

UNIVERSIDAD NACIONAL ABIERTA Y A DISTANCIA UNAD

ESCUELA DE CIENCIAS DE LA EDUCACIÓN ECEDU

BACHELOR IN ENGLISH AS A FOREIGN LANGUAGE

**THE EFFECT OF DICTATION GAMES SUPPORTED ON EDUCATIONAL VIDEO
TRANSCRIPTIONS TO PROMOTE THE ENGLISH LANGUAGE SKILLS OF
LISTENING AND WRITING IN THIRD GRADERS.**

APPLIED PROJECT

BY

HEDY YOHANA QUINTERO ZULUAGA

Submitted in fulfillment of the requirements for the degree of

Bachelor in English as a Foreign Language

Adviser: Yesenia Escobar Espitia

Bogotá, Colombia. 2017

Educational Analytical Summary

Applied Project: Speaking practice using Web 2.0 Technology in TELF. Analysis of a case study

Author: Hedy Yohana Quintero Zuluaga.

Degree Sought: Bachelor in English as a Foreign Language.

Keywords: Dictations, games, skills, Case of Study, teaching strategies.

Description: This applied project aims to the effect of dictation games supported on educational video transcriptions to promote the English Language skills of listening and writing in Third graders.

Abstract: Dictation games supported on video transcriptions shows the effect of the application of different techniques and strategies to work on Language English skills of listening and writing when working with a group of students of Third graders in a public school in Bogotá. This project is a qualitative research study based on the main research question: What is the role of dictation games supported on educational video transcriptions to promote the English Language skills of listening and writing in Third graders? Which has led me through a pedagogical way in what I have understood deeply many elements related to the EFL classroom. To carry out this project, I had to look for different kinds of dictation strategies, games and topics that had to be attractive for my students and designed seven workshops. Then, I selected the instruments that were: an Interview, a focus group interview, students' artifacts and audio recordings. Finally, dictation games supported on educational video transcriptions showed a big range of he opportunities to the students to be more active and motivated regarding the english

language. Also, it gave me the chance to reflect, understand and develop my own teaching performance and practice.

Contents: This applied project presents the results of a qualitative case study analysis in which the effect of dictation games supported on educational video transcriptions to promote the English Language skills of listening and writing in Third graders. It looks for ways to estimate how students' listening skills of listening and writing through dictation and the role of games.

Breaking the paradigm about the grammar and boring English lessons and giving them an immersion environment where they can reach a fluently and natural way to use the acquired vocabulary in real contexts where the domination of the Second Language will be experienced among participative activities

Methodology: This study is a qualitative research, but it will include relevant elements from qualitative information. It is a process focused on understanding, in order to describe the characteristics, implications, notions from a specific phenomenon or a social issue. It will look for the implementation of important aims to provide a description about how the acquisition of a Second Language takes place, in this case English, in Third grade students with ages between 7-8 years the sample is 25 students.

The instruments selected for this project are: interviews, videos transcriptions, lesson planning and dictation assessments to my students which will give me a wider vision of what happens in the classroom relative with the development of listening and writing skills at third graders.

With the interviews, the information is well analyzed through a qualitative view in terms on how students perceive their English learning before and after the implementation of video

transcription and dictation games as a tool to reinforce their listening and writing skills in English as a foreign Language.

The use of audio-visual material is a great way to change the typical and boring structure of a class, enriching the lessons with the variety and different things that can appear in a video, instead a monotonous teacher explanation.

Finally the lesson planning including dictation games as a way to asses the students, involves a continuous use of the vocabulary gathered so far, for them, reaching the opportunity to begin with simple phrases until continue with more complex grammar structures.

Contents

Educational Analytical Summary.....	2
Introduction	7
Statement of Problem.....	9
Justification	12
Objectives.....	14
General objective.....	14
Specific Objectives	14
Conceptual and theoretical framework	15
Background	15
Theoretical framework.....	20
Video and Education.....	21
Dictations	22
Games in the classroom.....	24
Methodology.....	25
Relation of Instructional Design with the Research Question	26
The Techniques of Data Collection.....	27
Instructional Phases.....	27
Topic Selection and Development.	27
Population.....	28
Sample of the Population	28
Instruments.....	28
Development of the Strategy	29
Class profile.....	30
Report and work sheet	32

Specific needs the learners have in the following areas: skills (reading, listening, speaking and writing).....	32
How was it carried out?	33
Description of the lessons.....	33
Quantitative rubric	35
Qualitative Rubric	35
Conclusions	36
Recommendations	38
References.....	40
Appendix	46
Appendix No. 1. Worksheet 1	46
Appendix No. 2. Lesson plan No. 1	47
Appendix No. 3. Worksheet 2	49
Appendix No. 4. Lesson plan No. 2	50
Appendix No. 5. Worksheet No. 3	52
Appendix No. 6. Lesson plan No. 3	53
Appendix No. 7. Student’s Survey.....	56
Appendix No. 8. Dictations Screenshots to some students	57

Introduction

The teaching of English as a foreign language, like a main goal to the globalized education and intercultural change, implies several challenges. One of the most important is the teaching process of learning English since the younger ages. For that reason, this applied project take place on that situation. It carries out an analytical case study of the effect on dictation games, supported on video transcriptions to measure the possible impact to involve the ICT innovations in the classroom, mixing them with work team, a joyful and comfortable environment to teach and learn English with the incorporation of new techniques.

This applied project contains several important aspects to accomplish with a case study, focusing in the practical aims, so the pragmatic part is the main aspect to take into account in this kind of work. The structure of this project has the following elements:

- A justification, where is described the pertinence and the importance of this work, taking into account the main need found in the problem studied here.
- General and specific purposes, which exalt the goals to achieve in the development of this project.
- A theoretical framework that regards on explanations, techniques and information sources to search the problem solution in a better way.
- The methodology, which explains how the development of this Project is to plan and what techniques to analyze the information obtained, will be used.

-A detailed description of setting up the strategy, step by step with their results, strengths and weakness and the impact observed in the students.

Finally, it will exposed the main conclusions and recommendations relative the implementation of this applied project, that demands the use of ICT, and games on dictation supported in video transcriptions.

The main problem described here is the fact that there are students who have problems with the development of their listening skill, due to the difficulties of recognizing the phonemes of English language and their use. That is why they feel frustrated when they do not understand and lose the interest on English learning.

In that sense, it is very important for teachers to create meaningful strategies to motivate their students and improve their skills in English language. For instance, dictation games have become one these strategies to stimulate student's interest and proficiency. In a particular way, many students liked dictations games and felt it as a way to motivate and comprehend some sentences of different texts.

