2001; Nelson, T. 1970; Pires M. & Rosales, C. 2006).

Hypermedia and Education

Education has changed over the years. In teaching and learning foreign languages the physical text was very important for the development of the activities in the classrooms. Learners used to learn only from the teacher and textbooks and it was the teacher who had
the information. The education was focused on the teacher and not on the learners.
Nowadays, this whole interaction has changed. With the intervention of hypermedia the learners are now the focus on education. The incorporation of hypermedia has proved that this didactic resource is very useful in education, because a web of interconnected knowledge is offered and it promotes a kind of interactive learning based on experience. Since hypermedia connects information on different links, it has been related to the way the human brain works. Thus, hypermedia allows the associative connection of ideas and, at the same time, makes the user to be in control of their own learning (Armenteros, 2006; Duque, 2004). The hypermedia benefits the autonomous, meaningful, interactive and collaborative learning. It also provides a new environment in which a new space of communication between teachers and learners is promoted (Armenteros, 2006; Duque, 2004; Garcia, 2002). In this process the use of the computer and hypermedia programs have changed the dynamics. Garcia (2002), states that the nature of the educational software has evolved throughout the history, contributing even more in the educational processes. With the hypermedia learners can access to a new world of tutors, simulators among many other advantages for achieving their educational goals.

Advantages of Hypermedia

The implementation of hypermedia material in an educational context has been always a subject for studies and research. Technology has made that the educational environments change and it has also led researchers and educators to wonder about the benefits of implementing new tools. When implementing hypermedia material in the class, it can be established three contexts in which hypermedia innovates the teaching and learning
process. The first context is “teaching”. Teachers’ role goes beyond than acting as an agent who follows a program or content, they become executioners in the process. That is to say, they are involved not only in the adaptation of the hypermedia material, but also in the execution of it (Duarte, 2000). In this way, teachers can use the hypermedia material to develop the classes and to reinforce the activities made in the class (Armenteros, 2006).

The second context is in the didactic tools. Barberá and Badía (2004) state that there is no doubt that hypermedia is one of the main innovative tools that promotes the use of different media, what it means that because of its nature, hypermedia can take many different attributes such as motion, sounds, pictures, images, etc., which could prompt more effective foreign/second language learning and teaching (Gulcan, 2001; Lockee, 1996). In addition, hypermedia takes place in learning. Many different researchers have agreed to say that learners can use this system to explore and create their own pathway of learning since hypermedia presents the information in the same non-linear way. This process also promotes the reconstruction of the information allowing association of terms, concepts, creation, etc. Furthermore, it allows learners to order the information in the most appropriate way for them and their own purposes (Bevilacqua, 1989; Garcia, 2002; Gorjian, 2001; Pires & Rosales, 2006).

In conclusion, hypermedia could improve different stages that have to do with learning and teaching processes. As an innovative tool, it allows teachers and learners find different contexts in which new channels of communication are open and in which new forms of learning and teaching can be explored.
Disadvantages of Hypermedia

Due to hypermedia offers an infinite world of information, and due to the way the information is all connected, learners could find disorientation. That is to say, learners might not be able to find a way that they can follow. This disorientation might lead the learners to feel lost. Armenteros (2006) and Garcia (2002) say that the educational web systems represent a threat when the size of them goes way too far from what learners can handle. This system could also produce a distracting effect on learners due to the information presented (Pires and Rosales, 2006).

First Considerations in Educational Contexts

In order to adapt any kind of hypermedia material in an educational context effectively, there are some considerations to take into account. According to Duque (2004) this development consists in three basic steps that are related to:

1. Educational need analysis: this includes analysis of the educational context.

2. Design of the educational material: it means the way the information is going to be presented to the learners. In order to present the information there are some components to considerate and that every process of adapting or implementing hypermedia material should follow:
   - Users have the control: the user has to feel that they are in control of the programs and the information they access.
• Clarity: the design of the hypermedia material must be clear for the users.

• Simplicity: the hypermedia must be easy to use. It has also to provide access to the whole functions of the material.

• Hierarchy: the information shown must be settled based on relevance for the user, the goals to achieve and for the contents to develop during the implementation.

3. Pedagogical design: in this section the objective, activities and the contents must be established.

These aforementioned considerations are complemented by Brusilovsky (1996) when he mentions the methods and techniques of adaptive hypermedia. On the next chart (figure 1), Brusilovsky explains the classification of the considerations:
Brusilovsky classifies 6 main components when adapting hypermedia material, he focuses on 6 main questions: 1. Where? (Application areas, it means the context) 2. Why? (goals, the goals to achieve when implementing the material) 3. To what? (it means the populations, the users) 4. How? (The way the implementation must be carried out, conceptual level) 5. What (it refers to the programs that are going to be applied) and finally 6. How? (Techniques applied in the implementation level). In addition, Américo (2003) develops the stages in which the material to adapt must be based on. In this way he establishes the next components:

- Objectives: this is where the goals of the application are defined.
- Public: This stage must define to whom this implementation is going to affect.
- Contents: it implies the definition of what is going to be implemented.
- Structure: it involves the organization the information.

Barberá and Badía (2004) also provide some considerations before implementing the material, these considerations include:

1. To specify the educational purpose and specific objectives of hypertext material.

2. To select the contents and segment them into thematic units.

3. To decide the type of content that is embedded in each unit, and also the kind of informative representation that is to be used (written text, graphical representation, video).

4. To plot a structure that links the different thematic units, clearly indicating the links that will be activated and shape the type of navigation will decide to implement.
Instructional Design

Review of the Company

MISSION

To train in foreign languages to form individuals capable of facing a globalized world, through an agile, quality, efficiency and social responsibility, while creating welfare for our company and our students.

VISION

Being the company providing training services to the most prestigious bilingualism in Colombia, Latin America and the world, with a solidity and expansion based on consistent training of our staff for leadership required by the modern world.

VALUES

Honesty, ethics, commitment, loyalty, responsibility and excellence are some of the values the company promotes.

Dynamic Teaching Corporation S.A.S.

Dynamic Teaching Corporation is an educational institution with fifteen years of experience in the field of English language teaching, it is recognized as establishing Education for Work and Human Development, by Resolution No. 13013 Official Approval Secretary of Education of Bogotá, Capital District. Currently it has six programs specially designed for the comprehensive learning of the four skills of English according to the Common European Framework: Dynamic English (adult program) Dynamic Kids (program for children between 5 and 13 years) Market Leader (English Business) Dynamic Pre-Teens
(teen Program), Dynamic Proficiency (English Advanced), Dynamic Enterprise (Enterprise Program) and Dynamic – ONLINE. Dynamic Teaching Corporation has four headquarters:

- Corferias Headquarters Av. Calle 26 (El Dorado) # 38A – 33 Bogotá, Colombia.
- South branch Av. Cra 30 # 18 A - 26 Sur Bogotá, Colombia.
- North branch Calle 100 # 62 – 28 Bogotá, Colombia.
- Facatativá branch C.C. El Portico, Of: 301-302-303 third floor Facatativá, Colombia.

