



ABSTRACT

Nowadays, we have a recognizable difficulty which shows a significant reduction in the quality of teaching English as a second or foreign language. This difficulty is the avoidance of using English teaching materials to present a lesson. In some cases, the teacher would avoid using these resources because of the lack of support by the different educational institutions and the difficulties of bringing them to several classes. Therefore, this project shows that there are more advantages than disadvantages of replacing traditional English teaching materials with a technological device called the Tablet PC.

Using audiovisual and authentic teaching materials is important to enhance the students' learning process. They motivate students to use the target language in a real context. Also, including technology in the classroom is a good way to stimulate students because they are familiar with it; therefore, the application of the Tablet PC is a revolutionary way to make the lesson more interesting and efficient. English teachers could replace several traditional resources such as, audio players, video players, pictures, presentations, and others for this technological device which of course demands some previous knowledge about its technical aspects.

Facilitators will notice that there are more strengths than weaknesses of utilizing the Tablet PC in the classroom thanks to the results of the lesson plans applied to twenty-three students of San Isidro Institute. In addition, it is important for English educators to notice the recommendations before using this device in order to enrich their teaching.

KEY WORDS:

Tablet PC, Teaching Materials, Technology, Replace, Authentic Materials, Audiovisual Materials, Methodology, Tablet PC Advantages, Tablet PC Disadvantages.



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CARRERA DE LENGUA Y LITERATURA INGLESA

“TABLET PC: A WAY OF REPLACING ENGLISH TEACHING
MATERIALS IN A SMALL CLASS”

Tesina previa a la obtención del Título
de Licenciado en Ciencias de la Educación
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AUTHORSHIP

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This work is dedicated to my family, especially to my mother and father who support me in every aspect of my life. Also, I want to thank my sister and niece, Johana and Leslie for being so encouraging and patient.

Byron Riera C.

I want to dedicate this work to my mother who has been with me every moment of my life. Also, I want to thank my boyfriend because he encouraged me to culminate my major.

Daysi Sangurima C.



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INTRODUCTION

Our project focuses on different objectives that have been achieved during its process. Its main focus is to find out the advantages and disadvantages of replacing traditional English teaching materials with a Tablet PC. During the development of each chapter, we learned how the use of this device enhances the teaching process and also the students' responses to the inclusion of this kind of technology in the classroom.

In chapter one, some of the reasons why teachers avoid bringing English teaching materials to the classroom are mentioned in a clear way according to our experience. Also, we bring up a new way of replacing these traditional teaching materials with a new device called a Tablet PC. In addition, the objectives of this project are stated in an organized matter.

In chapter two, the principal parts of this research are based on the reading of different books and articles. It focuses on several aspects that we believe are important for the development of this project. One of them is the importance of English Teaching materials in the process of learning the target language. Moving on, we center our attention on the inclusion of technology in the classroom as well as the incorporation of a Tablet PC which can replace traditional teaching materials. Moreover, we mention several teaching materials that can be replaced with this new device and some teaching techniques that are enhanced by its inclusion in the English classroom.

In chapter three, the methodology that was used to develop a lesson plan is described in order to include Tablet PC in real context. First, we describe how the device is utilized to replace traditional teaching materials in two lessons. Also, the techniques to collect the data as well as the process to analyze it are stated in an understandable way.

In chapter four, we analyze and interpret the information we collected during the development of the two lessons we applied at San Isidro Institute.



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First, we mention the advantages as well as the disadvantages of replacing some traditional English teaching materials that we discovered when applying the participative observations. Furthermore, we tabulate and interpret the results of a survey applied to twenty-three students who participated in the class; thus, stating the students responses to the use of the Tablet PC as a tool to group several materials in only one device.

Finally, in chapter five, we finish our project by mentioning our conclusions and recommendations. We summarize our findings in regards to the articles we read as well as the application of the lessons. Besides, we point out some recommendations that a teacher should know before utilizing the device as a tool for teaching English.

In short, this research focuses on finding out the strengths and weaknesses of using a Tablet PC as a tool to enhance the learning process by replacing traditional English teaching materials in the classroom.



Chapter I: The problem

1.1 Topic

TABLET PC: A WAY OF REPLACING ENGLISH TEACHING MATERIALS IN A SMALL CLASS.

1.2 Description of the problem

As teachers, it is important to make use of English teaching materials to present an interesting class. A teacher should use both audiovisual and technological materials in order to help students learn faster and easier. However, most teachers are not taking advantage of them because they find them difficult to apply on a regular basis.

One of the reasons is that some educational institutions do not have enough materials to provide to the teacher. The educator must spend time and money looking for the right resources for each specific class. For that reason, sometimes he or she may avoid bringing supplies to class and may use just the book to complete every lesson; thus, making his or her classes boring and tedious.

Also, may be complicated for a teacher to bring several supplies for different lessons every day. Nowadays, most educators have several classes every week making the task of bringing materials like CD-players, recordings, DVDs, books, magazines, etc. a complete challenge. This situation ends up affecting students who need these resources to practice what they are learning and expand their knowledge of a new language.

For that reason, we want to find out the advantages of replacing these resources with a device called a Tablet PC. This device has the potential to handle different kinds of information; information that can substitute traditional English teaching materials and can help educators and students enhance the teaching and learning process.



1.3 Justification

We chose this topic because we think that teachers should be involved with technology and its advances. Nowadays, students are familiar with technology because it is part of their lives. Introducing technology in the classroom is a good way of engaging their attention and enhancing their learning process because they will feel entertained. Consequently, introducing Tablet PCs in the classroom is a good option in their educational lives.

Currently, teachers around the world are making use of the Tablet PC for educational purposes. These devices are starting to become a tool to facilitate the teacher's task of bringing material for the lessons. Even though there is not a specific methodology for teaching English with a Tablet PC, we believe that it is the perfect tool to enrich different methods that utilize audiovisual materials like pictures, recordings, videos, etc.

Also, replacing English teaching materials with a Tablet PC gives students the benefit of having more entertaining and meaningful classes every time the teacher needs to present different audiovisual resources. Also, the device has features such as touch capability, applications, a camera, and a microphone that the educator can use to create new ways of presenting lessons in the classroom.

In short, the use of technology in the classroom like the Tablet PC opens up new possibilities for both teachers and students. The application of this device for teaching is fairly new and can be utilized for experimenting and discovering enjoyable ways of using English teaching resources.

1.4 Objectives

General Objective

- To find out the advantages and disadvantages of replacing English teaching materials in a small class.



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Specific Objectives

- To investigate how teaching materials and technology change the way of teaching.
- To find out what English teaching materials a Tablet PC is able to replace.
- To learn what a teacher needs to know before using a Tablet PC in a class.
- To analyze the student's response to the use of a Tablet PC in a class.



Chapter II: Literature Review

Most teachers know and use diverse materials and resources to make their classes more interesting and enjoyable. With the use of audiovisual and technological materials, students learn in an easier more and entertaining way. Since, they are familiar using technology in their daily lives. Although teachers know the importance of using these materials, it is difficult to implement them in a class due to some circumstances. First, it is difficult for teachers to carry materials for each of their classes regularly because of the amount of resources and their cost. Second, most institutions do not have sufficient materials for the teacher. Because of these reasons, we believe that there are more advantages than disadvantages in replacing English teaching materials with a Tablet PC.

2.1 The Importance of English Teaching Materials

First of all, it is important to recognize the value of using teaching materials in an ESL/EFL class through the application of different techniques. With these techniques, teachers try to capture the interest and stimulate the imagination of their students so that they will be more enthused to learn. Therefore, by replacing teaching materials with a Tablet PC, we want to facilitate and enhance the teaching and learning process.

