

Integrated Language Skills through Theme-Based Learning and The Mediation of Flipped
Classroom in Fourth Grade Students at La Colina School

Action Research Project

by

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Table of Content

Abstract	4-5
Introduction	6-8
Chapter 1 - Research Statement	9-13
- Justification.....	13-15
1.1 Research question.....	15
1.1.1 Research objectives	15
Chapter 2 – Literature review.....	16
2.1 Integration of technologies for English teaching and learning	16-18
2.1.1 The appearance of blended learning in the English classroom	18
2.2 The mediation of flipped classroom in English learning and teaching	19-22
2.2.1 Flipped classroom activities	22
2.2.2 Bringing theme-based instruction into the flipped classroom	23-24
2.3 Integrated language skills	24-25
Chapter 3 – Instructional design	26
3.1 Pedagogical aims	26
3.2 Proposing an approach to integrate the mediation of a flipped classroom	27
3.2.1 Design of the flipped classroom	28
- Procedure	29
- Didactic unit	29-34
- Flipped classroom delivery	34-35
- Assessment and evaluation	35-36
- Teacher's role	36
- Student's role	37

Chapter 4 – Research design	38
- Type of study	38-39
- Context and participants	40
- Data collection instruments and techniques	40-41
- Timetable and stages	41-42
Chapter 5 – Data analysis	43-57
Conclusions	58-60
Pedagogical implications	60-61
References	62-66
Appendix A	67-72
Appendix B	73
Appendix C	74
Appendix D	75-79
Appendix E	80-87
Appendix F	88-92
Appendix G	93
Appendix H	94-116
Appendix I	117-118
Appendix J	119-123
Appendix K	124
Appendix L	125
Appendix M	126
Appendix N	127

Abstract

The purpose of this study was to examine how combining theme-based learning with flipped classroom mediation can foster the use of the English language in an EFL group of primary learners, and maximize their interaction, participation and practice of English outside the regular classroom setting. The research was conducted at La Colina School in Bogotá, a mixed-gender bilingual school located in Casa Blanca, Suba. Twenty 9- to 10-year-old kids from 4th grade participated in the research. They have an A2 level of English, based on the Common European Framework of reference for languages.

The study was done in a period of eight months in which students were asked to work on various activities on an online classroom, which included instructive videos prior to the face to face lesson, games, writing, reading, listening and speaking activities. The findings of the study showed that using a theme-based instruction and the mediation of flipped classroom enabled and encouraged integrated language skills effectively. Using theme-based instruction made the content meaningful and relevant and effectively integrated the four language skills in a real-life context.

The flipped classroom provided the means for students to learn and practice outside of class and students had the opportunity to practice any time they wanted and use the tools and information to get ready for their face to face encounter, which had an impact on their language achievement and the use of English. Students responded well to the use of the flipped classroom and perceived the experience as a positive one. They took more control over their learning process and became more independent. This mediation also saved classroom time since the time that used to be spent introducing new concepts was used to practice.

Keywords: Integrated skills, Theme-based learning, Blended learning, Flipped Classroom, Technology in English Language Teaching and Learning, Interaction.

Introduction

English language courses around the world are structured in different ways so as to adapt to a specific target population with various needs. Some are more traditional, while others aim at placing students' role at the center, taking into account their particular context, needs and likes. This research bore in mind the students' context, needs and likes in order to provide students with a pedagogical tool that best fits their particular setting and places them at the center of the learning process.

The intentions behind this study started when I as an English teacher realized that there was a need to help students work on their language skills in a way that is more effective, fun and engaging. Moreover, I noticed that these students, who come from families of means, had easy access to technology. This was evident as parents paid large amount of money every month so that students attended this school. All of them had a cellphone and tablet, which they brought to school, and a computer at home, which they used to do homework assignments. They also had access to the Internet. I wanted to take advantage of this easy access to technology, not common in other Colombian contexts in which students come from low income households and do not have the means to acquire an electronic device, or they live in remote locations in which they do not have access to the Internet. The purpose was to take this opportunity to help my students achieve success in their language learning, integrate the four language skills more effectively and create more opportunities to practice the language outside of the face to face classroom. This research also arose from a need to maximize classroom time to practice rather than spending so much time introducing vocabulary or structures.

When teaching children, it is vital to consider the particularities of their age. Brown (2007) mentions that "children are centered on the here and now, on the functional purposes of

the language” (p. 102) and suggests that teachers not focus on grammar rules but rather authentic, meaningful language. He also mentions that “language needs to be firmly context embedded” (p. 104), which means that children need situations that are relevant and familiar to them in order for language to be significant. Consequently, students benefit from a course that focuses on situations that are familiar to them. Such is the case of theme-based learning, in which students learn new language through topics that spark their curiosity, and are relevant and interesting to them.

Additionally, in recent years, schools all over the world have been implementing blended learning in order to actively engage students in their learning process. Blended learning involves a great variety of teaching-learning strategies, both in the face to face classroom and in the virtual setting. MacDonald (2008) states that blended learning is “commonly associated with the introduction of online media into a course or program, while at the same time, recognizing that there is merit in retaining face to face contact and other traditional approaches to supporting students” (p. 2).

One of those blended learning strategies is the use of the flipped classroom model, which started a few years ago with the introduction of video lessons online and reversing the role of classroom instruction and homework assignments. The flipped classroom, also known as the inverted classroom, turns traditional classroom instruction into a more active and engaging learning experience for students.

According to Jonathan Begmann and Aaron Sams (2014), pioneers of the flipped classroom movement, the flipped classroom is best explained as an idea in which “direct instruction is done through video, or some other learning object that students can use individually prior to coming to class. This time shift then allows the teacher to use class time for

work that is either better done as a large group, or that requires individualized teacher attention” (p. xi). In the following pages of this study I present my own experience with the flipped classroom.

Below, I describe the chapters that constitute the components of my research.

In chapter one the reader will see a summary of the research statement, which describes the context in which this research took place, the difficulties in the classroom that gave rise to it and the two strategies used, flipped classroom and theme-based teaching, to solve the issue. It also takes the reader to the justification, research questions and objectives. Chapter two takes us to the literature review, in which the reader will find the concepts of integration of technologies for English teaching and learning, Blended learning in the English classroom, integrated language skills, the mediation of flipped classroom in English teaching and learning, and bringing theme-based instruction into the flipped classroom. Chapter three provides the reader with information about the instructional design and focuses on the design and implementation of the flipped classroom and pedagogical aims. Chapter four dives into the research design, the type of study, context and participants, data collection instruments and techniques and timetable. Finally, chapter five focuses on the data analysis, conclusions, implications and recommendations for future studies.

Research Statement – Chapter 1

The context where this research took place was La Colina School in Bogotá. The institution has a prescribed curriculum, which describes thoroughly the skills and pedagogical objectives for the school year. However, the teachers are allowed to choose how those standards will be taught, in what order and how. As part of their duties, teachers must also design their own materials, worksheets and guides with concepts and exercises.

Classes should be planned taking into account a grammar topic and the four skills, speaking, listening, reading and writing, need to be included. In other words, teachers are not required to follow a given sequence or a given syllabus so long as they address the objectives for that year. The main concern of the institution is the results of skills testing rather than the pedagogical construction and the challenge that it implies for the English teacher. Questions and reflections emerging from these conditions guided me to do this research.

During the first trimester of the school year, which started in August, 2015, I observed and analyzed students' work on their notebooks, their participation in class, quizzes they took, the school's context and a questionnaire they were given in which they were asked questions regarding their interest in using technology in class, their hobbies, their likes, needs and accessibility to the Internet, a computer or tablet (see Appendix A). As a teacher I evidenced that the work of the students on their notebooks reflected their struggle with answering various reading comprehension questions and their writing needed to be improved. They used to constantly make the same type of spelling mistakes, and their writing accuracy (use of vocabulary and grammar structures) as well as the use of capitalization and punctuation needed improvement. Their speaking skill in class was good for the level, but they needed to work a bit

more on their listening skills. They had a hard time understanding various accents and the use of idioms, slang and other types of colloquial expressions.

Additionally, the students showed a lack of interest in certain kinds of activities, specially reading comprehension (understanding general idea, specific details, inferring vocabulary) and writing (dictation, story writing and writing accuracy). There was not much interest from the students during presentation of new concepts. Students did not go beyond the exercises proposed in the classroom, thus difficulties remained constant. Although they were very eager to work on listening and speaking activities, skills were implemented in isolation. The school required that students normally work on grammar concepts, but this takes a considerable amount of classroom time. It was difficult to catch their interest, keep their curiosity alive and maintain their attention when explaining a grammar concept. They responded much better to practice activities such as games, role plays and dialogues.

As facing the difficulties aforementioned, I noticed that my students had access to technology such as cellphones and tablets. They enjoyed bringing these types of devices to school and use them to play games. Most of the students have apps installed in their devices to learn English or an English-Spanish dictionary or translator.

At the beginning of this study students were asked, through a questionnaire, about their likes and dislikes in regard to learning activities. Students were also asked about the types of activities they preferred in class, whether they had access to a computer or tablet and Internet. Additionally, they were asked about their favorite TV shows, games, music and hobbies, so as to have a clear idea of what they liked and prepare the themes to organize my classes based on that.

As their teacher, I wanted to connect the students' interests, their easy use and access of technologies and the lack of responses sometimes I found through the development of some activities in the classroom. Therefore, I asked them about language skills and the ways they could propose to work since my challenge as a teacher was to provide them with an innovative classroom where they could be more active, less reluctant, and from that generate different forms of English teaching and learning having in mind the objectives of the course syllabus. (See appendix A)

When asked about the kind of activities students preferred, 93% of them said they liked games and computer activities, closely followed by speaking and listening activities. They mentioned writing as their least favorite one, but they also agreed that it was one of the skills they needed to work on the most. All of them mentioned that they had access to electronic devices such as cellphone, tablets and computers. They also showed great interest in using those tools as a mediation to be used in the English classroom.

As part of this research, I investigated similar pedagogical and research studies on which teachers could have integrated online tools to aid the learning process. This is beneficial for students due to the fact that they have easy access to instant feedback through websites and apps that help them correct their spelling, grammar or vocabulary. I found that the use of a flipped classroom model benefits students who struggle while learning and provides an enjoyable environment for learners while working online since they also have more chances to practice English.

After the initial analysis and the preliminary findings, which showed the students' needs, likes and dislikes, as well as their context and access to cellphones, tablets, computers and Internet, a flipped classroom was designed following a theme-based syllabus so as to make

learning more meaningful and relevant to them. Research done on the benefits of using theme-based instruction has shown that this strategy promotes learning and interaction among students. Moreover, it leads to a better understanding of topics since they are more relevant to their specific contexts.

Theme-based instruction has proven to be effective in integrating language skills and creating a learning environment that allows the learner to become comfortable with the process. Tessier, L. and Tessier, J. 2015 published a paper on the Journal for Learning through the Arts: A Research Journal for Arts Integration in Schools and Communities, titled Theme-based courses foster student learning and promote comfort with learning new material. This article concluded that using theme-based instruction can be a good way to “improve student perception of their learning and comfort with learning about new subjects” (Tessier and Tessier, 2015, p. 1)

Creating an authentic learning experience for the students is also a characteristic of this methodology. Marjorie Y. Lipson, Sheila W. Valencia, Karen K. Wixson and Charles W. Peters published an article in which they discuss theme-based teaching and how this encourages meaningful learning. They claim that “an integrated curriculum is authentic, providing learning experiences that are more closely attuned to the way children and adults learn” (p. 254). Furthermore, theme-base instruction encourages creativity and higher order thinking such as reasoning and problem solving, which are important skills in language learning.

From that, I proposed at school to do a pedagogical proposal in my 4th graders classroom with the pedagogical intention of creating and connecting a virtual classroom to the physical scenario through theme-based learning in order to maximize student engagement, participation and input. Theme-based learning provides the interest, appeal and relevance students need to

become engaged, and the flipped classroom offers a different learning environment that effectively saves classroom time and supports the pedagogical goals of the face to face lessons.

Justification

As a teacher, my ultimate goal is to improve the quality of my teaching so that I can better provide and create a different classroom by integrating a virtual space in which my students learn in a safe, meaningful and relevant environment.

This action research study arose from a concern on how to best approach my students' difficulties in the language classroom, and looked for strategies to help them overcome their issues taking into account their likes, needs, age and socio-economic status.

Through class observation and the analysis of students' work on their notebooks and participation during the face to face classroom lessons, I was able to notice 4th grade students at La Colina School had a hard time working on grammar concepts. They did not show much interest during the lesson time in which explanations were given and, consequently did not do well on the exercises given on their notebooks. Their writing needed improvement (Appendix B), especially the correct use of vocabulary and structures. They lacked understanding of written texts and did not do well on reading comprehension questions. Their speaking and listening skill was good for the level but still required more work.

This action research study set out to verify whether combining theme-based learning with flipped classroom would effectively benefit students' learning of the language. Theme-based learning targeted students' curiosity, interest, relevance and authenticity, whereas the flipped classroom targeted active and effective participation. Students came prepared to the face to face lessons and participated more actively during the activities. Less classroom time was spent on

grammar explanations. Instead, that additional classroom time was spent doing entertaining, engaging and relevant practice activities such as discussions, oral presentations, role plays, games, treasure hunt, problem solving and projects.

As a teacher-researcher, this study has provided us, learners and me, with opportunities to discover and learn how to use the technological tools available to lead students to success. It has also proven valuable for the institution as it helps other teachers achieve their own pedagogical goals and actively engage students. It could open up more improvement opportunities and enrich the teaching-learning strategies already established. It would also benefit the student community as they would improve their language skills.

As an action research study, it also aims at allowing teachers to have more teaching material and better teaching strategies and techniques in their daily practice and lesson planning. Teachers could have an online resource bank and readied lesson plans and activities to work on with the students. Even teachers from other areas could benefit from this strategy as they could also apply it in their classes.

For the institution, it allows teachers to create a virtual space for students to work, not only on the standards and sub-processes from the institution but also on the cross curricular projects. Students can have an additional space in which they can interact among themselves and receive instant feedback from the teacher. Since it adapts easily to different teaching methods, this mediation could be used not only within the English department but with other departments as well inside the institution.

As part of my process in the Bachelor program, this project evidences my learning process as a student and the skills I have acquired as a reflective teacher. It gave me the

opportunity to reflect on my own practice and think of ways to improve my teaching and aid my students in their own learning process. It also allowed me to explore different strategies in order to accomplish a research objective.

1.1 Research questions

- **Main question**

How do theme-based instruction and the mediation of flipped classroom enable and encourage integrated language skills development in a group of 4th graders at La Colina School?

- **Sub-questions**

How do 4th graders enhance the use of English through the integration of theme-based learning and the mediation of flipped classroom at La Colina School?

How do 4th graders respond and perceive the experience of participating in a flipped classroom at La Colina School?

1.2.1 Research objectives

- **Main objective**

To evidence how theme-based instruction and the mediation of flipped classroom enable and encourage integrated language skills development in a group of 4th graders at La Colina School.

- **Specific objectives**

To describe how 4th graders enhance the use of English through the integration of theme-based learning and the mediation of flipped classroom Schoology at La Colina School.

To portray how students' respond and perceive the experience of participating in the flipped classroom Schoology.

Literature review – Chapter 2

This action research study sought to respond how language skills can be integrated through theme-based instruction and the mediation of a flipped classroom. In the following pages I explore the concepts that support the study: integration of technologies for English teaching and learning, the appearance of blended learning in the English classroom, the mediation of flipped classroom in English Learning and Teaching, flipped classroom activities bringing theme-based instruction into the flipped classroom and integrated language skills.

2.1. Integration of technologies for English teaching and learning

English language teachers around the world are starting to engage students in the use of technology in order to foster language learning, enhance student interaction and improve their language skills. Technology and English Language Teaching and Learning has thus become popular as new trends in technology make learning through this means easier and accessible to both teachers and students.

Studies suggest that using technology for teaching and learning has great potential. However, in countries like Colombia, this may be obstructed by the lack of resources students, teachers and even the educational institutions may have.

