WHAT ARE STUDENTS' RESPONSES WHEN TV SHOWS AND VIDEOGAMES ARE PRESENTED BY TEACHERS IN EFL CLASSES?

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LICENCIATURA EN EDUCACIÒN BÀSICA CON ÈNFASIS EN INGLÈS COMO LENGUA EXTRANJERA

BOGOTÁ D. C.

2017

Dedication

This project is dedicated to my daughter Maria José, to my beloved wife Carolina, to my parents Ricardo and Maria del Rosario, to my siblings Leonel and Nubia, to my nephews, my niece, my brother-in-law Freddy and my sister-in-law Martha. Thank you so much to everybody for your support and help. Diego, we finally made it.

Dubán González Hernández

This project is dedicated to my parents Carmen and Publio, Ricardo my brother who always supported me from the beginning. Thanks so much to my friend Dubán, whose ideas and creativity also made this project possible.

Diego A. Mesa Sanchez

Abstract

In the process of teaching a second language, teachers need to be updated about new strategies to implement innovative lesson plans as the world constantly changes.

Nowadays all of us have access to an unlimited sort of technologies and Mass Media resources; TV shows and videogames are an important part of these kinds of assets, however these useful resources are not taken into account when we think about educational environments.

In this case study it is displayed how the implementation of TV shows and videogames can help EFL students to show improvement in their language skills through the use of digital literacy based on TV Shows and videogames; they see daily to improve students' learning more effectively.

Key words: Media literacy, TV shows, videogames, lesson planning, digital literacy.

Resumen

En el proceso de enseñar una segunda lengua, los docentes deben mantenerse actualizados con respecto a las estrategias que surgen cada día para implementar planes de clase innovadores ya que el mundo cambia constantemente.

En la actualidad todos tenemos acceso a un sinfín de tecnologías y medios de comunicación, más específicamente hacemos referencia a material audiovisual basado en programas televisivos y videojuegos, pero no centrados con un propósito de aprendizaje preciso.

En este estudio de caso se muestra como la implementación de medios masivos puede ayudar a estudiantes de inglés a mostrar un progreso con sus habilidades en un segundo lenguaje a través

del uso de literatura digital basada en programas televisivos y videojuegos que ellos ven a diario, con el fin de mejorar la manera en la que aprenden más efectivamente.

Palabras clave: lectoescritura mediática, programas de TV, videojuegos, planeación de clases, lectoescritura digital.

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Chapter 1

Introduction

In the process of teaching a second language, in which achieving users' proficiency is the main purpose, several responsibilities are assumed by the teachers. Although, this is a very enriching process, it is not as effortless as most of teachers would like. Teachers have always to be updated about what are the new possibilities to develop classes, because the world is constantly changing, and the advance of different kinds of technologies makes it become more and more involved all time in the daily use of mass media.

Mass media nowadays is present in all life aspects, and scholar contexts obviously cannot be isolated from this reality. As Brown (2000), Hardwick (2000) & Rice (2003) affirmed, new technologies offer a wide set of resources that traditional texts do not have, as images, sounds, videos, etc, which help people in literacy development skills more effectively.

In 1997, Paul Gilster used for first time the term "digital literacy" to make reference to the use of computers in reading and writing of texts, but more recently, Lam (2003) & Robertson (2005) used the previous term to talk about how Mass Media resources could be used in class. Through Media resources, people can look, receive and share all kind of information in an easier way and it is highly appealing for students, so Mass Media could turn into a very useful tool in the classroom if these sorts of resources are implemented correctly and successfully.

After two years of experience as pre-service teachers in public schools of Bogotá with primary students, we as new EFL teachers noticed that we could use these kinds of media resources (TV programs and videogames) in our classes in order to make interesting and funny lessons. In order to teach any topic, we can rely in what students like and link to Mass Media resources. We have to avoid the idea that these resources are just bad and destructive, because it is not possible to elude the fact that students spend most of their time watching TV, surfing on internet or playing videogames.

This monograph is divided in six chapters. In the first chapter, the reader will find the introduction and statement of the problem, including the research question and research objectives which came out after the analysis of three observations at the beginning of the pedagogical implementation. Subsequently, second chapter will present the literature review, highlighting theories in relation to Mass Media uses through the time and their current implementations in the EFL education.

The following is Chapter Three, the research design, in which we provide a full description of the type of the study, the context, the participants, the techniques and instruments used in the data collection phase. Then, in Chapter Four, we are going to describe the pedagogical intervention that was carried out. Afterwards, in Chapter Five, Data Analysis and Findings will be discussed. Finally, in Chapter Six, the readers will find the conclusions and Pedagogical Implications of this study.

Problem Statement

Based on our pedagogical practicum, we as teachers have found that students do not use technologies properly as a tool for their learning. It is obvious that nowadays we are surrounded by all kind of technologies, so students are always more receptive to what they perceive by this sort of media. But unfortunately technologies, more than a tool for some students' learning, have become a distractive factor for their education, and parents do not have enough time to pay attention and supervise in what way students use the different technological tools and what kind of information they are receiving and learning.

Throughout our practicum we have evidenced this problem in 2 ways. First of all in our practicum we noticed that, as soon as we arrived to the classroom, students used to talk about what they watched on TV, they discussed about what they like or not about their favorite TV shows and videogames they frequently played in their leisure time. So when informally they were asked about it they perfectly identified what happen on a plot related to a TV show or videogame, they recognized specific and precise data given in those technologies, and also they knew it in English, which tell us that they are not only guided by explicit information, but also they focus their attention on actions, contexts and images that are attractive for them, however it eventually turns into a feature that distances them completely from the educational context.

Our second source was a survey we applied in our group, 28 fourth graders at I.E.D. Policarpa Salavarrieta, in order to identify how students used technologies they knew during their leisure time versus the time they spent learning. The results were what we expected; only a few students used any of the sources previously mentioned focused on educative purposes. Only

10.7% looked for educative television, 12.9% use computers (internet) for the learning process and 7.1% made videogames a tool for second language acquisition. We also noticed that most of students did not have a real supervision by their parents about the time and the way learners used different technologies and what is the content and information they had access (See annex 1).

The survey also evidenced students' favorite TV programs and videogames. In TV programs section most of students chose as their favorite TV shows "The Simpsons", "Phineas and Pherb" and others; this information evidenced that students felt emphatic for TV cartoons. In videogames section, we could notice that students preferred videogames with graphic violence ("Grand theft auto" "Resident evil" "Dragon Ball"). At this point, it is important to state that this kind of videogames must be avoided in the learning process, due to its violent content, they don't provide an integral education; on the opposite some videogames that students chose, for example "FIFA" or "Super Mario Bros." could be used in an effective way for our proposal (See annex 3).

Taking into account the previous facts, we can say that students tended to learn by heart the information in a clearer way when it was presented using different kinds of technologies, principally through TV programs and videogames that were interesting for them, but they did not have a real and proper guide that could teach them how to use these technologies with educational purposes, in order to learn English in a more appealing way and how they could use them not just for pleasure, but also for academic purposes, without the pressure and boredom of an ordinary class.

According to all this information, we tracked to the following question:

What are students' responses when TV shows and videogames are implemented by teachers in EFL classes?

Researching about this question we state the following main objectives:

- To analyze students' reactions when TV shows and videogames are implemented by teachers in the EFL classes.
- To analyze the influence of TV programs and videogames in fourth graders' EFL learning.

Chapter 2

Literature Review

The use of TV programs and videogames could help teachers to catch students' attention in the classroom, and also help students to have better results in English classes. But if we want to understand the importance of Mass Media (more specifically television and videogames) in the learning process of EFL, we need to define what Mass Media refers to, what educational fields are involved in this kind of tools and what studies and research have been focused on digital resources within the classrooms.

To start we have to give brief definitions about the main constructs for our study; according to Lewis & Jhally (1998), Digital Literacy is stated to be the way to teach, learn and process information presented by mass media and network devices, Media Literacy is defined as the way to teach and develop critical thinking based on mass media information. The previous explanations point out that Digital Literacy is more referred to the application and use of media resources and devices, while Media Literacy is more focused on what we achieve from Digital Literacy. Taking this into account through this chapter we will present a connection between our two main constructs and a detailed definition of our main tools for our studies (TV and videogames) regarding their important impact in ELF classes for 4th graders.

Media and Digital Literacy

John Dewey (1995) stated that education could not be limited to the teacher and just to be taught without any kind of social-cultural contexts. Regarding this, mass media have a strong impact inside educational fields. Through modern electronic techniques and technologies, mass media have shown that education is really comprehensive, not confined within four walls of a classroom.

Avoiding social classes, mass media reach information for all types of people. Mass media provide a lot of different sorts of information that make learning processes easier. Without being a formal agency, mass media resources are more interesting for students, and involving them quickly inside learning contexts. New media allow students to browse, interact, analyze images, communicate in different ways and provide new possibilities for learning. Tyner (2003) stated that "if students use mass media on their own, it will be a great advantage, because they must learn creatively and critically. They must browse, research, organize, select and produce communication forms that use the full spectrum of literacy tools available for them" (p. 34). In order to narrow the tools that mass media include, we are going to implement only television and videogames.

Our first tool is television, which as we expressed before, has the advantage of combining sound with images. Abramson (2003) stated that television is defined as a telecommunication medium for transmitting and receiving moving images that can be monochrome (black and white) or colored, with or without accompanying sound. The fact that TV images are visual and

mobile in the same time, as Marks (1984) pointed out, makes television be particularly adequate to present two determined content classes: In one hand, information about dynamic processes of action and transformation; and on the other hand, television presents information related to space. This characteristic makes it one of the most preferred options in entertainment; but, if it is the principal characteristic and we want to use it for educational purposes, we have to know that education is not just referred to a notebook and a pen or pencil.

Literacy (the ability to read and write) is currently studied in a deeper and alternative way, because we do not learn just by reading and writing; for that reason, images, gestures and all kind of other resources that can catch all our senses are taking a strong relevance in the searching of innovating and more successful teaching methods. The term for this new kind of literacy is "digital literacy" that was introduced for first time by Paul Gilster in 1997 in the book of the same name, but he used it with a more restricted meaning; he defined "digital literacy" as the ability to deal with hypertextual information. However, this term is currently more related to literacy in young people through media resources as videogames, internet and TV programs. It also implies how youth perceive the world, how they define their ways to live and interact with others (Lam, 2003 & Robertson, 2005), and how we could use it in class.

Continuing with our next resource, the success of videogames over other leisure activities used years ago has been one of our concerns. "In recent years, television has been the main distraction for children. Videogames are suggested as the successful marriage between TV and computers" (Gardner, 1982, p. 12). Videogames are the perfect leisure activity, because they mix

the audiovisual advantages of television with the power of commands that offer computers, and all of these with the inevitable engagement in alternative realities, in which every person can be whatever s/he wants. This fact can be considered into Digital Literacy because videogames present media information in a way that fosters and develops reading and understanding skills, following an educational purpose that can be used in any educational environment.

Television

Television programming is one of the favorite pastimes of children and teenagers. Different studies done around the world (Cremoux, 1968; Diaz Guerrero, 1972, in Mexico; Corset, Chalvon et al., 1981; Lazar, 1985 in France) had shown that children until 12 years old spend in front of a TV set the same or even more time they spend in schools. Since some years ago, some countries had implemented in school curricula, educational projects that can use TV programming as an educational tool. For example, in 1979, France implemented during 3 years the project "Young Active Viewer", in which students were to receive some elements that could help them to understand in a deeper way the different messages shown in TV programming. This study demonstrated that an interconnection between the school and mass media is necessary, because of the fact that media are part of students' daily life (Valdés, 1983)

In Colombia, television has had educational purposes since this medium was introduced. Television came to Colombia in 1954 during the government term of the president Gustavo Rojas Pinilla, with the purpose of using it as a resource for all people to receive education and culture; characteristics that the government considered as a priority in this time, so the president

invested 5 million pesos to implement eight channels strictly educational (Alvarez , 2003). But the commercial TV programming gained popularity so fast, and the educational programming could not evolve as fast as the entertainment TV, so since 1970, commercial TV programming became more and more popular; so in 1995 television programming in Colombia was reorganized and just one public channel took care of the educative programs (Alvarez , 2003).