Dynamic Teaching is a program that offers three levels based on the Common European Framework. The programs are classified in this way:


**A2. (PRE-OPERATIONAL):** Is divided into two sub layers: A2-1 and A2-.

**B1. (OPERATIONAL)** it lasts 4 months.

**Dynamic Kids**

Dynamic Kids is a program that allows children to learn English in an educational and fun way through games, rounds and manual activities. Dynamic Kids makes learning English a wonderful experience for children. Language becomes a fun activity and a space of socialization in another language. Dynamic kids program is divided on the next levels:
**STARTERS LEVEL**

The students recognize the English alphabet and are able to use simple words that have to do with the environment that surrounds them directly as their home, school and friends. Very basic phrases used especially to describe themselves. They understand the simple command class and used for the same language.

<table>
<thead>
<tr>
<th>UTAH WEEK</th>
<th>OREGON WEEK</th>
<th>ARIZONA WEEK</th>
<th>TEXAS WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers from 1 to 30.</td>
<td>Numbers from 30 to 60.</td>
<td>Numbers from 60 to 90.</td>
<td>Numbers review.</td>
</tr>
<tr>
<td>Colors.</td>
<td>Family members.</td>
<td>Food and drinks.</td>
<td>Telling the time.</td>
</tr>
<tr>
<td>Adjectives.</td>
<td>Months of the year</td>
<td>My house.</td>
<td>Clothing</td>
</tr>
<tr>
<td>Days of the week.</td>
<td>When is your birthday?</td>
<td>The animals.</td>
<td>Verbs and Routines.</td>
</tr>
</tbody>
</table>

**MOVERS LEVEL**

The students are able to develop simple sentences about situations that have to do with reality as their immediate family, school, neighborhood and their interrelationships. They are able to recognize certain tenses and successfully handle basic vocabulary and eventually used in situations in which it operates. They are able to understand class commands, simple instructions and ideas on issues that are in progress.
<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and possessive pronouns.</td>
<td>And progressive. Frequency adverbs.</td>
<td>A few, a little and a lot of.</td>
<td></td>
</tr>
<tr>
<td>Time prepositions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**FLYERS LEVEL**

The students are able to construct complete sentences with defined purposes and in real situations. They are able to express feelings, describing people and circumstances concerning them directly. They are able to use a good range of vocabulary that underlies these situations and try to apply a good deal of time. They understand a variety of spoken languages and recognize a little more complex grammatical structures.

<table>
<thead>
<tr>
<th>ILLINOIS WEEK</th>
<th>NEVADA WEEK</th>
<th>ARIZONA WEEK</th>
<th>WYOMING WEEK</th>
</tr>
</thead>
</table>
**FLYERS (ADVANCED) LEVEL**

The students are able to express short ideas in written and spoken language clearly enough. They recognize grammatical structures accurately and uses a range of vocabulary related to different contexts.

<table>
<thead>
<tr>
<th>LOUISIANA WEEK</th>
<th>HAWAI WEEK</th>
<th>WASHINGTON WEEK</th>
<th>COLORADO WEEK</th>
</tr>
</thead>
</table>

**Dynamic Teaching Corporation Organizational Structure**

This chart shows the three main departments Dynamic Teaching Corporation has. This internship is directly related to the Academic Department, which involves the Adult and Kids Program. This project is only based on Dynamic Kids Program.
# Chronogram of Activities

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week from December the 1st, 2014 to December the 6th, 2014.</td>
<td>During this week, the intern worked on the survey that will be applied to the students and teachers from Dynamic Teaching Corporation in January 2015. Besides, he showed the advances on the theories he would apply in order to do the implementation at this institutions.</td>
</tr>
<tr>
<td>Week from December the 8th, 2014 to December 13th, 2014.</td>
<td>During this week, the intern was still working on the survey design. The intern also showed the advances on the project. During this week some corrections about the survey were done. Also, the student was searching and reading books about hypermedia material. He has found some author in which he can base this project on.</td>
</tr>
<tr>
<td>Week from December 15th, 2014 to December 20th, 2014.</td>
<td>The intern has selected the authors in which he based this project. He created some tools in order for him to analyze and compare the information found on the books. He showed the results of applying these tools on his project.</td>
</tr>
<tr>
<td>Week from January 26th, 2015 to January 30th, 2015</td>
<td>The intern created the platform in which the hypermedia material would be shown. You can address to the next link to see it (<a href="http://dynamickidsmoverslevel.blogspot.com/">http://dynamickidsmoverslevel.blogspot.com/</a>). The intern also showed the links he would use during the implementation of this project. Besides, this week the</td>
</tr>
</tbody>
</table>
The intern called children’s parent to arrange a meeting so parents could know about the project that would be carried out by the intern. In this session the intern explained to parents the way the classes would be divided and the way he will address the classes with the children. Finally, the intern showed the corrections that he had to do for the last inform he had to present at the end of the implementation.

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of the week</th>
<th>Topics</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday</td>
<td>N/A</td>
<td>Welcome to the course</td>
<td>On this day, the intern arranged a meeting with the students’ parents: During this meeting the intern explained to the parents about the project that would be carried out through the first semester of the current year. In the meeting the parents were told about the blog <a href="http://dynamickidsmoverslevel.blogspot.com">http://dynamickidsmoverslevel.blogspot.com</a> that would be used to present the hypermedia material and that students would be using during the classes. Besides, the parents, who agreed letting participate their children within the internship, signed the informed consent and children answered the question of the survey. (Please address to the annexes for further information)</td>
</tr>
</tbody>
</table>
This session was divided into three stages:

1. The intern made an introduction of the topics students would be working with.

2. The intern allowed students to use the blog (http://dynamickidsmoverslevel.blogspot.com) with the hypermedia material previously selected. Students could use different links with hypermedia material in order to practice what they have seen in the first stage of the session. Students worked independently, it means that students were able to select what exercises to do. The intern was making follow up.

3. In the last stage, the intern and students worked with the blog within the classroom. In this stage students took turns to complete the different exercises and links that were shared on the blog. Students received points according to their understanding and participation. (Please address to the annexes for further information “lesson plan”).