Chapelle, C (2003) summarizes three different perspectives on technology and its implications for ELT. First, the vision of the technologists focuses on the potential that technology has on teaching and learning, and argues that teachers need to learn about how technology can aid their work and improve, change and innovate their practices.

The second vision has to do with social pragmatism which focuses on human practices in technology use. This view argues that issues with technology, such as lack of internet service or

access to a computer device, as well as human practices, may act as a constraint that affects technology use. Due to this, teachers need to analyze their options and be aware of their context and its limitations.

The third perspective comes from the critical analysts who question the assumption that technology is inevitable, positive and culturally neutral (Chapelle, 2003). There is a battle between traditional teaching and learning styles versus the more modern and innovative idea of blended learning.

An article written for the Journal of College Teaching and Learning by Allen Jackson, Gaudet, Laura, McDaniel, Larry and Brammer, Dawn titled, Curriculum Integration: The Use of Technology to Support Learning, they argue that people learn in multiple ways and this is supported by Howard Gardner's Theory of Multiple Intelligences. The authors of this paper recognize the importance of understanding how people learn best and that technology can be used as a tool to better reach students, and provide activities that are adapted to their specific needs.

They also mention that “the use of technology should not occur without thinking about how people learn best. To actively engage diverse learners in higher education, the instructor should have a good understanding of the overall nature and purpose of the group, as well as the ability to interact well within the learner's unique world. The instructor must also be able to structure learning activities to meet their learning needs.” (Jackson, Gaudel, McDaniel and Brammer, 2011) Taking into account Howard Gardner's Theory of Multiple Intelligences and using technology as an additional tool can be an effective way to enhance learning and meet the needs of our students. This also shows how valuable it is to take into account students' particular characteristics.

Nowadays, teachers need to become familiar with technology and use it as a tool that will help not only the students and their learning process but also the teachers themselves and their own practice. In the Colombian context, it is imperative that the teacher also understands the specific context in which they carry out their teaching practice and the limitations they might have. However, whenever possible, technology can be a great way to innovate and make our classes more fun, interesting, interactive and productive in terms of language learning.

2.1.1. The appearance of blended learning in the English classroom

Blended learning has become an interesting alternative in the process, for it integrates the use of face-to-face environments with online learning tools. As described by Garrison, D and Vaughan, N (2008) “Blended learning is the thoughtful fusion of face-to-face and online learning experiences. The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose” (p. 10).

Thorne, K. (2003) mentions that blended learning is “the most logical and natural evolution of our learning agenda” (p. 16). The author also claims that blended learning is a great way to tailor learning to the specific needs of students while taking advantage of the advances in technology. However, this also presents a few drawbacks such as lack of knowledge on how to effectively use it and lack of information concerning its use and usefulness.

Blended learning may provide a wonderful learning opportunity for primary learners as it would optimize their interactions and skills by engaging them in the use of innovative online resources that go according to their learning needs at school. It may also provide an additional space to engage students outside of class and encourage them to practice their language skills.

2.2. The mediation of flipped classroom in English Learning and Teaching (ELT)

From the blended learning concept, many different methods of applying it have risen in the past few years. One of them, and the one that interests us for this research project, is the idea of a flipped classroom. A flipped classroom “is a pedagogical model in which the typical lecture and homework elements of a course are reversed” (Educause, 2012, p. 1).

It is a model that combines classroom activities with online lectures, activities or assessments.

The flipped classroom constitutes a role change for instructors, who give up their front-of-the-class position in favor of a more collaborative and cooperative contribution to the teaching process. There is a concomitant change in the role of students, many of whom are used to being cast as passive participants in the education process, where instruction is served to them.

The flipped model puts more of the responsibility for learning on the shoulders of students while giving them greater impetus to experiment. Activities can be student-led, and communication among students can become the determining dynamic of a session devoted to learning through hands-on work. What the flip does particularly well is to bring about a distinctive shift in priorities—from merely covering material to working toward mastery of it. (Educause, 2012, p. 2)

Price, P. (2003) conducted an action research on the effects of using the flipped classroom on ninth grade physical science classes at a Minnesota public high school. The conclusion was that this strategy increases classroom time spent doing other types of activities that involve experimentation and application of concepts in a given context. Students had the opportunity to

discuss theory and apply what was previously learned at home during the face to face lessons. This was beneficial to the learning process as students could spend more time applying theory to practice. The author also argues that through this model students become a lot more engaged in their learning process and participate more actively. The teacher used Schoology for this project and all the students used an Ipad.

Bergmann and Sams (2012) argue that using a flipped classroom can also increase student-student interaction because “students can solve problems together and develop a culture of learning and collaboration, instead of competition” (p. 3). This would also contribute to the students’ interaction and peer work.

This project also aims at fostering the use and integration of the four language skills through a flipped classroom mediation and encouraging them to do so by increasing the amount of interaction among them. Learning environments where students have opportunities to interact with each other allow for a more productive and effective learning experience.

Interaction is defined by Brown, H (2007) as “a product of negotiation, of give and take, as interlocutors attempt to communicate” (p. 53). Therefore, classroom and online activities should provide these kinds of opportunities for students to interact with each other. According to Brown, H (2007), this can be done by doing more pair and group work; receiving authentic language input in contexts that are relevant to them, thus producing communication that is both, genuine and meaningful. Brown also mentions that this can be achieved by performing classroom activities that prepare them for actual language use “out there” and practicing oral communication through the give and take and spontaneity of actual conversations (p. 54).

Learning of a second or foreign language is a process that happens naturally so long as enough comprehensible input is provided. The idea with the flipped classroom is to provide students with enough comprehensible input outside of the traditional classroom and additional exposure to the language in order to maximize the students' opportunities to learn and practice.

Young Learners have affective, cognitive and social needs which should be taken into account when planning a lesson. A virtual learning environment provides a great opportunity for teachers to tackle those particular needs and create a safe learning space in which interaction can be fostered. In the case of second language learning, this interaction also affects their learning development and the integration of the four language skills.

Blake, Winsor and Allen (2012) mention that technology “supports a collaborative social environment through opportunities for grouping children which supports dialogue. When used appropriately, technology supports student interactions. Technologies provide an opportunity for children to communicate with children and the educator” (p. 123). Creating a virtual learning environment with primary learners is, therefore, beneficial in terms of integration of the language skills. This due to the increase interaction among students that leads to more practice of the language.

A flipped classroom ensures that students have a space outside of the face to face classroom in which they can still interact with their peers. The notion of homework becomes a rather fun moment in which they can socialize with their classmates, thus making learning much more meaningful and engaging.

This mediation will be organized into themes so as to set up a clear context for every unit and work on concepts and vocabulary through it. The activities should always be fun, meaningful and relevant to the students and theme-based learning is a great way to accomplish that.

2.2.1. Flipped classroom activities

Typically, the flipped classroom is organized into learning videos that students watch prior to the face to face lesson. However, there are other features that teachers can use in order to effectively reverse the classroom. Such activities include forums, discussions, games and online assignments that focus on the four language skills. For this research, the learning platform Schoology offered a great variety of tools to create a virtual classroom that was complete in terms of features. Even though the teacher is in charge of creating and uploading all the material, the platform has plenty of resources and tools to make this possible. Students were able to watch the learning videos prior to the face to face lessons and work on various assignments in order to practice vocabulary, structures, listening, reading, writing and speaking. Activities focused on vocabulary and structures included games, matching activities and fill in the gaps. Listening and reading activities included comprehension questions, discussions and summarizing. Writing activities involved forums, storytelling and discussions and speaking activities were done through videos made by the students. Additionally, students had a group in which they could interact among themselves and with the teacher. They were also able to share pictures from the face to face classroom activities done throughout the year. Schoology also allows the teacher to add external links for games and online dictionary and has a gradebook in order to keep a record of students' work and badges to praise students' performance. It also shows students' attendance and the amount of time students spent on each activity.

2.2.2. Bringing Theme-Based instruction into the flipped classroom

Theme-based instruction is described by Housen and Pierrard, (2005) as a model in which “the language syllabus has been arranged around the core thematic syllabus” (p. 435). They also argue that “the choice of themes is made with the language and the language learner in mind” (p. 435) and focus on the fact that this type of instruction is very useful for primary learners.

Diana Mumford (2000) defines theme-based units as “a vehicle for teaching a range of skills and content by integrating curriculum areas around a topic. This method of teaching links curriculum strands and capitalizes on children’s interests, creating a sense of purpose and community in the classroom. By building on their interests and life experiences, young people’s attitudes, skills and knowledge are developed in meaningful ways. Inquiry and communication are activated by a desire to know more, resulting in enthusiastic participation in the learning process” (p. 4).

The role of the teacher and the students in the 21st century has considerably changed. Nowadays, teachers ought to be a guide who provides communicative activities to ensure interactive learning, and who monitors the activities assuring proper use of structures and effective communication. Teachers also have different roles throughout a lesson and they should be able to adapt to the classroom dynamics and the individual performance of the students in it.

Additionally, they should be able to generate good rapport with their students in order to keep them engaged. Harmer (2007) defines rapport as “the relationship that the students have with the teacher, and vice versa” (p. 25). A positive rapport often determines the students’ success in their learning.

Teaching should be fun, interactive, effective and engaging, which is what a flipped classroom promises to do for the learning classroom, both face to face and online. It is, therefore, a tool that aids the teacher's work. This combined with theme-based instruction ensures that students will have a learning environment that is relevant to their particular needs and the things they like. It generates engagement in the students' own learning, encourages them to use the tool and fosters the use of the four language skills.

2.3. Integrated language skills

Languages are comprised of four distinct pillars, or skills, in which communication happens. Learning and acquiring proficiency to speak, understand, read and write in English is of vital importance to students, and as teachers it is necessary to understand the importance of creating a real-life context for our students in which they use language the way it is used in real life. As such, it is important to avoid limiting teaching and learning strategies that only target one of those skills, completely disregarding the others or diminishing their importance.

Studies have shown that integrating the four language skills maximizes students' chances to learn and practice in a way that is more meaningful. Brown, D. (2007, p. 286) mentions the following observations in regards to integrating language skills:

- Production and reception are quite simply two sides of the same coin; one cannot split the coin in two.
- Interaction means sending and receiving messages.
- Written and spoken language often (but not always!) bear a relationship to each other; to ignore that relationship is to ignore the richness of language.

- By attending primarily to what learners can do with language, and only secondarily to the forms of language, we invite any or all of the four skills that are relevant into the classroom arena.
- Often one skill will reinforce another; we learn to speak, for example, in part by modeling what we hear, and we learn to write by examining what we can read.

Integrating language skills is, therefore, a strategy that enhances language learning, proving students with a real-life context. In a learning setting, interaction among students and teachers is expected, therefore, one skill cannot be taught on its own since one relies on the other. It is essential to integrate the skills in order to successfully communicate and make learning more meaningful and relevant to students. This prepares them to face the real challenges of everyday communication in the second language.

Instructional Design – Chapter 3

The needs analysis conducted during the first stage of this study at La Colina School in Bogotá with 4th grade students evidenced lack of engagement in the activities done in the classroom and the students' skills showed difficulties and constraints for the teacher in regards to the level required for the students, the course syllabus and the reality in the classroom for me as the English teacher. Due to the students' interests and the common use of digital devices noticeable at school (see Appendix A), on the one hand because of the possibilities students have, and on the other hand because of the school's resources, I decided to carry out an action research project, whose instructional design integrates the design and implementation of a flipped classroom to encourage the integration of language skills. In the following pages I present the instructional design that supports the pedagogical implementation that was carried out.

3.1. Pedagogical aims

1. To propose the integration of theme-based learning in the virtual classroom Schoology through the mediation of flipped classroom in a group of 4th graders.
2. To design engaging activities in both the physical classroom and the virtual scenario to encourage students' participation and English learning.
3. To adapt the design and implementation of theme-based learning according to the course syllabus and the learning objectives of 4th graders at La Colina School.
4. To assess students' participation and learning goals through activities in both the physical classroom and Schoology.

3.2. Proposing an approach to integrate the mediation of a flipped classroom

Language is a means to communicate an idea, a thought, a message and a feeling to others. As such, language serves a communicative and functional purpose rather than just being a system of grammar structures. However, such system does have a very important role in the process of communication as it serves as the backbone of language.

When it comes to second language learning, learners should be exposed to situations where they must use the language to communicate. As stated by Littlewood (1981) “The learner can be placed in situations where he must use language as an instrument for satisfying immediate communicative needs, and where the criterion for success is functional effectiveness rather than structural accuracy” (p. 7).

During English lessons, students should be given functional activities to practice real language and relate the structure to their actual communicative function. The functional view of language also states that the syllabus should include “not only elements of grammar and lexis but also specify the topics, notions and concepts the learner needs to communicate about.” (Richards and Rodgers, 1986, p. 21)

For this reason, theme-based learning and flipped classroom offer students considerable opportunities to communicate in a relevant and meaningful setting. Theme-based learning effectively integrates the four language skills around a topic that is relevant to the students. This flipped classroom was designed around topics or themes and the activities done in the face to face classroom and the virtual learning environment were both planned around said thematic units.

3.2.1. Design of the flipped classroom

For this action research project, the syllabus (appendix C) was organized taking into account the school's standards and sub-processes for the school year, which is based on the CEF. I took the grammar topics yet to be covered and added a functional goal and learning strategies to my syllabus.

For this flipped classroom, I (the teacher) took the role of a facilitator, especially when it comes to technical issues or difficulties that may arise. I was available to answer questions and doubts.

Students followed the teacher's orientations, instructions and pedagogical proposal to carry out their learning process. We used www.schoolology.com and all the materials, videos and lessons were uploaded there. During face to face lessons, students discussed the videos seen previously or the work done online. The units were designed following a theme-based structure. (Go to appendix C)

The online Learning Management System (LMS) www.schoolology.com was chosen to carry out this implementation among many others that offer similar tools. This LMS is free, user-friendly and save for children. The access is done without using an email, so students just had to create a username and password in order to log in. There are no ads in this website and all the information students receive is controlled by the teacher. It has many different features which allow the teacher to upload all sorts of learning materials. It has the option of uploading videos, reading and listening material, matching activities, quizzes, games, pictures, forums, discussion threads and email within the website and its members. Each course created by the teacher has an access code. This code is given to each student and only they can access it.

- **Procedure**

Firstly, an adaptation for the design and implementation of theme-based learning according to the course syllabus and the learning objectives of 4th graders at La Colina School. Such adaptation implied examining the school's standards and sub-processes and inquiring the students' interests in order to align topics with the development of the syllabus.

Secondly, students were assigned work on Schoology prior to the face to face lessons. This could be a video they had to watch, which introduces a new concept, a game to practice, an assignment or any other kind of activity that allows them to practice the four language skills. The virtual classroom linked the face to face lessons.

The development of theme-based instruction implied the introduction of a topic related to students' interests. Each unit was divided into themes and the integration of the four-skills was done taking said theme into account.

- **Didactic Unit**

The didactic unit below involves and depicts the school's curriculum and standards to cover for the school year. It was organized into themes, bearing in mind the students' like and needs as well as the grammar structures that needed to be covered. It includes the face to face classroom activities and the activities students worked on at Schoology. Both learning environments include activities that integrate the four language skills. Students are required to first watch a video with the new concept on Schoology prior to the face to face class. During the face to face lesson, students practice the language through activities that encourage speaking, listening, reading and writing. Additionally, students get to have additional practice time on

Schoology after the face to face encounter in which they can discuss topics, work on listening and reading comprehension activities and work on speaking tasks.

