ABSTRACT

Nowadays, English has become one of the most important languages all over the world. For that reason, we have considered essential to improve the process of teaching-learning through media and technology. This new alternative of teaching process involves students to encode message in the media with the purpose to make them perceive this message better than only with the print form. To teach children from 9 to 10 years old, we have taken advantage of the multimedia and fairy tales in conjunction with *digital storytelling*. Using this new tool, the class becomes more interesting, and the teacher increases the attention of the students.

One of the most interesting aspects of using digital storytelling in the classroom is that it is very easy to evolve these stories with technical knowledge and aptitudes of both teacher and student. In its most basic form, a digital story can be stated through Power Point. To evolve a story in the process of learning, teachers can use Photo Story which is one of our most popular tools. Photo Story is ease of using and making it applicable even in the primary grades. Also, if a teacher wants to combine images, videos and audio in a compelling movie, the appropriate tool to use is Movie Maker.

We expect increase children's motivation and improve comprehension with the use of Fairy Tale "Snow White and The Seven Dwarfs". One of the advantages of using this Fairy Tale is that students at this stage already know the content of the Story; therefore, the Story stated in English and elaborated in an Educative Software is a good option to teach new vocabulary, and new structures.

KEY WORDS

CALL, software, power point, movie maker, photostory, multimedia, language acquisition, fairy tales.

CONTENTS

UNIVERSITY OF CUENCA

SCHOOL OF PHILOSOPHY

GRADUATION COURSE IN ENGLISH LANGUAGE AND LITERATURE

TOPIC:

"Teaching English to children from 9 to 10 years old through stories using

Multimedia"

PREGRADUATE MONOGRAPH

Prior to obtaining the degree of

BACHELOR IN ENGLISH LANGUAGE AND LITERATURE

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All the content of this thesis is the

exclusive responsibility of its authors.

_____   _____

Jessica Marín   Jenifer Quinteros

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To my parents Diego and Mariana

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The present research work is dedicated to my parents,

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and have give me the best overcoming advices.

INTRODUCTION

The English Language has become a very important subject within curriculum. Teachers, students, parents, and society are responsible to achieve a good learning of students. On one hand, teachers need to improve the technique to transmit knowledge in a productive way. On the other hand, students need to feel motivated to learn. Our work is focused on the English Language Teaching Process for children from 9 to 10 years old through fairy tales using Multimedia. We have considered three important aspects to develop our new proposal of teaching.

The first chapter refers to analyze the influence of Multimedia in the English Language Teaching. We will explain the importance of learning **from** Multimedia and the importance of learning **with** Multimedia. The purpose is to help students to perceive messages better than involving them in the learning process. Also, we will emphasize in some elements for planning a class using Multimedia. Finally, we will talk about the use of Multimedia in Fairy Tales. Fairy Tale such as "Snow White and The Seven Dwarfs" is considered the greatest attraction for children. For that reason, we have taken advantage of this Fairy Tale to teach English. This Fairy Tale will not only allow students to learn, but also have fun.

The second chapter refers to the implementation of different didactic tools for the application of the Educative Software. Some resources that we use in the creation of the Educative Software are Power Point, Photo Story, and

Movie Maker. We choose these three didactic tools because they are easy to use.

Power Point gives the teacher the opportunity to create a power point presentation with text, images, sound, and media clip. The benefit in the classroom is that teacher can tell digital stories, pitch information to a particular audience in an entertainment environment. Power Point is an effective tool in creating dynamic presentations and demonstrations.

Photo Story creates an engaged presentation with text, images, recorder narration, and music. Photo Story allows raising attention of students in the comprehension of a digital story.

Windows Movie Maker helps teachers to integrate technology into the classroom. Movie Maker creates a full-blown movie with narration dialogue, moving images, and music. The edition of movies and images are flashy for children because they love these new strategies to learn.

Finally, the last chapter contains the elaboration of an Educative Software with the most popular Fairy Tale "Snow White and The Seven Dwarfs". This Educative Software is made for children from 9 to 10 years old. The advantage of this Fairy Tale is that students at this stage already know the content of the Story; therefore, the Story narrated in English is a good option to teach new vocabulary, new structures, and adjectives.

CHAPTER I

The aim of this work is to teach English as a foreign language in basic education from 9 to 10 years old by using Meng Jianghong and Francisco Pavón´s contributions

1. Computer Assisted Language Learning

During the last years, the education has gone involving many electronic materials for the teaching of English Language, such as educative games, encyclopedias, and dictionaries. This new development has caused that the editorial field publishes books together with CD-ROMs respectively.

The CD-ROM is a powerful learning tool. It can also be a support for language teachers because it provides variety in presenting and practicing new language. Also, learners are motivated by using CD-ROMs and enjoy a technological component in their language course. Lower level learners can practice pronunciation among other sub skills in a "safe" environment, without fear of making mistakes in front of their classmates.

According to Jonassen and Reeves (1996), there are two approaches to use media and technology in the classrooms: Students learn "from" media and technology, and they learn "with" media and technology.

a) **Learning "from" media and technology.-** It is referred to a Computer Assisted Language Learning (CALL). The teaching process involves students to encoded messages in the media and technology with the

purpose to make them perceive these messages better than that with only print form. Media and Technology must provide feedback in order students familiarize with the content. The impact of CALL in education has two aspects:

> ➤ Computers have positive effects on learning because computers are motivating for students.
> ➤ CALL can achieve educational objectives in less time than in traditional education.

b) **Learning "with" media and technology.-** It is referred to cognitive tools and constructivist learning.