According to this information, Javeriana University pointed out a study made during 18 months about the mediated – technological equipment (TV and VHS/DVD) that existed in public schools in Cali – Colombia that described the teaching practices of teachers and the use of TV. This study showed that teachers did not use TV set and programming with certain educative purposes; teachers used television mainly in three modalities:

1. Instrumental: Just the use of a TV set and a VHS to show educative videos, but without a real or current context. Example: videos about planets or history.

2. Referential: When teachers used any TV program to make reference to something. Example: when a teacher says: "Como decían en Los Reyes: ¡Hay que leer!".

3. Situational: When teachers had to let the students alone, when they were tired or when teachers needed to reinforce a topic. Example: when a teacher has to go to an assembly and put a video, then students have to make a summary about the video or film.

But television cannot be seen nowadays just as a way of distracting students or as a tool to be used just for emergency. Roncancio (2009) carried out a research in a public school in Bogotá-

Colombia, in which the researcher implemented a variety of TV cartoons in the design and development of English classes for fourth graders, in order to establish a relationship between students' favorite TV cartoons and the development of children self-image. Besides, Roncancio (2009) suggested an alliance of television with education, as part of a meaningful innovation. The study showed that, as students feel affiliation for their favorite TV cartoons, they were able to recognize themselves by using TV cartoons, so they created and expressed possible ideas of what they wanted to become in the future. And even better, the use of TV cartoons made that students attention increased about 90%, supported with the creation and/or adaptation of materials based on students` likes. These results claim the importance to achieve that the alliance between television and education can be real and successful, and that students` favorite mass media resources are not just a distractive factor, but they also can be a powerful tool for teaching and learning.

Brown (2000), Hardwick (2000) & Rice (2003) affirmed that new technologies offer opportunities for treating teaching and learning as truly social activities where knowledge is built through interaction and dialogue rather than lectures and recitation. New technologies break the barriers of traditional teaching and put the education in a new and higher level, achieving that students learn more interactively and not with the same and boring routines. Technology goes beyond the delivery of information and lies instead in the power to create collaborative, learner-centered spaces (Deitering & Huston, 2004). Despite of negative presumptions that traditional teachers and parents have yet, technologies as computers can help remarkably to students, because they are another way they find to express themselves and feel more confident, then they

are going to be able to try new learning processes successfully, without the physical pressure of a classroom.

Videogames

At first sight, videogames and education seem to be part of different realms, and society is not completely sure about usefulness of videogames in the development of children capabilities; on the contrary, videogames often receive strong critiques because of the interference of this entertainment tool in individuals' life (Bauerlein, 2009).

Some researchers show that working with videogames in educational contexts would make ambivalence. Videogames, further than showing educational information, are focused on entertaining purposes (Squire, in press). But on the other hand, Czikszentmihalyi (1990) points out that the use of videogames for educational purposes should give better outcomes. McFarlane & Kirriemuir (2004) also stated that videogames increase creative skills of learning, encourage team work, imagination and always represent a challenge.

As a clear reference, we can name a study made by Squire, Giovanetto, Devane & Durga (2005) in which they conducted the application of a videogame program called "Civilization III". The idea of the game is to manage different civilizations and play with several variables through the history. The subjects that participated were informed about what to do before they played. After the game sessions, participants had a space to share their results in the experiment. The goal of the study was to understand the role of videogames in education. Results suggested that

learners were engaged in collaborative practices, sharing their accomplishments and guiding their classmates. The other important finding was that learners were able to identify and use vocabulary related to history and the army.

In Colombia, Galvis (2011) guided a research that analyzed the perceptions of four students of a military academy in Colombia using a mainstream videogame in their EFL classes instead of classic forms of instruction. Results suggested that students showed tendency to be more entertained and attentive and demonstrated more engagement and disposition to English classes. Similarly, results also lighted the importance of offering access to technology to students before they advance to higher education. As we mentioned before, nobody can be isolated from Mass Media, sometimes it could have negative results for students and for our classes.

The facts explained before in each one of the digital media resources, highlight the remarkable role that implementation of Media and Digital Literacy in the classrooms can have and the great findings and results that might be obtained if we apply properly these sort of resources for our English classes. It is important to change negative presumptions and open our minds, taking into account students' preferences in order to make them active participants of their own learning process. Teachers cannot always use the same tools for teaching, because students and contexts are changing every time, so it is part of our work to be constantly changing in order to offer the best quality of education, which is our main purpose. The purpose of applying Digital and Media Literacy is to help people become sophisticated citizens rather than sophisticated consumers (Lewis & Jhally, 1983).

Chapter 3

Research Design

This chapter presents our research question, research objective, the type of study, a description of the context, the role of the researcher, students and materials, the techniques and instruments for data collection as well as the type of data, unit of analysis and finally the validity and reliability strategies used in the study.

Research Question

What are students' responses when TV shows and videogames are implemented by teachers in EFL classes to fourth graders?

Research objectives

- To identify students' responses when TV shows and videogames are implemented by teachers in EFL classes.
- To analyze the influence of TV programs and videogames in fourth graders' EFL learning.

Type of Study

This study is attempting to be based on qualitative action research which is a methodology that involves action and research. We are not just to know and evidence the possible causes of the problem, but also we are going to act implementing the use of mass media resources in our classes in order to evaluate and analyze the students' responses if they have them. Nunan (1998)

affirmed: "The [action] research is initiated by the practitioner and is derived from a real problem in the classroom which needs to be confronted" (p. 18). According to this, action research demands teacher's intervention when she/he finds a problem presented in the classroom and do all the possible to solve it, so we, as teacher-researchers, have the responsibility to go into the class environments and look for all the possible events and situations that could affect the development of them and try to find the most appropriate solution for these situations and events.

With this study, we wanted to find out what were students' responses due to the implementation of their favorite TV shows and videogames in EFL classes. Therefore, we selected an action research as strategy to explore, understand a phenomenon, in this case students' responses to Mass Media in EFL classes, and then to implement a set of activities that involved the use of their favorite TV shows and videogames in the EFL lessons to achieve more students' engagement and interest for EFL learning. That understanding of the phenomenon was constructed from students' perceptions and our own understanding of Mass Media role in daily life.

The role of teachers, students and materials

As teachers, our principal aim was to generate a positive impact in English classes, not just as observants, but also as active facilitators of the contact and interaction of students with the different resources used, in this case their favorite TV shows and videogames, being guides that gave to our students the necessary tools and companionship in their EFL learning process.

Taking into account the action research implementation, students were the center of our project because they were involved in all the process, being part of the activities and providing us all the evidence and findings to understand the phenomenon and change it in order to improve the EFL classes to develop students' interest for EFL learning through their likes.

Keeping in mind that our project was based on students' favorite TV shows and videogames as main part of the lessons design, we took some TV shows and videogames previously selected from our need analysis results; its implementation in the class and modified them if necessary for our purpose depending on the activities.

Description of the setting

Our study was conducted at Colegio Policarpa Salavarrieta, site B. The school building is located in Bogotá-Colombia D. C. in the 20th street and 4th avenue in "Centro" neighborhood. The building is adequate for eight (8) grades, from pre-school grade 1 to fourth grade 2 and each grade has an average number of twenty-eight (28) students. The school has also a teachers' room, a multiple room, a library, a computers room and a sports field.

Participants

Our research was carried out with 29 students from fourth grade, group 1 (401), whose ages ranged between 9 and 10 years old. Most of students did not have normally the guide of their parents about what they watched and learnt from mass media resources, because parents had to go to work every day every week, so students spent most of their time alone in home, given to the care attention of other person, or simply with the companion of a relative that does not take the time or even know how to explain properly what was the content of a TV show or videogame and its implications, so students just used mass media resources for entertainment, and they did not use them for learning purposes.

Although we implemented all the pedagogical activities with the entire group, we selected 10 students to collect data from and to analyze all their process, because the selected students stated to have a TV set, and at least a videogame console in their homes, so these students were ideal for the study. The parents of the chosen students signed a consent form in which they accepted the participation of their son/daughter in the action research project, as well as allowed us to collect and analyze their written productions (See annex 4).

Data Collection Instruments

According to Freeman (1998), there are several techniques and methods that are more useful than others to collect the data that could have the correct information we need. Taking into

account the research question, we implemented some strategies for collecting data using some instruments we chose previously that could give us the necessary useful data for our purpose.

With the purpose of collecting data that can answer our research question, we used mainly three data collection instruments: students' artifacts, teachers' journals and interviews. The used methods were the following:

Interviews: Elliot (1993) affirmed that the interview is a good way of finding out what the situations look like from others' point of view. We implemented interviews in order to understand students' perspectives about implementation of mass media resources in the development of the EFL classes. We made first interviews to different groups of students in order to know how their personal experiences were in previous years in EFL classes and what image of a foreign language they had until that certain moment was. Those interviews were done in October (2012), in the middle part of the implementation of the project. At the end of the project implementation, we chose 6 students randomly in order to know their opinion about the activities we developed during the scholar year using mass media resources.

Teaching journals: Burns and Hood (1995) explained that teaching journals are more objective notes on teaching events, their objectives, participants, resources used, procedures and outcomes (anticipated or unanticipated). It is known that teachers' journals are used in order to record hunches, assumptions, feelings and other data about students' processes, as well as the respective reflections and verifications of the whole process" (Freeman, 1998, p. 209). During all the implementation of the classes we decided to write in journals all the events occurred during

the lessons to have a tangible compilation with a retrospective vision about the different presented situations.

Students' artifacts: According to Hubbard & Miller (1999), students' artifacts are some of the richest sources for teachers-researchers, because a student' artifact is tangible evidence of what students are able to do in a range of responses that students make upon different learning tasks. With students' artifacts, we could physically display participants' learning embodied in tasks that took into account students' likes and the topics developed united in funny and catching tasks. Students' artifacts provided us real and visible evidence about what were students' advances within lessons and the part of the process in which students were.

Type of Data

For this study, we collected two types of data: Observable and non-observable. We collected physical evidence of the phenomenon in order to understand the process that was developed along the instruction; this constitutes observable data (students' artifacts and teachers' journals). This data provided us with students' progress along the research.

Also, we gave an account of students' responses regarding to the process on how they made the progress in EFL learning and changed their perceptions about it. This constituted non-observable data (interviews).

Validity and Reliability

In order to ensure validity and reliability in this research, we applied some of the strategies proposed by Gay, Mills & Airasian (2009), who prolonged his participation at the study site in order to have more time for developing closer relations with the participants; to persistently observe to be eager of the relevant happenings that took place in the classroom; collect documents, audio recordings, artifacts and other raw material items to collect the data that supported our findings; to establish structural corroboration or coherence to make sure that our description of the study is correctly interpreted by the audience; to establish referential adequacy to accurately interpret what the data was telling us; to collect detailed descriptive data to get a more complete picture of the context where the study was carried out; to develop detailed descriptions to inform the audience of what was actually done and under what specific conditions; and practice triangulation.

The idea of doing triangulation was to contrast the findings from all the methods with each other in order to accurately gather the information we wanted to analyze. We applied interviews that gave us students' perspective and reflections of the phenomena. We collected as well students' artifacts in order to explore the process they followed and analyze their actual work in the classroom, and finally we also needed teachers' journals that gave perspective that we got.