Table 3

Didactic Unit

Theme	Input (language taught)	Physical classroom activities	Output: Activities done by the students in Schoology
Extraordinary inventions	Simple past tense	- Where are the famous inventors? Students go around the school looking for the images of famous inventors. They go back to the classroom and say where those people were. Example: Thomas Edison was in the cafeteria. Students then find out who they were and share that information with the class in an oral presentation. Verbs (in past) dominoes. - Speaking activities: What did you do on	- Students´ listened to videos explaining concept. - Students practiced through games. - Students worked on the following reading activities: The first person on the moon / Reading comprehension questions - Students worked on the following listening activity: Nikola Tesla /listening comprehension questions - Students participated in the discussion: What's

		your last vacation? What did you do yesterday? What did you do last weekend? Pronunciation of regular verbs in past (-ed sound)	the best invention ever? Why? Who invented it? Students worked on the assignment: Who were they?
Heroes and Villains (Appendix H)	Literary Elements	- Speaking: Discussion on favorite movie/book and identifying plot, character, setting, and theme. - Game: Showing a character from a famous book or movie (e.g. Harry Potter), the title of the story (e.g. Twilight), the place (e.g. Hogwarts) and students identify literary elements. - Analyzing Star wars' themes. - Writing: Students choose a theme and write a story around it.	- Students watched videos on Literary Elements. - Students listened to short stories and worked on an assignment. - Students wrote short stories. - Students participated in the discussion: Who is your favorite hero? Who is your favorite villain? - Students participated in the discussion: Who is your favorite character from a book or movie? Why? What traits

		• Writing: Students write a story adding all the literary elements.	does he/she have? • Students created a video log in which they recorded a video of themselves talking about their favorite story and identifying the literary elements. • Students took a quiz.
Extreme Universe	Synonyms, antonyms and multiple meaning words	• Reading activities. • Notebook exercises. • Speaking: Oral presentation on extreme things in the universe. • Multiple meaning words Ice Cream Cones.	• Students watched videos with explanation of concept. • Students played online games to practice. • Students took a quiz. • Students worked on a listening activity: How big is the universe? • Students worked on an activity from the Natgeo website: Extreme weather in our solar system.
Celebrities	Prepositions of	Oral presentation:	• Students watched

	place and time	students choose a celebrity and make a presentation about them specifying dates. Notebook exercises to practice prepositions. Board game with prepositions.	videos with concepts. • Students played online games to practice. • Students worked on an assignment: look at the following image and describe where the dog and the cat are in each picture. • Students recorded themselves talking about their favorite celebrities.
Video Games	Have to/don't have to	• Writing activity: choose a game you like and write what you have to do/don't have to do to win the game. Make a drawing. • Speaking: Brainstorming different games. Students talk about what they have to do to survive, win, become (a vampire, werewolf, big,	• Students watched a video with concept. • Students listened to a video about Minecraft do's and don'ts • Students worked on an assignment: what do you have to do to survive your first night in Minecraft? • Students participated in the discussion: What's

		small), collect gold, etc.	your favorite video game? Students played Nickelodeon games. They had to pick a game, play and describe what they had to do to win.
Into the future	Will vs. going to	- Fortune teller: Students make predictions through role play and pretending they are at the fortune teller. - Writing: Students write about our planet 1000 years from now. Students write about their plans for their next vacation. - Notebook exercises.	- Students watched video with concept. - Students played online games to practice. - Students participated in the discussion: What will the planet be like in 200 years. - Students worked on the assignment: will vs. going to

- Flipped classroom delivery**

Prior to the face to face classroom lesson, students were asked to watch a video on Schoology which had the new concept. When the classroom lesson started, students had a few minutes to go over questions and doubts about the video they saw. After that, the class started with an activity to practice the concept. Such activities included games, discussions, debates, role

plays and/or dialogues in which students could put into practice what they learned previously on Schoology. Additionally, students had listening, reading or writing activities which involved comprehension, inferring meaning from context, matching, fill in the gaps, understanding general ideas and details, storytelling, etc. Finally, students were asked to log in to Schoology in the afternoon and work on additional practice tasks such as a forum, discussion thread, listening or reading and videos.

- **Assessment and evaluation**

Pedagogical mediations must have an assessment and evaluation component that measures the accomplishment of goals and objectives throughout any given course, module or lesson.

Assessment is defined by Brown (2007, p. 445) as “an ongoing process.” He claims that “whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student’s performance.” This implies that assessment is a process that never stops taking place in the classroom and whether intentional or incidental, it is always an integral part of teaching and learning.

Through this implementation, students carried out their activities and evaluation guidelines provided in both the physical and virtual classrooms which allowed me as their teacher to assess their work on Schoology and evidence their integration and use of the four language skills. (Appendix D)

Students’ work on every unit was assessed in both, the face to face classroom and the learning environment, by checking that they were using the new language accurately. This was done through forums, writing and speaking activities. Appendix B shows students’ writing on

their notebooks before and after the mediation. Appendix D shows examples of the informal and formal assessment done on the notebooks and on Schoology.

- **Teacher's role**

In an interview conducted to Eric Mazur, area dean of Applied Physics at Harvard University, a professor with more than 22 years of experience using the flipped classroom, he mentions that the role of the teacher “rather than becoming the source and the deliverer of knowledge, will become much more that of a facilitator, of a coach... Rather than just telling you what I know, I’m going to probe your knowledge and push you to build your own knowledge.” (Mazur, E. 2013)

The role of the teacher changes considerably in a flipped classroom mediation. By using the mediation of flipped classroom I don’t have to focus my face to face lessons on content delivery, which gives me more time to focus on practicing language skills.

Carrying out this implementation in a Colombian context implied a thorough analysis of my students’ possibilities in terms of resources. I had to make sure students knew how to use the virtual environment, which implied teaching them how to use the online tool and the different features that this offers. I also had to spend a considerable amount of time guiding them through Schoology.

My role turns into more of a facilitator of learning in which I provide the learning tools students need and I can focus more closely on guiding them, assessing their knowledge and helping them improve their language learning.

- **Student's role**

The students take the lead in their learning process by taking responsibility and a more active role outside of the classroom. They are responsible for coming prepared to the face to face lessons and being ready to practice what they have previously learned through videos and other types of activities online. They are a lot more engaged in their learning and take a more active role.

Research Design – Chapter 4

- **Type of study**

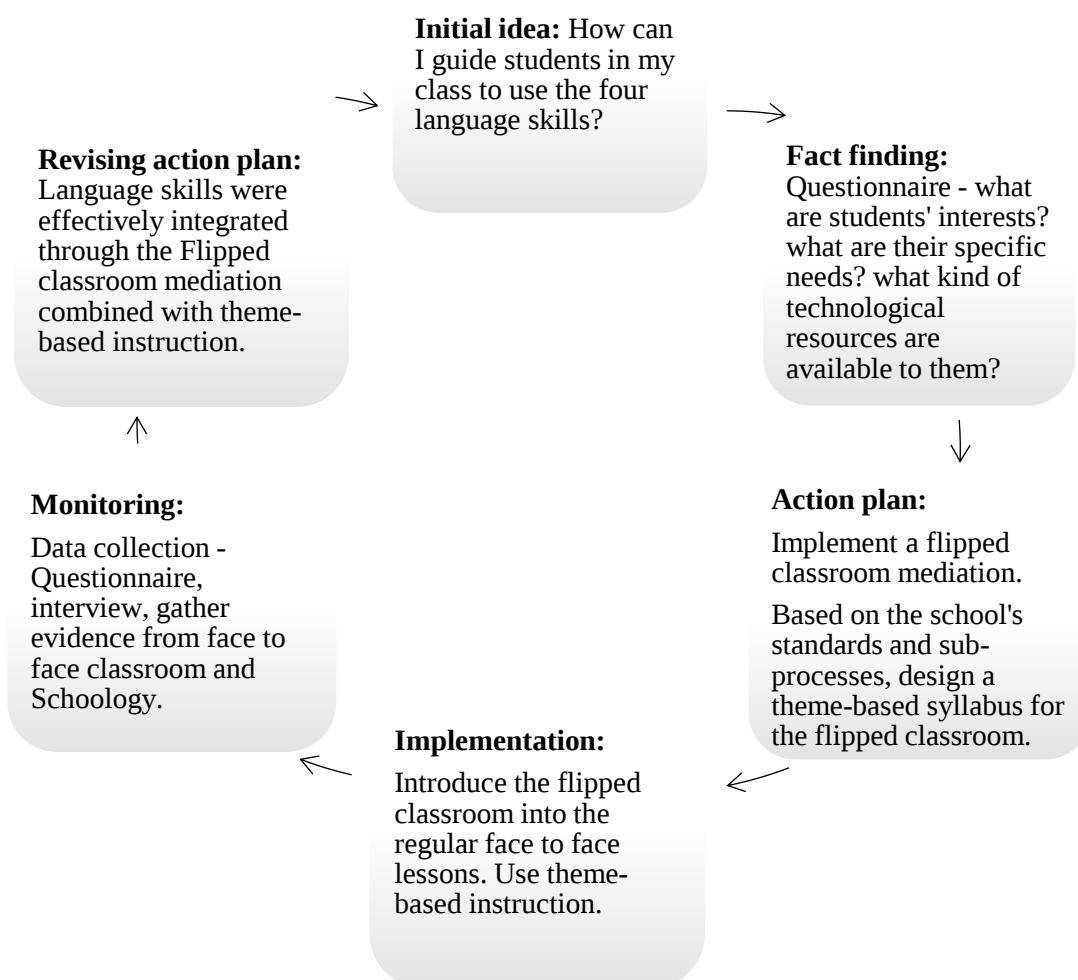
This research study used a descriptive tradition. Ellis (2012) mentions that "classroom descriptive research aims to produce qualitative and quantitative accounts of classroom processes, the factors that shape these and their implications for language learning" (p. 41). It was therefore my intention to work on a particular issue I identified concerning my 4th grade students at Colegio La Colina and language skills, and I implemented a combination of theme-based learning with a flipped-classroom-type of teaching strategy and analyzed how this may or may not encourage students to practice more often and participate more actively.

There was a desire to innovate the practices currently taking place at the school which is a key aspect of this type of research tradition. In addition to this I took the role of both, the teacher and the researcher which means that I was fully involved in the research process. The research design of this project was action research. This type of research design "is conducted by those inside a community (teachers, administrators, community members) rather than by outside experts." (Hinchey 2008, p. 4)

Since I took the role of the teacher and the researcher at the same time, the action research was suitable for this project. According to Hinchey (2008) the action research design also "pursues improvement or better understanding in some area the researcher considers important. It involves systematic inquiry, which includes information gathering, analysis and reflection. It leads to an action plan, which frequently generates a new cycle of the process" (p. 4).

I carefully planned the teaching and learning strategies to use with my students. I applied them and monitored the response from my students. Finally I implemented the strategies that were successful. To achieve this, there were a series of steps I undertook throughout the research.

Figure 1. Adapted from Ellis, (2012, p. 27)



- **Context and Participants**

The research carried out at La Colina School in Bogota involved a group of 4A students, 20 in total, between 12 girls and 8 boys from 9 to 10 years old. The school is a bilingual school and English is taught 10 academic hours a week (each hour is 45 minutes). That means that students take English lessons every day for one hour and thirty minutes.

Teachers must follow a prescribed curriculum, which is based on the Common European Framework of reference and it creates a struggle for the teacher who should accomplish the goals of the school with the real conditions taking place in the classroom. They have a set of standards they must work on throughout the year and they do not make use of a text book.

Teachers are required to plan their lessons every day and prepare their own materials and guides. In order to do this, teachers have a library of resources where they can find a great variety of text books they can use to plan their lessons and prepare worksheets with concepts and exercises for the students. Teachers are required to give quizzes and exams.

For this research I followed a criterion sampling. Michael Patton (Patton, M. 2015, p. 56) states that criterion sampling is “to review and study all cases that meet some predetermined criterion of importance.” In this case, I conducted the research on a group of students that met the same criterion: they lacked work with technology to aid them in the learning process and they needed to enhance their language skills.

- **Data collection instruments and techniques**

Table 1 shows three different data collection instruments were used for this research study, their purpose and participants.

Table 1

Data collection instruments and participants

Instrument	Purpose	Participants
Semi-structured questionnaire (Griffiee, 2012)	It has the purpose of identifying students' difficulties in the English classroom prior to this study and to inquire students' interests about technology.	4 th graders at La Colina School.
Students' artifacts in the physical and virtual classrooms.	They aim to collect evidences of student engagement and integrated use of the four language skills.	4 th graders at La Colina School.
Students' interview about the experience of the physical and the virtual classrooms.	It aims to describe students' experience and how using Schoology had an impact on their language learning and classroom performance.	4 th graders at La Colina School.

- **Timetable and stages**

Table 2 shows the timetable and objectives. The research study took a total of seven months from planning, application of the mediation at the school and data collection.

Table 2

Timetable and objectives

Timetable	Objective
October 26-30, 2015	Plan and design the syllabus of the course.

November 2-6, 2015	Research the different virtual learning environments that can be used to flip the classroom.
November 9-13, 2015	Design the virtual classroom and upload the first set of videos and activities for the students.
November 16-20, 2015	Students create their usernames and passwords on Schoology. Students are shown the virtual classroom and how it works.
November 23-27, 2015	Assign first work at home.
January 13, 2016	Questionnaire and interview regarding students likes and needs.
February 24th-March 24th, 2016	1st and 2nd learning modules. Students are given access code and they work on the activities. Interview and observation of data. Changes and adjustments are made at the end of this first stage.
March 25th - April 25th	3 rd and 4 th learning modules. Interview. Changes and adjustments are made.
April 26th - May 25th	5 th and 6 th learning modules.
May 26th - June 15th, 2016	Questionnaire and interview. Final recollection of data and analysis of research results. Collection of evidence of students' improvement of their language skills. Drawing conclusions.

After presenting the research design, collected data will be described and interpreted in detail through the chapter of data analysis.

Data Analysis – Chapter 5

Based on the principles of qualitative data analysis, I chose thematic analysis to interpret collected data from the students' work during the face to face lessons and their work on Schoology. Since the purpose of this action research study was to evidence how the group of 4th graders enabled and evidenced the use of integrated skills through the implementation of theme-based learning and the mediation of flipped classroom, thematic analysis allows me to focus on content and data obtained through Schoology, students' notebooks, questionnaire and interview.

Thematic analysis is a method to analyze qualitative data. It is useful for “identifying, analyzing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail” (Braun and Clarke, 2006, p. 6). Additionally, thematic analysis helps the researcher find relevant information “across a data set – be that a number of interviews or focus groups, or a range of texts – to find repeated patterns of meaning” (Braun and Clarke, 2006, p. 15). Since this research project has evidence collected through a questionnaire and interview as well as the videos, discussions and other work students did on Schoology and in the classroom, this type of data analysis is the most appropriate.

According to Braun and Clarke (2006), there are 6 steps in the process of analyzing data. The first step implicates getting to know the data “to the extent that you are familiar with the depth and breadth of the content” (p. 16). At this point, data is transcribed into written form and all other data gathered is analyzed in detailed. The second step entails the generation of codes. Once the researcher is familiar with the data, codes emerge. Braun and Clarke (2006) mention that codes “identify a feature of the data (semantic content or latent) that appears interesting to the analyst” (p. 18). Step three involves searching for themes. In this step the analysts starts to analyze the codes and “consider how different codes may combine to form an overarching

theme” (Braun and Clarke, 2006, p. 19). Themes and sub-themes emerge in this step based on the codes that were previously established. On step four those themes are reviewed and refined. Some themes may not be themes at all while others may merge with a theme that at first was thought of as different.

Braun and Clarke (2006) argue that “data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes” (p. 20). Step five involves defining and naming themes. At this point themes are defined and the data within them will be analyzed. Lastly, step six consists of producing the report. The report “needs to do more than just provide data. Extracts need to be embedded within an analytic narrative that compelling illustrates the story that you are telling about your data, and your analytic narrative needs to go beyond description of the data, and make an argument in relation to your research question” (Braun and Clarke, 2006, p. 23).

For this research, the mediation was set up using Schoology and 6 different units were created there for students to practice. Each unit is comprised of videos with explanations of concepts, online games to practice, discussions to practice writing, listening and reading activities and assignments (appendix C).

The data was collected from Schoology and each of the units students worked on. Information regarding the average amount of additional time students spent there from February to May, the activities students participated in and the evidence of the use of the language is also analyzed (appendix F).

Each individual unit was analyzed, taking into account the theme, sub themes, evidence in the classroom, on Schoology and the lesson plans. The objective was to see how students

responded to the use of English through the mediation, how they used the language, and their participation and interaction (appendix F).

Similarly, I collected information on students' notebooks, which has some of the written work they did during their face to face lessons. Additional data was collected from the lesson plans, which evidence the work that was done during face to face lessons in relation to the work on Schoology (appendix H).

