ENGLISH FOR EVERYONE:
DISTANCE ENGLISH VIDEO INSTRUCTION FOR REMOTE STUDENTS

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Arts in Education,

Educational Psychology

By

Liseth Heidinger Ponce de Leon

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The graduate Project of Lisseth Heidinger Ponce de Leon is approved:

_________________________________________   _______________________________________

Pete Goldschmidt, Ph.D.                      Date

_________________________________________   _______________________________________

Shari Tarver-Behring, Ph.D.                   Date

_________________________________________   _______________________________________

Katheryne Pena, M.A.                          Date

_________________________________________   _______________________________________

Carolyn Maeder, Ph.D., Chair                  Date

California State University, Northridge
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Abstract

ENGLISH FOR EVERYONE: DISTANCE VIDEO ENGLISH INSTRUCTION
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English is the principal language spoken around the world and understanding English is necessary to compete and be successful in international commerce. The need for English instruction at elementary levels in Peru is in high demand and there is not enough money to send qualified teachers to remote areas. Research indicates that when distance instruction is well designed, it can save money and have same or better effects on students’ achievement as regular classroom instruction. The purpose of this project is to create the first video in a series of instructional video lessons for an entire distance-learning English instruction program delivered via the Internet. This project explains the need of the instructional video, the literature research that supports its creation, the instructional video’s design and development process, important evaluations made by professionals and children that represent the target audience, and a conclusion that explains the future plans for the instructional video.
Chapter One: Introduction

Although a few centuries ago, people who spoke English were considered monolingual and lived surrounded by water at a small island (González, 2008), today there are 800 million people in the whole world who use English, and more than 80 percent of the information stored on computers is in English (Kaufman & Macpherson, 2005, p. 341). That is why English is often referred as the “World Language” and if it is not spoken as a native language, is currently the language that is more taught in the world. Since English is used as the official language of aviation, shipping, science and international commerce; the number of people studying English as a Foreign Language (EFL) is increasing (Kaufman & Macpherson, 2005, p. 341). It is also important to note that English has become the language that young people chose to communicate around the world with their peers, driven largely by the dominant role that English plays on the internet, in popular music, video games, movies, etc. (González, 2008). Consequently, this high demand of studying English the language that is universally spoken, has forced schools around the world to restructure the curriculum of their educational system. The number of English language programs for children are increasing at a very high rate globally. Governments all over the world are introducing English programs earlier in their education system, typically during the primary school or preschool years (Pinter, 2011).

Modern and developed countries have more opportunities to provide English instruction to their students since they are at preschool levels; but, due to the low socioeconomic status, underdeveloped countries are not providing this instruction at their schools. Peru is the fourth most populous country in South America with a total population of 28.5 million of people (Instituto Nacional de Estadistica e Informatica, 2011) and although Peru is one of the world's fastest-growing economies worldwide (British Broadcasting Corporation, 2011), the level of poverty is high. The percentage of poverty in Peru is 31.3%
(Instituto Nacional de Estadistica e Informatica, 2011); and 60, 5% of those who are poor live in rural areas (Instituto Nacional de Estadistica e Informatica 2011).

**Statement of Need**

The educational system in Peru consists of two stages. The first stage is called Regular Basic Education (RBE); and the second stage is named Superior Education (SE). The RBE is compulsory and is free when is provided by the government. This stage covers the levels of preschool, elementary and high school. The preschool level is the first level of the RBE; it serves children from 0-2 years-old as unschooled; and from 3-5 years old as schooled. The elementary education is the second level of the RBE. It attends to children from 6 years old who finished the preschool stage. It comprehends 6 years of schooling that are grouped into three cycles. The last level of the RBE is the secondary education. It provides education to teenagers who successfully finished the sixth year of the elementary level (Peruvian Ministry of Education, 2015). The content of the National Curriculum for the three levels of the RBE is designed and elaborated by the Peruvian Ministry of Education. It principally contains the learning that the students should fulfill at the end of each level, as well as the way they have to be evaluated. The curriculum should be grounded under a real diagnostic of the social, multilingual and multicultural aspects of the children and teenagers in Peru; and the instruction should have teaching support and be coherent with the objectives and principles of the Peruvian education (Peruvian Ministry of Education, 2014).

In the elementary level, some courses that students take as their regular schedule are: personal development, social studies, math, communication, science and technology, art, physical education, etc. The subjects that were just mentioned in the previous sentence are important for the knowledge of each student but due to lack of budget, the elementary students in Peru are not receiving these course instructions. (Peruvian Ministry of Education, 2014). On the other hand, besides the courses of personal development, mathematics, science
and technology, communication, etc., students at the high school level were receiving English instruction for only 2 hours each week but most of the teachers were not specialized. In the Message to the Nation made by Ollanta Humala, President of Peru last July of 2015 said “Peru is the only middle-income country in the region that does not have a national policy of teaching English, which puts barriers to our young people to join the globalized world. During 2015 we will begin to implement the National Policy on Teaching English so that by 2021 all student will graduate with a level of English conversation to facilitate them to be citizens of the world” (Presidencia de la Republica del Peru, 2015). Due to this decision, the hours of English instruction at the high school level are increasing from 2 to 5 hours per week beginning in the year of 2015 (Presidencia de la Republica del Peru, 2015). The government is doing its best effort to include its students in the globalized world by increasing the hours of English instruction, because it is an international language that is essential for them if they wish to participate in the emerging global economy (Generation Acts Club International, 2012). Sadly, according to the English Proficiency Index EF (2011), out of 44 countries that were tested on English proficiency, Peru was rated 35. Increasing the hours of English instruction would help the students do better on their English proficiency, but the government is forgetting the importance of teaching English to students at early levels.

There are several benefits of learning a second language during childhood (Ormrod, 2011). When learning a second language, people have an easier time mastering pronunciation and various verb tenses if they are immersed in the language during childhood or early adolescence (Bialystok, 1994). It appears that learning a second language in early years facilitates achievement in other academic areas, such as reading, vocabulary, and grammar (Díaz, 1983). Instruction in a foreign language also sensitizes young children to the international and multicultural nature of the world. Students who learn a second language during the elementary school years express more positive attitudes toward people who speak
that language and are more likely to enroll in foreign language classes in high school (Reich, 1986). Based on the different studies she made in order to know the effect of bilingualism in cognition in the different stages of life span, Bialystok (2011) concluded that bilingualism affect cognition; there was an evidence for enhanced executive control in bilingual speakers. In all the cases that were studied, tasks that included salient conflict or the need to inhibit a learned or habitual response were performed better by bilingual participants than by their monolingual peers (Bialystok, 2011).

In Peru, if the parents want to pay a private teacher, elementary students who live in cities can receive English instruction after school hours. On the other hand, elementary students who belong to rural areas are not receiving any kind of instruction in English for the lack of qualified teachers and budget, and consequently, they are missing an important knowledge that would help them in their future lives (Generation Acts Club International, 2012).