<table>
<thead>
<tr>
<th>Saturday February 14th, 2015</th>
<th>KANSAS WEEK</th>
<th>Verb to be. Personal and possessive pronouns. Time prepositions.</th>
<th>This day was divided in 3 stages:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. The intern performed a listening exercise about the topics worked the precious class. The listening exercises were taken from the book Headway 1.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. The intern allowed students to use the blog (<a href="http://dynamickidsmoverslevel.blogspot.com">http://dynamickidsmoverslevel.blogspot.com</a>) with the hypermedia material previously selected. Students could use different links with hypermedia material in order to practice what they had seen previously. Students worked independently, it means that students were able to select what exercises to do. The intern was making follow up.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. In the last stage it was the time for production, so students were asked to prepare a short conversation using the information studied during the first and second stage. (Please address to the annexes to see the lesson plan and for further information).</td>
</tr>
<tr>
<td>Saturday February 21st, 2015</td>
<td>IOWA WEEK</td>
<td>Present simple. Frequency adverbs.</td>
<td>This session was divided into three stages:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. The intern used a Prezi presentation in order to introduce the topic Present Simple. Students took notes and asked questions in relation to the topic.</td>
</tr>
</tbody>
</table>
2. The intern allowed students to use the blog (http://dynamickidsmoverslevel.blogspot.com) with the hypermedia material previously selected. Students could use different links with hypermedia material in order to practice what they have just seen. Students work independently, it means that students were able to select what exercises to do. The intern was making follow up.

3. In the last stage, the intern presented the students the first quiz about the previous classes. The quiz was about previous topics: Verb to be, Personal and possessive pronouns, and Time prepositions. (Please address to the annexes to see the lesson plan, and English quiz).

This class was divided into three sections:

1. Students saw the closing for the theory class that was not concluded the previous class (present continuous).

2. The intern allowed students to use the blog (http://dynamickidsmoverslevel.blogspot.com) with the hypermedia material previously selected. Students could use different links with hypermedia
material in order to practice what they had just seen. Students worked independently, it means that students were able to select what exercises to do. The intern was making follow up.

3. Students had to choose a famous person so that they could talk about it. They were told to talk about personal information as well as routines and so. First of all they were asked to write a short paragraph on their notebooks so the intern could check the information. Once the intern gave them the approval, the students had to choose a billboard in which the information would be rewritten by them. So they had to create a billboard using their own information and letter in order to share it with the other students. Once they finished copying the information from their notebooks to the billboard, they were asked to make a short presentation about the character they chose previously. Photos were taken. (Please address to the annexes to see the lesson plan).

<table>
<thead>
<tr>
<th>Saturday March 7th</th>
<th>OHIO WEEK</th>
<th>Nouns pluralization,</th>
<th>The class was divided into three stages:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1. Students received the theory about countable and</td>
</tr>
<tr>
<td>Date</td>
<td>Nouns</td>
<td>This class was divided into 3 stages:</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------</td>
<td>--------------------------------------</td>
<td></td>
</tr>
<tr>
<td>24, 2015</td>
<td>Countable and Uncountable</td>
<td>1. Each student was given a picture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nouns.</td>
<td>with different</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A few, a little and a lot of.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>uncountable nouns, there is</td>
<td>2. The intern allowed students to use the blog</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and there are.</td>
<td>(<a href="http://dynamickidsmoverslevel.blogspot.com">http://dynamickidsmoverslevel.blogspot.com</a>)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The explanation was given</td>
<td>with the hypermedia material previously selected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>within the classroom by</td>
<td>Students could use different links</td>
<td></td>
</tr>
<tr>
<td></td>
<td>using the board and markers.</td>
<td>with hypermedia material in order to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>practice what they had just</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>seen. Students worked independently,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>it means that students were able to</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>select what exercises to do. The</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>intern was making follow up. Since</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>there were not enough computers, the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>students had to work in pairs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Students were asked to go back</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>to where they took everything out</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>of their bags to make a presentation</td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td>OHIO WEEK</td>
<td>about the things they had in their</td>
<td></td>
</tr>
<tr>
<td>March</td>
<td>Nouns pluralization,</td>
<td>bags. They had to use the forms they</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>had learnt that day. Each student</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>took turns and they completed the</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>activity successfully. (Please address to the annexes to see the lesson plan).</td>
<td></td>
</tr>
</tbody>
</table>
| 14<sup>th</sup>, 2015 | Countable and Uncountable nouns. A few, a little and a lot of. | things on it. The students were asked to write on their notebooks what they could find on the picture using there is and there are forms.  
2. The intern allowed students to use the blog (http://dynamickidsmoverslevel.blogspot.com) with the hypermedia material previously selected.  
   Students could use different links with hypermedia material in order to practice what they had just seen. Students worked independently, it means that students were able to select what exercises to do.  
   The intern was making follow up.  
3. Students had to make a short presentation about their pictures, they had to use the vocabulary saw on the first exercise, they took turns and they explained their own picture. (Please address to the annexes to see the lesson plan). |

| Saturday March 21<sup>st</sup>, 2015 | MICHIGAN WEEK | Past simple and progressive. | This class was divided into 3 stages:  
1. The students received a copy with information about two famous people. Students read the text and they checked vocabulary. The intern explained the main rules in simple past. The students identified the verbs in past and then they classified |
them into regular and irregular verbs.

2. The intern allowed students to use the blog (http://dynamickidsmoverslevel.blogspot.com) with the hypermedia material previously selected. Students could use different links with hypermedia material in order to practice what they had just seen. Students worked independently, it means that students were able to select what exercises to do.

The intern was making follow up.

3. Students read the information presented on the copy, each one took turns. Then they classified the verbs into regular and irregular verbs. (Please address to the annexes to see the lesson plan).

<table>
<thead>
<tr>
<th>Saturday</th>
<th>MICHIGAN WEEK</th>
<th>Past simple and progressive.</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 28th, 2015</td>
<td></td>
<td>This class was divided into 3 stages:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Since the students did not do the homework, they were asked to check information about a famous person on internet. While they were checking the intern showed the students how Prezi (on-line program) worked, so that they could use it later.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The intern allowed students to use the blog (<a href="http://dynamickidsmoverslevel.blogspot.com">http://dynamickidsmoverslevel.blogspot.com</a>) with the hypermedia material previously selected.</td>
</tr>
</tbody>
</table>
Students could use different links with hypermedia material in order to practice what they had just seen. Students worked independently, it means that students were able to select what exercises to do. The intern was making follow up.

3. Students used the Prezi Program in order to present the information they checked on the previous hours. So that, each student took turns to make their own presentation. (Please address to the annexes to see the lesson plan).

<table>
<thead>
<tr>
<th>Saturday April 4th, 2015</th>
<th>Easter week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saturday April 11th, 2015</td>
<td>First Examination of the level.</td>
</tr>
<tr>
<td>Saturday April 18th, 2015</td>
<td>Feedback</td>
</tr>
</tbody>
</table>
Development of the Internship

Plan of the Implementation

The Dynamic Kids academic program is based on a cyclical concept. It means that it does not matter when a student starts the level, they will have to complete the time that has been established for each level. Students at Movers’ Level have to complete a total of forty to forty-eight hours. Since Movers’ Level is only taught three hours on Saturdays, the level takes four months to finish.