There are several teaching materials that a facilitator should apply. The most important ones are visual materials. They should be used by a teacher in order to help students learn faster and easier. Wright mentions, “Visuals aids are used to motivate the student to speak, to create a context with which his speech will have meaning; to provide the student with information to use in speech, including objects, actions, and events; to provide the student with non-verbal prompts to dialogue reproduction or to dialogue invention” (qtd. In Tadese and Manjula). Also, Wright states that visual materials help teachers to make different activities for a class. They include exercises, drills, instructions, and explanations. An important role of visual materials is the improvement of vocabulary knowledge which facilitates the understanding of the learner. With this, it is easy to notice that audiovisuales are very useful to present a class;



thus, with the use of a Tablet PC, we can integrate all these materials in one technological device.

There is another important aspect that should be noticed in regards to the teaching materials an educator uses. They should also be authentic in order to implement real world contexts in the lesson. Nunan defines authentic materials as any information that is spoken or written that has a legitimate communication purpose. (qtd in Oura). It means that any material that has been designed for the purpose of language teaching does not have the same impact as authentic materials from different sources such as TV, radio, taped conversations, newspapers, etc. With the use of authentic material, students establish a relationship with the language and the real world instead of focusing on the language itself. “Once teachers start to use authentic materials and observe the impact the real world context has on students, they may actually seek out ways to incorporate them more into lesson plans.” (Oura). One way to incorporate them into lesson plans could be by replacing them with the Tablet PC.

Gail K. Oura gives some examples of authentic materials that are being used in the classroom. First, he establishes some authentic listening and viewing materials such as TV commercials, cartoons, news clips, movies, radio ads, documentaries, etc. Some examples of activities that can be developed with these materials are silent viewing where students can say what the speakers are doing or predict what will happen next. Then he mentions some authentic visual materials such as pictures, drawings, silhouettes, postcards, street signs, etc. Students can be put into groups to later identify each item and make up stories about them. Also, Gail brings up authentic printed materials such as newspaper articles, sport reports, lyrics to songs, restaurant menus, maps, comic books, etc. for students to interpret the information, discuss it within a context, and write their own printed material. Finally, he talks about the use of realia such as coins and currency, phones, masks, dolls, etc. These materials cannot be replaced by a Tablet PC like the rest of the authentic material; however, it is possible to show a picture of them in order to be included in some way in the development of a lesson.



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In sum, teaching materials are important because students learn faster and easier with them, especially if these materials are authentic. A teacher should always bring them to the class because they enhance the learning process. We believe that integrating all these teaching materials in a Tablet PC will facilitate the task of bringing and using them in the class.

2.2 Technology in the Classroom

Using technology in a classroom is essential because students make use of a lot of different devices on a daily basis which means that the teacher should be willing to learn all the technical aspects and try to be updated. However, the teacher must be aware that there are some difficulties he or she must face when integrating technology in the class.

A teacher should be prepared to include a new device in the class in order to make it more interesting and up to date.

Computers, cellular phones, 4th generation smart phones, information search engines, and social networking sites are being used and accessed by more than half of the world's population. Complete Internet and cellular saturation, when the entire world has access to affordable and reliable Internet and cellular service, is not too far off in the future. The world has changed with these new technologies and so must EFL teachers and the EFL classroom. (Morris).

Integrating technology in the classroom is not an easy task. The teacher must be willing to overcome some challenges he or she might face when using new devices. One of these challenges is the level of distraction a student may have while using technology during a class. "How do you integrate cell phones with Internet access into the classroom without the risk of the students ignoring the lesson and simply playing on Facebook or MySpace? How do you teach them to process what they learn on the Internet and not to believe everything they read is true?" (Morris). Integrating a Tablet PC is a good way to start including technology in the classroom because the teacher is in control of the device at all times. Thus, the instructor can focus more on the lesson than on



the task of controlling each of the students who might be using a device to avoid paying attention during the session.

Another challenge a teacher must face is learning all the technical aspects of the technology he or she wants to use in the class. Rachel A. Vannatta and Nancy Fordham, on their research on technology, “Teacher Dispositions as Predictors of Classroom Technology Use”, state that technology is changing both our society and education. They believe that teacher’s preparation is crucial to make technology an effective tool in the teaching and learning process. Also, they recommend not only extensive training but also activities that help change the instructor’s disposition and the time they invest in improving their teaching methods. “Only in the hands of innovative, informed, and committed professionals in supportive educational cultures can technology serve as a medium for helping children advance confidently into the future.” On the other hand, most teachers are familiar with the use of computers in today’s world. This could make the transition to a Tablet PC easier than most people may think because the device has similar characteristics to a Desktop PC or Laptop. The key differences are the portability and independence that a Tablet PC has, as well as the new applications that this device offers. As a result, most educators will not have to invest as much time learning to use this new device as they might assume.

In conclusion, integrating technology in the classroom is not an easy undertaking. Some teachers may find it difficult while others may overcome the challenges with ease. Extensive training and disposition to change are the keys to integrate new technology into a class. However, we believe that including a Tablet PC as an effective tool for a teacher is not as difficult as some people might think due to the similarities this device has with other technological gadgets most teachers are using nowadays. A Tablet PC is a device that has already been successful in other areas and has been changing the way people interact with the digital world.



2.3 Tablet PC in the Classroom

We are facing a “Post PC era” where Tablet PCs are replacing the PCs. These devices are changing the way people interact with audio visual materials like pictures, audio, videos, applications, etc. Teachers should be involved with technology and its advances because students know and use technological devices in their daily lives. Thus, introducing a Tablet Pc in a class may improve the learning process.

Tony Hursh, in his article, “Tablet PCs for Classroom Use: Technology and Application”, gives us a more in depth idea of the characteristics of the tablet PC. First, he tells the reader what the Tablet PC is by mentioning that it looks like the screen of a regular notebook without the keyboard. Then he compares the device to other technological devices pointing out some positive characteristics like the way of collecting data with a stylus, the full-sized color screen, the internal hard drive, and wireless networking. Also, he mentions these characteristics enhance the use of a Tablet PC in public presentations. We agree with him and think that the characteristics of a Tablet PC would improve a class presentation. The advantages that a teacher may have by using this device are more valuable for us than the disadvantages he or she might encounter.

There are some advantages of using a Tablet PC in a classroom. As teachers, we found these advantages to be good enough to compensate the disadvantages an instructor may face by using the device to replace teaching materials. Jared Angel, in his article, “Tablet computers in the ESL classroom: Unlimited possibilities”, summarizes all the advantages a teacher can have by using a Tablet PC in the classroom:

Instructors who expand their lesson plans beyond textbooks use a variety of tools including laptop computers, CDs, videos, overhead projectors, and photographs. A tablet computer can be a substitute for all of these tools and assist instructors in lesson planning and organization. Laptops can be heavy and cumbersome when instructors have books and folders to carry. For classroom presentations, instructors may become glued behind a



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laptop and find the mouse and keyboard difficult to manipulate. A tablet adds little to an instructor's bag. It can perform every presentation function a laptop can and be held easily with one hand. An instructor can more actively engage a class during presentations and only needs a single finger to control it. Tablets can play MP3s, replacing CDs and CD players for any audio activity. The headphone jack easily connects to classroom audio systems. A connector allows output to a TV or screen to show videos, presentation documents, and Internet content. Displaying a tablet's content on a screen also can replace overhead projectors.

Likewise, in the article, "Teaching with Tablet PCs", Kenrick Mock points out the advantages he found when using a Tablet PC in one of his classes. He states that there is no need to prepare the class in advance as compared to Power Point presentations, but if the teacher prepares the class in advance, he or she can make annotations on the display. Also, there is a way of developing an explanation since a teacher can show all the information together without erasing it as is the case with the blackboard; and there is the chance of using multiple pens with different styles and colors. Likewise, he establishes other practical advantages when using a Tablet PC like switching from one application to another with ease, and keeping eye contact with the students while giving them space to look at the presentation without obstacles.