**Purpose of Graduate Project**

To solve the problem of the lack of English instruction in schools in the rural areas of Peru, I am designing a project that will provide the lessons to these students. By developing a technology-based English program called *English for Everyone: A Distance English Language Learning Program for Early Elementary Students in Peru*, I will help the students acquire the important knowledge of English that is necessary for their education. The purpose of this specific phrase of the project is to create a video that will teach English for one day of class. This video will serve as a template for other videos that will be recorded to deliver English instruction for early elementary students in Peru. Considering the difficulty of having an English teacher in rural areas of Peru, to receive the instruction, the students will participate synchronously and asynchronously to acquire the knowledge. They will be gathered in a multimedia classroom four times a week, for one hour daily. The first three
hours of the week, students will receive the instruction from a video and from the website designed for the program. During the online activities, they will have the opportunity to reinforce what they learned from the video.

The fourth hour of class of the week, the students will have the opportunity to interact with a remote teacher who will use a program called Mischief. This program is an extensible platform in which Microsoft Power Point slides, used commonly in developing regions, and is made interactive. It supports traditional classroom practices between a remote instructor and a group of collocated students. Each student in the classroom is given a mouse and these are connected to a single machine and shared display. Moraveji and his colleagues (2008) observed several rural Chinese classrooms using Mischief’s design. They concluded that using this online platform; students could interact simultaneously with the teacher, support their responses, communicate focus of attention, and maintain the role of the instructor. The results from their study provided insight into the usability and capacity of the system to support traditional classrooms interactions. The findings also contributed both a novel system for synchronous distance education in an affordable manner and design insights for creators of related systems (Moraveji, N., Kim, T., Ge, J., Pawar, U., Mulcahy, K., et al. 2008). With the help of the English teacher, the students will have the opportunity to ask question related to some topic that they don’t understand.

To help the learners use the different devices during instruction, in the classroom will be an adult facilitator that will be called a “coach.” He will be trained in how to set up the class for each day and how to manage the kids during instruction. He will also help the students understand the procedure of each day of class. In addition to the classes that students will receive from videos, online activities, and online conversations with the teacher; once a year, the English learners will have the opportunity to talk face-to-face with missionary students from USA who will help them practice the language for three weeks. As its principal
resource, the program will use stories from the Bible to help students acquire the foreign language as well to provide them the important values found in those stories.

**Terminology**

**Asynchronous Learning:** the indirect exchange of previous saved materials, where student respond a later time and work on their own independent schedule and there is not face to face connection between teacher and student (Harasi, Hiltz, Teles, & Turoff, 1995).

**Distance Education:** provides education for those that are unable to participate in face-to-face sessions. It encompasses those programs that allow the learner and instructor to be asynchronous during the learning process and maintain communication in a variety of ways (by telephone, letters, e-mails, chats, etc) (Beldarrin, 2006).

**English Language Learner:** An individual who participates in some type of instruction to develop a proficiency in English (O’Brien, Collins, & Credo 2011).

**English Language Proficiency:** Reflect the social and academic dimensions of acquiring a second language that are expected of English language learners in grade levels K-12 attending schools in the United States (Gottlieb, 2004)

**Foreign Language Exploratory Experience (FLEX):** Is an experience in which students receive regular lessons over a short period of time (Glisan, Dudt, & Howe, 1998)

**Foreign Language:** is the target language that people study in an institutional or academic context where learners have no or limited opportunities for interacting with the target language community (Dörnyei, 1990).

**Second Language:** is the language or languages that people learn in addition to their native tongue(s) (González, 2008).

**Second Language Methods:** refers to a link between the actions of a English teacher in a classroom and the thoughts that underline these actions. In other words, the actions are the techniques and the thoughts are the principles (Larsen-Freeman & Anderson, 2011).
Synchronous Learning: the direct exchanges of lessons, questions, and answers in real time, with students giving immediate or current responses to the presentation of materials by the teacher (Harasi, Hiltz, Teles, & Turoff, 1995).

Technology-based Learning: is the learning of content that is delivered via electronic technology, including the internet, satellite broadcasts, intranets, chat rooms, audio and videotape, video and audio conferencing, Internet conferencing, chat rooms, e-bulletin boards, webcasts, computer-based instruction and CD-ROM (Koller, Harvey & Magnota, 2008).

The chapters that follow present detailed research that support the creation and application of the project English for Everyone: A Distance English Language Learning Program for Early Elementary Students in Peru. Chapter 2 presents a literature review that describes and analyses research on technology that can help motivate students to learn a second language. The chapter also shares research data on how second language teaching methods help elementary age children in Peru learn English by reading stories. In chapter 3 I present information on how the project was designed and developed along with descriptions of the target audience characteristics, the instructional design model, and the topic and content outline. Chapter 4 details some formative evaluation results and follow-up design refinements, summative evaluation plans, along with future product expansion ideas and product implementation research. Lastly, the appendix includes a copy of the formative evaluation questionnaire and sample pages of English for Everyone: A Lesson Guide for 2nd and 3rd Graders.
Chapter Two: Literature Review

Introduction

This section reviews recent studies related to the way technology can be used as a means to provide distance English instruction to remote students and how it can motivate students to learn a second language. This chapter also shares research data about different second language teaching methods and how these methods combined with the correct use of technology and well-designed distance classes, can help elementary age children in Peru learn English.

Distance Education

Distance education has been practiced for more than 150 years. This method of instruction has passed through three phases: first, correspondence study, with its use of print-based instructional and communication media; second, the rise of the teaching universities and the use of analog mass media; and third, the widespread integration of distance education elements in most forms of education, and characterized by the use of digital instructional and communication technologies (Moore & Kearsley, 2012).

In North America and other industrialized countries, distance education for elementary and secondary students is seen as a solution to several educational problems, including crowded schools, a shortage of secondary courses for remedial or accelerated students, a lack of access to qualified teachers in a local school, and the challenge to accommodate students who need to learn at a pace or in a place different from a school classroom (Cavanaugh & Clark, 2009). To date, the amount of research evidence in refereed journal publications and paper from referred conferences in the field of virtual schooling is limited (DiPietro, Ferdig, Black, & Preston, 2008).

The Iowa Communication Network is a two-way full motion fiber optics telecommunications system capable of linking students and instructors anywhere in Iowa.
This system reaches at least one educational endpoint in all 99 counties of the state. The system provides video, voice, and data simultaneously transmitted to each site. Each of the locations on the Iowa Communication Network is equipped with television cameras, television monitors, microphones, a touch screen, a control monitor and associated electronic equipment. The Two-way transmissions give the instructor the opportunity to see and hear remote participants and to share all images with all connected sites. Likewise, the students at all locations see and hear the instructor and fellow students at all over locations (Payton, 1999). Payton (1999) carried out a study of the effectiveness of the Iowa Communication Network as a distance learning system by comparing student’s achievement at the originating sites and at remote sites. For the investigation, 26 students in the graduate school law course being taught over the Iowa Communications Network were selected to be the subject of the study; 9 students were at the originating site and 17 were at the remote sites. The instructor was a lawyer who had experience teaching the course at regular setting, but not in distance classroom. The course was entitled “Fundamentals of School Law” and students needed to attend the classes from July 10 to August 4, 1995, on Monday through Friday, from 9:50 a.m. to noon; and students at the remote sites received the same instruction at the originating site, and both groups received and completed the same quizzes. The instruction was in real time for both groups. Comparison of achievement between students receiving the instruction at the originating site and the students at the remote site was applied. The comparisons were made using scores on a pretest/posttest, class participation grades, unit quizzes grades, final exam grades, and course grades. The student’s scores and grades were analyzed using t-test and Mann-Whitney U test. The investigator concluded that there was no significant difference in achievement between the students at the originating site and those at the remote sites. No significant difference was found in achievement between the two environments. This study shows us that we can use remote teaching since is as effective as on site. The
study supports the creation of *English for Everyone*, a distance English instruction that will use technology in order to provide the same quality of instruction to remote students as those that receive instruction in a classroom setting.

