



MÁSTER EN FORMACIÓN DEL PROFESORADO DE
EDUCACIÓN SECUNDARIA OBLIGATORIA, BACHILLERATO,
FORMACIÓN PROFESIONAL Y ENSEÑANZAS DE IDIOMAS.

Usage of Multimedia Visual Aids in the English Language Classroom: A Case Study at Margarita Salas Secondary School (Majadahonda).

Líneas de investigación: Adquisición de competencias básicas por parte de los escolares; Diseño y análisis/evaluación de materiales educativos.

TRABAJO FIN DE MÁSTER. CURSO: 2011 - 2012

ESPECIALIDAD: Inglés

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ABSTRACT

New technologies have opened new possibilities in order to integrate multimedia visual aids in the language classroom, but these aids are not being fully exploited. The aim of this paper is to clarify the reasons why teachers (particularly at Margarita Salas high school) use them infrequently and to prove that visual aids should be integrated in the language classroom due to the positive effects they have on students. In order to check the general situation in the teaching center, different questionnaires were handed to teachers and students from 1st year of ESO to 1st year of post-compulsory education. After this, a set of sessions were designed for a 2nd year of ESO group, composed by 27 students. The outcomes have been measured with qualitative and quantitative methods. The results show that teachers do not use visual aids as an integral part of the everyday lesson due to timing issues, and students are not satisfied with this situation. The data collected from the 2nd year of ESO students involved in the project show that they have experienced the beneficial aspects of the visual aids. Due to these results it can be resumed that using multimedia visuals as tools in the language classroom is highly beneficial for students and enhanced the learning process. For this reason they should be included in the lessons.

Key words: Multimedia visual aids; visual input; video; 2L Acquisition; Approaches; Communicative Language Teaching; Meaningful Learning.

RESUMEN

Las nuevas tecnologías han abierto multitud de posibilidades a la hora de introducir apoyos visuales multimedia en el aula de idiomas, pero estas ayudas no están siendo plenamente explotadas. El objetivo de este trabajo es aclarar los motivos que impiden a los profesores (particularmente a los del I.E.S Margarita Salas) utilizar este tipo de apoyos, y demostrar que las ayudas visuales deben integrarse en las clases debido a los efectos positivos que tienen en los estudiantes. Con el fin de comprobar la situación general en el centro de enseñanza, se entregaron diferentes cuestionarios a profesores y alumnos de 1º de ESO hasta 1º de Bachillerato. También se diseñaron una serie de sesiones para un curso de 2º de ESO compuesto por 27 alumnos. Los resultados se han medido con métodos cualitativos y cuantitativos. Éstos muestran

que los profesores no utilizan apoyos visuales debido a problemas relacionados con el tiempo y que los alumnos no están satisfechos con la poca frecuencia de su uso. Los datos recogidos en el grupo de 2º de ESO demuestran que los alumnos han experimentado los beneficios del uso de imágenes multimedia. Debido a estos resultados se puede concluir que el uso de imágenes como herramientas en el aula de idiomas es muy beneficioso para los alumnos y mejora el proceso de aprendizaje. Por esta razón deben incluirse en las clases.

1. INTRODUCTION

The present paper examines the valuable aspects of the use of visual aids in the language classroom.

The research's analysis will be focusing on those benefits of visual material that scholars have studied over the years. Visual aids, when integrated into the lesson plan through media, attract students' attention to the topic presented in the class, enhance and facilitate comprehension of grammar and language, increase students' motivation, as well as help students to memorize the new vocabulary and structures.

Apart from being an excellent tool to improve the language acquisition, the use of visual in the classroom provides a more meaningful context for the students. All these factors lead students to become more participative and communicative members of the class group.

1.1 Objectives

The importance of the visual aids as a useful tool in the language classroom is going to be analyzed along this paper. The first aim is to review the approaches and methods that have used all kind of visuals in the lessons, and briefly show how these aids have evolved and supported teachers and students to carry out successful teaching experiences.

The second objective is to develop a set of questionnaires to collect qualitative and quantitative data about the attitude and thoughts of students and teachers towards the benefits of multimedia visuals in the English classroom.

The third objective of this paper is to develop six sessions in which multimedia visuals can be integrated, in order to fully exploit their benefits for students. These sessions will make use of different visual aids through the technological devices available in the classroom.

The final aim pursued in this research is to demonstrate that multimedia visuals integrated in the lesson provokes a change in the dynamics of the language classroom.

It will be confirmed that the use of visual help to attract students' attention, enhance and facilitate comprehension of the 2L, as well as help students to memorize vocabulary and structures and to increase their motivation.

1.2 Topic relevance

Over the years, the benefits related to the use of visual aids in the language classroom have been a topic of lively debate.

Nowadays, one thing that cannot be denied is that our students live in a media world, in which most of the information is provided by visual input, through different technological devices.

As scholars have always argued, in order to make the acquisition of the language more meaningful for the students, teachers must bring the real world into the classroom. Visual materials work as a powerful tool in this aspect, as far as they give teachers the opportunity to show the culture of the target language, the habits and the body language that lie behind the language transactions. All this makes students understand that the use of the target language has a purpose: the real purpose of real communication.

The students involved in this research are the 2nd year of ESO group. Being among the youngest in the high school, their level of English is quite low. This kind of student is the one that is being benefited most from the visual aids integrated into the lesson plan (Boucheix, 2005).

As it will be explained in the next part, the visual impact of images has been proved to be superior to the one of texts (Clark and Lyons, 2004), and that is why visual aids result to be very effective to help students in memorizing new vocabulary and structures. There are several memory-strategies that can be put into practice when using visual materials. They are often used in initial stages of the language learning, as the 2nd year of ESO classroom (Oxford, 2001).

A major aim of the teachers is to make the input comprehensible for the students, trying to use the target language as much as possible during the lesson, avoiding direct

translations and extra explanations in the mother tongue. The visual materials support them in that matter, as they serve as mental scaffolds for the students (Carney and Levin, 2002) and help teachers to correlate and coordinate accurate concepts making the learning more concrete (Mannan 2005, p.108). Pictures and videos can serve as a connection between the mother tongue and English, so direct translations are not needed (Feuntein 1995). This support also allows the teacher to skip excessive explanations and translations and help them to save time (Brinton,2001).

It is important to mention that visual materials can create a harmony between the students and the instructional methodology and materials used, as Oxford (2001) points out. In our classrooms we will have to face a wide variety of learning styles, such as visual learners, who can benefit largely of the visual aids, as they feel confused when following oral instructions and conversations. But they are not the only kind of learners helped by visual aids, 'kinesthetic and tactile learners enjoy working with tangible objects, collages and flashcards too' (Oxford, 2001, p 105). If the students feel comfortable with the materials and the methodology, they are expected to perform well, feel confident and experience low anxiety (Oxford, 2001). Videos, for example, help students in gaining confidence as they repeat and imitate real models using the target language. Therefore, students are expected to be more participative and feel more motivated.

1.3 Relationship with the teaching practice

Nowadays, thanks to the new technologies such as computers and interactive whiteboards, teachers have new possibilities in order to integrate visual materials inside the classroom. Even though these possibilities increase every year, they are not fully exploited in the language classroom, due to a number of reasons.

During my practice in the teaching center I became aware of this situation.

After the first period of observation in the high school, it was clear that the use of visuals, apart from those included in the textbooks, was not an integral part of the everyday lessons. The use of multimedia visuals, such as slide-presentations or video-based activities was relegated to special occasions, or not even used at all.

In order to check if the situation was the same with the rest of the classrooms and courses, a questionnaire (appendix---) was handed to 213 students from 1st year of ESO to 1st year of Post-compulsory Secondary Education. The results will be explained in detailed in the data analysis section. Summarizing, students have reported an infrequent use of visual aids in the language classroom and an overall desire of having them integrated in their regular lessons.

Teachers from the English department were asked to fill the questionnaire regarding the use of visuals in the English classroom. The main objective was to get a feedback of the teachers towards this matter. These questionnaires, together with the ones given to students, will be analyzed later.

The group involved in the research, was composed by 27 students of 2nd year of ESO, with a medium level of English. The most important aspect to be highlighted from this group was the attitude towards the English class: they had a correct behavior, but they lacked motivation and participation. There were several students that monopolized the active participation, but most of the students did not feel confident when they had to speak in class, and did not seem to be engaged in the topics at all.

The teacher struggled to make them participate, and to avoid direct translations and explanations in Spanish. When asked about the use of multimedia visuals, the teacher commented that she did not use them regularly because technological devices were not always available.

For all these reasons, it was decided to integrate visual aids as part of the daily lessons, in order to see if it produced any positive impact on students.

1.4 General presentation of the TFM

After this short introduction to the topic of the research, an overview of the main theories and studies about the use of multimedia visuals in the classrooms will be given.

This will be followed by the description of the sessions with multimedia components, carried out in the 2nd year of ESO classroom.

The final section will present the data collected after the classroom experience: observations, questionnaires and tests. This data will be analyzed in order to see if the hypothesis was right, and if the visuals helped students to improve different aspects of language acquisition.

2. THEORETICAL BACKGROUND

2.1 Different approaches bring the real world to the language classroom through visuals.

Visuals have been an important component of the language classes over the years. To be exact, the use of visual aids for presenting, training, and teaching languages has been around since the 1920s – 1930s, consisting mainly of film strips, pictures, slides and pass-around objects.

They have been considered a useful tool for teachers in almost every trend of second language teaching. Such was an impact of visual materials that several universities have even created catalogues of visual aids that trace the history of using visual literacy and visual education.

In continuation, we are providing a brief overview on the use of visual aids throughout the history of the language teaching.

Probably, the Direct Approach was the first one to give importance to the use of visuals in the language classroom. This teaching method, which became popular at the 20s - 30s of the last century, enhanced the use of the target language. Teachers used direct reference to objects or concepts in order to avoid the mother tongue.

The use of tape recordings and picture slides gained special importance in the 1950s - 1960s with the rise of the Audio-lingual method in the USA. Based on Skinner's behaviorist theory, it claimed to provide students' with best models to imitate native speakers.

The Oral-Situational Approach, dominating in Britain in the middle of the last century, insisted on learning language situationally. Concrete objects, pictures, realia, charts and flashcards were widely used in the classroom to promote real life contexts.

Also in the 1960's, French Scholars developed the Audio-visual method. This method considered that audiovisual technology is a great contribution to help teaching. Students were taught through a combination of textbooks, filmstrips, tape-recordings, slides and classroom presentation.

Methods involved on the Humanistic Approach have made a great use of visuals too. For example, The Silent Way Method avoided the use of the mother tongue in the classroom. The teacher made use of several visual aids: colored wooden rods, set of wall charts containing useful vocabulary, color coded phonetic charts, tapes or discs, film drawings and pictures, worksheets and transparencies.

Another method, the Total Physical Response, involved a lot of physical manipulation and action in order to imitate the way 1L is acquired. Teacher's words followed by actions served as visual aid, as well as large pictures.

The Natural Approach developed by Krashen was based on his Monitor theory. Students were not expected to produce output immediately; they should go through a period of understanding first. Magazine pictures and other visual and kinesthetic aids were used as an elicitation device in the listening comprehension and early production stages.

Video tapes were considered the most appropriate visual aid when the teachers were not native, as the Comprehension-based Approach claimed. This method was also based on the idea the 2L learning was similar to 1L acquisition, so students received a lot of audiovisual input in the first stages of the learning.

Against the trends that gave prominence to the stage of receiving input, in the recent years, language teaching has been enhanced by a number of different communicative approaches. They have had as their main objective to enable students' communication in the real world. These approaches have pointed the importance of bringing the real world into the classroom to make the learning more meaningful for students.

As an example, Communicative Language Teaching puts much of the emphasis on the need for real life objects or texts to give authenticity to the communicative situation: 'Non native speakers (both inside the classroom and outside the classroom) make use of the here and now objects in the immediate environments' (Brinton, 2001, p.459).

There are other methods that worth being mention regarding the use they make of visual aids. Task-based Learning arises from cognitive theories about processes such as memory, attention, and recall. In the initial stage of the lessons, input can be presented through visual aids or realia that will be followed by the performance of the tasks.

As Snow (2001) suggests the visual materials use Content-based goes from gestures and pantomimes to pictures, photographs and slides. These aids help to make the activities more motivating and meaningful for the students.

2.2 A cognitive approach: the importance of the input, dual-coding theory and image schema theory.

The importance of visual material in the process of language acquisition was researched by scholars belonging to the Cognitive approach. Some of the theories that these scholars have developed are related to the importance of the input, dual-coding theory and image schema theory, which are deeply linked with the visual and experimental relationship of the human being with the world. Cognitivists allege that second language acquisition can be better understood by focusing on how the human brain processes and learns new information (Mitchell and Myles 2004). It is assumed that the meaning constructed through the language is not independent module of the mind, but it reflects all of the human beings' experiences (Geeraerts, 2006). Linguistic meaning is based on usage and experience, and therefore students should be place in an environment that trigger their experiences and let them use the language for real purposes as many times as possible.

Visuals can support the input that the student receives. In the cognitive approach to second language learning, a lot of prominence is given to the access to the target language input. Gass (1997) asserts that 'second language acquisition is shaped by the input one receives' (as cited in Fotos, 2000). Fotos also states that the input the students receive in the classroom can be manipulated in order to make it easier to understand, fitting their needs and level. She defends her position by arguing that teachers have been doing it over the years, with different strategies such as simplifying the grammar activities or physically highlighting the important points of a particular

topic (grammar structures or vocabulary) in the presentations or in the prints that they hand to them (Fotos, 2000).

This directs our attention to Krashen's Input Hypothesis, which claims that 'we move along the developmental continuum by receiving comprehensible input. Comprehensible input is defined as second language input just beyond the learners' current second language competence in terms of syntactic complexity' (Krashen, 1985, p.2). Thanks to the visuals provided in the classroom, the second language input will be easily understood. They provide conceptual scaffolding, through cultural context or other clues, and it helps with the natural associations of images and words (Nation and Newton 2009).