From the analysis of the lesson plans, notebooks and Schoology, there were emerging categories and sub categories (table 4) derived from the research study specific questions.

Categories and sub categories

Sub questions	Emerging categories	Sub-categories
How do 4th graders develop the use of English through the integration of theme-based learning and the mediation of the flipped classroom Schoology at La Colina School?	1.) Students gaining confidence to perform classroom and flipped classroom activities.	a) Students evidenced more eagerness to use English while working on the topics which were relevant to them. b) Students evidenced natural practice and appropriation of English through the asynchronic possibilities of Schoology.

How do 4th graders respond and perceive the experience of participating in the flipped classroom Schoology at La Colina School?	2.) Students' active engagement in the flipped classroom based on their perceptions and participation. 3.) Students' readiness at the beginning of face to face lessons due to their previous work in Schoology and the topics.	c) Students showed willingness to interact in Schoology without homework assignments. d) Students' expressed their feelings and perceptions on their experience in the physical classroom and Schoology. e) Students evidenced more awareness and commitment as doing activities related to the four skills.
Table 4. Categorization of evidences and findings based on the research questions.		

- **Category 1- Students gaining confidence to perform classroom and flipped classroom activities.**

As students started working on the flipped classroom, they became more comfortable with the language and showed more confidence during the classroom lessons. They came to class prepared, which allowed them to participate more eagerly. They also became engaged in the virtual learning environment as they found it attractive and fun. Students showed great enthusiasm and eagerness to participate in their English lessons and on Schoology. Excerpts will be found in this document portraying the sub-categories that emerged.

Sub-categories

- a) **Students evidenced more eagerness to use English as working on the topics which were relevant to them.**

Students showed enthusiasm to participate in the discussions and assignments on Schoology. They also showed eagerness to make videos of themselves. During the face to face lessons, students enjoyed the activities, as they were relevant to them. Students were engaged in working on Schoology even though it was not a demand and the activities were not graded.

Students made videos of themselves and uploaded them to Schoology, which showed creativity and effort beyond what was required. The discussions and forums where students participated also showed eagerness to talk freely and went further than what was asked for. Here is an excerpt from one of the forums:

Tue May 10, 2016 at 6:59 pm

“My favorite videogame is Clash Royale because is so cool and when I enter I cannot stop to play because 1. you need to open chests and the chests have new cards to battle to attack and to win trophies and if you win trophies and you have to enter to a clan because if you dont have a clan you cannot ask for more cards to improve the cards to be more powerful and you can win and that’s so cool !!!!!!!!!!!!!.you have to bought cards in the store you need to have money to improved them cards because if you don’t have you cannot improve that’s why you need to save money. YOU don’t have to attack if you have all the spaces of the chests because you can get one giant one magic and one SUPERMAGIC that are like impossible to have or to get because first you have to open like 30 of them and then it can be possible that you get one of the three and that’s why you have to always open a chest because is you don’t open you cannot improved your cards that’s why IM saying this and I suggest to download it NOWWWW because if you played you cannot stop to play CLASH ROYALE and I

Another example of this is given by Isabel Villalobos. On the Unit “Video Games” in which students practice using “have to/don’t have to” she explains what has to be done to survive a night on Minecraft, survival mode:

1. You have to collect wood.
2. You have make planks.
3. You have to do a crafting table.
4. You have to do sticks.
5. You have to do wood tools.
6. You have to collect coal.
7. You have to do a hole to stay there in night.
8. You have to do torches.
9. You have to put the crafting table in the cave.
10. You have to put two blocks down in the entrance and one torch up.
11. You don't have to go to caves.
12. You don't have to go out in night.

In the example above, we can see the student using have to/don’t have to accurately. She also uses vocabulary from the video seen prior to working on this activity. There is clear evidence that the student spent time watching the video posted on Schoology and based her answers on the information given there. The video does not explicitly use have to/don’t have to, yet the student is able to gather the information given and create sentences using the structure.

To conclude, Schoology offered students a relevant and meaningful way to practice their English. It was a safe virtual space that provided fun and interactive activities that engaged them and encourage them to enter on their own. It helped them with their English, fostered the integration of the four language skills and actively engaged them in their own learning process.

- **Category 2-Students' active engagement in the flipped classroom.**

Students spent, on average, about 1.5 additional hours per week to practice English outside of the face to face classroom. The amount of additional hours spent studying English per week were based on the data collected on Schoology regarding the amount of time each student spent on the virtual space. Most students worked diligently on Schoology and showed great enthusiasm in learning through this mediation. During the face to face lessons, students were ready to participate since they already knew the topic and showed active engagement in the activities proposed (see Appendix G).

Sub-categories

c) Students showed willingness to interact in Schoology without homework assignments.

In an interview conducted at the end of the research (appendix J), students expressed the reasons why they entered Schoology in the afternoons when they could have been doing something else. They mentioned that Schoology was fun, they could play learning games and interact with their friends.

- This aspect could be evidenced on excerpt from interview conducted at the end of the research:

Teacher: Alright, thank you. OK, and what motivated you to enter to Schoology in the afternoons when you could be doing something else? Blue?

Azul: Because at four I can open Schoology and I get fun.

Teacher: You got what?

Azul: I got fun.

Teacher: it was fun.

Teacher: Yes, Juli?

Juliana: Because when I was like so bored and I don't have with nobody to talk I remember "Oh, I can play with my friends on Schoology" so I entered and so I played and I learned more.

Teacher: OK, Ana?

Ana: I go there because I can play games to practice and to learn.

Teacher: OK, Vitto?

Victoria: it was really fun, but in the afternoons when we were like bored and you don't have anything, like for example the TV was like really boring things, you had your cellphone dead and the computer was like the only thing you had, you could just go to Schoology and you had games and you could talk to your friends, like Juli said, and it was really easy, so it was like really fun because you had everything in the same place.

Teacher: OK, Isabel?

Isabel: I entered because, I don't know, maybe in the afternoon I don't want like to be in the bed because I am so active so I entered to the computer and talk with friends, play games and make the homeworks.

Teacher: good.

Juanita: I entered to Schoology in the afternoon because sometimes I am like Isa said, so active, and I entered to the computer to Schoology and the light cansarme so I'm getting tired and tired and sometimes I try to do the homework that I don't remember I have and I look at the pictures of us or see a new message.

d) Students' expressed their feelings and perceptions on their experience in the physical classroom and Schoology.

On the interview conducted at the end of the research (appendix J), students talked about their feelings and perceptions on their experience in the physical classroom and on Schoology. They mentioned that face to face lessons were easier because they already knew the topic before coming to class. Instructions were given on Schoology before the face to face lessons and they could ask questions and solve doubts during the classes.

- Excerpt from the interview conducted at the end of the research:

Teacher: Alright, and about classes here at school, how were they different because you had Schoology? Emily?

Emily: They were different because when you come to class, you already see the topic, and it was more easy.

Teacher: OK good. Luna?

Azul: because the classes were...

Teacher: Blue, not Luna...why did I call you Luna? (Laughing)

Azul: were more easy and we can learn different subjects.

Teacher: OK, good. Yes Isabel?

Isabel: I like it because when we have games, before we have Schoology you have like to explain all what is the game and what is about and in Schoology we already get what about it.

Teacher: OK, so the instructions were already given.

Isabel: Yes.

Teacher: OK, Victoria?

Victoria: It was really fun because you already knew the topics when you came to class so it was like really easy and it was like really simple to make the activities and you

already learned it by computer because in the notebook it's like, you get bored but in the computer you pay more attention because it's the computer.

Teacher: very good. Yes, Juanita?

Juanita: I like it because in Schoology you learn the topics only you come to school and you can like ask your questions if you have and it's easier to learn.

Teacher: OK good, thank you. Yes, Juliana?

Juliana: I like it because it's simplest? Yes, to know what the teacher is talking about and you can learn more in the computer and...yes.

A questionnaire (see appendix I) was given to students at the end of their work on Schoology, which had four open ended questions asking students about their favorite activities, the interesting things they learned, what they would like to learn more about and the types of activities they would like to be included in Schoology.

The students mentioned the video logs, forums and games to be their favorite activities in Schoology. They also stated that they learned the concepts introduced and they were made clearer to them thanks to the videos and the activities to practice. Most of them mentioned that they wanted to learn more about the universe, as a theme. They all mentioned that they enjoyed learning through games.

Here are some of the answers students gave when asked about their favorite activities:

- "The games of the synonyms, because I like to learn different words." Santiago Trujillo
- "My favorite activities were the games that had activities because there we could learn having fun." Martin Gomez
- "The games, the videos, the quizzes and the discussions." Ana Maria Correa

- “The video logs, the questions with chats, the games.” Emily Cadena
- “The video logs, forums and the games.” Isabel Villalobos

When asked about the interesting things they learned, here are some of the responses they gave:

- “I learned about the future, the past, the place and time and the meaning of words.”
Nicolas Madroñero
- “I learned that Nikola Tesla was the one who invented light.” Martin Gomez
- “All the things were interesting.” Juana Campos
- “Make good stories, talk better English and all of these things playing.” Juliana de la Ossa
- “Antonyms, synonyms, something of space, like the Sun, the Earth, the Milky Way.
We learned of how we can use because, so, and, or.” Luis Fernando Velasquez

Regarding the things they want to learn more about these are some of the responses:

- “English and how to write without mistakes.” Juliana de la Ossa
- “Videogames, about more necessary things to talk in public and I think that that is so cool.” Carlos Castro
- “Nothing, I learned so much!” Carlos Gutierrez

When asked about the types of activities they wanted to be included in Schoology the mentioned some of the following:

- “More video logs, activities about the future, quizzes about the past, games about prepositions of place and time, and games about the future.” Nicolas Madroñero
- “Quizzes and matching activities.” Victoria de la Espriella
- “More games” Eliana Corredor

- “The games because I want to learn playing.” Juan Sebastian Montero

To sum up, students were very happy with Schoology. They felt that they had an additional space to practice English in a fun and engaging way. They were able to interact with their classmates a lot more. Thanks to Schoology, they could come to class prepared, which made it easier for them to practice since more classroom time was spent doing so. Students’ learning and achievement was enhanced thanks to the shift in the traditional classroom model and the increased amount of time spent practicing. Moreover, the activities students had to learn and practice their English had a common theme, which made them relevant and meaningful. Students were provided with more language input and they were able to learn at their own pace, review concepts previously taught and practice more frequently. As a result, students were able to enhance their language skills.

- **Category 3- Students’ readiness at the beginning of face to face lessons due to their previous work on Schoology and the topics.**

Students expressed that they found face to face lessons a lot easier because they had already studied the topics on Schoology. They used the face to face lessons to solve doubts, ask questions and practice further. For me as their teacher, this was evident during the lessons as I did not have to spend any time teaching new concepts but rather we socialized it and practiced it. Moreover, students’ use of the four language skills improved considerably since they had a greater exposure to the language and were able to practice a lot more.

Sub-categories

- e) **Students evidenced more awareness of the use of English as doing activities related to the four skills.**

Evidence from Schoology and students' notebooks show that students acquired an awareness of the use of English. One of the students, Carlos Castro, uses the simple past tense accurately in Schoology when working on the unit "Extraordinary Inventions". In one of the activities he has to do some research on famous dead celebrities and he reports back as follows:

"John Lennon **was** a singer of the band of The Beatles. He **was** born in 1940 in Liverpool, England. He **died** in 1980 in New York. Lady Diana **was** the princess of Gales. She **was** born in 1961 in Sandringham, Norfolk, England. She **died** in 1997 in Paris, France."

Although this information was gathered from an online source, the student is put into context through this task and theme. He is able to understand that the simple past tense is used to talk about events that took place in the past and he can use it to talk about important inventions and famous people who are no longer alive today.

Carlos Gutierrez, a student who failed the first trimester of English, found Schoology to be an excellent tool to learn. He dedicated a great amount of time to working on the mediation and showed great improvements in his effective use of the language. In one of the videos he made he talks about his favorite celebrity and uses prepositions of time.

- Excerpt from video recorded by student on May 4th.

"Hi I'm Carlos; I'm going to present my favorite celebrity Paul Walker. You may know him; he acts in the Fast and furious. He was born on September the 12 of 1973 and died on November the 13th of 2013..."

The student passed the second and third trimester with a final grade above 80. During the parents' meeting held at the end of the second trimester, his mother mentioned that Schoology

had become a great tool for her to help him with his homework and studies in general and that she was making sure he used the tool every single week. She was happy to see the results he had shown and the progress he had made in English thanks to the mediation.

In summary, there is evidence that students came to the face to face classroom prepared thanks to the work they did previously on Schoology. They were able to study and get ready for their face to face encounter and use that space to solve doubts and ask questions. They were also able to practice more during classes instead of spending time on learning the new concepts. Schoology also helped them work on the four language skills more effectively and become more aware of the accurate use of the language. Through this mediation, students were able to receive immediate feedback and interact with each other more frequently. Additionally, students gained controlled of their own learning process and gained confidence to perform classroom activities. They had easy access to material to study and practice and both, face to face and virtual classroom material was planned around a theme that students liked so as to make it more significant.

Conclusions

This action research study sought to evaluate language skills integration using theme-based instruction through flipped classroom mediation on a group of 4th grade students at La Colina School in Bogotá. The analysis of the data collected during this research suggests that using a theme-based instruction and the mediation of flipped classroom enabled and encouraged integrated language skills effectively. Theme-based instruction allowed the content to be meaningful and relevant to the students while at the same time it allowed me as the teacher to integrate reading, writing, listening and speaking in a real-life context. The flipped classroom provided the space to carry out this strategy and the tools to effectively combine the four language skills. It also provided the means for students to learn and practice outside of class.

Through the integration of theme-based learning and mediation of the flipped classroom Schoology, students had the opportunity to practice any time they wanted and use the tools and information to get ready for their face to face encounter, which had an impact on their language achievement and the use of English. It gave students more tools to practice the language and it fostered interaction among them (see appendix K). It also prepared them for their English lessons every day and we were able to focus more on role plays, oral presentations, debates and discussions.

Students responded well to the use of the flipped classroom and perceived the experience as a positive one. They enjoyed working online and learning through games. They also enjoyed the themes we worked on, especially because they were based on things they liked. The exposure to the language was maximized and more opportunities to practice were created through this tool. Students took more control over their learning process and became more independent.

I had positive feedback from parents. They were given a letter prior to starting the mediation so that they were aware of the work we were about to start on Schoology and gave permission to their kids to access the tool at home (see appendix M). One of the benefits that Schoology provided for them as parents was that they had a faster and better way to communicate with me in case they had doubts about an assignment; some of them had a chance to watch the videos and this allowed them to help their kids. They could also monitor the activities the students were working on, their interactions with their peers and they had access to the whole learning process. What is more, they had a faster way to communicate with me (appendix L).

This research presented evidence of the advantages of using flipped classroom and theme-based learning to integrate language skills and how this strategy helps with student achievement, which is a natural result of practicing constantly. Students showed commitment to study and this mediation allowed them to take control over their own learning process. It also provided more classroom time to spent working on other types of time-consuming activities such as role plays, dialogues, debates and oral presentations.

Furthermore, students enjoyed having a virtual learning environment that allowed them to learn through games, to practice through reading, writing, listening and speaking activities and to interact among themselves. Being able to come to class prepared encouraged them to participate more and gave them the necessary tools to gain confidence.

Although this research provided answers to the question of how to integrate language skills through theme-based learning and the mediation of flipped classroom, I believe more research needs to be done on this in the Colombian context, especially in the public education sector. It would be interesting to see how this mediation can be adapted and adjusted to the

context of a public institution and how that specific population would respond to it. It would also be exciting to see how a public school teacher would adapt according to the resources available. Furthermore, this research was done with students that already had a very good level of English, so it would be nice to see this done on students who have no previous knowledge of English to see if this mediation would help them improve faster and more effectively. The implications of using theme-based learning combined with flipped classroom are endless and could be applied to different context and situations in Colombia and worldwide.