Kirst (2005) carried out a causal-comparative study to explore the effectiveness and financial feasibility of two-way interactive video instruction of video education classes compared to face-to-face classes in the high school environment. The data came from grades at an upper Midwest high school, grades and classification data from cooperative service agency, and transcribed interviews of administrators. Two groups of populations were compared; one that received a treatment (video education) and another that did not (face-to-face). The non-treatment group consisted of the students that are learning the content with the teacher in the face-to-face format. The treatment group consisted of the students who are in the two-way video portion of the class. While the instruction was provided, both, the face-to-face students and the two-way video students can hear and see each other, and the same content instruction and technology tools were used for both classes. In this study, the qualitative variables included in face-to-face or two-way video viewing, subject area, and years of teacher experience in using the network. The variable that was compared in relationship to the samples is the student achievement within the class in the form of quarter grades that have been evaluated by the teacher. The schools involved in the study were 10 high school districts located within the Three Rivers Instructional Telecommunications Operational Network (TRITON) in Northeastern Wisconsin, those separate high schools created a board, synchronized their class periods, and set up individuals to teach and students to learn on the long-distance two-way interactive video network. The school ranged from size from 200 to 750 students. Each course on the TRITON that had been transmitted from the high school to ten other school districts in the region was the subject of the study’s design. The data were entered into SPSS 11.0 program using the four variables: location to the
teacher (face-to-face or video); teacher’s years’ experience on a video network; subject matter content of the class; and quarter grade. There was a numeric grade the students received, a numerical code for the years of experience the teacher had on the network, a classification code for the subject matter content of the class and an indicator as to whether or not the student took the test in front of the teacher or through the video network. Comparison of the means ($t$ tests) and standard deviation ($F$ tests) of the two populations were ran on each on the independent variables with the dependent variable of quarter grade. Results showed that there is a significant difference between the grades received in the video component of the course when compared to the face-to-face component of the course; the video education students received a higher grade than the face-to-face students to a 95% confidence level. In addition, results showed that teachers with one, two, four, and seven years of experience on the network showed a difference at the 95% confidence level in the means and the standard deviations of the face-to-face student grades when compared to the video education students’ grades. And finally, the results also showed that there were various costs and benefits of education members looked at when adopting video education courses in their school district. The results suggested that the most important costs and benefits the Board of Education member looked at were student achievement and public opinion for video instruction. This important investigation concluded that students that received instruction through a video obtained better achievement than those who received instruction face-to-face, it gives us a high probability of success when implementing a distance English program through video. *English for Everyone* will provide instruction through a video, and according to the previous study, remote students will achieve better than classroom student.

Many countries around the world are also interested in creating online schools for their students. That is the case in China, with the objective of improving primary and secondary education thorough the country and to resolve the natural imbalance of educational
resources between developed areas and undeveloped areas in the country; China established
the practice of e-learning. After a regular school day, students have the opportunity to
remediate selected subjects through the Internet. They can choose the subject, the content,
and where and when they want to attend online schools. The online classes began to work in
1996, and in the actuality they have more than 200 k12 Online Schools. The development of
the project has experienced three stages: (1) a four-year starting stage: concepts of e-learning
and online schools were gradually formulated and implemented and the number of online
schools began to grow rapidly. (2) A four-year adjusting stage: The number of online schools
decreased remarkably during this stage because investors and managers of some schools over
emphasized financial gains but ignored the regularities and characteristics of web-based
instruction. As a result, there were only 200 online schools during this stage. (3) The present
steady stage: Due to the SARS crisis in China that broke out in the spring of 2003, many
primary and secondary schools had to close down. The government took emergency steps to
open online classes for those students that had to stay at home. As a consequence of the
SARS crisis, many schools began to pay more attention to the importance of online
education. In the actuality, the online schools are located all over the country and have a total
of 600,000 registered students. In order to understand the situation of online schools in China,
Chen, Wang, & Qiao (2009) decided to investigate the Beijing No. 4 Online School as a
sample to illustrate its online educational practice, the current status and practical level, the
use of Information and communication technologies (ICT), and its experience and lessons.
The Beijing No. 4 Online School has become the largest k12 e-learning institution in China,
it provides e-learning for elementary and high schools students all over the country and has it
own e-learning platform. Syncronomous and asyncronomous learning can be supported by its
platform. The school interest is to provide tailor-made services based on students’
characteristics. In order to collect data from teachers and students belonging to the Beijing
No. 4 Online School, the investigators applied a questionnaire developed by the PAN-dora Project. 32 teachers were evaluated, but 31 questionnaires were valid. 408 students answered the questionnaires and returned them, but 398 were valid. The results showed the current status of online schools in China and was presented in three aspects: (1) The general situation of ICT application: ICT technologies are used to course deliver, and it is mostly delivered through a satellite based TV net (a face-to-face class is transmitted synchronously to hundreds of remote classrooms, all remote students have to attend the classes at the same time) or through the internet (students can log into the website of the online school at any time, and anywhere). The survey results showed that students from the Beijing No.4 Online School prefer learning through the Internet. The K12 Online Schools also use ICT tools to provide more support to their students, those tools were created to conduct online evaluation, virtual experiments demonstration, and a forum for virtual community building. In order to promote communication between teacher and students and to help the students have a sense of community, the school also promote multiform interaction, such as e-mail. If students have questions, they can ask questions to their teachers through e-mails and the teacher responds promptly. (2) Main teaching and learning strategies: The main teaching and learning strategies applied in K12 Online Schools is lecturing. After logging into the web page, the students have to watch a pre-recorded or life video from their teacher. In the video, the teacher provides lectures that explain the contents. Additionally, the students need to look for more information in online resources by themselves and can make questions when have difficulties. Sometimes, the students can discuss the content with the teacher and classmates, but the results of the survey demonstrated that they seldom talk to the teacher or their classmates. Many students present difficult in schedule management and controlling their own learning process. The survey also showed that teachers presented a lack of understanding of e-learning, and consequently they do not provide support to their students.
K12 Online Schools lack of specialist teachers in e-learning. They have experience with face-to-face classes but not with online learning. (3) Quality assurance of online courses: Most of the K12 Online Schools offer two kinds of multimedia resources. One is multimedia courseware, which is composed of graphics, sounds, or flash animations. The other is multimedia presentation; a video of the teacher is presented along with the power point presentation. Most of the students prefer the multimedia presentation mode. At the first time students log the K12 Online School website, they are told to complete a pre-course self-assessment and after the results are presented, the students are suggested to which kind of learning they can follow, and guidance is provided to each of the following steps. The results showed that collaboration among the lecturer, the resource teacher, and the online-tutor is the key to the quality assurance of an online course. The quality assurance used in traditional classrooms as teacher training and management, and listening to student’s opinion are still effective for e-learning quality assurance. The study’s result explained some strategies that were used to make the K12 online schools successful. These strategies can also be applied in the program English for Everyone. First, the instruction will be delivered through the Internet and the students will have the opportunity to reinforce the learning by accessing to the Internet after instruction, students will also have the opportunity to use different social tools as e-mails and chats to communicate with the remote teacher and other peers in USA. Second, the students will receive the instruction by watching a video and they will use the activity book and online activities to reinforce the learning. And third, during the synchronous presentation, the remote teacher will use multimedia presentation in order to keep students motivated and focused on learning.

