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### ABSTRACT

This project pretends to determine if Power Point is an audiovisual didactic resource that can enhance ELF learning. Specifically, this project tries to show that the use of Power Point can benefit the students` language comprehension. It also tries to demonstrate that the integration of Power Point is an alternative for English learning. The students who got involved in this project are at the eighth level of San Francisco High School. They are from 12 to 15 years old. They take English classes five hours a week and use an English book. This project was carried out in two ways, the first one was a traditional class and the second one was a class using Power Point. We developed some topics which were related to the students` age such as greetings and introductions, personal information, and commands. Through the worksheets, we evaluated students` learning which helped us to analyze the data. The results obtained showed a generally positive motivation of students towards learning English through the use of Power Point. Based on this study, it could be concluded that the use of Power Point made the English class interesting and motivated students to develop a positive attitude towards learning English. Finally, this project suggests that English teachers can incorporate the use of Power Point to teach as a way to add variety into classroom procedures, so students do not get bored. It could be a form of motivation for the students and also for teachers.

**KEY WORDS:** Power Point, EFL, learning process, students, teachers, enhance, English language.



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**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUA Y LITERATURA INGLESA**

Trabajo de investigación previo a la obtención del  
Título de Licenciada en Ciencias de la Educación,  
Especialidad Lengua y Literatura Inglesa.

**TEMA:**

**AUTORAS:**  
“POWER POINT AS AN AUDIOVISUAL DIDACTIC RESOURCE  
TO ENHANCE EFL LEARNING AT THE EIGHTH LEVEL OF SAN  
FRANCISCO HIGH SCHOOL”

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2011**



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### **GRATITUDE**

To Dr. Fabian Rodas for guiding our research with wisdom and devotion until the culmination of the project.

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### **ACKNOWLEDGEMENT**

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We are especially thankful for the opportunity we have received to attend this graduation course, which allowed us to obtain our degree and work on this important project that enabled us to express our ideas and professional goals.



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The ideas and opinions expressed in this project are the unique responsibility of their authors.

**Alexandra Vivar O.**

.....

**Diana Vásquez V.**

.....



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### DEDICATION

I dedicate this project to my mother and brothers who have always given me their unconditional support and love to finish my career.

Also, I would like to give credit to my father who is undoubtedly the best friend that I have ever had.

**Alexandra Vivar O.**

I dedicate this project to my beloved little sister who is in heaven. Also, I would like to give credit to my mother and grandma who believed and supported me in achieving the objectives of my career.

**Diana Vásquez V.**



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### INTRODUCTION

The English language is spoken by more people than any other language in the world. In other words, the English language is the international language that contributes to our lives in many ways such as education, business, technology, tourism, entertainment, and so on.

We have noticed that today, students love technology and live with it. So it is essential for teachers to use technology in class in order to get student's attention, so they can become active participants in the learning process inside the classroom.

The purpose of this project is aimed to suggest English teachers to use PowerPoint as an audiovisual didactic resource to enhance EFL learning. PowerPoint is a wonderful resource for both the students and teachers. It can add a new dimension to learning, allowing teachers to explain abstract concepts, while accommodating all learning styles. If used correctly, PowerPoint can be one of the most powerful resources for distributing information ever known.

Our investigation is focused on resolving a problem in the English classroom. For this reason, we will use traditional resources with one group, and PowerPoint with the other as an alternative for English learning. Besides, we will select specific contents according to the students' age, which will help them get involved in an active and significant way.





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### CHAPTER 1

#### 1. THE ENGLISH LEARNING PROCESS

##### 1.1. The Natural Approach

Over the years, many theories have tried to explain how people learn. We will start defining learning as the act, process, or experience of reaching knowledge or skill. (The Free Dictionary by Farlex)

The Natural Approach reflects the cognitive and humanistic approach prominent in the field of education. The Natural Approach changes the culture of the language classroom 180 degrees and brings a sense of community to the students through the sharing of the experience of learning the same language together. For this reason, Power Point will link directly the Natural Approach to the English learning process in order to solve certain problems that may arise in the classroom.

Stephen D. Krashen`s Monitor Model of Second Language development (1981) is an example of a learning theory on which a method (the Natural Approach) has been built. The Monitor theory addresses both the process and the condition dimensions of learning. At the level of process, Krashen distinguishes between acquisition of learning. Acquisition refers to the natural assimilation of language rules through using language for communication. Learning refers to the formal study of language rules and is a conscious process. According to Krashen, however, learning is available only as a monitor. "The monitor is the repository of conscious grammatical knowledge about a language that is learned through formal instruction and is called upon in the editing of utterances produced through the acquired system." (Jack Richards and Theodore Rodgers, 2001) Krashen`s theory also addresses the conditions necessary for the process of "acquisition" to take place. Krashen describes them



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in terms of the type of “input” the learner receives. Input must be comprehensible, slightly above the learner’s present level of competence, interesting, or relevant, not grammatically sequenced, in sufficient quantity, and experienced in low-anxiety contexts.

The Natural Approach of acquiring language skills was created by the linguists Tracy D. Terrel and Stephen Krashen in the late seventies of the 20<sup>th</sup> century, and it is based on this “natural way” of picking up a language. A vital requirement for understanding the Natural Approach is the ability to distinguish between learning in the traditional sense and acquiring a language.

### **1.2 The Natural Approach is based on five hypotheses**

- ▶ The acquisition/learning hypothesis states two different ways to develop competence in a language: language acquisition and language learning. Language acquisition refers to an unconscious process that involves the naturalistic development language proficiency through understanding language and through using language for meaningful communication. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feel" for correctness. "In non-technical language, acquisition is 'picking-up' a language." (Jack Richards and Theodore Rodgers, 2001) Language learning, on the other hand, refers to the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." (Jack Richards and Theodore Rodgers, 2001) Thus language learning can be compared to learning about a language.
- ▶ The Monitor Hypothesis states that the language that one has subconsciously acquired "initiates our utterances in a second language and is responsible for our fluency" (Jack Richards and Theodore Rodgers, 2001), whereas the language that we have consciously learned



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acts as an editor in situations where the learner has enough time to edit, is focused on form, and knows the rule, such as on a grammar test in a language classroom or when carefully writing a composition. This conscious editor is called the Monitor.