The dual-coding theory explains part of the way the brain process the new information (the input). As Paivio (1991) wrote, cognition is formed by two subsystems, a verbal one and a non-verbal one. The first is in charge of dealing directly with the language, and the second is specialized in dealing with non-linguistic objects and events. These two systems are assumed to work together in the language acquisition. Therefore 'combining pictures, mental imagery, and verbal elaboration could be an effective method in promoting understanding and learning from text by students ranging from grade school to university level' (Paivio, 1991, p.163).

Another point developed by cognitivists, as it has been mentioned before, is the image schema theory. It derives from the claim that knowledge is not static, propositional and sentential, but is grounded in and structure by various patterns of our perceptual interactions, bodily actions and manipulation of objects (Gibbs, 2006).

Following Johnson and Latkoff studies, they suggest that over two dozen different image schemas and several image schema transformations appear regularly in people's everyday thinking, reasoning and imagination (as cited in Gibbs, 2006). These image schemas are defined as 'dynamic analogical representations of spatial relations and movements in space and each one of them reflect aspects of our visual, auditory and kinesthetic bodily experience' (Gibbs, 2006, p. 240).

Lakoff and Johnson also coined a new term called the Experiential Realism that is based on the assumption that there is a reality "out there", and that the purpose of our perceptual and cognitive mechanisms is to provide a representations of this reality (as

cited in Evans and Green, 2006). According to this, if we want to set our students in a meaningful context, they should be placed in the reality they live in. In order to do it we must bring the reality “out there” inside the classroom.

2.3 The importance of visuals in Second Language Acquisition.

Most of the language teachers seem to agree that the use of visuals can enhance language teaching. As they help teachers to bring the real world into the classroom, they make learning more meaningful and more exciting (Brinton, 2000). According to Bamford (2003), it must be taken into account that visual literacy is the key to obtain information, construct knowledge and build successful educational outcomes. He asserts that this is due to the increase of the number of images in the world (as cited in Harif and Hashim, 2009). It is important to point that students bring to the classroom their own background, that nowadays is associated with images provided by mass media, videogames etc. Santas (2009) reflects on how teachers ask students to think without any of this help, what seems to require convincing them to give up what they have experienced in their lives.

Visual aids can be a helpful tool in the language classroom as Mannan (2005) points out they ‘help the teacher to clarify, establish, correlate and coordinate accurate concepts, interpretations and appreciations, and enable him to make learning more concrete, effective, interesting, inspirational, meaningful and vivid’ (p.108).

Visual material or anything used to help the student see an immediate meaning in the language may benefit the student and the teacher by clarifying the message, if the visuals enhance or supplement the language point, as Canning-Wilson (2000) indicates in her work. These advantages suggest that visuals can help make a task or situation more authentic (Canning-Wilson, 1998).

Researchers as Kemp and Dayton (1985) claim that visuals aid in motivation and maintaining attention by adding variety and making the lesson more interesting (as cited in Bradshaw, 2003).

Watkins and Brobaker have collected in their paper several studies from different researches that conclude that visuals clarify and enhance students learning, and that this information is recognized and remembered for longer durations than verbal information alone.

Early researchers such as Adam and Chambers (1962) or Harber and Myers (1982) seem to agree with the idea that the memory for picture-word combination is superior to memory for words alone or pictures alone (Petterson, 2004). Branch and Boom explains that memory for pictures is superior to memory for words and this effect has been called the Pictorial Superiority Effect (as cited in Petterson, 2004). More recent researches on visuals and words have shown that memory for visual tends to be better than memory for words (Clark and Lyons, 2004).

Some other researches as Barry (1998) has claimed that persuasion tend to be accomplished in both children and adolescents almost exclusively through imagery, and that those images and visuals speak directly to us in the same way experience does: holistically and emotionally. Taking this into account Piaget and Inhelder (2000) states that young students have little knowledge of the living world and developing conceptions. Therefore they need more visual information to represent their thoughts (as cited in Arif and Hashim, 2009).

Moriarty (1994) also claims that human beings develop their visual language skills before the verbal language development and serves as the foundation for the last one. This is a possible explanation for the need of pictorial information rather than textual among young students (Arif and Hashing 2009). Paivio (2009) had already explained this with his theory based on the idea that cognitive growth is stimulated by the balance between verbal and visual experiences in the early stages of learning. Arif and Hashim (2006) own research proves that pictures gained better attention than words, and among young learners, pictures became the main clue in interpreting the meaning of the words.

Research on effectiveness of the visuals used in the learning environment shows that they can improve learning (Anglin, Vaez and Cunningham, 2004). Visuals can help arising the readers interest, curiosity and motivation (Mayer and Moreno, 1998). Fang agrees with these benefits and adds others such as promoting creativity, serving as

mental scaffolding and fostering aesthetic appreciation (as cited in Carney and Levin, 2002).

Studies carried out by Mukherjee and Roy (2003) have found that the use of visual aids to contextualized spoken speech it's a great help for students, given that they can understand 30% more than without the visual support. Following this path, Canning-Wilson (2000) researches suggest that visuals can be used to enhance the meaning of the message conveyed by the speakers thanks to the paralinguistic cues.

Another important thing to note is that visuals may help in order to build mental models, and communicate relationships among content objects in a more efficient way than can words alone (Clark and Lyons, 2004). According to Canning-Wilson (1997) the importance of the visual aids is highlighted when focusing on the way language is processed.

Clark and Lyons (2004) explain that in the process of learning two different types of memories are involved: working memory and long-term memory. The new information is stored in the working memory which is claimed to be the center of active mental work, including the learning. When the visual and phonetic information is received then it is organized to form a cohesive idea. Finally this idea must be integrated with active prior knowledge from long term memory. As it is seen, the two memories work together in complementary ways, to form what is called an updated mental model that will be stored in long-term memory, where it lasts indefinitely (Clark and Lyons, 2004). The virtual capacity of the working memory is affected by how much related the knowledge of the long-term memory is with the domain studied. The more it is related, the more is the virtual capacity.

Taking into account that in a learning environment this related knowledge may not be too much, cognitive overload can take place if the working memory cannot process all the new information during learning. In order to avoid this cognitive overload the two subcomponent of the working memory should be used in their best way. One of these subcomponents is specialized in visual input and the other one in auditory input. For example, if a graphic is explained by words presented in audio, learning the new information is better than if the words are presented in text (Clark and Lyons, 2004, p.chapter 6) The mental models that have been mentioned before are the schemas

stored in the long-term memory and are the basis of thinking, and visuals are claimed to help building them.

2.4 Using visuals through Media in the language Classroom.

Some authors differentiate between Media with “M”, and media with “m”, when relating the term to the language classroom. The first one, Media, refers to all of the technological advances such as new software, hard-wares and the use of computers and projectors. And media for the non-mechanical aids, such as charts or even props for the daily life adapted for teaching purposes (Brinton, 2001).

Both kinds of media seem to have the same beneficial outcomes. Brinton also points out the different reasons why it is helpful to use media in the class. The main reason is that the media appeal to student’s senses and help them process the information, in this way the teacher does not have to give extra explanations as the teaching point has already been reinforced. It is remarkable that media help teachers to motivate students because it brings the real life into the classroom and the language is represented in a more complete communicative context. And instead of taking up additional class hours (a traditional worry of the teachers) they help to economize the teaching task (Brinton, 2001).

The students with different learning styles must be taken into account too, and using media help the teachers a way to address the needs of visual, auditory and kinesthetic learners.

It is important to say that the use of media-based material must be perfectly integrated in the lesson in order to be effective, and not treated as something extraneous to it.

Brinton (2000) devoted the end of her article to summarize the rationale behind the use of the media in the language classroom:

“Use media materials when variety is called for, when they expedite your teaching task and serve as a source input, and/or when they help you to individualize instruction and appeal to the variety of cognitive styles in your classroom. But above all, use media to involve students

more integrally in the learning process and to facilitate language learning by making it a more authentic, meaningful process.”(p. 130)

2.4.1 Pictures, graphics and visual organizers in Power point and Prezi presentations.

Thanks to the projectors and multimedia classrooms that have been integrated in high school nowadays, teachers can use different resources to support their explanations, correct exercises or play games.

In order to make these presentations effective, teachers must be careful with the visual material and strategies they include in them. Several things must be taken into account, such as the way in which pictures, graphics and visual organizers affect the learners, what is the best way to use them and what are their benefits.

Carney and Levin (2002) reported that pictures improved the reading-to-learn process, but they also pointed out that these pictures must be well-selected or well-constructed ones.

The beneficial effects of the visuals and the reasons why pictures facilitate comprehension and learning are explained by Levin and Mayer. They proposed some principles called the seven “C”. According to their words pictures make the text more: concentrated, compact/concise, coherent, comprehensible, correspondent and codable.

Other authors have also numbered some reasons for the benefits of the pictures, such as Peeck (1993). This author highlighted that pictures help increasing motivation, focusing attention, depth of processing clarification of text content, dual-coding theory, decreasing interference decay, process support for the type of information and serve as mental models (as cited in Carney and Levin 2002).

A research by Herron, Hanley and Cole (1995) indicates that listening comprehension is significantly facilitated by visual support in the form of descriptive pictures and visual organizers thanks to the richness of the context provided (as cited in Canning-Wilson 2000).

Graphic images also help students to create relations amongst the words, ‘bringing out more detailed, knowledgeable, responsive, awareness to the object, situation or text being communicated’ (Canning-Wilson 2001, p.56). Canning also points that the picture can help the student to work with more abstract thoughts and organizing skills through the use of logical structure.

Vekiri states that in order to help the working memory process the information, the graphical representations are effective because their processing require fewer cognitive transformations (as cited in Clark and Lyons 2004).

It is important to point that in order to improve memory for lesson content, visuals should be aligned with goals of the instruction. Clark and Lyons (2004) assert that this improvement is the result of dual-encoding. These authors agree with Carney and Levin’s idea of the principle of conciseness that visuals provide in comparison with the texts: ‘If the visuals used depict relationships they can help building cause-and-effect mental models which support deeper learning’ (Clark and Lyons, 2004, chapter 1.2).

The tables below summarize the main points that should be taken into account in order to plan effective graphics (Clark and Lyons, 2004, chapter 1.2 y 1.3). They have been included in this paper to explain the communication functions and psychological functions of the graphics.

Function	A Graphic Used to	Examples
Decorative	Add aesthetic appeal or humor	<ul style="list-style-type: none"> • Art on the cover of a book • Visual of a general in a military lesson on ammunition
Representational	Depict an object in a realistic fashion	<ul style="list-style-type: none"> • A screen capture of a software screen • A photograph of equipment
Mnemonic	Provide retrieval cues for factual information	<ul style="list-style-type: none"> • A picture of a stamped letter in a shopping cart to recall the meaning of the Spanish word, Carta (letter)
Organizational	Show qualitative relationships among content	<ul style="list-style-type: none"> • A two-dimensional course map • A concept map

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Table 1.3. Communication Functions of Graphics.

Function	A Graphic Used to	Examples
Relational	Show quantitative relationships among two or more variables	<ul style="list-style-type: none"> • A line graph • A pie chart
Transformational	Show changes in objects over time or space	<ul style="list-style-type: none"> • An animation of the weather cycle • A video showing how to operate equipment
Interpretive	Illustrate a theory, principle, or cause-and-effect relationships	<ul style="list-style-type: none"> • A schematic diagram of equipment • An animation of molecular movement

Table 1.4. Psychological Functions of Graphics.

Instructional Event	Definition	Example
Support Attention	Graphics and graphic design that draw attention to important elements in an instructional display and that minimize divided attention	<ul style="list-style-type: none"> • An arrow to point out the relevant part of a computer screen • Placement of graphic close to text that describes it
Activate or Build Prior Knowledge	Graphics that engage existing mental models or provide high-level content overview to support acquisition of new information	<ul style="list-style-type: none"> • Visual analogy between new content and familiar knowledge • Graphic overview of new content
Minimize Cognitive Load	Graphics and graphic design that minimize extraneous mental work imposed on working memory during learning	<ul style="list-style-type: none"> • Line art versus photograph • Relevant graphic versus decorative graphic
Build Mental Models	Graphics that help learners construct new memories in long-term memory that support deeper understanding of content	<ul style="list-style-type: none"> • A schematic diagram to illustrate how equipment works • A visual simulation of how genes are transmitted from parents to offspring

Table 1.4. Psychological Functions of Graphics.

Instructional Event	Definition	Example
Support Transfer of Learning	Graphics that incorporate key features of the work environment; graphics that promote deeper understanding	<ul style="list-style-type: none"> • Use of software screen simulation that looks and acts like actual software • Use of a visual simulation to build a cause-and-effect mental model
Support Motivation	Graphics that make material interesting and at the same time do not depress learning	<ul style="list-style-type: none"> • A graphic that makes the relevance of the skills to the job obvious • An organizing visual that clarifies the structure of the material

Many authors have focused on the mnemonic visuals because they seem to have a greater effect than any of the other categories. As Carney and Levin (2002) point out the transformational or mnemonic pictures include systematic memory enhancing components that improve readers' recall of text information. These illustrations seem to be useful for both younger students and middle-age adults' recall of concrete text material as Dretze's researches found out (Carney and Levin 2002).

As Clark and Lyons (2004) explain, a visual mnemonic provides a retrieval cue, so the name of the fact is linked to its meaning of appearance. To make them effective, these illustrations must incorporate the name of the fact and its meaning in a visual representation.

In order to make them effective, pictures should have a universal appeal and they must mean something for the learners, at least they must be able to speak about it in their first language (Canning 2001). It is important to have the learners' preferences into account, and some researches by Canning-Wilson (2001) have proven that learners prefer colored visuals, pictures that contain a story, that can be related to previous experiences and that can be 'associated with places, objects, persons, events or animals of which they are familiar' (p. 8).