On the other hand, there are some disadvantages an instructor might face when using a Tablet PC in a classroom. First, the teacher must know that in order to project something with a Tablet PC, he must place the device in landscape mode. Also, the instructor must be aware of the display since the space available for drawing is less compared to the space in a blackboard, and some models show reduced quality from different angles. Finally, there is need for a projector which represents an extra expense besides the one for the Tablet PC. (Mock). However, these disadvantages are easy to be overcome if the teacher learns to use the device in combination with other teaching methods he or she already knows; thus making his or her classes varied and dynamic. Nevertheless, it is important to know these disadvantages in order to be prepared. Besides, the teacher should also replace English materials that the Tablet PC would improve instead of the opposite.



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In short, it is important to know that there are both advantages and disadvantages of replacing English teaching materials with a Tablet PC in a class. However, we believe that the advantages that the device has are more significant than the disadvantages. The key is to combine the use of a Tablet PC with different tools the instructor already uses. Thus, the class will be more interesting and varied.

2.4 Tablet PC and Methodology

Before starting to talk about the different types of methodology that can be included in our project, we must have a clear idea about the word "method". Jan Dormer in his article, "Introduction to Language Teaching", states that methods are activities where students participate or specific techniques used by the teacher. Taking this into account, it is important to mention that there is not a specific methodology for teaching English with a Tablet PC. In fact, a Tablet PC can be considered a tool to teach and replace some English materials that enhances any method or technique where teaching materials need to be used.

There are several techniques that most teachers apply to maximize learning opportunities for students. However, it will depend on the teaching materials that instructors use to present an interesting class. Alan Cunningsworth, in his article, "Evaluating and Selecting English EFL teaching materials", claims:

It is very important that the teaching materials used should take the learner forward as directly as possible towards his objectives. The objectives should be decided first, in line with the overall aim of the teaching programme, and then the materials should be sought which can be related to these objectives. The aims of a teaching programme should determine the course materials to be used or not vice-versa. (30).

Therefore, it is very significant for teachers to use most suitable teaching materials to develop different techniques during a class. For that reason, we will mention some examples of methods where the Tablet PC can be used to make the lesson more interesting and interactive.



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One of the most useful methods for the teacher is the Direct Method. Diane Larsen and Marti Anderson in their article, "Techniques & Principles in Language Teaching", explain that students should not translate the target language into their native language. In order to do this, it is worth using realia and pictures where the students do not need to utilize a dictionary to understand the meanings of words. This technique is important for us because it substitutes the use of various audio-visual materials which can be replaced with the Tablet PC.

Another important technique is the Audio lingual method where the students need a certain strategy to develop their listening and speaking skills. This method requires the students to use language communicatively. In this case, the teacher is responsible for providing models for imitation. The teacher provides students dialogues from tapes for successful performance of oral/aural skills. Despite this method being practical and useful, some teachers do not apply it because it is difficult for them to bring the material to the class; that is why utilizing the Tablet PC makes the instructor's task of developing this method easier.

The Community Language Learning (CLL) method proposes using a conversation in the student's native language along with its translation to express the students' thoughts. The teacher helps them to express what they want to say in the target language and in turn this will be recorded. Diane Larsen and Marti Anderson emphasize that in the first stages the students will make their material according to them, but when they feel more secure, the teacher could prepare the material to enhance their learning process. This method could be applied with a digital voice recording device such as a MP3 player, a cell phone, or a computer. Therefore, the Tablet PC can be utilized for the digital voice recording to present this technique.

Finally, Content-based Instruction is a method where the facilitator wants to teach both language and content. Themes can be interesting for the students to understand. The teacher can use visuals, realia, or examples. One example of an activity from this method is Graphic Organizers which use visual displays



to help the students to organize and remember the information. Thus, a teacher could replace video, visuals and Power Point presentations with the Tablet PC in order to accomplish this task.

In conclusion, even though there is not a specific method or technique to teach with a Tablet PC, it is an efficient tool to enhance existing methods of teaching English. We found some important methods that the instructors use in their classes; however, some of them are a little bit difficult to apply because they require certain teaching materials that sometimes the teacher avoids or neglects to bring to the classroom. Therefore, a Tablet PC is a good tool to help develop the techniques mentioned above as well as others because it facilitates the job of including teaching materials by replacing and improving them.

2.5 Replacing English Teaching Materials with a Tablet PC

There are a variety of English teaching materials the Tablet PC can replace. Some of them are audiovisual like books, recordings, videos, flashcards, newspapers, magazines, pictures etc. Also, the Tablet PC can replace some technological devices such as music players, video players, e-book readers, computers, among others. In addition, the instructor can take advantage of the microphone and camera to record his or her own material before a class, as well as use them during the class to record some student's activities. There are several Tablet PC models on the market today and some of them integrate special characteristics that others lack. Nevertheless, most of them share similar characteristics that can be used to replace basic teaching materials

The first teaching materials that can be replaced with a Tablet PC are pictures and flashcards. It is well known that the best method of teaching vocabulary and English in general is to avoid translation. One way to avoid translation is by using pictures and flashcards to present vocabulary and to use them in different activities such as descriptions, comparisons, expositions, etc. The teacher is in charge of finding, printing, classifying, and bringing pictures or flashcards to each one of the classes where they are needed. By using a Tablet



PC to display pictures or flashcards, the teacher has the opportunity to bring them more often to the class because there is only the need of looking for them and saving them on the device. Then the instructor can show them with ease, even without an external display or projector, thanks to the low weight, precise size, and good quality of a Tablet PC's display.

Another teaching material that a Tablet PC can replace is the music player. It is essential for a teacher to bring a music player and recordings in different formats like audio-CD or mp3 in order to practice and improve the students listening skill. One way to make this task easier would be by using a Tablet PC to reproduce audio files; thus, avoiding the need to bring a music player and several audio CDs to each classroom. On the other hand, the teacher must be aware that it is necessary the use of a set of speakers if the classroom is too big in order to avoid any kind of distortion; also, he or she must learn how to save and classify the audio files on the device.

Another teaching tool that can be replaced by a Tablet PC is a video player. Nowadays, most teachers make use of video players like DVDs, VCRs or PCs to present a video related to the English topic he or she is teaching in the class. Most of the time, one special room with a projector or TV is needed and the room is subjected to availability according to a schedule. Thus, by bringing different videos saved on a Tablet PC, the teacher has the opportunity of saving time and making the class more effective. Conversely, the educator must know that the size of the class and the amount of students play an important role in being successful when presenting a video. If the number of students is too high or the size of the classroom is too big, a projector is needed in order to appreciate the video the best way possible.

Replacing power point presentations is another way of taking advantage of a Tablet PC in the classroom. Power point presentations are widely used to present different topics in an English class, especially with advanced students. The teacher must bring a computer or use one from the institution if it is available. By replacing the computer with the Tablet PC and making a power point presentation with it, the teacher saves time and space in his or her bag.



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Also, there is the big advantage of interacting directly with the presentation and making annotations, changes, drawings, highlighting, etc. Consequently, the educator has the chance of staying aside from the presentation without interrupting the student's view.

Finally, the educator has one big opportunity of saving space by replacing printed material like magazines, newspapers, books, etc. There are a couple of ways of doing this. First, the teacher can look for printed material in its digital version on the internet and save them on the Tablet PC. Also, the educator can take pictures of the specific pages he or she is going to use in the classroom and make use of them later. These materials can be read in the classroom without needing to bring all of them at the same time in their original versions. In addition, there are lots of books, magazines, and newspapers designed specifically to be used with this device.