Statement of Problem

Through these years I have experienced teaching English in different schools and institutions, I have realized that listening skill is one the most difficult skills to develop. Most of students listen up to the teacher's instructions, for instance, but they admit they do not understand the complete message they involve. It means that the lack of interaction in English create on them some weaknesses in their communicative process.

In that sense, bilingualism in teaching English as a foreign language is one of the main axes for quality education, so the appropriation and use of a Second language provides a new sight to the world and achieves an intercultural globalization on education.

In our country, the command of the English Language in elementary school is quite low, but it has been improving through these years with the use of ICT's, because they have allowed students interaction with the English Language in a funniest and interesting way. These also have helped teachers to motivate their students participation in the class and improve their learning process.

However, there is a problem around teaching and learning English in the classroom because of the fact that classes are carried out in a monotonous way and in contexts that are not real, and most of them are focused on the use of grammatical English rules only. This implies that students reflect apathy, low interest, and low levels of English language skills (listening, speaking, reading, and writing). This problem must be outlined with teaching-learning tools different and meaningful than the conventional ones, where breaks the paradigm of boring classes based on impractical grammar rules instead a significant and an active learning process of listening and writing.

This research project looks for the description of The effect of dictation games supported on educational teacher created video transcriptions as a way to promote the English Language skills of listening and writing, it will look for ways to see the language more than a set of rules, but it also gives language a functional view in what students see the language and its use a context as Richards and Rodgers (2001) describe it is “ a vehicle for the expression of functional meaning” (P. 21). Consequently, teachers can create relevant situations for the students and they can help them in the way to use the target language in a better way to communicate according to the specific situation.

Moreover, this strategy allows students seem like being in competition games. Many of them have had problems to learn English because they feel demotivated, finding English difficult to learn. Therefore, it is setting up the need to start thinking about the ways in what teachers can motivate students and have them involved in the classes. For that, dictations can help students to think and understand how English is and it could help their interest in the EFL classes. Besides, is urgent to learn the ways in what students could put into practice their skills through the process of listening and writing.

All these situations require the way to include other elements to motivate the students. Later on, is important to identify issues that help to understand what the students prefer in their likes and how the competitive games could be used to learn in an EFL class. First of all, it is observed many classes in which most of students liked dictation games and felt very motivated, also they felt that dictations could help them to acquire a better command of English, learn vocabulary and grammar rules among other English elements.

Also, the practical and meaningful learning method (Vigotsky), which combines types of English lessons where students can be actively involved in the class work instead of being passive. In order to achieve that, this project will focus mainly on the students' listening skills and students can start an active, practical and meaningful bilingualism learning English as a Second language process, through their progress, which will be measured observing the daily use of English vocabulary studied with each ludic lesson. When breaking the paradigm about the grammar and boring English lessons, we give to them an immersion environment where they can reach a fluently and natural way to use the acquired vocabulary in real contexts. Where the domination of the Foreign Language will be experienced among participative activities. That is what Richards and Rodgers (2011, as cited in Hall, 2011) affirm "drills and conversation practice, with small groups of motivated learners. (p. 87)".that gives strength to the learning and becoming it in something natural, fluid and significant to help them to recognize and be related to the phonemes and morphemes of the English language.

Justification

This project will be carried out taking into account the necessities shown by the Third Grade students at Ciudadela Educativa de Bosa, who have evinced a strong weakness in their listening skill in English language. It also pretends to give the students the opportunity to enrich their writing skill in English, where they can find a tool to pick up enough vocabulary, starting by a basic bank of words until understanding simple sentences structures.

It will be possible through the use of games based on dictations, which will help them to develop their English Learning skills, because of it creates a joyful environment where the combination of abilities and fun become the base of teaching.

That is what we call the intuitive English teaching method, which is a practical and meaningful learning technique that promotes interaction and participation of students in the class, enhancing their English language skills, specially the listening and writing.

This Project will help to reflect upon how teachers can improve their own teaching and the ways to incorporate and choose certain games based on dictations to help not only to get better our teaching ways, but to improve our students quality lives and society itself.

It will give teachers the chance to learn with and from their students through the use of strategies based on Dictation games. Indeed, as McLaughlin (1987 as cited in O'Malley and Chamot, 1990) says “it may entail restructuring or imposing a new organization on information already stored in long term memory” (P. 67). It will help students to recognize the English language as a meaningful and comprehensive education.

Moreover, sharing the project with my co-workers will be a possibility to reflect upon possible things that we could apply and ways to improve the classes. It will imply that we as teachers have to be in the capacity to incorporate enhancements that can provide great help to education and society.

It is mandatory to help students to be effective language users when being exposed to varieties of the English language in an EFL. The expectation will be that they can learn English language issues and phrases, sentences, new vocabulary or intonation, pitch and rhythm with the incorporation of the strategy exposed in this applied project.

Objectives

General objective

To analyze the effect of dictation games supported on educational video transcriptions to promote the English Language skills of listening and writing in Third grade students (308) at Colegio Ciudadela Educativa de Bosa (IED)-Bogotá DC.

Specific Objectives

- ▼ To diagnose the effect of dictation games supported on educational video transcriptions to promote the English Language skills of listening and writing in Third graders.

- ▼ To understand the role dictation games supported on educational video transcriptions to promote the English Language.

- ▼ To develop dictation games supported on educational video transcriptions to promote the English Language.

Conceptual and theoretical framework

Background

Dictation is one of the strategies that can be used to work with in an ELT classroom, it doesn't need too much preparation, but it has to be use in a way that can encourage students participation and creativity. Furthermore, its use can help students to practice their second language skills by being in touch with it, they can also realize about their mistakes in grammar, pronunciation, accuracy.

Dictation is a process composed by two people or more, one person reads out a sentence and the other or others try to write down the phrase that was read aloud. For example, when it is used in the language classroom, the teacher reads out the sentences to the students, who write down what the teacher is saying. Then, the teacher can make them conscious of their mistakes by checking and correcting their own text when it is compared to the original one. Teachers can apply different kinds of variations to make it more meaningful by thinking on the students' needs and processes. For example, Lightfoot (2013) affirms that there is "dictogloss", requires the students to only take notes of the key words used as they listen and then later reconstruct the text so that it has the same meaning as the original text although perhaps not exactly the same form". For instance, it helps students to improve in their construction of texts and look for different alternatives to reconstruct a document by using what they have learnt.

During these classes, teachers can also give some emphasis regarding on accuracy, but s/he has to be conscious that his/her preparation needs to have a real expectations based on the different class levels in the course or class – taking into account their capacity of understanding

to help them improving step by step and helping them to be focused on the meaning and not only on grammatical issues.