- ▶ The natural order hypothesis states that "the acquisition of grammatical structures proceeds in a predictable order." (Jack Richards and Theodore Rodgers, 2001). For a given language, some grammatical structures tend to be acquired early, others late; it does not make the first language of a speaker. This does not mean that grammar should be taught in this natural order of acquisition.
- ▶ The input hypothesis answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level I" must receive comprehensible input that is at "level"+1." "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now." (Jack Richards and Theodore Rodgers, 2001). This understanding is possible due to using the context of the language we are hearing or reading and our knowledge of the world.
- ▶ The affective filter hypothesis is built on research in second language acquisition, which has identified three kinds of affective or attitudinal variables related to second language acquisition such as motivation, self-confidence, and anxiety.

## 2. LEARNING STYLES IN THE ENGLISH LANGUAGE

Power Point is a wonderful tool for learning in both a student and teacher-directed situation. It can add a new dimension to learning, allowing teachers to explain abstract concepts, while accommodating all learning styles.



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Used properly, Power Point can be one of the most powerful tools for disseminating information ever known.

Knowing the learning styles is the first step in implementing effective and efficient instruction. Teachers must first identify students' learning styles and build on their dominant style. However, students should never be confined to one style. If confinement continues, a dependency will occur (Laureate Education, 2001).

Most theories of learning styles, beginning with the theory of Carl Jung in 1927, focus on the personality and motivation of the individual. Most learning style theories place individuals into four groups of learners, with approximate percentages for each group.

- ▶ Mastery Style Learners (sensing thinking) absorb information concretely step by step. They value practicality and clarity (35 percent).
- ▶ Understanding Learners (intuitive thinking) work with ideas and abstractions using methods of questioning and reasoning. They value logic and evidence (35 percent).
- ▶ Self-Expressive Learners (intuitive thinking) learn through feelings and seeing images in materials. They value originality (12 percent).
- ▶ Interpersonal Learners (sensing feeling) work with others using concrete ideas. Results should be of social value. They are the future humanitarians or volunteers (18 percent).

Also, students who learn in a mastery style prefer to know what to do, how to do it, and when it is due (Laureate Education, 2001). Interpersonal learners strive on making personal connections with learning, are humanists,



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and prefer collaboration. All of their learning is based on themselves and others. The understanding learners rely on critical thinking and prove their ideas. Finally, self-expressive learners are described greatly by their label; these students want to express themselves and engage in creative and imaginative learning (Silver, 2000).

Currently, most learning style theorists believe that individuals become more flexible in the ways they approach learning as they gain knowledge and experience. Eventually, most individuals will have a favored learning style but will use other learning styles when necessary. Teachers can help students develop a profile of their preferred learning style but should also encourage them to utilize other ways to process information. This will give them more options in the future.

### 3. ICT IN THE ENGLISH LEARNING

ICT stand for information and communication technologies and are defined as a “diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” (Victoria L. Tinio). These technologies include computers, the Internet, broadcasting technologies (radio and television), and multimedia.

The main purpose of the strategy for Information and Communication Technology Implementation in Education is to provide the prospects and trends of integrating information and communication technology (ICT) into the general educational activities. The implementation of ICT in education has not been a priority trend of educational reform, and the state paid little attention to it. Therefore, there should be an active participation, initiative, and good will of the



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schools and the government institutions to enhance ICT implementation at school. (Saverinus Kaka, 2008)

The teachers should be the main motivator and initiator of the ICT implementation at schools. The teachers should be aware of the social change in their teaching activities. They should be the agent of change from the classical method into the modern one. They must also be the part of the global change in learning and teaching modification. (Saverinus Kaka, 2008)

In addition, ICT can improve the quality of education in several ways: by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training.

### 3.1. ICT AS A TOOL IN THE CLASSROOM

ICT are also transformational tools which, when used appropriately, can promote the change to a learner-centered environment.

**3.1.1. Motivating to learn.** – ICT such as videos, television and multimedia computer software and power point presentations that combine text, sound, and colorful, moving images can be used to provide challenging and authentic content that will connect the student in the learning process.

**3.1.2. Facilitating the acquisition of basic skills.** -The transmission of basic skills and concepts that are the foundation of higher order thinking skills and creativity can be facilitated by ICT through drill and practice.

**3.1.3 Enhancing teacher training.** - ICT has also been used to improve access to and the quality of teacher training. Thus ICT provide better teacher professional development opportunities to in service teachers

With ICT, teachers are able to create their own material and thus have more control over the material used in the classroom than they have had in the past. Technology is requiring teachers to be more creative in adapting their own material. (Saverinus Kaka, 2008)



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### 4. POWER POINT AS AN AUDIOVISUAL RESOURCE FOR EFL LEARNING.

Students today do not want to see the teacher writing on the board all the time. Students today love technology and live with technology. So it is essential for the teachers to use technology in class in order to get students' attention.

Multimedia refers to the combination of a variety of media – text, graphics, sound, and video (Ravet and Layte, 1997). Multimedia is an integration of existing technologies. Multimedia enables teachers to change teaching and presentation methods. “The way we learn bears a strong relationship to the way our senses operate and a very high proportion of all sensory learning is visual.” (Avgerinou and Ericson 1997)

Power Point is user friendly software which allows the integration of visuals and sounds. Power Point is a tool that allows students to experience a world of real language opportunity, based on their observation using Power Point. (Schcolnik and Kol, 1999)

Power Point has some very attractive features in learning. It looks professional and allows the user to easily incorporate multimedia into a presentation. It is also very easy to use and permits even a novice user to create colorful and easy-to-read slides by the students. It allows students to become active participants in the learning process inside the classroom discussion. (Lepper & Hodell, 1989)

Using PowerPoint in the classroom can be an effective way to help students to learn the lessons. Whether a large or small number of students learn best visually, it can be a good way to reach the visual learners in the classroom. Using PowerPoint in the classroom also makes the topics more fun, which results in making the learning more memorable. (Lepper & Hodell, 1989)



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Computer-generated slide presentations can enhance the effectiveness of classroom topics. Teachers can emphasize main points and key announcements and can enhance the presentation with graphics. The presentations become more organized and flexible and are easily updated or reorganized. Slide presentations are a highly effective method of enhancing classroom presentations and aiding student productivity in laboratory settings. Student response has been overwhelmingly positive; they believe electronic presentations help clarify, visualize, emphasize, organize, and summarize information. (Lepper& Hodell, 1989)

In summary, learning is effective and efficient when the learner is motivated, and all the factors around him are working together to promote a conducive learning environment. Moreover, it is the teacher who plays a major role in every learning environment. Teachers must focus on helping students to develop their higher order strategies which can enhance student learning and personal responsibility for learning. Using an instructional tool that acquires different senses, such as Power Point could become an effective method of enhancing classroom presentations and aiding student productivity, and most of all, motivating the students to learn meaningfully.