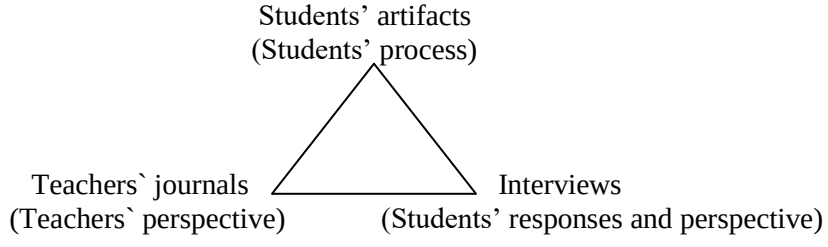


Figure 1 Triangulation Process

Regarding reliability, we followed the strategies proposed by Merriam (1998) who assured that dependability addresses the issue of reliability. It is important to make a detailed report of the research process allowing the reader to review the extent to which the research practices were followed and to permit readers a deep understanding of the methods and their effectiveness in our specific case. Therefore, our report includes sections that explained thoroughly our research design and its implementation, taking into account as well the instructional design and how it was developed. We also give an account of what was planned and executed regarding data collection techniques and how these fit our research purpose. Finally, we made a reflective assessment of the study; evaluating the effectiveness of the process in the context the research was developed.

Therefore, this is the way how we carried out all our research design procedure focusing on our research. Our next chapter presents the instructional design in which we developed our theories related to the pedagogical basis.

Chapter 4

Instructional Design

Different theories and methods in language teaching had emerged since people started to research about how the learning process works and what was the best way to teach effectively, where different aspects, such as materials, environment, context, contents and how language was taken to be taught and learned, play an important role in this process. For this reason, we as teachers, focused our pedagogical intervention on what we understood of language and learning in order to know the choices to take into account.

In this instructional design, the reader will find all the aspects and steps we followed before, during and after the implementation of a pedagogical model. First, we will explain the theories of language, learning and teaching we decided to take into account, as well as the role of the students, teachers and materials. Then, in the pedagogical intervention, the methods and approaches we put in practice are explained one by one, regarding the task-based approach as the most important, and explaining the use of some aspects of other approaches and methods in order to achieve better results and improve the classes. In the account of intervention, we point out some specific and relevant aspects, situations and anecdotes that called our attention for possible findings. Finally, in the assessment and evaluation we explain the different goals and processes we had into account to gauge all students.

Tudor (2001) stated the four main visions about language and learning that are used most recently in daily teaching; Theory of language: Language as a linguistic system, Language from functional perspective, Language as self-expression and language as culture and ideology. Theory of learning: Experimental learning, Analytical learning, habit information: developing automaticity and the role of affect.

For our study, we articulated the theories used for our proposal, taking the main strengths from them and combining them, in order to apply a task-based approach as main approach to take, but we also implemented other approaches and methods, as total physical response, communicative language learning and audio-lingual method to complement and take their best strengths, mixing greatly the main and useful aspects of the principal visions and methods of teaching and learning.

Theory of Language

In language, Cunningsworth (1995) pointed out that:

> *It is generally to analyze language and divide it into small units for effective teaching and learning to take place. Yet it is notoriously difficult to separate individual aspects of language from the whole, and isolate them, without losing authenticity and naturalness in the process. This is mainly because language is a complex phenomenon which operates at several levels simultaneously. The "whole" of language in use is greater than the sum of its parts. (p. 31).*

It is not unseasonable or obsolete to separate language in small parts for teaching, but these parts are often not presented in a coherent, relevant and/or newfangled way in order to get a

meaningful and functional learning; so it was important to take into account the vision of language as linguistic system to teach the small parts of language and at the same time the vision of language from functional perspective to get that these parts came useful and had a real purpose.

Other vision to keep in mind was the vision of language as self-expression, because all of us know that language is one of the main ways to express all what we feel, share our interests and make affective personal and interpersonal relationships; it does not matter the language we use, we will always be looking to be part of the world and find the role we play in it. Lewis (1993) stated that language is the primary mean for our own personal self-definition. He also affirmed that we use language to help other people, and most importantly ourselves, to understand how and what we perceive ourselves to be.

Consequently, as we worked with children, we always had to remember that children were building up their own vision of the world, but nowadays Mass Media has taken a main role in this process because children are exposed all the time to all kind of life models and styles and most of times these aspects are not very appropriate for them, but also it was impossible to separate children from mass media. Taking into account the previous facts our project entered to play a really important role because we did not intend to struggle against Mass Media, but became it in a great and useful tool for language education, making students to take whatever mass media resources they used for entertainment and also used them for learning.

Theory of Learning

Widowson (1978) referred to "the whole complex business of communication. The point of the anecdote is that certain aspects of communication require both the knowledge that certain language form is to be used and the ability to use this form in a fluent or automatic manner", and Johnson (1996:89) used the term "automatization" to refer to this process and suggest that it forms a bridge between declarative and procedural knowledge, between knowledge about a language and the ability to use the language fluently for communicative purposes.

When referred to learning from our teaching experience, we knew that children were very sensitive and were open to new ways to learn and interact. Moreover, nowadays children are always expecting that classes could be funnier and different from the normal and traditional lessons because as they have too many different options to have fun and know about the external world, so students often think of the classes as boring and always as an obligation. Then when students saw something new, they automatically changed their predisposition and got involved easier and more effectively in learning process.

In addition, students, especially children, not only needed a class of certain topic, an evaluation and went to another topic, but also, students needed to put in practice this new knowledge, articulated with the previously learned and the next topic, taking into account the usefulness of the topics and context of students, according to the goals proposed. So it was important to become language in a daily habit studying and reviewing as many times as it could be possible, in order to turn the lessons into habits, achieving that the students did not use language just in the

classroom, but also that students themselves broke the school boundaries and started to use language outside, relating it with their favorite activities.

Thus, the main visions to be used were the role of affect and habit information, but without forgetting the importance of other visions in the "whole" of teaching.

Theory of teaching

A pedagogical perspective of Task-Based Approach is presented by Richards (1986:289) follows:

> *…Activity or action which is carried out as the result of processing or understanding language (i.e. as response) For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to a task. Task may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative… since it provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. (p. 98)*

We implemented the task based approach to achieve that children could put in practice all the studied during the different terms in the scholar year and that they could learn by heart the topics presented doing a final project that involved all the learnt. But we were not just to be based on task-based approach, in order to reinforce and help to be more effective and meaningful the classes and explanations, we also used the Audio-Lingual Method, Total Physical Response and Communicative Language Teaching to had a variety of activities and strategies for achieving that children were always disposed for the class and avoiding the same routines for the explanations that could become boring for children.

Teachers' role: Here we adopted the role of facilitators of the contact and interaction of students with the different materials and activities created for teaching, being guides that gave children the necessary tools and companionship in their learning process.

Materials' role: Materials were a very outstanding part of the class. Materials were created and/or modified by teachers for the research proposals, because materials were used to teach the lessons. Teaching materials were a variety of TV shows and videogames appropriated or modified for language teaching in children. Different resources as worksheets, DVDs, Video Beam, computers and blackboard were used to give presentations, explanations, and to put in practice all the studied, making that students were interested and involved.

Pedagogical Intervention

We implemented all the instructional design taking into account mainly how we were going to mix successfully the two technological tools, TV shows and videogames.

Methodology

The purpose of this research was to enhance four abilities in English language (writing, speaking, listening and reading) of students using their favorite TV shows and videogames. The instructional design was emphasized on different aspects which were directed to implement some technological tools to improve EFL learning in the students, and according to the theory was established in the first part of the instructional design.

For that reason, the activities and tasks that we proposed for the instructional design were centered on two technological tools, these were: TV shows and videogames. Each tool had a specific ability: TV shows for listening and speaking, and videogames for literacy, reading and listening skills. The best part of using these two media resources was that in all of them students were not centered in just one skill but they were faced to develop and practice at least two abilities, using mainly literacy in all of them. From each of the abilities, students should have developed specific tasks that attempted to improve English skills or abilities.

The sequence of the abilities started by listening and speaking skills using TV shows that we had chosen before and the students developed some activities related to TV shows. After that they continued reviewing the topic by following slides presented in Power Point to improve their literacy skills. Finally students used videogames such as "Super Mario Bros" and "Top Gear" to enhance the use of reading and listening skills. Through the use of specific skills using the technological tools, students recognized the use of English by its meaning, and acquired the second language practicing it. For instance, students developed different tasks, as for example: preparing role plays, oral reports, writing reports, etc. On the other hand, students acquired the second language using the fours skills to share feelings, emotions and opinions inside and outside the classroom, going beyond English classes and putting all the learnt in practice in a real context.

The Audio-Lingual method: The first method we explained was Audio-lingual method. Mitchell & Myles (2004:30) stated that "audio-lingualism" contains a great deal of drills and

pattern practices. Students learn mainly through oral activity including pronunciation, conversation, practice and repetition drills in an English-only environment.

We used the audio-lingual method for presenting TV shows, in our case we showed some "The Simpsons" episodes, "The penguins of Madagascar" and other for students to reinforce their listening and speaking skills, watching an episode in English language and then trying to explain what happened in the TV show based on what students watched and listened in an oral report. The language could be acquired and reinforced, they improved their listening and speaking skills, and the most important aspect was that they were sharing their opinions and feelings during English classes.

Total Physical Response: Total physical response was originally developed by James Asher, an American professor of psychology, in the 1960s. It is based on the theory that retention is improved by means of association with physical movement. This idea derives from first language (L1) acquisition context in which children physically react to their parents' instructions. Moreover, children, in the course of acquiring their mother tongue, receive a large amount of comprehensible input (mostly their parents' utterances). Brown (2001: 107, 2002:30) also noted that Total Physical Response style activities can be incorporated in interactive and communicative classrooms.

We used Total Physical Response for explaining the topics that students saw in each class in order to make easier and funnier the explanations, after students responded correctly to some commands made for us, we repeated them to Practice.

Communicative Language Teaching: "Communicative Language Teaching emphasized the importance of engaging students in meaningful communicative activities, for example in pairs and groups. Target language was normally introduced or elicited by the teacher, then practiced by means of controlled tasks, such as substitution drills, which focus on accuracy. This was followed by a production stage in which tasks were set allowing new language to be combined with previously learnt lexis and structures" (Harmer 1986:38).

We used Communicative Language Teaching in activities that involved all the studied during the lessons, in order to confirm and reinforce all the studied in class. The implementations of the activities that involved all the approaches were changing depending on the class and how we developed them to avoid boredom and keep students' attention and disposition for English classes.

The following diagram shows the instructional unit all the themes, topics and tasks implemented during the third and fourth scholar terms, as well as the Mass Media resources used.

Table 1 Instructional Unit

WEEK	THEME	GOAL	TASK	VOCABULARY	TV SHOWS AND VIDEOGAMES IMPLEMENTED	OUTCOME
WEEK 1	What did you remember?	To remember some ideas related to their personal info	To do a short conversation where he/she uses personal information.	Personal information	TV shows (The Simpsons, The penguins of Madagascar)	Students remember some previous topics to reactivate knowledge.
WEEK 2	It´s nice to meet you!!	To give data about personal information.	To make a short conversation where they give personal information.	Personal information	TV shows (The Simpsons, The penguins of Madagascar) Power Point presentations.	Students shared additional personal information about themselves
WEEK 3	Likes and dislikes	To identify the main fruits and vegetables	To make a list in a poster using their favorite fruits and vegetables	Fruits and vegetables	TV shows (The Simpsons) Power Point presentation	Students learnt vocabulary about an specific topic and used it to communicate likes and dislikes

WEEK 4	Mmmm… I like it!!!	To know and express their own likes and preferences	To create a short conversation using the vocabulary about their favorite food	Breakfast Lunch Dinner Fruits Vegetables Fast food	Videogames (Friv.com)	Students managed to present their own likes and dislikes related to food vocabulary.
WEEK 5	Mmmmm … I like it!!! 2	Draw their favorite activity and make it with recyclable materials.	To design a figure of their favorite sport with recycling materials.	Sports Outside home activities Inside home activities	Videogames (Super Mario Bros, Super Star Soccer)	Students learnt vocabulary about an specific topic and used to communicate likes and dislikes
WEEK 6	My new house	To learn the parts of the house	To describe their houses using the vocabulary learnt in class.	The parts of the house	TV shows (The Simpsons) Power Point presentation (Slideshare.com)	Students learnt basic expressions to explain and describe their homes
WEEK 7	Let´s go to win!!!	To learn and follow some commands	To follow successfully a set of different	Commands	Videogames (Super Mario Bros, Super Start Soccer, Top Gear)	Students learnt to follow some directions using commands.

			directions through certain commands			
WEEK 8	Let´s go to win!!! 2	To explain through images a set of actions.	To make a poster describing how to play their favorite videogame using commands.	Commands	Videogames (Super Mario Bros, Super Start Soccer, Top Gear)	Students learnt to express and explain sequences of actions in English language.
WEEK 9	Final assessment	To review and evaluate the topics proposed for the project.	To make a presentation about one of the topics learnt.		Power Point Slides	Students practiced all the topics learnt during the scholar period with the teachers/researchers.