> ➤ Cognitive Tools are technologies which enhance the cognitive power in human beings through thinking, problem solving, and learning. Media and Technology are given to students to interact with them, and so students are involved in the learning process. For that reason, students learn more about content and develop their critical thinking.

> ➤ Constructivist Learning refers to build learning and not impose teacher´s interpretations of the world on students, but helping them to organize, restructure, and represent what they already know.

The objective of Computer Assisted Language Learning is to try to disappear students' nervousness and timidity to develop their learning and to try to keep their motivation through media and technology.

The criteria to use Multimedia CALL is the development of ideal conditions for Language Acquisition. These ideal conditions are input saliency, opportunities for interaction, and the learner focuses on communication.

1.2.   A useful model of Language Acquisition.- A model of Language Acquisition focuses in the target language input. It tries to express what makes input comprehensible and how it is processed to influence the development of the learner´s linguistic knowledge.

INPUT → APPERCEPTION → Semantic and Syntactic / Semantic COMPREHENSION → INTAKE → INTEGRATION into the learner´s linguistic system → OUTPUT
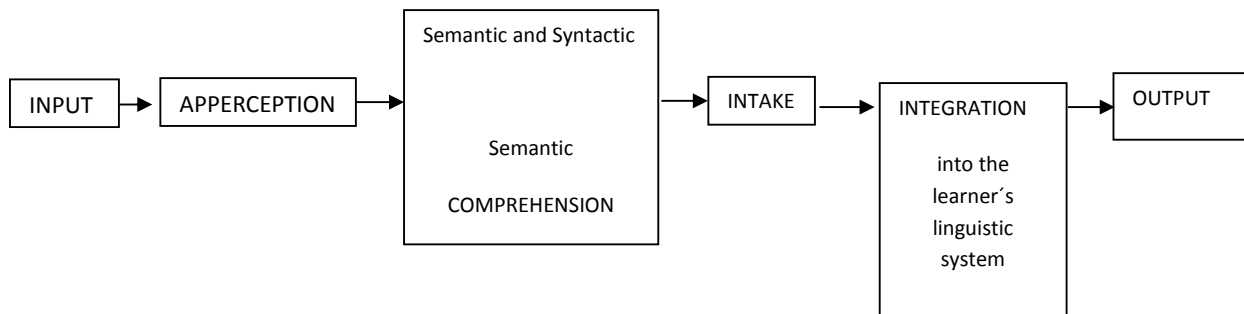
1.2.1. APPERCEPTION.- It refers to the important aspects of the language that learners perceive.

1.2.2. COMPREHENSION.- It refers to the understanding of the semantic content of the message whether with or without the comprehension of the syntactic. Semantic content must be linked with the syntactic

content because Semantic approach involves isolated lexical items and non-linguistic cues.

1.2.3. INTAKE.- When the combination of the semantic and syntactic contents take place, the characteristics of language become INTAKE. It means that the comprehend language produces a development in the learners´ linguistic system.

1.2.4. INTEGRATION.- It contains processes of using and holding the intake in short term memory to develop the linguistic system which helps the learner to produce the OUTPUT.

1.2.5. OUTPUT.- It is the result of the process. Also, it is considered an important category for the development of the linguistic system. Output can be divided into two distinct sub-categories.

   ➢ **Practice.-** Students are asked to use the new language in different contexts through well organized activities.

   ➢ **Communication output.-** It is fundamental for teachers who try to involve students in situations in which they have to select appropriate language from the total language store. The job is to recover all the language they know in order to
   ➢ complete the communication task.

2. CALL Software as a participant in the language learners' tasks

Call needs to consider how educative software is going to provide learners opportunities to learn the English language. For that reason, Multimedia must be focused in the perspective of input that learners can provide, the output that learner can produce, and the interaction that learners will be able to get connection with the multimedia material resources.

2.1. Elements to consider for planning a class in a CALL environment.

A computer is basically a tool which is useful in the teaching-learning process of a language. "The use of the computer does not constitute a method," (Garret, 1991: 75), but the computer influences in certain methodological aspects. Here are some meaningful elements that must be developed in an environment of learning through a computer.

✓ **Interaction.-** It is one of the benefits provided by a computer because of the interaction that it produces in all directions:

- Learner- learner
- Learner- teacher
- Learner-computer, (Coleman, 1996)

The success of the classroom will depend on the development and the quality of this interaction.

✓ **Didactic Material.-** The type of interaction will also depend on the Software or Programs that teachers are going to use. The material, resources, and tasks must be appropriate in the development of the classroom, too.

✓ **Teachers.-** Teachers are considered a guide in the teaching process and the ones who decide about these two elements: interaction and didactic material. The main difference between a traditional class and a CALL environment is that the teacher has to control technology.

✓ **Learners.**- Learners adopt an independent role at the same time that they have more opportunities to develop learning with the collaboration of their peers.

The use of CALL in classrooms involves linguistic skills and non linguistic skills that regularly are not showed in a traditional classroom. Therefore, the use of CALL allows students to have more possibilities to show their skills and develop them in a common work.