Power Point is an audio-visual aid for English learning which helps increase students` interest in EFL learning. Then Power Point allows students to acquire about 90% of information through eyes, 8% of information through ears, and 2% of information through other senses. (Laird, 1985) "This means that visuals and audios are very important for learners. Language teachers should just capitalize on this fact and use it to the fullest advantage in helping learners learn more effectively." (Wong and Cheung, 2003)

Several teachers mentioned that they used Power Point and other computer programs to improve their presentation of material to class. Teachers





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explained that technology allowed teachers to distribute more material to students, and it also eliminated several basic problems such as poor hand writing, poor artistic skill, contrast, lighting, and visibility. (Saverinus Kaka, 2008)



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## **CHAPTER 2**

### **2. PROJECT APPLICATION WITH THE CONTROL AND EXPERIMENTAL GROUPS**

We applied this project to the eighth level “A”, which received a traditional class using a whiteboard and markers. Before the class began, we did a fun game called “Simon Says”, which motivated the students in the learning process. This class was developed in two hours. In the first hour we taught the following topics: greetings and introductions, personal information, and commands. Then, in the second hour, students did some exercises on a worksheet related to the topics, which had four items to be answered as part of their language learning.

After that, we applied the same project with the eighth level “B” using Power Point. In the same way, we began the class with the game “Simon Says”, but this time we used gifs. Students had to listen and watch the movements of the each gif and they had to imitate. In the first hour, we presented vocabulary, meaning, pronunciation, and examples through Power Point slides. Also, students had the opportunity to use the English language, answering some exercises according to the different topics given. In the second hour, we presented a video called “Goodbye Song”, which was related to the contents. Finally, we used the same worksheet that was applied in the traditional class, which helped us to evaluate students’ learning.



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LESSON PLAN – TRADITIONAL CLASS

**Name:** Alexandra Vivar and Diana Vásquez

**Lesson topic:** Greetings, Introductions, and Following instructions

**Grade/Age/Language Level:** 12-15 basic **Lesson Time/Date/Length:** 45 mm

**Overall Objectives:** Students will be able to use the formal and informal greetings, introduce themselves, and follow instructions using the English language.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
<b>Prepare</b> <b>(Review/Build interest)</b>	5 mm	Whole class	<b>Warm up:</b> <b>SIMON SAYS</b> -Teacher says different verbs and students have to perform the action according to each verb.	Whiteboard Markers Eraser	-Remember the vocabulary of greetings, introductions, and commands given in the last class.
<b>Present</b> <b>(Elicit: Lead students to discovery)</b>	15 mm	Pairs	-Teacher presents a song about Good Morning, Teacher  -Teacher introduces herself to the class.  -Teacher says and demonstrates some commands	English book CD player CD	-Students identify the new vocabulary.



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<p><b>Practice</b> (Meaningful language use)</p>	<p>10 mm</p>	<p>Pairs</p>	<p>-Teacher makes the students repeat after her every line she says. During this activity the teacher uses drawings on the board in order to make students understand the meaning of whatever she says and at the same time remember the new vocabulary.</p> <p>-Teacher divides the roles of the dialogue between the students and herself.</p>	<p>-Whiteboard - Markers. - Eraser</p>	<p>-Students practice the use of Good morning, good afternoon, good evening, hello, hi goodbye, bye, I am, I am a, I live in, open the door, close the door, open the window, close the window, stand up, sit down, go to the board, write your name, go back to your seat.</p>
<p><b>Perform</b> (Performance-based assessment)</p>	<p>10 mm</p>	<p>Pairs</p>	<p>-Students look at the different times and write the greetings.</p> <p>-Students work in pairs reading about different people and complete the information.</p> <p>-Students look at the pictures and write the correct command.</p>	<p>-Worksheet -Markers -Eraser -Whiteboard</p>	<p>- Students practice the use of greetings, introductions, and commands in worksheet.</p> <p>- The teacher observes in writing and in speaking if the students have success in the use of greetings, introductions, and commands.</p>



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LESSON PLAN – CLASS WITH POWER POINT

Name: Alexandra Vivar and Diana Vásquez

Lesson topic: Greetings, Introductions, and Following instructions

Grade/Age/Language Level: 12-15 basic Lesson Time/Date/Length: 45 mm

Overall Objectives: Students will be able to use the formal and informal greetings, introduce themselves, and follow instructions using the English language.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
<b>Prepare</b> <b>(Review/Build interest)</b>	5 mm	Whole class	<b>Warm up:</b>  <b>SIMON SAYS</b> -Teacher presents some gifts and asks the students to make the actions according to each verb presented.	Projector Power Point slides Laptop	-Remember the vocabulary of greetings, introductions, and commands given in the last class.
<b>Present</b> <b>(Elicit: Lead students to discovery)</b>	15 mm	Pairs	-Teacher presents some pictures about the different greetings.  -Teacher introduces herself in the class using pictures.  -Teacher presents and demonstrates some commands.	Projector Power Point slides Laptop	-Students identify the new vocabulary.



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<p><b>Practice</b> (Meaningful language use)</p>	<p>10 mm</p>	<p>Pairs</p>	<p>-Teacher makes the students repeat after her every line she says. During this activity the teacher uses power point slides in order to make students understand the meaning of whatever she says and at the same time remember the new vocabulary.</p> <p>-Teacher divides the roles of the dialogue between the students and herself.</p>	<p>Projector Power Point slides Laptop</p>	<p>-Students practice the use of Good morning, good afternoon, good evening, hello, hi goodbye, bye, I am, I am a, I live in, open the door, close the door, open the window, close the window, stand up, sit down, go to the board, write your name, go back to your seat.</p>
<p><b>Perform</b> (Performance-based assessment)</p>	<p>10 mm</p>	<p>Pairs</p>	<p>- Students look at the different times and write the greetings.</p> <p>-Students work in pairs reading about different people and complete the information.</p> <p>-Students look at the pictures and write the correct command.</p>	<p>Worksheet Markers Eraser Whiteboard</p>	<p>- Students practice the use of greetings, introductions, and commands in worksheet.</p> <p>- The teacher observes in writing and in speaking if the students have success in the use of greetings, introductions, and commands.</p>



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SAN FRANCISCO HIGH SCHOOL  
WORKSHEET

Name: \_\_\_\_\_  
English Class  
October 13<sup>th</sup>, 2011

1. - Look at the times and write the greetings.

