Didactic Units and Multimedia Materials as Useful Tools for a Virtual Platform

Denisse Carolina Maestre Herrera

Universidad Distrital Francisco José de Caldas

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Author’s note

Denisse Carolina Maestre Herrera, Facultad de ciencias y educación LEBEI, Universidad Distrital Francisco José de Caldas

Information concerning this document should be sent to the Faculty of science and education, Universidad Distrital Francisco José De Caldas, Macarena A: Carrera 3 No.26 A-40. E-mail:

decamahe@yahoo.com
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**Introduction**

This internship was carried out in Bogotá in a language institute called Dynamic Teaching Corporation registered with the District Education Officer Approval by Resolution No. 13013. This internship was also developed to obtain an academic degree for the academic program “Licenciatura en Educación Básica con Énfasis en Inglés” from Universidad Distrital Francisco José de Caldas. This internship sought to optimize the use of the virtual platform for A1-2 Level through didactic units and multimedia materials.

The virtual platform used in this institute was not used properly by students within their learning process; this situation was evidenced through a report delivered by Administrative Department of Dynamic Teaching Institute in January, 2015 and for that reason the idea to improve the use of the virtual platform emerged.

The first chapter of this internship report is about the description of the company, its branches and the academic programs offered into the English language program. Besides, there are the objectives which were achieved during the process of the internship. Finally, the reader can find the justification part of this research in which four aspects were taken into account; 1) the unsuitable use of Dynamic’s virtual platform by teachers and students, 2) the contents of this platform based on grammar activities only 3) the lack of the feedback of the activities hosted on the platform 4) the lack of a working plan where these activities are useful in classroom activities.

This research sought to optimize the virtual platform in three ways; first designing activities with multimedia materials where students could improve their speaking and listening skills by
applying some reading and writing exercises because the activities on that platform were focused on grammar only. Secondly, students could get the corresponding feedback of the activities done on the platform since Hot potatoes program allowed students to get it immediately. According to López Ogáyar & G. Nikleva (2012) Hot Potatoes activities allow students provide information return that helps both for work and evaluation, that is, they can design interactive tests with the student to make self-assessment acquired knowledge (p. 5)

Consequently, the design of some multimedia materials such as; PowerPoint and Prezi presentations made the contents on the platform more appealing to the students. As Andresen & Den Brink (2013) affirmed, Multimedia is very helpful and fruitful in education due to its characteristics of interactivity, flexibility, and the integration of different media that can support learning, take into account individual differences among learners and increase their motivation (p.25)

Finally, this research improved the use of this platform by students in A1-2 level through a B-learning plan designed by the intern where students took six hours in classroom activities (divided into theory and workshops explained previously in this paper) and at least two hours working on virtual platform, sometimes students worked on the platform more than two hours.

The students doing this could receive a feedback and the intern-teacher incorporated the use of this platform into her classroom activities since she gave students homework that they had to do at home and then the activities hosted on the virtual platform would be evaluated in classroom. This working plan needed to be hosted on the virtual platform, but to make it understandable it was necessary to design the four didactic units with the contents in Dynamic program.
The second part of chapter one it is explained the steps that the intern followed and the methodology proposed by her which had five phases and activities based on the objectives proposed; *phase (1) Needs Analysis, phase (2) Design of didactic units and multimedia materials, phase (3) Development and Implementation process, phase (4) Assessment process,* and finally *phase (5) publication.*

In the second chapter the reader will find the theories presented in the methodology proposed and the parameters which were included in this research process. Moreover, there are some keywords which made up the theoretical framework of this research such as: Virtual platform and its classifications, B-learning, Didactic Unit, definitions and Components of a Didactic Unit, and Multimedia materials and its Principles to develop materials for foreign language teaching.

In the chapter three, there is the instructional design of this project and the explanation of the five phases proposed in this internship. What is more, the reader will find the schedule of the activities developed in this research which were presented in a chart with the timetable, the description of the survey applied in the need analysis, and the instruments used to get the data and finally the results of the need analysis.

This chapter also explains the development of this internship, which started with the process of designing the didactic units and multimedia materials, then it is explained the steps that the intern took into consideration to apply the b-learning process that she proposed and finally, how the data analysis was developed through the analysis of the pre and posttest applied to check the students’ learning process before and after the implementation, the result of the
rubrics applied to evaluate if the activities and multimedia materials used were good enough and finally the conclusions of the whole internship.

**Context of the Internship**

This internship was developed in a local language institute located in Bogotá, Colombia, and it was an enterprise work which sought to help the company to improve its teaching and learning strategies in English as a foreign language through the implementation of didactic units which incorporated the use of multimedia materials in most of the classrooms activities. This project was non-remunerated but it lasted six months which started on July 6th 2015 and finished on November 28th 2015. By that time the intern completed 420 hours requested by Agreement 031 November 26th 2013, Academic Council Distrital University. These hours were divided into 21 weeks, completing 20 hours per week, five days a week. See the annexes.

**Functions into the Internship**

- To assist students in both classroom and the virtual platform
- To motivate students during their learning process through
- To carry out activities to improve students’ communicative skills

**Description of the institute**

Dynamic Teaching Corporation is a private language institution which has been working for more than fifteen years with a special focus on the speaking skills aimed at fostering work and human development. This institute has Official Approval by the Secretary of Education of
Bogotá (Resolution No. 13013). Its programs have been designed taking into account the Common European Framework (CEF) structure so that students can take A1 A2 AND B1 level.

Dynamic teaching has the following programs which the reader can find on its webpage http://www.dynamic-teaching.edu.co/Programas-Ingles.html

1. Dynamic English face-to face class is the adult program which lasts 12 months during which students take six hours per week divided into two hours of theory and four hours of workshops

2. Dynamic blended or Dynamic ONLINE. This program seeks to apply new technologies in the teaching and learning processes. It is also an adult program which was developed in order to make easier the lives of those students who do not have time or enough time to take face-to face classes because of their jobs or university schedules.

3. Dynamic Kids. This program is for children between 5 and 13 years of age. It lasts 16 months divided into four levels: starters, movers, flyers, and flyers advanced.

4. Dynamic Proficiency. This program is focused on advanced students of English, and it seeks to improve English communicative skills for professionals, so at the end of this program students will obtain a B2 level.

5. French, Chinese-mandarin and Portuguese programs which last 10 months and have the same structure as the English face-to face class.

As this research project was focused on working with adults, in chart 1 it is explained how this English program is divided.
### Chart 1.

*English’s Adult program*

<table>
<thead>
<tr>
<th>Common European framework</th>
<th>Dynamic Level</th>
<th>Hours per level</th>
<th>Description of hours</th>
<th>Entire hours per week</th>
<th>Entire time per month</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A1</td>
<td>60 hrs.</td>
<td>2hrs theory + 4hrs workshop</td>
<td>6hrs</td>
<td>2.5 months</td>
</tr>
<tr>
<td></td>
<td>A1-2</td>
<td>60 hrs.</td>
<td>2hrs theory+ 4hrs workshop</td>
<td>6hrs</td>
<td>2.5 months</td>
</tr>
<tr>
<td></td>
<td>A2-1</td>
<td>60 hrs.</td>
<td>2hrs theory+ 4hrs workshop</td>
<td>6hrs</td>
<td>2.5 months</td>
</tr>
<tr>
<td></td>
<td>A2-2</td>
<td>60 hrs.</td>
<td>2hrs theory+ 4hrs workshop</td>
<td>6hrs</td>
<td>2.5 months</td>
</tr>
<tr>
<td></td>
<td>B1</td>
<td>120 hrs.</td>
<td>2hrs theory+ 6hrs workshop</td>
<td>10hrs</td>
<td>3 months</td>
</tr>
</tbody>
</table>

*Note. The chart was elaborated by the intern to summarize the hours and level in Dynamic teaching Program.*

The syllabus of Dynamic Teaching Program is divided into four weeks each one has a color and each color has some specific grammatical tenses. Every week students must take 6 hours of class divided into 2 hours of theory and four hours of workshop. The platform used at Dynamic is a computer system on which application programs can run. These kinds of platforms are called *own development platform* because they do not have economic objectives, but more responsive to educational and pedagogical factors, and they are not usually disclosed to the general public. Charcas (2009)

The theory part of this English program is the explanation of the grammatical aspects of English language and how to use them; this theory class is always taught on Mondays (the first day of the week) because the teachers explain the grammatical structure of the contents designed in the program and this class lasts 2 hours. After the theoretical class, the students take workshops in which they can practice the topics explained and they also improve at least one of
the four linguistic skills in English such as; reading, writing, listening, and speaking. The following chart shows an example of the contents for A1-2 level and the topics that teachers explain in their theoretical class.

**Chart 2. The syllabus of Dynamic Teaching Program for A1-2 level**

<table>
<thead>
<tr>
<th>White Week</th>
<th>Orange Week</th>
<th>Green Week</th>
<th>Blue Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future will</td>
<td>comparative</td>
<td>Present perfect</td>
<td>Present/ Past perfect</td>
</tr>
<tr>
<td></td>
<td>/Superlative</td>
<td></td>
<td>progressive</td>
</tr>
<tr>
<td>Future be going to</td>
<td>2nd conditional</td>
<td>Past perfect</td>
<td>Adjectives -ed / -ing</td>
</tr>
<tr>
<td>First conditional</td>
<td>Modal verbs</td>
<td>Third conditional</td>
<td>Indefinite pronouns</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Adverbs of manner</td>
</tr>
</tbody>
</table>

*Note: each week has some grammatical topics which will be developed into the English program, for example in white week students practice will, be going to and first conditional. In orange week they practice comparatives and superlatives, second conditional and modal verbs etc.*

The students can pass to the next level when they complete the necessary hours as shown in chart 1 (*English’s Adult program*). As soon as they complete those requiring hours, they must take and approve a test designed for each level into the academic program.
Justification

First and foremost and bearing in mind the reasons which motivated me to achieve this research, there are four important aspects which affected the function of the virtual platform: 1) the unsuitable use of Dynamic’s virtual platform by teachers and students, 2) the lack of a working plan in which these activities can be used in classroom activities 3) the contents of this platform based on grammar activities only, and 4) the lack of the feedback of the activities hosted on the platform.

Dynamic Teaching Corporation as a private language institute decided to be involved in a world where the technology is a useful tool for business and education. In regard to this idea both departments implemented a virtual platform with two purposes: firstly, the students could practice at home what they had learned in class developing some exercises of this learning platform, and secondly, teachers could use the platform as an extra material to develop their classes. With these two ideas it was evidenced that neither teachers nor students used this platform properly. The unsuitable usage refers to inappropriate use of the virtual platform because of two reasons; 1. Teachers did not include the platform exercises into their classroom activities due to that the activities were focused on grammar only and besides, the format of those activities were made with Microsoft Word which is not interactive and didactic at all for students. 2. Students did not spend time to develop activities on the platform because its use was not mandatory or it was not a requirement within the English program.

The first aspect mentioned previously “the unsuitable use of Dynamic’s virtual platform by teachers and students” emerged with a report delivered by academic department when it was
shown that only 13 percent of 500 students into the adults’ English program had used the platform only once during a period of three months, this report was discussed in a teachers meeting in January, 2015 and with this information the idea to optimize the use of the virtual platform emerged.

After the idea to work on the improvement of this virtual platform in order to make it much more functional, it was decided to apply two informal conversational interviews to one teacher and one student who had been in the process of implementation of this platform for ten months. These interviews were applied to search for the causes and the problems that both teacher and the student had found during the implementation of this virtual platform and in this way I could evidence other three aspects that emerged here; 2) the lack of a working plan where these activities were used in classroom activities 3) the contents of this platform based on grammar activities only 4) the lack of the feedback of the activities hosted on the platform. Afterward, two surveys were applied to verify if some of their opinions about the platform would be the same for other students and teachers. These surveys confirmed some of the problems that were evidenced in the interviews because most of the students affirmed that the exercises on this platform included grammar exercises only and this made it less appealing for them. Other aspects students affirmed was the lack of feedback that they were given when they developed activities of the platform and finally the use of this virtual platform was not a requirement within the program, so they did not spend time on it.

Once the aspects required to improve this virtual platform were confirmed, It was established the general objective 1.To optimize the use of the virtual platform for A1-2 Level through didactic units and multimedia materials. Remember that the survey applied demonstrated the
needs analysis in the institute. The level (A1-2) in Dynamic program was chosen because the moment the surveys were applied, most of the students were on level A1-1 (the first level in Dynamic English program) and in order to optimize the platform, it was necessary to focus on designing some multimedia materials and didactic units, but this process would have lasted at least one month.

**Objectives**

**General objective**

To optimize the use of the virtual platform for A1-2 Level through didactic units and multimedia materials

**Specific Objective**

- To enhance students’ communicative skills in English by implementing the didactic units and multimedia materials
- To design a new B-learning process in order to improve the use of the virtual platform.
The development of this internship was presented into five phases explained in the following chart:

<table>
<thead>
<tr>
<th>Phases</th>
<th>Activities</th>
<th>Time</th>
</tr>
</thead>
</table>
| Needs analysis Phase 1      | 1.1 To establish what factors affected the suitable use of the platform by applying two informal conversational interviews.  
1.2 To design and apply two surveys one for teachers and other for students to see the needs in the learning process and how often they both use the virtual platform.  
1.3 to analyze the results of the surveys  
1.4 To choose the students in my pilot group, control and experimental group. | From July 6th to July 31st                  |
| Designing Phase 2           | 2.1 To design a new B-learning process in order to improve the use of the virtual platform.  
2.2 To define the objectives of the learning units taking into account both the content for Dynamic’s program and the steps suggested by authors in my theoretical framework.  
2.3. To Identify the authoring systems that are going to be used in the design of multimedia materials  
2.4 To design the multimedia materials using Prezi, Hot potatoes and PowerPoint.  
2.5 to apply the units to pilot group and observe and to correct the mistakes found during this process. | From August 3rd to September 30th          |
| Development and Implementation Phase 3 | 3.1 To design and apply four rubrics to analyze the students’ skills and how my students started before to implement this project.  
3.2 To design and evaluate the pretest supported by the contents of English program.  
3.3 To apply the didactic units to control and experimental group.  
3.4 To observe the implementation process and to write the teacher’s diary | From October 1st to November 28th          |
| Assessment Phase 4          | 4.1 To apply and analyze the posttest to evaluate students’ knowledge  
4.2 To apply four rubrics to analyze the students’ skills after the implementation of the didactic units designed. | November 28th to December                  |
4.3 To analyze and tabulate both pre and posttests.
4.4 To analyze and tabulate the rubrics before and after the implementation

5.1 To show the final work to the academic department
5.2 To write the final inform of the research

In the first column there are the names of each phase in the research process, in the second column the reader can find the objectives established, the third column there are the actions an processes developed and finally the time for each phase.