**Distance Education and Language Teaching**

Computer technology has become an important and indispensable tool in teaching and learning in recent years at different levels of education (Jensen 1993; Mike, 1996). Computer
assisted learning language (CALL) programs, found on the internet, have been used profusely in science, mathematics engineering, the social sciences, and also in the teaching of languages (Van Der Linden, 1993). Globalization and the Internet have given language students opportunities for exposure to foreign languages and cultures. The different tools that provide new kinds of social encounters, new kinds of communities, and new prospects for learning are videoconferencing, email, chat rooms, online forums, social networking sites, massively multiplayer online games, collaborative writing and editing, etc. Technology designs have been receiving growing attention in the field of education, and more and more technology based learning tools are incorporated into instructional activities to scaffold students’ learning.

The Indiana University of Pennsylvania (IUP) and the Millcreek Township School District at Erie, Pennsylvania examined the effectiveness of distance learning in teaching Spanish simultaneously to a group of elementary school students in a public school and a group of elementary students at a university laboratory school (Glisan, Dudt, & Howe, 1998). Teaching Spanish through distance education: Implications of a pilot study (Foreign Language Annals, 31(1), 48-66.1998). The program they developed is best described as a FLEX (Foreign Language Exploratory) experience, in which students receive regular lessons over a short period of time. The instruction was delivered through videoconferencing that was equipped with two-way audio, two-way video, an attached document camera, VCR, and a 486 PC computer with an Internet connector. A total of 71 elementary students participated in the program: 41 third-grade students from Belle Valley Elementary; and 30 students from the multi-age group (grades 1,2,3) at the IUP’s university lab school. The videoconferencing instruction was delivered for 12 weeks (half hour, two times per week), for a total of 12 hours of instruction between February and May. The lessons were taught in the lab school at IUP and broadcast via two-way video/audio to students at Belle Valley. The instructor who
delivered the instruction through television was a pre-student in IUPs K-12/Spanish Program, in her junior year. With the help of her Spanish Program coordinator, she planned the lessons, created materials, and discussed the lessons before they were taught. While the lesson was delivered, the Program coordinator was on-site in the IUP’s University school. Students at Belle Valley were guided by a facilitator who helped them in the process of receiving the information and at the end of each period, reviewed with the students the topic learned. In addition, students could communicate with the instructor and with the Program Coordinator via e-mail. The 12 lessons were videotaped to further evaluative purposes. The whole program was designed to teach the theme “community”. The first objective of each lesson was to teach students to comprehend the meaning of words and short phrases in Spanish in order to produce and communicate. The second objective was to present the cultural aspects of the Spanish-speaking around the world and how, with the use of the language, they can participate in these cultures. Students could communicate with their television teacher and Spanish Program Coordinator by e-mail. The effectiveness of the program was based on the results of two assessment applied to the students, one on March, and the other one on May; and on the comments provided on attitude surveys completed by students and teachers. The results showed evidence that is “feasible” to use videoconferencing technology to teach Spanish to students at two different sites. Students belonging to the school Belle Valley performed higher in the majority of achievement tests than did students at the University School. The distance education program provided opportunities for students to learn a new language although the qualified teacher was absent. Students began to produce new language, and began to be aware of some cultural concepts. Most of the students concluded that the distance learning program was valuable and many students started to use the language outside the classroom. In the program English for Everyone a “couch” will be in situ while receiving the video instruction and he or she will help the students participate during the class. The
study explained that the main goals of the Spanish classes were to teach words and short phrases to help the students communicate in Spanish; and also they could learn cultural aspect of Spanish speaking places in order to help them be involved in these new cultures. With the program English for Everyone, we pretend to teach the students basic communication skills that will help them participate and talk with foreign people and we will reinforce the learning of the target culture to get them more involved and active with the new language. Once again, these study supports the idea that remote students can communicate with the remote teacher through e-mail. And although the language teacher is absent, remote students can perform the same or better than students receiving the instruction in situ.

**Motivation in Teaching a Second Language**

The last three decades have seen a considerable amount of research that investigated the nature and role of motivation in a second language (L2) learning process. In recent years, there has been some change in interest from an integrative motivation to other motivational paradigms for understanding language learning motivation. This search for a new paradigm has arisen, in part, because of some equivocal findings regarding the importance of these two orientations for motivation and L2 achievement: integrative orientation and instrumental orientation which were proposed by Gardner and Lambert (Chihara & Oller, 1978; Clément & Kruidenier, 1983; Gardner & Lambert, 1972; Lukmani, 1972). In addition, several L2 scholars maintain that there are other reasons for learning L2, particularly those pertaining to dynamics in the classroom environment, may be at least as important as the integrative orientation and hence warrant greater empirical attention (Brown, 1990; Crooks & Schmidt, 1991; Ramage, 1990).

One direction is the application of Deci and Ryan’s Self-Determination Theory (1985) to the study of L2 motivation, emphasizing the development of intrinsic motivation in children learning a foreign language (FL). According to The Self-Determination Theory
motivation is molded by three basic human needs: the need for autonomy, the need for competence, and the need for relatedness, i.e., the need to be part of a social world (Deci & Ryan, 1985). The need for autonomy is a central principle of self-determination theory; successively, the need for autonomy is integral to intrinsic motivation, a construct that has strongly shaped the motivational research scenery and plays an important role in motivated learning behavior (Deci & Ryan, 1985; Ryan & Deci, 2000). In addition intrinsic motivation refers to the motivation that arises from the pleasure an activity produces in itself (Deci & Ryan, 1985). Choice seems to play an important part in intrinsically motivated behavior (Deci & Ryan, 1985; Zuckerman, 1978), in that people seem to derive more pleasure from activities they have chosen to do (Deci & Ryan, 1985).

Intrinsic motivation is also an important variable when exploring students’ motivated engagement with language learning (McIntosh, Cameron, & Noels, 2004; Noels, Pelletier, Clement, and Vallerand, 2000; Noels, Clement, & Pelletier, 2001). For example children are intrinsically motivated to learn L2 because of the inherent pleasure in doing so. They enjoy learning a new language because they do it voluntary (without external coercion or pressure) and because the activity challenges the learner's abilities, and fosters a sense of L2 competence. Due to these feelings of autonomy and competence, intrinsically motivated students are expected to maintain their effort and engagement in the L2 learning process, even when no external rewards are provided (Noels et al., 2001).