Regarding specifically visual organizers, this term involves figures, charts, diagrams etc. As Kang (2004) claims, they are designed to help the learner, bringing the prior

knowledge to a conscious level in the form of an organizational structure. They help enhancing comprehension and learning, as well as eliciting, explaining and communicating information. This author summarizes the advantages provided by visual organizers as follows:

- They allow users to develop a holistic understanding that words cannot convey.
- They provide users with tools to make thought and organization processes visible.
- They clarify complex concepts into a simple, meaningful display.
- They assist users in processing and restructuring ideas and information.
- And they promote recall and retention of learning through synthesis and analysis.

These advantages are especially important in Second Language Instruction because the language deficiencies of the learners are compensated by the visuals.

2.4.2 Digital videos and YouTube.

'Videos, like other theme-based materials, are effective springboards for other content-based classroom activities. They provide background information and proper stimuli for subsequent reading, writing, speaking and listening activities' (Stoller, 1993, p.3).

As Tomalin (1991) observes, the use of video in the classroom is highly motivational for young students. They are stimulated to acquire new words and phrases, while they are learning about the target culture and they are receiving renewed input of the target language.

Other authors highlight the importance of the video as a facilitator of the mental processing, thanks to the images on TV screen that are lifelike, such as representations of people or objects. (Salomon as cited in Arcano).

The use of audio player Cds with conversations between people is a common practice in the schools, but it seems rather unnatural for students, because they are avoided to see the speaker and the environment. Video provides this environment, and this helps

learners to understand a particular discourse and improve their long-term listening comprehension, as well as their “confidence in speech” (Shrosbree 2008).

A study by Canning-Wilson (2000) notes that in order to make the listening input easily comprehensible the scenes with utterances should be back up by body language. It is important too that the students who were in sound-only conditions were less successful maintaining the interest and concentration in listening. For Canning what is more important is that video provides visual stimuli that can help students generate predictions and speculations activating their background schemata.

A great advantage of the digital video technology is the chance that teachers have to produce their own videos or search for those which match in the best way with the students’ needs and interests (Shrosbree 2008).

The best way to use videos in class, as it has been said when talking about media in classroom, is to totally integrate the video in the lesson, and not using it as an extra activity or break for fun.

Hobbs (2006) has described some wrong outcomes of particular uses of the video in language classroom. Most teachers seem to use the video as a reward or to control students’ behavior. One of the major concerns of language teachers is the limited academic time to non-instructional pursuits, so the use of video should be integrated in the instructional time by making it effective (as cited in Snelson and Perkins 2008).

As Stoller (1993) points out, video can introduce or provide different issues of a thematic unit in progress or a different closure to one, but to maximize its effect, teachers should integrate pre-viewing, viewing and post-viewing activities into the lesson plan. These activities are proposed to encourage the use of the language and develop several other language skills. The purpose of the pre-viewing activities should be focus on the comprehension of the video and the idea of enhancing the thematic unit. With the viewing activities, the teachers should help students to focus on important features, and avoid passive attitude that students usually take when watching a video. The post-viewing activities, the use of new knowledge should be stimulated (Stoller, 1993).

Another important point to highlight when selecting the video for the lesson is that it should be motivating and between 30 seconds and 4 minutes, with complete

information, telling a whole story (a trailer) or a section of a story (scene). (Tomalin, 1991).

One of the most common worries among teachers when using technology is the cost of it, economically speaking, and the amount of time and skills that it requires (Brinton, 2001). But YouTube has offered a new way of accessing to a rank of information and video resources in a simple way, which does not require any special skills and is free (Snelson and Perkins, 2009).

As it is a global online delivery system, current events, new and cultures can be brought to the classroom with a simple click. Teachers navigate directly to a short focused video segment and in this way the attributes of the video can be exploited without losing students attention, a problem that rises during long-playing presentations (Snelson and Perkins, 2009). Thanks to YouTube special features, teachers can collect several related videos together in a playlist in order to illustrate the concepts of a lesson or spark discussions about a topic (Snelson and Perkins, 2009). In YouTube the possibilities are almost infinite; teachers can find from videos of real life to trailers or movie scenes.

3. VISUAL AIDS INTEGRATED IN THE LESSON PLAN.

Six sessions were designed for the group involved in the research (appendix 1). The aim of the sessions was to prove whether the use of visual materials integrated in every lesson could change the classroom dynamics and had any effects on students' attitude towards the learning process and language acquisition.

Each session was focused on a different visual aid to be used: a short video in the first class, power point presentation - in the second, hand-made poster and power point presentation - in the third one, the prezi presentation and a short video clip were used for the fourth class, etc...

The main aim of the activities was to change the dynamic of the traditional English class in order to see and evaluate the changes in terms of students' behavior, motivation and language acquisition.

In continuation, we will shortly describe each of the session. A more detailed description is available in the attachment provided at the end of the work.

All of the sessions were taken place in a special classroom provided with computers and projectors.

This table summarizes the information of the multimedia visuals used in the classroom:

Session	Visual tools used	Rationale behind the use of the visual aid
1	A short video (Harry Potter's scene)	Help students relating their prior knowledge with the new one.
2	PowerPoint presentation	Reinforce and enhance students' comprehension of the modal verbs. Explanation of the project.
3	Students' power-points and hand-made murals.	Support students' presentations
4	Prezi presentation and short video: Circus du Soleil trailer.	Guide the students through the lesson, avoiding direct translation of the vocabulary and expressions. Introduce the new topic and focus students' attention.
5	Short video clips (scenes from different Tv shows)	Support a role-playing activity. Make the activity more appealing for students.
6	Prezi presentation of	Highlight a new grammatical structure introduced in the lesson (The Present Perfect tense), as well as to make the grammar content

	the present perfect. Matilda's trailer.	more attractive for the students.
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First session: The first lesson is structured around a short video taken from the Harry Potter movie. The visual material is used to introduce the topic of the lesson (the rules) through the set of pre-viewing, viewing and post-viewing tasks. The session starts with brainstorming activity where students are asked to talk about the rules of their school, home, etc. In continuation, the modal verbs “can” and “have to” are introduced.

After this, a video clip is played. Following the advices of different authors, such as Tomalin and Stoller, this video (and the rest of the videos used along the unit) is a short scene from a Harry Potter movie. The aim of this clip was to trigger students' knowledge of the rules from a particular school. During the viewing stage students were asked about some information from the clip, with a photocopy handed by the teacher.

Finally the post-viewing activity was meant to encourage students speaking practice, demanding more information about the movie, such as rules of Hogwarts, wizards etc. In order to talk about it, students are asked to use the new modal verbs they have learnt. (Appendix 2)

Second session: The second session is designed around a power point presentation (appendix 3) used to reinforce and enhance students' comprehension of the modal verbs, adding to the slides visual organizers to highlight the grammar point and pictures that show the rules that are around them.

In addition, the power point presentation is a helpful tool for explaining the structure of the project they have to carried out ('Make you own rules'). In this part of the presentation the pictures are meant to catch students' attention and make them focus on the explanation. The project is based on inventing rules using the new structure they have learnt. The group is divided in 5 subgroups and each is assigned a different setting: government, job, school, home, and public transport. The presentation helps

them with some ideas they could use to make up the rules. Finally students are asked to write 10 rules and make a short presentation to explain them to the rest of the class.

Third session: in this third session students use their own visual materials. Some of them use basic power point presentations and others hand-made murals. Students are not allowed to speak Spanish, so the classmates are helped by the drawings, and pictures of the presentations.

Fourth session: the topic of this session was the Circus and its Performers. Two different visual aids were integrated in this lesson. A Prezi presentation (appendix 3) was used to guide the students through the lesson, avoiding direct translation of the vocabulary and expressions. A short clip of video was used at the beginning of the lesson, in order to introduce the new topic and focus students' attention on to a motivating trailer from a Cirque du Soleil spectacle. After watching the video the teacher elicited information from the students, about their personal experiences relating circus' spectacles and the differences they found between traditional circuses and this one. Then in the Prezi presentation, pictures linked the new vocabulary and expressions with their meaning, and students completed their activities guided by them.

Fifth session: A short video clip, offered in this session, is used as a visual support for role-playing activity. Students are asked to create short dialogues and reproduce them while dubbing the actors from the video clip. Body language of the characters should be taken into consideration.

Sixth session: A Prezi presentation (appendix 3) was used in this session to highlight a new grammatical structure introduced in the lesson (The Present Perfect tense), as well as to make the grammar content more attractive for the students. To practice this new tense, students were offered to watch the trailer of a movie called "Matilda". This short video, full of funny situations, not only made the class environment more enjoyable, but also gave a lot of possibilities for the teacher to work on the use of Present Perfect Tense.

4. METHODOLOGY

4.1 Survey before the interaction with the group involved in the research.

In order to check the general situation in the teaching center regarding the use of visual materials in the classroom, a questionnaire was handed to 213 students from 1st year of ESO to 1st year of Post-compulsory Secondary Education.

In the first part of the questionnaire students had to answer how frequently (never, sometimes, or usually) visual materials included in the lessons were (appendix 4):

(Questions are written in Spanish in order to avoid misunderstandings.)

1. En clase de inglés se utilizan presentaciones visuales con la explicación.
2. En clase de inglés se utilizan videos acompañados de ejercicios relacionados
3. En clase de inglés se utilizan fotografías y dibujos para acompañar ejercicios orales.
4. Las clases son completamente en inglés.
5. Las clases de inglés se imparten en aulas con proyector.
6. Tenemos oportunidades de participar oralmente en clase.
7. Tengo la oportunidad de hablar inglés fuera de clase.

In the second part of the questionnaire students were asked whether they would like or not to increase the use of visual materials in class and the use of English:

1. ¿Te gustaría que aumentara el uso de presentaciones que acompañan a las explicaciones en inglés?
2. ¿Te gustaría que aumentara el uso de videos relacionados con el temario de clase?
3. ¿Te gustaría que aumentara el uso de flashcards y fotografías para los ejercicios orales?
4. ¿Te gustaría tener más oportunidades para practicar inglés oralmente en clase?
5. ¿Te gustaría que las clases fueran completamente en inglés?

They should answer yes, no or indifferent to these questions.

Teachers from the English department were asked to fill the questionnaire regarding the use of visuals in the English classroom. The main objective was to get a feedback of the teachers towards this matter (appendix 4).

The first six questions of the questionnaire are related to the use of visuals and the target language in their classrooms:

1	I speak only English in class because my students are able to understand most of the things I say.
2	I believe my students appreciate having language classes completely in English.
3	I think that my students are able to understand the correct meaning of the vocabulary without teaching it in Spanish.
4	I think that communicative skills should be taught in the classroom together with grammar and vocabulary.
5	I usually use pictures slides in my lessons to support my explanations and to illustrate the meaning of expressions and words.
6	I usually use videos related to the topic to enhance the students' communicative skills.

Questions 7,8,9,10 and 11 were related to the attitude of the teacher regarding the use of visuals in class:

7	I think that the use of visuals in the language classroom is highly beneficial for most of the students.
8	I consider that the use of visuals in the language classroom may help students to focus their attention on the topic
9	I believe that the use of visuals in the language classroom increases students' motivation and participation in the class.
10	I believe that visual aids are especially effective for lesson planning and lesson timing.
11	The use of visuals in class requires an amount of time that I do not have.

The last 3 questions are related to the materials available and the training that teachers have.

12	I have all the necessary equipment in order to use visual material in the language classroom.
13	I consider that preparing extra visual aids for the lesson is a part of the teacher's job.
14	I have been trained to create my own visual material.

4.2 Data collection after the project.

The project was conducted, as it has been said before, at Margarita Salas High school with a group of 2nd year of ESO, conformed by 27 students.

After the observation of the classroom dynamics, it became evident that visual aids, apart from those included in the textbook, were being hardly used in the language classroom. In fact, most of the videos used in the class were planned as extra and had no direct connection to the rest of the lessons.

The previous section explains how visual aids were integrated in different lesson plans, and in order to evaluate the result of the experience both qualitative and quantitative methods have been used.

The first part of the qualitative data collection was based on direct observation of the changes in the classroom dynamics and students reactions towards the activities of the lesson:

- Students level of attention
- The increase of participation
- Immediate answers to the new input (written and oral activities)

The second part was a questionnaire composed of 3 open-ended questions, aimed to collect personal opinions of the students:

- 1- Did you like the lesson plans carried out during these two weeks? Why?
- 2- Did you find something different between these lessons and the ones you usually have in the English class? What was it?
- 3- What did you like most about the videos and presentations that were used?

In order to measure the quantitative results a Likert Scale was used to structure a questionnaire regarding students' opinions. It was composed of 14 items scores on a five-point scale for each of them (from 1=Strongly disagree, 2=Disagree, 3=Neither agree nor disagree, 4=Agree, 5=Strongly agree). The items included covered such important fields of language acquisition as motivation, communication and interaction, comprehension of the new input, and meaningful and contextualized contents (appendix 4).

MOTIVATION
<ol style="list-style-type: none"> 1- Aumenta mi interés en el tema tratado. 2- Aumenta mi nivel de atención. 3- Hace las clases más entretenidas.
COMMUNICATION AND INTERACTION
<ol style="list-style-type: none"> 4- Ayuda a mantener el orden en la clase. 5- Me motiva a la hora de participar en clase. 6- Me ayuda a expresarme de forma oral.
COMPREHENSION OF THE NEW INPUT
<ol style="list-style-type: none"> 7- Ayuda a seguir la explicación en inglés. 8- Ayuda a seguir la corrección de los ejercicios. 9- Ayuda a visualizar el vocabulario. 10- Ayuda a memorizar el vocabulario. 11- Ayuda a entender mejor la gramática.
MEANINGFUL AND CONTEXTUALIZED CONTENT
<ol style="list-style-type: none"> 12- Me ayuda a recordar mis conocimientos previos sobre el tema. 13- Me ayuda a organizar la nueva información. 14- Me ayuda a relacionar lo que ya sabía con los nuevos conocimientos.