Theoretical Framework

In this part of the internship report the reader can find the theoretical bases and the principal concepts related to this research such as: Virtual platform, B-learning, Didactic unit, and multimedia materials. In the following paragraphs the concept of virtual platform and its characteristics will be introduced since the principal objective of this research is to optimize the use of the virtual platform for A1-2 Level through didactic units and multimedia materials. First at all it is necessary to define the meaning of optimization, this concept is basic too much of what we do in our daily lives: it is a desire to do better or be the best in one field or another. In some English dictionaries it is defined as a process to make something as effective, perfect, or useful as possible. As it was mentioned previously the used of the virtual platform at Dynamic Teaching institute was affected because students did not use it very often and the contents were focus on grammar only. Consequently to the idea in this research there are two important aspects to optimize Dynamic` virtual platform for A1-2 level; first one it was necessary to improve the exercises on the platform focusing them not only in grammar but also listening, reading and writing and specially speaking. So doing this this research could transform them into useful tools
for teaching and learning process. Secondly, the exercises on the platform can be incorporated into classroom activities, and students can be involved in a much more motivational learning environment and they can get a feedback about their work. The following paragraphs explain the principal concepts in this research.

**Virtual platform**

As this project is focused on optimization of the use of a virtual learning platform it is necessary to explain what the meaning of virtual platform is. It found a wide range of very similar terms to define a virtual platform, so it is difficult to give a general name of this concept because currently there are multiple names and definitions for E-learning platforms. I will introduce some of the definitions provided by Sánchez Rodríguez (2009) who affirmed that a virtual platform is a system of education through Internet. He also quoted different names of a virtual platform included the following: virtual Learning environment (VLE), Learning Management System (LMS), Course Management System (CMS), Managed Learning Environment (MLE), Integrated Learning system (ILS), learning Support System (LSS) and learning Platform (LP).

Other defitions about platform were stated by other authors:

- IMS: stands for Instructional Management System. It is a "software that usually runs as a server that distributes educational or training content to students through a network, it supports
collaboration between students and teachers, and records information on the academic performance of students. (Gómez, 2004) quoted by (Macías Álvarez, 2010)

- **LMS**: Learning Management System. It is a learning management system in which you can organize and distribute course materials, develop discussion forums, make monitoring and evaluation of students. (Ortiz F, 2007)

- **VLE**: Refers to virtual teaching-learning. Other names related to VLE we can find EVA in Spanish (Entornos Virtuales de Aprendizaje) Virtual Learning Environment or AVA (ambientes virtuales de aprendizaje). According to Salinas (2011), a virtual learning environment education is a hosted web space, consisting of a set of tools that allow the didactic interaction. Thus it is a constantly changing environment, and participatory learning space, where each member can use the tools for learning by providing content through their own participation. Moderators and participants interact in a common virtual environment where space and time are not a barrier to learning. (Chacón Ayala, 2012)

The concept of virtual platform is widely used in distance language teaching or blended learning; this is one of the biggest advantages of this education system because people from all over the world can study anything without having to move from their homes. The platforms are used in virtual education because they offer an integrated environment that includes all the typical functions of a process of teaching and learning services asynchronous and synchronous information. The platforms themselves have the advantage of being adapted to the needs of the institution and has a relatively low and acceptable cost (Silvio, 2004)
Another definition of Virtual platforms proposed by González Mariño (2006) they are a program (application software) installed on a server, which is used to manage, distribute and control the activities of non-classroom training or e-learning of an institution or organization. What is more, Platforms are basically supports that manage content delivery and incorporate information resources such as chat. One of the most important characteristics of this platform is the interactivity because it is decisive to get a meaningful and collaborative learning.

A virtual platform is also known as a virtual learning environment (VLE) or managed learning environment (MLE). It is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process.

As a conclusion, virtual platform can be define as any base of technologies on which other technologies or processes are built and it gives users the ability to access via Internet, and it also incorporates computer systems, software, online services, and authoring systems.

**Benefices and characteristics of virtual platforms**

After clarifying what platform means, it is necessary to study the elements and characteristics that there must be on a platform to perform the functions expected of them. A virtual platform as Sánchez Rodríguez (2009) exposed must have a number of tools that are grouped as following:

1. **Content distribution tools.** teachers must provide a space in which to make available student information as file which can have different formats (HTML, PDF, TXT, ODT,
PNG ...) and they can be arranged hierarchically (through folders /directories). It must have various forms to present content and information: links to files, Web pages, calendars, labels with various elements (Text, static and moving images ...)

2. **Communication tools and synchronous and asynchronous collaboration.** Students can communicate and they can communicate and work together through forums for discussion and exchange of information in chat rooms, internal messaging Course with ability to send messages individually and / or by group.

3. **Monitoring and evaluation tool.** Such as editable questionnaires, faculty to student assessment and self-assessment by themselves, tasks, activity reports of each student, qualification forms.

4. **Tools Management and allocation of permissions.** Which allow assign profiles within each course, registration and control access (this usually has done through authentication with username and password registered) users, etc.

The principal components of a VLE package include curriculum mapping (breaking curriculum into sections that can be assigned and assessed), student tracking, online support for both teacher and student, electronic communication (e-mail, threaded discussions, chat, Web publishing), and Internet links to outside curriculum resources. (Whatls, 2011)

Without doubt, there are many advantages and benefits offered by Information and Communication Technologies (ICT) as means for distance education. According to a study by the Organization for Economic Co-operation and Development (OECD, 2002) these are the main
educational advantages offered by new technologies. 1. Independence in time and space: learn anywhere, anytime. 2. Access to education for all. 3. Access via Internet to educational resources and services constantly growing. 4. Potential for using a task-based fast search and retrieval software, or for research learning. 5. Teaching / distance learning through ICT

In addition to this a virtual platform overcomes the barriers of space and limitations of rigid schedules and established traditional education. The incorporation of ICT in the classroom helps improve the following educational aspects, Services and custom teaching materials, Self-assessment and monitoring of student performance, Interactive access to teaching resources, and Interactive communication between the actors involved or influence educational processes.

Virtual learning, as claimed by Torres Barzabal, Prieto Jiménez, & López Catalán (2012) is based mainly on possible training to a greater number of people in classroom training, at lower cost, without geographical limit or schedule, personalizing learning, where innovation, knowledge generation and speed of response, among others, are crucial. As a conclusion, a virtual platform offers multiples benefits:

1. It provides great flexibility with respect to hours of lessons.

2. Teachers can arrange shifts after hours, even overnight.

3. Both teachers and students can use several technologies in order to improve their teaching and learning process.

4. Teachers can send their students an overview of topics covered during class.
Types of virtual platforms

Nowadays, there are several virtual platforms which depend on the use and function of each one, in consonance with Sánchez Rodríguez (2009) we can find commercial platforms, free software platform, and own development platforms. The first one are platforms which you have to pay a fee installation and / or maintenance that usually vary depending on the number of users and to be renewed from time to time (usually annual). They also satisfy the market demand e-learning: enabling the creation of metacampus or megacampus, these platforms provide facilities for the integration of organizations, companies and universities in consortia for marketing online courses (Charcas Cuentas, 2009).

The second platforms mentioned above are named “Free software” which is any program whose users enjoy these freedoms; Free software applied to educational contexts, offers possibilities that can help the process of teaching and learning based on the recipients, their needs, their level of training as it can be modified and adapted according to teachers’ interests and objectives that they pursue (Romero, 2006).

The last type of platform Own development platforms intend to be neither marketed as commercial nor mass distribution to a group of organizations, they do not pursue economic aims either, but they seek to provide educational and pedagogical factors. They are not usually known to the general public. One advantage of these platform in concordance with Sánchez Rodríguez, “Once planned the cost of their creation, the institution has its own application that can adjust and
adapt at any time necessary. He is not conditioned, is not limited, does not depend on any company to make those adaptations, to have the programming source code” (2009.p 222)

Consequently to the principal objective of this research other of the principal concepts of this internship project is “the didactic unit” because it was as a useful tool to optimize the use of the virtual platform at Dynamic Teaching, the idea of designing these didactics units was to incorporate the activities on the platform with the classroom activities, and with this both of the teachers and students had a guide to know when and how to develop those multimedia materials.

Didactic Unit

This concept is difficult to define because it has difference definitions, and that concept depends on the language translation. There are several definitions such as: didactic unit, unit plan and teaching unit, so as a summary of those concepts I can say that a didactic unit is a collection of some lessons plan where teacher exposes the details of a course. In the unit the teacher describes step by step each lesson of the course, and teacher also has to bear in mind the regarding skills, time, objectives, Evaluation criteria.

According to Garcia Aretio(2009) a unit is “un conjunto integrado, organizado y secuencial de los elementos básicos que conforman el proceso de enseñanza y aprendizaje (objetivos, contenidos, métodos y estrategias) con sentido propio, unitario y completo que permite a los estudiantes apreciar el resultado de su trabajo” (p. 1)
Another definition of didactic unit as a collection of many lessons which will be taught for a long period of time, in a unit plan is also important to show the main goals of a study unit and how lessons, evaluations and practical sessions connect to achieve the unit goals. What’s more Medina (1971) mentions a didactic unit “is a method of organization which provides in a better way the contents and activities in order to teach a subject or a specific topic”. Consequently to Sans (2002) quoted by (Urrego Peña & Valencia Corredor, 2013) explained “a didactic unit is a group of components where the activities are focused on a communicative aspect and the units are established depending on teaching methods”.

**Components of a Didactic Unit**

As the idea of this research is designing some didactics units where multimedia materials will be used, it is important to understand the features or components of a didactic unit and the procedures required when a unit is designed. The components of a didactic unit depend on teachers’ methods, perspectives and objectives. In the following pages some of the authors who proposed the principal elements included in a didactic unit will be quoted.

In accordance with Diez (2007) these elements compose a didactic unit:

1. Unit description: where it is established previous knowledge of a specific area.

2. Objectives where teachers expect their students to acquire during and after the unit development.
3. Learning contents: the topics will be developed in the unit

4. Activities sequence: the activities must be interrelated among them

5. Materials: which tools students use during their activities

6. Timing and space: where the activities will be developed.

7. Assessment criteria: teacher will evaluate whether students learnt or not

On the other hand, Marote (2013) posted the usual structure in a didactic unit

1. You have to justify your didactic unit and explain to who is addressed (secondary education, etc.), in what consists, what aspects covers, the kind of school in which the class will be given, level of difficulty and progressivity of activities…

2. The goal of the didactic unit and how the mark will be divided.

3. The objectives of the didactic unit. What the teacher wants to get from the students at the end.

4. Table of contents (according to the country’s educational system): grammar, vocabulary, phonology, speaking, writing, listening, reading, socio-cultural knowledge…

5. Methodology and methodological objectives

6. Resources and materials that will be used in class

7. Assumed knowledge of students. What the teacher thinks that the students know taking into account what they have learnt from previous years.

8. Anticipated problems: what kind of problems can present the didactic unit?
9. Planning lesson, developing the type of exercise, the purpose of it, in what is based on, time managing and the interaction (teacher and students, work group, etc.)

10. Evaluation criteria. What will be evaluated and how?

11. Attention to students with specific educational needs: in this section, the teacher will have to take into account the extra material that students may need, maybe because they need a reinforcement or maybe because their level is upper than the rest of the classmates.


Taking into account what the authors mentioned previously in this part of the theoretical framework, all of them coincide in the components of a didactic unit when they specify that a didactic unit has to include a short explanation of the topics and skills that students will be able to accomplish during the unit, the objectives related to the topics of the unit, the evaluation criteria in the learning process and the materials required in the development of the unit. In this research some of the components stated above were integrated:

a) name of the unit: students can identify the topic that will be developed in the unit

b) Objectives: what the goals that students will achieve at the end of the didactic unit

c) Learning contents: what students will learn such as: grammar, socio-cultural aspects and lexical.

d) Language samples: where students can follow a role model in a language context

e) Meaningful task where students can analyze, think about solving problems
f) Materials


g) Evaluation criteria:

In conclusion, a didactic unit is a way where we as teachers can organize the material, and the complete teaching/learning elements into a specific procedure and this procedure depends on some characteristics you have decided to incorporate.

Multimedia

The concept of multimedia is defined in many ways. Most of the definitions agree on the characteristic that multimedia contains texts, graphics, animations, video and sound in an integrated way and the content can be structured and presented differently. In the following paragraphs some of the definitions proposed by some authors will be presented.