6 a.m.		20 p.m.
3 p.m.		

2. - Look at the pictures and match with the correct greetings.



Hi

Goodbye

Hello

3.- Read about these people. Complete the table.

Name	Occupation	Place



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My name is Jimmy Feijo.  
I am a student.  
I live in Cuenca.



I am Daniel Maldonado.  
I am a teacher.  
I live in Quito.

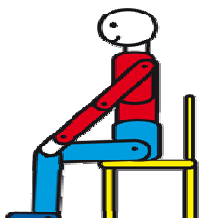


I am Manuel Ruales.  
I am an architect.  
I live in Santa Elena.



4. - Look at the pictures and choose the correct command from box.  
Write below the pictures.

Write      close      go      sit      open



\_\_\_\_\_ down, please.

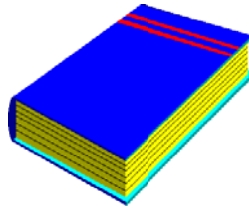


\_\_\_\_\_ the door, please.





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\_\_\_\_\_ the book, please.



\_\_\_\_\_ to the board, please.





\_\_\_\_\_ your name, please.




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POWER POINT SLIDES



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Y CIENCIAS DE LA EDUCACIÓN  
ESCUELA DE LENGUA Y LITERATURA INGLESA



**“POWER POINT AS AN AUDIOVISUAL  
DIDACTIC RESOURCE TO ENHANCE  
EFL LEARNING AT THE EIGHTH  
LEVEL OF SAN FRANCISCO HIGH  
SCHOOL”**



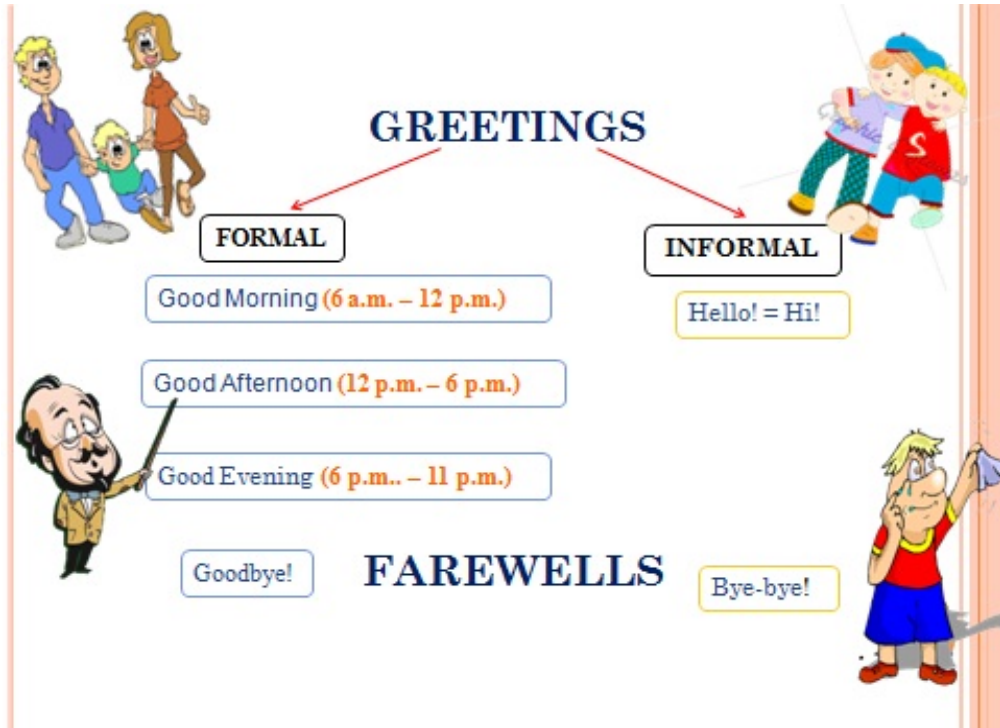
# GREETINGS

## English Class





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# INTRODUCTIONS

**Name** \_\_\_\_\_ nombre

**Occupation** \_\_\_\_\_ ocupaciòn

**Place** \_\_\_\_\_ lugar

My name is ..... Mi nombre es  
I am..... Yo soy

I am a ..... Yo soy un/una

I live in .....Yo vivo en





## • Examples

**Name:**  
Alexandra Vivar

I am Alexandra Vivar.

**Occupation:**  
teacher

I am a teacher.

**Place:**  
Cuenca

I live in Cuenca.



## • Examples

I am Diana Vásquez.

**Name:**  
Diana Vásquez

I am a student.

**Occupation:**  
Student

**Place:**  
Santa Isabel

I live in Santa Isabel.





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## FOLLOWING INSTRUCTIONS

Commands or imperatives



Use the base form of the **verb**.

Open

Close

Sit

Abra

Cierre

Siéntese

Stand up

Write

Go back

Póngase de pie

Escriba

Regrese







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# FOLLOWING INSTRUCTIONS

**Open the door.**

**Close the door.**

**Open the book.**

**Close the book.**

**Stand up.**

**Sit down.**

**Go to the board.**

**Write your name.**

**Go back to your seat.**

## EXERCISES

**GREETINGS**

**INTRODUCTIONS**

**FOLLOWING INSTRUCTIONS**



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**GREETINGS**

Choose the correct answer.

- Good Morning
- Good Afternoon
- Good Evening

Ok

- Good Evening
- Good Afternoon
- Good Morning

Ok

**EXERCISES**

**GREETINGS**

Choose the correct answer.

- Hello
- Bye

Ok

- Goodbye
- Hello

Ok


**EXERCISES**



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**GREETINGS**

Choose the correct answer.