Account of intervention

In the first week, we decided to make a review of the topics we studied in the first semester of the year and then we used some TV shows (The Simpsons and The Penguins of Madagascar) in order to refresh previous knowledge and continue with their learning process. Students watched the episodes and after that they had to remember some o the topics we studied last terms and make a short conversation giving some personal information. At the beginning students did not remember very well the topics, but after the episodes and the previous presentation, they achieved to do the proposed exercises and take part of the class again.

For the second week we started the lesson making a presentation of some of the most common "Wh" questions for adding information to the previous conversations students did in the last week. The goal was that students could add more personal information using previous knowledge in their vocabulary. Students got share more information about their favorite activities, hobbies and food (see annex 2).

In the third week, we continued using TV shows and slides but focused in a different topic. We presented some vocabulary in slides about fruits and vegetables, for reviewing the learnt last class related to likes and dislikes. In this class, students designed posters naming and drawing the kind of fruits and vegetables they liked and/or dislike achieving vocabulary proficiency for the incoming lesson. Watching a previous TV show related to food, students took some examples about it and learnt their preferred vocabulary depending on their own thoughts (see annex 2).

For the fourth week, the topic was food again, but in this lesson we focused more specifically in fruits and vegetables vocabulary. For this lesson we prepared the topic about food taking as umbrella language goal the management of likes and dislikes. Students used the vocabulary viewed to make some short conversations taking about what they liked or disliked and why. Putting in practice all the studied, students could express successfully their own points of view and discuss other opinions.

To start the fifth week we decided to finish the language goal about likes and dislikes but changing the topic, so we decided to implement some sports and outside/inside home activities vocabulary. For this lesson we used some videogames images and slides to present different activities and sports, taking into account possible students' preferences. After study the previous sources, students had to take some recycling materials and try to create or represent their favorite sports or activities. When students had to think about how to present the sport or activity they chose, they worked and had fun at the same time, because they explored making a new and different chore, so they felt more comfortable and engaged with the class (see annex 2).

In the sixth week, we presented a new topic; in this lesson the main topic was the parts of the house. Using another "The Simpsons" episode, we gave to the students an input about the vocabulary and grammar requested for teaching and studying the topic, reinforcing it with some slides. Based on this, students made their own houses models in their notebooks and shared them with the rest of the class in order to review the lesson and correct or answer possible mistakes or doubts if needed.

It is important to highlight the activity carried out for the seventh week of the process. For this lesson we decided to show in the computer the game "Super Mario Bros World" and explained how tom pass each level of the game following certain commands to do it. Afterwards, students played the game in order to pass each level successfully; they followed correctly the commands given previously. One student played the game but without watching the screen, so other student guided him/her indicating the commands to follow. Then, students created a little performance with some of the commands studied and practiced and they shared it with the class. This activity was especially meaningful for students because they felt more involved with an informal environment and they were not only watching but also practicing actively the formal elements of the class.

In the eighth week we used some videogames explanations and some of the performances students did last class to explain their favorite videogames and how to play them using the technique of a cartoon story, Students created posters describing how to play their favorite videogames or how to make their favorite activities using some of the commands learnt. As the class was completely creative for students, they were involved and concentrated the entire lesson in their artifacts.

In the ninth and last week, each student made a presentation of the topic that was the most significant for them. Some students made posters explaining through images of the videogames or TV shows presented for us during the year, associating and making better for all their classmates remember the topics. Other students made Power Point presentations but with the

same aim for them. Students were very engaged with the last activity and made their best for the last class. It is important to highlight that some of students went to the class with the costumes of their favorite characters, it surprised us and showed the enthusiasm they felt for doing English classes funnier and significant.

Assessment and Evaluation

For assessment and evaluation process, we as teachers-researchers were not just focused on the new topics students learnt, but also we focused on how students interacted in the different explanations and activities where we used the technological tools. We were focused on how students followed some directions and suggestions to use correctly TV shows and videogames for learning what they had fun at the same time. For the final assessment and evaluation process we asked students to present one activity about the topic they liked the most during the process of our project. They had to practice, not only the vocabulary presented during the topic, but also they had to relate it with the other topics.

Students showed enthusiasm and engagement with the explanations and exercises done using the technological tools, so they were involved and were more participative and active in the classes enhancing their four skills and interacting with their partners sharing common feelings, thoughts and activities.

During this scholar year we had the great chance to put in practice all the things we trusted and in which we worked so hard, having satisfactory results that helped us to prove that is possible to use students' favorite TV shows and videogames if we as teachers use them properly, and also we could observe and discover how students could share what they thought and felt to create own profiles of self-image as English learners to go further school and use English language in their daily life using what they like and enjoy with educative purposes. It is very significant to know that we have the power to manage mass media and do not believe that mass media have trapped to us in a "dumb" world. If we learn to manage information properly, we have the power to change the present and the future in general.

Chapter 5

Data Analysis

Taking into account our three data collection instruments, we have become aware of some patterns repeated in the data we found for our research. Regarding our teaching journals, our students' artifacts and the interviews we made, we could establish that our students used to utilize media resources for only leisure purposes, and not to achieve an objective in a formal class process. We can see that information among our annexes for this document, such as; Interview charts, student's artifacts images and teaching journals with lesson plans. During this chapter we will review each of the roles of our data collection techniques, patterns we followed to establish categories and their importance towards our research question.

Hubbard & Miller (1993) pointed out that data analysis is a way of "seeing and then seeing again" (p. 103). It is the process of bringing order, structure and meaning to the data, to discover what is underneath the surface of the classroom. In this chapter we are going to analyze, interpret and give meaning to the data previously gathered in order to find some aspects that help us to find the answer to our research question:

"What are students' responses when TV and videogames are implemented by teachers in EFL classes to fourth graders?"

With the implementation of the techniques and methods previously displayed, we gathered the necessary data for analyzing it with a grounded approach. Grounded analysis, according to Freeman (1998), consists in surfacing themes and concepts from the data as we read them. The aim is unpack the data according to themes and concepts we see. We read all the data several times in order to find some patterns that could offer to us consistent information about a phenomenon related to our research question. After reading, we could pick up some information and created some categories based on what we found in the data to organize better all the information and can analyze it and give the corresponding meanings that could help us to give an answer to the research question.

Patterns

- "no puedo pronunciar bien las palabras"
- "Me parece muy difícil aprender inglés"
- "Los videojuegos son divertidos"
- " Me gustan x o y programas de TV"
- "Si aprendo inglés puedo viajar"
- "Con el inglés uno se puede comunicar con otros pero en otro idioma"
- "Las clases fueron más divertidas"
- "Era diferente a como enseñaban otros profes"

Categories

- Difficulties to face a second language (Dewey, 1995)
- Students' affiliation with mass media resources (Roncancio, 2009)
- Language with a purpose; self-improvement (McFarlane and Kirriemuir, 2004)
- New and better options (Galvis, 2011)

Each of one of these categories was obtained from the data gathered during the pedagogical implementation.

Difficulties to face a second language (Dewey, 1995)

As we cited previously, John Dewey (1995) claimed that nowadays education cannot be just limited to the teacher and be taught without taking into account the students' reality. This shows that sometimes the way how some teachers teach a second language, does not correspond to the actual needs that students have, and it is known that, if we cannot understand what our students want, and even worse, if we are not aware of changes and new challenges in education, the result will be that students do not feel really engaged nor feel the motivation to study and learn.

According to the data gathered with the interviews, we found that students expressed the difficulties they found in English classes due to several reasons. In order to illustrate the previous fact, it is important to present some excerpts:

Profesor: ¿Cómo te consideras tú mismo para aprender inglés y por qué?

Estudiante 1: Yo pienso que mala por lo que no puedo pronunciar bien las palabras, me cuesta memorizar todo esas y la verdad no tengo tanto entusiasmo como para aprender tanto en inglés como en la actuación.

Estudiante 2: A mí se me ha dificultado porque cada vez que vamos avanzando de curso el inglés se va volviendo más avanzado y si uno no puede por ejemplo por primero, mucho menos en cuarto, entonces se me ha hecho muy difícil sobretodo porque hemos pasado así inglés y no he aprendido mucho en los años anteriores.

Following the previous students' answers, and reading again the teachers' journals, we could notice some attitudes and actions in the classroom that supported it, as for example:

Teachers' journal, first week:

> *"Al principio de la clase, realizamos algunos ejercicios para recordar lo visto en clases de la primer mitad del año, pero los estudiantes no respondían a las instrucciones dadas, indicando en sus palabras que no se acordaban porque no habían practicado y que era difícil acordarse."*

Teachers' journal, fourth week:

> *"... entonces una de los estudiantes no pasó al frente de sus compañeros en ese momento a leer el diálogo que se le había pedido hacer, hizo algunos gestos y se quedó en silencio,*

> *lo que generó reacciones en otros estudiantes, como risas y conversaciones en un tono de voz bajo."*

In the previous statements we could notice that students list what they perceive about the second language and how unconfident they felt facing a new challenge in a different language, regarding that they already had reviewed those topics before. In this sense we could start noticing the importance to do something different and appealing to try to change students' perceptions and presumptions about EFL classes and their performance.

Students' affiliation with mass media resources (Roncancio, 2009)

As it is previously mentioned in the document, Roncancio (2009) suggested an alliance of television and education, helping students to identify themselves through characters they currently see in their favorite TV shows. As mass media takes a very important part in most of students' daily life, they tend to see their favorite characters, not just an imaginary creation made by somebody else, but also as a model to follow according to their own presumptions, ideas and values. In this sense, we can point out why is very appealing and catching to take students' likes and become them in a meaningful part of their education process.

Profesor: ¿Les ayudó el uso de videojuegos y programas de televisión que ya conocían para entender mejor los temas?

Estudiante 4: Sí señor porque en los videojuegos nosotros sabíamos era en español "salte" "corra", no y aquí lo hicimos fue inglés.

Profesor: ¿Qué actividades hicieron en las clases de inglés este año?

Estudiante 6: Aprendimos los nombres de los animales, las frutas, de los vegetales. Aprendimos a presentarnos uno con el otro en inglés, y aprendimos que también con jugar y ver televisión también podemos aprender mucho.

In the teachers' journals we also achieved to write the importance that the use of TV shows and videogames had in students' learning.

Teacher Journal seventh week:

"*Los estudiantes comenzaron a jugar el videojuego propuesto y siguiendo las instrucciones dadas al principio de la clase (...) mientras cada pareja jugaba, sus compañeros siguieron la actividad desde sus lugares, pero también implementando los comandos estudiados y practicados, y siempre con la mirada puesta en sus compañeros y el televisor."(See Annex 5)*

For this category we could notice that students were engaged in tasks using mass media resources, and these activities represented a meaningful learning strategy for them. Based on the

previous excerpts from the interviews and teachers' logs, we may say that students learnt to identify several objects and actions because it was displayed in the material used, taking into account their favorite TV shows and videogames. Students did not identify themselves or show any kind or identity as the study carried out by Roncancio, but they were able to recognize and associate several vocabulary related to their hobbies as it was showed in the material.