Multimedia is the field concerned with the computer controlled integration of text, graphics, drawings, images, video, animation, audio, and any other media where every type of information can be represented, stored, transmitted and processed digitally. (Cardiff University, 2004)

For their part Rockwell & Mactavish (2004-2005) “Multimedia is used to refer to the combination of text and images on a computer display terminal. Although text and images are in fact distinct carriers of information, hence media, this usage of multimedia is not preferred”. (p.2)
Moreover, Morales (2012) consider multimedia as the use of various types of means for transmitting, manage or present information to the user. Those means may be text, graphics, audio and video, among others. When the term is used in the field of computing, we refer to the use of software and hardware to store and present content, generally using a combination of text, photographs and illustrations, videos and audio.

Consequently to what some authors stated in previous paragraph multimedia can be also linear and non-linear, the first one means that the content continues without any control by the user for instance, a video or a movie. And non-linear where the user can interact to the media and control some the elements in the presentation. Interaction is commonly viewed as stimulus response reinforcement encounters action is an integrated form between the learner and instruction. (STEMLER, 1997.p4)

For his part Patiño (2009) posted that multimedia has two types non-interactive and interactive and he also mentioned that Multimedia teaching materials can be classified in tutorial programs of exercise, simulators, databases, builders, tool programs etc. In the following image is explained the two types of multimedia posted by him
Figure 1. Steps of multimedia stated by Patiño (2009). This figure was elaborated by the intern to summarize the steps that the author mentioned.

Multimedia Material

It is a term applied to any object using simultaneously different forms of information content such as text, sound, images, animation and video to inform, train and entertain the user. It is also a media to store and present multimedia content. Within the group of multimedia materials, integrating various textual elements (sequential and hypertext) and visual (graphics, sound, video, animations ...) there are educational multimedia materials which are used for a purpose education.
Multimedia educational materials, such as teaching materials in general can perform multiple functions in the processes of teaching and learning. In concordance to Graells (2011.p12) the main functions that can be performed by multimedia educational materials are:

1. **Informative** (Most of these materials, through their activities, present some contents that provide information, structuring of student’s reality)

2. **Instructive and trainer** (All multimedia teaching materials guide and regulate student learning because, explicitly or implicitly, promote certain actions directed towards this end.)

3. **Motivational** (The interaction with the computer itself is often motivating. Some programs also include elements to capture the students' attention, keep their interest and concentration on the most important aspects)

4. **Evaluator** (The possibility of immediate "feedback" of students’ responses and actions makes appropriate programs to evaluate them. This evaluation can be: *Implicit* when the student detects their mistakes and they can evaluate themselves from the answers that the computer gives. *Explicit*: the program presents reports assessing student performance.)

5. **Explorative and experimental** (Some programs offer students interesting environments to explore experiment, investigate, search for particular information, etc.)

6. **Expressive and communicative** (As the computers are machines that process symbols, we can represent our knowledge and communicate by using them. these materials also offer several opportunities to communicate. Students can express and communicate with the computer and with other partners through the program activities.)

7. **Met linguistic** (when students use multimedia materials they also learn about computer languages)
8. **Playful and innovative.**

**Advantages of Multimedia in Education**

Certainly the use of these engaging and interactive multimedia materials especially with good guidance and combined with other resources including books, newspapers can support the teaching and group and individual learning. Some of its major contributions in this regard are: to provide information, stimulate interest, maintaining a continuous intellectual activity, learning guide, propose learning from mistakes, and facilitate the assessment and control, enabling individual work and in group (Graells, 2011,p15)

Multimedia is very helpful and fruitful in education due to its characteristics of interactivity, flexibility, and the integration of different media that can support learning, take into account individual differences among learners and increase their motivation.

Some authors quoted by (Gutiérrez Berumen, Gómez Zermeño, & García Mejía, 2013) have concluded that multimedia not only increase the level of vocabulary, but also offer advantages to facilitate the attention and address the different learning styles of students.

In conclusion the multimedia materials can be useful in different aspects because the learning process becomes more dynamic by the implementation of several devices incorporating moving images, sounds texts etc. Students can also work individually, in pairs or in groups. Furthermore, the texts can be used in a way that students understand easier and this makes the classes less tedious and boring. In addition, students are highly motivated and motivation is one
of the motor of learning, since it encourages students to think. On the other hand, motivation makes students spend more time working and therefore it is more likely they learn.

**Disadvantages of Multimedia in Education**

Besides the fact that multimedia materials provide several advantages in education, they also provide some disadvantages such as distraction, difficulty to elaborate those materials by teachers, lack of effort by students to do the activities, disorientation by learners about the contents, Time consuming, Technical problems etc.

According to Andresen & Den Brink (2013) described in their book some of disadvantages of multimedia in education in the following paragraph some of them will be quoted:

*Distraction:* Often, confused presentations of the material can cause distraction due to conflict messages. Non-linear structured multimedia allows the user to follow the supplied links, which can distract from the topic to be learned.

*Low interactivity:* Even though the interactivity between the learner and multimedia applications is increasing, it is still considered restricted compared to the elaborated human-human interactivity.

*No selective feedback:* Feedback is generally very limited within computer-assisted learning packages. Generally, computers can’t substitute for person-to-person teaching, only enhance it. The feedback often provided is limited to right/wrong, and it does not support in learning strategies or further content explanations.
**Time consuming:** Using multimedia can be time consuming, especially the production of multimedia takes much time.

**Multimedia is portable:** Paper-based notes can be read everywhere, on the bus, at the beach, etc., but web-based materials or multimedia materials require specific hardware devices.

Finally, in any case is bear in mind that, with an acceptable quality, the key for educational effectiveness of these materials reside in a proper use of them in each specific situation.

**Principles to Develop Materials for Foreign Language Teaching**

The following characteristics must be considered by teachers when they design materials for foreign language teaching. These principles have been stated by Tomlinson (1998.2003.2011)

1. **Materials should impact:** Impact is achieved when materials have a noticeable effect on learners, which is when the learners’ curiosity, interest and attention are attracted. "The materials may impact through novelty topics and unusual images, variety of activities and issues, striking presentation material, such as different colors, spaces, images, etc. and new topics, interesting stories " (Tomlinson, 1998, p. 7). However, you should be aware that what may be shocking for a student to another may not, so it is important to "know very well students".

2. **Materials should develop students’ confidence.** This can achieve through activities in which students can reflect, analyze and solve problems, but also be taken to exploit its capabilities and so to feel confident in expressing themselves. “It can also help if the activities encourage learners to use and to develop their existing extra-linguistic skills,
such as those which involve being imaginative, being creative or being analytical” (Tomlinson, 2011, p. 10).

3. **What is taught must be relevant and useful for students:** it is important that the student feels learning things that serve or will serve through activities where he is the protagonist. It is therefore important to know what the student needs, what they really want to learn and how they want to learn.

4. **Materials should expose students to authentic language:** when students work on texts or materials that natives use in their diary life. According to Richards (2001), authentic materials refers to the use in teaching of texts, photographs, video selections, and other teaching resources that were not specifically prepared for pedagogical purposes. He argues that authentic materials may have positive effect on learner motivation because they are intrinsically more interesting and motivating than created materials. For her part Polio (2014) expresses the same feeling toward authentic materials, in which she stated “authentic materials are designed for real-life goals and native speakers’ communications”.

5. **The materials should provide students with opportunities to use target language in order to achieve communicative purposes:** "opportunities to use the language should be interactive and cause the negotiation of meaning.” (Tomlinson, 1998, p. 15).

6. **The materials must include students’ learning style:** They must be designed for various activities, trying to address all styles such as: visual (pictures), auditory (sounds) kinesthetic (physical), experiential (practice), analytical (one to one) dependent (the teacher or book), and independent (autonomous).
7. **Materials should not rely too much on the controlled practice:** according to Ellis, quoted in Tomlinson (1998), "the controlled practice has no long-term effects and it has no effects on fluency" (Tomlinson, 1998, p. 21) so it would be appropriate not to use this practice too much.

8. **Materials should provide the opportunity for feedback:** the feedback favors students insofar as it provides them with a better appropriation and use of language. According to Clariana, Ross, and Morrison (1991) quoted by STEMLER (1997)

   “Feedback is an important variable that is often ignored in multimedia software. Feedback can be defined as output, usually displayed on a screen; to tell students how successful they have been in solving problems or to provide information about the quality of their response to a test like event.”(p.5)

**Stages in the design of multimedia materials**

Several discussions have been done about the instructional use of multimedia. However, a limited number of authors offer specific advice on the process, design and development of multimedia. For instance, Jolly and Bolitho, Tomlinson (1998) these authors proposed seven stages to be considered in the design of materials, but in the context of this internship were considered only some of them: 1. Identifying step (identification of a problem related to the needs of students) 2. Exploration stage (exploration of materials that exist and show the actual use of language) 3. Pedagogical realization (design of communicative activities with adequate
instructions for the development) 4. physical production (the material is designed, in terms of features physical and images, icons, letter size, etc.) 5. Use and Evaluation stage (the material is applied in the classroom to see if it is effective or not. This process helps identify whether the material should be improved or redesigned, depending on the effect you have had in the students).

Besides, Herrera Álvarez (2014) followed five stages in the development of multimedia materials for her thesis; she took into account the following stages: *instructional analysis, design, development, assessment and final product*. For his part Gisbert (1999:320-321) quoted by Vilchez González (2007) contemplated four stages: planning, structuring, graphical design, and multimedia elements. See the following figure to summarize the steps.
Figure 2. Multimedia Elements proposed by Gisbert (1999).
This figure is elaborated by the intern to summarize the steps proposed by this author in the development of the multimedia materials.

Additionally, Rodríguez (2007) argues that several authors offer specific process of designing multimedia presentations and he provided a practical process-oriented model for creating effective instructional multimedia presentations. This model according to him “has been used successfully by preserve teachers in a graduate course in multimedia production, this model was adapted from one used at an instructional development center at Florida State University” (p1)
Finally, the following chart shows a simple way to summarize what three authors proposed in the development of multimedia materials, in the context of this internship will be included the most important aspects and guidelines proposed by BellochOrtí (2015) Sarmiento Santana (2007); and Rodriguez (2007) these authors were chosen in order to develop this research because they joined the principles characteristics in the design of multimedia materials and coincide with the steps proposed by other expects who mentioned in this chapter of the internship.

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Use of the materials

Evaluation of those material

**EVALUATION**

Develop evaluation plan

Gather evaluative data as students use the program

Assess students’ learning and attitudes

Revise the program

**ELABORATION OF FINAL PRODUCT**

**Note:** in the first column there is the number of the steps that authors proposed to develop the multimedia materials. On the top of the chart there are the names of the authors and year they introduced these steps, and finally the words in bold represent the name of the steps in the design of materials.

**Instructional Design**

To begin with this internship project a possible problem that affects English learning process at Dynamic Teaching Corporation was pointed out. After a teachers’ meeting in January 2015, when it was discussed the lack of use of the virtual platform by students at Dynamic Teaching Corporation two informal conversational interviews were applied. These surveys helped the intern to write down some ideas to establish a research problem. Doing this process, the topic related to the use of the dynamic’s virtual platform and the creation of some exercises to nourish students’ knowledge were emerged. As it was mentioned at the beginning of this paper, this research was developed on five phases:
Research Phases

Phase 1. Needs analysis: This stage was developed during a period of four weeks, and it was divided in two parts: first, to establish what factors affected the suitable use of the platform two informal conversational interviews were applied (one for a teacher and the other for a student) the intention of these informal interviews were to look for important aspects to affect the properly use of the virtual platform.

Doing this it was necessary to search for information about how to make an informal conversational interview, some steps proposed by Turner (2010) were taken into account 1. Preparation for the Interview because the researcher will keep in mind the study’s purpose and the general scope of the issues that he or she would like to discuss in the interview. 2. Selecting participants the importance of acquiring participants who will be willing to openly and honestly share information or “their story” (p.757) and 3. Constructing Effective Research Questions. In this part only two of the six types of questions were taken into account. Opinions/values (about what a person thinks about a topic) and Feelings (Feeling questions aim at eliciting emotions, feeling responses of people to their experiences and thoughts) what do you think about the virtual platform at Dynamic Teaching? What would you like to chance of the platform? What is your opinion of the exercises and the contents of the virtual platform? How do you feel using this platform? What would you change about this platform? The questions above were suggested by Patton (2002)

The second part of this first phase, two surveys for both teachers and students were applied to verify the aspects that emerged from the two informal conversational interviews, these surveys
also could validate the reasons mentioned in the justification of this project about the unsuitable use of Dynamic´s virtual platform by students. Finally, the last part of this phase three different groups of students; the pilot group, the experimental and control group were established.

**Phase 2. Designing:** this phase is divided in three parts; first one is when the didactic units incorporating multimedia materials were designed, it was necessary to take into account the following questions to organize the didactic units 1. How were students going to demonstrate their knowledge? How would the information be presented? How would the teacher engage students in learning? How would the teacher start? What teaching strategies would the teacher use? What activities would students engage in? Why? How much time would be devoted to different parts of the lesson? What directions would the teacher need to give, how should the teacher present them? What materials would be needed and when would the teacher prepare and organize them?

The second part of this phase sought to improve the contents of the platform through some multimedia materials, that`s why some authoring systems such as; hot potatoes, Prezi and PowerPoint presentations were used. It was also considered some important questions in the development of the unit; what are the tasks that the learner will be expected to perform during and at the end of instruction? Are there any prerequisites that the learners must possess before entering this unit? What is the hierarchy of the tasks expected to be performed? This phase lasted two months and both processes were done at the same time.

In this phase there was also an Implementation process of the units to pilot group, some observations were made and the comments given by the students about the materials were given,
a rubric was applied in order to see the structure and times spent during the development of the units, the parameters in this rubric were proposed by (Patios & Suárez, 1994) so decisions and correction of the mistakes were done during this piloting process.