Pedagogical implications

As a teacher-researcher, I noticed that the mediation of a flipped classroom saves a lot of classroom time spent working on introducing new concepts, which gave me additional face to face time to work on other types of activities such as speaking. It made my job during class a lot easier because I did not need to spend time introducing new concepts or doing drillings. Students came to class prepared, so I was able to focus on their written work on their notebooks and real-life speaking activities.

However, it is important to note that this mediation also requires the teacher to invest time and effort on preparing the virtual classroom, uploading or creating all the learning material and checking and providing constant feedback. It requires an extra amount of work on the teacher's part, which could be a hindrance for some. It also entails the teacher to be creative, innovative and skilled in computers.

The institution was made aware of this project and its preliminary results and it now wants to apply the same mediation next school year (2016-2017) and expand it to other areas in

Elementary school (see appendix N). The idea is to see how students would respond to the mediation in other areas of learning such as science and math.

Overall, working with a flipped classroom and combining it with theme-based learning in order to better engage my students proved to be a valuable strategy. It helped to increase interaction among students and teacher and improved the participation and student engagement in their own learning process.

Moreover, it provided a greater input, which helped students become more acquainted with the language and therefore, use it more accurately. I was able to successfully integrate the four language skills through this mediation, thus helping my students improve their use of the language. It also helped students come prepared to class, which gave them a sense of advantage, readiness and security to participate more in the face to face classroom.

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Appendix A– Questionnaire about students’ needs and interests

STUDENTS’ NEEDS AND INTEREST ASSESSMENT

Name:

Date:

Grade:

Subject:

1. From a scale of 1 to 5, 5 being excellent and 1 being terrible, how much do you enjoy your English lessons? Why?

2. What kind of classroom activities do you prefer? Check ☒ all that apply.

Video lessons ()

Games ()

Reading plan ()

Writing activities ()

Computer activities ()

Listening activities ()

Speaking activities ()

3. Do you have access to a computer or tablet at home?

Yes ()

No ()

4. Do you have access to the Internet?

Yes ()

No ()

5. On a scale of 1 to 5, 1 being poor and 5 being excellent, how would you grade your English level on the following language skills?

- a. Speaking _____
- b. Reading _____
- c. Writing _____
- d. Listening _____

6. Which of the skills mentioned above would you like to work on the most?

7. What are your favorite TV shows?

8. What are your favorite games?

9. What is your favorite kind of music?

10. What do you like to do on your free time?

11. What do you prefer the most? Check ✓ all that apply.

- a. To work alone _____
- b. To work in pairs _____
- c. To work in groups _____

12. Would you like to have a virtual English classroom? If so, why? How do you think this would help you improve your English? How?

Thank you!

STUDENTS' NEEDS AND INTEREST ASSESSMENT

Name: Martin Gómez CorreaDate: 12/11/15Grade: 4thSubject: English

1. From a scale of 1 to 5, 5 being excellent and 1 being terrible, how much do you enjoy your English lessons? Why?

5 because it is a very excellent subject because we could learn more words in English and we do fun activities.

2. What kind of classroom activities do you prefer? Check ☒ all that apply.

Video lessons ☒Games ☒Reading plan ☒Writing activities ☒Computer activities ☒Listening activities ☒Speaking activities ☒

3. Do you have access to a computer or tablet at home?

Yes ☒No ☐

- Do you have access to the Internet?

Yes ☒No ☐

5. On a scale of 1 to 5, 1 being poor and 5 being excellent, how would you grade your English level on the following language skills?

- | | |
|--------------|----------|
| a. Speaking | <u>5</u> |
| b. Reading | <u>4</u> |
| c. Writing | <u>4</u> |
| d. Listening | <u>3</u> |

6. Which of the skills mentioned above would you like to work on the most?

I need to work on listening.

7. What are your favorite TV shows?

The Amazing World of Gumball, Adventure Time, Dragon Ball Z, Nicki Butowski, Clarence, etc.

8. What are your favorite games?

GTA V, Dragon Ball Xenoverse, Minecraft, Clash of Clans, Agar.io, Marvel, etc.

9. What is your favorite kind of music?

Maroon 5, Imagine Dragons, and electronic.

10. What do you like to do on your free time?

To play PS4, ipod and computer.

1. What do you prefer the most? Check ☒ all that apply.

- | | |
|----------------------|---------------|
| a. To work alone | <u> </u> |
| b. To work in pairs | <u> ✓ </u> |
| c. To work in groups | <u> ✓ </u> |

12. Would you like to have a virtual English classroom? If so, why? How do you think this would help you improve your English? How?

yes, because we could learn more in the activities
that the teacher gives us.

Thank you!

Appendix B – Evidence of students' writing before implementation

1. September 19
 2. Choose words from the list and write
 3. a short story. Use proper spelling, capitalization,
 4. and punctuation. (one page) SOPHIA and Felipe
 5. Sophia and Felipe, their was princess and
 6. her name is SOPHIA. She loved the flowers, her
 7. friends and she want to know a prince. One day
 8. the princess SOPHIA was very happy because
 9. she heard in a news paper that a prince
 10. will come to a castle. The name of the prince
 11. was Felipe. Felipe liked the beautiful princess
 12. and he loved Felipe's clothes are a
 13. blue shirt, black pants, a black coat and
 14. blue and black boots. The princess
 15. SOPHIA speak a lot to her parents.

1. about the Prince Felipe and ask her
 2. parents if she ^{could} go to that castle
 3. but the parents said "No it's dangerous ^{you}
 4. not go out and said "No. It's not for
 5. because he is so special and she just
 6. out and she was ready to go that castle
 7. She danced and danced and danced and
 8. then she ^{saw} the Prince Felipe before
 9. she asked the Prince Felipe that if he
 10. to get married ^{with her} she and the Prince Felipe said
 11. "you want to get married with me?" and
 12. "was so scared but then ^{she} took a deep
 13. and then said "yes". Then they got married
 14. and stayed together forever and
 15. THE END. the history is so Kiwi
 Story cute

Appendix C - Syllabus

Class project: Space troopers	Unit	Topic	Functional goal	Grammar goal	Learning strategies
2nd Trimester January - March	1	Extraordinary Inventions	To talk about inventions, who created them and why and when they were created.	Simple past tense	To understand and respond appropriately to directions and questions. To understand the major ideas in spoken messages. To use effective communication. To figure out meaning from context. To identify main ideas and supporting details. To develop an extensive vocabulary.
	2	Heroes and villains	To identify literary elements in a story: Character, setting, plot, theme and support their opinions with valid arguments.	Literary Elements	To understand and respond appropriately to directions and questions. To understand the major ideas in spoken messages. To use effective communication. To figure out meaning from context. To identify main ideas and supporting details. To develop an extensive vocabulary.
3rd Trimester April - June	3	Extreme Universe	To be able to talk about the universe using a wide range of vocabulary.	Synonyms, antonyms, multiple meaning words	To understand and respond appropriately to directions and questions. To understand the major ideas in spoken messages. To use effective communication. To figure out meaning from context. To identify main ideas and supporting details. To develop an extensive vocabulary.
	4	Celebrities	To talk about famous people, their lives, habits and routines.	Prepositions of place and time	To understand and respond appropriately to directions and questions. To understand the major ideas in spoken messages. To use effective communication. To figure out meaning from context. To identify main ideas and supporting details. To develop an extensive vocabulary.
	5	Video games	To talk about their favorite video games. To describe what gamers have or don't have to do.	Have to/Don't have to	To understand and respond appropriately to directions and questions. To understand the major ideas in spoken messages. To use effective communication. To figure out meaning from context. To identify main ideas and supporting details. To develop an extensive vocabulary.
	6	Into the future	To talk make predictions about the future; to talk about plans	will vs. Going to	To understand and respond appropriately to directions and questions. To understand the major ideas in spoken messages. To use effective communication. To figure out meaning from context. To identify main ideas and supporting details. To develop an extensive vocabulary.

Appendix D – Formal and Informal Assessment

Basic
Home
Courses
Groups
Resources
Jeimmy Botero

HEROES AND VILLAINS: Literary Elements
Tests/Quizzes

TEST YOUR KNOWLEDGE

Questions
Settings
Preview
Results
Comments

Show instructions
Questions 1-2 of 2 | Page 1 of 1

Question 1 (10 points)
Match the literary elements on the left with the definitions on the right.

Column A
1. ____ Character
2. ____ Plot
3. ____ Setting
4. ____ Theme

Column B
a. Literary term used to describe the central topic or idea. Examples include love, friendship, betrayal, etc.
b. Literary term used to describe when and where a story takes place.
c. Literary term used to describe the people and/or animals in a story.
d. Literary term used to describe the events that make up a story or the main part of a story. These events relate to each other in a pattern or a sequence.

Question 2 (10 points)
Organize the following plot.

1. Lily answers the phone. The police has some bad news.
2. Lily's mom gets better and goes back home.
3. Lily is told that her mom has had an accident.
4. Lily's mom tells her that she had a car accident but is feeling better now.
5. Lily visits her mom at the hospital.
6. Lily's phone is ringing and it wakes her up.
7. Lily and her mom are happy now.

Basic
Home
Courses
Groups
Resources
Jeimmy Botero

HEROES AND VILLAINS: Literary Elements
Tests/Quizzes

TEST YOUR KNOWLEDGE

Questions
Settings
Preview
Results
Comments

View by Student
View by Question

Name	Submissions/ Attempts	Latest Attempt	Final Score Gradebook Grade	
Emily Calene	1/1	3/13/18 5:04pm	10/10 50/100	View Attempts
Juana Campos Carles	2/2	3/18/18 8:43pm	10/10 50/100	View Attempts
CARLOS CASTRO	1/1	5/21/18 5:25pm	10/10 50/100	View Attempts
ANA MAESA CORREA	2/2	3/16/18 8:59pm	10/10 50/100	View Attempts
elena catalina corredor	2/2	3/21/18 8:47pm	10/10 50/100	View Attempts
Victoria De la Espinella	2/2	3/21/18 5:58am	10/10 50/100	View Attempts
JUAN FORERO	—	—	0/10 */100	View Attempts
Marta Gomez	2/2	3/13/18 4:40pm	10/10 50/100	View Attempts
Carlos Gutierrez	1/2	4/11/18 1:45pm	10/10 50/100	View Attempts
NICOLAS MADRONEIRO	—	—	0/10 */100	View Attempts

Course Options

Materials

Updates

Gradebook

Badges

Attendance

Members

Analytics

Access Code
76CHV-ZC8M

What's the best invention ever? Why? Who invented it?



Write a comment



Highlight User

34 Posts



Martin Gomez Tue Feb 2, 2016 at 7:05 pm

Hi Jeimmy, I think the best invention was the iPad because with it we could find some things that are very important that we couldn't find in other places and we can also play! Steve Jobs invented it in 27/01/2010.

Unlike 🍌 2 • Reply

Hide 1 reply



Jeimmy Botero Wed Feb 3, 2016 at 2:28 pm

Great Martin! Thank you for your contribution.

Like 🍌 1 • Reply



eliana catalina corredor Tue Feb 2, 2016 at 7:35 pm

jeimmy I think that the best invention is the internet because since the internet was created the communications get better and the technology advance

Like 🍌 1 • Reply

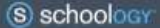
Hide 1 reply



Jeimmy Botero Wed Feb 3, 2016 at 2:27 pm

And who invented it?

Like 🍌 1 • Reply


Basic
Home
Courses
Groups
Resources
Jeimmy Botero



Course Options

Materials

- Updates
- Gradebook
- Badges
- Attendance
- Members
- Analytics

Access Code
772Q3-8VVHZ

CELEBRITIES: Prepositions of place and ti ... Albums

VIDEO LOGS

1 of 11 Previous Next



00:01 02:31

From the album:
VIDEO LOGS

Added By:
ISABEL VILLALOBOS

Edit Caption

video-14220.mp4 27 MB

Added Wednesday, April 27, 2016



Nicolás Vega
good Isa
Thu Apr 28, 2016 at 9:06 pm



Martin Gomez
well done Isa.
Thu Apr 28, 2016 at 9:10 pm



Emily Cadena
so cool isa,i love your teddy bear
Fri Apr 29, 2016 at 5:32 pm



ISABEL VILLALOBOS
;)
Fri Apr 29, 2016 at 7:00 pm



CARLOS CASTRO
I love the music it relax me .
Thu May 12, 2016 at 7:21 pm



Jeimmy Botero
Isabel I LOVE IT!!!!!! Great, amazing, wonderful work!!!
Thu May 12, 2016 at 7:56 pm

February 15/16



COLEGIO LA COLINA
4th Grade
English

100%

Heroes and Villains

In many stories, there is a battle between good and evil. The good character is called the *hero* and the evil character is called the *villain*. Read the action below and decide if it is something that a hero or a villain would do.

(1) Rescue somebody.	hero
(2) Rob a bank.	VILLAIN
(3) Take over the world.	VILLAIN
(4) Catch a criminal.	HERO
(5) Kidnap somebody.	VILLAIN
(6) Steal a jewel.	VILLAIN
(7) Attack a country.	VILLAIN
(8) Fight a dragon.	HERO
(9) Find a clue.	HERO
(10) Plant a bomb.	VILLAIN
(11) Defend a city.	HERO
(12) Go to jail.	VILLAIN
(13) Save the world.	HERO
(14) Escape from prison.	VILLAIN
(15) Explore a cave.	HERO
(16) Stop a missile.	HERO





COLEGIO LA COLINA
4th Grade
English

Character Descriptions (Synonyms)

www.bogglesworldesl.com

Use the words in the box to find synonyms for the italicized words:

evil
crazy

smart
shy

brave
grumpy
bad temper

careful
rude

powerful
cheap

The **valiant** knight grabbed his sword and charged the fire-breathing dragon.
(1) Valiant is another word for brave.

The **wicked** witch caused trouble for the good people in the town.

(2) wicked is synonym of evil

The **grouchy** old man yelled at the kids and told them not to play near his house.

(3) grouchy is synonym of grumpy

The **cautious** travellers went slow and avoided danger whenever they could.

(4) cautious is synonym of careful

The **timid** boy hid behind his mother whenever people came near him.

(5) timid is synonym of shy

He was a **shrewd** merchant always making a profit when he came to town.

(6) shrewd is synonym of smart

The **obnoxious** boy started to scream when his mother wouldn't buy him candy.

(7) He is synonym of rude

He was a **mighty** warrior. He often fought five or six enemies at a time.

(8) mighty is synonym of powerful

She was so **stingy** that she never spent money on anything.

(9) stingy is synonym of cheap

At first, we thought he was **insane** because he was talking to a frog.

(10) insane is synonym of crazy

Appendix E – Evidence of student participation and use of the language

Student 1: Martin Gomez	Unit	Total time in each unit (hh/mm/ss)	Student participation	Effective use of the language	Evidence
	Extraordinary Inventions	2:2:38	Student participated in all of the activities from this unit within the allotted time to work on them.	The student is able to use the simple past tense in his answers to the questions and activities proposed in this unit.	Tue Feb 2, 2016 at 7:05 pm “Hi Jeimmy. I think the best invention was the iPad because with it we could find some things that are very important that we couldn't find in other places and we can also play! Steve Jobs invented it in 27/01/2010.”
	Heroes and Villains	1:01:53	Student participated in all of the activities from this unit within the allotted time to work on them.	The student made a video in which he talks about his favorite story. In it he accurately talks about his favorite character, what the plot and setting of the story are and the themes he finds in it.	Excerpt from the video the student made on March 18 th about his favorite story: “Ok, my favorite movie is Star Wars. It has too many themes like power and fear among others. The characters...the main characters are Luke Skywalker, Darth Vader, Anakin Skywalker, Obi Was Kenobi, Darth Sidious, and some other characters. The setting is on a galaxy far, far away, long ago, so it's in the past. The plot...”
	Extreme Universe	00:55:05	Student did not participate in one of the activities: How big is the universe? Watch the video and identify synonyms and antonyms.	The student took the quiz from the unit and got 50/100. He also started working on one of the assignments but did not finish it.	
	Celebrities	1:25:40	Student participated in all of the activities from this unit.	The student made a video in which he talked about his favorite celebrity using	Excerpt from the video the student made on April 28 th about his favorite celebrity: “Hi Jeimmy, my favorite celebrity is James Rodriguez. He was born

				prepositions of place. He made some mistakes but, in general, it was good.	on the 12 of July, on 1999 in Cucuta, Colombia. His accomplishments is to play football with his team Argentina and Barcelona.”
	Video Games	00:29:03	Student participated in all of the activities from this unit.	The objective of this unit was to practice using have to and don't have to. The student shows grasp of the concept in his participation in the forums.	Fri May 13, 2016 at 6:40 pm “My favorite game is Clash of Clans because it's the most addictive game in all the world. You have to upgrade your troops, you have to upgrade your defenses like the wizard tower, the archer tower and the mortar, you don't have to let other players to damage your village, you have to attack to get trophies, you have to get trophies to upgrade your league, you have to eliminate bushes, trees and logs to get more gems, you have to train your troops to attack, you have to upgrade your town hall to unlock more defenses or resources, you have to wait for the troops to train them and you don't have to loose wars on your clan.”
	Into the future	00:21:53	Student participated in all of the activities.	Student used future tense to participate in the forum as seen in the evidence.	Fri May 13, 2016 at 6:50 pm The world in 200 years will be amazing, there will be flying cars, there will be bigger buildings, there will be advanced electronic devices, there will be service robots, there will be some nature, there will be a lot of food, there will be people that take care of the environment and there won't be a disaster.