The work in pairs is appropriate in the majority of activities, even in quizzes or drills. The work in groups is advised when students do projects or to adopt different roles. Finally, the autonomy of the learners will be reinforced by the possibility they have to interact themselves and with the computer. On the other hand, the teacher adopts a role of collaborator and tutor in three moments of the classroom.

3. Moments of the classroom:

3.1. At the beginning of the class: the teacher is the tutor who has to explain learners what they are going to do.

- The teacher must state the objectives of the class

- The teacher must explain the tasks that learners must perform.

- The teacher must describe the process of the activities.

3.2. At the moment of the class: The teacher is the collaborator and guide that go around class. Also, the teacher has the following functions in class:

- To focus on technical or linguistic problems.
- To solve doubts.
- To mark the rhythm of the class.
- To organize content
- To generate examples
- To ask questions
- To answer questions
- To summarize discussion
- To control the students, monitor their interactions, checks homework.

- To participate in activities as a partner and co-communicator.

- To evaluate the students' performance and progress correcting their mistakes and providing feedback.

3.3. At the end of the class: Teacher is again the tutor of the class.

- The teacher makes a brief summary.

- The teacher asks students to do some reinforced activities.

- Learners must have necessary time to keep files and close computers.

4. Multimedia and Meaningful Learning

***Moments of the meaningful learning*:**

a) ***Prior knowledge recovering.-*** It means to develop activities in order to activate students' prior knowledge. For example, analysis of an image, discussion about a video, or interpret some visuals clues.

b) ***Motivation.-*** The teacher must use his/her imagination and creativity to develop strategies in order to keep motivation from students. In Multimedia, there are many didactic resources, which can be used by the teacher to create attractive educative software.

c) **Basic Moment.-** It means to connect students ´prior knowledge with the

new information on learning. This moment lets learners to develop

different activities in Power Point which can be developed individually or

by groups, being the teacher a guide for them.

d) **Practice.-** Students reinforce and consolidate this new knowledge with

the help of the teacher. Here, learning becomes meaningful for students.

e) **Evaluation.-** Students make their own evaluation through tasks,

participation in class, and development of specific activities. This moment

allows teacher to get information about how students have learned for a

reinforcement and feedback.

5. Use of multimedia in fairy tales

The use of fairy tales in conjunction with Multimedia plays an important

role at the time of teaching, especially to children since the teaching-learning

process seeks to establish a participatory education for the students.

There is no doubt that fairy tales are still one of the greatest attractions

for children and young people. Since stories are very popular, they are seeing

through books or television. The attraction that children feel to short stories

gives them not only entertainment, but also knowledge.

A very important aspect about using fairy tales with Multimedia is that

classes are more colorful and visual enabling students the opportunity to follow

the teacher´s explanation. In this way, students will be more attentive,

motivated, and interested. On the other hand, the purpose of this new learning

tool is not only to lead students to knowledge and learn language, but also to provide students values through these stories.

This new tool has served to increase the effectiveness of the teacher´s work, especially to increase child´s motivation to improve learning, and the assimilation of the essential meanings. So, Multimedia arises as a need of the teacher to implement a new audiovisual material to keep students motivated.

5.1. Telling Fairy Tales through Multimedia

Telling fairy tales to children means that didactic resources of Multimedia must get adaption to the language of basic level. Popular Fairy Tale, like "Snow White and The Seven Dwarfs" makes wonderful story for telling. It has a clear structure with a special type of beginning, middle, and end. It must start with a setting, such as when and where.

Fairy tale must be told in episodes or events which has consequences. One set of consequences leads to another event.   There are goodies and baddies, and the goodies win.

Children like to have their favorite fairy tale repeated, and children will very often be able to tell you the story word by word. Children do not like changes being made. If children like learning stories off by heart, let them.

Children of all ages love to read, listen, and of course watch a movie about a fairy tale.   The teacher must take advantage of these children' characteristics to develop a good multimedia resource in order children feel motivated and encouraged to learn through this new tool.

5.2. Objectives of the education that contribute the use of Multimedia in Fairy Tales

- **To develop communicative skills.-** The use of the foreign language must be used as an instrument of communication, of thinking, and of knowledge. The development of the communicative skills begins in the first levels of education where children start to find sense at the written by reading and communicating.

- **To incorporate technology since children.-** By incorporating multimedia in storytelling, students will develop the skills they need to be successful in our technology rich-world.

- **To motivate students to learn.-** Multimedia storytelling is an exciting and compelling way to engage students in the learning process. Also, Multimedia inspires them to become lifelong learners.

CHAPTER II

1. SITUATION OF THE EDUCATIVE PRACTICE

"*Writing digital stories ignites a love of learning and creates powerful teaching stories for others to share and enjoy," Mary Lane Potter*

Everyone loves to hear and tell a story. But there are some people, who are particularly good at telling them. Storytelling is an ancient tradition and a fundamental part of culture in all over around the world. Many kids like to share stories, as it provides them an opportunity to speak about a topic they know and love. As an educational tool, storytelling helps both teacher and student. To students, it helps to define a narrative and to improve writing skills, besides it provides the foundation for many types of project based activities in the classroom. For teachers, it could be a useful tool in the classroom, to increase motivation.