Language with a purpose and self-improvement (Mcfarlane & Kirriemuir, 2004)

Regarding our literature review, McFarlane & Kirriemuir (2004) stated that the correct videogames use could increase not just our learning skills, but also our point of view and actions to face life, because it encourages the ability to work alone on in teams and expand imagination for solving different tasks and challenges, what is essential to solve daily problems in real contexts. We noticed that students stated in their answers reasons to learn English beyond the grades and the activities related only with academic contexts.

Profesor: ¿Te gusta el inglés?

Estudiante 1: Sí y no porque… sí porque me puede ayudar en mi carrera y no porque a veces puede ser confuso y le puede… y uno se tiene que enfocar tanto en el inglés que por ejemplo uno puede salir del país, tiene que hablar bilingüe, cuando llega a su país natal pues ya no le importa mucho porque todo es en inglés y es bilingüe.

Estudiante 5: Me gusta la idea de saber que, porque si hablo otro idioma, puedo ser mejor o hacer otras cosas cuando viaje, si?, si aprendo inglés desde ya, puedo trabajar en algo cuando sea grande y salga del colegio.

As we can see, students connect EFL learning with their daily life, they know that to learn a second language can help them to face their contexts beyond just classes. It shows how significant for students is to learn other language because it creates more tools to confront life. If students are aware of the usefulness that English has in their own development, displaying an attractive method or tool to make them easier to learn could push the "hot bottom" to learn English by themselves and use it forever and not just to learn a topic for a moment to approve the subject and then forget it almost immediately.

New and better options (Galvis, 2011)

In the study guided by Galvis (2011), it was found that students felt more engaged and demonstrated more disposition and attention to English classes following the directions given to play the videogame proposed. According to these findings, we decided to put in practice the use of videogames in classes to teach certain topics. This practice helped students to create different artifacts based on the studied and taught during the EFL classes (see annex 3). By presenting in the classroom students' favorite TV shows and videogames, students found in ELF processes new options and activities for their classes.

Profesor: ¿Les gustaron las actividades en las que se utilizaron los videojuegos, programas de televisión y presentaciones? ¿Por qué?

Estudiante 1: Me gustaron. Sí, me gustaron porque eran divertidas y distintas a las demás clases de los demás profesores.

Profesor: ¿Les ayudó el uso de videojuegos y programas de televisión que ya conocían para entender mejor los temas?

Estudiante 1: Sí

Profesor: ¿Por qué?

Estudiante 1: Porque era como una ayuda para aprender más el inglés

As it was evidenced, students stated that the activities guided by mass media were more interesting and meaningful that those they previously had with other teachers. Educators always need to be in a constant search about the best options, techniques and strategies to keep students involved through their learning process. From our point of view, teachers are not experts; teachers are curious people who are always learning to pass on their students new forms to perceive life, that is why the urgency to understand world and contexts changes to evolve with them and achieve to let a curiosity footprint in future people influencers, represented in students.

The previous excerpts were taken from the individual and group interviews in order to know students' perceptions before, during and after the implementation of mass media as tool for EFL

teaching. These interviews let us discover that students have created some negative presumptions about EFL learning based on their personal previous experiences. This is very common in most of students and this occurs by very different reasons depending on each child, but the point is that they felt intimidated facing EFL tasks. The interviews also showed that some students see in EFL learning an opportunity to do other things as traveling and communicating with others. If students find a purpose to learn a foreign language, they would be more involved in the classes. Students feel affiliation with mass media resources because they are always using them, but just for leisure.

After implementation of the project, students assured that the use of their favorite TV programs and videogames was a different and interesting way to learn English language in class, something that they did not do with any other teacher before. The excerpts taken from teachers' journals also helped to support utterances given in the interviews from teachers' perspective, and finally the process, findings and final results could be evidenced in the artifacts created by students. These artifacts show the application of the taught and learnt, putting in practice with effort and dedication to demonstrate students' outcomes.

Regarding all our data gathered condensed into formal patterns and categories we can present our constructs regarding the Mass Media resources we applied for our research:

- Videogames increase creative skills of learning, encourage team work, imagination and always represent a challenge (McFarlane & Kirriemuir, 2004):

According to the findings previously analyzed, Mass Media represent a first experimentation of the outside world for students. They receive information from television and put in practice their ability to solve different situations through videogames. When students go to school, they have learnt previously several things about life, and then our role as teachers is to lend students a hand to know how to apply this knowledge in the best direction.

Following this as Durga (2005) cited, "learners are engaged in collaborative practices, sharing their accomplishments and guiding their classmates"; as it happened in Durga's study, we also could observe during the implementation of the different tasks given in the EFL classes, that students showed a better disposition in working with their classmates, helping each other to understand and develop several exercises proposed, what increased students results and focused them correctly. In according with these ideas, we establish that it is important to break negative presumptions and starting to open minds, taking into account students' preferences and becoming them in active participants of their own learning process, as our first construct regarding videogames for educational purposes.

- There is an alliance of television with education, as part of a meaningful innovation (Roncancio, 2009):

Television has been used since a long time ago as part of education, but in some section of history, television lost its academic approach and turned in the best friend of leisure and commercial intentions, catching people attention in such form that just an advertisement shown for a few seconds can change ideas or convince to buy things that anybody needs. This is the

main reason to think about television as a monster that just wants to take people away from education, but we need to understand that television itself is not the problem, but it is the approach we assign to this type of media. As Alvarez (2003) claimed, teachers do not use TV set and programming with certain educative purposes because they do not have a real approach, they use it as a resource, but without giving it a principal role to help them in the design of teaching material to change then traditional strategies. Fortunately, some teachers and researchers are looking in television a big allied to catch students' attention for innovating in learning.

Therefore we can say that despite of negative presumptions, television can help remarkably to students, because it is another way to express themselves and feel more confident. Through television, students can be able to try new learning process successfully, without the physical pressure of a "traditional" class as our second construct regarding television content in the classroom.

The use of students' favorite TV programs and videogames in class taught to us that learning and teaching are processes that have to take into account both perspectives. We as teachers cannot have just one method or approach for teaching, and students cannot always hate school. If we as teachers avoid the idea that mass media sources are bad and we become them in education allied, we can achieve that students are always interested in classes and improve their performance having a better and significant learning.

Chapter 6

Conclusions and Pedagogical Implications

To implement the action research, we as teachers-researchers applied a survey to find students' elections, after this all the experiences we had during the development of the research with the students and situations faced were gathered in teachers' journals. In third place two interviews were applied randomly to students, one in the middle of the process and the second at the end, to have students' perspectives. Throughout the inquiry students were asked to present several artifacts to evidence the results and analyze their responses.

In back of the implementation of the research, all data was analyzed using triangulation process (Gay, Mills and Airasian, 2009) between the data collection instruments. Subsequently the results found were the following:

- Students do not use technologies properly for their learning, but they are always updated about TV shows and videogames, because Mass Media represents an important part in students' socialization and personal development.

- Students showed more engagement and commitment with the class: As EFL classes' development was different to the previous classes students had in preceding years; students were more attentive to explanations and directions given by teachers, what was represented in the increasing of their final results and grades.

- Students felt more comfortable facing EFL classes: One of the principal problems at the beginning of the process was that students did not feel easy or appealing to learn a second language due to different reasons. After the process students evidenced more interest in studying and learning, what reflects the important consequences of taking into account students' preferences and suggestions.

- Increase in students' awareness about learning English usefulness: Students were more concerned about how English could affect their lives in future. Through the use of TV shows and videogames they usually knew, but in English language, students demonstrated a new necessity to learn English to encourage their context. It is evidenced in the interviews, were they could connect English with new and better possibilities in different life aspects.

- TV shows and videogames used in EFL classes helped students to have a better performance: As result of students' favorite TV shows and videogames use as part of EFL classes, they felt more confident presenting and explaining different tasks and artifacts they were requested to prepared, what affected positively students' grades.

- The use of TV shows and videogames created in students a fellowship perception in the whole class: Through the process students discovered that they had similar preferences, this fostered develop of team work, friendship and union in the group. This highlights how TV shows and videogames affect students' lives and generates a meaning impact to their social skills and self –esteem.

Pedagogical Implications

Nowadays the concept of learning has changed form it was some years ago, and it is less and less related to school exclusively. Children already know many things before entering to the scholar age, this fact makes that students lose the willingness to learn fast. The previous facts highly affect the role of teachers because education is not related just to a classroom and contents anymore.

Media and Digital literacy are now part of current education, then in these days teachers need to be updated about how the world changes, looking what it means and how it can be useful to attract students again to the pleasure of learning. With this study we wanted that readers can break the presumption that TV shows and videogames students use daily are destructive and useless, by the opposite, Mass Media applied in the correct sense can create in students the necessity and consciousness of learning English to have more opportunities to succeed.

Further Research

This project studied students' responses when presented their favorite TV shows and videogames in EFL classes. There are plenty of practical applications for the findings of this study as the following:

- To include the use of websites chosen by students to be applied as part of EFL classes.
- To study parents' responses using their sons and/or daughters favorite TV shows and videogames to develop several tasks proposed.

- To implement TV shows and videogames taking into account their plots for not just teaching English as an isolated subject, but also from English include actively other study subjects to teach under an umbrella topic.

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Annexes

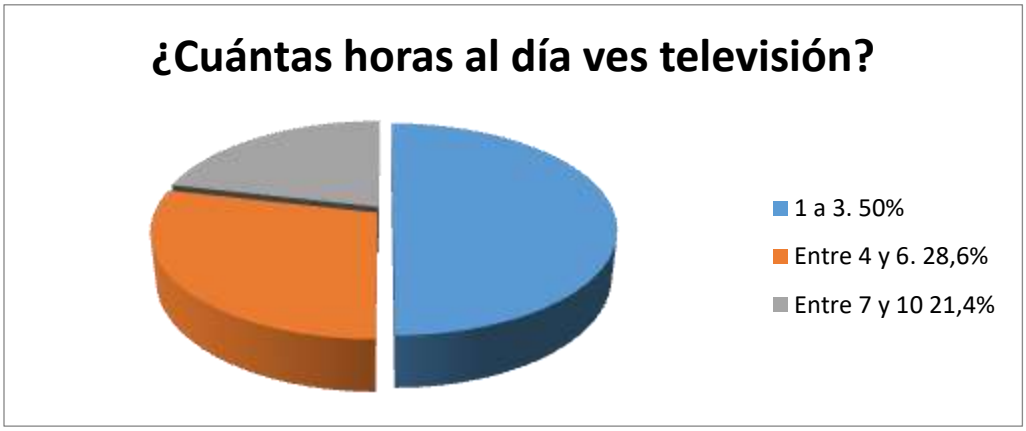
Annex 1

Students' presumptions about Television and videogames survey

These are the graphics taken from the data of the survey results:

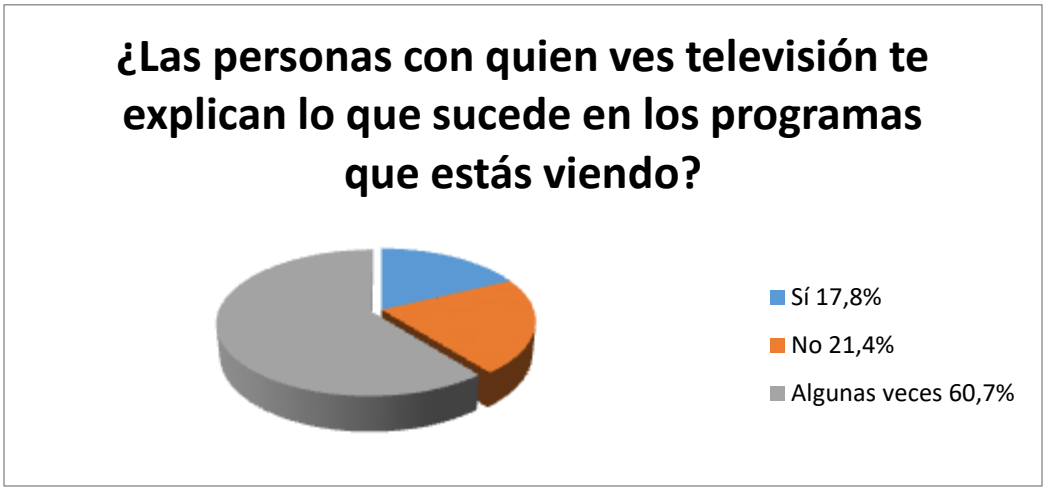


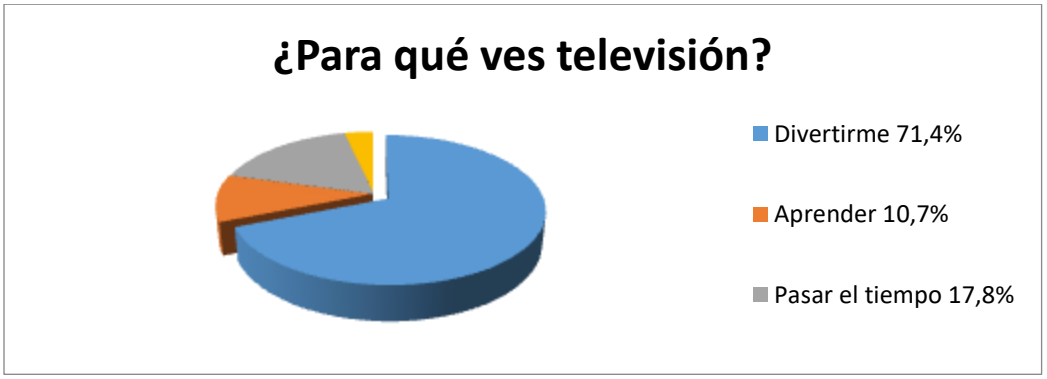



¿Cuántas horas al día ves televisión?
1 a 3. 50%
Entre 4 y 6. 28,6%
Entre 7 y 10 21,4%

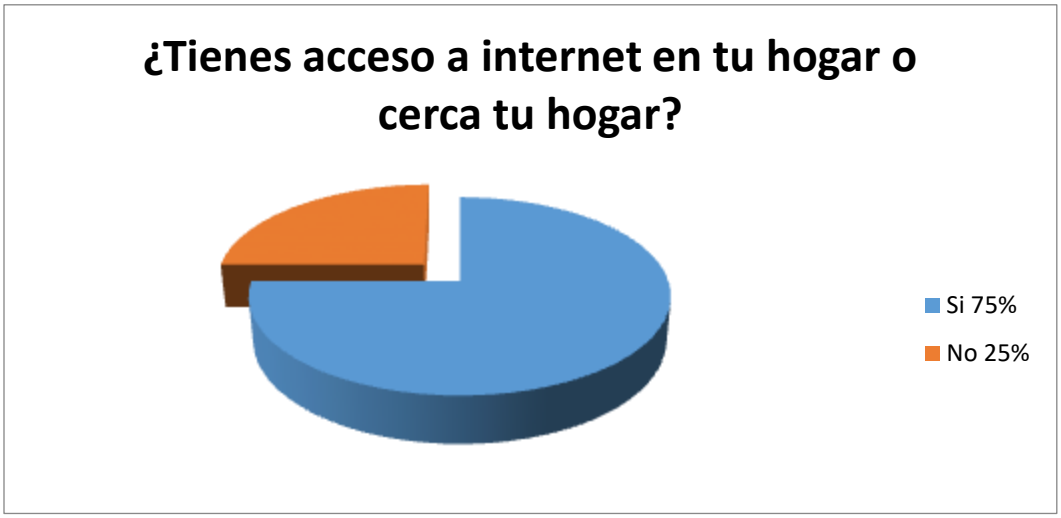

¿Qué tipo de programas de televisión te gusta ver?
Dibujos animados 49%
Comedias 9,8%
Noricieros 5,9%
Novelas 11,8%
Deportes 11,8%
Educativos 9,8%
Otros (terror) 1,9%

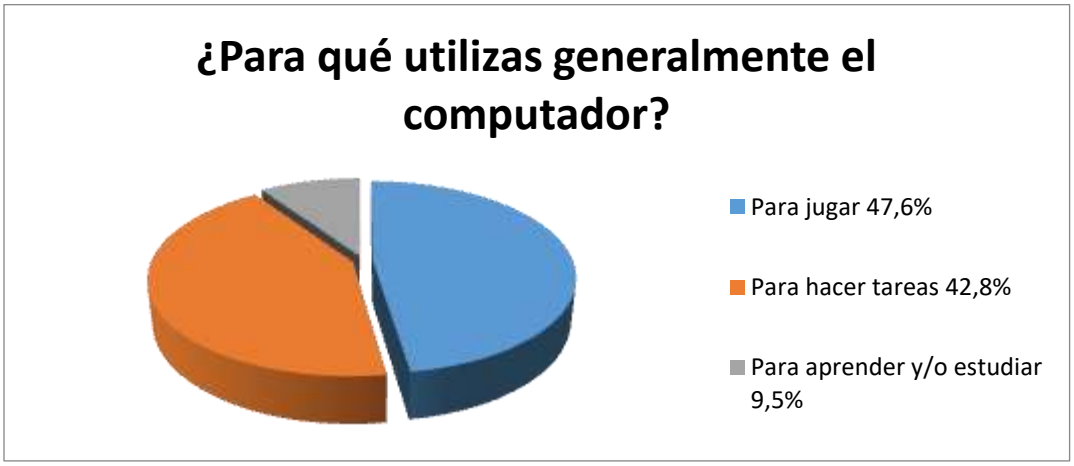

¿Con quién ves televisión?
Solo/a 64,3%
Con tus padres 25%
Con otros familiares 7,1%
Otro (amigos) 3,6%


¿Las personas con quien ves televisión te explican lo que sucede en los programas que estás viendo?
Sí 17,8%
No 21,4%
Algunas veces 60,7%


¿Para qué ves televisión?
Divertirme 71,4%
Aprender 10,7%
Pasar el tiempo 17,8%


¿Tienes un computador en tu hogar?
Sí 82,2%
No 17,8%

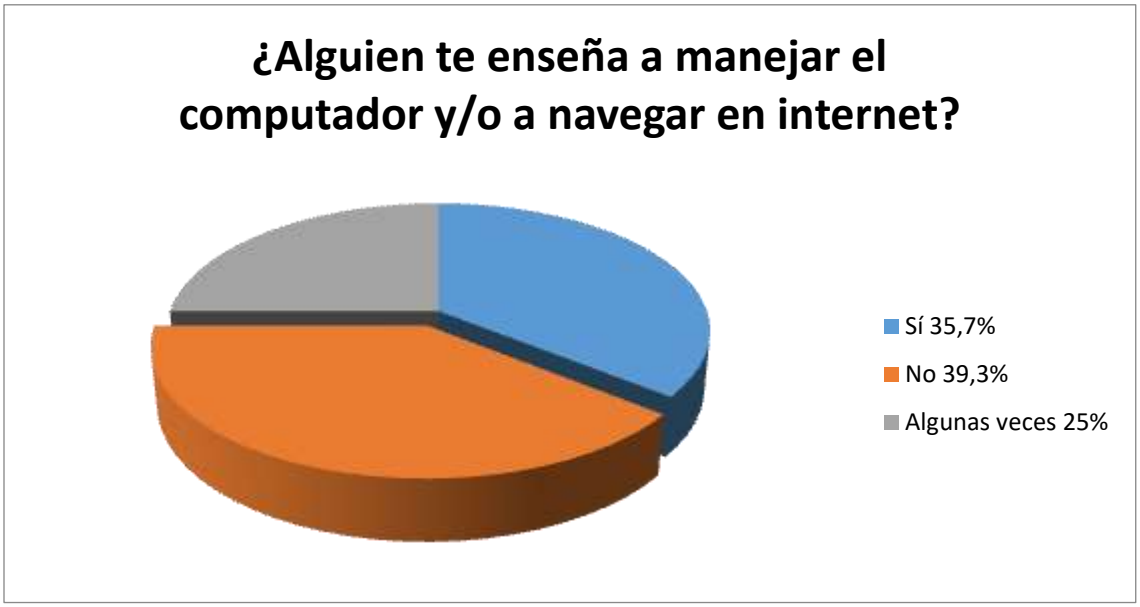

¿Tienes acceso a internet en tu hogar o cerca tu hogar?
Si 75%
No 25%

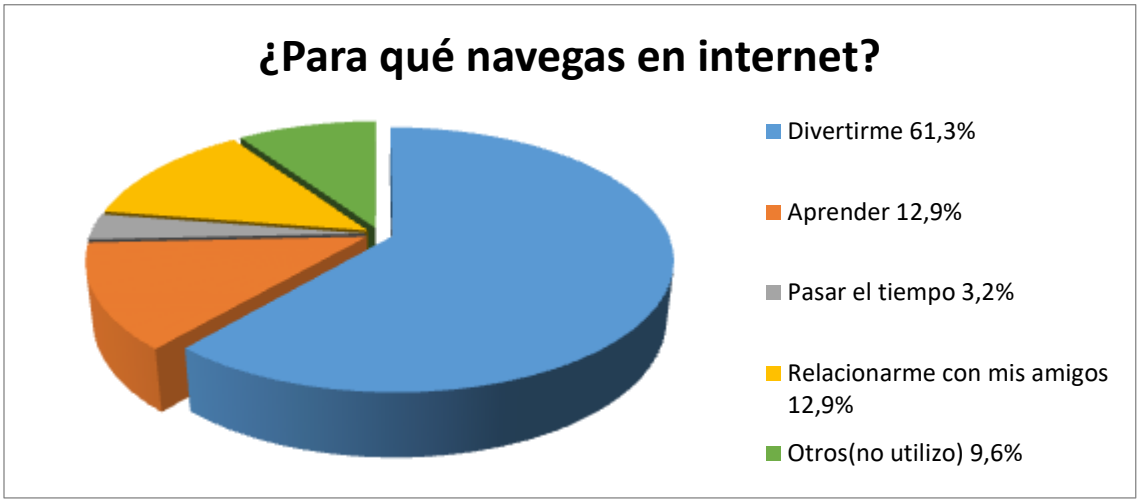

¿Para qué utilizas generalmente el computador?
Para jugar 47,6%
Para hacer tareas 42,8%
Para aprender y/o estudiar 9,5%


¿Cuántas horas navegas al día?
No navego 28,6%
De 1/2 a 3 horas 39,3%
Entre 3 y 5 horas 14,3%
Entre 5 y 7 horas 10,7%
Entre 7 y 10 horas 7,1%


¿En qué tipo de páginas te gusta navegar?
Juegos en internet 41%
Páginas para consultar tareas 35,9%
Redes sociales y/o e-mail 20,5%
Otro (no utilizo) 2,5%