Mover’s Level program at Dynamic Teaching Corporation is divided into the next weeks, each week shows its different topics highlighted with a *:

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Verb to be.</td>
<td>* Present simple.</td>
<td>* Nouns pluralization,</td>
<td>* Past simple and</td>
</tr>
<tr>
<td>* Personal and</td>
<td>And progressive.</td>
<td>Countable and</td>
<td>progressive.</td>
</tr>
<tr>
<td>possessive pronouns.</td>
<td>* Frequency</td>
<td>Uncountable nouns.</td>
<td></td>
</tr>
<tr>
<td>* Time prepositions.</td>
<td>adverbs.</td>
<td>* A few, a little and a lot of.</td>
<td></td>
</tr>
</tbody>
</table>

At the beginning of the project the intern realized that Dynamic Kids Program did not have any additional material that students could use to practice English either at the English lab in Dynamic Teaching Corporation or at their homes. The intern then decided to create an on-line platform which students at Movers’ Level could find additional material in order
to practice English in a different way. In this way, this material would also engage students to use the English lab not only for playing games on-line, without any purpose, but for learning the English language.

Due to there was only one group in the afternoon shift the intern decided that this group was going to be the one chosen for the implementation of this project. Thus, the Movers Level afternoon shift was chosen. This project was carried out at Dynamic Teaching Corporation located at Corferias Av. Calle 26 (El Dorado) # 38A – 33 Bogotá, Colombia. The group selected was the afternoon group of the Movers’ Level. This group was selected because in relation to the English lab, it was the group that better fit the amount of computers the intern had available in the company (only 6 computers were working properly).

After the group was selected the intern implemented a survey (see annexes, Students’ Survey) in which he could identify ages, educational context and the way students used the computers and the English lab to learn the English language. According to the analysis of the survey carried out on January the 31st, 2015, it was identified that the group was compound by four (4) boys and two (2) girls between 7 to 10 years old.

Then, according to the survey that was implemented for the teachers at Dynamic Teaching Corporation, it was found that in general teachers use hypermedia material to teach because it represents a more practical tool that accelerates and eases students’ learning process, at the same time it is an effective tool that has eco-friendly characteristics since they do not use paper to work on different exercises. When using hypermedia material, teachers do not have a specific data base or tool that they always use. The usage
of the hyper media material depends on the situation and topic they are actually teaching. According to teachers the hypermedia material allows students to discover other ways of communication and it offers different media such as audio, video, images and more that contributes to have a better memory about what students are being taught and about what teachers are teaching. In other words, by using hypermedia material both teachers and students can improve their skills in their teaching and learning process. Although teachers agree with this, only 1 out of these 6 teachers uses the English Lab to work during the classes. Thus, it shows that there is no relation about what is thought and what is being done.

After this data was found, the intern studied the contents of each level. In this way, he could identify what possible hypermedia material to use in order to implement the material during the English classes at Dynamic Teaching Corporation. It had been thought to use the Dynamic Teaching Corporation portal (http://www.dynamic-teaching.edu.co/) to show the Movers’ level contents, but this idea was removed since, everyone, not only students but no-students could access to this information. For this reason, the intern decided to create a blog in which students could find different hypermedia material, adapted to the contents of the program and that, at the same time, students could work not only during the classes but also at home, if they had the time. This link http://dynamickidsmoverslevel.blogspot.com/ was provided only to the students enrolled in the program.
In the next chart it is described the considerations taken into account in order to adapt and implement the hypermedia material that would be selected:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational need analysis: this includes analysis of the educational context.</td>
<td>1. Where (application areas, it means the context).</td>
<td>1. Objectives: this is where is defined the goals of the application.</td>
<td>1. To specify the educational purpose and specific objectives of hypertext material.</td>
</tr>
<tr>
<td>2. Design of the educational material: it means the way the information is going to be presented to the learners.</td>
<td>2. Why (goals, the goals to achieve when implementing the material).</td>
<td>2. Public: This stage must define to whom this implementation is going to affect.</td>
<td>2. Select the contents and segment them into thematic units.</td>
</tr>
<tr>
<td>3. Pedagogical design: in this section the objective, activities and the contents must be established.</td>
<td>3. To what (it means the populations, the users).</td>
<td>3. Contents: it implies the definition of what is going to be implemented.</td>
<td>3. Decide the type of content that is embedded in each unit, and also the kind of informative representation that is to be used (written text, graphical representation, video, etc.).</td>
</tr>
<tr>
<td></td>
<td>4. How (the way the implementation must be carried out, conceptual level).</td>
<td>4. Structure: it involves the organization the information.</td>
<td>4. Plot a structure that links the different thematic units, clearly indicating the links that will be activated and shape the type of navigation will decide to implement.</td>
</tr>
<tr>
<td></td>
<td>5. What (it refers to the programs that are going to be applied).</td>
<td></td>
<td>5. Develop each of the documents and link them.</td>
</tr>
<tr>
<td></td>
<td>6. How (Techniques, in the implementation level).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** (This chart was created by the intern. His desire was to show the most relevant and common ideas among the different authors, when applying hypermedia material into an educational context).
The intern followed the next procedures following the points that are highlighted above as the base for the implementation:

1. To establish an objective for the **KANSAS, IOWA, OHIO** and **MICHIGAN WEEKS**.

2. To select the population affected during the implementation of this project.

3. To design the on-line portal that would hold the hypermedia material.

4. To select the links that would be used to present the hypermedia material in relation to the contents of the weeks above mentioned.

5. To organize the on-line portal according to the weeks previously mentioned.

6. To implement the project.

According to the procedures mentioned above project was divided into three main stages within the classes. Since the students only had 3 hours on the weekend, the intern decided to divide the class into three steps:

1. **Theory Class:**

This section was focused on studying the grammatical rules of the English Language. During the theory classes some hypermedia material was used to explain the topics and the contents of the weeks. Next it will be shown some of the presentations used during the theory classes:

https://prezi.com/zf9lfqpekbvo/present-simple-and-present-continuous/
Not in every class hypermedia material was used for explaining the theory, in some occasions the theory was explained using the board or copies, etc. This theory class was important because the children had to study the language as such. It was the only time that students had to study grammar and correct use of language. This section was also important because the intern showed the vocabulary that they would be using during the rest of the day. This section was considered the base for the class during the whole day.

2. Platform

This section was focused on practicing with the hypermedia material that was uploaded on the on-line platform, [http://dynamickidsmoverslevel.blogsopt.com/](http://dynamickidsmoverslevel.blogsopt.com/). The usage of the platform was thought to promote in students and teachers another use of the English lab. During the implementation of this project, the second hour of the class – from 3 p.m. to 4 p.m. - was always used for students to practice with the platform that was created for them.