**Investigations on L2 intrinsic motivation and classroom learning environment.**

Brumen (2011) examined how children (ages 4-6) perceive and are motivated by foreign language learning in kindergarten. She wanted to investigate how these children were motivated to learn a FL. The study included 120 children belonging to seven kindergartens (ages 4-6 years) that were chosen non-randomly and were learning English and German in The Network Innovative Project, a program that is supervised by the Slovenian National
Education Institute and the Faculty of Education. In order to know if the children were motivated to learn a foreign language, a semi-structured interview that included 15 questions for each child was administered at the end of one year of instruction. The questions covered motivational factors in learning a foreign language. The data were analyzed at the level of descriptive statistics. Results showed that children were intrinsically motivated because they enjoyed the process of learning a foreign language for its own sake. The results also showed that because they were intrinsically motivated, students were aware and proud of their foreign language competence and were able to use it in different ways. Children not only perceived foreign language learning as fun, with games and pleasurable activities, but that also gave them an intellectual challenge and feelings of satisfaction with personal achievement.

Brumen concluded that teachers can foster and maintain intrinsic motivation in their students by providing them an effective and emotional climate and playful activities in the classroom so the motivation will stay intrinsic in their future foreign language learning and will offer them enough intellectual challenge and feelings of accomplishments. Based on the results of this investigation, *English for Everyone* will provide a climate were the students will feel free to express their feelings and emotions; the class will also include some playful activities that will help the students be motivated to learn.

Nikolov (1999) evaluated the motivation of 84 children (ages 6-14) who were studying English in Pees, Hungary. Three groups of students were studied for 8 years, during the years 1977-85; 1985-93; 1987-95. During the eight-year period, the investigator used the same questionnaire consisting of a six open-ended questions. Answers to the first question (“Why do you learn English?”) were grouped into four types: classroom experience, the teacher (role, appearance, attitudes), external reasons (motivation coming from the family), and utilitarian reasons (useful). Nikolov found that the 6-8-year olds had more internal reasons to learn English than the 8-11 year-olds, and this may be because the tasks were
gradually shifted from ‘playing’ in general, to more specific and more cognitively challenging tasks. The 11-14-year-old gave more utilitarian reasons for learning L2 compared to the younger children. It was concluded that students were motivated to learn L2 if the teacher was supportive and if they found classroom activities, tasks, and materials interesting; however. When they got older, students chose to pay attention to and engage and persist in learning tasks only if they found it valuable. With the program English for Everyone we pretend to use different strategies to keep students motivated by providing playful activities and interesting classroom events.

Wu (2003) evaluated the influence of classroom learning environment on the intrinsic motivation of young foreign language learners. Participants were 72 Chinese children (ages 4-6) who studied English in a school in China. The students were divided into four groups, two experimental groups who received an innovative teaching method that was designed to promote intrinsic motivation. And two control groups who received the instruction as part of a regular curriculum. To obtain the data on the instructional practice and learning process in both the experimental group and the control group, classroom observation was conducted, the investigator observed the class once a month, 90 min each day, for 6 months. At the end of the experiment, an interview measuring intrinsic motivation, perceived competence and perceived autonomy was conducted. The survey data revealed that the interventions applied in the experimental group promoted intrinsic motivation in young learners. The author stated that to promote effective ways of developing self-perception of L2 competence in students, teachers have to provide a predictable learning environment, moderately challenging tasks, necessary instructional support, and evaluation that emphasizes self-improvement; while, to enhanced perceived autonomy, instructors have to give the students freedom in choosing the content, methods and performance outcomes of learning, and also to provide them integrative strategy training. If these two basic human needs proposed by self-determination theory are
satisfied, they will arouse significantly higher L2 intrinsic motivation. In order to help students be intrinsically motivated, the program *English for Everyone* will promote self-perception of L2 competence, students will be informed about the different activities they are going to do each day of class, the instructor will provide different tasks that are adequate to the English level they are and they will be monitored by the remote teacher constantly. While, to promote perceived autonomy in the students, the remote teacher will provide different activities from each students can choose the one that fits with his or her need.

Ramage (1990) investigated the predictive ability of motivational and attitudinal factors in continuation of FL study beyond the second level among high-school students. The participants were 138 students studying French and Spanish in three different U.S. high schools. Two schools were in Northern California and one was in Arkansas. The investigator wanted to find out why there was a sharp drop in enrollment in foreign language classes after second level in secondary school. For the study, she developed a questionnaire concerned with various aspects of student motivations and attitudes toward the FL. The results suggested that all students, both those who continued and those who discontinued, had similar motivations for FL study. The factor that distinguishes one group from the other was that intrinsic motivations for language study were attributed more importance by continuing students than by discontinuing students. Ramage stated that students who discontinued the classes studied FL because it was a requirement for college admission. On the contrary, those who continued receiving the instruction had an interest in the language itself and were interested in learning the culture of the target language population. For that reason Ramage suggested that proficiency in the target language and an understanding of what culture is should be promoted to develop intrinsic motivation. She also found out that the earlier students start to study a FL, the more likely they are to continue studying it. She concluded that teachers have to promote intrinsic motivation in their students since they are in
elementary grades because students who are motivated to learn FL for their own sake are more likely to continue with language studies in the future. The principal goal of *English for Everyone* is that children can love to learn the new language, since the first level of instruction; the program will promote activities that will reinforce intrinsic motivation. Students will be oriented about the different activities they need to do, and they will also have the power to choose some activities that they like most.

**Second Language Teaching Methods**

Several second language methods that were developed historically by teachers and language specialists around the world will be examined. The term “method” refers to a link between the actions of a teacher in a classroom and the thoughts that underline these actions. In other words, the actions are the techniques and the thoughts are the principles (Larsen-Freeman & Anderson, 2011). The common methods that were developed historically are: grammar-translation method, the audio-lingual method, desuggestopedia, comprehension approach, communicative approach, communicative language-teaching, content-based instruction, task-Based language teaching, participatory approach.

**Choosing among language teaching methods.** Which method is the best? In order to answer this question first, teachers have to know that there is not a single best method; second, instructors have to decide not just one at a time, they need to make many decisions based on their students needs that will help them decide which method or methods he can apply in their classroom in different times (Larsen-Freeman and Anderson, 2011). According to Stevick (1993, as cited in Larsen-Freeman & Anderson, 2011) the first step in choosing a method is for teachers to identify their own values, and then try to connect these values to the goals they want to teach to their students, and then they will revise, reject, adopt or adapt a technique.
**Content-based instruction (CBI) approach.** Content-based instruction is a favored method for learning English today, as reflected in the national English language proficiency (ELP) standards developed by the Teachers of English to Speakers of Other Languages (TESOL). TESOL (1997) has three goals for all English language learners (ELLs) of different English proficiencies and age levels, based on their personal, social, and academic use of the English: the first goal is to use English to communicate in social settings, the second goal is to use English to achieve academically in all content areas, and the last goal is to use English in socially and culturally appropriate ways. These goals fit with the communicative approach and the CBI techniques.