Good Evening

Good Afternoon

Good morning

Ok



---




Good Evening

Good Afternoon

Goodbye

Ok



**EXERCISES**

**INTRODUCTIONS**

FILL IN THE BLANKS.



Name:  
**Lionel Messi**

Occupation:  
**Soccer player**

Place:  
**Argentina**

**My name is...**

**I am a ....**

**I live in....**

**EXERCISES**



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**Complete the sentences with the words below**

**Go back    Close    Open    Write    Sit**

 **Close the door.**

 **Write your name.**

 **Sit down**

 **Open the book**

 **Go back to your seat**

**Following instructions**



**NUMBERS - TIMES**

**English Class**



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**NUMBERS AND TIMES**

**WHAT TIME IS IT?**

**NUMBERS AND TIMES**

O'clock → En punto

cuarto ← quarter → cuarto

half ← media → half

What time is it? → ¿Qué hora es?

It is ... → Son las...



### What time is it?

<b>It is nine o'clock.</b>	<b>Son las nueve en punto.</b>
<b>It is nine fifteen.</b>	<b>Son las nueve y cuarto.</b>
<b>It is nine thirty.</b>	<b>Son las nueve y treinta.</b>
<b>It is nine forty-five.</b>	<b>Son las nueve y cuarenta y cinco.</b>


### What time is it?

<b>10:00</b>		<b>10:45</b>
<b>It is ten o'clock</b>		<b>It is ten forty-five</b>
<b>10:15</b>		
<b>It is ten fifteen</b>		
	<b>10:30</b>	
	<b>It is ten thirty</b>	




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### LOOKS AT THE CLOCKS AND PUT THE TIME



It is three o'clock




It is four fifteen




It is five thirty


What time is it?



It is eight o'clock



It is seven forty-five



WELCOME  
TO  
MY  
CLASSROOM



English Class



## MY CLASSROOM

**OBJECTS**

- A bin = un basurero
- A chair = una silla
- A map = un mapa
- A table = una mesa
- A board = un pizarrón
- A door = una puerta
- A window = una ventana
- A shelf = un estante

**POSITION**

- on = sobre
- near = cerca

## My classroom

- There is a board
- It is on the wall
- There are some chairs
- They are near the door

- Hay un pizarrón
- Esta sobre la pared
- Hay algunas sillas
- Estan cerca de la puerta





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### Bart Simpson's classroom

objects and position

There is a board. It is on the wall.  
There are two doors. They are near the shelf.  
There is a map. It is on the wall.  
There are some chairs. They are near the table.  
There is a bin. It is near the chairs.



### FAMILIES

English Class



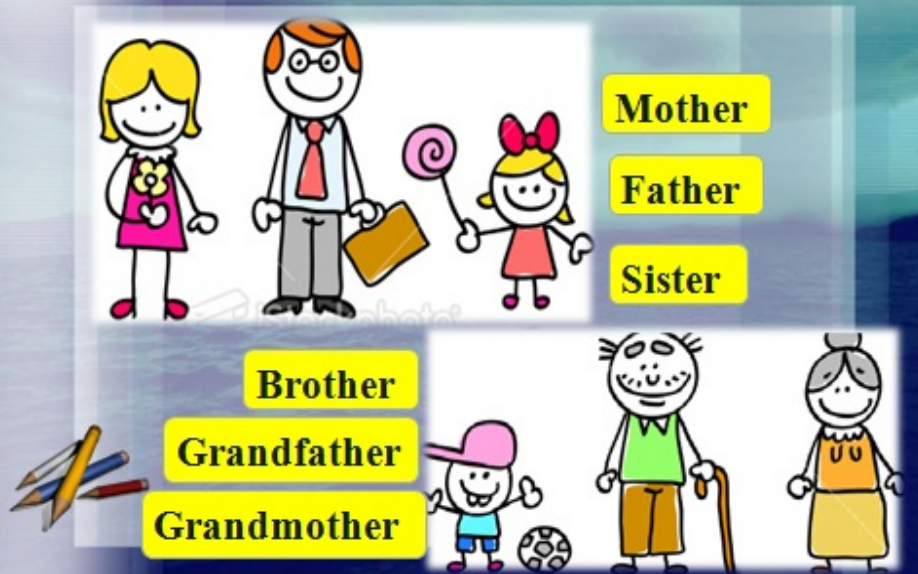


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# Families




## Members of the Family





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Singular	Plural
a) <b>I</b> have a brother.	f) <b>We</b> have three brothers.
b) <b>You</b> have a brother.	g) <b>You</b> have four brothers.
c) <b>She</b> has a brother.	h) <b>They</b> have two brothers.
d) <b>He</b> has a brother.	<p>Hello...</p> 
e) <b>It</b> has a red car.	

Let's Practice.

have

has

- James has a brother.
- Dogs have four feet.
- The girl has a big family.
- You have seven sisters.
- We have a small house.





## Using my, your, his, her, our, their.



**My** mother is Mary.



### SINGULAR

a) **I** have a sister.  
**My** sister is Verónica.



b) **You** have a brother.  
**Your** brother is Peter.

c) **She** has one sister.  
**Her** sister is Mary.

d) **He** has a big family.  
**His** family is big.

Subject  
Form

**I**

**You**

**She**

**He**

Possessive  
Form

**My**

**Your**

**Her**

**His**



## Let's practice. – His- Her

- **Her** mother is in the restaurant.
- **Her** sister is Verónica.
- **Her** father's name is Peter.
  
- **His** father is in the hospital.
- **His** grandfather is John.
- **His** brother's name is Edward.



## Susana's Family

She is Susana Ruales.  
She lives in Cuenca.  
There are 4 people in her family.  
**Her father's** name is Francisco Ruales.  
**He** is 46.  
**Her mother's** name is Elba Castro.  
**She** is 39.

Susana **has** one brother.  
**Her brother's** name is Juan.  
**He** is 15.