After designing these didactics units, a B-learning plan was designed. In consonance with Bartolomé (2004) Blended learning model allows to spend less time in the classroom, encourages a savings potential of physical spaces and increase student participation as responsible for their own learning. The idea of this B-learning plan was that students in experimental group could take six lessons in the classroom and work at least 2 hours on the platform to improve their learning process, but this work on the platform was optional at the beginning of the academic program the purpose of this new working plan was making the use of the platform mandatory, for that reason the intern had to talk to the coordinator and she gave the authorization to make students use the platform, even the coordinator convened a teachers´ meeting and she approved another rule when students applied for the test they needed to have minimum two hours of participation on this virtual platform every week, this participation was count checking the grades that students got as soon as they took the quiz. Once the didactics units and the multimedia materials were designed, The B-learning plan proposed (six hours classroom lessons and two hours online) and the implementation of the didactics units with the multimedia materials would be applied only for experimental group in the phase 3 (Development and Implementation) of this research.

**Phase 3 Development and Implementation.** This stage sought to enhance students´ communicative skills in English by implementing the didactic Units and multimedia materials that is why a pre-test supported by the contents of English program and four rubrics were
designed and applied to analyze the students’ skills and how the students started before to implement this project.

After the implementation of the pre-test and the skills´ rubrics, the B-learning working plan and the didactic units with the multimedia materials were applied to the experimental group and during the process of implementation the teacher´s journal was written. The most important aspects stated by experts of didactic units and multimedia materials were written. The teacher´s journal helped the intern to evaluate better some aspects associates to the following topics; **feedback obtained by the materials, Time consuming, the impact of the Materials, if the Materials help students develop confidence, The students use target language in order to achieve communicative purposes.** the contents were evaluated and they showed if the topics exposed in the didactic units were related to the topics proposed in the academic program, if the students could express and share ideas, feelings and points of view through oral (in class) or in a writing way (in the forum). Teacher evaluated and tested constantly the multimedia materials incorporated in the development of the units with these journals and the students’ learning process in both groups control and experiment could be checked. According to Vrasidas (2002) “the formative evaluation is the best way to test instructional materials when learners try them during the development process and get feedback from them” (p.10).

**Phase 4 Assessment** this phase is the final evaluation of the implementation process in this research, in this phase a post-test and four rubrics to evaluate students´ communicative skills were applied and analysed. On the other hand, the rubric that had some indicators to measure the effectiveness of the didactic units were analysed because a comparison between the results obtained in the pilot group and the experimental group were made.
**Phase 5 Publication** this stage is the part where the four units designed would be hosted in an online learning environment and the final work was shown to the academic department because the idea was that this new working plan would be applied to the rest of the Dynamic’s program.

**Development of the Internship**

In this part of the paper it will be explained what happened to each phase and the steps developed during this research, it is necessary to start to the explanation of the first phase need analysis

**Need Analysis.**

Need analysis refers according to Weber (1985) cited in Brown (1995) "a Process of determining needs, gaps and deficiencies so far group of learners in a language”. With this process we can determine students’ Wants, desires, demands, expectation, and motivations in a learning process. It is a Procedure for collecting information about learners’ needs, lacks, constraints, and requirements (Brindley 1984). Once identified, these needs they can become the main design goals of a material, curriculum, testing, among others.

For this research, the needs analysis was conducted for three purposes; the first one was to verify if the situation or issue initially raised was a problem (the unsuitable use of the platform and the activities on the platform were focussed on grammar only); second, to establish the true needs and interests both of students and teachers with regard to learning and teaching language and in terms of the support material to design the most interesting material for them; and the
third, to define the purpose of this investigation. The needs analysis was conducted through two ways to data collect. Two informal conversational interviews and two surveys, the first interview was applied to one teacher and one student who had been for eight months in the process of the virtual platform. The second data collected was two surveys which were applied to ten students at A1-1 and six students at A1-2 level who were assigned by the coordinator by the time this research started. The teachers who participated in the survey had been working for more than 2 years at Dynamic Teaching Corporation Institute; the following paragraphs describe the instruments and the population.

**The instrument for data collection.**

At the beginning of this internship two informal conversations were applied to find some possible problems within the use of Dynamic Teaching’s virtual platform, The informal interview according to Patton quoted by Teddlie & Tashakkori (2003) it is a completely unstructured interview and the questions spontaneously emerge from the natural flow of things during fieldwork (p. 305) furthermore, it is the spontaneous generation of questions in a natural interaction, typically one that occurs as part of ongoing participant observation fieldwork (W. Turner, 2010).

The second instrument chosen was the survey also named questionnaire, according to Hernandez, Fernandez and Baptista (2003) "it is a set of questions regarding one or more variables to measure " in this case, the variables were the kind of language that students wanted to learn and the support where the material should be designed (audio-visual, multimedia, audio,
manual or web pages). A Survey research involves the collection of information from a sample of individuals through their responses to questions. The surveys questions can be open or close. In the context of this internship two surveys were applied for teachers and students, and the questions given were similar for both.

Another instrument used during this research process was a journal, which according to Guy (2004) “it is a record of happenings, thoughts and feelings about a particular aspect of life. A journal can record anything related to the issue to which it pertains.” In this journal it was able to write and underline students’ attitudes towards the didactics units designed and multimedia materials and it was also evaluated the teaching methodology into the didactic units. Some aspects stated by experts related to advantages and disadvantages of multimedia materials and didactic units were also taken into account.

Furthermore, five rubrics: the first four rubrics helped the intern to evaluate students’ communicative skills when this project started, so the information about how to evaluate the students’ communicative skills in reading, writing, listening and speaking were looked for. In this part some of the indicators proposed by different authors were included.

The other rubric was made by checking some important aspects in the implementation of the didactics units, some of the aspects in this rubric were proposed by Patios & Suárez (1994) “A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers,
projects, oral presentations, artistic performances, group projects, etc.” (Carnegie Mellon, 2015)

**Description of the survey.**

The survey designed had a total of 21 questions for both teachers and students, the questions in students’ survey were divided in seven questions type dichotomous choice (yes-no). There were seven open questions where students could write their opinions of the virtual platform, the advantages or disadvantages of multimedia materials, and the exercise that they would like to have on the virtual platform etc. and seven multiple choice questions. The objectives of the questions were: 1) To know the topics of interest to students and the areas they would like deep in; 2) To identify more difficult communication skills in students. 3) To determine the characteristics of the material they were interested more (if they wanted a material to work primarily listening, reading, speaking or writing).4) To determine how often both teachers and students use the virtual platform.

The questions in teachers’ survey were divided in eight questions type dichotomous choice (yes-no). There were seven open questions where teachers could write their opinions of the virtual platform, the advantages or disadvantages of multimedia materials, and the exercise that they would like to have on the virtual platform etc. and six questions were multiple choice, the objectives of these questions were the same exposed in students’ survey.
Characteristics of the survey respondents.

By the time this research report started, the Academic Department had assigned me a total of 46 students divided into 26 students in A1-1 level, 12 at A1-2, five at A2-1 and only three students were at A2-2 level. The intern teacher decided to work with the group of A1-1 level because they were 26. Although this group had more students, only ten of them had been studying for four weeks in the program (a month) it means that they had already known about the virtual platform, the rest of the students in this level had only two or three days, so they did not have enough experience in use of the virtual platform. For that reason only ten in the group of A1-1 level would be perfect if this research process started. Consequently to this, in the group of A1-2 level, only six students had been in this level for one month and if the piloting process started the didactic units, they would be perfect for this job. This was the reason why the survey was applied to a total of 16 students and four teachers at Dynamic Teaching Corporation a language institute. Other reason why it was decided to work with these 16 students was that they assisted to class very often and participated actively in the classes. Furthermore, the process of designing multimedia materials and didactic units would have taken longer, the intern made the decision to emphasize this research on A1-2 level at Dynamic Teaching Program.

The students’ age were between 17 and 45 years old, most of them were students who have just started a carrier in the university, so they were teenagers, and only three of them were professional people; the time spent by learning English was between 2 and three 3 months and the reasons why the majority of them were studying English were because they wanted to study a career or a master degree or they needed English to work in a foreign country.
As for the teachers, there were four respondents, one of them had a master in Education and the other three teachers had one undergraduate in Modern Languages. Three of them had taught between 2 and 5 years in languages institutes and only one had more than 15 years teaching English. All of the teachers’ respondent were from Colombia, but they had been to a foreign country for teaching. And all of them had been teaching English at Dynamic Teaching for more than 2 years. Dynamic Teaching Corporation had a total of 14 teachers but the intern decided to apply the surveys to four of them because most of the teachers were fresh man when this research started, and right answers in teaching process at this institute related to the virtual platform was needed.

Needs Analysis Results

This section considers, first how the data was tabulated, after the results of the needs analysis, then the conclusions of the analysis, and finally the decisions made based on the results. To make the tabulation of the data was performed a rule of three for each question. For example, the question number 18 of students’ survey was taken in order to show you how the data was analysed.

18) Which skills in English would you like to improve most? Enumerate from 1 to 5. Where 1 means the less important
Chart 5.

Analysis of survey question 18

<table>
<thead>
<tr>
<th>Degree of interest</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2 students</td>
<td>5 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2 students</td>
<td>6 students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4 students</td>
<td>4 students</td>
<td>4 students</td>
<td>6 students</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>3 students</td>
<td>6 students</td>
<td>8 students</td>
<td>1 student</td>
<td>9 students</td>
</tr>
<tr>
<td>5</td>
<td>9 students</td>
<td>10 students</td>
<td></td>
<td></td>
<td>1 student</td>
</tr>
</tbody>
</table>

Note: on the top of the chart there are the English skills, on the left of the chart there are the degrees of students’ interests and finally, on the right of the chart there is the number of students in each category.

The results of the survey were shown in the chart 4 above Analysis of survey question 18 and it means that for ten students the ability to "listening" is the most important for them. There was a 56.25% percent of students who considered speaking the second important ability and nearly a 51% percent of them thought that pronunciation and reading had the same score of importance in a learning language. To get the average of these questions, the number of students was taken and it was multiplied by 100% percent and divided by the total number of students who participated in the survey the rule of three was made in the following way:

(10 students from 16 students) multiplied by 100% divided in 16, that is the total of the students who answered the survey.

\[
\frac{(10 \times 100)}{16} = 62.5\%
\]

This means that 62.5% percent of students considered more important the ability to "listen". The same procedure was followed with answers to the other questions, in both students and the teachers’ surveys. Here are the results. They include graphical and analysis of the responses of students and both individual and comparative to teachers. The question given by teachers was:
19) which skills in English do you think students would like to improve most? Enumerate from 1 to 5. Where 1 means the less important

**Chart 6. Analysis question 19**

<table>
<thead>
<tr>
<th>Degree of interest</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
<th>Writing</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td>2 teachers</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3 teachers</td>
<td>2 teachers</td>
<td>1 teacher</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>1 teacher</td>
<td></td>
<td>1 teacher</td>
<td></td>
<td>3 teachers</td>
</tr>
<tr>
<td>5</td>
<td>3 teachers</td>
<td>4 teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: on the top of the chart there are the English skills, on the left of the chart there the degrees of teachers’ interests and finally, on the right of the chart there is the number of teachers in each category.*

In the chart 5 it can be seen that four teachers (100% of them), considered “listening” as the most important ability for students as the same as “speaking” with a 98% percent and the less important ability for students according to the teachers’ opinion is “writing” because teachers affirmed that this ability is not as functional as speaking. So it concluded that for both teachers and students the two most important abilities in learning English were listening and speaking. And Reading and Pronunciation got a score of 3, so they also considered that these two abilities were important.

In students’ survey from questions (3) to (7) it was evaluated how often and how many hours the students used the virtual platform, and what reasons there were when they did not use the platform. Most of the students affirmed that they did not use the platform very often. Six of them affirmed that they had never done any activity on the platform and only two students practiced what they learnt in classroom through the use of the virtual platform twice a week. Finally, the other eight students practiced but rarely or at least once a month.
In questions from 8 to 12 of teachers´ survey the intern wanted to know if teachers used the virtual platform and multimedia materials as extra tools to give students homework, and how often teachers use the platform or incorporate it into classroom activities and what kind of multimedia materials they use in class. This showed that all teachers use multimedia materials among them, teachers used PowerPoint presentations, blogs, YouTube videos etc. some of them use digital books and all of the students considered the multimedia materials as an useful tool to practice actively and motivationally and teachers considered that multimedia materials help them to make easier the explanations of some topics, and these contributed in the environment because teachers did not use much paper when they worked with reading and grammar exercises. None of the teachers incorporated the platform activities into classroom activities.

On the other hand, in question number 14 of students´ survey (If you could change anything about Dynamic´s online platform what would you change?) only a 37.5 % percent of the students thought that the exercises on the platform were well but they wanted to practice not only grammar but also reading, vocabulary and listening. They also affirmed that most of those exercises did not have an immediate answer which evaluates their process, so they had to wait for the teachers’ evaluation. The students who used the platform at least once a week also affirmed the lack of the reading, listening and speaking activities on the platform.

Contrasting what teachers answered in this question, all of them affirmed that the problem is to give students an immediate feedback because this platform did not have the option to replay the exercise and two of the teachers mentioned that the exercises on the platform were only
grammar exercises. As a conclusion, with the question number 14 and its answers corroborated the hypothesis that the intern had exposed about the problem of Dynamic´s virtual platform which affirmed that neither students nor teachers used the platform very often into their classes, and the exercise and activities on this virtual platform needed more activities which help students to be more motivated, that´s why it was decided to create and adapt more exercises focused on listening, speaking, and reading. Consequently to this, hot potatoes program was used to give students an immediate answer.