Finally, to see if the use of visuals during the lesson plan helps students to improve their academic outcomes, they made an exam with the contents of the unit. The post-

test marks were analyzed and compared with previous marks of the students (the ones from the last exam they performed before the didactic unit).

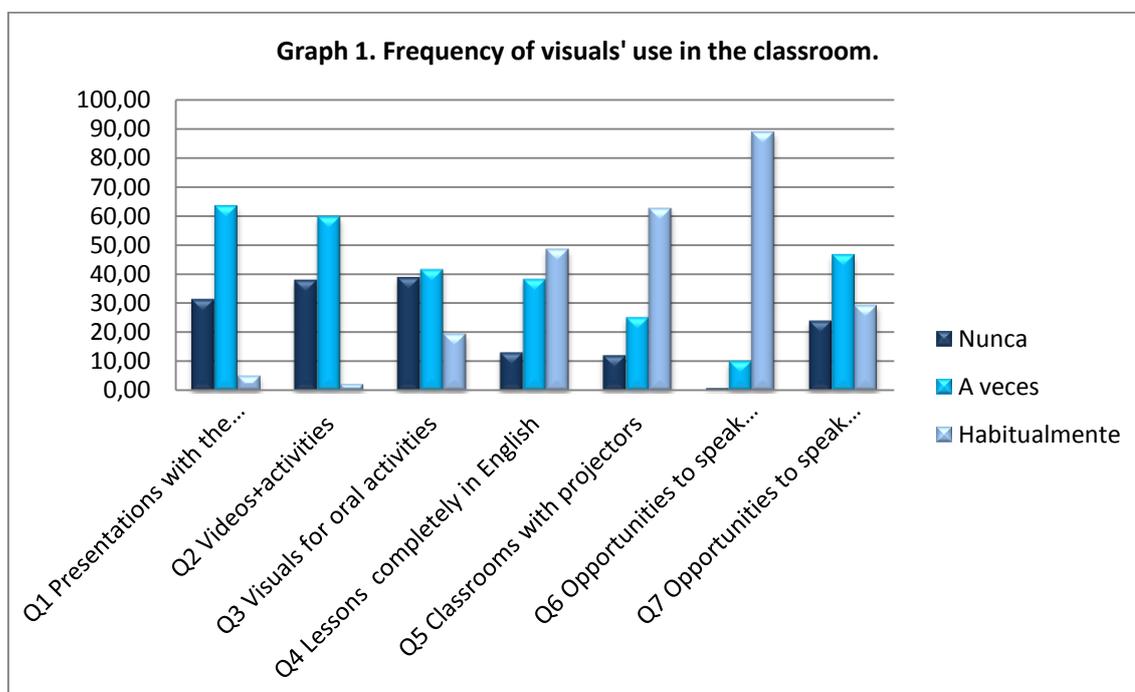
5. ANALYSIS OF THE DATA

Once the data was collected by means of questionnaires, observation and comparison of marks, it was processed in order to analyze if the objective of the research has been reached. In this section of the paper these results are going to be explained in detail.

5.1 Results of questionnaire 1 and 2: Students' and teacher's attitude towards the used of visuals in the teaching center.

The results of the students' answers to the questionnaire are shown in the tables below.

The first graphic shows students responses regarding the frequency of the visuals' use in the classroom, the devices available and the use of the target language:

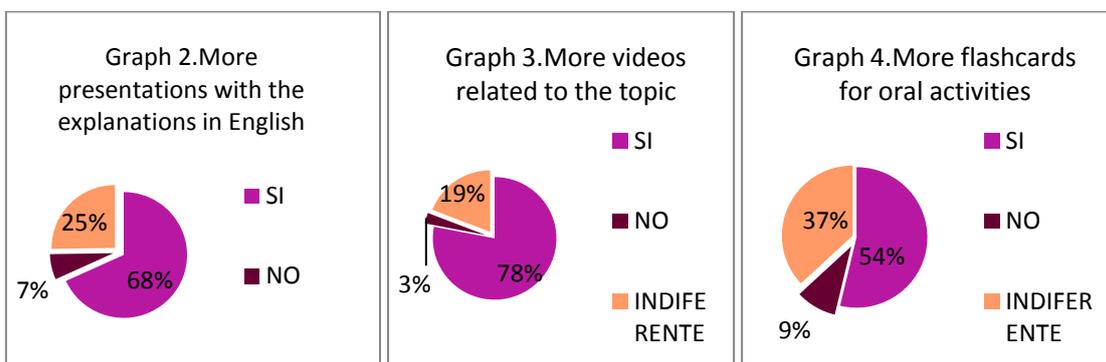


As we can see from graph 1, a high number of respondents (almost 63%) indicate the availability of projectors and other multimedia devices in their English classroom.

At the same time, surprisingly most of the students report that the use of these multimedia devices in the classroom is rather infrequent. It should be highlighted as well that, according to students' answers, some multimedia resources are not used at all. In particular, it is the case of multimedia presentations and videos (Between 30-40% of respondents affirm that they never used them in the class).

The other interesting aspect of the data collected is a high number of opportunities created for students in the language classroom that allow them to improve their oral skills. In fact, more than 90% of the students affirm to have oral classes on a daily basis.

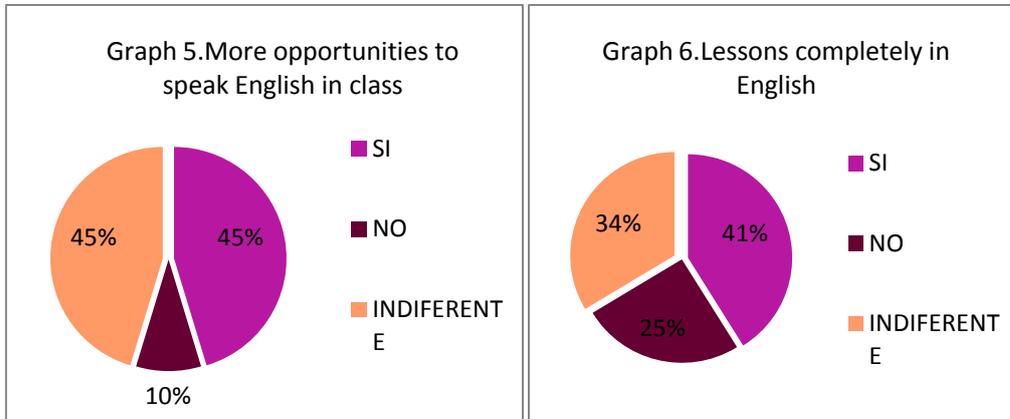
The results of the second part of the questionnaire are presented in the following graphics:



Most of the students are in favor of increasing the use of different visual materials, in particular, multimedia visuals (about 70% of the respondents). The percentage of those who are against or indifferent is significantly low if compared the total number of respondents.

As the graph shows, 78% of the respondents would like to watch more videos in the language classroom, while only a 3% of them feel satisfied with the current use of videos.

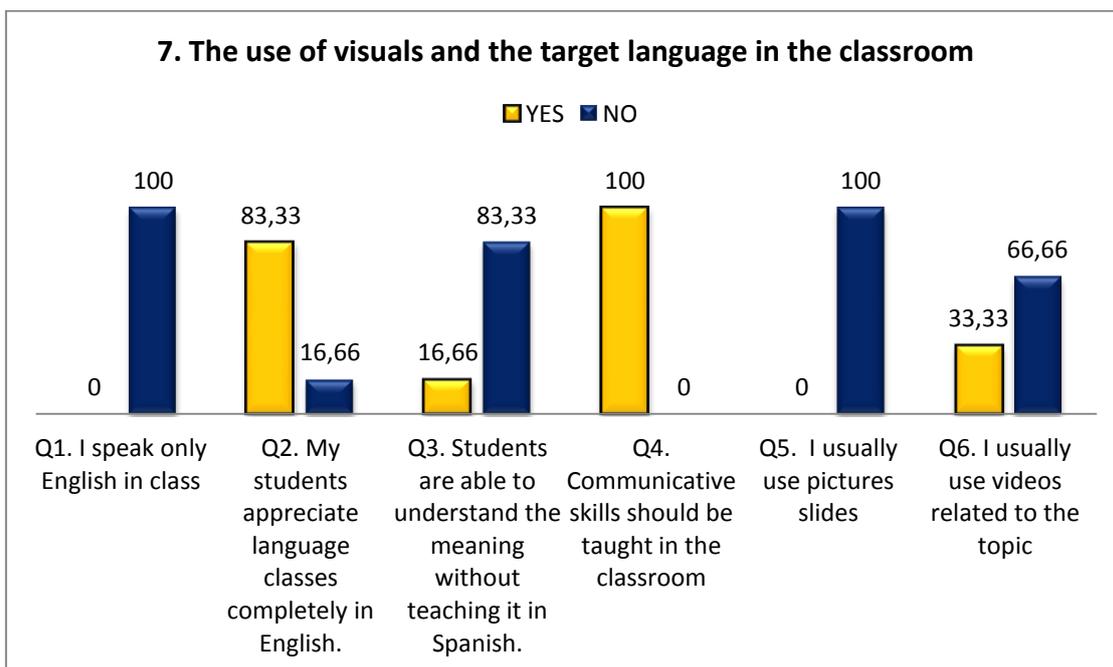
The data collected from question nº 3 suggest that half of the respondents would like to have more visual support during their oral activities, while 37% of them remain indifferent to that aspect.



When answering the question if they wanted to have more opportunities for practicing English in the classroom, 45% of the respondents answered positively, the same number of students was neutral towards the topic, and only 10% opposed the idea. The elevated numbers of respondents who did not feel enthusiastic to practice more English in the language classroom could be attributed to the lack of motivation.

Graph 6 represents the other interesting fact: 59% of respondents do not support the idea of English classes to be given in the target language. The elevated number of negative answers could be explained, from our point of view, by the fact that students' level of foreign language is not sufficient.

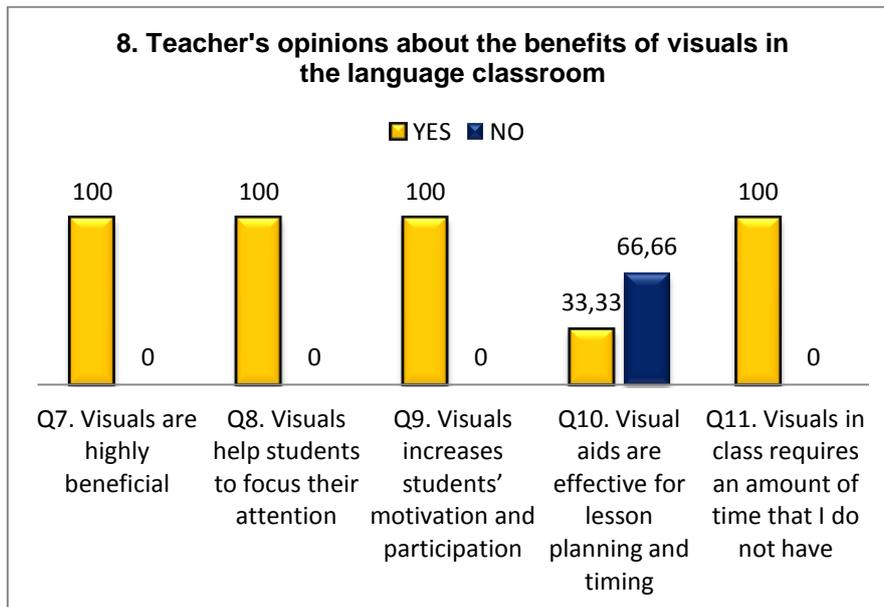
After having analyzed the results of the students' answers, let's see teacher's responses.



The results of the 6 teachers' quest clearly show that most of them do not see viable using English as the only language tool in the classroom. More than 80% of teachers consider that their students are not able to follow the class given only in English language. Not surprisingly, 100% of teachers confirmed that they use Spanish together with English.

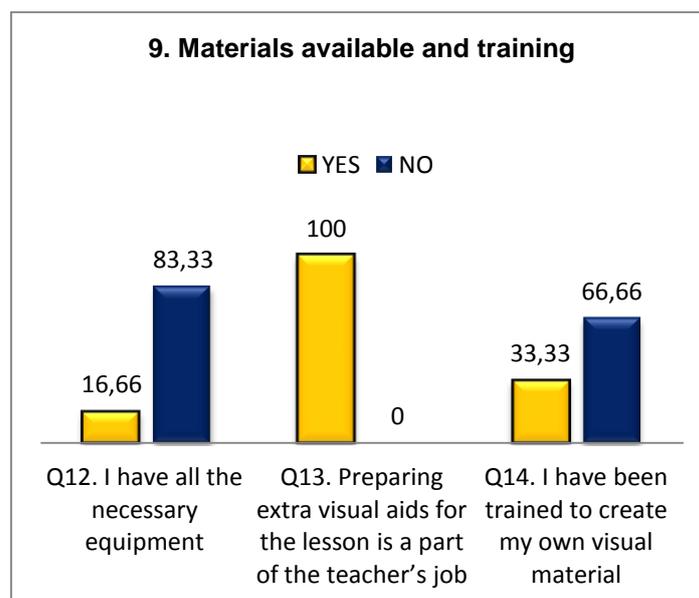
As far as the visuals concern, about 66% of teachers claimed to use videos in the classroom. Unexpectedly this percentage goes down to zero in case of multimedia presentations and picture slides.

In spite of the fact that most teachers recognize that their use of multimedia visuals was rather infrequent, all of them coincide in the fact that these new technological tools could be highly beneficial in the language classroom, in particular in terms of gaining students' attention and increasing their motivation (100% of positive responses).



From the other side, 100% of teachers agree that the use of multimedia visuals on a daily basis requires more time to be spent, both on class preparation and class activities. This reason, from our point of view, could be a decisive one when choosing whether include visuals or not.