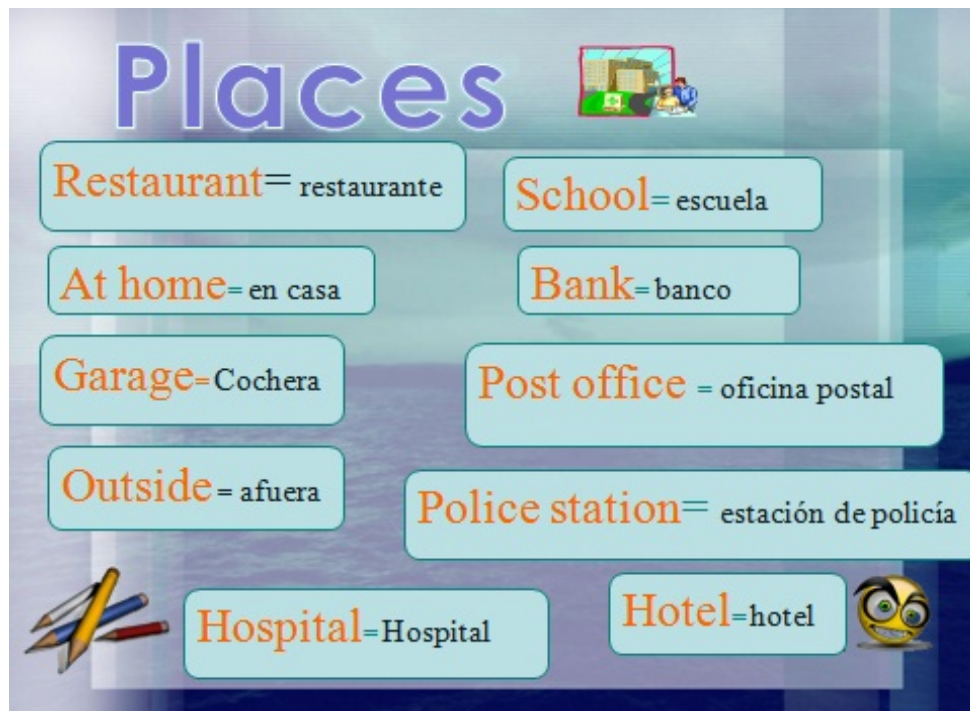
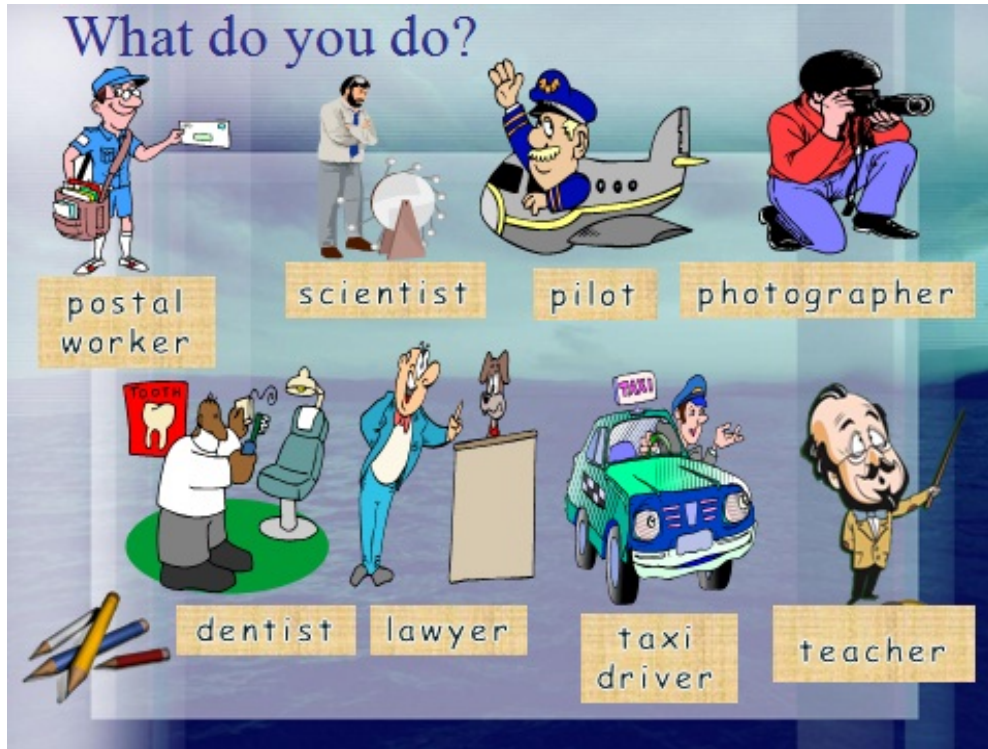


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**A** student is **an** occupation.



**A** } same meaning  
**An** }

**an** and **a** are articles



- a **t**eacher
- a **d**octor
- a **n**urse
- a **l**awyer

**A** before a consonants







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- an **a**ctor
- an **a**rchitect
- an **e**ngineer
- an **a**rtist



**An** before a vowels




### Let's practice

- a school is a place.
  - a teacher.
  - an engineer.
  - a photographer.
  - an artist .
- 
- 
- 



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Singular	Plural
<u>Pronoun+be+ noun</u> I am a teacher.	<u>Pronoun+be+ noun</u> We are teachers.
You are a teacher.	You are teachers.
He is a teacher.	They are teachers.
She is a teacher.	
It is a school.	



Let's practice.

a) I am a student.

b) You **are a student.**

c) He **is a student.**

d) She **is a student.**

f) We **are a student.**

g) They **are a student.**



## Form and Basic Meaning of the Simple Present Tense.




**He works at school.**







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	Singular	Plural
• 1st person	a) <b>I work</b>	f) <b>We work</b>
• 2nd person	b) <b>You work</b>	g) <b>You work</b>
• <u>3rd person</u>	c) <b>She works</b> d) <b>He works</b> e) <b>It works</b>	h) <b>They work</b>



### Let's Practice

- I work in a restaurant.  
**work**      ↑      **works**
- Mary lives with her family in Cuenca.  
**lives**      ↑      **live**





## Let's Practice

- They eat lunch at 12 o'clock.

eats



eat

- Jara takes the bus in the morning.

take



takes



## More examples


**I am** Alexandra Vivar.

**I am** a teacher.

**I work** at a school.

**I live** in Cuenca.






**He is** Manuel Ruales.

**He is** a taxi driver.

**He works** in a taxi.

**He lives** in Quito.



**They are** Peter and Jhoseph.

**They are** students.

**They go to** school.

**They live** in Santa Elena .





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## GOODBYE SONG.