**General conclusions of Need Analysis.**

1. Students consider very important and more dynamic to work with multimedia materials in English as a foreign language because it helps them to understand the topics more easily.
2. The abilities that students prefer to improve are listening and speaking,
3. Dynamic´s platform is not used properly for any of the students.
4. The exercise on the platform should include more reading, listening and speaking activities not only grammar
5. There should be a quick answer and feedback for these activities.
Decisions based on the results of the Needs analysis

The results of the needs analysis allowed the intern to make decisions for the development of this research.

1. Determine who would be the experimental and control group because the idea was to compare if the B-learning plan established in this research was useful and functional than the previous methodology offered by Dynamic Teaching.

2. It was decided to make four didactic units because in Dynamic Teaching program there are four weeks with different colors (white, orange, green and blue) and each week has some specific grammatical functions to work with. The didactic units were focused on improving listening and speaking skills by using reading and writing activities.

3. In order for students to have an immediate feedback when they practice on the platform, it was decided to use hot potatoes program in the development of the activities because this program allows students to click on a final button to verify their process.

4. To verify if the didactics units and multimedia materials worked properly it was necessary to applied them to a pilot group, and the process would be observed taking notes on the teacher`s journal.

5. To evaluate students’ skills in English it was designed and applied two tests; pre-test and posttest, these tests took into account the contents in Dynamic Teaching Program. Four rubrics were designed by the intern to evaluate in a better way the communicative skills of the students because these rubrics had some important aspects each skill proposed by different authors. Doing this it was able to evaluate how both of the groups experimental
and control started in this research process. Besides, the intern could know exactly each student’s level in speaking, listening and writing.

6. To motivate students in the exercise on the platform and contribute to the environment in the reduction of paper it was used PowerPoint and Prezi presentations in the explanation of the contents within the English program.

7. The pedagogical validation of the Didactic units and multimedia materials was evaluated by applying a rubric which helped the intern to know what students considered about the multimedia material given within their learning process.

Development of the second phase in this Internship

After identifying what factors affected the proper function of this virtual platform, three groups in this research project were determined: experimental and control group and pilot group. These groups were selected from 16 students who had participated in the survey. By the time they answered the survey, ten students had been at A1-1 and they had had at least four weeks in this level, the other six students were in the second level A1-2 and they had had one month in this level of the English program for that reason they were the pilot group. Five students belonged to the experimental group and five students in the control group, these students were at A1-1 level. The groups were divided in this way because Dynamic Teaching had a laboratory with eight computers where only six worked properly.

Once the need analysis and its results were finished, the second phase called Designing continued. This phase is when the Didactic units and multimedia materials were designed, this
phase lasted two months and followed some steps proposed by different authors like Diez (2007) and Marote (2013) who proposed seven elements that a didactic unit has to have. Besides, authors like Navarro & Belloch Ortí (2015); Sarmiento Santana (2007); and Rodríguez (2007) suggested some steps to design the multimedia materials. These steps were summarized in the following paragraphs:

1. **Analysis:** here there are some of the objectives of the learning units that students acquired during and after the development of the unit. the contents in A1-2 level at Dynamic’s program were taken into account, and the following items were taken into account; the description of the unit, its justification and the topics that would be developed in the unit, the model followed to design the didactic unit was similar to the model proposed by López Navarro (2008) and this model was the same in each didactic unit.

2. **Design and Development:** This process was the elaboration and integration of those multimedia resources. The activities and their sequences were established; some materials taken from Headway books were adapted. Moreover, some PowerPoint and Prezi presentations were used to explain some of the topics students had to learn. Timing and space were determined to know where and when the activities would be developed. Most of the exercises chosen to work in classroom were taken from Headway books which have been used in this institute, the idea was to adapt some of those contents and exercises and put them into multimedia materials using Hot potatoes program.
3. **Experimentation and Validation of the units:** as soon as the first learning unit was designed, it was applied to the pilot group and some observations protocol were done and some notes were written on the teachers’ journal. The notes included what the students said or how they behaved while they were working on the exercises. Doing this the intern teacher managed to correct the mistakes immediately. The time that students spent doing the exercises, the spelling in the multimedia materials, and other important aspects within the didactic unit were taken into consideration. Moreover, a rubric about the evaluation of the didactic unit was applied once a week; that rubric included the most important parameters in the evaluation of didactic units proposed by Suárez & Patios (1994). See the following chart.
### Chart 7.

**Analysis of Didactic Units Function**

<table>
<thead>
<tr>
<th>Items</th>
<th>Questions</th>
<th>Excellent</th>
<th>Good</th>
<th>Regular</th>
<th>Bad</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>clear instructions</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>the organization of the content of material</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>the relation of the topics proposed to the English program is</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>the interactive activities proposed into the material are</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>the material as a support of teaching students is</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>the way how the material facilitate the learning process</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>the images are related to the contents</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>the working function of the computers is</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td>Internet browsing speed is</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>the time proposed in the unit is</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td>the video is clear and proper</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td>the audio is clear</td>
<td>1</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td>the objectives in the unit were accomplished</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: the number on the right side of the chart represents the number of students who considered excellent, good, bad or regular in my Pilot group. Example: in the first Item they all thought that the instructions were clear that’s why the number 6 is located on the space excellent.

To evaluate this rubric quickly the whole class was asked orally and each item was counted how many students thought it was excellent, good, bad or worst. So doing this, the intern spent 10 minutes each class. The same rubric to evaluate the principal aspects of the didactic units would be applied to the experimental group one month after implementing the didactic units.
Development and Implementation Phase 3

In this phase a pre-test supported by the contents of English program at A1-2 level to see how the students started in this research were designed and applied; the test was handed out in paper for both groups experimental and control group. By the time students took this test, they had already gotten four weeks in level A1-2. Furthermore, four rubrics to analyze the students’ communicative skills and how students started before to implement this project were applied. These rubrics helped the intern to evaluate the tests in a better way. The procedure was done in this way because one of the objectives of this research was; to enhance students’ communicative skills in English by implementing the didactic units and multimedia materials, so it was able to evaluate what extent students had improved their communicative skills during the development of the didactic units and the B-learning plan proposed.

Description of pre and post test

The tests contain five parts divided in the following way; the first part was the grammar where students could demonstrate their understanding about the topics that they had learnt during the level A1-2. Doing this they spent 40 minutes because they had to complete 21 exercises. The second part of the test, the students’ writing skill was able to evaluate. This part had two points and the students had 30 minutes to do it. The first point in the writing part of the test, students had to read a short description of two sisters and complete the text with some connectors. The second point in this writing part, the students had to write a similar description between them and
a member of their family, the students had to use the connectors given in the first point. To evaluate the writing process a rubric was applied, see annexes.

In the third and fourth part of the tests, there were listening and speaking parts which would be evaluated as soon as students finished the reading, writing and grammar part. Students spent 30 minutes in the Listening and speaking part because they had two chances to listen to the audio and complete the chart given. The audio in the listening part was about a couple composed by Carol and Mike who talked about what they thought of their relationship and what drove them crazy about each other. After the listening students had to speak about what they understood from the audio. Doing this pronunciation, general understanding and fluency were evaluated through a rubric that the intern teacher had designed to know exactly how they had started in speaking before this research was done. In this part of the test the students had to make a summary of what they had understood from the audio and at the same time they could speak about their personal opinions and real situation with their families.

The last part of the test was reading, in this case students had to do an exercise taken from headway workbook for elementary level. The exercise sought to check students’ reading comprehension since they had to complete the text using the words or sentences from the box and then answered some questions given. The whole test lasted 2 hours and a half.

At the end of the implementation of this research the post test was applied and it had the same reading and writing part of the pre-test. The intern teacher applied similar sentences in the grammar part, but some the names in the sentences had changed. In the listening part, the second part of the audio was played, in this case there was a second couple´s story related to the listening in pre-test.
Analysis of pre-test.

As it was explained before the test had five parts (grammar, reading, listening, speaking and writing) for each item and each student a rule of three was done to show the data in percentages. The following is the example of the procedure in the evaluation of the test; the example is presented through the score gotten by student X1:

There were 30 questions in the grammar part and the student X1 got only 12 right questions. If a rule of three is done it gets 40 % percent; 12 (right answers) multiply by 100 % percent and it is divided into 30 (total questions) it gets 40% percent, this score locates the student in the Rank called BAD. The intern teacher made some ranks to evaluate the students’ development, in each part of the test. It was also classified those ranks with the following names:

Chart 8.
Ranks of students’ tests

<table>
<thead>
<tr>
<th>Rank</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent:</td>
<td>81 al 100 %</td>
</tr>
<tr>
<td>Good:</td>
<td>61 al 80 %</td>
</tr>
<tr>
<td>Regular:</td>
<td>41 al 60%</td>
</tr>
<tr>
<td>Bad:</td>
<td>21 al 40 %</td>
</tr>
<tr>
<td>Insufficient:</td>
<td>0 al 20%</td>
</tr>
</tbody>
</table>

In this example the student X1 got a BAD rank in the grammar part because he only approved the 40% percent. This procedure was done in each part of the test and in each student. A rubric for each skill was applied; writing, listening and speaking because each ability has parameters that teachers can evaluate. Each skill was evaluated in four categories Excellent, Good, Regular and Bad, and each category had a number. See the example on the following chart:
Chart 9.
Speaking Skill Student X1

<table>
<thead>
<tr>
<th>No</th>
<th>QUESTION</th>
<th>score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>answer all the requirements of the question</td>
<td>G (3)</td>
</tr>
<tr>
<td>2</td>
<td>speak fluently</td>
<td>R (2)</td>
</tr>
<tr>
<td>3</td>
<td>use the correct grammar structure</td>
<td>R (2)</td>
</tr>
<tr>
<td>4</td>
<td>good pronunciation</td>
<td>B (1)</td>
</tr>
<tr>
<td>5</td>
<td>understand the questions given at first time</td>
<td>B (1)</td>
</tr>
<tr>
<td>6</td>
<td>use the vocabulary learnt in the speaking</td>
<td>B (1)</td>
</tr>
<tr>
<td>7</td>
<td>use of pet words</td>
<td>B (1)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>28 Points</td>
<td></td>
</tr>
</tbody>
</table>

Excellent: E (4 points)  Good: G (3 points)  Regular: R (2 points)  Bad: B (1 point)

Then the total percentage of the five skills in English for student X1 was added up, and they were divided into 5 because there were five skills that the intern teacher wanted to evaluate. The following are the percentages that student X1 got in each skill:

- Listening: 55%
- Speaking: 39.28%
- Reading: 37.5%
- Writing: 37.5%
- Grammar: 40%

Total: 209.28 % / 5 items = 41.856

According to the information above the student X1 failed in the pre-test because he had only 41.85% of the total test. The procedure was the same for each student in both of the groups (experimental and control). The following chart is the example of how the results were tabulated:
Chart 10.
Pre-test analysis in control group

<table>
<thead>
<tr>
<th>Skill</th>
<th>Student 1</th>
<th>Student 2</th>
<th>Student 3</th>
<th>Student 4</th>
<th>Student 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening:</td>
<td>43.20%</td>
<td>25%</td>
<td>29.50%</td>
<td>50%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td>Regular</td>
<td>Bad</td>
<td>Bad</td>
<td>Regular</td>
<td>Excellent</td>
</tr>
<tr>
<td>Speaking</td>
<td>33.11%</td>
<td>42.85%</td>
<td>62.50%</td>
<td>42.85%</td>
<td>89.29%</td>
</tr>
<tr>
<td>Reading:</td>
<td>46.68%</td>
<td>70.33%</td>
<td>72.50%</td>
<td>79.16%</td>
<td>72.50%</td>
</tr>
<tr>
<td>Writing:</td>
<td>26.16%</td>
<td>37.50%</td>
<td>43.20%</td>
<td>41.66%</td>
<td>70.83%</td>
</tr>
<tr>
<td>Grammar:</td>
<td>50%</td>
<td>40%</td>
<td>70.33%</td>
<td>58.33%</td>
<td>79.16%</td>
</tr>
<tr>
<td>Total:</td>
<td>39.83%</td>
<td>43.14%</td>
<td>55.61%</td>
<td>54.40%</td>
<td>80.36%</td>
</tr>
</tbody>
</table>

Note: on the top of the chart we can find the students- on the left side of the chart there are the five skills that I evaluated, and the percentage that each student got in each ability below the percent there are the categories I established (excellent, good, regular and bad)

After the analysis and results of pre-test, the information was tabulated in a chart where the reader can compare both groups and in the same chart it is also shown the percentage per each student’s ability.

Chart 11.
Pre-test analysis

<table>
<thead>
<tr>
<th>SKILL</th>
<th>EXPERIMENTAL GROUP</th>
<th>CONTROL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>Listening</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Speaking</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Reading</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Writing</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Grammar</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

PERCENTAGE  20%  16%  36%  28%  8%  32%  40%  20%

The number in each category represents the students for example; in listening only one student got an excellent rank in both of the groups
Conclusions of the pre-test.

The numbers in the chart above represent the students and with this chart it is evidenced that both of the groups had similar score in listening because they both had two regular and bad students. In speaking part both of the groups had bad results because only one student passed it and two were regular in both of the groups, but it had two students really bad with this skill. In writing part both of the groups had two students really bad at this skill and one student was good in each group. The general percentage of my students’ performance in both of the groups was calculated, so the total percentage of the two ranks excellent and good in the experimental group was added.