Multimedia storytelling learning may not be a cure-all for reluctant students, bore students who have trouble retaining information, but the experience of students and teachers in the classrooms confirms that this approach to learning is an exciting and compelling way to engage the student in the learning process, and to inspire them to become lifelong learners.

The opportunity for creating digital storytelling is endless. So, in order to choose the appropriate tool, technique, and approaches, the teacher has to consider the kind of students in the classroom. Some of the students, for

example, may need a little help to practice public speaking, so a power point presentation may be the appropriate tool. Another kind of students may be too shy to speak in class, so the teacher may encourage them to add their voice in narration to a photo story encourage the student to speak publically for the first time and enabling the class to hear this student's voice. Finally other students may debate all the time in class discussion but they need to organize their thoughts and speech, so a movie may help them to edit and organize their thoughts.

The following table is designed to help the teacher and the students to determine which kind of digital resource they could used to elaborate a storytelling project.

	Microsoft Office Power Point	Microsoft Photo Story	Microsoft Movie Maker
Type of Project	Create a power point presentation with text, images, sound, and media clip.	Create a photo story, an engaged presentation with text, images, recorded narration, and music	Create a full-blown movie with narration dialogue, moving images, and music.
Media Technique	Write script, add images from web	Write script, take photos, add	Write scripts, mix video images, film

Available	sites, add audio, add video clips	photos plus other images from web sites	scenes, or images
Desire Outcomes	Build a focused engaging presentation to presentation stories	Construct a compelling photo story about specific events, topics, themes or questions.	Create a powerful film that teaches a specific topic or theme.
Benefits in the classroom	Talking oral stories to make class funnier.	Create and understand a journalist photo essay.	Documentary films, scriptwriting, interviewing and more

In each of these projects, both student and teacher have the opportunity to create, perform, and understand a specific type of public speaking.

One of the most intriguing aspects of using a multimedia storytelling in the classroom is that it is very easy to develop these projects based on the technical knowledge and aptitude of both teacher and student.

2. Programs and Resources for a meaningful learning

Another important characteristic about the use of didactic material is to choose the correct digital material that is going to be used to teach. To choose a certain didactic material, the teacher has to be aware the programs do not go over his knowledge. So the programs and materials have to be simple and efficient. The most important programs that teachers could use in the ELAO are text processor, navigators, electronic dictionaries, multimedia programs and educative games.

- **Text Processor**

One of the most frequently used applications is certainly the text processor. This is a program that allows to write pretty well formatted documents from simple letters to large manuscripts, even containing tables and illustrations.

Text processing programs often come as part of a software bundle, called an office suite. It usually contains at least a word processor, a spreadsheet, a data base, and a presentation program.

Probably the most widespread office suite is MS Office from Microsoft, containing Word, Excel, Access, and PowerPoint, which we will use as a prototype in the version Office7.

- **Browsers**

These programs are free to use. The operative system Windows install the program automatically in explorer.

This program allows view web pages in both on line or off line. The terms "**online**" and "**offline**" have specific meanings in regards to computer technology and telecommunications. In general, "online" indicates a state of connectivity while "offline" indicates a disconnected state. So activities can be designed using varied web resources. One of the advantages is the possibility of using updated material. In addition, in common usage, "online", often refers to the Internet or the World Wide Web.

The concepts have however been extended from their computing and telecommunication meanings into the area of human interaction and conversation.

- **Electronic-Dictionaries**

  Electronic dictionaries are intermediate in the market. They do not require computers to have excess capacity.

In most cases, these resources include sound and video. For that reason, they require prior installation of other programs that allow content to be displayed in full.

- **Authoring-programs**

  Authoring programs allow the teacher to create exercises based in the needs of the students. These programs were previously created in a paper, but now we can create and find interactive exercises. Their use is not very complex, but it requires some practice.

3. How to integrate a Fairy Tale in Multimedia?

The main tool within Computer Assisted Language Learning is the use of Multimedia. Multimedia incorporates text, images, animation, video, audio, and virtual reality. The best way to combine all these educative resources in the EFL classroom is Power Point.

This tool allows teachers to elaborate dynamic and automatic presentations, do links with other programs, web sites and multimedia resources (text, images, animation, video, audio, and virtual reality). Also, Power Point allows teachers to create educative software where teacher can design and apply different multimedia resources in slides to teach English.

3.1. Power Point

This is the most basic form that a multimedia story can be named. With Power Point, the teacher can create presentations in an easy and fast way, but it can be developed with a great quality. For example, the teacher can control the style of texts and paragraphs. Also, he can insert graphics, pictures, images, and even text WordArt. Finally, teacher can insert lively effects, movies, and sounds, and insert small notes to have ideas for an exposition.

Power Point allows both teacher and students to transmit information and ideas in a visual and attractive way. Besides, PowerPoint is easy to use to enhance lesson plans. Students can acquire computer skills in this software in the form of Webquests, and multiple choice quizzes.

PowerPoint uses a graphical approach to presentations in the form of slide shows that accompany the oral delivery of the topic. This program is widely used in classrooms and is an effective tool when it is used for training purposes.

PowerPoint is one of the simplest computer programs to learn. It is the number 1 program used worldwide for presentations. Anyone can create spectacular presentations that seem to be designed by a professional.