Kingsborough Community College of the City of New York is a public institution that offers two-year classes for around 15000 credit students. The college offers 28 programs and 20 specialized areas of concentration that lead to two-year associate degrees in science, applied science and the arts. The college offers an ESL program that serves many of the city’s immigrants providing them a gateway to higher education. Those ESL students are primarily recent immigrants who come from as many as 60 countries and regions and spoke more than 40 languages and dialects and most of them have completed secondary education in their native countries. The majority of student present limited financial resources and must juggle between school, work, and family. The community college made some changes in its policies by imposing time limits for completing ESL and developmental work as well as academic coursework for degrees. Consequently, ESL students were pressured to be mainstreamed quickly into credit-bearing English courses and to succeed in courses in their major discipline. In response to the ESL students’ special needs, a content-linked ESL program, build on learning community principles was established in spring 1995. The principal goals of the content-linked ESL program were to accelerate the development of their academic English skills, help them succeed in other academic courses, improve their
retention and graduation rates, and cultivate a sense of belonging and connection to others on

campus. The content-based English program offers a semester-long content linked,

interdisciplinary language program and is available only for full-time students. Several sets of

content-linked curriculum options are offered at the three ESL proficiency levels: low

intermediate, intermediate, and high intermediate. ESL students have to enroll in several
courses as ESL course which focuses on developing reading and writing skills, a speech
course, two student development courses, and either a psychology, sociology, history, or

health and physical education course, additionally, the ESL students receive four hours of
tutoring in the Reading and Writing Center. Song (2006) wanted to investigate a long-term
effect and outcomes of content-based ESL instruction. He investigated a total of 770

qualified students, 385 were chosen from students enrolled in content-linked ESL sections,

and 385 from those in regular or non-content-linked ESL sections. As a requisite to qualify

for the research, the students had to be enrolled at first semester freshmen during the period
from Spring 1995 to Spring 2000 and then each students was tracked until she or he

graduated or left college. To evaluate the long-term effects of the content-linked ESL

program, academic data of two groups of students were compared; the content-linked groups

versus the non-content-linked groups. The performance of the students in the first semester

ESL course and the subsequent English courses, both ESL and developmental were

evaluated. There was also an interest to know the performance on the ACT English

proficiency tests. Results of the study showed that those students enrolled in the content-

linked ESL program in the first semester of college consistently performed significantly

better in the ESL and developmental English courses than those enrolled in the regular non-

content-linked ESL courses. Moreover, content-linked students were more likely to pass the

English proficiency test than non-content-linked students. Students belonging to the content-

linked ESL course showed a better overall academic performance as evidenced by their
higher GPA. In addition, they presented a higher graduation rate and most of the times; they graduated earlier than their non-content-linked counterparts. In conclusion, this study suggests that the content-linked ESL program achieved its goals of helping ESL students accelerate academic skills development, enhancing academic performance, and facilitating academic success and it also showed that content-linked ESL instruction offers several benefits that promote academic success. This study supports the creation of English for Everyone. The program will offer students spiritual stories that will promote important values that will help students not only to learn English but also to build a strong character.

Huang (2011) investigated the impact of content-based language instruction (CBLI) on EFL young learners’ motivated behavior, namely attention, engagement, and eager volunteering, and classroom verbal interaction. The development of the research was motivated by the growing population attending private schools for better language instruction in Taiwan and by research confirming that language is more effectively learnt when the target language is in authentic use. The participants of the study were twenty-five students who were aged six to seven belonging to a private school located in Taichung in central Taiwan. Most of the lessons were taught by two teachers, one was an English native speaker with a recognized ESL/EFL teaching certificate and the other is a Chinese and English bilingual with an ESL/EFL teaching certificate. The English native speaker was responsible teaching all the subject classes: Reading, Science, Math, Writing, CALL and library circle time. The English and Chinese bilingual teacher was responsible on administrative affairs and she also taught phonics and spelling classes. The data collected were from a summer program that helped new students to bridge the change from kindergarten to forthcoming bilingual schooling. In order to obtain a valid and reliable scene of the learners’ motivated behaviors and their verbal interaction in CBLI lessons, the investigator made an observation scheme by combining Spada and Frohlich’s classroom observation scheme, and Dorneyei’s system of
motivational teaching practice. The adapted Communicative Orientation of Language Teaching (COLT) observation schemes comprises content categories relating to the communicative features of the learners’ and teachers’ verbal interaction in the classroom and the learners’ motivated behavior. Observations of the class took place on two occasions, the second week and the last week during regularly scheduled 45-min content-subject or language-focused lessons of the summer class. The investigator set a camcorder and remained at the back of the class to take notes. During the week 2 language-input sessions and CBLI session were observed. In the language-input session, the teacher were focused in spelling words on the blackboard and followed by writing activities. During the instruction, the students didn’t have opportunities to produce much of the target language. In the CBLI session, a science class was taught which involved experiments to discover whether black or white paper absorbs more heat. The teacher created a classroom atmosphere in which the learners felt that being able to output and participate was honorable and rewarding. During the week 6 in the language-input session, students were aimed to practice short vowel sounds, followed by a reading activity and a song. During instruction, both the teacher and the student produced very limited target language in terms of structure variety. In the CBLI session, a Math class was observed and the lesson included vocabulary teaching, introduction of the topic demonstration of measuring with paper clips, group practice and individual practice. During the instruction, authentic verbal communication related to the target language was observed. Results concluded that in CBLI classes, students volunteered more eagerly in both sessions. In addition, students showed to use more complex and longer sentences in both the Week 2 and Week 6 CBLI sessions compared with the Week 2 and Week 6 language-input sessions. The results also showed that the motivated behaviors of the students in CBLI class improved considerably over the six weeks of class. The program English for Everyone pretends to use stories with spiritual content that will promote communication and liberty to
produce in the target language. The program will promote individual and group activities and projects to help the students communicate in a natural setting. Based on the previous research, students will be more motivated and eager to learn the new language.

Content Based Instruction fits with the communicative-language teaching method. It promotes students to learn a second language with the objective to communicate and connect socially. Shrestha (2013) developed a study that examined Bangladeshi primary school learner’s experience of English language classroom practices in which technology-enhanced communicative language teaching activities that were promoted through a project called English in Action (EIA). EIA is an international English program that has being implemented in Bangladesh for 9 years. It was requested by the government of Bangladesh, and funded by the department of International Development UK. Different Communicative Language Teaching (CLT) techniques and interventions such as classroom materials and teacher support were established. The instruction included some grammar teaching with communicative functions, and there was an interest to evaluate learner’s perceptions and experiences on the English program. The study was carried out by 15 researchers that evaluated across six divisions in Bangladesh for a period of two months in the year of 2010. From total of 200 primary schools participating in the EIA project, 100 were selected randomly; and for each school, learners from grade 3 were evaluated. A qualitative method was implemented and the data was collected through semi-structured learner interview. In order to facilitate the interview to children at a young age, the interviewers build a good relationship with the kids and to facilitate collaboration, the interviews were carried out in groups of six and that language used during the interviews was Bangla, the participant’s mother tongue. The total of number of students participating in the program was 600. The results of the interviews to the students revealed two main themes: (1) Besides the training received before the application of the program, some teachers still followed traditional
English language learning practices (the grammar translation method) and (2) communicative language learning practices were applied for most of the teachers. Results of the interviews showed that when teachers use pair and group work, role-play, dialogues, audio, songs, and pictures in their English lessons, students and teachers use more English in classroom and is more effective than memorizing grammar. English for Everyone will promote different activities that will enhance communication. Students will learn basic conversations patterns; they will also learn songs and stories that will help them acquire more vocabulary, and when students are at the second level of instruction, they will have the opportunity to chat with people belonging to the target language.