There are many reasons to use dictation activities and explanations to make it work well in an EFL environment. For example:

Teachers regarding on the level can use a different kind of dictation, he needs to take care of the language, the kind of text and the aim where he wants to take the classes to.

It helps teachers in groups where the variety of students level can be a difficult topic to deal with. By the other hand, teachers don't need a lot of materials and it needs a brief time for its preparation, which can save time to prepare other activities.

It implies other skills like listening and writing and gives opportunities for the spelling practice.

There many fun activities and they help teachers to save time, and it can promote the cooperative work too. (Lightfoot, 2013). Because students can focus on accuracy and meaning, while they are practicing all four skills when the teacher chooses them to read loud the sentences, they put into practice their pronunciation, it helps them to be more confidence, and can correct grammar, pronunciation, spelling or writing mistakes during the process.

Additionally, where students have the opportunity to compare what they have written with the original text gives them the chance to improve their language skills and look at other language issues that like common mistakes and realize about aspects he/she may have problems with. Dictation presents some problems, for example, students may feel that dictation activities could get repetitive, boring and that is something the teacher has to deal with. The teacher

should focus on encouraging students through different strategies and activities, while s/he finds ways to help them to focus not only on meaning, but accuracy.

There are different kinds of texts that can be dictated, for example, words from a vocabulary list, brief texts, short sentences, little chunks from a dialogue or full paragraphs. There is a high range of strategies that can vary from one to another. Lightfoot (2013) affirms that “Using dictated texts as a precursor to further activities like this will help students to see them as an integrated part of the learning process”. We, as teachers should highlight that it is an important part to show students the activities a part of the learning 'wrong' order and asking the students to unscramble them as soon as the dictation is finished. Lightfoot (2013) affirms that “Using dictated texts as a precursor to further activities like this will help students to see them as an integrated part of the learning process”. We, as teachers should highlight that it is an important part to show students the activities a part of the learning experiences that they are not just listen and copy activities, because they can be used to improve other students’ skills.

One important aspect of taking care about dictation is that some students have problems with it and find it more difficult than others, for instance, the teachers have to think about the ways they are going to motivate their students, the amount of dictation and outcome s/he wants his/her students produce. And in this way, he can help weaker students by using activities according to their level and texts to be dictated and making them focus on what he wants them to.

As teachers, we need to help students to look for mistakes as soon as we finish the activities in order to make them look for the texts they have written in comparison to the original one. And in this way, teachers can make them change the dictation pages with other partners

where they will be able to check the common errors and mistakes, in order to make them aware of them.

There are many different ways from the teacher being the one who reads loud the text, and helping the students to focus on themselves. When students are the ones who act as ‘dictators’ they have the opportunity to focus on pronunciation, exposure to English at different levels and accents.

Theoretical framework

This chapter presents different important conceptions and descriptions that work as the fundamentals for this study. Furthermore, I will describe the reasons teachers need to include and instruct their through dictations, especially when dealing as foreign language in this case the English one, and how to promote skills like listening and writing and to analyze its role in the classroom. The theoretical framework is divided into four main constructs: Video in the classroom, Dictation, games in the classroom and, Mass media influence.

Based on the postulates posed by great pedagogues such as: Comenius and Lev Vygotsky, with his findings on meaningful learning and context. In addition to Jean Piaget, with his proposals on constructivist learning, this project is presented, alluding to the fact that teaching-learning should be developed in real contexts in a meaningful and practical way.

More importantly, it is to emphasize that the acquisition and mastery of English skills (listening, speaking, reading and writing) in the domain of a language, in this case English, should be promoted in a fluid, practical, natural and meaningful way. With this, students instead of receiving impractical, boring and unproductive grammar classes will be immersed in real

contexts of the use and control of English. Classes where students reflect are more enthusiastic and interest from their part. Therefore, the development of strategies and tools other than the conventional ones, is a latent need to make bilingualism glimpse as something achievable and not as a utopia that is reflected in the improvement plans of educational institutions year after year.

In our society, we need to develop strategies to make easier the acquisition of English as a foreign language, which has become a necessity nowadays. According to that, we as teachers need to search for diverse theories, positions from expert and everything related to teaching and learning processes. Dictation activities help teachers to introduce new vocabulary, to practice their writing and listening skills which are essential in the process of human communication.

Listening skills are taught and evaluated, because they are important not only in the school, but in the professional field. For this reason, it is relevant to look for different strategies based on theories in order to help our students to improve them.

Video and Education

First of all, one of the main elements that will be approached in this project will be the video. For that reason, it is good to observe it from educational perspectives, one of them is that video as other media help human beings around the world to understand difficult topics and it makes interesting how we, as human beings interpret our environment, Son, Scott Windeatt (2017) affirm that the “video has become so pervasive in language materials and in the world that video is often used as a replacement for audio in listening practice (p.84)”. Consequently, it is important to think about the kind of impact we want to cause in our students.

For this reason, we have to look at the role of technology, which has had a big influence in today's world and it can help teachers to center students. Guzzetti, Elliot and Welsch (2015) state that "Most researchers who have observed students using these media texts in classrooms have described how these practices engage and motivate students in their learning and instruction, but have not yet explored their impact on students' literacy or subject matter achievement. (p.84)" we, as teachers should help our students to understand how to approach these helpful tools because we are in charge of the distribution of the information and we can handle it in order to help our students to understand how to these elements can help them to learn new things.

For that reason, it is important to teach students as society members that can affect positively social structures. Also, video gives us a great range of advantages to help our students to improve their skills and change their point of view about the class work.

Video in the classroom helps to fulfill many educational goals and objectives when bringing different ways of communication into the classroom as a way to help students to gain Literacy, Seidenberg (2017) states that "Literacy is the exchange of information by linguistic and non- linguistic means. The educational challenge is seen as familiarizing children with the "multiple literacy" that technology affords. (P. 79)" This projects to find ways and options to incorporate it. It also looks for ways to analyze the role of videos to make them a worth tool that can be used in the classroom to learn about some people's point of view about videos and to search ways to introduce it and.

Video can become an element that encourage teachers to create and try other alternatives to have the opportunity to support them in their classes, and help them to approach to the

students by using more meaningful content as when they are combined with other teaching tools as games, dictations, etc.

Dictations

Dictations are very useful in education, because it can help students to get closer to the target language they want to learn, these are tools that can help students not only to be in touch with the language, but they develop other students' skills. Osborne (2005) affirm that "Dictations also aid the development of short-term memory, as the student must retain chunks of language in his or her head; they also help the student to improve note-taking skills. You can involve the student by letting him or her choose the text; you can then add variety to the dictation (p. 81)". Besides, it can help teachers to center students in achieving the goals of the course.