In conclusion, there are different English teaching materials a Tablet PC is able to replace. The teacher has different possibilities when using this device with small groups of students. On the other hand, it is important to mention that working with small groups of students is not always possible in our society due to the educational system we have. However, the teacher could separate students in small groups and work with the Tablet PC when there is not the possibility of using a projector or a set of speakers. Also, the instructor must take advantage of the new possibilities a Tablet PC brings to the classroom. Most of these devices have a built-in camera, microphone, internet connection, and applications with educational purposes that can be used in creative ways to produce new and entertaining ways of teaching an English lesson.



Chapter III: Methodology

After carefully reading different books and articles to acquire insights into the advantages and disadvantages of including technology in the classroom and replacing teaching materials with a Tablet PC, there was the necessity of planning two lessons where a Tablet PC was included as a replacement tool for both technological and audiovisual materials. The Tablet PC model that was used in this case was the Ipad 2 because it was the one that had the best features to develop the lessons. After that, some important information was gathered in order to be analyzed and interpreted to obtain the conclusions and recommendations of our project. With this, we wanted to find out by our own experiences the advantages as well as the disadvantages of replacing English teaching materials with a Tablet PC as well as the students' responses to the inclusion of the device in the classroom.

3.1 Basic Methodology

Two lesson plans were designed to use a Tablet PC in the classroom. These lessons were applied in San Isidro Institute in a small classroom of twenty-three students at elementary levels with ages ranging from 18 to 25. The lesson plans followed the specific patterns of warming-up, presentation, practice, and performance being the Tablet PC used in each one of those stages. One of the lessons was about **likes and dislikes** and lasted for a sixty minute period, and the other one was a content lesson about **food preparation** and also lasted sixty minutes.

During the development of the lesson about *likes and dislikes*, the Tablet PC was used in several ways to replace English teaching materials. First, a video was shown to get student's attention before the presentation stage. In order to do this, a set of speakers were utilized to avoid any auditory distortion and the video was shown on a television. Then, different styles of music were played utilizing a Tablet PC to review some of the vocabulary needed during the session. After practicing the vocabulary on a worksheet, the teacher presented the topic on the whiteboard by asking students what kind of music they liked



and disliked. It was then followed by another worksheet to practice the new structures they learnt. Next, the Tablet PC was used to review vocabulary related to different kinds of fruit. In this case, flashcards and pictures were replaced by the Tablet PC. The teacher showed the pictures using the device's display by holding it in front of the students. After that, the capacity of the Tablet PC to display interactive Power Point presentations was taken into account to ask students to touch the correct option on the display and show if the answer was correct or not. Finally, the students had to write a paragraph describing what kind of fruits they liked and did not like, presenting this information in front of the class.

Furthermore, during the second part of the lesson, the Tablet PC was employed to present a content lesson about *food preparation*. First, the teacher showed a video about the preparation of a ham and cheese omelette. After practicing some vocabulary, the teacher played a recording on the Tablet PC showing the preparation of an omelette in a restaurant. The book and a power point presentation were replaced by the Tablet PC during the session. The teacher explained the process of preparing the omelet using the Tablet PC application to make presentations and annotations. Next, the same style of presentation was used in order to check student's answers to the book exercises. Finally, a new recording was played with a conversation between a sous chef and a prep cook related to breakfast preparation. Students had to act out roles based on the dialogue in front of the class.

In short, the two lessons that we applied gave us the opportunity to experience by ourselves the advantages and disadvantages of replacing English teaching materials with a Tablet PC. During the session, several audiovisual materials and devices were replaced such as the video player, audio player, computer, textbook, pictures, flashcards, power point presentations, etc. Also, the two lessons helped us to gather data that showed some results. These results were analyzed in order to validate our research.



3.2 Data-gathering techniques

The purpose of applying a Tablet PC in a lesson in a real classroom was to find out the advantages as well as the disadvantages of replacing English teaching materials. Also, it is important to know what the students' response was to the addition of the device in their lesson. In order to do this, two gathering techniques were chosen to facilitate the research. First, we used the non-participatory observation technique by following activities as they were performed by the students in the classroom. Next, through participatory observation, as the first teacher was observed by the second one in order to take notes and analyze his or her behavior while working with the Tablet PC. Also, we applied a survey that consisted of four close ended questions and one open ended question. This survey was elaborated in Spanish in order to avoid confusion and obtain the most accurate results. Finally, some pictures were taken during the development of both lessons in order to use them in the analysis of the results.

3.3 Data-collection planning

After considering how the data would be gathered, there was the need of deciding who would be in charge of collecting the data. The final decision was that both teachers participating in this research were responsible for collecting the data. During the lessons that were planned, one instructor observed the other while performing the lecture with the Tablet PC and vice versa. Notes were taken by the teachers in order to analyze them later. Also, at the end of both lessons, one teacher read a brief summary of what the research was about in order to make sure that the students understood it. Finally, the survey was handed out to each one of the learners to be completed with their answers.

3.4 Data-processing planning

After applying both the observation technique and the survey technique during the development of both lessons, we continued to process the data in



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two ways. First, the notes taken during the lesson by each teacher were analyzed and discussed. During the discussion, we compared notes and explained the advantages that were discovered during the process of the lectures as well as the problems that were faced. Also, the data obtained by the survey, applied to each student, were tabulated. By analyzing this information we found out the students' responses and opinions of including a piece of technology like the Tablet PC in the classroom to replace English teaching materials. Lastly, all the information was analyzed and summarized in order to establish the conclusions and recommendations at the end of our project.



Chapter IV: Results: Analysis and Interpretation

After applying the lessons in a real class in San Isidro Institute and choosing the observation and survey as the gathering techniques for our research, there was the need to analyze and interpret our findings. In order to do this, we divided this chapter into two different explanations for each technique, the analysis and interpretation of the observation, and the analysis and observation of the survey.

4.1 Analysis and Interpretation of the Observation

Most teachers know and present their lesson plans in a sequence such as warming-up, presentation, practice, and performance. That is why we followed the same pattern in the development of our two lessons. During each stage, the Tablet PC was used in different ways replacing traditional teaching materials. We found some advantages and disadvantages in each one of these stages by applying observations and taking notes.

During the warming-up stage, a video was shown before presenting the theme of the lesson. In the first one, *likes and dislikes*, the video was about food that people like and dislike. In the second one, *food preparation*, the video was about how to make an omelette. Some advantages and disadvantages emerged during this phase when using the Tablet PC which are stated as follows:

Advantages:

- The most important advantage was the replacement of any video player, video tapes, or DVDs themselves.
- Students paid lots of attention the moment the video was presented thanks to the quality the Tablet PC projected on the TV.
- It was easy for the teacher to play the video just by choosing the correct application and touching the play button.
- The video was easily handled thanks to the touch capabilities and the arrangement of the controls.



Disadvantages:

- The teacher must be sure that the TV or projector is compatible with the Tablet PC cord in advance.
- Copying the video files onto the Tablet PC requires basic knowledge of computer use; for example, how to save files or verify that the format of the video is compatible.

In the presentation period, the Tablet PC was used in two different ways. First, in the lesson about *likes and dislikes*, the teacher played different styles of music and in the second lesson, the teacher used a power point presentation to explain the food preparation. After comparing our notes, we established some advantages as well as some disadvantages of using the Tablet PC in this phase:

Advantages:

- The first advantage was the replacement of any audio player as well as the CD's or cassettes.
- A power point presentation and a computer were replaced successfully with the Tablet PC.
- Following the lyrics of the songs was easy and interesting for the students because the Tablet PC displayed them on the screen.
- The use of annotations and drawings was helpful to follow the lesson without losing the students' attention.