The usage of the on-line platform depended on some basic things: first of all, the students only used the platform after they had had the theory class. Secondly, only students who had received the theory were allowed to use the platform, if any of the students did not receive the theory, they were not allowed to do so. There were two situations in which the intern had to ask two children to stay for a theory class before they used the on-line platform. Thirdly, the students were allowed to use the on-line platform only on the second hour without any interruption. Fourth, the students had to work on the links that were selected for the topics of each week. Fifth, since some of the exercises required audio, students had to bring their own earphones or headphones. Finally, the students had to work individually on the on-line platform, if they had any questions they had to ask the intern.
The first time that the platform was implemented, students were studying the topics of the Kansas Week which were verb to be, personal pronouns, possessive adjectives and prepositions of place and time. At the beginning, the links were divided into subtitles such as Grammar, Reading, Writing, etc. Students could see many links that were divided into those categories. It was too wide for students at the beginning and they were kind of confused mainly for two reasons: the first reason was that it was the first time they were using the platform and secondly the links did not have an attractive title for them. When they saw the subtitles titled Grammar, Listening, Writing, etc, they showed no interest in them, but when they saw a category called GAMES, it engaged them to open the links and work enthusiastically on the activities. It led the intern to think about changing the appearance and the title for each category. The change of its appearance and title was done until the second week. In Iowa Week the intern decided not only to write on the on-line platform the subtitles with the main topics of the week in this case they were: Simple Present and Continuous but also to name the links GAME 1, GAME 2, etc. This change made students think of the platform not as a boring tool for learning but it made them think about it as an interactive and fun tool that they could use as a game during the classes.

At the beginning of the implementation the intern had to show the students the link of the on-line platform. After some weeks passed by the intern realized that the students were accessing the on-line platform by themselves without the intern’s guide. It made the intern realized that somehow the students were getting used to using it. Besides, the students started to understand that, on the second hour, they would always work on the platform, so some times after the break of the first hour, students got ready to start working on the
English lab with the platform. It slightly became a routine for them; they were getting familiarized with the organization of the classes.

As it has been aforementioned many times, in general students worked individually on the computers – when the computers were enough-, but then, the same students started to share the links of the games they liked the most, and they started to play the same games at the same time but in different computers. Although they had to work individually on the computers, they came up with a strategy to play all together as a group but in an individually way. This was really interesting because the games did not even have an option to connect different users, but they created this “bond” by communicating with others.

3. Praxis

During this section students were asked to participate in different activities in which they had to apply the knowledge gained during the theory and platform class. The classes were focused on the production, so students had to do presentations using the information studied. During this hour, the students focus on production rather than understanding language. So that, students had to participate in different activities such as presentations, conversations, role plays, etc. During this section the intern realized if students had learned about the topics studied during the course. Fortunately, the students showed interest when doing the activities. Sometimes these activities required group work and individually work. It was really interesting that the students participated actively in both individually and in groups. Since this section was thought as the production time, it was important to work in pronunciation, and speaking mostly.
Results

By adapting and implementing hypermedia material it was proved that it was a very useful resource to connect theory and practice because it helped students to understand some forms and functions of the English Language in an interactive way. It means that students could actually establish connections between concepts and usage, that is to say, that the use of hypermedia material did promote understanding and finally learning. Besides, it engaged students to work autonomously. At the beginning of the implementation, students would ask the intern all the time about what to do. It was just matter of time that students started to understand not only the characteristics of the material but also the usage. Then they would open by themselves the link of the blog, they knew the topics to study, they knew the characteristics and because of the experience working on the blog, they finally learnt the instructions of the games.

“The incorporation of hypermedia has proved that this didactic resource is very useful in education, because a web of interconnected knowledge is offered and it promotes a kind of interactive learning based on experience. Since hypermedia connects information on different links, it has been related to the way the human brain works. Thus, hypermedia allows the associative connection of ideas and, at the same time, makes the user to be in control of their own learning”

(Armenteros, 2006; Duque, 2004)

“The hypermedia benefits the autonomous, meaningful, interactive and collaborative learning. It also provides a new environment in which a new space of communication between teachers and learners is promoted”

(Armenteros, 2006; Duque, 2004; Garcia, 2002)
The intern could also understand that when implementing hypermedia material during the English classes, not only the way students interacted with him was different, but also was different the interaction between students. Before students were able to help each other they had to learn how to use the material. Afterwards, they would explain each other the way the games worked and finally they started to work on the same links at the same time. It means that they were challenging each other to learn. The intern never took part in this process of communication, but it was the students who started this process.

“Learners can use this system to explore and create their own pathway of learning since hypermedia presents the information in the same non-linear way. This process also promotes the reconstruction of the information allowing association of terms, concepts, creation, etc. Furthermore, it allows learners to order the information in the most appropriate way for them and their own purposes”

(Bevilacqua, 1989; García, 2002; Gorjian, 2001; Pires & Rosales, 2006)

For teaching, this project contributed to two main points. First of all, it opened a new channel of communication between teachers at Dynamic Teaching Corporation. The hypermedia material used during the implementation was used not only for the intern, but also for another teacher who also had in charge Movers Level in the morning shift. Since both teachers were working together with the same level, the teacher in the morning shift only had to take some of her students to the English Laboratory and work with the material. This project promoted the exploitation of the resources which Dynamic Teaching Corporation has. In this way, the project enriched not only the learning process of students, but also the teaching, since it offered an open data base that could be used anytime at Dynamic teaching Corporation.
Conclusions

The education is the base of the progress of a country. For this reason, the teacher training is truly important in order to reach an appropriate education, along the social, cultural and technological changes. Nowadays, teacher must find different teaching strategies which will allow them to develop abilities and skills in their students, being technology the base of these strategies. When a teacher is able to develop new skills in teaching, he contributes not only to their teacher’s tasks, but also to the context in which these news skills are developed.

Another important factor is the ongoing training of teachers on the subject of ICT, which should be relevant to the area they teach and the context in which it operates, to that end, education policies must look into the curriculum to ICTs as part of learning and not as something attached to traditional classes, as this way, students achieve a certain autonomy in the learning process, they relate better to the discipline that is taught and acquire the ability to gain knowledge permanently.

Finally, private institutions offer really good opportunities to improve teaching skills, and because of that, this kind of projects should be promoted as a new way of understanding teachers’ role in Colombian society. The intern considers the objectives of the present project were successfully accomplished.
Recommendations

1. Although Dynamic Teaching Corporation has an English Laboratory where students can practice, it is necessary to update the computers. Sometimes it was difficult to accomplish the objectives of the classes, since the computers did not have the appropriate settings or upgrades of the software.