The teacher's role is to organize the classes by planning the interactions and all the lessons depending on the goals in what he/she has to focus the different exercises or activities, as in this case, dictations in an Educational context and with well it is used by teachers as ways to promote language. Brown and Barnard (1975) affirm that dictation "used as the focal point of a well-planned lesson...as a learning exercise rather than a testing exercise; errors can be greatly reduced. (p. 42)". Consequently, it can give the students an approach to a specific vocabulary that can help language learning.

We, as teachers are the ones who can lead students and help them to improve their skills in many different areas, but it depends on the way they approach the topics and the different tools they use in the classroom, as Christie (2002) states "to look at the nature of the meanings, and the placement of such patterns in the overall cycle of classroom work (p. 5)." It may help

students to incorporate the different vocabulary learnt in a class and use it according to the situation they are dealing with.

Thus, we as teachers should plan our classes based on the activities we want to develop with our students and in this case with the principles that need to be taken into account when teaching a second language, Krashen (as cited in Fathy, 2017) affirm that “without comprehensible input, the second language learner is left with a group of words that are perceived incomprehensible noise that can not be processed in the LAD (Language Acquisition Device) (p. 60)”. Thus we have to take into a count that learners have to be guided through the different lessons in order to reach the goals and get the expected output.

One of these tools are dictations which help us to make students understand phrases or expressions that they may need in a near future. Dixon (2009) affirms “Dictation activities are often still used today to help introduce students to new vocabulary or ideas, and can help students to practice their listening skills” (p. 65). It may also help us to place the students gaining different vocabulary and relating it to different situations in what they can be involved.

Games in the classroom

There are many ways to introduce a topic in the classes, but games are a good way to make students participate and get attracted to the topics they have to learn. Lewis and Bedson (1999) say that “Games are fun and children like to play them. That in itself is a strong argument for incorporating them in the EFL classroom. Playing games is a vital and natural part of growing up and learning (.p.5). therefore, we as teachers have to look for ways to include them in the classes and guide students to take them as new opportunities to develop their skills.

Games are a good strategy to make students feel interested in the classes, Cave (2010) asserts that “competition encourages children to participate more readily and with even greater enthusiasm than they might do otherwise. Children who seem to be reticent, or appear to lack confidence in using a foreign language in the classroom (p. 7).” Furthermore, they use to do it because they want to have fun and it helps them to learn easily.

The games used in the classroom can give us a big range of expressions, vocabulary and as a way to help the student to memorize certain phrases through the use of the language in a real context. Manish a. Vyas, yogesh l. Patel (2015) state that “one of the most important aspects in games is the language as “the meaning of language is always associated with actions, experience, images, and dialogue (p.240). It also helps the students to improve their language skills and makes stronger their use through different kinds of rehearsals they do through the different games.

Methodology

The methodological approach in which the workshops will be based is the task-based learning (TBL henceforth). This model is based on tasks which according to Nunan (1989) defines a task as “a piece of classroom work which involves learners in comprehending, manipulating, producing, or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right” (P.10). Furthermore, this approach will help me to focus on what students like and the language forms and expressions to be acquired for the students.

This model helps students to be conscious, and confident about their own process and the way they learn and it will help me guide them through the process.

This workshops will contain several exercises and games where the students will have the opportunity to be exposed to a several range of expressions and vocabulary

Relation of Instructional Design with the Research Question

The theoretical framework have presented the main constructs and they have been chosen to support the research. The focus of this study is to estimate how students' Listening skills of listening and writing are promoted when using dictation games supported on educational teacher created video transcriptions as a way to promote the English Language skills of listening and writing in Third grade students (308) at Colegio Ciudadela Educativa de Bosa (IED)-Bogotá DC, neighborhood: Bosa Porvenir.

This study is a qualitative research, but it will include some relevant elements from quantitative information to have an approximately measure to future results. It a process focused on understanding, in order to describe the characteristics, implications, notions from a specific phenomenon or a social issue. It will look for the implementation of important aims to provide a description about how the acquisition of a Second Language takes place, in this case English, in students of Grade 3ro with ages between 7-8 years the sample is 25 students.

The Techniques of Data Collection

Observation guide: (Arias, 2006) Defines observation as a technique that consists in visualizing or capturing by sight, in a systematic way, any fact, phenomenon or situation that occurs in nature or in society, depending on some Pre-established research objectives.

Log and log: Strategy of control and chronological monitoring to record both advances and difficulties in the development of the Project.

Videos: Where the development of classes in immersive environments will be visualized, meaning, contexts of real and practical use of the language.

Interview: (Sabino, 1985) Defines the interview as a form of social interaction, which consists of establishing a dialogue where one of the parties seeks information and the other serves as a source. In order to measure the positive impact of the implementation of the Project. (*Go to the survey design located in the appendix*)

Instructional Phases

To begin with the process of the Pedagogical Intervention I will present the project to the coordinator of the institution where I am working. Later, I will apply some surveys to make a

diagnostic in order to identify the students' needs and write their respective results. Later, I will show the students the bases and the objective of the project and the kind of activities we are going to carry out and they will know the assessment rubric in a quantitative and qualitative way. Finally, the project and its activities will be developed through different classes.,

Topic Selection and Development.

The syllabus, the topics and skills will be developed taking into account the topics the students would like to study through the different classes. Consequently, It will be supervised how the students deal with the workshops.

First of all, this study will be focused on the creation of workshops to develop listening skills. Then, I need to plan the workshops 'creation which include them. Therefore, Williams and Veomett (2007) describe workshops as "opportunities not only for the learners to learn and meet objectives, but also for you to understand them as learners and push them to new levels of learning- to stretch their zones of proximal development". (p.138) and with this, the students will have the opportunity to practice the new vocabulary and the one they have learnt before.

Population

The case study will be carried out in a public school with children from 8 to 9 years old and they take English classes because it is immersing in their curriculum; the institution gives the students two hours of English per week. In the afternoon, from 12:30 p.m. to 5:30 p.m.

Sample of the Population

The sample will be 25 third grade Students at Colegio Ciudadela Educativa de Bosa in Bogotá, their age is 8 to 9 years old.

Instruments

In this chapter It be will present elements that will help to describe what happened through the process of the research, the development of the workshops, the impact they had and the effect of dictation games in the classroom. Furthermore, to describe the kind of intervention and the role teachers and the students had when including dictation games supported on educational video transcriptions to promote the English Language.

From my experience, teaching a second language embraces a complex process, which can help us to make our students put into practice different skills. First of all, Dictations are not very used to teach english, but it is a good pedagogical tool to help students to expand their learn vocabulary, structures or to put into practice grammar rules.