PowerPoint presentations can be made into photo albums, with music or narrations, to distribute on CDs, DVDs, and website. In addition PowerPoint has printing options that allow the presenter to provide handouts and outlines for the audience as well as note pages for the speaker to be referred to during the presentation.

3.2.   *How to begin to tell a fairy tale in Power Point?*

Pre-reading activities.-   They are designed to activate students' prior knowledge.   Comprehend the language of a popular fairy tale is an interactive process between the reader´s background knowledge and the text. This cognitive process of activating prior knowledge can be supported by many activities:

- Advance Organizers.- They can facilitate readers to get an idea of the content of a popular fairy tale.

- **Videos.-** Using videos with voice over can effectively arise learners' curiosity about the content of a popular fairy tale. In that way, learners are more active and involved.

- **Images.-** Students may predict or guess about images that are presented in slides. This activity increases students' interest and creates expectation for knowing what it is going to be about.

- **Vocabulary.-** It is very important before to tell a fairy tale. Students need to know and learn new words that will be involved in the story in order students can understand the content of it.

The powerful computational capacity in conjunction with video, text, and images produces an effective learning for students that interact with the target language.

MULTI MODAL PROCESSING

Multi modal processing refers to the engagement of more than one perceptual modality at a time. The objective of multimedia is to process combined media, such as text, sound, and video simultaneously. It is a popular style in educative software and in the language learning.

3.3. Options that Power Point offers for presentations in Fairy Tales

a) **VISUALS.-** Images enhance comprehension, storage, and recall of information, (Pavio, 1965). In the language classroom and the use of visual material has been a predominant tool. Pictures, slides, and drawings help to produce many roles in language learning activities that focus learner attention and motivation.

b) **TEXTS.-** Texts with video can lead second language comprehension, (Garza, 1991; Markham, 1989;Price, 1983). Video subtitles can serve as advance organizers that support and scaffold meaning, (Lambert, 1986). The presence of a text, moreover, is directly associated with the goals and processes of Communicative Language Teaching.

c) **VIDEOS.-** Video is considered more powerful, more relevant, and more comprehensible than any other media for second and foreign language students, (Brinton & Gaskill, 1978; MacWilliam, 1986; Vanderplank,1990). The use of video with text, audio, and graphics in the multimedia environment raises the cognitive development and extends the capacity of learners' attention.

4. Photo Story

Microsoft Photo Story is a free application that allows both teacher and students to create a presentation from their digital photos. The software uses

the Ken Burns Effect[1] on digital photos and allows adding narration, effects, transitions and background music to create a Windows Media Video movie file with pan and zoom effects.

Once a photo story has been made, it can be played on Windows Media Player or burned to a DVD or CD.

5. Windows Movie Maker

This product enables teacher to combine images, video, and audio in a compelling. It is a simple tool for organizing your photos and doing basic photo editing.

Also, you can use Windows Movie Maker to capture audio and video to your computer from a video camera, Web camera, or other video source, and then use the captured content in your movies. You can also import existing audio, video, or still pictures into Windows Movie Maker to use in the movies you create. After editing the audio and video content in Windows Movie Maker, which can include adding titles, video transitions, or effects, you can then save your final movie and share it with your students.

Another advantage of Windows Movie Maker is that you can save the movies you create to your computer or to a recordable (CD-R). You may also choose to share it with others by sending the movie as an attachment in an e-mail message or by sending it to the Web.

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[1] The *Ken Burns technique* is a popular name for a type of pan-and-scan effect used in video production from still imagery

6. Characteristics of a Good Multimedia Story Telling

Creating a powerful story to use in the classroom is easy, once you know what makes a good story, you have to produce it considering the following characteristics that make your story more interesting and colorful.

- ➢ **Find a funny story**: if you choose a funny story, students will be more suspicious about it.

- ➢ **Map your story**: it refers how you want to tell your story. It could be from the present to the past or from the past to the present. Also, you have to identify the key elements, and arrange them into a beginning, middle, and an end.

- ➢ **Capture your audience's attention right away and keep it**: find a way to grab you audience's attention, and keep them expecting more; for example, you can start with a dramatic or shocking image.

- ➢ **Tell your story from unique form of view**: it is the ability to persuade others to see something about the world as you have understood it.

- ➢ **Use fresh and vivid language**: be clear, be specific, and use metaphors to help your audience understand your story.

- ➢ **Integrate emotion**: use an emotion tone of voice that affects the audience.

CHAPTER III

Synthesis

In the chapter III, we have developed the educative software, which is based in the fairy tale "Snow White and the seven dwarfs." We create this software for children from 9 to 10 years old who belong to the 5th grade of basic education. We consider that students at this stage already know the content of the Story, so we have taken advantage of this situation for teaching past verbs, information questions, and adjectives. For the creation of this software, we have used three programs Power Point, PhotoStory, and Movie Maker.

The first one, power point includes the educative software which has a menu with different options to make children practice the four skills in this software.

The second one PhotoStory is a program which can help the teacher create a story using pictures, music, narration, transitions, etc. In this program, we have created the story of Snow White and the seven dwarfs with pictures download from the internet. Besides these pictures, we have added music and our voices to get an interesting and funny story for kids.

Finally, we used Movie Maker Program to create flashcards to provide vocabulary about the movie to children.