Disadvantages:

- There was the need to use a set of speakers according to the environment and the learners' needs.
- Some precision was necessary in order to draw or write on the display.

During the practice stage, the Tablet PC was used with an interactive power point presentation. The students participated by touching the correct structure related to the topic of *likes and dislikes* and by checking the results of



the textbook's activities with the *food preparation* lesson. According to this, we found some advantages and disadvantages:

Advantages:

- The replacement of worksheets with the Tablet PC was helpful to make students participate.
- The students saw the correct answers on the TV making the task of checking them easy and entertaining.
- Because of the students' participation and interaction with the Tablet PC, the teacher verified that the topic was understood.

Disadvantages

- Basic knowledge of designing interactive power point presentations was essential.
- It was not possible to apply interactive presentations with all of the students because of the time that it took to practice with them.

Finally, in the performance stage, the Tablet was used to present vocabulary and conversation. During the first lesson, a set of pictures of fruits were shown to the students and during the second lesson a conversation between a sous chef and a prep cook was played with the device. We discovered some advantages and disadvantages at this phase.

Advantages:

- The replacement of flashcards and the teacher's book with the Tablet PC.
- The teacher handled the device easily with his or her hands by holding it and showing the pictures to the students, also the transitions between pictures was made by slicing them with one finger.
- Students appreciated a picture as well as the script of the conversation while they were listening to the audio.



Disadvantages:

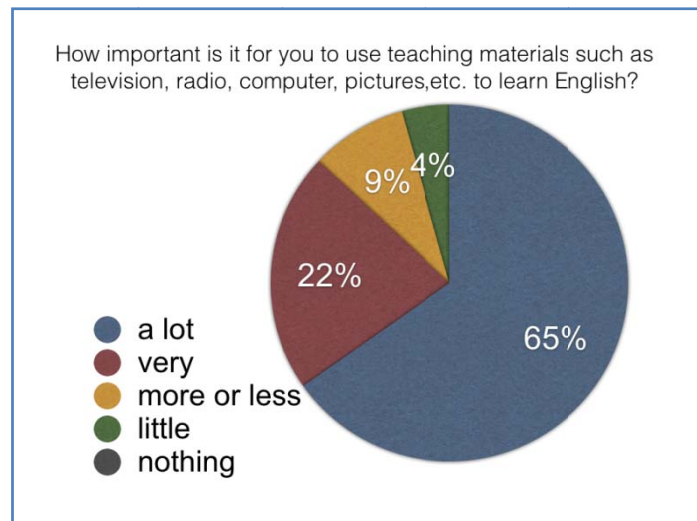
- It was complicated for the teacher to make different activities with his or her hands while holding the device and showing the pictures.

In conclusion, this observation gave us some advantages and disadvantages of using and replacing English teaching materials with a Tablet PC. It was really helpful because we could experience by ourselves the strengths and weaknesses the device had when implementing it in a lesson. One positive aspect that we found in our observation was that it reflected more advantages than disadvantages. To avoid these weaknesses, a teacher can learn from them and try to overcome these issues with practice.

4.2 Analysis and Interpretation of the Survey

In order to get the students' responses to the inclusion of the Tablet PC in the classroom, we applied a survey after concluding the lessons. We surveyed all twenty three students after explaining the purpose of our research. First of all, there were four close ended questions related to teaching materials and technology in education. Also, there was one open ended question focused on the replacing of teaching materials with a Tablet PC.

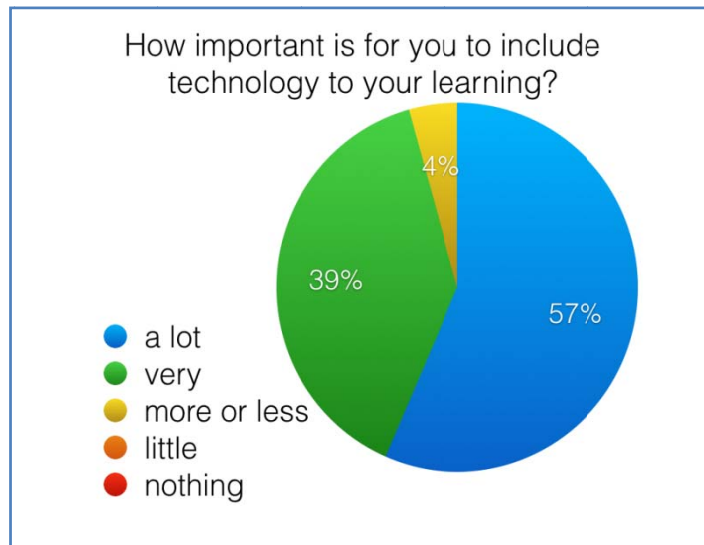
The first question was to know if television, radio, computer, pictures, etc as traditional teaching materials are important to learn English according to the students' beliefs.





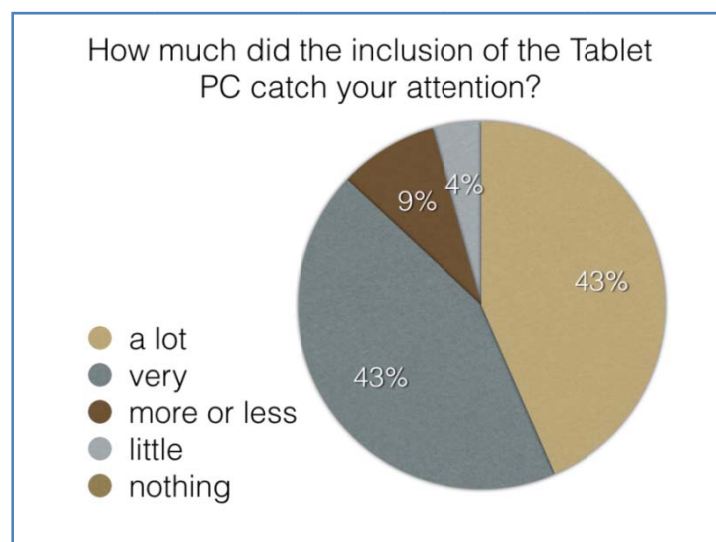
The results of this question were really positive because 65% of the students answered “a lot” and 22% “very”. It means that they believe that teaching materials are important in order to learn English within a class since they know that learning English as a second language is a difficult process.

The second question of the survey was about the importance of including technology in the students’ learning process.



Most of the students responded that including technology in their learning process is important as 57% responded “a lot” and 39% “very”. They said that technology is something they know and use in their daily lives and should be included in the classroom by the teacher.

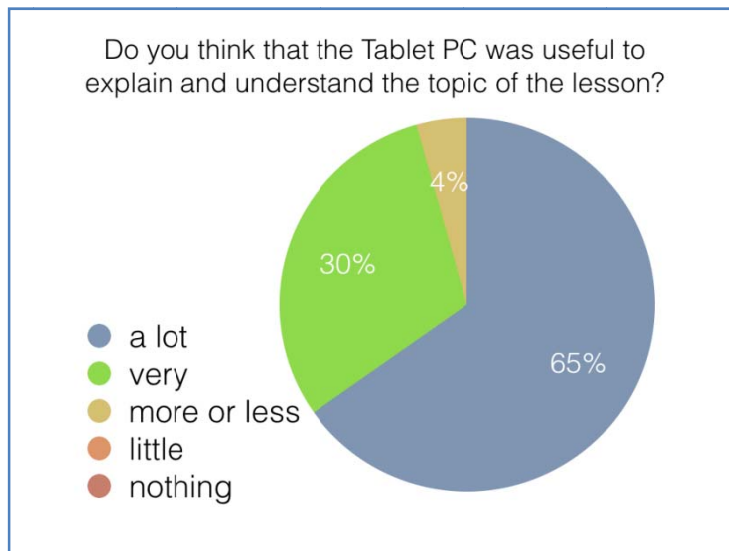
The third question of our survey was if the students’ attention was caught by the inclusion of the Tablet PC.