They got a total of the 36 % percent of the students who did well in the pre-test it means that two students approved the test and the 36% almost failed it and 28% failed the test. In contrast to the control group putting the excellent and good ranks together they got a 40 % percent of students who did well in the pre-test but 40 % percent almost failed the test and 20 % percent failed it. With this it is concluded that the activities designed by the intern could improve listening and speaking for the experimental group. The implication to evaluate how students started in the process was also to analyze how this research could help students to improve their speaking and listening skills because in the design of the didactic units the emphasis of the activities would be focused on reading, speaking and listening not only grammar. Furthermore, this analysis helped the intern to establish a b-learning plan where the didactic units would be applied.
Implementation of the B-learning plan after pre-test

As it was mentioned in previous chapters, the B-learning plan proposed by the intern consisted in taking two hours in theory class using multimedia materials (Prezi or PowerPoint presentations), four hours in classroom and laboratory working the workshops that the intern teacher designed within the didactic units, and two hours working individually at home on the activities of the virtual platform, students had to do one forum, one evaluation and one activity into the platform. Most of the homework that the intern teacher gave students was focused on reading and listening and in class students had to report what they had understood from the text or the listening, sometimes they had to write their opinion in the forum. The following print screen is shown the index of Dynamic´s platform when students log in:

![Figure 3. Dynamic platform index. This image is the first screenshot students can see as soon as they log in. Each column represents a color and each color has some topics, on the right side of the image there are the links students have to do.](image-url)
Meanwhile, students of control group only took 2 hours in theory class, and 4 hours workshops, and they did not have to do any homework on the platform. They also could use the platform if they wanted, but its use was optional.

**Analysis of the rubrics to evaluate multimedia materials**

The information given by both of the groups (pilot and experimental) had to be tabulated, only five students of the pilot group were chosen in order to make easier the comparison between their opinions about the function of the didactics units. Remember that there were six students in the pilot group and only five in the experimental group, so the intern teacher designed four charts where it was evidenced both of the groups and their opinions of the didactics units. These rubrics helped the intern to analyse if the multimedia materials and the didactics units that had been applied were good enough into their learning process. Four charts with the same thirteen items mentioned on chart 7 called *analysis of Didactic Units Functions* were designed.
**Chart 12.**  
*Final Evaluation rubric of Didactic Units*

<table>
<thead>
<tr>
<th>EVALUATION UNIT 1</th>
<th>PILOT GROUP</th>
<th>EXPERIMENTAL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>N°</td>
<td>QUESTIONS</td>
<td>ANSWERS</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E     G  R  B</td>
</tr>
<tr>
<td>1</td>
<td>clear instructions</td>
<td>5     0    0    0</td>
</tr>
<tr>
<td>2</td>
<td>the organization of the content of material</td>
<td>1     3    1    0</td>
</tr>
<tr>
<td>3</td>
<td>the relation of the topics proposed to the English program is</td>
<td>5     0    0    0</td>
</tr>
<tr>
<td>4</td>
<td>the interactive activities proposed into the material are</td>
<td>2     3    0    0</td>
</tr>
<tr>
<td>5</td>
<td>the material as a support of teaching students is</td>
<td>5     0    0    0</td>
</tr>
<tr>
<td>6</td>
<td>the way how the material facilitate the learning process</td>
<td>1     4    0    0</td>
</tr>
<tr>
<td>7</td>
<td>the images are related to the contents</td>
<td>5     0    0    0</td>
</tr>
<tr>
<td>8</td>
<td>the working function of the computers is</td>
<td>0     4    1    0</td>
</tr>
<tr>
<td>9</td>
<td>Internet browsing speed is</td>
<td>3     2    0    0</td>
</tr>
<tr>
<td>10</td>
<td>the time proposed in the unit is</td>
<td>0     2    3    0</td>
</tr>
<tr>
<td>11</td>
<td>the video is clear and proper</td>
<td>5     0    0    0</td>
</tr>
<tr>
<td>12</td>
<td>Audio is clear</td>
<td>1     4    0    0</td>
</tr>
<tr>
<td>13</td>
<td>the objectives in the unit were accomplished</td>
<td>1     2    2    0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>34    24   7    0</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>52.31 36.92 10.77 0.00</td>
</tr>
</tbody>
</table>

Note. On the left side of the chart there are the questions which evaluated the didactic units, the second column there are the number of students in pilot group and in front of each questions there is the number of students who considered excellent, good, regular or bad each item. The same happens to the students in experimental group. On the bottom of the chart you can find the entire number of students in each category, for example: in the pilot group there were 34 points in the category excellent and 43 in my experimental group. These points were necessary to design the percentages figure.
To summarize the information gotten with these charts four different graphics were designed to analyse easily students’ opinions each graphics represents the final opinion of each didactic unit. These graphics show us that both of the groups (pilot and experimental) considered the activities and the materials in the didactic units were good enough. Each chart represents the comparison in the opinions given by both of the groups.

![UNIT 1](image)

*Figure 4. Evaluation graphic of unit 1. This graphic was designed by the intern to summarize the data in the opinions given by students about the didactic units.*

In the first unit the opinion given by the pilot group was really important because the intern could identify if these unit had problems, so the mistakes found were able to correct, and some of the mistakes were about the time that students spent doing the activities offered that’s why some students in pilot group consider regular some activities. In contrast to the experimental group most of them considered excellent the activities offered in this unit.

The process to analyze the opinions given by students in both groups- pilot and experimental group- were tabulated and analyzed the same way as the previous one.
In the analysis of the second rubric, it is shown that for both groups the units were good enough and two students in the pilot group could not finish one exercise given because of the lack of time. Consequently, the conclusion of the third and fourth rubrics both of the groups pilot and experimental considered the activities and the unit were good and functional in general and the units in general were evidently accepted by students in their learning process.

**Analysis pre and post-tests results.**

As this research sought to evaluate exactly what abilities in English language the students in experimental group had improved during the development of this research. Two charts were designed to illustrate the percentages that the students in both groups (experimental and control) got before and after the implementation, and with these charts the comparison between pre and post-test were made. This analysis was necessary to demonstrate if the didactic units and the b-learning established were functional into the Dynamic Teaching program and if they were good enough to make the platform much more useful by students and teachers.

These charts are similar to chart number 15 named “Specific skill’s performance” presented previously in the analysis of the pre-test. On the top of the chart from left to right side there are the experimental and control groups, below this there are the categories excellent, good, regular and bad, on the left side of the chart there are the skills that were evaluated in the tests such as; listening, speaking, reading, writing and grammar. On the right side of each skill there the numbers of students and finally on the bottom of the chart the reader can find the total percentage of the students’ grades in each skill.
Chart 13.
Pre-Test Analysis

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>EXPERIMENTAL GROUP</th>
<th>CONTROL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>LISTENING</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>READING</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>WRITING</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>PERCENTAGE</td>
<td>20</td>
<td>16</td>
</tr>
</tbody>
</table>

Note. The number in front of the skills represents the number of students who got an excellent, good, regular and bad in the pretest in each group. On the bottom of the chart is the total percentage of students in each category.

Chart 14.
Post-test Analysis

<table>
<thead>
<tr>
<th>SKILLS</th>
<th>EXPERIMENTAL GROUP</th>
<th>CONTROL GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent</td>
<td>Good</td>
</tr>
<tr>
<td>LISTENING</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>READING</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>WRITING</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>GRAMMAR</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>PERCENTAGE</td>
<td>44</td>
<td>48</td>
</tr>
</tbody>
</table>

As the chart shows, only 20% of the students in experimental group approved the pre-test with an excellent rank. However, this percentage increased enormously because 44% percent of this group got an excellent rank in post-test. The same happened with students with a good rank in the pre-test. Only 16 percent got a Good rank in experimental group, but this rank increased because in the post-test 48 percent of the students were good. And only eight percent were regular in the post-test. With these results it was demonstrated that the methodology and the
didactics units applied with multimedia materials helped students improve their English abilities specially listening and speaking. This was notorious because three students in the experimental group were good enough at listening and speaking in contrast to the pre-test which showed that the experimental group was really bad in these two skills.

On the other hand, the control group demonstrated a little improvement in each ability. However, this improvement was affected because of the time that students had in Dynamic’ English program, remember that students had to take two hours of theory (explanation of the topics) plus four hours in workshop to practice and learn the topics that the program offered.

![Figure 5. Pre-test results.](image)

On the left side of the figure there is the total number of students of my two groups experimental and control group. On the bottom right side of the chart there are the categories which I had took into account to evaluate my students in the pretest.
As it is shown in the figure 11 above, students in experimental group showed a huge advanced in the abilities listening, speaking, reading and writing because they took advantage in their time working on the exercises on the platform, and they had the opportunity to work with additional exercises and activities on the platform. They also had activities focus on reading and listening. Meanwhile, students in control group only took 6 hours a week and they did not have any additional exercises this was a disadvantage because their process depended only on classroom time. Moreover, the intern could verify most of the advantages in multimedia materials stated by authors in the theoretical framework.

The limitations found in this research were the lack of computers in the laboratory area because there were 8 computers which only 6 worked properly and the maximum capacity of students per class was 12 students. Fortunately the students in this research were only 6 in each group. Another limitation was the time consuming because the intern needed to spend time designing the activities taking into account the topics in English program. Moreover, teachers need to have knowledge in technology in order to design multimedia materials. Sometimes was
difficult to talk and meet to the engineer in order to ask him to upload the multimedia material into the platform.

**Conclusions**

As this research sought to optimize the virtual platform in three ways; first designing activities with multimedia materials where students could improve their speaking and listening skills. Secondly, students could get the corresponding feedback of the activities done on the platform. Finally, this research improved the use of this platform by students in A1-2 level through a B-learning plan designed by the intern where students took six hours in classroom activities (divided into theory and workshops explained previously in this paper) and at least two hours working on virtual platform. With the three ideas exposed above it is concluded that the objectives of this research project were successfully accomplished, and it is also concluded the following aspects:

1. This internship contributed to the institute to take advantage of the platform by making it much more useful for both teaching and learning because students used it very often, and the activities on this platform were included into classrooms activities.

2. This research allowed the institute to change the methodology of using the virtual platform because it became in a mandatory requirement to pass the level and students were forced to do at least two hours of online working.
3. The activities offered on the platform used to be focused on grammar only, but this research contributed in the improvement of the exercises offering reading, listening and other kind of activities.

4. The research changed the unsuitable use of the platform because students before the implementation did not use the platform very often, but now they use it at least twice a week.

5. These materials exposed students to authentic language since they watched a video or read a newspaper article and learned vocabulary and expressions about the language.

6. The implementation of this virtual platform contributed to the awareness in the use of technology for students at Dynamic Teaching because offered educational use of computer and internet.

7. Multimedia materials designed into the didactic units were excellent and useful tools to help teachers to make easier the students’ learning process because they used different media to understand a topic and those materials were appeal to many types of learning preferences because some students learn more by reading, hearing and some by watching.

8. The students managed to adjust their own learning processes according to their abilities and preferences because the didactic units offered an order, but students could work on the additional materials whenever they wanted.
9. Students could work according to their interests, repeat material as many times as they wanted and doing this they could reduce embarrassment concerning their learning outcomes because they were able to interact to the monitor.

10. The students’ attitude and motivation were evidenced in the teacher’s journal. In the context to this internship if students could not understand a topic they could go home and log in the platform and work with extra exercises to improve their knowledge.

11. This research offered the institute some benefits the intern-teacher developed new skills in teaching, and contributed not only to teacher’s tasks, but also to the context in which these news skills were developed. For example; Multimedia materials were useful and didactic and they could contribute to the environment because the use of paper and ink was less. This means that this didactics units were useful because teachers were able to use this material as many times as they wanted to.

12. Although the design of the didactics and multimedia materials covered a lot of time, this research contributed in students learning process. Consequently to this Hot potatoes program was an excellent tool because offered students an immediate feedback and the intern-teacher did not need to have any knowledge of programming.

13. The extra material and homework given helped the students in the experimental group to keep learning because every day they had something to do at home working with the forum, homework and evaluation on the platform, and this process also helped them to improve their English level in a short period of time than the students who only practiced
English in the classroom because the students in experimental group could use the platform as many times as they want to.

14. It was evidenced that the students in the experimental group were able to evaluate themselves through the use of the program Hot potatoes because they could get the feedback immediately without waiting for their classmates finishing the exercise. This helped them to see if they did well or not the exercise they were working.

15. These materials gave students extra time to do another exercise because the time that they used to spend looking up unknown vocabulary in a dictionary they could do another activity and they also can do another activity while their classmates finish the exercises.

16. the students in experimental group could improve their listening and speaking in the development of the units because every class they had to express their point of view using English language taking into account examples given into the texts or audios, and at the same time the topics given helped them to become more reflective because there were some activities that showed real contexts and this helped them to familiarize with the context and language.
**Recommendations**

A possible further research could be designed taking into the same process of this research because Dynamic Teaching Corporation offers different levels and different language programs. So it could be great if the other programs design Didactics units where the activities on the platform can include not only grammar but also reading, listening, writing, and doing this teachers can offer other multimedia materials in order for students to practice what they learned in classroom and take advantage into the time because students can work on some activities at home and in classroom they can focus on speaking much more time.

This units would be also appealing to students and this institute could take advantages in both economics and teaching areas because teachers will be able to use this materials as many times as they need.
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Marote, C. (31 de January de 2013). Recuperado el marzo de 2015, de https://buildinglinguistics.wordpress.com/2013/01/31/didactic-units-a-brief-example/


Vrasidas, C. (2002). A SYSTEMATIC APPROACH FOR DESIGNING HYPERMEDIA ENVIRONMENTS. (W. I. University, Ed.)