In the next pages you can find the story summarizing, the software printed, and the exercises.

SNOW WHITE AND THE SEVEN DWARFS

Once upon a time in a far away land lived a beautiful princess. Her name was Snow White. Snow White grew up without her mother because she died. For that reason, her father married again. The new queen, Snow White's stepmother was a beautiful woman too, but she was very vain. She had a magic mirror, and she used to say,

"Mirror, mirror on the wall,

Who is the fairest one of all?"

and the mirror replied,

"You, oh Queen, you are the fairest one of all."

However, one day the mirror replied;

"You, oh Queen, are fair, is true, but Snow White is fairer now than you."

The queen was very angry, and she decided Snow White must had be killed. So, she called for a hunter and asked him to kill Snow White.The hunter felt pity of Snow White and let her go.

Suddenly, she found a little house. The little house belonged to seven dwarfs. So, the dwarfs accepted that Snow White lived in their house with them. The seven dwarfs worked in a mine. Therefore, they advised her to be careful of strangers to come in the house. Meanwhile, the Queen was very happy that now she was the most beautiful woman in the world. She looked at

her magic mirror and said,

"Mirror, mirror on the wall, who is the fairest one of all?"

And the magic mirror replied,

"You, oh Queen, are fair, it's true, but Snow White is fairer than you."

The queen was very angry, and she decided to kill Snow White herself. First, she chose a red apple. Then she inserted poison into the red apple. After that, she disguised as an old woman, and she went to the forest. Then she knocked at the little house door and she said,

"I have this wonderful apple, it is very sweet. Taste it."

When Snow White bit the apple, she was affected by the poison. So, she fell down. When the dwarfs returned to the little house, they thought that she was dead. Then they carried Snow White in a case to the top of the hill. After that, the prince came to the hill to save Snow White. So, the prince kissed her, and Snow White awoke. Finally, the prince and Snow White were got married, and they lived happy forever.
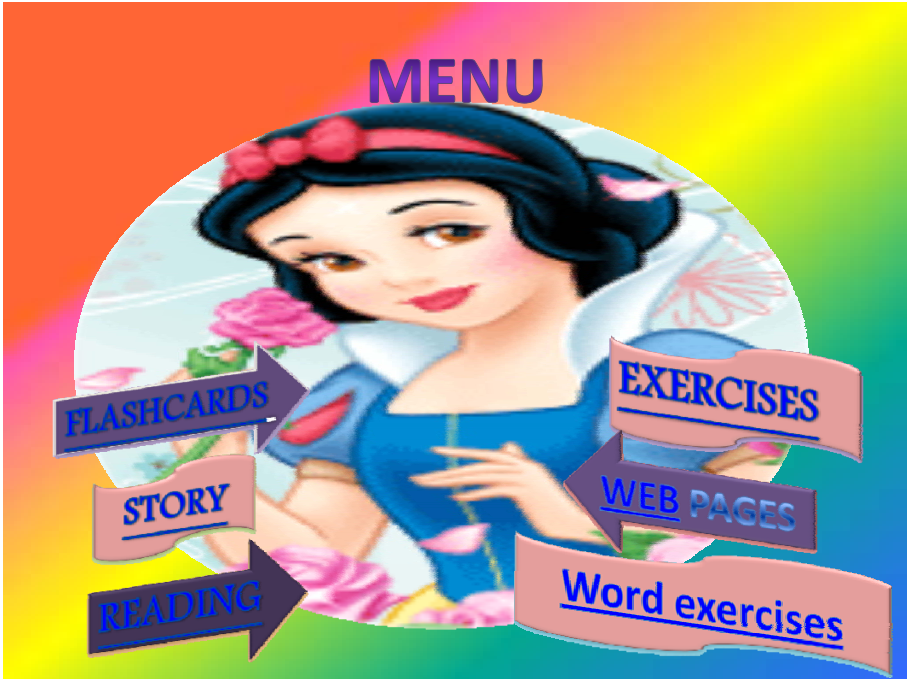
The End

Educative Software

Jenifer Quinteros
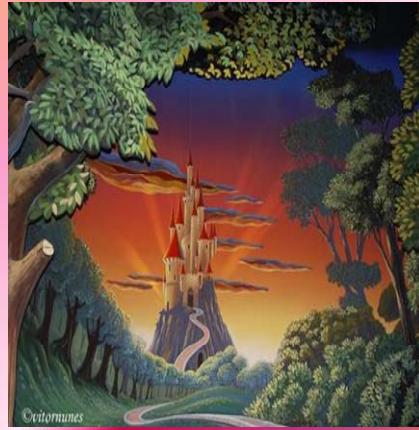Jessica Marin

Director : Lcda. Verónica León

EXERCISES

1. CHOOSE THE CORRECT VERB ABOUT THE SNOW WHITE STORY

In a castle _____ a beautiful princess. Her name was Snow White

Live   Lives   Lived

Snow White's stepmother, was a beautiful woman too, but she _____ very vain.

To be   were   was

She_____ a magic mirror, and she used to look at herself.

Have   Has   Had

One day the mirror _____ that Snow White was more beautiful than the Queen.

say   said   to say

The guard____ pity of Snow White and let her go.

Felt   feel   Feels

The seven dwarfs_____ in a mine digging diamonds.