On the other hand, we sometimes forget that there are many different ways to use dictations and expand the possibilities of using them in activities that make feel students motivated. In addition to this, Dictations can motivate and help students to be in touch with the target language and the opportunity to use it to communicate with their classmates.

Development of the Strategy

The methodology of using dictation games supported on educational video transcriptions to promote the English Language skills of listening and writing to create a joyful environment where the combination of abilities and fun become the base of teaching and learning process, is developed through the ICT use in the classroom, because it allows the interaction with English language closer and comfortable for children that begins their dominance of a Second language with the need of picking up variety of vocabulary to assign meanings to everything what they can hear and write, which involves their context and environment to achieve a significant learning and higher motivation to the students.

Following it will be explained the main analyzing regarding the setting up to the strategy:

Class profile

Age and level: I was working with children about 8-9 years; they are in Third grade and study in the afternoon day time.

Characteristics of the class and the age group: This age is full of curiosity and feeling like to learning new things, they want to discover their context, their world, they are cheerful and demonstrate a lot of interest for learning new words in another language different to their mother tongue. So it is a strength found, because their interest can be well focused, above all in this age the acquisition of a second language is easier than more advanced ages, because they are like sponges, absorbing everything that they hear, that they see, that they try.

Working with children with the previous characteristics demands a lot of commitment, so the lessons can't be taught in a boring way, at the contrary, the needs for this age implies a lot of

creativity, full energy and enthusiasm, when the themes are presented and worked. For this reason the importance to work on: Dictation games supported on video transcriptions.

It is fundamental to bring them cheerful, enthusiasm, effort and commitment because in this age they are interested only in the things that could be funny and active. The lessons have to be presented with drawings, good mastery, activities that involves them challenges like in a competition, so the most important is teaching giving them leadership, less theory more practice, resources like new technologies in the classroom and the real commitment by their teacher.

Apparent learning styles: The theory of different learning styles is a mixture of the ways that a person can get knowledge and understand better the world, but the most relevant issue is that not all people has the same learning style, above all if we are talking about a group, because the learning style is something subjective, not cooperative, is something individual, not something in group. Because every person has his/her own perspective of the knowledge and understanding, every person is a micro-world.

Departing of the previous reason, it is important to find a way to teach and learn in a community, so the learning process can't be personalized; it would be the best, but sometimes, because it is relative too. The idea is finding the way to teach and learn in a group, so the most important learning style is a combination, but treating one of them as something relevant.

Motivation: Outlining the previous explanation about their way to learn, is important to take into account that the different learning styles are: visual, logical-mathematic, kinetic, social, individual, musical and rhythm, and verbal. The reality is that everybody of at least the main of people needs a mixture of them in order to learn better.

Talking about children is not the exception, but it is important focusing in the stimulation of their senses, specially the sight and the listening in order to catch their attention, for that the implementation to dictation games supported on video transcriptions.

Most when the idea is achieve that they can get new vocabulary, giving it significant. So if the class is boring, without stimulation and challenges it would be a fact that hinders their progress.

Report and work sheet

The most important ability to develop with the children is the listening skill, achieving that the student's group can recognize English words and make a representation of them, seeking a way to teach and learning in a natural and easy form. One of the main needs that I can see in the students is the motivation's lack for learning another language despite their enthusiasm; the students can lose the interest easier than catching it, because they only prefer a funny method to involve their learning process with their formation. So it is necessary a lot of creativity.

Group's strengths and weaknesses: The undoubtedly groups *strengths* that standing out, is their enthusiasm, their energy, their interest in a competition and win, their kindness. So this age is full of curiosity and feeling like to learning new things, they want to discover their context, their world, they are cheerful and demonstrate a lot of interest for learning new words with the correct motivation previously, so teaching kids involves a lot of creativity and resources, specially the technological tools.

The weaknesses that standing out is their interest to play every moment because it is an issue that allow losing of attention easier than getting it. So the class development depends in a main part of the creativity and mastery of the teacher, the motivation giving to them and the resources brought to carry out the lesson. (*Go to the shapes Dictation found in the appendixes*)

Specific needs the learners have in the following areas: skills (reading, listening, speaking and writing).

It is notorious that all the English skills are an evident need, because apart the reasons mentioned above, the student's group is really big, between 35-40 students per teacher and the developing class can't be personalized.

In another hand, the need of improving the listening skill, reaching that students can recognize words different to their mother tongue and giving them meaning in their context. It is a need that standing out, but not only in this group, either in whatever group, so it is one of the most important things to work on it.

Worksheet: The following lesson plans will be based on the listening skill and in themes that are familiar to the students, the colors, the farm animals and finally the construction of simple sentence with the obtained vocabulary in order to they can make a best representation about what they're hearing and what is it, seeking to arouse their listening and writing skill among dictation games supported on video transcriptions in English language. *(Go to the appendixes part and see the worksheets lesson's Plan)*

How was it carried out?

The step by step for the development of the strategy in this applied project was lead taking into account the students needs at first, their immediately context relationship and the support of ICT as an innovation in the classroom.

The classes had good reception from the students, above all the use of a technological tool like videos, the dictation games and the way to learn departing not isolated words instead situations to pick up new vocabulary.

Description of the lessons

The lessons demand the use of videos with selected vocabulary previously which contains transcriptions and colorful drawings. The first part is the recognition of the themes, watching the video twice or three times, the second part consist to repeat the pronunciation, write or complete the words and associate them with the respective drawing, finally, when the students had interacted with the vocabulary developing several exercises like: soup letters, crosswords, drawings, repetitions, order the words, etc., they have to participate in a competition per teams, where the members will have piece of papers to write the teacher's dictation and the winner will be the team with the major number of right guess.

Through the direct interaction with new vocabulary the final phase replace the typical way to asses the students' English as a Second language new vocabulary acquisition, so the dictation games supported on the video transcription set up a joyful and comfortable environment to learn. Because of Krashen (as cited in Fathy, 2017) affirms that "without comprehensible input, the second language learner is left with a group of words that are perceived incomprehensible noise that can not be processed in the LAD (Language Acquisition Device) (p. 60)". Thus we have to take into account that learners have to be guided through the different lessons in order to reach the goals and get the expected output. On the other hand, departing from the constructivism theory that implies the beginning of new knowledge acquisition from the basic level to the complex level, similar like climbing a mountain, everything begins simple to get a more complex form progressively, (Jean Piaget, 1976).