**Synthesis of the Research**

The research presented above supports the creation of my program English for Everyone. There is enough evidence that shows that when using technology, distance education is efficient as is face-to-face instruction. Technology offers a different variety of methods and tools that can be applied in different kind of instructions and can serve as a means to teach English to remote students.

According to the research, thanks to technology, children who live in remote areas and don’t have the opportunity to receive equal education as those who live in most populous cities, now can receive any kind of instruction, and consequently participate actively in their immediate society and in the world. They will also have the opportunity to obtain the several benefits of learning through Internet, like obtain better achievement at school and social interactions with the target language people.

The investigation also shows the different methods that have been used to teach English through the history, and it explains the several benefits of using English as mean to teach content information. If we teach relevant content, students will think that the language they are learning is useful.
Chapter Three: Product Design and Development

Introduction

Learning English in this globalized world is now a necessity. English is the “world language,” and there are more and more people investing money and time in learning it. Students who live in urban cities have a better accessibility to qualified schools and well-prepared teachers and are more advantaged than those who live in rural areas. Students that belong to poor schools don’t have access to learn a language that is spoken around the world. Having a qualified teacher in situ is difficult and expensive, for that reason English for Everyone will provide quality education to those students. In chapter two we found that technology is the perfect tool that instructors can use to send and receive information among remote people. Several researchers indicate that distance instruction has the same or better effect as face-to-face classes and when providing quality instruction we can keep students motivated and interested to learn the language. In this chapter I will describe the instructional design model used to develop the project; the intended audience that will receive the instruction; and the qualifications that characterize the person who will be the “coach” in situ.

Development of Project

Instructional design model. To design and develop my product, I followed five phases established by an instructional system model called ADDIE. ADDIE is an acronym that stands for each stage of the instructional design and development process prescribed in the model: Analysis, Design, Development, Implementation, and Evaluation. Analysis is the first stage, and it consists of assessment and analyses of the learners, tasks, contexts, goals, and skills. The next stage is design; this level requires the creation or identification of the objectives, the test items, and the instructional approach. Development is the next stage and it refers the preparation of the instructional or training materials. The implementation stage refers to the planning and organization of instructional delivery. And the last stage is
evaluation, it consists of formative and summative evaluation to make sure the materials fulfilled the goals that were established.

**Stage 1: Analysis.** According to the English Proficiency Index EF (2011), out of 44 countries that were tested on English proficiency, Peru was rated 35; and those results are the consequence of having few hours of English instruction at the high school levels, and any kind of English instruction at elementary levels. We found out that the possible source of the problem is low socioeconomic status, provoking the no implementation of English instruction in public elementary schools in Peru. Puerto Inca, a province located in the forest area of Peru, a village located 737 kilometers away from Lima, the capital of Peru, has only one elementary school, and as it happens in the whole country, English instruction is not provided; and due to the distant location, children don’t have the opportunity to find the instruction after the school hours, something that kids living in big cities can do. In July of 2012, with the help and support of the Principal of the only elementary school in Puerto Inca, I invited to a home-school conference to the parents of second (section A and B) and third grades (section A and B) at one of the school’s classrooms. The total number of parents belonging to both grades was 73, and 33 arrived to the meeting. During the conference, I explained to the parents the idea of offering English classes to their kids after school hours, but I wanted to know if they think that there is a real necessity of English instruction, or if they preferred that their kids receive another kind of instruction. I told them I wanted to apply a survey of 28 questions (the survey form can be found in the appendix B) in order to know their thoughts about the creation of an English institute, or if they preferred the creation of another kind of instruction. With detail, I explained the way they were going to answer the questions and asked if anybody had inquiries; some parents raised their hands and made several questions. There was a parent who asked if the program was ready for their kids; sadly, I had to tell her that we were in the first stage of the development of the program, our
objective at that moment was to know if there was a necessity of the creation of an English institute, and according to the results we will continue with the creation of the kind of instruction they wanted for their kids. I also told them, that if the program was going to be implemented, maybe their kids wouldn’t receive the classes because they will be older, but as parents, they were doing an important collaboration for the future of the childhood of Puerto Inca. When I told her that, I saw a twinkle in their eyes for the important cooperation they were doing for their village. Before I began with the survey, I asked if someone needed help to read the survey, because in that part of the world, the illiteracy is common in adult people, and yes, there was a woman who told me that she didn’t know how to read and write so I went to her side to help her read and write the questions. During the survey, there were several questions that I answered promptly, and after about 20 minutes, the survey was done. In the survey, there were questions related to general information, the product, the price, the characteristics of the market, the quality of the English school, marketing, and the expectations they have about the English school. The majority of parents answered all questions, but for the purpose of this project creation, I want to highlight two questions that I think are more related to the need of the program. First, the question number 10 stated four kinds of instructions the parents could choose for their kids, those instructions included: Mathematics, English, Music, and Computer; from the total of 33 parents, 14 responded that they need English instruction for their kids, 4 chose Mathematics instruction, 2 persons voted that they prefer computer class, and only 1 person mentioned that Music instruction is good for his or her kid. The results also showed that 3 parents expressed their need for the four kinds of instruction: Mathematics, English, Music and Computer. There were 2 parents who chose three options, one voted for Mathematics, English and Computer class. And the other marked mathematic, English and music. And 4 persons decided for two kind of instruction, one preferred mathematics and Computer, another one decided for English and Computer,
one person chose Mathemathic and English, and a parent believed that English and Music is necessary for his or her kid. There were 3 parents who didn’t choose any kind of instruction. As we can see in the results of the survey, English instruction is preferred among the other kind of instructions. And when parents chose more than one kind of Instruction, English is mostly included on those groups. The second question I want to highlight is the number 28. In that question, I asked the parents if they would like to provide some comments related to the importance of the creation of an English School for their kids in Puerto Inca. I consider that their comments were an important support for the creation of the English program that will be applied in Puerto Inca, and I want to transcript some of the comments they wrote: One parent expressed “The creation of an English school is very good, since both children and adult can have one more option to learn.” Another parent mentioned, “Yes, because it is very important for the education.” One parent said, “It would be good for the children of Puerto Inca.” Another parent wrote: “I think it is interesting because when they go to study to other places, it would be easier.” “It looks good to me that the children can learn English, it will help amplify their capacity and ability” mentioned a parent. With total security, one parent said “Apply it immediately.” And finally, a parent mentioned “of course we would like to have an English school in order to help our kids learn and comprehend it.”

With the security that there is a real need for those kids in Puerto Inca to study a language that will help them belong to the globalized world, we propose a solution to the problem: with the help of international organizations, create a distance English program that offers students the possibility to learn an important language that is spoken around the world and participate actively in this globalized society. Our instructional goal is the following: When meeting English speaking people, 2nd and 3rd grade students will correctly introduce themselves and carry on a short conversation using English terms and phrases appropriately and clearly.
The following are the program’s performance objectives:

1. On a final assessment task, the students will read, write, speak, and listen to basic English concepts, with a 90% or higher accuracy score.

2. Having a 50-minute online conversation with a remote teacher, children will clarify their doubts regarding the themes that they don’t understand by asking appropriate questions.