Works   Worked   Work

The seven dwarfs_____ Snow White.

help   helps   helped

The dwarfs _____ Snow White not open the door to strangers.

Warned   Warm   Warnes

She _____ in her magic mirror
and said, confidently,
"Mirror, mirror on the wall,
Who is the fairest one of all?"

Looks   Looked   look

The queen _____ as
an old woman.

Disguised   Disguises   Dismiss

She _____ at the little house door.

Knocked   knocks   know

When the dwarfs returned they _____ that Snow White was dead.

thought   think   thinked

The prince leaned over and _____ her.

kiss   kissed   to kiss

The prince and Snow White _____ happy forever.

life   to live   lived

Exercises

1.   Snow White is a [   ] (**L F B A T U E I U**) girl.

2.   Bashful is shy: he [   ] (**N R E D S E D**)

and looks down every time someone speaks to him.

3.   Doc is very [   ] (**R E L D N E A**) , he is a

scientist, and he wears glasses.

4. Dopey is not very _____ (E T N I G L N L T E I).

5. Grumpy moans all day long, he is always

_____ (M G R L U B I G N) .

6. Happy is always glad and he is always _____

(M G S I I L N) .

7. Sleepy always looks tired, he is _____ (W D O R Y S) ,

8. **Sneezy seems to have a cold all the time, he**

is always _____ (**E N G I E N S Z**).

9. **The Queen is very** _____ (**O S L E A U J**)

. She wants to be the most beautiful in world.

10.

The Prince is a very nice _____ (**S A H N O D M E**)
man.

CONCLUSION

Nowadays, there are many worried parents who want their children learn English, since in their schools they do not understand well all the content. For this reason, we have considered to improve the process of teaching learning using digital storytelling in the classroom. Using this new tool, the class becomes more interesting, and the teacher increases the attention of the students.

However, digital storytelling is defined as, telling stories through digital photos, video, and audio; it is a powerful way to combine the strengths and interest of the children. This technique can be applied across the curriculum and all grade levels. One of the characteristics of digital storytelling is that it encourages creativity and the use of practical technology tools.

One of the most interesting aspects of using digital storytelling in the classroom is that it is very easy to evolve these stories with the technical knowledge and aptitude of both teacher and student. In its most basic form, a digital story can be narrated through PowerPoint. To evolve a story in the process of learning, teachers can use PhotoStory which is one of our most popular tools due to its straight forward easy use, making it applicable even in the primary grades. And, if a teacher wants to combine images, video, and audio in a compelling movie, the appropriate tool to use is Movie Maker.

In conclusion, Microsoft programs can help the teacher make his lesson plans easier and funnier for the students and himself, taking into account the

integration of technology into the curriculum. We believe that appropriate uses of technology in education especially in English can engage students to be aware about the importance of learning another language, and make the process of teaching-learning interactive.

RECOMMENDATIONS

Knowledge is stores in two ways: linguistically and nonlinguistically. The knowledge that is presented nonlinguistically is stored in the form of mental pictures. Using both linguistically and nonlinguistically methods of learning help student recall and think about information. Teachers need to know about it before beginning a class. Another aspect that the teacher needs to know is that students in early stages will do better by constructing a physical representation than explaining it in spoken or writing language.

We can say that multimedia does work if teacher elaborates a good didactic material where he or she includes the use of graphic recommendations, pictures, images, films, sounds, etc. Words alone on a slide will not hold meaning for students in the early stages of language acquisition. Students can assimilate content better while seeing and hearing it.

Recommendations for a meaningful learning through Multimedia:

- Avoid planning very long lessons because time is sometimes very short and the interaction between learner and teacher, learner and learner, and learner and computer is superior.

- When we use activities that involve internet, we have to be sure that we will have on line connection and that the velocity will not be slow.

- Set up one or two words for using the computer lab.

- Be prepared with a plan B if technique problems occur.

- Students' motivation and participation in these activities are very important.

- Motivate students to carry out rules for a good development of activities in computers.

- Be very creative at the moment of designing an Educative Software.

- Explain students about the use of some tools in computers before beginning a lesson.

- Teacher must create exercises according to students' characteristics, interests, and needs.

APPENDIX

Elaboration of proposal for Unit Plan

UNIT PLAN

General Information
Grade: Fifth
Age: 9 – 10 years old
Subject: English
Topic of the Unit: Fairy Tales
Nº of Periods: two hours (120)
Aim of the Unit: 1. To understand short texts about a popular fairy tale. 2. To learn some important values from this popular
fairy tale.