Dear students. I am Denisse Maestre a student of the undergraduate program Licenciatura en Educación Básica con Énfasis en Inglés from Universidad Distrital Francisco José de Caldas and who is developing the internship at Dynamic Teaching Corporation. As an intern I present this survey as an instrument for data collection in order to know your habits to use a computer and Dynamic´s virtual platform for learning English. I appreciate the cooperation by providing the information contained herein because you are contributing to the development of the Graduation Project entitled “Optimization of a virtual platform through some didactic units and multimedia materials“

NAME: _________________________

PROFESSION: _________________________

AGE: _________________________

WHERE DO YOU LIVE? _________________________

Put an X next to the option you find most appropriate and answer the questions

1. Do you have any computer, tablet or laptop at home?

   Yes____ NO _____
2. Do you have internet at home?
   YES ____ NO ____

3. Have you ever used Dynamic’s virtual platform to improve your knowledge gotten in class?
   Yes___ No__

4. Have you ever participated in one of the dynamic’s forums?
   Yes_____ No____

5. How often do you use Dynamic’s virtual platform?
   A. Usually
   B. Sometimes
   C. Never
   D. Rarely

6. How many hours a week or a month do you use the platform in order to learn or practice English?
   __________________________

7. If you don’t often use the Dynamic’s virtual platform explain why not?
   __________________________________________________________
   __________________________________________________________

8. Do you think that the use of multimedia Materials contribute to the learning and teaching process in English Language?
   Yes ___ No ___
9. Why do you think the use of multimedia Materials contribute to the learning and teaching process in English Language?

______________________________________________________________________

______________________________________________________________________

10. Has your teacher ever incorporated any activities from Dynamic’s online platform in classroom?

   Yes ___ No ___

11. Does your teacher use the platform to give students extra work or homework in order to practice individually at home?

   Yes _____ No ____ Sometimes _____

12. How often does your teacher use Dynamic’s virtual platform to teach English?

   E. Usually _____

   F. Sometimes ___

   G. Never _____

   H. Rarely _____

13. If you don’t often use the Dynamic’s virtual platform to practice what you learnt in class.

   Please explain why not?

   ____________________________________________________________________

   ____________________________________________________________________

14. If you could change anything about Dynamic’s online platform what would you change?

   ____________________________________________________________________

   ____________________________________________________________________
15. Why do you think your teacher should use multimedia material to teach English? Please choose which of the following options

A. Because it is more practical, dynamic and effective in teaching process

B. It is a useful way to spend less paper

C. It is useful for giving students much more information

D. It helps teachers to check and assess students learning process easily and faster.

E. It makes the information given more understandable

F. All options above _______

16. If you have another reason in the question 14 please write it down

____________________________________________________________________

____________________________________________________________________

17. How often does your teacher use multimedia materials in class?

A. Never ___

B. Rarely ___

C. Very often ____

D. Sometimes ____

18. What kind of materials does your teacher use in class?

A. PowerPoint presentations

B. Video
C. Audio recordings
D. Textbook
E. Copies / readings/printed material/songs
F. Physical artifacts (posters/ board games/ flashcards etc.)
G. Hypermedia materials (blogs, e-mail, etc.)
H. All above

19. Which skills in English would you like to improve? Enumerate from 1 to 5. Where 1 means the less important

Speaking ______
Listening ______
Reading ______
Writing ______
Pronunciation ______

20. Would you like that the activities on the dynamic’s virtual platform to be more focused on? Enumerate from 1 to 5. Where 1 means the less degree.

Speaking ______
Listening ______
Reading ______
Writing ______
Pronunciation ______

21. What is your opinion of the activities and contents on the dynamic’s platform?
Dear teachers. I am Denisse Maestre a student of the undergraduate program Licenciatura en Educación Básica con Énfasis en Inglés from Universidad Distrital Francisco José de Caldas and who is developing the internship at Dynamic Teaching Corporation. As an intern I present this survey as an instrument for data collection in order to know your habits to use a computer and Dynamic’s virtual platform for learning English. I appreciate the cooperation by providing the information contained herein because you are contributing to the development of the Graduation Project entitled “Optimization of a virtual platform through some didactic units and multimedia materials“.

Name: ______________________________

Age: __________

Between 20 to 23 ___    Between 29 to 32 ___

Between 24 to 28 ___    Older than 32 ___

Experience in teaching English _________

How long have you been teaching English at dynamic teaching?

_______
Put an X next to the option you find most appropriate and answer the questions

1. Do you have any computer, tablet or laptop at home?
   Yes____ NO _____

2. Do you have internet at home?
   YES ____ NO ___

3. Have you ever used Dynamic’s virtual platform to teach your classes?
   Yes___ No__

4. Have you ever made your students participate in one of the dynamic´s forums?
   Yes_____ No ____

5. Do you use Hypermedia or multimedia material to teach English (blogs, wed pages, virtual books, Prezi, PowerPoint, YouTube videos etc.)?
   Yes___ No___

6. Do you think that the use of multimedia Materials contribute to the learning and teaching process in English Language?
   Yes ___ No ___

7. Why do you think the use of multimedia Materials contribute to the learning and teaching process in English Language?
   ___________________________________________________________________
   ___________________________________________________________________

8. Have you ever incorporated any activities from Dynamic´s online platform in classroom?
   Yes ___ No ___

9. How did you incorporate the activity into classroom?
10. Do you use the platform to give students extra work or homework in order to practice individually at home?
   Yes ____ No ____ Sometimes ____

11. How often do you use Dynamic’s virtual platform to teach English?
   I. Usually __ __
   J. Sometimes ____
   K. Never ____
   L. Rarely ____

12. If you don’t often use the Dynamic’s virtual platform to teach your class. Please explain why not?
   ________________________________________________________________
   ________________________________________________________________

13. If you could change anything about Dynamic’s online platform what would you change?
   ________________________________________________________________
   ________________________________________________________________

14. If you don’t often use multimedia Material to teach classes, please write down what could be the reasons
   ________________________________________________________________
   ________________________________________________________________
15. Why do you think you as a teacher should use multimedia material to teach English?

Please choose which of the following options

G. Because it is more practical, dynamic and effective in teaching process
H. It is a useful way to spend less paper
I. It is useful for giving students much more information
J. It Helps teachers to check and assess students learning process easily and faster.
K. It makes the information given more understandable
L. All options above ______

16. If you have another reason in the question 14 please write it down

________________________________________________________________________________________

________________________________________________________________________________________

17. How often do you use multimedia materials in your English class?

E. Never ___
F. Rarely ___
G. Very often ____
H. Sometimes ___

18. What kind of materials do you use in class?

I. PowerPoint presentations
J. Video
K. Audio recordings
L. Textbook
M. Copies / readings/printed material/songs
N. Physical artifacts (posters/ board games/ flashcards etc.) x
O. Hypermedia materials (blogs, e-mail, etc.)
P. All above

19. Which skills in English do you think your students would like to improve? Enumerate from 1 to 5. Where 1 means the less important

Speaking ______
Listening ______
Reading ______
Writing ______
Pronunciation ______

20. Would you like that the activities on the dynamic´s virtual platform to be more focused on? Enumerate from 1 to 5. Where 1 means the less degree.

Speaking ______
Listening ______
Reading ______
Writing ______
Pronunciation ______

21. What is your opinion of the activities and contents on the dynamic´s platform?

____________________________________________________________________________________

____________________________________________________________________________________
Pre-Test

DYNAMIC TEACHING CORPORATION
TEST A1-2 LEVEL
NAME: ______________________ DATE: ______________________

PART I GRAMMAR (40 minutes)

1. Complete the sentences using past simple, past perfect, present perfect progressive and past perfect progressive.

   A. the town is very different now, it ___________ (change) a lot.

   b. I did German at school, but I ___________ (forget) most of it now.

   c. Albert Einstein ___________ (be) the scientist who ___________ (develop) the theory of relativity.

   d. when we ___________ (get) home last night, we found that somebody ___________ (break) into the apartment.

   e. the house was very quiet when I ___________ (arrive). everybody ___________ (go) to bed.

   f. the two boys came into the house, they had a football and they were both very tired. They ___________ (play) football all day yesterday.

   g. Tim is still watching Television. He ___________ (watch) all day.

   h. how long ________________ (you /study) English in dynamic?

     _____/11 correct answers

2. Fill the gaps with the verb in brackets using “going to or will” form of the future tense.

   1. Sally: There's no milk left!

      Betty: Oh. I ___________ (get) some from the shop.

   2. The population of Valencia is ________________ (reach) 2 million by the year 2010.
3. Mum: I told you to tidy up your room.

Son: Sorry, Mum, I forgot. I __________ (do) it after lunch.

4. Sally: Why don't we meet for coffee on Friday morning?

Willy: Sorry. I can't. I __________ (see) the doctor then.

5. "Tomorrow __________ (be) a bright and sunny day everywhere in Spain, except in La Coruña," said the weatherwoman.

6. Look at that big black cloud. I think it ______________. (rain)

_____ / 6 correct answers

3. Use the next modal verbs to complete the sentences below:

Should / Have to / Can. You might find affirmative and negative forms.

1. Your beard is too long, I think you ________ shave it.
2. If you don’t want to go with me, you __________ go, I'll go on my way.
3. My students_________ use the computer when they need them.
4. He _______ eat too much fast food, it’s bad for his health.
5. Maria ________ swim very well, it is better that you help her.
6. Bill starts wake up at 5 a.m. He ________ get up at 4:00.

_____ / 6 correct answers

4. Read the information below and make sentences using comparative or superlative forms.

<table>
<thead>
<tr>
<th>Car Type</th>
<th>Top Speed</th>
<th>Miles/gallon</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercedes sedan 1986</td>
<td>120 mph</td>
<td>15 miles/gallon</td>
<td>$10,000</td>
</tr>
<tr>
<td>Ford Coupe 1966</td>
<td>100 mph</td>
<td>15 miles/gallon</td>
<td>$8,000</td>
</tr>
<tr>
<td>Jeep Four Wheel Drive 1986</td>
<td>80 mph</td>
<td>40 miles/gallon</td>
<td>$9,000</td>
</tr>
<tr>
<td>VW Beetle 1986</td>
<td>90 mph</td>
<td>50 miles/gallon</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

1. The Mercedes/ the Ford coupe _______________________________________
2. The coupe/ the Mercedes (Fast) _______________________________________
3. Which car is the slowest? _______________________________________

(expensive) _______________________________________

_____ / 6 correct answers
4. Which car is the oldest?

5. Put in the correct word

a. Two people were _________ injured in the accident. (serious/seriously)
b. The driver of the car had _________ injuries. (serious/seriously)
c. Rose is _________ upset about losing her job. (terrible/terribly)
d. Linda likes wearing ____________ (colorful/colorfully)

Total correct answers in grammar ____ /21

**PART II WRITING** (30 minutes)

**Two Sisters**

My sister and I are very different, (1) _________ we get along well. She likes staying at home in the evening (2) _________ watching television with her boyfriend, (3) _________ I prefer going out with my friends. We like to go to dance clubs or the movies. Sometimes we just go to a cafe. I have exams soon, (4) _________ I'm not going out very much these days. My sister is six years older than I am, (5) _________ she works in a bank. She's trying to save some money (6) _________ she's going to get married this year. Her fiance's name is Frederick, (7) _________ we all call him Freddy.

People say I look like my sister (8) _________ we both have brown eyes (9) _________ dark hair. (10) _________ , we are very different character. She's very quiet, (11) _________ I'm a lot more outgoing.

Write a similar short paragraph about yourself and someone in your family.
### Writing rubric

Excellent: E    Good: G    Regular: R    Bad: B

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
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<tr>
<td>1</td>
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<td>use connectors</td>
</tr>
</tbody>
</table>

### PART II: Speaking (10 minutes)

Excellent: E    Good: G    Bad: B    Regular: R

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
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<td>7</td>
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</tbody>
</table>
**PART IV LISTENING** (15 minutes)

1. Listening twice and complete the chart below

<table>
<thead>
<tr>
<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Characters</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What is the listening about?</th>
<th></th>
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<tr>
<td></td>
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<table>
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<tr>
<th>What are some of the problems that are stated in the listening?</th>
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</tbody>
</table>

EXCELLENT: E    GOOD: G   REGULAR: R   BAD: B

**PART V READING** (30 minutes)

1. This is a reading exercise from Headway workbook elementary by Liz & John Soar. Read carefully and answer the questions
How we met

1. Gloria Spitz, who is English, describes how she met her American husband, Hank, in the 1940s. Complete the text using the words in the box.

   like in the films
   time we danced
   didn't talk
   was very worried
   away in the war
   so different from
   our lives changed
   I couldn't look at him
   gave us chocolates
   came back for me

   Well, I was sixteen. It was 1942 and my mother and I lived in a small village in the country. My father wasn't there. He was (a) ________

   Suddenly, on 26th January, (b) ________

   Hundreds of American soldiers, GIs, came to the village. Ooh! We girls in the village loved them. They were (c) ________ English boys. They talked to us. They (d) ________ about cars and football. They (e) ________ and nylon stockings. Every day was like Christmas Day!

   'And the way they danced! Oh, they danced (f) ________ . I met Hank at the Saturday dance. I think I fell in love the first (g) ________ !

   I was so shy that (h) ________, but he took me to the dance every Saturday after that. He told me he loved shy English girls. My mother (i) ________ . We didn't know American people then.

   'In 1944 Hank went to France, but we wrote to each other. We wrote for two years and at the end of the war he (j) ________ . He took me to the States, to his home in Arizona. Well, now we have four children and twelve grandchildren!'
PART I GRAMMAR (40 minutes)

1. Complete the sentences using past simple, past perfect, present perfect, Present perfect progressive and past perfect progressive.

   a) The house was very noisy when I ___________ (arrive). everybody ___________ (have) a good time.

   b) Bogotá city is very different now, it ___________ (change) a lot.

   c) Tomas is still playing video games. He ___________ (play) all day

   d) The girls came into the house, they had a tennis match and they were both very tired. They ___________ (play) tennis all day yesterday.

   e) Tomas Edison ___________ (be) the scientist who ___________ (invent) the light bulb.

   f) My husband did French at school, but he ___________ (forget) most of it now.

   g) When my family and I ___________ (get) home last night, we found that somebody ___________ (break) into the apartment.