THANKS For  
Your  
Attention





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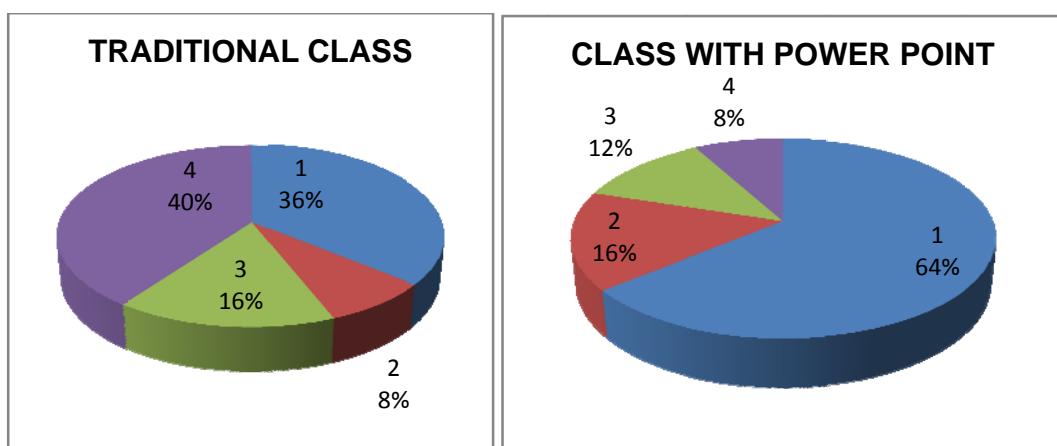
### CHAPTER 3

#### 3. DATA ANALYSIS

These are the results of our research carried out at the eighth level of San Francisco High School, by applying it to 2 groups of students who are from 12 to 15 years old. These students take English classes five hours a week and use the English textbook to develop the four skills. We introduced Power Point in order to enhance EFL learning and help the students' comprehension in the use of the English language.

In the following graphics we show the results about the traditional class vs. the class that used Power Point as an audiovisual didactic resource to enhance EFL learning.

#### 1. - Look at the times and write the greetings.



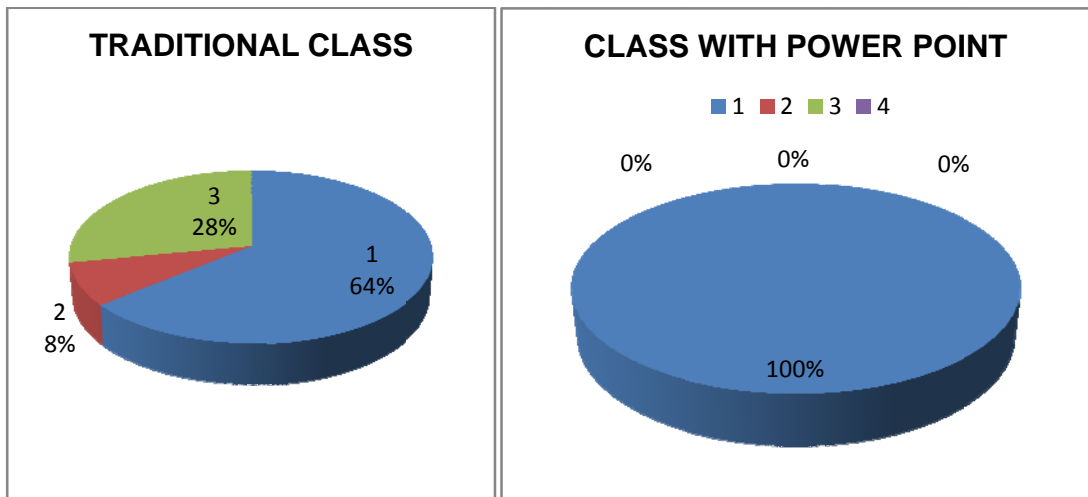




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As we can see, 40% of the new material is acquired by students in the traditional class, while the class that used Power Point obtained 64 %. In other words, we can say that Power Point helped in a significant way in the learning process.

### 2. - Look at the pictures and match with the correct greetings.

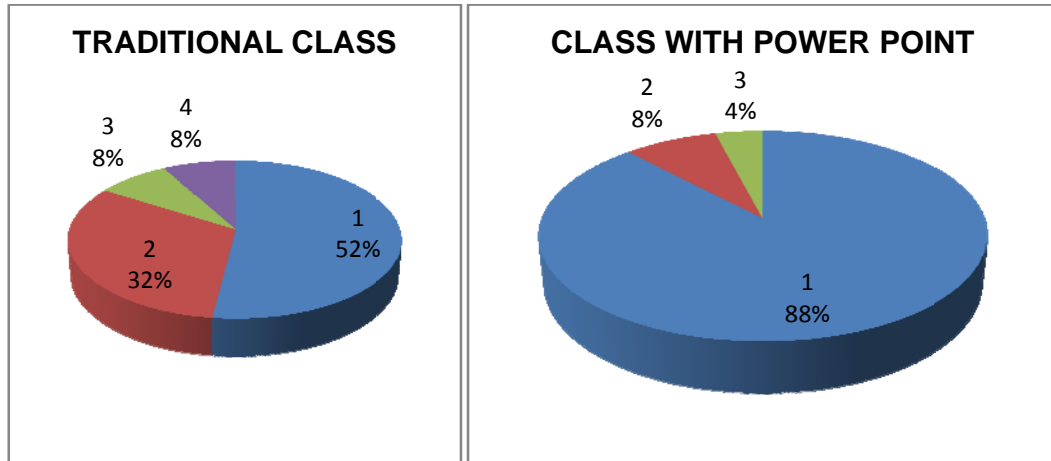


As we can see, 64% of the new material is acquired by students in the traditional class, while the class that used Power Point obtained 100 %. In other words, we can say that students got involved in a meaningful learning through Power Point.