Student 2: Carlos Castro	Unit	Total time in each unit (hh/mm/ss)	Student participation	Effective use of the language	Evidence
	Extraordinary Inventions	01:14:57	Student participated in all of the activities from this unit.	The student is able to use the simple past tense in his answers to the questions and activities proposed in this unit.	Sunday, November 29, 2015 at 6:23 pm "John Lennon was a singer of the band of The Beatles. He was born in 1940 in Liverpool, England. He died in 1980 in New York. Lady Diana was the princess of Wales. She was born in 1961 in Sandringham, Norfolk, England. She died in 1997 in Paris, France."
	Heroes and Villains	01:49:58	Student participated in all of the activities from this unit.	The student made a video in which he talks about his favorite story. In it he accurately talks about his favorite character, what the plot and setting of the story are and the themes he finds in it.	Excerpt from the video the student made on March 18 th about her favorite story: "I want to talk about my favorite movie. My favorite movie is Harry Potter. First we are going to talk about the setting. The first setting is the house of Harry, because in that house Voldemort killed his parents ..."
	Extreme Universe	01:02:06	Student did not participate in the quizzes or assignments.	Although the student did not work on the activities proposed to practice, he did watch the videos and played the games.	During the face to face lesson taught after the videos were assigned, the student had a clear understanding of the concepts.
	Celebrities	00:51:24	Student did not make the video log.	The student worked on an activity in which she had to observe a picture and say where things are.	Tuesday, April 26, 2016 at 5:50 pm A. The dog is on the chair. B. the car is on the table. C. the cat is behind the computer. D. the cat is in the closet, and the dog is behind the closet. E. the cat is under the bed, and the dog is on the bed. F. the dog is in front of the

	Into the future	00:33:40	Student participated in all of the activities.	Student used future tense to participate in the forum as seen in the evidence.	Fri May 20, 2016 at 4:57 pm The world in 200 years will be with flying cars, will be with spaceships around the galaxies, will be people living in other planets, will be a spaceship that can escape from a BLACK HOLE, will be a time machine, will be a jetpack, will be people living in a spaceport, will be robots for your own service, will be scape pods on the spaceships, will be shelters when a earthquake or a catastrophe pass.

Student 3: Isabel Villalobos	Unit	Total time in each unit (hh/mm/ss)	Student participation	Effective use of the language	Evidence
	Extraordinary Inventions	02:14:21	Student participated in all of the activities from this unit.	The student is able to use the simple past tense in his answers to the questions and activities proposed in this unit.	Fri Jan 29, 2016 at 3:54 pm “Hi Jeimmy , I think that the best invention ever is the electricity because without it we could not have electronic devices and the creator of the electricity was Nikola Tesla”
	Heroes and Villains	03:22:04	Student participated in all of the activities from this unit.	The student made a video in which she talks about her favorite story. In it she accurately talks about her favorite character, what the plot and setting of the story are and the themes she finds in it.	Excerpt from the video the student made on March 18 th about her favorite story: “Hi Jeimmy, I am going to talk about my favorite story. Of the classic stories is Cinderella. The characters are Cinderella, the prince, the step mother, the step sisters, the father and the fairy and...the prince, I already said, and Cinderella. So, the setting is in the past I think so because of the things they use and in the castle and Cinderella’s house. The theme is, I think, the love....”
	Extreme Universe	00:42:16	Student watched the videos and	Students showed great work	Student came to class knowing the subject well.

			played the games. She also worked on 2 out of 3 assignments.	in class when asked about the subject.	
	Celebrities	01:02:12	Student worked on all the activities of this unit.	Student used prepositions of time to talk about her favorite celebrity.	Wednesday, April 26, 2016 “Hi everybody, I am Isa and today I’m going to talk about my favorite celebrity: Adele. She’s my favorite celebrity because I love her songs. She was born on May 5 of 1998 in London...”
	Video Games	01:07:52	Student participated in all of the activities from this unit.	The objective of this unit was to practice using have to and don’t have to. The student shows grasp of the concept in his participation in the forums.	In the activity “what do you have to do to survive your first night in Minecraft?” the student responded: “FIRST NIGHT IN MINECRAFT: 1. You have to collect wood. 2. You have make planks. 3. You have to do a crafting table. 4. You have to do sticks. 5. You have to do wood tools. 6. You have to collect coal. 7. You have to do a hole to stay there in night. 8. You have to do torches. 9. You have to put the crafting table in the cave. 10. You have to put two blocks down in the entrance and one torch up. 11. You don't have to go to caves. 12. You don't have to go out in night.
	Into the future	00:50:25	Student participated in all of the activities.	Student future tense to participate in the forum as seen in the evidence.	Fri May 20, 2016 at 7:31 pm in 200 year will be flying sofas, there will be artificial food, the shops will be a machine that you select the model and the color of the thing that you want to buy and the machine give it to you, there will be rockets that can go like the velocity of light, there will be a machine that controls your weight, there will be a machine that create nature and there will be a machine that turns te smoke to oxygen.

Student 4: Carlos Gutierrez	Unit	Total time in each unit (hh/mm/ss)	Student participation	Effective use of the language	Evidence
	Extraordinary Inventions	01:11:09	Student participated in all of the activities from this unit.	Student showed improvement in the use of the simple past tense.	Fri Apr 1, 2016 at 4:47 pm “I think that the best invention was the electricity because the electricity leads us to a new world and who invented was Benjamin Franklin in 1752.”
	Heroes and Villains	01:57:08	Student worked on all of the activities from this unit except the video log.	The student showed evidence of effective use of the language in the face to face classroom and work on his notebook.	Thu Mar 31, 2016 at 9:54 am “My favorite hero is iron man because he has a technology extraordinary and my favorite villain is the riddle because he has extraordinary traps.”
	Extreme Universe	00:15:48	Student watched the videos and played the games. He also worked on 1 out of 3 assignments.	Students showed great work in class when asked about the subject.	Student came to class knowing the subject well.
	Celebrities	00:40:15	Student worked on all of the activities from this unit.	Student showed understanding of the concept during the face to face lessons.	Excerpt from video recorded by student on May 4 th . “Hi I’m Carlos; I’m going to present my favorite celebrity Paul Walker. You may know him; he acts in the Fast and furious. He was born on September the 12 of 1973 and died on November the 13 th of 2013...”
	Video Games	00:49:50	Student participated in all of the activities.	Student showed understanding of the concept.	Mon May 9, 2016 at 10:46 am “My favorite videogame is call of duty because the missions are so interesting to how to play first you have to create some weapons then you have to win all the missions to pass the game, you don’t have to shot to you allies and that is game is amazing.”
	Into the future	00:24:38	Student participated in all of the activities but his participation was not as	Student showed knowledge of concepts during the face to face lessons.	Thu May 19, 2016 at 10:19 pm the earth in 200 years will be destroyed, The earth will be complete of fire, the earth will be in an apocalypses

			good as was expected.		
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Appendix F – Themes, sub themes, evidence of students’ work in the classroom and on Schoology

Themes	Sub themes	Evidence in the classroom	Evidence on Schoology	Lesson Plans
Extraordinary Inventions	Simple Past Tense	Students came to class prepared because they had already seen the video with the explanation of the simple past tense, and had played games online to practice the structure. They showed more confidence in themselves when speaking about events in the past and used the verbs in past tense correctly in both speaking and writing activities. Students participated more actively and effectively during the face to face lessons. Students' effective use of the simple past tense was evident in their written work.	Students had fun and age appropriate grammar videos with explanation of the structure, and link to online games to practice. They had a reading and a listening activity to work on with questions to check understanding. They also had two forums to participate in. Students participated actively on the activities online. They watched the videos and worked on the games. They worked on all of the activities presented and there was interaction among peers and teacher. There was a greater input and immediate, personalized feedback. Students had sufficient amount of time to work on the activities on their own pace and there was variety in the resources available to them. Students were given badges at the end of the unit as a reward for their work and dedication.	The lesson plans show work assigned on Schoology as well as the activities done in class afterwards. Less classroom time was spent on explanation. Instead, class time was used to practice and there was a greater emphasis on integrating the language skills rather than focusing on grammar. At the beginning of each lesson plan, it is specified that students were asked previously to log in to Schoology, watch the videos with the explanation of the concept and practice with the games. At the end of each lesson plan there is homework on Schoology assigned so students continue practicing the concepts outside of

Heroes and Villains	Literary Elements	When students came to class, they already knew about the literary elements, which made the lessons completely focused on speaking and practice. Teacher provided students with worksheets to work on and they wrote a short story in which they showed the literary elements they learned. There is evidence on their notebooks of their work and their use of the language.	Students were presented with fun, age appropriate videos that explain the meaning of character, setting, plot and theme. They had a couple of forums in which they could talk about their favorite characters, heroes and villains. They also had a short activity to test their knowledge, short stories to listen to and identify literary elements, and they had a chance to write a story of their own. They also had to make a video of themselves talking about their favorite story and identify the characters, plot, setting and theme. Students participated actively in the activities and were very eager to make the video, which showed their use of English and their understanding of literary elements. The videos students made show, not only evidence of their knowledge and use of English but also their computer skills and language literacies. Students were given badges at the end of the unit as a reward for their work and dedication.	the classroom.
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Extreme Universe	Synonyms, antonyms and multiple meaning words	During the face to face lessons, students were able to spend classroom time practicing. They came prepared to class already knowing about synonyms, antonyms and multiple meaning words, which allowed them to participate in class. They were less nervous to participate and more eager to show off what they already knew. Students were given worksheets to practice on their notebooks.	Schoology had videos with the explanations and examples of synonyms, antonyms and multiple meaning words. There were also different games for students to play and practice. The unit was based on the students' classroom project and there was a video about how big the universe is and an online activity from Natgeo. Students had additional, fun and interactive tools to practice. Students participated actively and were engaged in the topic. This theme was particularly useful for the final presentation of their project. Students were given badges at the end of the unit as a reward for their work and dedication.	
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Celebrities	Prepositions of place and time	Students already knew the topic when we started working on this lesson. They had been asked to watch the videos on Schoology before and practice with the games, so they were ready to practice during the face to face lessons. During class time we did not spend much time going over any kind of explanation but rather just practicing the new concept. Activities were focused on integrating the four language skills. Students discussed about their favorite celebrities and practiced using prepositions of place and time.	In Schoology students had videos and games to practice. They had an exercise to practice prepositions, and they had to make a video of themselves talking about their favorite celebrities. It is evident in the videos students made the use of the language and students' creativity. Other students were able to comment on the videos and have fun giving their opinion. The video log activity also created great expectations on the students as to what others were going to say or how they were going to make the video. There was an active participation and eagerness to work. It was evident during the face to face lessons that working on Schoology greatly helped students understand the topic. Students were given badges at the end of the unit as a reward for their work and dedication.	
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Video Games	Have to/don't have to	During the face to face lessons students worked on designing their own video game. They had to explain how it worked and what had to be done to win. This activity was logged in their notebooks and they also made an oral presentation. Since students had previously watched a video with the explanation of "have to" they knew exactly what they had to do during the face to face lesson and had no problems following instructions.	In this unit, students found a video with the explanation of "have to", games, listening activities and forums. It was fun, relevant to the students' interest and engaging. Students were able to talk about their favorite video games and use the language to explain how to play them. Active participation was evident and additional input was given outside of the language classroom. Students were given badges at the end of the unit as a reward for their work and dedication.	
Into the future	Will vs. Going to	During classroom time, teacher focused on practicing rather than providing grammar explanations (students had already seen the videos on Schoology with the explanations of will vs. going to.) Students worked on a fortune teller activity and discussed what the world will be like in 200 years from now. They also worked on their notebooks.	Students found a video with an explanation of the use of will vs. Going to, games and exercises to practice. There was a writing activity in which students had to talk about the world 1000 years from now. There was an active participation on the forum. Students had additional material to practice outside of the classroom and material to study from. Students were given badges at the end of the unit as a reward for their work and dedication.	

Appendix G - Students' eagerness to work on Schoology and during the face to face lessons



Video made by student on Schoology going beyond what was required



Reading, speaking and writing task during class



Face to face classroom lesson: Speaking and writing (Treasure hunt)

Appendix H – Unit 2: Heroes and Villains: Lesson plans, work during class and work on Schoology.

Lesson Plan 1

Teacher:	Jeimmy Botero
Subject:	English
Grade:	4th A
Date:	February 8 th

Activity:	Guess the character
Standards and sub-processes:	Eng.4.4. The student reads widely for different purposes in varied sources. • Eng.4.4.11. Understands and identifies literary terms, recognize distinguishing features of familiar genres, and understand literary forms. • Eng.4.4.12. Recognizes and analyzes story, plot, setting, and problem resolution and analyzes characters, points of view, relationships, and changes. Eng.4.5. The student develops an extensive vocabulary. • Eng.4.5.1. Develops vocabulary through reading, listening to and discussing selections read aloud. Eng.4.7 The student composes meaningful texts applying knowledge of grammar and usage. • Eng.4.7.4. Writes to inform, explain, describe, report, and narrate.

Objectives	To identify characters and their traits in stories. To recognize a character's personality, likes and dislikes based on context and what others think of them. To relate a character's personality traits to their own. To develop vocabulary through reading. To be able to write about a character using previously acquired knowledge. To acknowledge their own character traits based on what they think of themselves and what others think.
Material	Buzzer, paper, scissors.