In this question, 43% of the students answered “a lot” and 43% “very”. They said that it was a new and innovative way of teaching English and also that they did not think that a Tablet PC could be used to make a class more interesting.

The last close ended question of our survey was if the topic of the lesson was understood and explained accurately through the application of the Tablet PC.



In this question, 65% of the students answered “a lot” and 30% “very”. They explained that with the Tablet PC, they could focus more on the content because the audiovisual materials were interactive and entertaining, also the activities were understandable.

Finally, with the open-ended question we summarized the students’ opinions of replacing English teaching materials with a Tablet PC:

- The teacher saves time and money and helps to protect our environment by avoiding the use of paper.
- It facilitates the teaching process joining all the English teaching materials in one technological device.
- The class becomes more interactive and entertaining.



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- It helps students to pay more attention and to understand the content faster.
- It helps both the teacher and the student.

In conclusion, this survey was very helpful for our research because it gave us a clear idea of what students thought about teaching materials, inclusion of technology, and the Tablet PC for replacing traditional materials in the classroom. Most students need English teaching materials in order to learn a second language faster and easier. Also, they like the idea of including technology in the classroom because it makes the lesson more interesting and dynamic. According to their opinion, including a Tablet PC to replace traditional teaching materials is a useful way to put all the materials together in one technological device.



Chapter V: Conclusions and Recommendations

5.1 Conclusions

After analyzing one of the principal difficulties that English teachers´ face nowadays, which is bringing and using English teaching materials during a class, it can be said that there is an alternative to this difficult task. This project helps the educator to find ways of replacing them easily with a Tablet PC.

First of all, some important authors specialized in Education have stated that English teaching materials are very important to advance the students´ learning process because they will be more motivated to learn. There are two important types of materials, audiovisual and authentic materials that facilitate the practice of English in the scholars´ learning.

Other aspects that are explained in this project are the importance of technology and the use of a Tablet PC in the classroom. In today´s world, it is very practical to use some technological devices in the class because students know and utilize them. Although, facilitators should be careful to use any device in their classes, the use of the Tablet PC is a good tool the teacher is the person who is in control of it.

Also, the methodology has been important in our project because there are several kinds of techniques that a teacher should know in order to present a class such as Direct Method, Audio lingual Method, Community language learning, etc. Most of them need teaching materials to make students´ learning easier and more interesting; therefore, the Tablet PC is a revolutionary tool which helps to replace most of the traditional English teaching materials. There are different teaching materials that can be replaced with a Tablet PC such as computer, video player, audio player, pictures, flashcards, power point presentation, and printed materials. However, there are some important recommendations that the teacher should know before using it.

Finally, in order to find strengths and weaknesses of the Tablet PC, we applied two lessons to see if this device was a good tool for replacing traditional



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materials. The results were positive because this device facilitated the process of avoiding the need of bringing a video player, video tapes, pictures, a radio, and the teacher's book. Moreover, the attention of the students increased because they could practice the exercises through interactive activities with the Tablet PC. The students were surveyed at the end of the class. Their comments were that a Tablet PC was an innovative device which helped the learning process.

In conclusion, this topic was very helpful for teachers because we discovered that the Tablet PC has more advantages than disadvantages by replacing English teaching materials in a small class in order to enhance techniques that a teacher uses to present a lesson.

5.2 Recommendations

Even though the use of a Tablet PC enhances the teaching and learning process, there are some recommendations that should be stated before including it in the classroom.

First, educators must be aware that including the device in their teaching process requires some technical aspects. The use of a Tablet PC is similar to the use of a computer which makes the task of learning how to handle it a little bit easier. For those teachers who do not understand how computers work, intensive training is advised. Also, it is a good idea to be up to date on this matter because the future challenges in teaching will require the use of technology in education.

Another aspect that is important to point out when using a Tablet PC in replacing English teaching materials is the environment of the class. During the application of our lesson plans, we experienced that the device was not 100% useful without the use of a set of speakers and a TV or projector. Even though the device could be used without those extra tools, it is advisable to include them in a class with more than twenty students to make the experience completely practical. In the situation of not having those tools available, the Tablet PC could be used with groups of students during the development of



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activities in order to include extra material that in some cases the teacher would avoid using.

Finally, there are some new possibilities for the teacher by adding a Tablet PC in the classroom. One of them is the use of applications for educational purposes. These applications bring new ways of interacting with information that can be useful for a lesson. Moreover, using a camera and a microphone could be a good way of including students in their learning process. By recording either auditory or visually while students participate in different activities, the teacher can show them later how they performed. These features are still being tested by teachers around the world; notwithstanding, it gives the educator the possibility of participating and discovering new and useful ways of teaching.

All in all, the use of a Tablet PC is an innovative way to replace English teaching materials in a class. The advantages and new possibilities that the device brings to the classroom should encourage teachers to overcome its weaknesses. It is in the hands of the teacher to take advantage of this technology and learn, play, and experiment with it to make the complex task of bringing several English teaching materials to the classroom a thing of the past.



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APPENDICES

Appendix 1:

Lesson Plan 1

Appendix 2:

Materials for Lesson Plan 1

Appendix 3:

Lesson Plan 2

Appendix 4:

Materials for Lesson Plan 2

Appendix 5:

Survey



Appendices



APPENDIX 1

LESSON PLAN 1

Name: Veronica Sangurima.

Lesson topic: Likes/Dislikes

Grade/Age/Language Level: 18-25/beginners **Lesson Time:** 60mn.

Overall Objective: Students will be able to express *likes* and *dislikes*.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Warming-up (Review/Build interest)	5mn	Whole class	<ul style="list-style-type: none"> Show a video about likes and dislikes Ask the students some questions about the video to know if they understand it. 	Ipad Speakers TV	Review vocabulary
	5mn	Pairs	<ul style="list-style-type: none"> Present the different kinds of music. Give a worksheet to practice vocabulary 		
Presentation (Elicit; Lead students to discovery)	10mn	Whole class Whole class	<ul style="list-style-type: none"> Make two columns on the board with a happy face to show <i>likes</i> and a disgusted face to show <i>dislikes</i>. Make sure to mention the structure every time one item is written; for example, I like pop music, I don't like romantic music. 	Whiteboard Markers	Explain inductively the use of <i>like/s and don't/doesn't like</i>
Practice (Controlled; Meaningful language use)	20mn	Whole group Whole group	<ul style="list-style-type: none"> Give the students a sheet of paper with two columns with a happy face to describe <i>likes</i> and a disgusted face to describe <i>dislike</i>. Ask them to write <i>likes</i> and <i>dislikes</i> in the correct column with the different music styles. Make two or three students to present their ideas. 	Worksheets Pens	Practice the use of <i>likes</i> and <i>dislikes</i>
Performance (Performance-based assessment)	20mn	Whole group Whole group	<ul style="list-style-type: none"> Review vocabulary about some fruits. Then students will have to write at least 3 sentences about the fruits they like and 3 about the fruits they do not like. Also, ask them to write 3 sentences about their friend. Ask the students to present the sentences in front of the classroom. 	Ipad Notebook	Produce sentences with <i>I like, I don't like and she/he likes, doesn't like.</i>



APPENDIX 2

Materials for Lesson Plan 1

Video: I like Chicken (Sing Along)