The graph 9 reflects teachers' answers referring the availability of the multimedia equipment in the classrooms and the training received for their proper use.



Though all of the teachers (100%) consider preparing visuals to be a part of their daily job, in reality it does not happen often. About 67% of respondents affirm that they have not received appropriate training; on the other hand, 83% claim not having all the necessary equipment in the classroom.

5.2 Direct observation of the classroom dynamics

Classroom observation was carried out by using checklists (appendix 5) and field notes regarding students' behavior and attitudes towards the activities.

To rate students overall engagement and participation during the use of the activities and strategies, each item has been marked with L for low engagement, M for medium engagement and H for high engagement and participation. The level of noise in the classroom has been rated with the same letters.

During the first session students were sat forming a semi-circle and I stood in the middle of it, walking through the classroom in order to write on the blackboard and check students' performance of the activities.

The brainstorm was a whole-class activity monopolized by 3 or 4 students that are usually more active. In order to enhance whole-class participation in the next exercises, I started asking them individually. The students' engagement in this task can be rated as L-M, taking into account that the level of participation was rather low and it had to be turned into obligatory.

The environment of the classroom changed when the video was introduced. There was a significant increase in the number of students participating in the discussion of Harry Potter movie. During viewing and post-viewing activities students showed to be more interested and participative. Most of the students followed the discussion with attention and they were rather willing to participate, though this fact also provoked noise in the classroom. This also increased the noise in the classroom, because they did not respect turns.

One fact that should be emphasized is that some of the students who were passive during the first task clearly changed their attitude towards more active participation.

On the second section students were placed facing the teacher's desk, so they could see the whiteboard where the power-point presentation was projected.

The first activity was designed to revise and reinforce students' comprehension of modal verbs. Some of the students did not feel confident to do the exercise even with the help of the visual support. The major difficulty for them was to differentiate between the use of 'can' and 'don't have to'. At this point the teacher decided to make a short explanation in Spanish for those students with lower level.

The students' participation and engagement during the first part of the lesson can be rated as medium. Those of the students who understood the structures were highly participative, meanwhile others, not very secure about the use of modal verbs, preferred to keep silence. The level of noise was very low, as students respected the turns in the correction.

The second part of the presentation, designed with pictures and examples, aimed to catch students' attention. As the project entitled "Make your own rules!" was explained, students made questions to clarify the work they had to do. Students' attitude became more relaxed and clearly positive as soon as they started working on their projects. They were making questions, laughing at the funny examples, etc. Most of them tried to ask in Spanish, so I had to remember them that only English was allowed.

When students were asked to form groups, immediately the whole class divided according to their gender.

As soon as the work on the project began, the level of noise increased significantly and students spoke English just when teachers were near or when they needed their help.

It can be said that by the end of the class students were highly engaged with the project.

During the third session students were placed as in the first session. The presenting group stood in the middle of the square, showing their mural to the rest of the classmates. They were not allowed to speak Spanish, so doubts were asked in English and explanations were given in the target language too.

The most important improvement that I noticed was that shy and less-participative students felt really supported by the visuals. They used the poster or the pictures of the presentation to help them when explaining their topic. They seemed to be more confident when using the poster and the pictures.

When the first group was doing its presentation, I noticed that some students were not paying, because they kept on working on their own works. In order to avoid it I asked those of the students who were listening the presentations to choose the rule they like more and to add a new one.

After the order was restored, most of the students remained in silence and participated asking doubts and adding personal ideas.

In spite of the fact that order was missed sometimes during the lesson, the noise was not very annoying, and it created a more relaxed environment in which the group presenting did not feel stressed or uncomfortable.

The level of participation and engagement of this session can be rated as high.

At the fourth session students were placed facing the whiteboard so they could see the presentation. The first speaking activity that came right after the video of the Cirque du Soleil, was used as a warm up. I elicited information from the students about their personal experience with the world of circus and the differences between traditional circus and the one they have just seen in the video. As far as the students started answering without order, I asked them to raise their hands to intervene.

Most of the students shared their experiences and ideas, making short sentences, such as “my favorite things of the circus are the clowns” or “I went when I was a child”. They also agreed on the fact that Cirque du Soleil was special and expensive. Students felt confident to express their own ideas, so it can be said that participation and engagement were high.

The rest of the presentation was used to work with the new vocabulary and expressions related to the circus. The teacher asked the students to describe the pictures in order to practice the new vocabulary and expressions.

One of the activities consisted of filling the gaps with the correct expression. Without visual clues, students felt a little confused, because they did not know what to write. Pictures helped them to clarify the meaning of the sentence (i.e 'Get on' somebody's shoulders).

The lower rate of participation in this task could be explained by the fact that the students were supposed to deal with new information, so they did not feel quite confident.

There were no problems with students' behavior during the fifth session either; nevertheless they seemed to be less engaged into the listening activity.

Students had to write a conversation that would be later used in a role play activity. This section was not very engaging for them, and it took a lot of time because students were not focused on the task.

A video dubbing activity was planned for the lesson. It was not introduced at the beginning because we did not know if the projector available in the classroom worked. Once it was prepared, the dubbing exercise was explained and it caused a change of attitude in the classroom. Students tried to complete the conversation and be ready in case they have to do the dubbing of the scenes. At the beginning they were not sure what they had to do, so there were not volunteers. After the first dubbing the level of stress went down as students had fun doing the exercise and listening to their classmates. Then 2 more groups volunteered to perform the activity.

The noise was high, because of the laughs and comments, but students seemed to be highly engaged it can be said that participation increased by the end of the lesson.

In the sixth session, even though the topic introduced was new for the students, they understood it quickly and performed most of the activities well.

There were no disciplinary problems; students respected their classmates' turns, so the level of noise was really low.

Present perfect structured was not a problem for students. In the last activity, based on Matilda's movie trailer most of the students felt confident in order to do the activity individually and to share the answers with their partners as a whole-class activity.

Almost every student participated in the activity, and they seemed to have a high level of engagement, as they kept on talking about the movie after the end of the exercise.

5.3 Results of questionnaire 3

Most of the students' answers to the three open-ended questions were related to the changes they have found in the classroom dynamics. Respondents have appreciated the introduction of multimedia visuals because they have found them interesting and helpful. Students have also noticed a change in the use of the visuals they had already used. They reported feeling more motivated thanks to the topics chosen for the videos and presentations.

(The transcriptions of some students' answers to questionnaire 1 can be found at appendix 6)

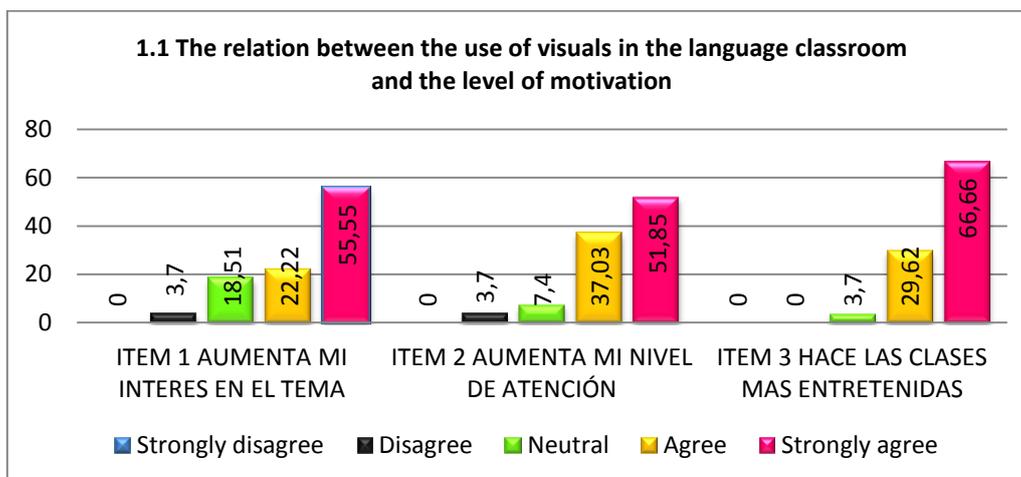
5.4 Results of questionnaire 4

The close questionnaire structured with the Likert Scale was completed by the 27 students in the classroom.

The statements were written in Spanish in order to avoid misunderstandings and students were informed that the data collected was going to remain anonymous.

Once the questionnaires were fulfilled, the data was processed and the figures below show the global results in percentages.

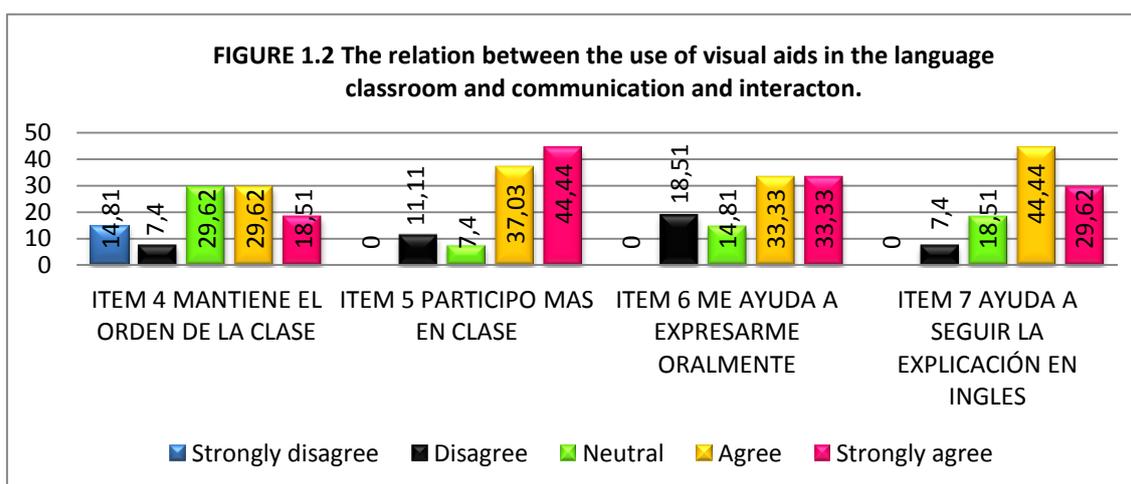
We are going to start with figure 1.1 that presents the results of the items related to motivation. The first graph aims to analyze the relation between the use of visual aids and the level of motivation among the students.



As the graph shows, almost 80% of the respondents indicate that the use of visuals in the classroom enhances their interest towards the topic, about 89% of the students state that visual aids help them to maintain their attention during the lesson. Finally, about 96% agreed that the use of visuals makes their English classes more attractive and enjoyable.

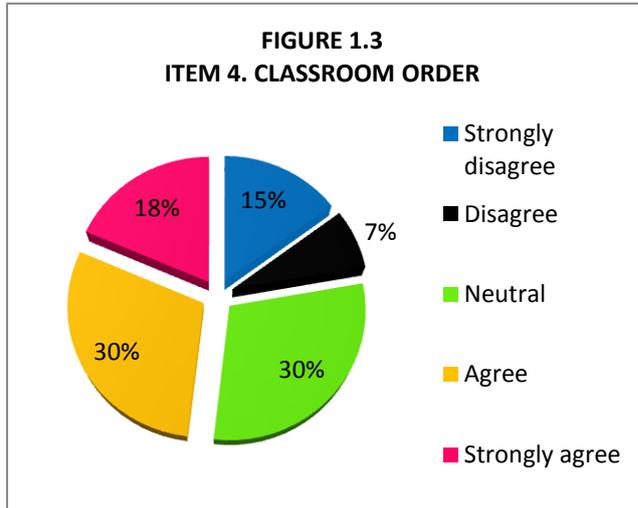
Items 4,5,6 and 7 on the questionnaire suggest if visuals materials help students communicating and interacting in the English classroom.

The responses of the students are described in table 1.2



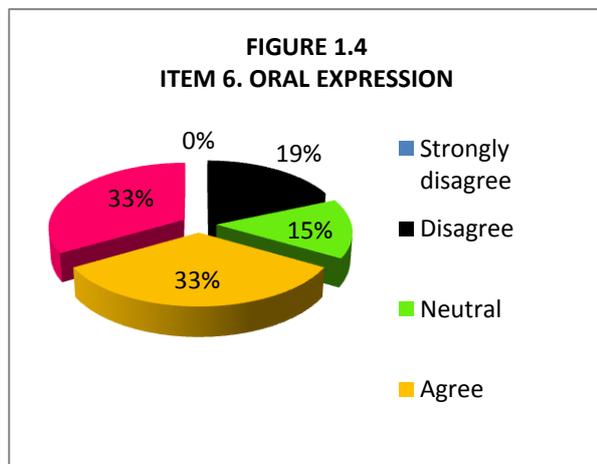
The data shown clearly confirm a positive impact of the visuals in the language classroom. A large majority of respondents (around 80%) experienced significant

increase in their participation. Almost 80% of the students report that the use of visual helps them to follow the explanation in English.