Schoology	Prior to this class, students were asked to log in to schoology.com and watch the literary elements videos.
Sensitization	Students will be divided into four groups.
Experimentation	Each group will be given a buzzer.
Socialization	The teacher will describe a famous character from either books or movies students have seen or read. The group who knows the answer first should press the buzzer in order to answer. Most of the characters will be from the reading plan: Around the world in 80 days.
Conceptualization	Literary element: Character Characters are the people or animals in a story. When you read a story, pay close attention to the details about each character. Authors help you get to know their story characters by describing them, by telling what each character says and does, and by the thoughts or comments of other characters. Characters may remind you of people you know. They may even remind you of yourself.
Source	Comprehension plus C, pg. 77
Systematization	Guide with concept and exercise
Evaluation	Students will make a die in which they will describe themselves as if they were characters in a story. In order to complete this they must work in pairs and analyze each other's traits.
Homework	Students will log in to schoology.com and work on the forum "Who's your favorite super hero? Who is your favorite villain? Explain your answer. "
Log	

Lesson Plan 2

Teacher:	Jeimmy Botero
Subject:	English
Grade:	4th A
Date:	February 11th

Activity:	What's the plot?
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Standards and sub-processes:	Eng.4.4. The student reads widely for different purposes in varied sources. • Eng.4.4.11. Understands and identifies literary terms, recognize distinguishing features of familiar genres, and understand literary forms. • Eng.4.4.12. Recognizes and analyzes story, plot, setting, and problem resolution and analyzes characters, points of view, relationships, and changes. Eng.4.5. The student develops an extensive vocabulary. • Eng.4.5.1. Develops vocabulary through reading, listening to and discussing selections read aloud. Eng.4.7 The student composes meaningful texts applying knowledge of grammar and usage. • Eng.4.7.4. Writes to inform, explain, describe, report, and narrate.
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Objectives	To identify a plot in a story. To develop new vocabulary through reading. To be able to narrate a short story in which they clearly describe the characters and plot. To check and evaluate the writing of others in an objective way.
Material	Paper, Markers, Eraser

Schoology	Students had previously being asked to answer the question on the forum about heroes and villains.
Sensitization	Students will discuss their answers on the forum on Schoology about their favorite hero and villain. Students will be divided into 5 groups. Each group will be given a story that has been divided.
Experimentation	Students should read the pieces of paper and organize it into a story that makes sense, has a beginning, middle and end
Socialization	Students share their stories and discuss the events that take place.
Conceptualization	Literary element: Plot Every story has important things that happen at the beginning, in the middle, and at the end. These important things are called main events. The beginning of a story usually introduces the characters and setting. You begin to learn about a problem. The middle of the story gives more details and tells about how characters try to solve the problem. The end of the story tells

	you how everything works out. These important parts of a story and why they happen are called plot.
Source	Comprehension plus C, pg. 81
Systematization	Guide with concept, reading and exercises.
Evaluation	Guess the plot game: Teacher reads a plot (from a famous movie) and students identify which movie it is.
Homework	Students will write a short story on their space log about their first encounter with an Alien in space. They will also log in to schoology.com and answer the question "Who's your favorite character from a book or movie?"
Log	

Lesson Plan 3

Teacher:	Jeimmy Botero
Subject:	English
Grade:	4th A
Date:	February 15th

Activity:	Heroes and Villains
Standards and sub-processes:	Eng.4.4. The student reads widely for different purposes in varied sources. • Eng.4.4.11. Understands and identifies literary terms, recognize distinguishing features of familiar genres, and understand literary forms. • Eng.4.4.12. Recognizes and analyzes story, plot, setting, and problem resolution and analyzes characters, points of view, relationships, and changes. Eng.4.5. The student develops an extensive vocabulary. • Eng.4.5.1. Develops vocabulary through reading, listening to and discussing selections read aloud. Eng.4.7 The student composes meaningful texts applying knowledge of grammar and usage. • Eng.4.7.4. Writes to inform, explain, describe, report, and

	narrate.
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Objectives	To analyze characters and their various traits. To develop a character based on the concept of hero and villain. To identify heroes and villains in stories. To develop vocabulary through discussions. To identify synonyms and use them to describe characters. To encourage team work and active participation.
Material	Paper, Markers

Schoology	Students were previously asked to work on the forum about their favorite character from a book or movie. They will discuss this at the beginning of the lesson.
Sensitization	The teacher will write on the board the words “Heroes” and “Villains”. Students will brainstorm adjectives that would describe each. They will then be divided in pairs.
Experimentation	Students will be given a paper with the new vocabulary words in context (through examples) and pictures to match them. They should try to guess what their meaning is and match it with a synonym.
Socialization	Students share their findings and talk about characters from stories they know that have those traits.
Conceptualization	Continue working on Literary Elements: Characters, which we started working on February 10th. Vocabulary: Valiant Wicked Grouchy Cautious Timid Shrewd Obnoxious Mighty Stingy Insane
Source	Comprehension plus C, pg. 81
Systematization	Guide
Evaluation	Students will be given a set of characters and actions written next to them. They must decide whether they are heroes or villains.
Homework	Students must log in to schoology.com, click on “Short stories” and start working on them.
Log	

February 10/16



COLEGIO LA COLINA
4th Grade
English

90/10

Literary Elements: Character

Characters are the people or animals in a story. When you read a story, pay close attention to the details about each character. Authors help you get to know their story characters by describing them, by telling what each character says and does, and by the thoughts or comments of other characters. Characters may remind you of people you know. They may even remind you of yourself.

Read the story about a girl's first visit to the ocean. Think about the character named Mara.



On Mara's first visit to the ocean, her father held her hand as the chilly water tickled her feet. "I want to go in!" Mara said immediately. They waded in to meet the waves, and

Mara's heart soared.

Afterward, Mara strolled along the sand. "What animal lived in this shell?" she asked her father. "And what about this shell, and this one?" Looking down, she picked up a green stringy-looking substance. "What is this, Dad? Is it a plant or an animal?"

Her father laughed, "You really enjoy learning about new things, don't you?"

February 15/16



COLEGIO LA COLINA
4th Grade
English

100%

Heroes and Villains

In many stories, there is a battle between good and evil. The good character is called the *hero* and the evil character is called the *villain*. Read the action below and decide if it is something that a hero or a villain would do.

(1) Rescue somebody.	hero
(2) Rob a bank.	VILLAIN
(3) Take over the world.	VILLAIN
(4) Catch a criminal.	HERO
(5) Kidnap somebody.	VILLAIN
(6) Steal a jewel.	VILLAIN
(7) Attack a country.	VILLAIN
(8) Fight a dragon.	HERO
(9) Find a clue.	HERO
(10) Plant a bomb.	VILLAIN
(11) Defend a city.	HERO
(12) Go to jail.	VILLAIN
(13) Save the world.	HERO
(14) Escape from prison.	VILLAIN
(15) Explore a cave.	HERO
(16) Stop a missile.	HERO



Date ?



COLEGIO LA COLINA
4th Grade
English

80%

Literary Elements: Plot

Every story has important things that happen at the beginning, in the middle, and at the end. These important things are called **main events**. The beginning of a story usually introduces the characters and setting. You begin to learn about a problem. The middle of the story gives more details and tells about how characters try to solve the problem. The end of the story tells you how everything works out. These important parts of a story and why they happen are called the **plot**.

Read the story about Fox and Crow. Look for the important events.



One day Crow held a huge chunk of cheese in her mouth. Fox walked by and looked up. His mouth began to water, so he thought of a plan to get Crow's cheese.

Fox said, "Hello, Crow! How gorgeous you look today! I've never seen a crow with such beautiful wings."

Crow said nothing, because she did not want to drop the cheese.

"If you would sing, you would be even more beautiful!" Fox added.

No one had ever said such nice things about Crow. So she forgot about the cheese and opened her mouth to sing the only song she knew. "Caw! Caw! Caw!"

As Crow cried out, the cheese fell from her beak. Before it hit the ground, Fox had gobbled it up. That's how Crow learned not to be tricked by someone who flattered her.



Circle the most important events.

Fox sees Crow with cheese.

Fox flatters Crow.

Crow says nothing.

Crow sings and drops the cheese.

Crow learns a lesson.

Tip

Sometimes, thinking about the order in which events happen will help you remember the plot of a story.

100%

COLEGIO LA COLINA
4th Grade
English



Character Descriptions (Synonyms)

www.bogglesworldesl.com

Use the words in the box to find synonyms for the italicized words:

evil crazy	smart shy	-brave grumpy bad mood	careful rude	powerful not evenos cheap
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The **valiant** knight grabbed his sword and charged the fire-breathing dragon.
(1) Valiant is another word for brave.

The **wicked** witch caused trouble for the good people in the town.
(2) wicked is synonym of evil ✓

The **grouchy** old man yelled at the kids and told them not to play near his house.
(3) grouchy is synonym of grumpy ✓

The **cautious** travellers went slow and avoided danger whenever they could.
(4) cautious is synonym of careful ✓

The **timid** boy hid behind his mother whenever people came near him.
(5) timid is synonym of shy ✓

He was a **shrewd** merchant always making a profit when he came to town.
(6) shrewd is synonym of smart ✓

The **obnoxious** boy started to scream when his mother wouldn't buy him candy.
(7) He is synonym of rude ✓

He was a **mighty** warrior. He often fought five or six enemies at a time.
(8) mighty is synonym of powerful ✓

She was so **stingy** that she never spent money on anything.
(9) stingy is synonym of cheap ✓

At first, we thought he was **insane** because he was talking to a frog.
(10) insane is synonym of crazy ✓

Checking Comprehension

Write the answer to the question on the lines.

1. Why were the customers unhappy with Ben's painting?

The customers were unhappy with Ben's painting because all he paint turned real.

2. What lesson does Ben learn?

The lesson that Ben learned was to be careful of what you wish for.

Practicing Comprehension Skills

Read each story event listed below. If it is an important event, write **Yes** on the line in front of it. If it is not important, write **No**.

3. yes Ben takes a job as a painter to earn money for a pet.
4. No Mrs. Flavors paid Ben.
5. yes Mr. C. Shore owns the Seashore Snack Shack.
6. No Ben finishes the Seashore job in no time.
7. yes Ben's paintings become real and cause many problems.
8. yes Ben paints a picture of what he wishes for.
9. No Ben paints on pavement.
10. No Ben paints turquoise parrots.
11. yes Ben learns a lesson about what happens when you get exactly what you wish for.



February 24th 2016

COLEGIO LA COLINA
4th Grade
English

Literary Elements: Setting

Where and when a story takes place is called the **setting**. The place where a story happens can be a real or make-believe place. The time when a story takes place might be many years ago. Other stories might tell about events that are happening now or events that could happen in the future.

Sometimes an author tells you the story's setting. Other times you have to look for details to figure it out. As you read, think about why a setting is important for the characters and events.

Read the story. Think about when and where the story takes place.

Jess is spending the summer with Aunt Minnie and Uncle Frank. It took two days on a railroad train to get to their home. Aunt Minnie and Uncle Frank have a two-story house with a grand staircase inside. Jess has his very own bedroom on the second floor.

As Jess looks down from the windows of his room, he notices crowds of busy people rushing in and out the many houses and shops that line the street. The clatter of the horses as they pull the fancy carriages never stops. This visit will be quite an exciting adventure for a boy from the prairie!



What is the setting of this story? Fill in the circle.

- ☐ a house on the prairie long ago
- ☒ a house on the prairie today
- ☐ a house in the city long ago
- ☐ a city in the future

What words or phrases gave you clues that helped you figure out the setting?

take place in the railroad train and in the

Tip

As you read a story, picture the setting in your mind. Think about how the story would change if events happened in a different time and place.

March 12th / 2016



COLEGIO LA COLINA
4th Grade
English



The Setting of a Story

The setting of a story is the place where the story happens and the time when it happens. The setting answers the questions of where and when.

The setting doesn't have to be a real time and place. It can be imaginary, like the island, Neverland, in the story of Peter Pan.



Can you think of some stories ...
... that are set in the future?

Back to the future

... that happen in the past?

time machine

... that are set in the present?

zootopia

... that take place during a war?

star wars

... that are set in the ocean or sea?

reintroduce the dolphin

... that take place in outer space?

rescue mission

... that happen on an island or a mountain?

the lord of the Rings

... that take place in the Arctic or Antarctic?

titanic

... that take place in a city?

Avengers



COLEGIO LA COLINA
4th Grade
English



Settings and Characters

There are nine settings below. Label the setting and then think of characters that you might find in a story that takes place there. Remember, characters don't have to be human. They can be things like robots or animals.



Setting: spaceship

Characters: robot
astronaut, alien



Setting: farm

Characters: horse,
pig and cow



Setting: beach

Characters: sea,
sand and palm



Setting: jail

Characters: police,
thief and guard



Setting: desert

Characters: camel,
rocks and cactus



Setting: apartment

Characters: tv,
chair and lamp



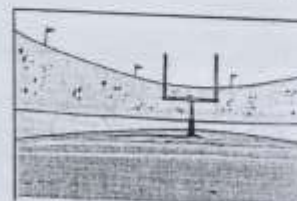
Setting: castle

Characters: prince,
wizard and king



Setting: laboratory

Characters: books,
animals and skull



Setting: stadium

Characters: winners,
ball and judges

March 03/2016



COLEGIO LA COLINA
4th Grade
English

Literary Elements: Theme

Every story always has one big idea that the author wants you to understand. In some stories, the big idea is a lesson about life. Maybe the author wants you to understand that friends are important or that practice makes perfect. Sometimes the author tells you what the big idea is, but not always. When you read a story, **think about what the characters learn**. Ask yourself, **What does the author want me to know from this story?** Your answer may be the big idea.

Read the story about Bear. See if you can figure out what the author wants you to understand.

Bear listened quietly to the bird's song. It was so lovely that he decided to capture the bird so he could hear its music all the time. In the bush there were two birds. One was plain, with dull brown feathers, but the other's orange feathers were as bright as sunshine!

"The beautiful one must be the singer!" said Bear. He snatched it, but the beautiful bird did not sing. It squawked so harshly that Bear let it go. From the safety of a treetop, the plain brown bird sang a song that was as sweet as honey.



Fill in the circle next to the sentence that best tells the big idea of the story.

- ☒ You can't always judge something by the way it looks.
- ☐ Beauty on the outside means beauty on the inside.
- ☐ Treat others as you wish to be treated.
- ☐ Birds can make beautiful music.

What details helped you choose your answer?

The beautiful one was not the singer

Tip

Every story always has one big idea the author wants you to know. Sometimes what you already know can also help you understand a story's big idea.

March 9th 2016

100%

The Treasure: (Discovery)

Once upon a time a boy called Carlos wanted to go to an Island.

And he searched for a job and he worked so hard to have money for the trip. He finally went to the Island then he explored the island and he discovered a lot of new animals. He discovered a treasure. He became rich and he came back to his house.

The end

March 9, 2016

aop

Solitary (isolation)

A few years ago a woman called Maria had a family that ^{Pressure her too} Piers to much so she decided to go alone to a solitary island for two ^{months} months but when she arrived, her boat crashed so she had to stay there. She ate bananas ^{from} ~~at~~ the trees and drank water ^{from} ~~at~~ a river. She ^{depression} fallen in ~~fell~~ depression because of the isolation and she talked with rocks. Nobody knows what happened with her.

- Justice – the fight for, injustice, truth versus justice.
- Loss – of life, innocence, love, friends, to avoid.
- Loneliness – no man is an island, or hell is other people.
- Love – love fades, is blind, can overcome all obstacles, can
- Power – the search for, the loss of, what we are willing to exchange for.
- Prejudice – racism, bigotry, snobbery, dealing with.
- Security – the loss of, the finding of the need for, how we act when security is shattered.
- Spirituality and God – the struggle to find faith, live without faith etc.
- Survival – man versus nature

Choose one of the themes mentioned above and write a short story.



march 4



COLEGIO LA COLINA
4th Grade
English

THEME



Examples of theme in a story:

- Alienation – The effects of, the loneliness of, to cure it.
- Ambition – getting what you want, stunted by, thwarted.
- Betrayal – the pain of, in love and friendship.
- Coming of age – loss of innocence.
- Courage – courage to deal with conflict, lack of, developing, conquering with.
- Deception – how to deceive, results of.
- Discovery – what does it take to discover new places, inner meaning, strength, even treasure.
- Escape – from life, routine, prison, family pressures.
- Death – how to escape, what happens after, consequences of.
- Fear – driven by, dealing with, conquering.
- Freedom – loss of, gaining, handling, fight for.
- Good versus evil – survival of one despite the other, triumph of one over the other.
- Isolation – physical and emotional.
- Jealousy – trouble caused by, denial of, driven by.

Who is your favorite character from a book or movie? Why? What traits does he/she have?



Write a comment:



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Juana Campos Carles Fri Mar 18, 2016 at 8:16 pm

my favorite character is dath vader because he is so rude and powerful.

[Like](#) · [Reply](#)



Victoria De la Espriella Thu Mar 31, 2016 at 9:43 am

MY FAVORITE CHARACTER IS MALEFECINT BECAUSE SHE IS EVIL AND ALSO SWEET AT THE END

[Like](#) · [Reply](#)



VALENTINA REBOLLEDO Thu Mar 31, 2016 at 9:46 am

my favourite character is dark vader because he is powerful

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JUANSEBASTIAN MONTERO Thu Mar 31, 2016 at 9:47 am

my favorite character is peeta of the hunger games

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Juanita Paez Thu Mar 31, 2016 at 9:51 am

my favorite character of a movie is Anie of legally blodes 1 because she dress up whitth pink and she is so cool

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Who is your favorite hero? Who is your favorite villain? Explain your answer.



Write a comment



Highlight U...