According with the previous reasons explained were the lessons structured, considering the importance of a well structured lesson plannings. On the other hand, when the final phase, the

dictation game, is carried out, many findings are discovered, as the fact that students who have problems with the listening to pay close attention, and their writing skills quite low levels in their mother tongue, suffering the same difficulties with the English performance, so with them its mandatory at first, improving their mother tongue weakness and then, focus on English language. In addition on, there are learning difficulties reflected in their writing mother tongue skills like: changing the letters, replacing their correct position in a word, omit letters or adding unnecessary letters to the words. Besides that, some students don't follow the dictation and don't assign a correct meaning to the new vocabulary, at least the several and several times on repetition, so their different rhythms of learning English as other subjects as well.

In the same way, students who have higher levels of dominance their mother tongue, have the same proficiency participating in the different activities carried out with the knowledge acquisition in English language.

Finally the assessment of the strategy is established in a quantitative and qualitative way, following an evaluative rubric, which states the main goals to achieve with the strategy implementation and allows to observe the students performance during this applied project focusing in their listening and writing skills competences and the effect of dictation games supported on video transcriptions using the following rubric depending on the students' performance through the lessons applying the strategy.

Quantitative rubric

Theme	High Score Hits	Medium Score Hits	Low Score Hits
Colors	8-10	6-7	4-5

Animals	8-10	6-7	4-5
Simple Sentences	8-10	6-7	4-5

Qualitative Rubric

Higher Performance	Medium Performance	Bad performance
The interest and enthusiasm shown, developing the activities and team work.	The distraction shown sometimes and the necessity of more interaction with the team.	A bad attitude shown that reflects lack of commitment with the learning process.

Conclusions

Through the application of this project, came up the opportunity to share and learn several things from and with my students. The acquisition of a second language is a complex process, and dictations can help in the reaching of a higher level of dominance English as a Second Language learning process. Chamot and De Diaz (1990) affirm that “Dictations can be excellent learning activities and can be used in a variety of ways. Dictations help students focus on listening, remembering, and writing. In the beginning, you may want to concentrate on students' listening, and not require accurate spelling (p. viii)”. Therefore, activities like dictations make students remember easily and it also makes them to be conscious connections about the language that they learnt during the classes by having the opportunity to relate them to daily things which became a more meaningful learning.

Furthermore, second language studies involve different processes from teaching vocabulary to the construction of phrases or sentences. For instance, the results of this study showed that incorporating dictations have a great impact on students because some of them learn vocabulary and tried to participate the most, this project also shows the importance of motivating teachers to design classes on activities like the dictation ones, because it can have a benefits for the teaching and learning processes in the school.

Similarly, the use of dictations motivated students, and they felt engaged through the games which raised the interaction among the students. Also, teachers have to look for different activities and ways to implement them in the classes, and I realized that dictations can give teachers a diverse range of possibilities, topics because it is not focused on vocabulary, but it also deals with pronunciation and pitch among others.

To sum up, we as teachers need to include activities that help our students to connect what they learn in the school with the reality. For this reason, it is important to find ways in what they find English as a tool to be motivated and involved what help students to express themselves using English to describe daily actions supported by what they see on a video.

Recommendations

First of all, teachers can help their students a lot if they implement this kind of activities. For example, students felt motivated and wanted to participate in the project from the beginning and, it helped them a lot because they tried to fulfill with the activities that were proposed to them. It also helped them to deal with their own learning processes and improve their skills.

However, the project has some limitations. For instance, the first one occurred while it was designing the workshops because I had to choose the chunks of transcriptions in order to enhance the skills of listening and writing, it had to look for activities and strategies to focus on those skills and make them recognizable at the moment of collecting data and during its analysis.

Other aspect to take into account was that through the application of the study, it demanded the application on the workshops through the different classes and had to look for opportunities to get the time for its application and developed during the classes. It is also recommended to include this kind of activities in the normal classes because they can foster the interest of the students in their own English learning as a Second language.

In addition it is important to mention the aspects that were successful and they're not.

Aspects that were successful: The students felt motivated for recognizing the numbers perfectly in their mother tongue, so when they could see the theme in English was familiar. Besides that they were encouraged to make a competition with the dictation and participation in the class, mentioning the correct number. It was interesting to them, they were amazed about the way to count in English from 1 to 200 in an easier strategy, similar like in Spanish, because the mathematic language is universal and relative.

This lesson left as learning that the acquisition of a Second language is better when the vocabulary is easy to associate and recognize, so the brain could make an image, rather repeat isolated words.

Aspects which could be presented differently or improved: The aspects to improve are the listening skill, because they could recognize the number and pronounce its noun, but at the time to hear its noun in the dictation it was really confuse for the main participants of the group and stressful, for that reason is mandatory working on listening every day until they can improve and lose the lack of confidence and acquire the custom. Above all treat to educate their ears in order to recognize words in a different language than their mother tongue, it is only need of practice and practice a lot. As the proverb says: The practice makes the mastery.

Other aspect to improve is the arousing of interest on learning a Second language, because some of them reflected lower interest for learning English, because simply, they didn't feel like or find it important in their lives.

References

Son, J. and Windeatt, S. (2017) *Language Teacher Education and Technology: Approaches and Practices*. Bloomsbury Publishing.

Manish and Patel. (2015). *Teaching English As A Second Language, Second Edition: A New Pedagogy For A New Century*. India. New Delhi. Phi Learning Private Limited

Cave, S. (2010). *More Fun Ideas for Advancing Modern Foreign Languages in the Primary Classroom*. *The United Kingdom*. London. Brilliant Publications

Dixon. (2016). *100 TESOL Activities for Teachers: Practical ESL/EFL Activities for the communicative Classroom*. *The United States*. Tesol Quarterly.

Fathy, M. (2017). *A Contrastive Metrical Analysis of Main Word Stress in English and Cairene Colloquial Arabic*. *The United Kingdom*. London. Cambridge Scholars Publishers.

Christie, F. (2005). *Classroom Discourse Analysis: A Functional Perspective*. *The United States*. New York. Continuum

Brown, D and Barnard, H. (1975). Dictation as a learning experience. The United Kingdom. London. RELC Journal 6, 2: 42–62

Seidenberg, M. (2017). *Language at the Speed of Sight: How We Read, Why So Many Can't, and What Can Be Done About It*. *The United States*. Basic Books

Osborne, P. (2005). *Teaching English One-to-one*. *United Kingdom*. London. Modern English Publishing

Guzzetti, B., Elliot K. & Welsch, D. (2015). *DIY Media in the Classroom: New Literacies Across Content Areas*. The USA. Teachers Colleague Press

Aguaded, J.1. (1996). *Comunicación audiovisual en una enseñanza renovada*. Huelva, Comunicar.

Aguirre, I. (2004). *Exploring the Critical Thinking Skills of Analysis and Evaluation through the Use of the Socratic Method and Authentic Materials*. Tesis de Maestria no publicada. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia

Atkinson, D. (1997). A Critical Approach to Critical Thinking in TESOL. *TESOL Quarterly*, 31 (1), 71-94.