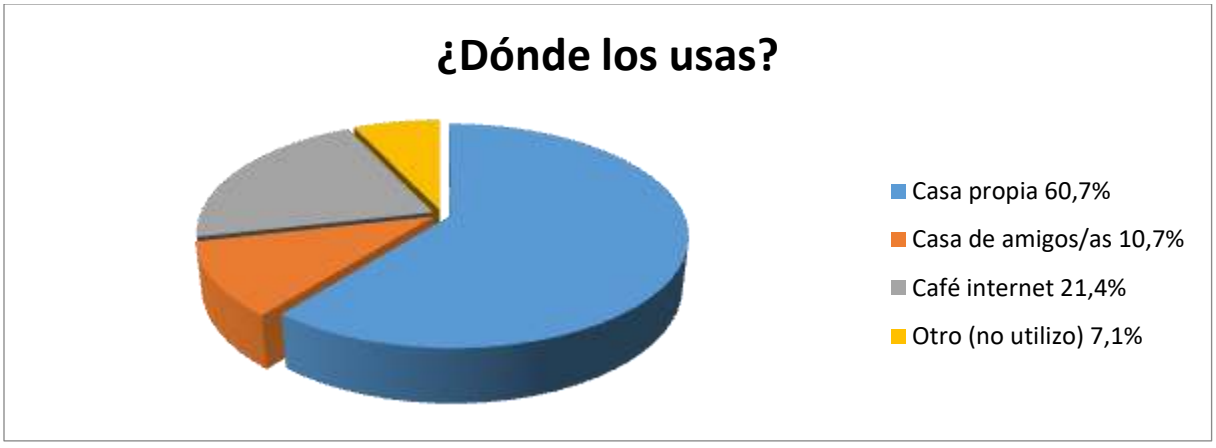

¿Tienes tu propia cuenta en facebook, twitter y/o messenger?
Sí 28,6%
No 71,4%


¿Alguien te enseña a manejar el computador y/o a navegar en internet?
Sí 35,7%
No 39,3%
Algunas veces 25%


¿Para qué navegas en internet?
Divertirme 61,3%
Aprender 12,9%
Pasar el tiempo 3,2%
Relacionarme con mis amigos 12,9%
Otros(no utilizo) 9,6%

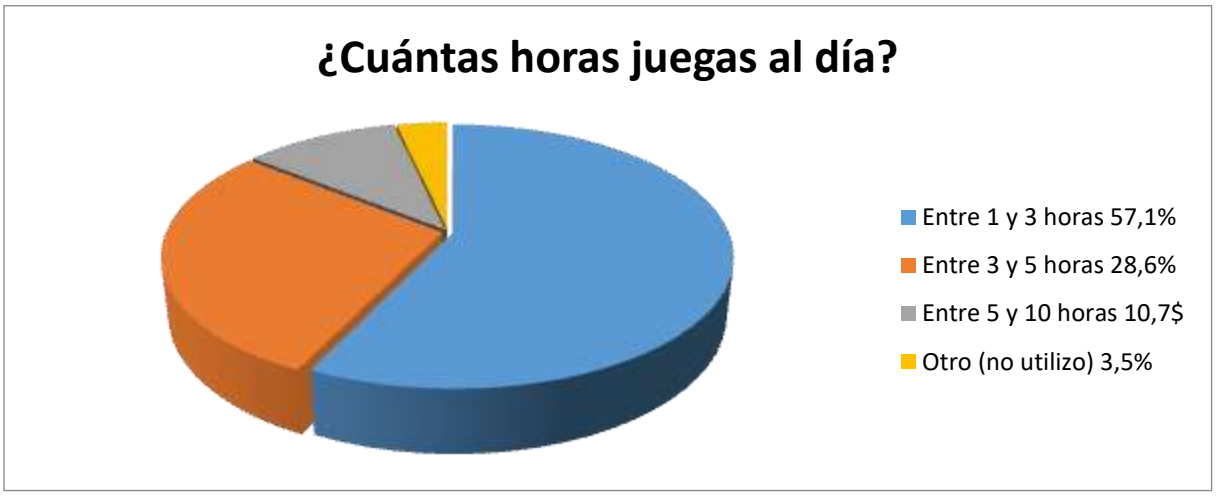

¿Utilizas videojuegos?
Sí 64,3%
No 35,7%


¿Con qué frecuencia utilizas videojuegos?
No utilizo 14,3%
Poca 50%
Bastante 7,1%
Muy a menudo 14,3%
Constantemente 14,3


¿Dónde los usas?
Casa propia 60,7%
Casa de amigos/as 10,7%
Café internet 21,4%
Otro (no utilizo) 7,1%


¿Cuándo utilizas videojuegos?
Fines de semana 67,8%
Todos los días 17,8%
Otro (no utilizo) 14,4%


¿Qué tipo de videojuegos usas más habitualmente?
Arcade 35,4%
Simulación 22,9%
Estrategia 27,3%
Mesa 10,4%
Otro (no utilizo) 4%


¿Cuántas horas juegas al día?
Entre 1 y 3 horas 57,1%
Entre 3 y 5 horas 28,6%
Entre 5 y 10 horas 10,7$
Otro (no utilizo) 3,5%


¿Alguien te controla las horas que juegas?
Sí 57,1%
No 42,9%


Si respondiste sí, ¿quién te controla las horas que juegas?
Padre 15%
Madre 55%
Otro familiar 30%


¿para qué juegas?
Divertirme 57,1%
Aprender 7,1%
Pasar el tiempo 21,4%
Relacionarme con mis amigos 10,7%
Otro (no utilizo) 3,5%

Annex 2

Lesson plans

These are samples of the lesson plans used during the pedagogical intervention:

Lesson Plan 1, week 2:

Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Enfasis en Inglés
Pedagogical Project II in Primary School
Colegio Policarpa Salavarrieta
Morning shift

LESSON PLAN No. 1

STUDENT TEACHER: Diego Mesa, Duban Gonzalez

GRADE: 401 HEAD TEACHERS: Gloria Garzon DATE: August 29th 2012 TIME: 6:30am to 8:30am

PREPARATION		
THEME: What did you remember?	**GOAL:** To remember some ideas related personal information.	
LESSON: Review about me	**PURPOSE OF THE LESSON:** Students are going to remember some ideas related to personal information.	**ACHIEVEMENTS / SPECIFIC OBJECTIVES:** Students are going to use some basic personal information.
COMMUNICATIVE FOCUS: Students are going to talk with their classmates about his/her personal information	**LANGUAGE FOCUS:** Wh-Questions (who is he/she?)	**VOCABULARY:** personal information
TEACHING STRATEGIES: Total Physical Response.	**LEARNING STRATEGIES:** Directed Attention	
ASSESSMENT: Students are going to do a short conversation where he/she uses personal information.		

PRESENTATION				
STAGE	**ACTIVITY**	**DESCRIPTION AND DIDACTIC PROCEDURE**	**RESOURCES AND MATERIALS**	**TIME**
Warm-up (To engage and activate students' attention)		The teachers are going to ask to the students "WHAT DID WE DO ON VACATIONS?" After that, each student is going to answer the question using some actions verbs.		10 min
Introduction (To establish a context and connect it with the topic of the lesson)	Basic personal information	The teachers are going to present a power point presentation related some basic structures or expressions about personal information.	T.V. fulfills the functions of the tape recorder.	10 min
Presentation (To include the main "meat" of the lesson")	Videos related to students 'connivance.	The teachers are going to show the Simpson's episode related to student's connivance inside and outside the classroom, and what are the importance to the students have a good behavior inside and outside the classroom.	T.V. set	20 min
Practice (To help the student focus on the main task and provide them with feedback – either by the teacher or other students)	Prepare a conversation using his/her personal information	The students are going to prepare a conversation related to his or her personal information in couples using some basic structures that the teacher gave before.		50 min
Production (To encourage students to integrate language learned into larger structures)	Students 'conversations	The students are going to present their conversations using some basic structures that the teacher gave before in front of their classmates.		20 min
Closure (To check students' understanding of the lesson topic, give feedback, forecast future activities, follow-up, ...)	Review what happened in the class	The teachers are going to ask some students "WHAT DID YOU LEARN TODAY?" The students going to answer the questions, after that, the teachers going to write on the board the most important ideas that the students said.	Board	10 min

Lesson Plan 1, week 2

Pedagogical Project II in Primary School
Colegio Policarpa Salavarrieta
Morning shift

LESSON PLAN No. 2

STUDENT TEACHER: Diego Mesa, Duban Gonzalez

GRADE: 401 HEAD TEACHERS: Gloria Garzon DATE: September 5th 2012 TIME: 6:30 am to 8:30am

PREPARATION		
THEME: Mmmm... I like it!!	GOAL: To give data about personal information.	
LESSON: To learn some vocabulary referred to fruits and vegetables	PURPOSE OF THE LESSON: Students are going to learn some vocabulary about fruits and vegetables	ACHIEVEMENTS / SPECIFIC OBJECTIVES: Students are going to recognize some vocabulary related to fruits and vegetables
COMMUNICATIVE FOCUS: Students are going to talk about their favorite food when they give personal information.	LANGUAGE FOCUS: Present simple and Wh questions (Who is it?)	VOCABULARY: food, personal information
TEACHING STRATEGIES: Total Physical Response, audio-lingual method	LEARNING STRATEGIES: Direct Attention	
ASSESSMENT: Students are going to make a short conversation where they give personal information.		

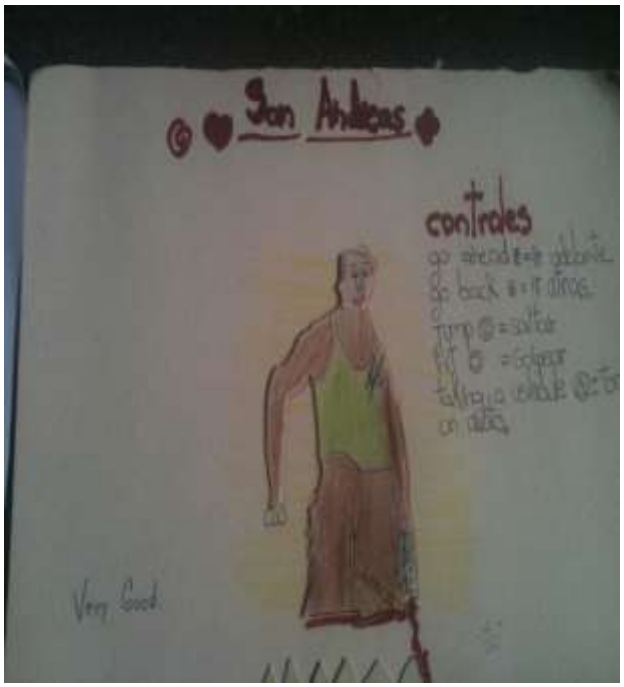
PRESENTATION				
STAGE	ACTIVITY	DESCRIPTION AND DIDACTIC PROCEDURE	RESOURCES AND MATERIALS	TIME
Warm-up (To engage and activate students' attention)		The teachers are going to ask to the students "WHAT DID WE LEARN LAST CLASS?", then students are going to present some short conversations about personal information to their partners		10 min
Introduction (To establish a context and connect it with the topic of the lesson)	fruits and vegetables	The teachers are going to present a power point presentation related to some fruits and vegetables	T.V. fulfills the functions of the tape recorder.	10 min
Presentation (To include the main "meat" of the lesson")	Videos related to some food dishes	The teachers are going to show the Simpson's episode related to some food dishes and students are going to make relations about their favorite food, especially fruits and vegetables	T.V. set	20 min
Practice (To help the student focus on the main task and provide them with feedback – either by the teacher or other students)	Prepare a conversation using personal information	The students are going to prepare a conversation related to their favorite fruits and vegetables.		50 min
Production (To encourage students to integrate language learned into larger structures)	Students' conversations	The students are going to present their conversations using some basic structures that the teacher gave before in front of their classmates.		20 min
Closure (To check students' understanding of the lesson topic, give feedback, forecast future activities, follow-up, ...)	Review what happened in the class	The teachers are going to ask some students "WHAT DID YOU LEARN TODAY?" The students going to answer the questions, after that, the teachers going to write on the board the most important ideas that the students said.	Board	10 min

Annex 3

Artifacts Samples

These Artifacts were created by the students showing how they relate their vocabulary to command and then applied directly to daily use vocabulary.