34 Posts



Martin Gomez Thu Mar 3, 2016 at 4:44 pm

My favorite hero is Hulk, because he is strong, and my favorite villain is Darth Vader because he is too powerful.

Unlike 🍌 2 · Reply



Jeimmy Botero Thu Mar 3, 2016 at 8:41 pm

Good job guys on your answers!! My favorite hero is Superman, he is hot and sexy! (just kidding!) but he is very strong and he's got many special powers that he uses to help people. My favorite villain would have to be Darth Vader (or Kylo Ren???) they are so powerful and insane!

Like 🍌 2 · Reply



ISABEL VILLALOBOS Fri Mar 4, 2016 at 3:46 pm

My favorite hero is Katniss Everdeen because she is so brave and my favorite villain is Darth Vader because he is so bad and powerful

Unlike 🍌 5 · Reply



Juana Campos Carles Fri Mar 4, 2016 at 5:19 pm

my favorite hero is Jean Grey (search) because she is so powerful and beautiful. My favorite villain is Darth Vader because he is so powerful and bad.

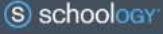
Unlike 🍌 3 · Reply



CARLOS CASTRO Sat Mar 5, 2016 at 10:04 am

My favorite villain is Grievous from Star Wars because he is a robot and a (human) and he has four hands and that is amazing because he is powerful and my favorite hero is Jack Sparrow because he's saved a lot of people but he betrayed a lot but I think that he is my best hero.

Unlike 🍌 3 · Reply


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Jeimmy Botero ▾
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Course Options

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Badges

Attendance

Members

Analytics

Access Code
76CMV-ZCBNS Reset

HEROES AND VILLAINS: Literary Elements

Colegio La Colina

Add Materials ▾
 Options ▾
 Student Progress

All Materials ▾

LITERARY ELEMENTS VIDEOS
✔ Must Complete

SHORT STORIES
✔ Must Complete

Short stories written by you

Who is your favorite hero? Who is your favorite villain? Explain your answer.
Due Friday, March 18, 2016 at 11:59 pm

Who is your favorite character from a book or movie? Why? What traits does he/she have?
Due Friday, March 18, 2016 at 11:59 pm

VIDEO LOGS
Using the camera in your computer, record a video of yourself talking about your favorite story and upload it here. Tell us about the plot, the characters, the setting and the theme.

TEST YOUR KNOWLEDGE
Due Friday, March 18, 2016 at 11:59 pm

BOOKS

LANGUAGE ARTS GAMES

DICTIONARY ONLINE

Reminders

1 ungraded assignment submissions

Upcoming - 10

Add Event

No upcoming assignments or events



Literary Elements: Plot



Literary Elements: Characters



schoolology Basic Home Courses Groups Resources Jeimmy Botero

HEROES AND VILLAINS: Literary Elements

LITERARY ELEMENTS VIDEOS Next

Add Materials Options

Literary Elements: Theme

How to find a theme

Does the main character change over the course of the book?

Literary Elements: Setting

Why is a story's setting important?

Physical settings can be symbols for important ideas.

schoolology Basic Home Courses Groups Resources Jeimmy Botero

HEROES AND VILLAINS: Literary Elements Albums

VIDEO LOGS Add Media

Using the camera in your computer, record a video of yourself talking about your favorite story and upload it here. Tell us about the plot, the characters, the setting and the theme.

part 1 - Jeimmy, also known as DarthJeiBot	part 2 - Jeimmy	part 3 - Jeimmy	Valentina, also known as Tina	Blue moon
DarthMarGo	Carlos Potter	Emily Granger	Nico	Isabel
Juana	Nicolas	Juanita	JuanSe	Gabriel
Anna				

Appendix I – Questionnaire at the end of the mediation

SCHOOLGY

QUESTIONNAIRE

Name: _____ Date: _____

My favorite activities were:

Some of the interesting things I learned:

I would like to learn more about:

I would like the following types of activities to be included in Schoology:

SCHOOLGY
QUESTIONNAIRE

Name: Carlos Andres Date: 024/04/16

My favorite activities were:

my favorite activities were the alien
videos

Some of the interesting things I learned:

that the space is awesome

I would like to learn more about:

of nothing I learned so much

I would like the following types of activities to be included in Schoology:

nothing all is so good

Appendix J – Interview transcript

Teacher: OK guys, so tell me a little bit about your experience with Schoology. Juliana?

Juliana: I think it was so cool because you can practice a lot and I was so bad in writing and I'm getting better at that.

Teacher: Excellent, very good. Victoria?

Victoria: It was really fun because like it was really easy to use and you had a lot of games that help you but at the same time you were like having fun.

Teacher: great! Juanita?

Juanita: I liked it because it's like a kind of studying but in the computer so it's like it's not with the notebooks and you are like boring but it's fun.

Teacher: Very good.

Isabel: I like it because we can communicate with each other and make the homeworks in the computer and like listening to music at the same time.

Teacher: oh, OK, thank you, very good. Gabriel?

Gabriel: I like it because we have game to study some things and we could make some activities that help us.

Teacher: Very good. Yes, Juan David?

Juan David: I like it because we can study having fun.

Teacher: Very good, thank you. Alright, and how were your classes here at school different because of Schoology? Nico?

Nicolas: (inaudible) the first question.

Teacher: OK, the first question was about your experience, so go ahead.

Nicolas: It's very cool because you can learn and you can play games.

Teacher: Alright, and about classes here at school, how were they different because you had Schoology? Emily?

Emily: They were different because when you come to class, you already see the topic, and it was more easy.

Teacher: OK good. Luna?

Azul: because the classes were...

Teacher: Blue, not Luna...why did I call you Luna? (Laughing)

Azul: were more easy and we can learn different subjects.

Teacher: OK, good. Yes Isabel?

Isabel: I like it because when we have games, before we have Schoology you have like to explain all what is the game and what is about and in Schoology we already get what about it.

Teacher: OK, so the instructions were already given.

Isabel: Yes.

Teacher: OK, Victoria?

Victoria: It was really fun because you already knew the topics when you came to class so it was like really easy and it was like really simple to make the activities and you already learned it by computer because in the notebook it's like, you get bored but in the computer you pay more attention because it's the computer.

Teacher: very good. Yes, Juanita?

Juanita: I like it because in Schoology you learn the topics only you come to school and you can like ask your questions if you have and it's easier to learn.

Teacher: OK good, thank you. Yes, Juliana?

Juliana: I like it because it's simplest? Yes, to know what the teacher is talking about and you can learn more in the computer and...yes.

Teacher: Alright, thank you. OK, and what motivated you to enter to Schoology in the afternoons when you could be doing something else? Blue?

Azul: Because at 4 I can open Schoology and I get fun.

Teacher: You got what?

Azul: I got fun.

Teacher: it was fun.

Teacher: Yes, Juli?

Juliana: Because when I was like so bored and I don't have with nobody to talk I remember "Oh, I can play with my friends on Schoology" so I entered and so I played and I learned more.

Teacher: OK, Ana?

Ana: I go there because I can play games to practice and to learn.

Teacher: OK, Vitto?

Victoria: it was really fun, but in the afternoons when we were like bored and you don't have anything, like for example the TV was like really boring things, you had your cellphone dead and the computer was like the only thing you had, you could just go to Schoology and you had games

and you could talk to your friends, like Juli said, and it was really easy, so it was like really fun because you had everything in the same place.

Teacher: OK, Isabel?

Isabel: I entered because, I don't know, maybe in the afternoon I don't want like to be in the bed because I am so active so I entered to the computer and talk with friends, play games and make the homeworks.

Teacher: good.

Juanita: I entered to Schoology in the afternoon because sometimes I am like Isa said, so active, and I entered to the computer to Schoology and the light cansarme so I'm getting tired and tired and sometimes I try to do the homework that I don't remember I have and I loOK at the pictures of us or see a new message.

Teacher: OK, alright, good. And, what did you like the most about Schoology? Blue?

Azul: The games, the homeworks, all, I like all.

Teacher: everything?

Azul: yes

Teacher: OK, Tina?

Valentina: I like the play-the games, I like that we can practice our English, the homework you put us to do, the videos.

Teacher: OK, Emily?

Emily: I like the chats because we can talk each other and the games.

Teacher: good, Juli?

Juliana: I don't have words to explain me, I just love it!

Teacher: OK...good.

Juanita: I like the chats and the games.

Teacher: The chat and the games.

Juanita: I like the pictures that you post, the videos that we did and I don't like really the games because they always corcharme so I was like "I want to kill you."

Teacher: OK, Vitto?

Victoria: I like the games, the chats and that we could like see the pictures because not all of us have cellphones or chats so on Schoology you do not need anything of that, you just went to the gallery and saw them.

Teacher: OK, good, Isabel?

Isabel: My favorite thing were the videos, the chats, because the video...and the photos, because the video we can see each other what we do, what we like, the chat because we can communicate with each other and the photos because we can remember very special things.

Teacher: OK, good. Nico?

Nicolas: I like the games, the videos and the activities because are very fun and you can learn.

Teacher: OK, excellent. Gabriel?

Gabriel: I like the games because we have fun when we learn and the videos because we know more the pronunciation in English and the chat because we could communicate with each other.

Teacher: alright, and if you could change anything or if you could add something to Schoology to make it more fun, more interesting, more effective, what would you change? Blue?

Azul: I would change...

Teacher: or add, change or add.

Azul: I would add the...like (inaudible) that we could create ourselves.

Teacher: OK, good. Juanita?

Juanita: The place where we have to make the homeworks.

Teacher: The place?

Juanita: The place where we have to...

Teacher: like the layout?

Juanita: no, like the place where we have to make the homework.

Victoria: Like to make it easier where you have to make the homeworks.

Teacher: OK.

Juliana: I think that a little bit of organization because sometimes I'm like, "click here to do the homework" and I click...

Teacher: So it takes time to get to know where things are.

Juliana: yes. And to add? Nothing because I think that that was good.

Teacher: good. Tina?

Valentina: I think that more games to play.

Teacher: Alright. Juanita?

Juanita: I would change that to find the homework because I never find the homework, if you don't tell me what I have to do I would never do the homework, and to add nothing because I think that Schoology is perfect.

Teacher: OK, good. Vitto?

Victoria: I would change, like Juanita said, the homework because one, the codes it was long, you would not be able to find anything and the codes are really difficult to know for which one is which one, and the parts of the homework where it says “click here” and you have to click there. You need time to know how it works.

Teacher: OK.

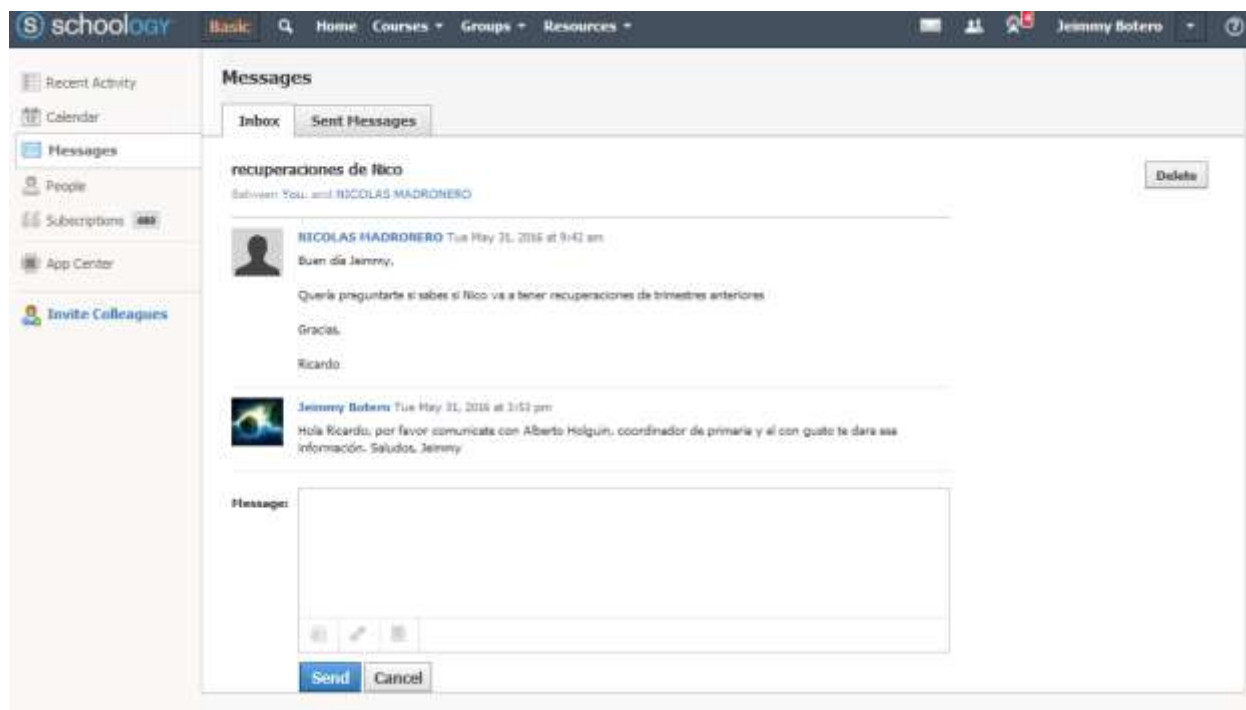
Isabel: I want to add like some instructions to use it because at the first time that I entered to Schoology I was a little bit confused.

Teacher: OK, very good. Gabriel?

Gabriel: I would add a menu home like where we have options and homework to be more organized.

Teacher: OK, to be a little bit more organized. OK guys, thank you so much!

Appendix L – Interaction with parents



Appendix M – Letter to parents about Schoology

Septiembre 8, 2015

Estimados padres de familia

Cordial saludo, con el objetivo de brindar a nuestros estudiantes de cuarto de primaria un espacio adicional de práctica en el idioma Inglés, empezaremos a trabajar en la plataforma de aprendizaje virtual www.schoology.com. En este sitio los estudiantes encontraran videos, juegos, foros, actividades auditivas y de escritura como refuerzo de los temas que se están viendo en clase y un espacio adicional para practicar el idioma. Allí, podrán interactuar con sus compañeros y docente de inglés, resolviendo dudas sobre los temas vistos y afianzando sus conocimientos en el idioma. Agradecemos de antemano su colaboración permitiéndoles a los niños ingresar al aula virtual.

Jeimmy Botero

Docente de inglés 4° A

Appendix N – Feedback from school coordinator

HOW WAS THE SCHOOLGY EXPERIENCE?

VLE's have been around for a while in other educational environments, and it is a shame they are mostly used at universities and not so much at schools (at least in our country). Learning platforms such as Moodle or Blackboard (which are widely known) are not "friendly" enough to draw a kid's attention, and this is precisely what I think Schoology has to offer: an attractive, functional, and effective design.

Jeimmy Botero introduced us to this new platform. We were a bit skeptical at first as we had tried getting the kids involved in the use of such tools before, but with little or no success. When she approached us, it took us a while to give her a green light. Once she started, it did not take long for us to realize about how our students began to benefit from Schoology.

To be more precise, here below we list some of the positive impacts Schoology had on both the students and teachers who used the platform:

- The teacher could create an exciting virtual space they related to the students' cross-curricular projects, not only encouraging the use of the platform but also raising enthusiasm toward the project itself.
- The chance of embedding topic-related contents from different sources, such as youtube, virtual libraries, etc., in a "virtually safe" environment.
- The students had the chance to post their own material to be shared with their classmates, enhancing the exploration of new media.
- The platform adapts easily to different teaching approaches (such as ours) as it does not impose any procedures beyond the ones required to log in or post a video.
- Although we mentioned it before, its "attractiveness" is a plus compared to other "boring-looking" platforms. For some students, getting used to it is challenging enough and not too basic so as to lead to boredom.

As effective as this tool might be, there is a downside. An adequate use of the platform depends on the IT skills the teacher has. The teacher might feel tempted to overuse the platform, or to do quite the opposite by not taking full advantage of the possibilities Schoology has to offer. This downside might be overridden by offering proper training and a thorough follow-up.



Colegio La Colina
 Alberto Holguin Alfaro
 Academic Coordinator
 Primary School
 Colegio La Colina