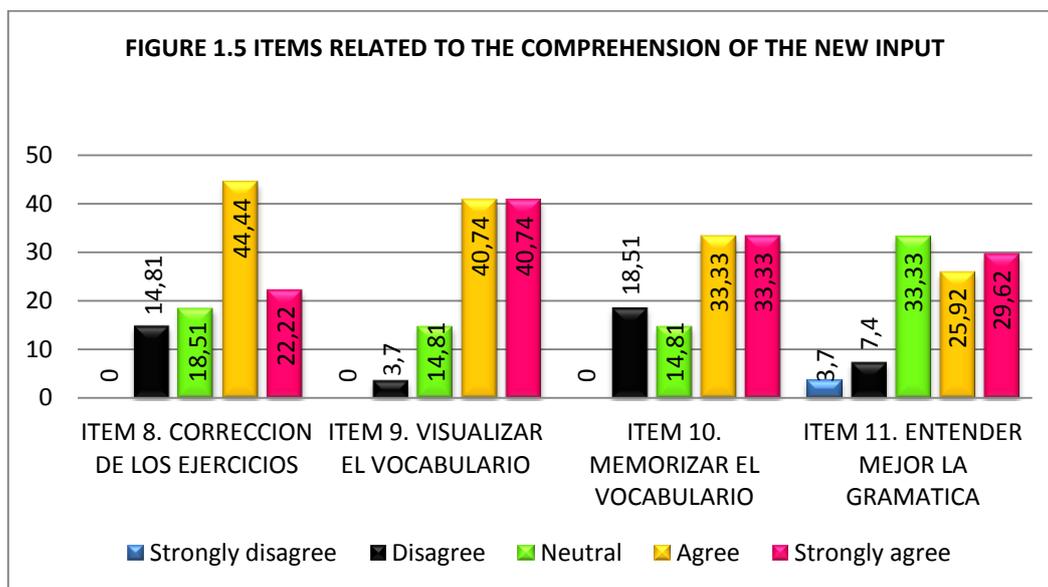


Item n°4 concerned the order in the classroom. Almost 50% of students asserted to agree or strongly agree with this view. Among the remaining 50% those who showed neutral opinion were the 30%, 7% disagree and 15% strongly disagreed. It can be said that opinions are widely divided regarding this question.

Table 1.4 suggests that about 66% of respondents either agree or strongly agreed that visuals help to express themselves in the target language. The number of those who disagree was only 20%. None of the students strongly disagree with this view.



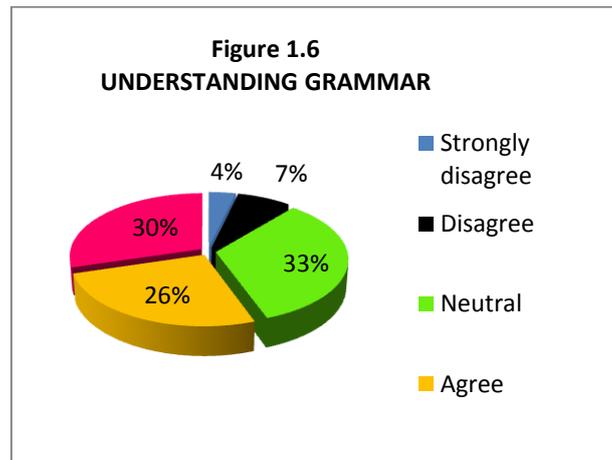
The responses given in table 1.5 again suggest that more than 50% agreed or strongly agreed to the view that visuals help students to understand the new input.



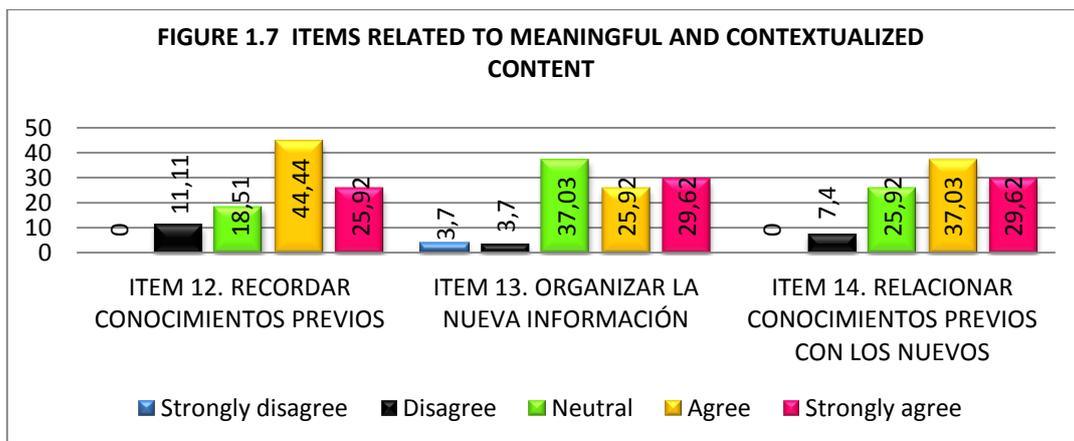
Item nº8 on the questionnaire sought the opinion of the respondents that presentations help them with the correction of exercises. Almost 70% of the students asserted this view. Those who used the neutral option were almost 14%. Only 15% showed disagreement with the statement.

The students' responses on item 9 suggest that more than 80% of the respondents agreed or strongly agreed that visuals help them visualizing the new vocabulary, and only 4% of the students disagree with it. Item nº 10 gathered responses from students about the positive aspects of visuals in order to memorize the vocabulary. Almost 70% of students agreed with this view, while those who disagreed with it were near the 20%.

The last item of the table suggested whether or not visuals develop better understanding of grammar. In response to this item again, more than 50% of the respondents either agreed or strongly agreed with this view. 33% remained neutral while approximately 7% of them disagree. Those who showed strong disagreement were even less than 4%.



As shown in figure 1.7 the results indicate that those who favored the use of visuals in the class are more than those who did not favored it. These items concerned the usefulness of visuals in order to provide a meaningful context for the content.



Over 70% of students (item 12) has recognized the positive effect of visuals in order to remember previous knowledge while 18% has remained neutral and 11% have shown disagreement.

The students' responses to item 13 indicate that about 55% of respondents felt that visuals helped them to organize the new input. At the same time about half of the students have shown neutral and have even express disagreement with the statement.

The last statement evaluated the potential improvement in relating previous knowledge with new knowledge by using visual aids. The responses given suggest that more than

66% either agreed or strongly agreed with this view. Those who used the neutral option were almost 26%. Another very important indicator to note is that none of the students expressed strong disagreement with the statement and only 7% disagreed with it.

5.5 Comparison of students' marks.

STUDENT	PREVIOUS MARK	LAST MARK		STUDENT	PREVIOUS MARK	LAST MARK
1	6	6		15	4	5.25
2	4.5	6.25		16	7	7
3	7.5	7.5		17	6.5	7.75
4	9	8.5		18	8	7.75
5	5.5	7		19	5.25	6
6	7	8		20	5.5	7
7	7.5	8		21	7	9
8	7.5	7		22	7.75	7.5
9	8.25	9		23	6.5	7.5
10	6.25	5		24	8	9.5
11	9	9		25	7	7.5
12	8	8.25		26	9.5	9.25
13	8.5	8		27	5	6.5
14	5.5	7.5				

6. CONCLUSIONS

As it has been shown in this paper, the benefits of using visual aids in the language classroom have been researched and asserted by scholars over the years. The different approaches to language teaching have used visuals as an important tool in the language acquisition.

The overview of studies carried out to prove the importance of visuals in 2L acquisition have helped to state the hypothesis in this research paper. The researchers mentioned here have claimed that visuals help to enhance the language teaching, as well as students' comprehension of the new input. Visual aids also clarify the meaning of words and messages, help in memorizing new vocabulary, and in gaining students attention.

Summarizing, visual aids are claimed to facilitate the learning process and to improve the outcomes in the language classroom.

This paper analyzes the development of a research aimed to prove that multimedia visual aids can help to enhance students' learning and facilitate teachers' work.

The results of the questionnaires, filled up by students, clearly show their positive attitude towards the use of visuals in the language classroom; what is more, the students indicated their desire to have more classes based on multimedia visuals.

At the same time, they also confirm the fact that most of the classrooms were equipped with all the necessary devices. Even though, their use is rather infrequent.

The questionnaire handed to the teachers aimed to clarify how frequently they used multimedia visual aids in the classroom, and their thoughts about the real benefits of this type of aids.

The results prove that teachers agreed that the use of multimedia visual aids benefits the classroom dynamics, gaining students attention and increasing their motivation. But they also recognize that they hardly use them on regular basis regular basis. The infrequent use of visuals is justified by the lack of time and unavailability of the

technological devices. This last statement, in fact, contradicts the students' assertion that their language classrooms had all the necessary equipment.

Teachers' answers proved that even though they agree with the benefits of multimedia visual aids, they are more concerned with timing issues.

The results of the experiment carried out with the students of 2^{ns} year of ESO clearly show the positive effects of including the multimedia visuals in the language classroom. With the change of the classroom dynamics, the students' behavior was changes as well.

After the six sessions prepared for the group involved in the research were carried out, the qualitative and quantitative data collected shows the positive effects experienced by students due to the use of multimedia visual aids.

The data collected through observation during the lessons shows a clear increase of students' participation. Less participative students seemed to be more engaged and relax and it was reflected in their attitude, as they seemed more confident when speaking and interacting.

The results of the students' answers to the questionnaire report that they have experienced the benefits of multimedia visual aids: they have felt more motivated and more confident to express themselves orally. Visuals have helped them to memorize new vocabulary and understand the grammar with fewer explanations in the mother tongue. And the learning has become more meaningful for them due to the contextualization of the content, bringing the real world to the classroom with videos and presentations.

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9. APPENDIX 1 : SESSIONS

Step (50 min)	Activities	Language (gram, vocab, pron)	Skills				
			L	S	R	W	
1. (5 min)	Warm up: Se les pide a los alumnos que indiquen dónde pueden encontrar normas en su vida y que enumeren algunas de ellas.			X			
2. (15 m.)	Actividad 1. Los alumnos deben colocar las normas de su colegio en la columna que corresponda. En este punto aún no utilizan los verbos modales. Primero de forma individual y luego el resto de la clase.	Vocabulario relacionado con las normas del colegio.			X	X	
3. (15 m.)	Actividad 2. Los alumnos deben escribir frases con las normas del ejercicio anterior, esta vez introduciendo los verbos modales tras un par de ejemplos de la profesora.	Verbos modales: can/can't have to/don't have to		X		X	
4. (15 m.)	Actividad 3. Los alumnos visualizan una escena de Harry Potter y completan el ejercicio 3. La profesora pregunta sobre más normas que los alumnos sepan de la escuela de la película.	Verbos modales Vocabulario relacionado con el colegio.	X	X		X	

Step 50 min)	Activities	Language (gram, vocab, pron)	Skills				Materials
			L	S	R	W	
1. (15 min.)	La clase comienza con una presentación de power-point para repasar la estructura de los verbos modales can y have to. La presentación incluye la explicación del proyecto en grupo que los alumnos deben preparar en clase. Durante la presentación la profesora hace preguntas a los alumnos para que vayan practicando las estructuras.	Verbos modales. Vocabulario de lugares con normas (el gobierno, la casa, el trabajo...)	X	X	X		Presentación power-point. Cañón. Pizarra.
2. (10 m.)	Se divide a los alumnos en grupos de 4 para preparar el proyecto. Cada grupo se encarga de inventar las normas de un lugar diferente. 10 normas por grupo, presentadas en un mural, utilizando todas las formas de can y have to, que mas tarde presentarán en clase para el resto de sus compañeros. En la presentación se les da		X	X			Presentacion power-point. Cañón.

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	algunos ejemplos y vocabulario que puedan necesitar.										Pizarra. Cartulinas.
3. (30 m.)	Los alumnos se ponen a trabajar utilizando los diccionarios y con la presentación en la pantalla. Deben hablar en inglés.				X				X		Diccionarios. Presentación. Cartulinas.

Step (50 min)	Activities	Language (gram, vocab, pron)	Skills				Materials
			L	S	R	W	
1. (10 m.)	La profesora da unos minutos a los alumnos para que terminen sus murales de presentación, y les recuerda que todos los miembros del grupo deben explicar las normas.						
2. (20 m.)	Durante las presentaciones, los demás compañeros deben apuntar cuál es la norma de la presentación que más les ha gustado y qué norma añadirían. Cada grupo tiene unos 5 minutos para la presentación y la opinión de los compañeros.	Verbos modales. Vocabulario de lugares con normas.	X	X			Presentaciones. Cañón. Cartulinas de presentación.
3. (10 m.)	La profesora pide a los alumnos que abra el libro por el tema indicado, y pide dos voluntarios para realizar la actividad 1 del libro. Un alumno debe ser el periodista y el otro el niño bailarín. Las preguntas y respuestas deben ser ordenadas. Seguidamente se completa el ejercicio 2 con la ayuda de voluntarios sobre la marcha.	Verbos modales Vocabulario relacionado con escuelas de baile.		X		X	Libro de clase.
4. (10 m.)	Siguiendo con el libro, se deja a los alumnos 5 minutos para completar los dos ejercicios siguientes y comprobar si han comprendido el uso de los verbos modales. Se recogen los libros.	Verbos modales Vocabulario de artistas y rutinas.				X	Libro de clase.

Step (50 min)	Activities	Language (gram, vocab, pron)	Skills				Materials
			L	S	R	W	
1. (5 m.)	Revisión de los ejercicios corregidos por la profesora. Se repasan los fallos más comunes y se resuelven las dudas de los alumnos.			X			Libro de clase.
2. (10 m.)	La profesora introduce el nuevo tema con una presentación, preguntando a los alumnos si han estado alguna vez en el circo, cuáles son sus artistas favoritos. Con un video del Circo del Sol, pide a los alumnos que citen las diferencias que encuentran entre los circos tradicionales que conocen y éste.			X			Presentación prezi. Cañón.

Usage of Multimedia Visual Aids in the English Language Classroom

3. (10 m.)	Actividad 1 de la fotocopia. Los alumnos escuchan mientras leen el texto y rellenan los huecos con los nombres de los artistas de circo. Se corrige utilizando la presentación en la pizarra blanca.	Vocabulario de artistas y el circo.	X		X		Presentación prezi. Cañón. Fotocopia.
4. (5 m.)	Actividad 2 de la fotocopia. Para que los alumnos practiquen el nuevo vocabulario deben unir los nombres de los artistas con la descripción de sus actividades. El ejercicio se acompaña con fotografías en la presentación.			X			Presentación prezi. Cañón. Fotocopia.
5. (10 m)	Actividad 3. Los alumnos deben buscar en el texto las frases en las que se utilice el verbo get seguido de into etc, y después rellenar las nuevas frases para demostrar que han entendido el significado. La presentación acompaña la explicación para que la profesora no tenga que traducir directamente al español el significado de esos verbos.	Get into/down/on...			X		Presentación prezi. Fotocopia.
6. (10m)	Actividad 4. Con ayuda de la presentación la profesora explica la formación de frases con partículas como waiting for, y los alumnos realizan la actividad con ayuda de las imágenes del prezi. Mandar ejercicios para casa del libro de trabajo.	Waiting for/looking up/listening to/laughing at...		X		X	Presentación prezi. Fotocopia. Libro de trabajo.