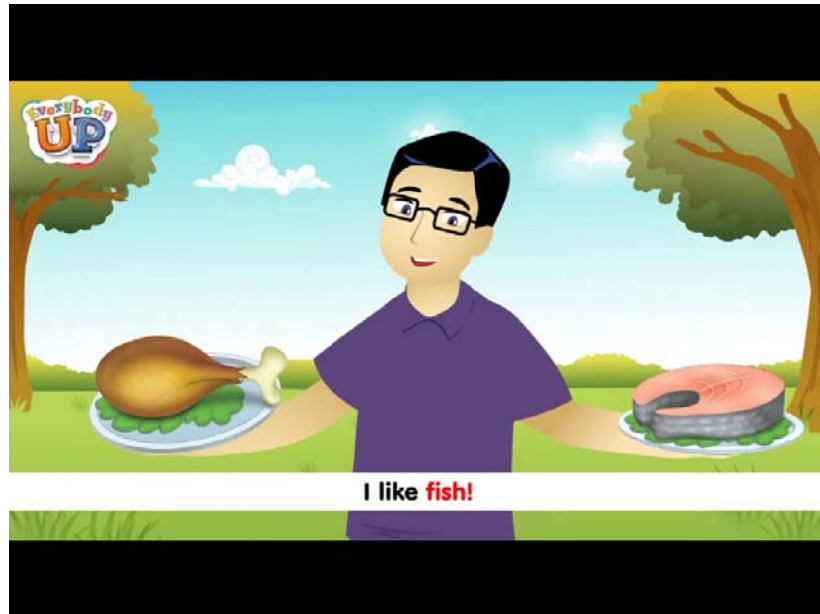


Fig 1. I like chicken (Sing Along) video

Music List:

1. Smooth jazz. (*Jazz*)
2. Electro house mix. (*Electronic*)
3. Lloraras. (*Salsa*)
4. Rock and Roll Train. (*Rock*)
5. Solos. (*Reggaeton*)
6. Just Dance. (*Pop*)
7. Dile al amor. (*Bachata*)
8. Phantom of the opera. (*Opera*)
9. Creo en ti. (*Romantic*)
10. Volver. (*Ballenato*)



Worksheet 1: Music styles

Match the music styles with the names of the artists.



Romantic Music



Vallenato Music



LOS INQUIETOS

BOB MARLEY

AVENTURA

BOB DYLAN

REIK

OSCAR D'LEON

EMINEN

THE BEATLES

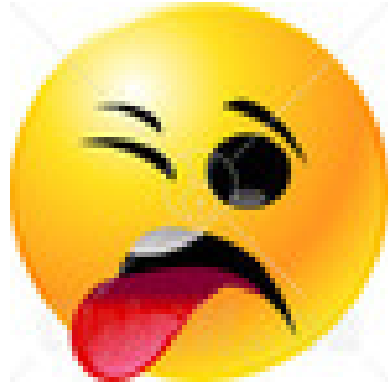
CAMILA

JERRY RIVERA



Worksheet 2: Likes and dislikes.

- Complete the sentences with likes and dislikes according to the faces below.



I _____

I _____

I _____

I _____

I _____

I _____

She _____

She _____

She _____

She _____

She _____

She _____

We _____

We _____

We _____

We _____

We _____

We _____



Vocabulary: Fruits



Fig 2. Strawberry



Fig 3. Kiwi

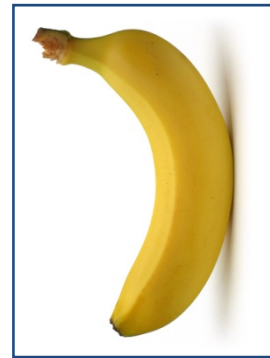


Fig 4. Banana



Fig 5. Mango

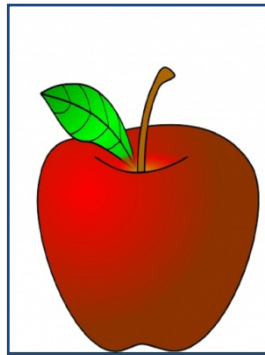


Fig 6. Apple

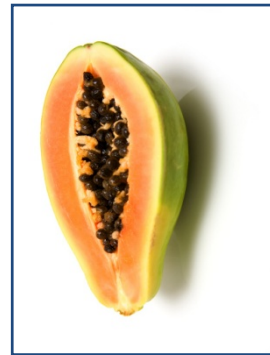


Fig 7. Papaya



Fig 8. Peach



Fig 9. Pear



Fig 10. Pineapple

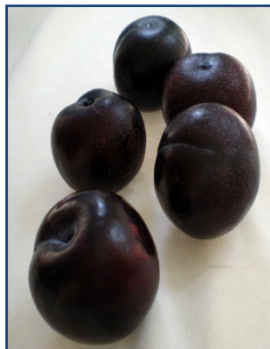


Fig 11. Plum



Fig 12. Raspberry



Interactive Presentation: Power Point presentation.

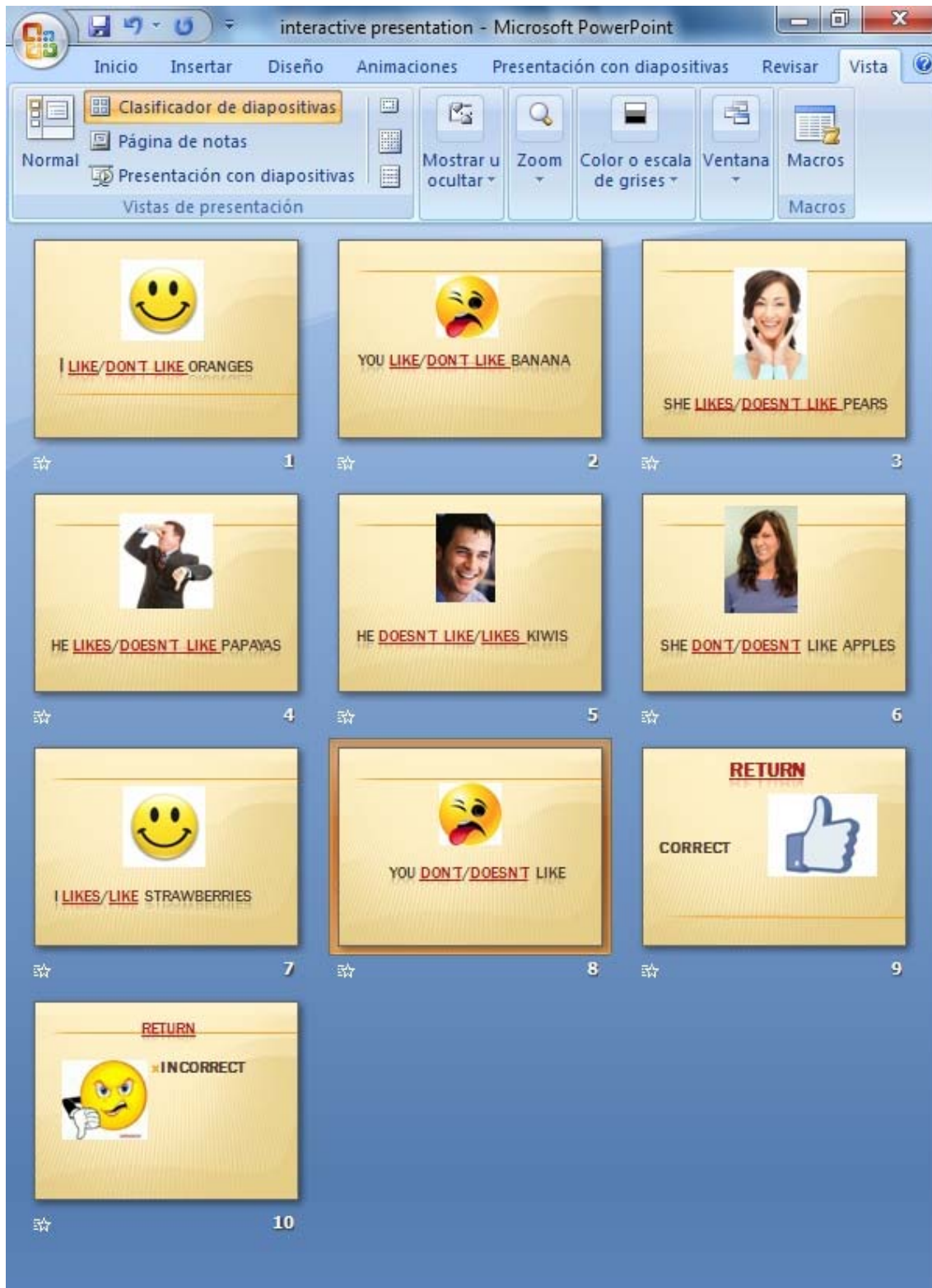


Fig 13. Interactive Power Point Presentation (Likes/Dislikes)



APPENDIX 3

LESSON PLAN 2

Name: Byron Riera

Lesson topic: Food Preparation

Grade/Age/Language Level: 18 -25/ Elementary

Lesson Time: 60 mn.