Bandura, A. ross, D. & Ross, S. (1963). Imitation of film-mediated aggressive models. *Journal of Abnormal and Social Psychology*.

Benesch, S. (1999). Thinking critically, thinking dialogically. *Tesol Quarterly*.

Berg, L. (1989). *Qualitative Research for social sciences*. The united States.

Bloom, B. (1974). *Taxonomy of educational objectives: the classification of educational goals*. New York: David Mc Kay Company, Inc.

Boisvert, J. (2004). *La Formación del Pensamiento Crítico*. Mexico. Fondo de Cultura Económica.

Bustamante, B. Aranguren, & F. Argüello, R. (2005). *Propuesta de un modelo pedagógico de competencia televisiva*. Bogotá. Universidad Distrital.

Browne, M. Neil, & Keeley, Stuart M. (2007). Asking the right questions: A guide to Critical Thinking. Upper Saddle River, NJ: Prentice Hall.

Cranner, D. & Leroy, C. (1992). Musical openings, using music in the language classroom. Singapore. Longman.

Chaffee, J. (2011) Thinking Critically. Florence, KY: Cengage.

Duran, R. (1991). Adolescentes Colombianos. Bogotá. Colciencias.

Ebong, B. (2004). The use of indigenous techniques of Communication in language Learning: the case of Cameroon. Ghana. University of Ghana- Legon. Retrived from: http://www.qucosa.de/fileadmin/data/qucosa/documents/4863/data/ebong_indigeneoustech_niques.pdf

Facione, P. (1998). Critical Thinking: what it is and why it counts. California Academic Press

Ferres. J. Televisión y Educación. Editorial Paidós, Barcelona, 1996.

"Educar en una cultura del espectáculo". Editorial Paidós, Barcelona, 2000.

Frances, C. (2002). Classroom discourse analysis: A functional perspective. London: Continuum.

Freely, A. J., & Steinberg, D. L. (2000). Argumentation and debate: Critical Thinking for reasoned decision making. Stamford: Wadsworth. Halpern, D. F.

Galician, M. & Merskin, D. (2007) Critical Thinking about sex, love, and romance in the mass media : media literacy applications. Mahwah, N.J. : Lawrence Erlbaum Associates.

Garnica, Y. (2005). Exploring the student`s Critical Thinking through the use of video with pedagogical purposes Materials. Tesis de pregrado no publicada. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia

Giroux, H. & McLaren, P. (1989). Critical pedagogy, the state, and cultural struggle. New York, Albany: SUNY Press. Held.

Gonzales, F. (1980). Música canción y pedagogía. Barcelona. España. EDB.

Guerrero, O. (2009). The reality behind songs: from literal to Critical Thinking. Tesis de Maestria no publicada. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia.

Haynes, J., (2007) Getting Started with English Language Learners: How Educators Can Meet the Challenge. The United States of America. ASCD publications

Hegarty, S. Evans, P. (1984). Quantitative and Qualitative Techniques in Case Study Work. Great Britain. NFER Nelson Publisher.

Karolides, J. (1997) Reader response in elementary classrooms: quest and discovery. Mahwah, NJ: Lawren Erlbaum Associates, inc., Publishers.

Kronin, J. (2011). Creating Smart Schools: The Education Instructional Coaching Model. New Jersey: Xlibris Corporation.

Lau, J., (2011). An Introduction to Critical Thinking and Creativity: Think More, Think Better. New Jersey. John Wiley & Sons Inc.

Lems. K. (2001). Using Music in the Adult ESL Classroom. ERIC Digest. Retrieved from: <http://www.ericdigests.org/2002-3/music.htm>

Mangal, S. k., & Mangal, S.(2008). The teaching of social Studies. New Dehli. PHI Learning Private.

Martinez, J. (2009). Stimulating Oral and Written Production in English through rhymes songs, tongue twisters. Tesis de Maestria no publicada. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia

McGrath, I., (2013) Teaching Materials and the Roles of EFL/ESL Teachers: Practice and Theory. New York. Bloomsbury Publishing.

Ministerio de Educación. (2001), Lineamientos curriculares de idiomas extranjeros. Colombia; Ministerio de Educación Nacional.

Minkoff, H. Melamed, E. (1990). Vision and Revisions: Critical Reading and Writing, New Jersey: Prentice Hall, Inca.

Mora, Y. (2004). Promoting Critical Thinking in Second Graders. Tesis de Maestria no publicada. Universidad Distrital Francisco José de Caldas. Bogotá, Colombia

O'Malley, J. & Chamot, A., (1990). Learning Strategies in Second Language Acquisition. The United States of America. Cambridge university Press.

Paul, R. & Elder, L. (2006). The Art of Socratic Questioning. Dillon Beach, CA: Foundation for Critical Thinking.

References to the images:

-Colors. (December 5th/ 2017) [Format] taken from: <https://goo.gl/images/T9MCgw>

-Farm animals. (December 5th/ 2017) [Format] taken from: <https://goo.gl/images/qUDq2r>

-Animals in English (December 5th/ 2017) [Format] taken from: <https://goo.gl/images/0jz1kD>

-Animals for English lessons. (December 5th/ 2017) [Format] taken from:

<https://goo.gl/images/jpsjc7>

Video's references:

-Internet local connection (December 5th/2017) .Learn Colors for Kids Children Toddlers Finger Family Nursery Rhymes Learning Video Compilation. [Video archive] Recuperated from:

<https://www.youtube.com/watch?v=ivFefy28M10>

-Internet local connection (December 5th/2017) Farm animals name and sound - Kids Learning.

[Video archive] Recuperated from: Farm animals name and sound - Kids Learning:

<https://www.youtube.com/watch?v=RVJbKPW3Crs>

Appendix

Appendix No. 1. Worksheet 1

Student's Name:		Course: 30____	Day: _____	Month :	Year: 2017
Subject: English		Trimester:			
Theme: Colors		<i>PROGRAM MANAGEMENT: Hedy Yohana</i>			
Time: 30 minutes		<i>Quintero Zuluaga</i>			

Appendix No. 2. Lesson plan No. 1

1. INDUCCIÓN (INDUCTION)

Do you remember the colors? well let's go to review them with a video!

AMBIENTACIÓN (WARMING UP) Listen to your teacher and repeat, then pay attention to the following color's chart.