Step (50 m)	Activities	Language (gram, vocab, pron)	Skills				Materials
			L	S	R	W	
1. (5 m.)	Guessing game. Un alumno voluntario sale al centro de la clase y piensa en un artista de circo. El resto de los compañeros debe hacer preguntas con el vocabulario del circo, los verbos con get etc para adivinar de qué artista se trata.	Vocabulario del circo Get into/down etc Looking up/waiting for etc		X			
2. (10m.)	Revisión de los ejercicios del workbook.			X		X	Workbook.
3. (10 m.)	Listening. Los alumnos escuchan una conversación entre amigos y deben rellenar los huecos de la fotocopia con las expresiones que faltan. Para corregirlo dos alumnos leen en voz alta la conversación. Completan el ejercicio 2 que trata sobre los estados de ánimo que tenían los personajes que han escuchado.	Expresiones para hacer planes: what about...?/let's go to...	X				CD Fotocopia
4.	Los alumnos deben escribir un diálogo en parejas, entre dos amigos haciendo planes con ayuda de la información que			X		X	Fotocopia

Usage of Multimedia Visual Aids in the English Language Classroom

(10m.)	encuentran en el ejercicio 3 de la fotocopia, y las expresiones del ejercicio anterior.						
5. (15 m)	Con las conversaciones que los alumnos hayan escrito deben intentar doblar un video que la profesora ha escogido para el ejercicio. En caso de que el video sea más largo, los alumnos deberán improvisar para continuar la conversación de la forma más creativa que sean capaces.			X			Video

Step (50 m)	Activities	Language (gram, vocab, pron)	Skills				Materials
			L	S	R	W	
1. (10m .)	Revisión del participio de los verbos irregulares. La clase se divide en dos grupos. Se entrega una pizarra blanca con un rotulador a un miembro de cada equipo. La profesora dirá el infinitivo de un verbo irregular y la persona con la pizarra (que irá cambiando hasta que hayan participado todos los alumnos) debe escribir rápidamente el participio y enseñarlo para llevarse el punto para su equipo.	Participio de los verbos irregulares.				X	Pizarras blancas Rotuladores
2. (10m .)	La profesora introduce el Present perfect, sin explicarlo muy detalladamente, y explica a los alumnos el ejercicio 2 de la fotocopia. Los alumnos deben leer y escuchar el texto para responder a la información que se les pide. Una vez corregido entre todos se van diciendo en alto las formas de presente perfecto que se han encontrado en el texto. Las subrayan a la vez que la profesora las enseña en la presentación que acompaña su explicación.	Present perfect Vocabulario de mobiliario.	X		X		Presentación Prezi. Fotocopia. Cañón.
3. (5 m.)	La profesora explica el ejercicio 3, en el que se practica la estructura de las preguntas y respuestas cortas y largas con el presente perfecto. Primero lo hacen individualmente y se corrige en clase.	Estructura de preguntas y respuestas con presente perfecto.		X		X	Presentación. Fotocopia.
4. (5m.)	Un alumno voluntario completa la tabla del ejercicio 4 en la pizarra con ayuda de los compañeros y de imágenes utilizadas en la presentación.					X	Presentación. Fotocopia.
5. (10m)	La profesora pone el tráiler de Matilda para que los alumnos completen el ejercicio 5 con la forma de presente perfecto que corresponda en cada hueco.		X	X		X	Presentación. Video.
6. (10m in)	Find the lie game: la profesora explica a los alumnos el juego. Uno de ellos debe salir a la pizarra y escribir 3 oraciones sobre su vida y experiencias utilizando el Presente Perfecto. 2 deben ser ciertas y 1 mentira. Se les deja unos minutos para que las piense y se pide un voluntario para comenzar.			X		X	Pizarra.

7.	Ejercicios del libro de trabajo para casa, y se explica a los alumnos que el presente perfecto se estudiará con más detenimiento en el tema siguiente.						
----	--	--	--	--	--	--	--

10. APPENDIX 2: ACTIVITIES

2.1 Session 1.

THE SCHOOL RULES

1- Write the following rules in the right column:

Wear uniform	Eat in the classroom	Wear a cap on your head
Do the homework	Use mobiles	Listen to the teacher
Be punctual	Bring animals to class	
Eat a sandwich at break time	Go to class in the afternoons	
Play football in the yard	Wear baggy clothes	

It's ok to do it. It's possible.

It's ok not to do it. It's not necessary.

Do it! It's necessary.

Don't do it! It's not possible.

2- Write sentences with the rules using can, can't, have to, not have to:

Students can't eat in the classroom. (Don't do it! It's not possible)

Students don't have to wear uniform. (It's ok not to do it. It's not necessary)

3- Watch Harry Potter's scene and complete the sentences with can, can't, have to, not have to:

a) They _____ talk in class.

b) They _____ wear uniforms.

c) They _____ invite someone to the ball.

d) They _____ to finish the homework before leaving the class.

e) The professor _____ hit them in the head.

2.2 Session 4

1- Read and listen to the review and complete the gaps with the words from the box:

Performers	
tricks	
trapeze	artists
strongwoman	rubber man
clown	

Circus Oz started in 1977 in Australia. A group of _____ got together and went on tour. The circus was a big success; they went to twenty-six countries and performed in a refugee camp in Palestine, aborigine villages in the Australian desert and a glass opera house in the Brazilian rainforest!

Their new show starts in an exciting way. The performers appear inside wheels of fire and they do _____ with burning hula hoops. During the show, there are _____, flying jugglers and acrobats. They play their own music, too, from pop to punk and rap to reggae. At the end, everybody gets on fanny's shoulders – she's the _____ and she can hold nine-person pyramid!

There isn't a star of the show, just an amazing group of characters. Captain Frodo, or _____, can climb through a tennis racket. And Sosina, a contortionist, gets into a popcorn machine and later juggles and dances to disco music! She can also juggle upside-down!

In Circus Oz, the performers do funny things all the time. There is a _____, Tim, but he is very unusual. At first you think, why is everybody looking up? And then you see – he is on the ceiling! He chats to the audience below and doesn't get down during the whole show.

Circus Oz has everything – physical danger, humour and amazing skills. I took my kids, Oliver and josh, and we all really enjoyed it. So what are you waiting for? Buy a ticket and enjoy the show!

2- Match the names and the descriptions:

- 1- Acrobat
 - 2- Clown
 - 3- Contortionist
 - 4- Trapeze artist
 - 5- Strongwoman
 - 6- Rubber man
 - 7- Performer
- a) a person who entertains people by acting, singing, dancing or playing music
 - b) a person who entertains people by doing difficult and skillful physical things, strange movements and forms.
 - c) an entertainer who wears funny clothes, has a painted face, and makes people laugh by performing tricks and behaving in a silly way
 - d) an entertainer who walks along a short bar hanging high up in the air from two ropes, doing special swinging movements.
 - e) An entertainer with a elastic body, capable of getting into small places like a box.
 - f) a woman who is employed or famous for her great physical strength
 - g) an entertainer who was famous for the elasticity of his body and his performance climbing through a tennis racket.

3- Find in the text the sentences with the following verbs:

Get together Get on Get into Get down

Now complete the sentences with the verbs from the previous exercise:

The man can't _____ from the trapeze.

In this show, 9 clowns and an elephant _____ a small car.

Today the trapeze artists will _____ a bike while he is in the air.

We usually _____ to go to the circus.

4- Look at the Sentence Builder:

Why is everybody looking up ?	They are looking up at the clown.
What are you waiting for ?	We are waiting for a ticket.

Now put these words in the correct order to make questions and answer them:

- 1- She/is/who/for?/waiting
- 2- To?/listening/you/are/what
- 3- They/laughing/at?/what/are
- 4- Does/she/where/from?/come
- 5- What/you/are/about?/talking
- 6- Together?/they/when/get/did

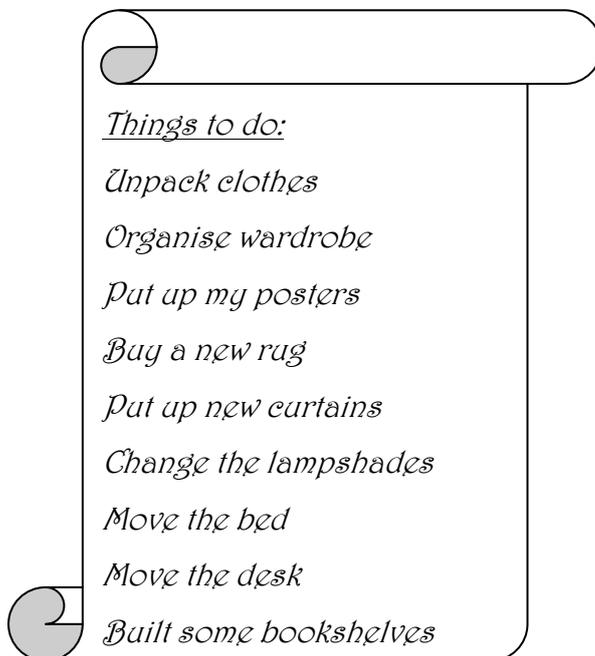
2.3 Session 6.

TODAY PRESENT PERFECT!!!

- 1- Revising the past participle. Write down the verbs used in the game:

Infinitive Past simple Past participle

- 2- Read and listen to the dialogue. Tick (v) or cross (x) the things on Miriam's 'to do' list.



- Underline the present perfect forms:

Miriam's family moved to a new house and she sent a photo of her new room to a friend, Helen. Two days later, Helen rings up.

M: Hello.

H: Hi, it's Helen. Thanks for the photo. Have you decorated your fantastic new bedroom?

M: Well, I haven't finished. It's a mess! I haven't unpacked all my clothes and I haven't organized my wardrobe. And I haven't put up all my favourite music posters.

H: Have you painted the walls?

M: No, I haven't – they are okay. But Mum and I have done lots of things. The room looks a lot brighter now. We've bought a new bedspread and a new rug. They're red and pink! We've put up new curtains and we've changed the lampshades, too. They look really cool!

H: Have you changed the layout?

M: Yes, I have. I've moved the bed but not the desk. I asked Dad for some bookshelves but he hasn't built them because he's so busy.

H: I can hear music. Is that yours?

M: No, that's my sister Lydia's.

H: Has she done her room?

M: Yes, she has. And she's played the same CD ten times. I'm sick of it!

3- Answer the questions using the correct form of the verbs:

1- Has she unpacked her clothes?

No, she _____ her clothes.

2- Has she organised her wardrobe?

No, she _____ her wardrobe.

3- Has she put up her posters?

No, she _____ her posters.

4- Has she bought a new rug?

Yes, she _____ a new rug.

5- Has she put up new curtains?

Yes, she _____ new curtains.

6- _____ the lampshades?

7- _____ the bed?

8- _____ the desk?

9- _____ some bookshelves?

4- Complete the dialogue and complete the table with has, have, hasn't or haven't:

AFFIRMATIVE (I can go out with my friends because	NEGATIVE (I can't go out with my friends because
I/You/we/they/ _____ washed the dishes. He/she/it _____ washed the dishes.	I/you/we/they _____ finished the homework. He/she/it _____ finished the homework.
YES/NO QUESTIONS	SHORT ANSWERS
_____ I/you/we/they seen this dog? _____ he/she/it slept in the sofa?	Yes, I/you/we/they _____. No, I/you/we/they _____. Yes, he/she/it _____. No, he/she/it _____.

- 5- Complete the sentences with the *present perfect* of the verbs in brackets, in affirmative or negative depending on the information from the video:
- 1- Matilda has to leave her teacher's house because
 - 2- Matilda corrects her father because he _____ (call)
Matilda knows a lot of things because she _____ (read)
Nobody knows about Matilda's powers because she _____
_____ (show)
 - 3- The teacher and her classmates are surprised because Matilda _____
_____ (calculate)
 - 4- Matilda's teacher is surprised because she _____ (see)
 - 5- Students are afraid of the principal because she _____
_____ (tell)
 - 6- The kids in the film live in a world where adults _____
_____ (make)
 - 7- The principal is so strong because she _____ (be)
 - 8- All the students applaud the fat boy because he _____
(eat)
 - 9- Matilda is an extraordinary girl because she _____ (give)
 - 10- Matilda's father can't take his hat off because she _____
_____ (stick or glue)
 - 11- The cakes fly because Matilda's father _____ (fall)
 - 12- Matilda is not happy at home because her parents and her brother
_____ (love)

11. APPENDIX 3: PRESENTATIONS

3.1 CAN AND HAVE TO PRESENTATION

HAVE TO AND CAN

• **Have to** is used to talk about rules or obligations.
I have to go to school.

Don't have to is used to talk about things we are not obliged to do, we can do if we want or not:

If you don't like the food, don't worry you **don't have to** eat it.

	subject	auxiliary verb	main verb have to	infinitive	
+	She		Has to	work	
-	I	DO NOT	Have to	Go	tomorrow
?	Do	you	Have to	go	to School?

CAN AND HAVE TO

• **Can** is used to talk about permission.

In Britain you **can drive** when you are 17.

Can't is used to talk about forbidden things.
You can't smoke here.

	subject	Main verb can	infinitive	
+	She	can	access	To the higher floors
-	Students	Can't	run	In the hall
?	Can	you	eat	Candies before dinner?

What can or can't you do?
What do you have to do?