2. During the implementation, the intern noticed that the kids programs lacked of order. There was not a database with students’ records. It is important that the institution makes a follow up about students’ process not only in the classroom but also in the academic service it provides. To establish order, it is also necessary to hire a coordinator who focuses on this program. So far, Dynamic Teaching Corporation has a Coordinator who is in charge of both the adults and kids programs.

3. It is necessary to open new channels of communication among the teachers who are in charge of the kids program. In different occasions, the intern had to look for the other teachers to talk to them in a space that was not at Dynamic.

4. It is important that the teachers, in charge of the kids program, participate actively during this new proposal. As it has been mentioned before, the blog was created to provide a new way of teaching and learning for students and teachers.

5. Dynamic Teaching Corporation should open a space on their website, so students can have access to the blog that was created for them.
References


• http://www.dynamic-teaching.edu.co/

• http://dynamickidsmoverslevel.blogspot.com/
Annexes

Contents of the On-Line Platform

MOVERS

The students are able to develop simple sentences about situations that have to do with reality as their immediate family, school, neighborhood, and their interrelationships. They are able to recognize certain tenses and used successfully handle basic vocabulary and eventually used in situations in which it operates. They are able to understand class commands, simple instructions and ideas on issues that are in progress.

Kansas Week Main Objective:
The students are able to describe accurately people, places and in general situations that make part of their surroundings and everyday situations.

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
</table>

VERB TO BE
http://www.agendaweb.org/verbs/tobe/
http://www.agendaweb.org/exercises/verbs/tobe-present.htm

PERSONAL PRONOUNS
http://www.englishexercises.org/makeagame/viewgame.asp?id=2410
http://www.montsemorales.com/gramatica/Personpronoun.htm
http://www.englishexercises.org/makeagame/viewgame.asp?id=1014

POSSESSIVE ADJECTIVES
http://www.englishexercises.org/makeagame/viewgame.asp?id=712
http://mrsc.free.fr/6-6-07-adjpos.htm
http://home.nordnet.fr/~rmaufroid/pupitre/un_peu_de_grammaire/hisher.htm
http://www.montsemorales.com/gramatica/Possessiv3.htm

TIME PREPOSITION
http://www.englishexercises.org/makeagame/viewgame.asp?id=2472
http://www.montsemorales.com/gramatica/Actionsoverper.htm
http://www.bbc.co.uk/worldservice/learningenglish/youmeus/quiznet/newquiz108.shtml
Iowa Week Main Objective:

The students are able to describe accurately their everyday activities by using different verbs that help them talk about routines that are in the regular present as well as the activities or actions that are in process.

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb to be.</td>
<td>Present simple.</td>
<td>Nouns pluralization,</td>
<td>Past simple and</td>
</tr>
<tr>
<td>Personal and</td>
<td>And progressive.</td>
<td>Countable and</td>
<td>progressive.</td>
</tr>
<tr>
<td>possessive pronouns.</td>
<td>Frequency</td>
<td>Uncountable nouns.</td>
<td></td>
</tr>
<tr>
<td>Time prepositions.</td>
<td>adverbs.</td>
<td>A few, a little and a lot of.</td>
<td></td>
</tr>
</tbody>
</table>

PRESENT SIMPLE


http://www.interactive.cambridge.org/media/games/level1/game2_astro/

http://gamestolearnenglish.com/basketball/


http://www.freddiesville.com/games/action-verbs-present-simple-board-game-online/

PRESENT CONTINUOUS

http://www.eslgamesplus.com/present-progressive-continuous-esl-grammar-fun-game-online/


http://www.englishmedialab.com/GrammarGames/present%20tenses/present%20tenses%20snakes%20and%20ladders.html
Ohio Week Main Objective:

The students learn the plural form in English, in the same way they can use properly the expressions in English for the countable and uncountable nouns.

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb to be.</td>
<td>Present simple.</td>
<td>Nouns pluralization,</td>
<td>Past simple and</td>
</tr>
<tr>
<td>Personal and</td>
<td>And progressive.</td>
<td>Countable and</td>
<td>progressive.</td>
</tr>
<tr>
<td>possessive pronouns.</td>
<td>Frequency adverbs.</td>
<td>Uncountable nouns.</td>
<td></td>
</tr>
<tr>
<td>Time prepositions.</td>
<td></td>
<td>A few, a little and a lot of.</td>
<td></td>
</tr>
</tbody>
</table>

COUNTABLES AND UNCOUNTABLES

http://www.anglomaniacy.pl/grammar-nouns-learn3.htm


http://ww2.college-em.qc.ca/prof/epritchard/countnc2.htm

http://ww2.collegeem.qc.ca/prof/epritchard/countnc.htm

http://ww2.collegeem.qc.ca/prof/epritchard/countnc2.htm

http://www.montsemorales.com/gramatica/CountableSpot1-6.htm

http://cerquella.com/bilingual/deploy/Unit6/grammar_2.html

THERE IS AND THERE ARE

http://s.mound.free.fr/skyblues67/fridges_some-any/fridges1.htm

http://www.englishexercises.org/makeagame/viewgame.asp?id=1274

http://www.englishexercises.org/makeagame/viewgame.asp?id=2920

http://www.carmenlu.com/first/grammar/thereis1_2.htm

http://saberingles.com.ar/curso/lesson05/05.html

http://www.montsemorales.com/gramatica/thereis2.htm

http://www.agendaweb.org/grammar/there-is-there-are/index.html
Michigan Week Main Objective:

The students are able to describe and narrate accurately events that happened in the past by using regular and irregular verbs.

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb to be.</td>
<td>Present simple.</td>
<td>Nouns pluralization, Countable</td>
<td>Past simple and progressive.</td>
</tr>
<tr>
<td>Personal and possessive</td>
<td>And progressive.</td>
<td>and Uncountable nouns. A few, a</td>
<td></td>
</tr>
<tr>
<td>pronouns.</td>
<td>Frequency adverbs.</td>
<td>little and a lot of.</td>
<td></td>
</tr>
<tr>
<td>Time prepositions.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**PAST SIMPLE**

http://www.montsemorales.com/gramatica/PastSregular1y2.htm

http://www.montsemorales.com/gramatica/PastSimpAffRegSw2-4.htm

http://www.bradleys-english-school.com/online/concentration/past1.html

http://www.bradleys-english-school.com/online/concentration/past2.html


http://www.eslgamesplus.com/was-were/

**PAST CONTINUOUS**


http://www.englishmedialab.com/GrammarGames/New_Snakes_%20Ladders/Past_tenses.html

http://eslkidsworld.com/Interactive%20games/Grammar%20Games/Past%20Continuous/past%20continuous%20quiz.html
Movers Level

The child is able to develop simple sentences about situations that have to do with reality as their immediate family, school, neighborhood, and their interrelationships. They are able to recognize certain tenses and used successfully handle basic vocabulary and eventually used in situations in which it operates. They are able to understand class commands, simple instructions and ideas on issues that are in progress.