SKILLS	CONTENTS	METHODOLOGICAL STRATEGIES	RESOURCES	EVALUACION
- Associate words with images. - Listening to the pronunciation of more relevant words from popular fairy tale. - Listening to short descri	Describe people, objects, and actions in the past tense. **Vocabulary:** -Queen -dwarf -prince -mirror -witch -apple **Adjectives:** - pretty girl -red apple -sleepy dwarf - old woman -happy dwarf **Verbs in past tense:** -bit -fell down -kissed -woke up	-Warm – up **Presentation:** - Showing an image of a palace. Students will relate this image with a fairy tale. - Teacher shows some images with voice recording and students repeat them for pronunciation. - Teacher asks students to predict these images. - Teacher presents a video about this popular Fairy Tale.	- Images - Subtitles - Voice Recording - Video - Power Point - Links - Microsoft Word - Movie Maker - Photo Shop - Microphone - Infocus	- Teacher shows images and students. - Teacher shows different characters or objects of the fairy tale, and the students have to describe them. - Teacher asks students to imitate some actions of the fairy tale, such as: bit, fell down, kissed, happy, grumpy, knocked, etc. - Teacher asks students to read some sentences and choose the correct verb in past. **Pair work:** -Students have to underline and color only transitions words of the text about Snow White the and Seven Dwarfs. - Students must order some scenes from the video and write the story using transition words.

ptions about people, objects, and actions.
- Reading a short text about Snow White and the Seven Dwarfs.
- Writing short sentences according to the images.
- Writing a paragraph using transition words to join sentences.
- Identifying Wh questions about,
	-went
	-said
	
	Development of a sequence of events
	
	Transition words:
	  - First
	  - Second
	  - Next
	  - Then
	  - After that
	  - Finally
	Use of Wh questions to ask and answer information
	
	-Who kissed Snow White?
	-What happened when Snow White bit the apple?
	Where did the dwarfs live?
		- Students read a short text and replace words with images.
		
		Practice
		Meaningful Practice:
		- Teacher shows images and students develop sentences in past tense.
		- Teacher shows actions like: bite, kiss, knock, fall down, wake up, etc, and; students develop sentences.
		- Teacher shows a part of a video and presents a model of transition words to develop a paragraph in past time.
		Production:
		- Listening to Wh questions and answering them according to intention in past tense.
		A: Who kissed to Snow White?
		B: The Prince kissed Snow White.
				- Students must choose the correct picture according to the questions.
				
				Individually:
				- After choosing the picture, students have to answer these questions using the simple past tense.

reason, place, person, and manner. - Answering questions according to the movie. - Telling the story in a logical sequence. **Attitude** - Respect - Tolerance - Generosity			

LESSON PLAN

General Information
Grade: Fifth
Age: 9 - 10 years old
Subject: English
Topic of the Lesson: Snow White and the Seven Dwarfs
Number of Periods: one hour (60 minutes)
Aim of the Lesson: By the end of the lesson, students will be able to describe people, objects and actions in pasta tense.

Skills	Contents	Methodological Strategies	Didactic Resources	Evaluation
- Associate words with images. - Listening to the pronunciation of more relevant words from popular fairy tale. - Listening to short descriptions about people, objects and actions. - Reading a short text about Snow White and the Seven Dwarfs.	Describe people, objects, and actions. **Vocabulary:** -Queen -dwarf -prince -mirror -witch -apple **Adjectives:** - <u>pretty</u> girl -<u>red</u> apple -<u>sleepy</u> dwarf - <u>old</u> woman -<u>happy</u> dwarf **Verbs in past tense:** -bit -fell down -kissed -woke up -went -said	-Warm – up **Presentation:** - Showing an image of a palace. Students will relate this image with a fairy tale. - Teacher shows some images and students repeat them.(pronunciation) - Teacher asks students to predict these images. - Teacher presents a video about this popular Fairy Tale. - Students read a short text and replace words with images.	- Images - Subtitles - Voice Recording - Video - Power Point - Links - Microsoft Word - Movie Maker - Photo Shop - Microphone - Infocus	- Teacher shows images and students match meanings with pictures and state words to define tem. - Teacher shows different characters or objects of the fairy tale, and the students have to describe them. - Teacher asks students to imitate some actions of the fairy tale, such as: bit, fell

				down, kissed, happy, grumpy, knocked, etc. - Teacher asks students to read some sentences and choose the correct verb in past.

LESSON PLAN

General Information:
Grade: Fifth
Age: 9 - 10 years old
Subject: English
Topic of the Lesson: Snow White and the Seven Dwarfs
Number of Periods: 60 minutes one hour
Aim of the Lesson: By the end of the lesson, students will be able to tell the story and answer questions in the past tense.

Skills	Contents	Methodological Strategies	Didactic Resources	Evaluation
- Writing short sentences according to the images. - Writing a paragraph using transition words to join sentences. - Identifying Wh questions of information about, reason, place, person, and manner. - Answering questions according to the movie. - Telling the story	Development of a sequence of events. Transition words: - First - Second - Next - Then - After that - Finally Use of Wh questions to ask and answer information -Who kissed to Snow White? -What happened when Snow White bit the apple? Where did the dwarfs live?	**Practice** Meaningful Practice: - Teacher shows images and students develop sentences in past tense. - Teacher shows actions like: bite, kiss, knock, fall down, wake up, etc and students state sentences. - Teacher shows a part of a video and presents a model of transition words to develop a paragraph in past time. **Production:** - Listening to Wh questions and answering them according to intention in past tense. A: Who kissed Snow White?	- Images - Subtitles - Voice Recording - Video - Power Point - Links - Microsoft Word - Movie Maker - Photo Shop - Microphone - Infocus	**Pair work:** -Students have to underline and color only transitions words of the text about Snow White and the Seven Dwarfs. - Students must order some scenes from the video and write the story using transition words. - Students must choose the correct picture according to the questions. **Individually:** - After choosing the

in a logical sequence.		B: The Prince kissed Snow White.		correct picture, students have to answer these questions using the simple past tense.

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