Green	Blue
Yellow	White
Orange	Black
Pink	Red
Purple	Gray

2) Listen and repeat, then make drawings in your notebooks with each color



Colors - Colours

Examples of each color



Write the color according with the dictation

☆

☆

Appendix No. 3. Worksheet 2

Student's Name:		Course: 30____	Day: _____	Month: _____	Year: 2017
Subject: English	Trimester:	PROGRAM MANAGEMENT: Hedy Yohana			
Theme: Farm Animals		Quintero Zuluaga			
Time: 30 minutes					

Appendix No. 4. Lesson plan No. 2

1. INDUCCIÓN (INDUCTION)

Do you remember the farm animals? well let's go to review them with a video!

AMBIENTACIÓN (WARMING UP) Listen to your teacher and repeat, then pay attention to the following farm animal's chart.



2) Listen and repeat, then make drawings in your notebooks with each farm animal



Write the animal according with the dictation

☆ _____

☆ _____

Appendix No. 5. Worksheet No. 3

Student's Name:		Course: 30_____	Day: _____	Month :	Year: 2017
Subject: English		Trimester:			
Theme: Simple sentences using colors and farm animal vocabulary.		<i>PROGRAM MANAGEMENT: Hedy Yohana</i>			
Time: 30 minutes		<i>Quintero Zuluaga</i>			

Appendix No. 6. Lesson plan No. 3

1. INDUCCIÓN (INDUCTION)

Do you remember the colors and farm animals? well let's go to review them with a video!

AMBIENTACIÓN (WARMING UP) Listen to your teacher and repeat, then pay attention to the following simple sentences:

- 1) The pig is pink
- 2) The cat is orange and black
- 3) The sheep is white and black
- 4) The frog is green
- 5) The dog is brown
- 6) The mouse is grey
- 7) The chicken is yellow

- 8) The bird is blue
- 9) The cow is white and black
- 10) The hen is brown and red

2) Listen and repeat, then make drawings in your notebooks with the previous simple sentences



2.1) Create a letter soup with the previous phrases.

2.2) Try to make the mimic for each sentence.

2.3) Review the video's about the vocabulary studied, and prepare you with your

team to participate in the dictation game competence.

Write the simple sentence according with the dictation

Appendix No. 7. Student's Survey

Answer the following inquest with your parents help.

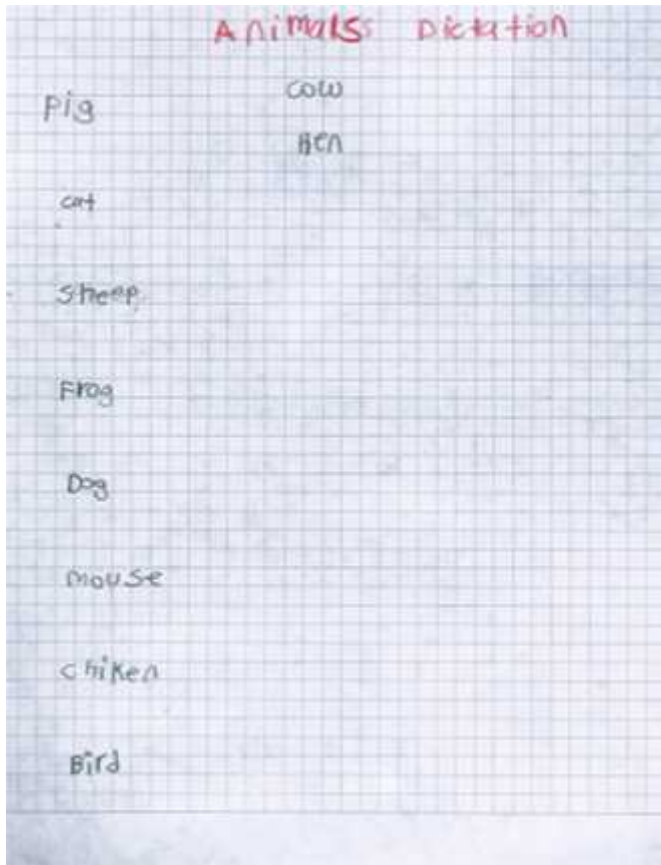
1) How do you feel about the use of dictation games with videos in your English classes?

2) Which is your strength in English?

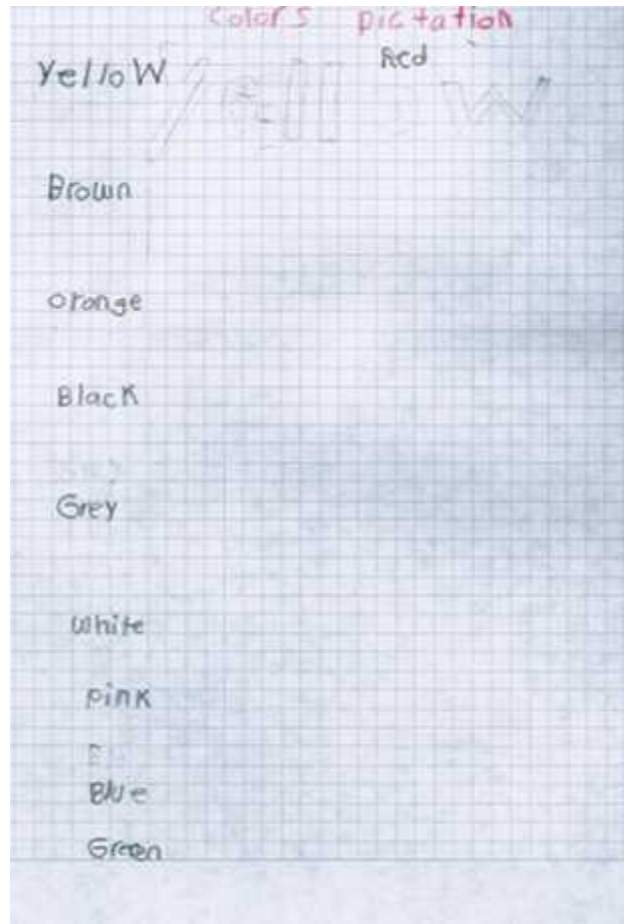
3) Which is your difficulty in English?

4) Do you want that your teacher continue applying this teaching strategy? Why?

Appendix No. 8. Dictations Screenshots to some students



Shape No 1



Shape No 2

Shape No 4

Phrases Dictation

The pig is pink

The cat is orange and black.

The sheep white and

The frog is green

The dog is brown

The mouse is grey

The chicken is yellow

The

- 1 The Pig is Pink
- 2 The cat is orange and black
- 3 The sheep is white and black
- 4 The frog is green
- 5 The dog is brown
- 6 The mouse is grey
- 7 The chicken is yellow
- 8 The bird is blue
- 9 The cow is white and black
- 10 The hen is white and red

Shape No 5

Shape No 6



Shape No 7