Annex 4

Consent form

Universidad Distrital "Francisco José de Caldas"
Facultad de Ciencias y Educación
Licenciatura en Educación Básica con Énfasis en Inglés
Pedagogical Project I in Primary School
Colegio Policarpa Salavarrieta
Morning shift

FORMATO DE APROBACIÓN

Apreciados padres de familia:

Reciban un cordial saludo de parte de la institución y de los docentes. Por medio de la presente deseamos informarle que nosotros, los profesores de inglés del grado cuarto 1 (401), estamos realizando en este momento nuestro proyecto de grado para la Universidad Distrital Francisco José de Caldas, en el que queremos analizar las reacciones de los estudiantes al uso en la clase de inglés de sus programas de televisión y videojuegos favoritos como herramienta de aprendizaje, para que los niños puedan usarlos para educación y no solo para diversión y entretenimiento. Para poder llevar a cabo este estudio, deseamos contar con su expresa aprobación, ya que necesitaremos la voluntaria y activa participación de su hijo en las clases y para recoger datos, obtenidos por medio de entrevistas a los niños y trabajos escritos realizados por ellos, de única y exclusiva utilidad para el proyecto.

Por medio de esta carta también nos comprometemos expresamente a **NO** utilizar la información recolectada, ni el nombre de los estudiantes, profesores ni de las instituciones mencionadas para otros fines diferentes a los de fortalecer y comprobar los resultados únicamente de nuestro estudio.

Esperamos poder contar con su aprobación, ya que es muy importante para nosotros el poder colaborar a través de nuestro trabajo con el mejoramiento de la calidad de la educación de los niños y jóvenes en Colombia, especialmente en su comunidad.

Muchas gracias por su atención.

DUBÁN GONZÁLEZ HERNÁNDEZ
DIEGO ARMANDO MESA SANCHEZ
ESTUDIANTES UNIVERSIDAD DISTRITAL FRANCISCO JOSÉ DE CALDAS
FACULTAD DE CIENCAS Y EDUCACIÓN LICENCIATURA EN INGLÉS

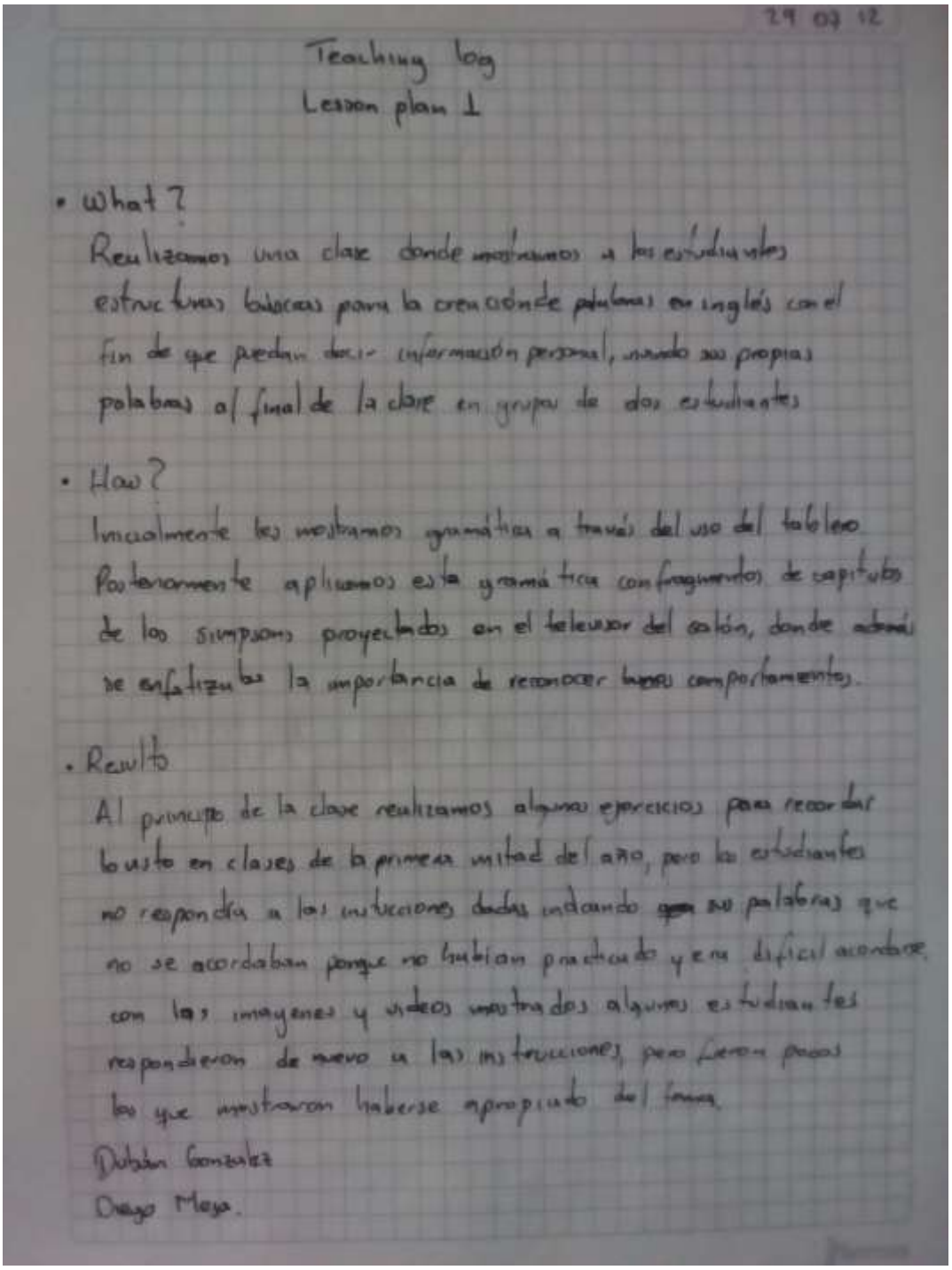
Nosotros, _____ y _____, autorizamos a nuestro hijo(a) _____ a participar activamente en el proyecto de investigación que realizaran los profesores de inglés del grado cuarto 1 (401) durante el segundo semestre del año 2012, así como también autorizamos que los profesores recojan los datos que consideren necesarios para dicho proyecto.

Firma madre: _____
Firma Padre: _____

Annex 5

Teacher Journals

These are samples of teching journals gathered from the pedagogical intervention



29 03 12

Teaching log
Lesson plan 1

- What?

Realizamos una clase donde mostramos a los estudiantes estructuras básicas para la creación de palabras en inglés con el fin de que puedan decir información personal, usando sus propias palabras al final de la clase en grupos de dos estudiantes

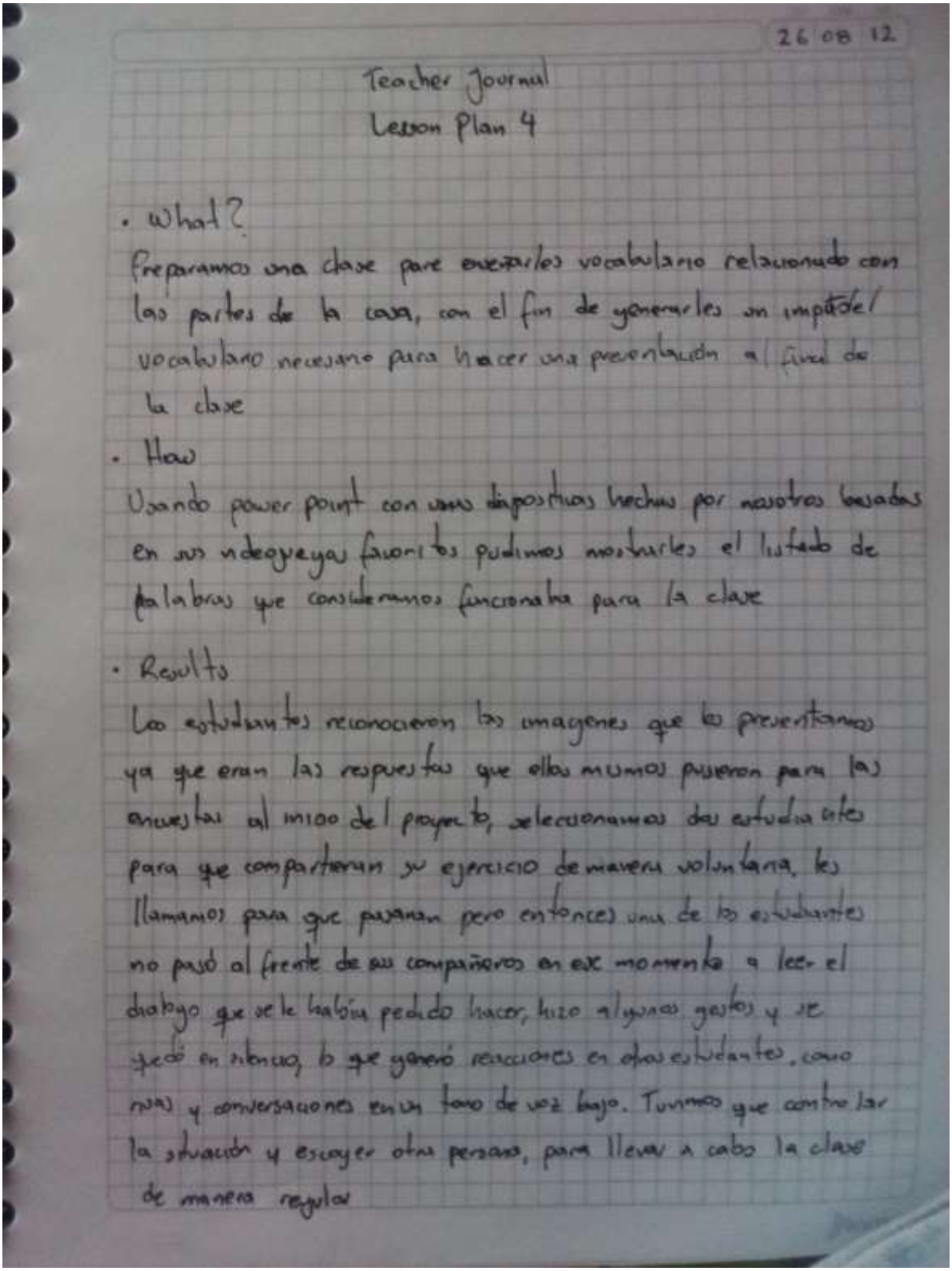
- How?

Inicialmente les mostramos gramática a través del uso del tablero Posteriormente aplicamos esta gramática con fragmentos de capítulos de los Simpsons proyectados en el televisor del salón, donde además se enfatizamos la importancia de reconocer buenos comportamientos.

- Result

Al principio de la clase realizamos algunos ejercicios para recordar lo visto en clases de la primera mitad del año, pero los estudiantes no respondía a las instrucciones dadas indicando que no palabras que no se acordaban porque no habían practicado y era difícil acordarse con las imagenes y videos mostrados algunos estudiantes respondieron de nuevo a las instrucciones, pero Leven pocos los que mostraron haberse apropiado del tema.

Dubán González
Diego Mesa.



26 08 12

Teacher Journal
Lesson Plan 4

- What?

Preparamos una clase para enseñarles vocabulario relacionado con las partes de la casa, con el fin de generarles un input del vocabulario necesario para hacer una presentación al final de la clase

- How

Usando power point con unas diapositivas hechas por nosotros basadas en sus videojuegos favoritos pudimos mostrarles el listado de palabras que consideramos funcionaba para la clase

- Results

Los estudiantes reconocieron las imagenes que les presentamos ya que eran las respuestas que ellos mismos dieron para las encuestas al inicio del proyecto, seleccionamos dos estudiantes para que compartieran su ejercicio de manera voluntaria, les llamamos para que pasaran pero entonces una de los estudiantes no pasó al frente de sus compañeros en ese momento a leer el diálogo que se le había pedido hacer, hizo algunos gestos y se quedó en silencio, lo que generó reacciones en otros estudiantes, como risas y conversaciones en un tono de voz bajo. Tuvimos que controlar la situación y escoger otra persona, para llevar a cabo la clase de manera regular