Overall Objective: The students will be able to understand the food preparation process.

	Time	Groups	Activities	Materials/ Resources	Specific Objectives
Warming-up (Review/Build interest)	10mn	Whole Class	<ul style="list-style-type: none"> Present a video of a person preparing a cheese omelet. Then ask questions related to the video. E.g. What was the video about? What was the person doing? Present vocabulary related to actions for food preparation. E.g. Peel, grate, etc. 	Ipad Speakers TV Book	Introduce the topic of food preparation. Learn Actions in the kitchen.
Presentation (Elicit; Lead students to discovery)	15mn	Whole Class	<ul style="list-style-type: none"> Play the recording of food preparation for breakfast service. Show a power point presentation with the instructions for an Omelet Bar preparation. Then, point out the list of ingredients one by one. Finally, explain the process to prepare the ingredients for an Omelet Bar. 	Ipad Speakers TV	Practice Listening. Learn how to prepare ingredients before cooking food.
Practice (Controlled; Meaningful language use)	15mn	Whole Class	<ul style="list-style-type: none"> Give instructions to complete exercise 2 from the book by writing true and false for each sentence. Give instructions in exercise 3 to practice vocabulary by matching the words with the definition Give instructions in exercise 4 to practice vocabulary by completing the words that are similar in meaning with the underlined part. 	Book Book Book	Practice reading and vocabulary.
Performance-based (Performance-based assessment)	20mn	In pairs	<ul style="list-style-type: none"> Play the recording of a conversation between a sous chef and prep cook. Ask the students to fill in the blanks and check the answers with the help of the interactive power point presentation. Give instructions to act out roles based on the dialogue in front of the classroom. 	Ipad Speakers TV	Understand a conversation and prepare a similar one.



APPENDIX 4

Materials for Lesson Plan 2

Video: How to make a Ham and Cheese Omelette.



Fig 14. How to make a Ham and Cheese Omelette video.

Recording 1: Audioscript (Omelette preparation.)

Speaker: *Omelette Bar preparation. First, peel and mince the onions. Next, wash and chop the spinach. Then, julienne the tomatoes. After that, dice the red peppers. Finally, grate the cheese and slice the mushrooms. Notes: Place all of the prepared items in separate bowls and seal with plastic wrap. Then place all of them on cart number three and store in the cooler.*



Presentation 1: Power Point presentation.

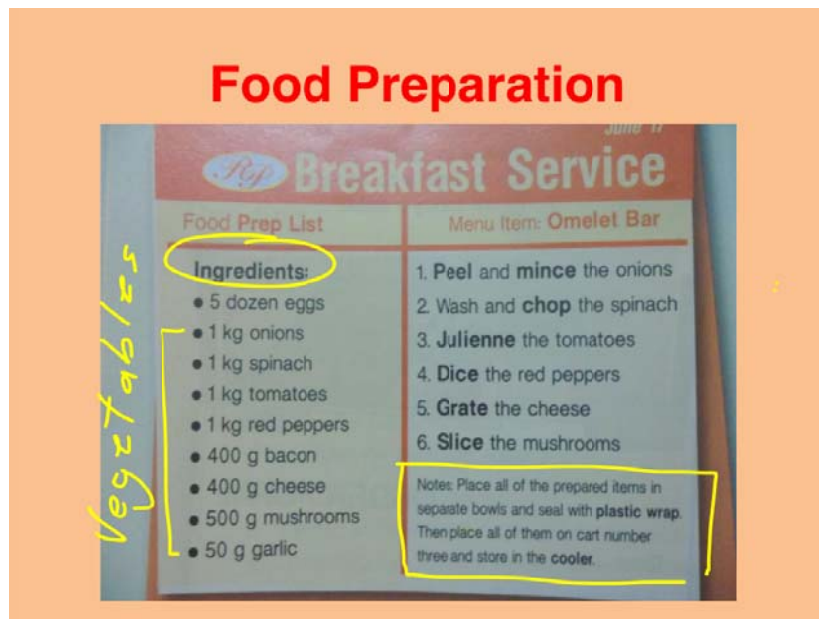


Fig 15. Food preparation presentation with annotations.

Recording 2: Audioscript (Conversation between a sous chef and a prep cook.)

Sous Chef: Jack, can you please prep the salads on tonight's menu?

Prep Cook: Sure. What ingredients do I need?

Sous Chef: Lettuce, tomatoes and cucumbers.

Prep Cook: Okay. Do you want me to peel the cucumbers?

Sous Chef: Yes. But first, wash all of the ingredients.

Prep Cook: Will do. Am I supposed to slice or julienne the tomatoes?

Sous Chef: According to the prep list, you need to slice them.

Prep Cook: That's what I thought. I'll do that right away.



Interactive Presentation: Power Point Presentation.

7 Listen again, and fill in the blanks.

Sous Chef: Jack, can you 1 _____ the salads on tonight's menu?

Prep Cook: Sure. What 2 _____ do I need?

Sous Chef: Lettuce, tomatoes and cucumbers.

Prep Cook: Okay. Do you want me to 3 _____ the cucumbers?

Sous Chef: Yes. But first, 4 _____ all of the ingredients.

Prep Cook: Will do. 5 _____ to slice or julienne the tomatoes?

Sous Chef: According to the 6 _____, you need to slice them.

Prep Cook: That's what I thought. I'll do that right away.

Wash

Am I supposed

Prep list

Ingredients

Peel

Please prep

Fig 16. Interactive Power Point presentation (fill in the blanks.)



APPENDIX 5

Survey

Spanish Version

- **¿Qué tan importante es para ti la inclusión de materiales como la televisión, radio, computadora, fotografías, etc. para aprender inglés?**

Bastante mucho más o menos poco nada

- **¿Qué tan importante es para ti la inclusión de tecnología para tu aprendizaje?**

Bastante mucho más o menos poco nada

- **¿Cuánto te llamó la atención la inclusión del Tablet PC durante la clase?**

Bastante mucho más o menos poco nada

- **¿Piensas que el Tablet PC fue útil para la explicación del tema?**

Bastante mucho más o menos poco nada

- **Cuál es tu opinión de reemplazar los materiales tradicionales de enseñanza con un Tablet PC.**



Survey

English Version

- How important is for you to use teaching materials such as televisión, radio, computer, pictures, etc. to learn English?

a lot very more or less little nothing

- How important is for you to include technology to your learning?

a lot very more or less little nothing

- How much did the inclusion of the Tablet PC catch your attention?

a lot very more or less little nothing

- Do you think that the Tablet PC was useful to explain and understand the topic of the lesson?

a lot very more or less little nothing

- What is your opinion of replacing traditional teaching materials with a Tablet PC