Kansas Week

Kansas Week Main Objective:

The children are able to describe accurately people, places and in general situations that make part of their surroundings and everyday situations.

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb to be</td>
<td>Present simple</td>
<td>Nouns</td>
<td>Past simple and progressive</td>
</tr>
<tr>
<td>Personal and possessive pronouns</td>
<td>And progressive</td>
<td>pluralization,</td>
<td>Countable and</td>
</tr>
<tr>
<td>Time prepositions</td>
<td>Frequency</td>
<td>Uncountable nouns</td>
<td>a few, a little and a lot of</td>
</tr>
</tbody>
</table>

VERB TO BE

Game 1
Game 2
Game 3

PERSONAL PRONOUNS

Game 1
Game 2
Game 3

POSSESSIVE ADJECTIVES

Game 1
Game 2
Game 3
Game 4
## Iowa Week

**Iowa Week Main Objective:**

The children are able to describe accurately their everyday activities by using different verbs that help them to talk about routines that are in the regular present and in the moment.

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb to be</td>
<td>Present simple</td>
<td>Nouns pluralization</td>
<td>Past simple and progressive</td>
</tr>
<tr>
<td>Personal and possessive pronouns</td>
<td>And progressive</td>
<td>Countable and Uncountable nouns</td>
<td></td>
</tr>
<tr>
<td>Time prepositions</td>
<td>Frequency</td>
<td>A few, a little and a lot of</td>
<td></td>
</tr>
<tr>
<td>verbs</td>
<td>verbs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Present Simple

- Game 1
- Game 2
- Game 3
- Game 4
- Game 5
- Game 6

### Present Continuous

- Game 1
- Game 2
- Game 3
- Game 4
- Game 5
Ohio Week

Ohio Week Main Objective:

The children learn the plural form in English, in the same way they can use properly the expressions in English for the countable and uncountable nouns.

<table>
<thead>
<tr>
<th>KANSAS WEEK</th>
<th>IOWA WEEK</th>
<th>OHIO WEEK</th>
<th>MICHIGAN WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb to be.</td>
<td>Present simple</td>
<td>Nouns pluralization, countable and uncountable nouns</td>
<td>Fast, an, a lot of</td>
</tr>
<tr>
<td>Personal and possessive pronouns</td>
<td>And progressive</td>
<td>Countable nouns</td>
<td></td>
</tr>
<tr>
<td>Time prepositions</td>
<td>Frequency</td>
<td>Uncountable nouns</td>
<td></td>
</tr>
<tr>
<td></td>
<td>schools</td>
<td>A few, a little and a lot of</td>
<td></td>
</tr>
</tbody>
</table>

COUNTABLES AND UNCOUNTABLES

Game 1
Game 2
Game 3
Game 4
Game 5
Game 6
Game 7

THERE IS AND THERE ARE

Game 1
Game 2
Game 3
Game 4
Game 5
Game 6
Game 7
Michigan Week

Michigan Week Main Objective:

The children are able to describe and narrate accurately events that happened in the past by using regular and irregular verbs.

<table>
<thead>
<tr>
<th>Kansas Week</th>
<th>Iowa Week</th>
<th>Ohio Week</th>
<th>Michigan Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verb to be, personal and possessive pronouns, time prepositions</td>
<td>Present simple, and progressive, frequency adverbs</td>
<td>Nouns pluralization, countable and uncountable nouns, a few, a little and a lot of</td>
<td>Past simple and progressive</td>
</tr>
</tbody>
</table>

PAST SIMPLE

Game 1
Game 2
Game 3
Game 4
Game 5
Game 6
Game 7
Game 8

PAST CONTINUOUS

Game 1
Game 2
Game 3
UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS  
School Name: Dynamic Teaching Corporation  
Teacher: Dielser Maestre  
Level: Movers  
Topics: Present simple and continuous  
Name of the Week: Iowa Week  
Group: Afternoon  
Objectives: Students understand the simple present and continuous forms, structure and use in real life.  
Date: February 28th, 2015

<table>
<thead>
<tr>
<th>CLASS STEPS</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| DEVELOPMENT | 1. The teacher will present the topics present continuous with a Prezi presentation.  
2. The teacher will clarify questions if there is any.  
3. The teacher will work on the English lab with the students on the blog with the hypermedia contents that were established previously. (They will work independently, the teacher will accompany them. | 90 min | Prezi  
https://prezi.com/zf9lfqpcbvo/present-simple-and-present-continuous/  
https://prezi.com/mabyzi3o4jle/present-continuous/  
Board  
Markers  
Computers and blog  
http://dynamickidsmoverslevel.blogspot.com/ |
| CLOSING | 4. Students will make a short presentation about a famous person. In this presentation, students will have to use some verbs and tenses studied during the current and previous class. | 45 min | Pictures, video, billboards, markers, classroom and board. |
The class started with 6 students. In this class, the intern showed the students the structure for the present continuous form since it was not accomplished previous class. The first hour was spent just explaining this topic.

During the second hour students worked independently with the blogs pot which had some other exercises about simple present and Continuous. Students showed interest when doing the exercises on-line. Each one of the students could work on a different computer so it allowed me to go one by one and check their process while doing the exercises.

The last hour students were told to choose a famous person they knew, the idea was that they actually write a description of that person, for example age, place of birth, place where they live, etc. Once they had copied on their notebooks, the intern checked their writing and then, they were given a piece of paper (billboard) so they had to write the information on it.

Once student complete that, they had to past the billboard on the walls and then make a short presentation.

<table>
<thead>
<tr>
<th>Class description</th>
<th>Comments and possible situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class started with 6 students. In this class, the</td>
<td>Since some of the students had already seen the presentation about</td>
</tr>
<tr>
<td>intern showed the students the structure for the</td>
<td>present continuous, then they were kind of bored.</td>
</tr>
<tr>
<td>present continuous form since it was not</td>
<td></td>
</tr>
<tr>
<td>accomplished previous class.</td>
<td></td>
</tr>
<tr>
<td>The first hour was spent just explaining this topic.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>During the second hour students worked independently</td>
<td>In general students worked really good during this hour, in fact they</td>
</tr>
<tr>
<td>with the blogs pot which had some other exercises</td>
<td>completed most of the activities selected for them.</td>
</tr>
<tr>
<td>about simple present and Continuous.</td>
<td></td>
</tr>
<tr>
<td>Students showed interest when doing the exercises</td>
<td></td>
</tr>
<tr>
<td>on-line. Each one of the students could work on a</td>
<td></td>
</tr>
<tr>
<td>different computer so it allowed me to go one by one</td>
<td></td>
</tr>
<tr>
<td>and check their process while doing the exercises.</td>
<td></td>
</tr>
<tr>
<td>The last hour students were told to choose a famous</td>
<td></td>
</tr>
<tr>
<td>person they knew, the idea was that they actually</td>
<td></td>
</tr>
<tr>
<td>write a description of that person, for example age,</td>
<td></td>
</tr>
<tr>
<td>place of birth, place where they live, etc. Once</td>
<td></td>
</tr>
<tr>
<td>they had copied on their notebooks, the intern</td>
<td></td>
</tr>
<tr>
<td>checked their writing and then, they were given a</td>
<td></td>
</tr>
<tr>
<td>piece of paper (billboard) so they had to write the</td>
<td></td>
</tr>
<tr>
<td>information on it.</td>
<td></td>
</tr>
<tr>
<td>Once student complete that, they had to past the</td>
<td></td>
</tr>
<tr>
<td>billboard on the walls and then make a short</td>
<td></td>
</tr>
<tr>
<td>presentation.</td>
<td></td>
</tr>
</tbody>
</table>
On the left the children’s classroom.
February 28, 2015