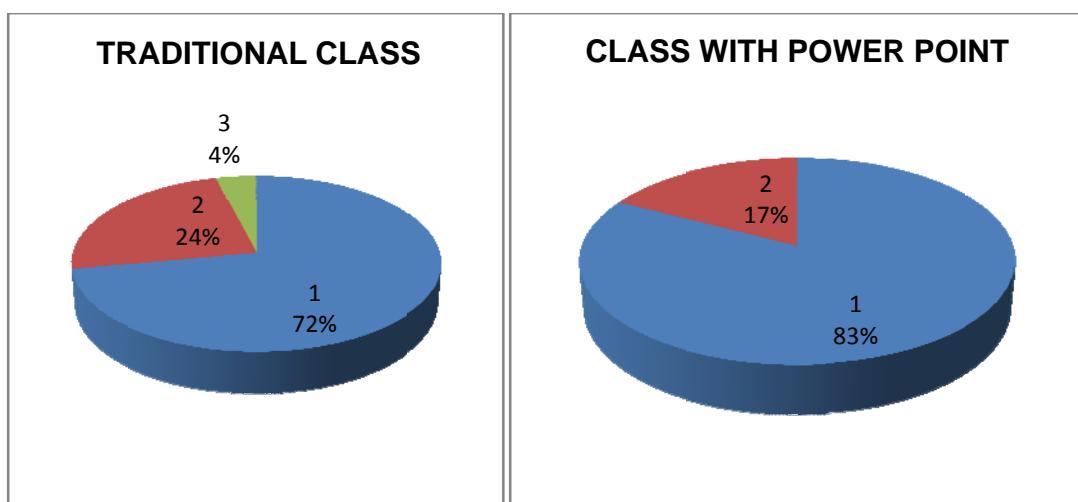
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3. - Read about these people. Complete the table.



As we can see, 52% of the new material is acquired by students in the traditional class, while the class that used Power Point obtained 88 %. In other words, Power Point facilitated in a significant way the students' learning.

4. - Look at the pictures and choose the correct command from the box.



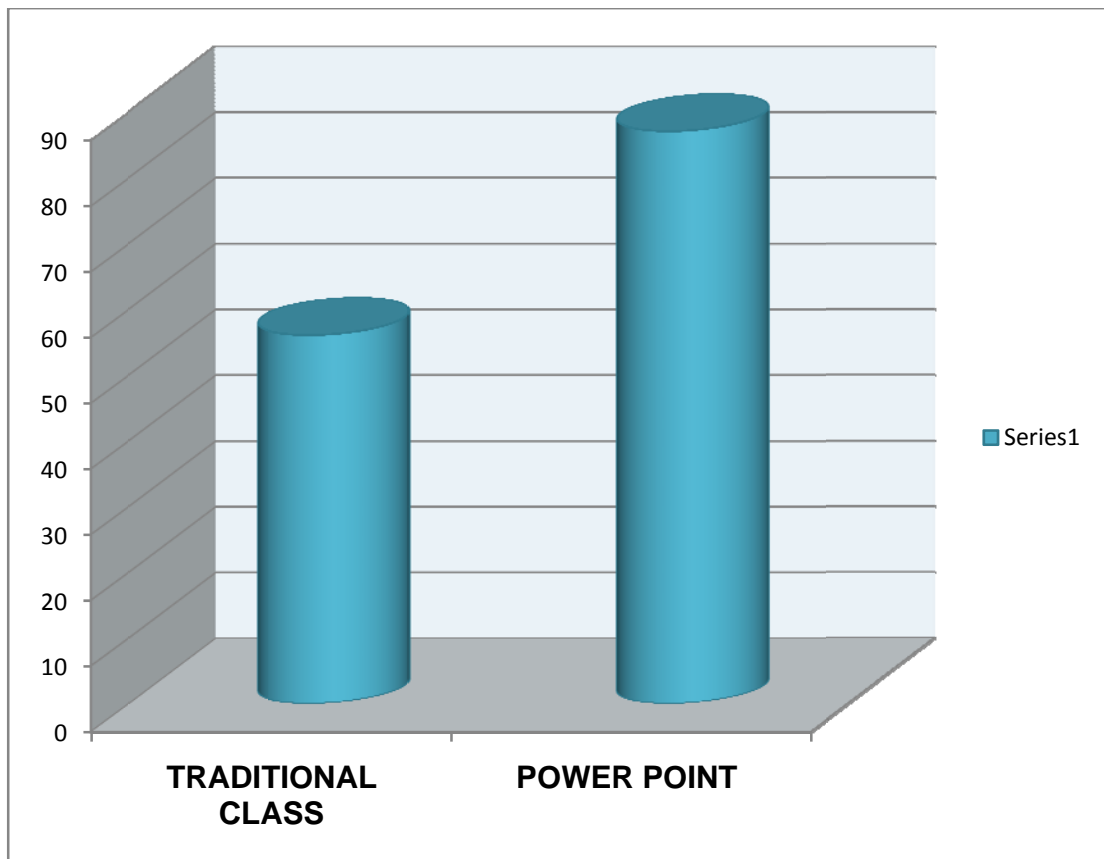


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As we can see, 72% of the new material is acquired by students in the traditional class, while the class that used Power Point obtained 83 %. In other words, Power Point facilitated in a significant way the students' learning.

### 3.1. CONTRAST CHART

The following contrast chart shows the acquisition of the learning process between the traditional class and the class that used Power Point.



The final result of our research is that the class that used Power Point achieved 87%, while the traditional class achieved 56% to enhance the learning process.



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### TRADITIONAL CLASS





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## ENGLISH CLASS USING POWER POINT





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### CONCLUSIONS AND RECOMMENDATIONS

After we have finished our project, we present some conclusions and recommendations for future research.

#### CONCLUSIONS

The purpose of this project was to demonstrate that Power Point was an effective audiovisual didactic resource to enhance EFL learning.

- Power Point has been in existence for many years, but schools and ESL classrooms have just started using it. English Teachers do not use other alternatives to motivate students to learn English.
- Most students have a positive attitude towards the idea of learning English through Power Point.
- Students felt that using Power Point made their English class interesting. It facilitated English language learning comprehension.
- When we used Power Point, the students participated, interacted, and understood the English language better.
- English teachers can incorporate the use of Power Point to teach as a way to add variety into the classroom procedures, so students do not get bored. It could be a form of motivation for the students and also for the teachers.





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### RECOMMENDATIONS

After applying our project to the Eighth of San Francisco High School, we have the following recommendations.

- English Teachers should incorporate Power Point as a part of their teaching process which will help them improve the class significantly.
- English Teachers should elaborate extra didactic material as a tool to help them in the teaching process in order to motivate students get involved in a meaningful learning.
- It is necessary to widen the extent of the project. Future study on the use of Power Point to learn English language should not be restricted for students.



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