   ______/10 correct answers

2. Fill the gaps with the verb in brackets using “going to or will” form of the future tense.

   7. Megan: Why don't we go to the cinema on Saturday afternoon?
      Tim: Sorry, I can't. I ___________ (see) the dentist then.

   8. The population of Venice is ___________ (reach) 2 million by the year 2020.

   9. I bought some warm boots because I ___________ (go) skiing

   10. Ann: There's no cereal left!
        Tim: Oh, I ___________ (get) some from the store.

   11. Mum: I told you to clean up your room.
Son: Sorry, Mum, I forgot it, but I ____________ (do) it now.

12. "Tomorrow ____________ (be) a bright and sunny day everywhere in Colombia, except in Medellin," said the weatherman.

_____ / 6 correct answers

3. Use the next modal verbs to complete the sentences below:

Should / Have to / Can. You might find affirmative and negative forms.

7. Bob starts work at 7 a.m. He _________ get up at 5:00 and leave home at 6:00
8. My students________ use the computer when they need them.
9. If Charley doesn’t want to go with me, he ___________ go, I’ll go on my way.
10. John __________ eat too much fatty food, it’s bad for his health.
11. Julian is not good at swimming, he ___________ swim very well, it is better that you help him.
12. Marcos your hair is too long, I think you _________ cut it.

_____ / 6 correct answers

4. Read the information below and make sentences using comparative or superlative forms.

<table>
<thead>
<tr>
<th>Car Type</th>
<th>Year</th>
<th>Model</th>
<th>Speed (mph)</th>
<th>Miles per Gallon</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mercedes sedan</td>
<td>1986</td>
<td>$10.000</td>
<td>120</td>
<td>15</td>
<td>$8.000</td>
</tr>
<tr>
<td>VW Beetle</td>
<td>1986</td>
<td>$5.000</td>
<td>90</td>
<td>50</td>
<td>$5.000</td>
</tr>
<tr>
<td>Ford Coupe</td>
<td>1966</td>
<td>$9000</td>
<td>100</td>
<td>15</td>
<td>$8.000</td>
</tr>
<tr>
<td>Jeep Four Wheel Drive</td>
<td>1986</td>
<td>$5.000</td>
<td>80</td>
<td>40</td>
<td>$5.000</td>
</tr>
</tbody>
</table>

Mercedes sedan 1986 $8.000
120mph/15 miles per gallon

$10.000 VW Beetle 1986
90 mph/50 miles per gallon

Jeep Four Wheel Drive 1986 $5.000
80 mph/ 40 miles per gallon

$9000 Ford Coupe 1966
100 mph/15 miles per gallon
1. The Mercedes/ the Ford coupe (expensive) ________________________

2. The coupe/ the Mercedes (Fast) _________________________________

3. Which car is the slowest? _________________________________

4. Which car is the oldest? _________________________________

5. Put in the correct word

a) Please be ___________ (quiet/quietly) I´m studying
b) Can you speak ___________ (slow/slowly)? we don´t speak English ___________ (fluent/fluently)
c) Three people were ___________ injured in the accident. (serious/seriously)
d) Those oranges look ___________ (nice/nicely) can I have one?

_____ / 4 correct answers

Total correct answers ______ /21
Two Sisters

My sister and I are very different, (1) ________ we get along well. She likes staying at home in the evening (2) ________ watching television with her boyfriend, (3) ________ I prefer going out with my friends. We like to go to dance clubs or the movies. Sometimes we just go to a cafe. I have exams soon, (4) ________ I'm not going out very much these days. My sister is six years older than I am, (5) ________ she works in a bank. She's trying to save some money (6) ________ she's going to get married this year. Her fiancé's name is Frederick, (7) ________ we all call him Freddy.

People say I look like my sister (8) ________ we both have brown eyes (9) ________ dark hair. (10) ________, we are very different character. She's very quiet, (11) ________ I'm lot more outgoing.

Write a similar short paragraph about yourself and someone in your family.
**Writing rubric**  

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**PART II: SPEAKING** (10 minutes)

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1. Listening twice and complete the chart below

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**EXCELLENT: E  GOOD: G  REGULAR: R  BAD: B**

**PART V READING** (30 minutes)

1. This is a reading exercise from Headway workbook elementary by Liz & John Soar. Read carefully and answer the questions
How we met

Gloria Spitz, who is English, describes how she met her American husband, Hank, in the 1940s.

Complete the text using the words in the box.

- like in the films
- so different from
- time we danced
- our lives changed
didn’t talk
- I couldn’t look at him
was very worried
gave us chocolates
- away in the war
- came back for me

"Well, I was sixteen. It was 1942 and my mother and I lived in a small village in the country. My father wasn’t there. He was (a) ________________ ."

"Suddenly, on 26th January, (b) ________________ ."

Hundreds of American soldiers, GIs, came to the village. Oh! We girls in the village loved them! They were (c) ________________ English boys. They talked to us. They (d) ________________ about cars and football. They (e) ________________ and nylon stockings. Every day was like Christmas Day!

"And the way they danced! Oh, they danced (f) ________________ . I met Hank at the Saturday dance. I think I fell in love the first (g) ________________ ."

I was so shy that (h) ________________ , but he took me to the dance every Saturday after that. He told me he loved shy English girls. My mother (i) ________________ , We didn’t know American people then.

"In 1943 Hank went to France, but we wrote to each other. We wrote for two years and at the end of the war he (j) ________________ . He took me to the States, to his home in Arizona. Well, now we have four children and twelve grandchildren."

2. Answer the questions.

a. Where did Gloria live when she was a girl?

b. Why did village life change in January, 1942?

c. How were the GIs and the English boys different?

d. Where did Gloria meet Hank?

e. Did she fall in love with him immediately?

f. Do you think Gloria’s mother liked the GIs?

g. What happened to Gloria at the end of the war?
# Activities schedule of teaching and research

<table>
<thead>
<tr>
<th>Date</th>
<th>Description of the activity</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Week from</strong></td>
<td>This week the intern started to the needs analysis in order to establish what factors affected the suitable use of the platform. The intern decided to apply two informal conversational interview, but the intern did not know how to make them, so it was necessary to look for information about how to make a conversational interview.</td>
<td>20 hours From 4pm to 9 pm. Monday-Friday.</td>
</tr>
<tr>
<td>July 6th, to July 10th, 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Week</strong></td>
<td>This week the intern established the questions in the interview taking into account some steps proposed by Turner (2010). The two informal conversational interviews were applied to a teacher and a student, and the results of the interview were analyzed.</td>
<td>20 hours From 4pm to 9 pm. Monday-Friday.</td>
</tr>
<tr>
<td>From July 13th To July 17th, 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third week</strong></td>
<td>During this week the intern worked on the design of two surveys for both teachers and students at Dynamic Teaching Corporation, in order to get information of their opinions about the exercises on the virtual platform, the habits in the use of the platform, and the students’ needs in their learning process. These questions included some aspects that emerged from the two informal</td>
<td>20 hours From 4pm to 9 pm. Monday to Friday.</td>
</tr>
<tr>
<td>From July 21st To July 24th, 2015</td>
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<td></td>
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</tbody>
</table>
The results of the surveys were analyzed and tabulated into the research document, and some decisions were taken after the conclusions obtained. Finally, the groups of pilot, experimental and control in this research were defined.

In this week, the second phase into this research started (Designing) and it was when the design of the contents of the first didactic unit “white week” were established and the daily lesson plans of this unit were designed.

Some steps proposed by different authors from the theoretical framework were taken into account to design the didactic units.

Some material were selected to develop the white week taking into account the topics for a1-2 level. Prezi program to design the theory explanation of White week for a1-2 level was selected and used.

During this week the didactic units for White week were applied to the pilot group into this research, and two theory classes to verify if this presentation was useful or not.
From August 10th to August 14th, 2015
not were taught. The activities proposed by the intern were analyzed, and some mistakes found during this process were corrected.
Moreover, a rubric about the evaluation of the didactic unit was applied. That rubric included the most important parameters in the evaluation of didactic units proposed by Suárez & Patios (1994).

| Seventh Week | During this week, the design and development of contents in the second didactic unit continued “Orange week”. Materials and exercises were also searched, and the hot potatoes program was used. The intern also worked on the research document. | 20 hours from Monday to Friday. From 4 pm to 9 pm |
| From August 18th to August 21st, 2015 |

| Eighth Week | This week the units designed in the second didactic unit were applied to the pilot group and the rubric designed by the intern to evaluate the contents and structure of the didactic units was analyzed | 20 hours from Monday to Friday. From 4 pm to 9 pm |
| From August 24th to August 28th, 2015 |

| Ninth Week | This week, the design and development of contents and activities for the third didactic unit “green week” continued and some mistakes in the multimedia materials done were corrected. | 20 hours from Monday to Friday. From 4 pm to 9 pm |
| From August 31st to September 4th, 2015 |

<p>| Tenth Week | the units designed in the third didactic unit were | 20 hours |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>From September 7th to 11th, 2015</th>
<th>From September 14th to 18th, 2015</th>
<th>From September 21st to 25th, 2015</th>
<th>From September 28th to October 3rd, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>applied to the pilot group and the rubric designed by the intern to evaluate the contents and structure of the didactic units was analyzed</td>
<td>This week, the design and development of contents and activities for the fourth didactic unit “Blue week” continued and some mistakes in the multimedia materials done were corrected.</td>
<td>the units designed in the fourth didactic unit were applied to the pilot group and the rubric designed by the intern to evaluate the contents and structure of the didactic units was analyzed</td>
<td>This week started the third phase into the research. Two tests PRE/ POST TEST were designed. The pre-test supported by the contents of English program at A1-2 level to see how the students started in this research were designed and applied to both groups (control and experimental). By the time this phase started, the students who answered the survey had already been in the level</td>
</tr>
<tr>
<td></td>
<td>from Monday to Friday. From 4 pm to 9 pm</td>
<td>20 hours from Monday to Friday. From 4 pm to 9 pm</td>
<td>20 hours from Monday to Friday. From 4 pm to 9 pm</td>
<td>20 hours from Monday to Friday. 4pm to 9 pm</td>
</tr>
</tbody>
</table>

**The third phase started**
A1-2 for one month so the topics in second level, and the results of the pre-test were analyzed.

| Fourteenth Week | During this week the **first didactic** unit was applied to both groups experimental and control. The intern could evaluate the lessons and students’ behavior developing the exercises. The students could made an evaluation through some rubrics that were used in the piloting process to take into account. Some journals were written taking into account some of the advantages and disadvantages exposed by some authors about didactic units and multimedia materials and the most important aspects in the implementation of multimedia materials. | 20 hours from Monday to Friday. 4pm to 9 pm |
| From October 5th to October 9th, 2015 | | |

| Fifteenth Week | During this week It was continued with the implementation of **the second didactic unit** and the lessons into the didactic units were evaluated. Students’ behavior was analyzed while they were working on the exercises given. the teacher’s journal was written. A rubric was also applied and this one was useful because the students showed the intern their self-assessment during the process and the intern could evaluate if they | 20 hours from Monday to Friday. 4pm to 9 pm |
| From October 13th to October 16th, 2015 | | |
really understood what they had to do in the development of the unit.

<table>
<thead>
<tr>
<th>sixteenth Week</th>
<th>In this week, the third didactic unit and was applied and evaluated. The lessons in the didactic units were checked, and the students’ behavior in the experimental group towards the materials and activities given was able to be analyzed.</th>
<th>20 hours from Monday to Friday. 4pm to 9 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>From October 19th to October 23rd, 2015</td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Seventeenth Week</th>
<th>During this week It was continued with the implementation of the forth didactic unit and the lessons into the didactic units were evaluated. Students’ behavior was analyzed while they were working on the exercises given. the teacher’s journal was written. A rubric was also applied and this one was useful because the students showed the intern their self-assessment during the process and the intern could evaluate if they really understood what they had to do in the development of the unit.</th>
<th>20 hours from Monday to Friday. 4pm to 9 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>From October 26th to October 30th, 2015</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Eighteenth Week</th>
<th>During this week, the post-test was applied in order to evaluate the students’ learning process during the implementation of the units, and the students in experimental group filled out a self-assessment where they described their opinions of the units and their</th>
<th>25 hours from Monday to Friday. 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>From November 3rd to November</td>
<td></td>
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</tbody>
</table>
achievement in this process. Both of the tests were analyzed and tabulated. As soon as students in experimental group finish the exercises on the platform, they checked the multimedia materials through some rubrics where the students could tell the intern if they liked the activities done, if they would have changed anything or improved anything. Remember that these rubrics were applied in the pilot group too.

<table>
<thead>
<tr>
<th>Nineteenth Week</th>
<th>During this week the research paper was checked and some mistakes in the paper were corrected. The intern worked on the theoretical framework and started to work on the final paper.</th>
</tr>
</thead>
<tbody>
<tr>
<td>From November 9th to November 13th, 2015</td>
<td>25 hours from Monday to Friday. 4pm to 9 pm</td>
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</table>

<table>
<thead>
<tr>
<th>Twentieth Week</th>
<th>This week the intern worked on the research paper and there was a meeting with the Academic Coordinator and teachers where this research was exposed with some of the findings and all of them decided to continue with the implementation of the didactic units for other levels into the Dynamic English program, so this research allowed this institute to implement a new working process for both teachers and students because since then the use of</th>
</tr>
</thead>
<tbody>
<tr>
<td>From November 17th to November 20th, 2015</td>
<td>25 hours from Monday to Friday. 4pm to 9 pm</td>
</tr>
<tr>
<td>Twenty First Week</td>
<td>its virtual platform will be mandatory.</td>
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<tr>
<td>From November 23rd to 28th, 2015</td>
<td>During this week, the intern tabulated and organized the research paper and the conclusions of the analysis data were written.</td>
</tr>
</tbody>
</table>

Chronogram of activities. Chart 6 (elaborated by the intern)