On the right the intern in the theory class.
February 28, 2015

Some of the students working on the second hour of class on the blog or on-line platform.
February 28, 2015.
Some of the students working on the third hour with their individual presentations (praxis). February 28, 2015.
UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School Name: Dynamic Teaching Corporation
Teacher: Dielser Maestre
**Level:** Movers  **Topics:** Pluralization, Countable and Uncountable nouns, a few, a little, a lot of.  **Name of the Week:** Ohio Week
**Group:** Afternoon
Objectives: Students understand the singular and plural forms in English. Students are able to use plural forms in short sentences.
**Date:** March 14th, 2015

<table>
<thead>
<tr>
<th>CLASS STEPS</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **DEVELOPMENT** | 4. Each student was given a picture with different things on it. They had to write sentences with the form there is and there are on their notebooks.  
5. The intern will allow students to use the blog ([http://dynamickidsmoverslevel.blogspot.com](http://dynamickidsmoverslevel.blogspot.com)) with the hypermedia material previously selected. Students will use different links with hypermedia material in order to practice what they will see. Students work independently, it means that students will be able to select what exercises to do. The intern will make follow up. | 90 min | Board  
Markers  
Pictures  
Computers and Blog  
[http://dynamickidsmoverslevel.blogspot.com](http://dynamickidsmoverslevel.blogspot.com) |
| **CLOSING** | 6. The students will be asked to describe what they find on the picture using there is and there are forms (production). They have to learn the vocabulary learned on the first exercise. | 45 min | Realia  
Classroom pictures |
<table>
<thead>
<tr>
<th>Class description</th>
<th>Comments and possible situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class started at 2 p.m. the intern showed the students 6 pictures with different images on it. Each student selected one picture. Once each student had selected the picture the intern asked them to write at least 20 sentences using there is and there are forms with some quantifiers such as a lot of, many etc.</td>
<td>It seems students are getting used to work on the on-line platform, they already know the link that they have to follow when doing the exercises.</td>
</tr>
<tr>
<td>Once the students finished the sentences, they were allowed to practice with the platform (<a href="http://dynamickidsmoverslevel.blogspot.com">http://dynamickidsmoverslevel.blogspot.com</a>). On the platform they students worked individually on the exercises that were selected for this week.</td>
<td></td>
</tr>
<tr>
<td>At the end of the class the students were asked to make a description of the picture they chose at the beginning of the class. Students had to speak about what they saw and practice during the class. The intern and the students made a circle and each student took turns to make their presentation.</td>
<td></td>
</tr>
</tbody>
</table>
Some of the students working on the first hour with their individual pictures. March 14th, 2015.

Some of the students working on the second hour with the blog. March 14th, 2015.

Some of the students working on the third hour with their individual presentations (praxis). March 14th, 2015.
UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
School Name: Dynamic Teaching Corporation
Teacher: Dielser Maestre
**Level:** Movers **Topics:** Past simple and progressive. **Name of the Week:** MICHIGAN WEEK
Group: Afternoon
Objectives: Students understand the singular and plural forms in English. Students are able to use plural forms in short sentences.
Date: March 28th, 2015

<table>
<thead>
<tr>
<th>CLASS STEPS</th>
<th>ACTIVITIES</th>
<th>TIME</th>
<th>RESOURCES</th>
</tr>
</thead>
</table>
| **DEVELOPMENT** | 1. Students will be asked to talk about their famous character.  
2. The students will work using prezi creating an online presentation about their character.  
3. The students will work on the blog on-line. | 90 min | Prezi  
Computers and Blog  
http://dynamickidsmoverslevel.blogspot.com/ |
| **CLOSING** | 4. Students will take turns to make their presentations. | 45 min | Realia  
Prezi  
https://prezi.com/wi7tgferbry/the-blus-brothers/  
https://prezi.com/d_s3t1ccd5/michael-jackson/  
https://prezi.com/byx8utgrjvzq/michael-jackson/  
https://prezi.com/fekpxxz2ebha/diego-armando-maradona/ |
<table>
<thead>
<tr>
<th>Class description</th>
<th>Comments and possible situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>The class started with 4 children. Unfortunately, the students did not do the homework so the Intern asked them to check information about someone famous. Before that the teacher explained the way Prezi was used, they had a short reunion and the intern showed them.</td>
<td>The students are already familiarized with the platform that was creates for them. Besides, they understood easily the way Prezi worked although it was the first time they used this program.</td>
</tr>
<tr>
<td>The students worked during the first hour checking information on-line about the famous person.</td>
<td></td>
</tr>
<tr>
<td>During the second hour students work on the on-line platform</td>
<td></td>
</tr>
<tr>
<td><a href="http://dynamickidsmovrlevels.blogspot.com/">http://dynamickidsmovrlevels.blogspot.com/</a> with the simple past and present continuous week.</td>
<td></td>
</tr>
<tr>
<td>Once the second hour finished the students continued working on their Prezi presentations. The students then started to talk about:</td>
<td></td>
</tr>
</tbody>
</table>
| 1. Micheal Jackson  
2. Chespirito  
3. The Blue Brothers  
4. Diego Armando Maradona |                                                                                                |
| Those were the characters the students chose. They took turns to make their presentation and everyone listened to what the other students were presenting. |                                                                                                |
DIEGO ARMANDO MARADONA

No description
ROBERTO GOMEZ BOLAÑOS
Michael Jackson

Michael Jackson was born on August 29, 1958, and passed away on June 25, 2009. He was a renowned singer, dancer, and actor. Michael started his career in a singing group, and he later went on to become one of the most successful and influential artists of all time. His talent and charisma have touched millions of people worldwide.
These pictures show the students working with the prezi at the English laboratory.

On this picture the intern is making follow up of the process and the information students are using for their presentations.