Classroom Rules

1. Hitting
2. Kicking
3. Pushing

wait

NO SMOKING

**YOU MAKE THE RULES
PERFECT OR CRAZIEST
GOVERNMENT
PERFECT OR CRAZIEST JOB
PERFECT OR CRAZIEST
SCHOOL
PERFECT OR CRAZIEST
HOME**

WHAT THE GOVERNMENT SAYS:
**RULE # 1: islanders can't drive cars,
they have to ride their bikes, skates or run.**
More things that the govermet can decide:
The color of houses and shops
Public gardens and playgrounds
Festivities
Sport competitions
When to vote for your leaders (govern)

THE PERFECT OR CRAZIEST JOB
**RULE #1: EVERY WORKER CAN SLEEP
A NAP AFTER LUNCH
IN OUR FACILITIES**
MORE THINGS YOU CAN DECIDE:
CLOTHES
Working hours
Salary
Materials
facilities

THE PERFECT OR CRAZIEST HIGH SCHOOL
**Rule #1: students have to make singing
Performances like in highschool musical
Once a day.**
More things you can decide:
Clothes
Subjects
Hour
Materials
Sports
teachers

THE PERFECT OR CRAZIEST HOME
**RULE #1: PARENTS CAN'T COME INTO
THE CHILDREN'S ROOMS**
MORE THINGS YOU CAN DECIDE:
CLOTHES
Subjects
Hour
Materials
Sports
teachers
WHAT PARENTS CAN'T DO
WHAT CHILDREN DON'T HAVE TO DO

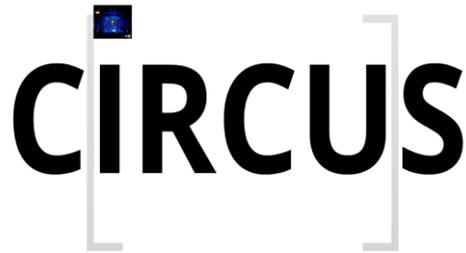
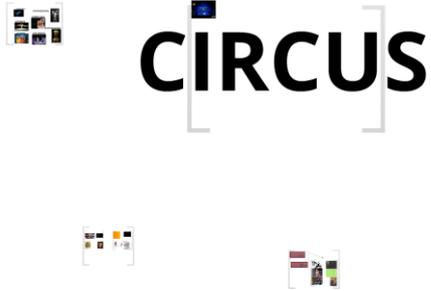
3.2 CIRCUS PRESENTATION

Circus Oz started in 1977 in Australia. A group of _____ got together and went on tour. The circus was a big success; they went to twenty-six countries and performed in a refugee camp in Palestine, aborigine villages in the Australian desert and a glass opera house in the Brazilian rainforest! Their new show starts in an exciting way. The performers appear inside wheels of fire and they do _____ with burning hula hoops. During the show, there are _____, flying jugglers and acrobats. They play their own music, too, from pop to punk and rap to reggae. At the end, everybody gets on fanny's shoulders - she's the _____ and she can hold nine-person pyramid!

There isn't a star of the show, just an amazing group of characters. Captain Frodo, or _____, can climb through a tennis racket. And Sosina, a contortionist, gets into a popcorn machine and later juggles and dances to disco music! She can also juggle upside-down!

In Circus Oz, the performers do funny things all the time. There is a _____, Tim, but he is very unusual. At first you think, why is everybody looking up? And then you see - he is on the ceiling! He chats to the audience below and doesn't get down during the whole show.

Circus Oz has everything - physical danger, humour and amazing skills. I took my kids, Oliver and Josh, and we all really enjoyed it. So what are you waiting for? Buy a ticket and enjoy the show!

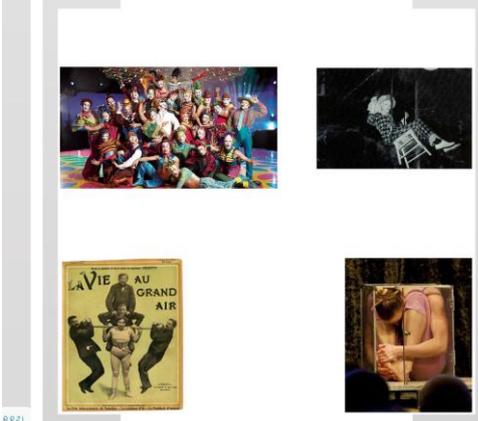
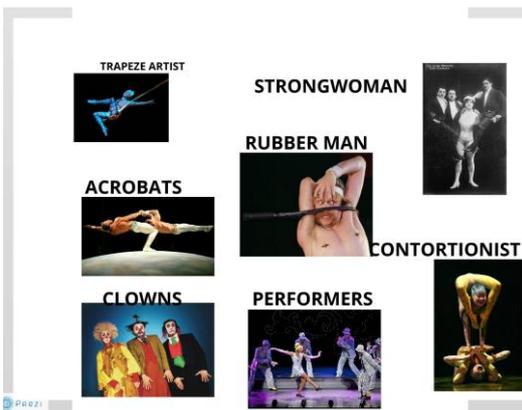


Circus Oz started in 1977 in Australia. A group of _____ got together and went on tour. The circus was a big success; they went to twenty-six countries and performed in a refugee camp in Palestine, aborigine villages in the Australian desert and a glass opera house in the Brazilian rainforest! Their new show starts in an exciting way. The performers appear inside wheels of fire and they do _____ with burning hula hoops. During the show, there are _____, flying jugglers and acrobats. They play their own music, too, from pop to punk and rap to reggae. At the end, everybody gets on fanny's shoulders - she's the _____ and she can hold nine-person pyramid!

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Circus Oz has everything - physical danger, humour and amazing skills. I took my kids, Oliver and Josh, and we all really enjoyed it. So what are you waiting for? Buy a ticket and enjoy the show!





Why is everybody looking UP?
They are looking up at the clown

What are they waiting for?
We are waiting for a ticket



3.3 Present perfect presentation

Thank you for your attention!



Where are the past participles?

- M: Hello.
- H: Hi, it's Helen. I thanks for the photo. **Have you decorated** your fantastic new bedroom?
- M: Well, I **haven't finished**. It's a mess! I **haven't unpacked** all my clothes and I **haven't organized** my wardrobe. And I **haven't put up** all my favourite music posters.
- H: **Have you painted** the walls?
- M: No, I **haven't** - they are okay. But Mum and I **have done** lots of things. The room looks a lot brighter now. We've **bought** a new bedspread and a new rug. They're red and pink! We've **put up** new curtains and we've **changed** the lampshades, too. They look really cool!

- H: **Have you changed** the layout?
- M: Yes, I **have**. I've **moved** the bed but not the desk. I asked Dad for some bookshelves but **he hasn't built** them because he's so busy.
- H: I can hear music. Is that yours?
- M: No, that's my sister Lydia's.
- H: **Has she done** her room?
- M: Yes, **she has**. And **she's played** the same CD ten times. I'm sick of it!

1-Has she unpacked her clothes?
No, she _____ her clothes.

2-Has she organised her wardrobe?
No, she _____ her wardrobe.

3-Has she put up her posters?
No, she _____ her posters.

4-Has she bought a new bedspread?
Yes, she _____ a new bedspread.

5-Has she put up new curtains?
Yes, she _____ new curtains.

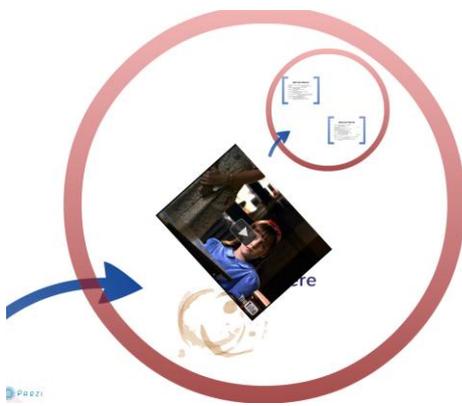
6- _____ the lampshades?
Yes, she _____ the lampshades.

7- _____ the bed.
Yes, she _____ the bed.

8- _____ the desk?
No, she _____ the desk.

9- _____ some bookshelves?
No, she _____ bookshelves.





MATILDA TRAILER

- Matilda has to leave her teacher's house because her parents _____ (go) there to take her home.
- Matilda corrects her father because her father _____ (call) her Melinda.
- Matilda knows a lot of things because she _____ (read) a lot.
- Nobody knows about Matilda's powers because she _____ (show) them to anyone.
- The teacher and her classmates are surprised because Matilda _____ (calculate) a large sum in her head.
- Matilda's teacher is surprised because she _____ (see) a girl like Matilda before.
- Students are afraid of the principal because she _____ (tell) them: IN THIS SCHOOL I AM GOD!!!

12. APPENDIX 4: QUESTIONNAIRES

4.1 Questionnaire to groups from 1st year of ESO to 1st year of Bachillerato.



Este cuestionario es parte de un proyecto de investigación incluido en el trabajo final del 'Master en formación del Profesorado en Educación Secundaria, Bachillerato etc.'. El cuestionario ayudará a probar si el uso de técnicas basadas en material visual en clase ejerce un impacto positivo o negativo en los alumnos. Vuestra opinión y experiencia personal mostrarán la situación actual en el centro y vuestra visión de esta situación.

Curso:

		NUNCA	A VECES	HABITUALMENTE
1	En clase de inglés se utilizan presentaciones visuales que acompañan a la explicación:			
2	En clase de inglés se utilizan videos acompañados de ejercicios relacionados con el:			
3	En clase de inglés se utilizan fotografías y dibujos para acompañar los ejercicios orales			
4	Las clases son completamente en inglés:			
5	Las clases de inglés se imparten en aulas con proyector:			
6	Tenemos oportunidades de participar oralmente en clase:			
7	Tengo la oportunidad de hablar inglés fuera de clase:			

		SI	NO	INDIFERENTE
1	¿Te gustaría que aumentara el uso de presentaciones que acompañan a las explicaciones en inglés?			

beneficial for most of the students.		
I consider that the use of visuals in the language classroom may help students to focus their attention on the topic.		
I believe that the use of visuals in the language classroom increases students' motivation and participation in the class.		
I believe that visual aids are especially effective for lesson planning and lesson timing.		
I think that the use of visual in class requires an amount of time that I don't have.		
I have all the necessary equipment in order to use visual material in the language classroom.		
I consider that preparing extra visual aids for the lesson is a part of the teacher's job.		
I have been-trained to create my own visual material.		

4.3 Questionnaire for 2nd ESO group.



Este cuestionario es parte de un proyecto de investigación incluido en el trabajo final del 'Master en formación del Profesorado en Educación Secundaria, Bachillerato etc.'. El cuestionario ayudará a probar si el uso de técnicas basadas en material visual en clase ejerce un impacto positivo o negativo en los alumnos. Vuestra opinión y experiencia personal mostrarán la situación actual en el centro y vuestra visión de esta situación.

Curso:

Sexo: F/ M

Para completar este cuestionario, por favor lee las siguientes declaraciones y contesta teniendo en cuenta que los números significan:

1 "pienso todo lo contrario"/ 2 "no estoy muy de acuerdo"/ 3 "me es indiferente"/ 4 "estoy bastante de acuerdo"/ 5 "estoy muy de acuerdo"

	Acompañar las explicaciones con fotografías, presentaciones (power-point o prezi) y videos en clase de inglés:	1	2	3	4	5
1	Aumenta mi interés en el tema tratado.					
2	Aumenta mi nivel de atención.					
3	Hace las clases más entretenidas.					
4	Me motiva a la hora de participar en clase.					
5	Ayuda a seguir la explicación en inglés.					
6	Ayuda a seguir la corrección de los ejercicios.					
7	Ayuda a visualizar el vocabulario.					
8	Ayuda a memorizar el vocabulario.					
9	Ayuda a entender mejor la gramática.					
10	Me ayuda a expresarme de forma oral.					
11	Me ayuda a recordar mis conocimientos previos sobre el tema.					
12	Me ayuda a organizar la nueva información.					
13	Me ayuda a relacionar lo que ya sabía con los nuevos conocimientos.					
14	Ayuda a mantener el orden en la clase.					

13. APPENDIX 5: CHECKLIST FOR FIELD NOTES

DATE:

SESSION:

TOPIC:

ACTIVITY LEVEL OF PARTICIPATION LEVEL OF MOTIVATION

LEVEL OF NOISE

14. APPENDIX 6: ANSWERS TO OPEN-ENDED QUESTIONS

6.1 Transcriptions to students' answers to the three open-ended questions.

1- Did you like the lesson plans carried out during these two weeks? Why?

- Si. Me ha gustado por ejemplo el tema de inventarnos las reglas que queríamos y hacer murales para colocarlos en clase.

- Me han gustado las clases porque no utilizamos videos en clase normalmente y casi no hemos utilizado el libro de clase, las fotos y los ejercicios estaban en la pizarra.

2- Did you find something different between these lessons and the ones you usually have in the English class? What was it?

- Primero es que no hemos estado en nuestra clase y nos hemos sentado de forma diferente, trabajando todos juntos. Además hemos visto muchos videos y presentaciones casi todos los días, y eso no solemos hacerlo.

- Algo diferente por ejemplo con los videos es que no los utilizamos mucho. Cuando lo hacemos son más largos que los últimos y sobre todo tenemos que entender lo que dice la gente. Con estos videos no hemos hecho eso siempre.

- Nunca habíamos usado presentaciones para la explicación, la profesora suele escribir en la pizarra lo que necesitamos, a veces incluso un ejercicio entero. De esta forma los ejercicios han ido con fotografías y explicaciones de vocabulario etc.

3- What did you like most about the videos and presentations that were used?

-Lo que más me ha gustado de los videos es que eran divertidos y de películas que ya había visto, asique sabía contestar las preguntas y me interesaba el tema.

-Me ha gustado que en los videos no solo teníamos que entender lo que decían en inglés. Hemos hablado de ellos con nuestras palabras y haciendo otros ejercicios.

-Las presentaciones han estado bien porque así podía seguir mejor lo que decía la profesora y las fotos daban pistas sobre el vocabulario y los ejercicios que corregíamos.