3. When interacting with foreign missionaries, students will correctly introduce themselves and carry on a short conversation using English terms and phrases.

The teaching goal of the program is: Using the program “English for Everyone,” students will read, write, speak, and listen to basic English concepts; first, using the scenarios, guide books, student books, and DVD included, then with the prosocial strategies and activities in real-world with foreign missionary students.

**Stage 2: Design.** To fulfill the goals and objectives established for the program *English for Everyone*, it must be based on communicative teaching methods and activities that promote social interaction and the opportunity for the students to participate actively in the acquisition and construction of the knowledge. In order to decide which method can work best for the students in the elementary level in Puerto Inca, Peru, I found two principal values that I want to share with them. One is education; people need to be educated in order to succeed. Education open doors and gives opportunities, it maintains kids occupied and can give their lives a purpose. Besides the lack of budget and the low quality of professionals, children living in that part of the world are receiving a basic education, but courses that can give them more opportunities to have a better life when English is not taught. With the creation of an English institute, those students will have the opportunity to participate actively in this globalized world. The second value I want to share is the values of love, respect, and compassion. The news show us every day that this world is turning more and more dangerous, people are hurting each other without hesitation; and natural disasters are
part of our life more than before. People have to respect each other. In spiritual stories we can find instructions to help our families understand and respect each other, to help children grow emotionally and if we use English as a means to teach these principles they will get double benefits.

In order to know which method can connect with our values and goals, we can see that the Content-Based Instruction (CBI) fits with what we want to teach. Spiritual stories will be the content and it will be delivered in English.

Knowing the importance of maintaining students intrinsically motivated to learn and to continue studying English since they are kids, the two basic human needs proposed by SDT (the need for autonomy and the need for competence) will be satisfied through the design of the proposed instruction. To promote effective ways of developing self-perception of L2 competence in children, the remote teacher and the adult facilitator will provide a predictable learning environment where students will be constantly informed about the targets of the tasks that will be developed and the required skills or knowledge that he or she will need to carry out the task; will inform children how the instruction will be developed; will give the students moderately challenging tasks; will deliver necessary instructional support; and will evaluate them emphasizing self-improvement. While, to enhanced perceived autonomy, instructors will give the students: freedom in choosing some content and activities to be developed during the class; and methods and performance outcomes of learning (Wu, 2003).

**Stage 3: Development.** Based on the strategies established in the Design Phase, the distance English product *English for Everyone* can be created: A web page for the program was designed. In the web is a link that connects the students to YouTube where they will be able to see the instructional video. To prevent Internet problems that can affect the implementation of the instruction, the video class will also be available in DVDs format. The video contains an entire day’s instruction and it will serve as a template for future
instructional videos. The video follows up an established order that will serve as sample for future classes. The first part of the video presents a reflection time; students would learn songs, memory verses, stories and prayers. The second part of the video contains activities that promote relationship and communication with others; students can learn basic forms of greetings and presentations. The last part of the video presents specific grammatical parts of the English language, starting from the basic component as the alphabet. Throughout the video, students can learn not only important knowledge from the target language but also from stories. Along with the video, students can reinforce the learning by doing the different exercises presented on the activity book. They can also practice with the homework book. In the first level of instruction, the video will be led by a teacher who will have “helpers” that will assist students to learn, to understand and to pronounce English vocabulary. Those helpers will be some children born in USA. In addition, once a week, students will have one-hour class with the remote teacher who will use a program called Mischief. This program is an extensible platform in which Microsoft Power Point slides, used commonly in developing regions, and is made interactive. It supports traditional classroom practices between a remote instructor and a group of collocated students. Each student in the classroom is given a mouse and these are connected to a single machine and shared display. During the conversation, students will have the opportunity to review what they learned during the week, make questions and reinforce previous knowledge. The remote teacher will present the students important places, holidays and costumes from USA, in order to promote culture knowledge. To reinforce the learning of important vocabulary, the class will be divided in four groups. The communication with the remote teacher will be more effective if the group is small and the students will feel more confident. As we mentioned in the previous stage, it is important to let the students chose the activity they want to do to keep them motivated, for that reason, the teacher will give the students several options that they can choose for homework for the
weekend, maybe they would want to take a video to their house, or a CD, or a book, or they would prefer some writing activity. To help the students socialize and put into practice what they have learned, once a year, missionaries from USA will go to the Puerto Inca, the place where the prototype will be implemented, and there, the students will have the opportunity to practice the language with a native English Speaker. The missionaries will promote activities and projects that will develop vocabulary learning, previous knowledge reinforcement, communication, and social interactions.

**Stage 4: Implementation.** To find out if the program *English for Everyone* is effective, I plan to present a prototype of my product to students belonging to second and third grades from the elementary school in Puerto Inca. The students participating in the program are going to be chosen randomly and their parents are going to be interviewed in order to be secure that they are going to be responsible with the assistance of their kids to the classes. After establishing the group that will receive the instruction, students and parents are going to receive training from me in situ about the way the program is going to work, schedules of the classes will be established and all the materials developed for the program will be attached. Throughout the implementation of the product, constant feedback from the students, coach and parents will be accepted.

**Stage 5: Evaluation.** Before the prototype of my product is presented, a pre-test is applied to the students in order to know the English level they have. The two forms of evaluation that the ADDIE model contains are also applied: formative and summative. Formative evaluation is applied at the different stages mentioned above and plays an important role during the application of the program. Summative evaluation takes place at the end of the application of the prototype and it will reflect if the program fulfilled the established objectives and goals. Colleagues and classmates from a graduate course in instructional design gave me feedback about my product, which helped me improve the quality of my program. And furthermore,
three persons, one instructional designer, and three children answered a survey that evaluated the effectiveness of the distance English program. Those comments and suggestions helped me in the development of the product. Specific details about the evaluations and the results are presented in Chapter 4.

**Intended Audience.**

The target audience is 2nd and 3rd grade students attending a school in a rural area in Peru (7, 8 & 9 year olds). Based on the observations and interviews that I made to students of 2nd and 3rd grades and to the Principal and three parents of the elementary school in Puerto Inca, in July of 2012, I can say that those children presented the next characteristics: The ethnic and cultural background was mestizo (a mixture of Amerindians and European ancestry). All the students read and write in Spanish, but some of them present spelling problems. Students presented different types of learning strategies, but teachers didn’t give their classes accordingly to the different learning types that exist in the classroom because they don’t know how to identify these learning styles and don’t have the knowledge and the materials that are needed to teach the different styles as well. By presenting them a paper printed with some basic words in English in order to see if they could recognize the meaning of the words, students didn’t demonstrate any knowledge and skills on English because they don’t receive this instruction at school.

They don’t receive any English instruction based on books nor DVDs. And because children don’t receive instruction on English, they don’t present either acceptance or rejection about the course, but they are eagerly to learn something new. Because most of those children live in a poor condition, they don’t have a television at home, for that reason, when they have the opportunity to be in front of one of it, they are very attentive and very interested in what they are watching at. And also, children that go to poor schools don’t have a study book; they write down in a notebook the information that the teacher is writing in a chalkboard, and
when they have the opportunity to own a book, they really love it and read it repeatedly read it over. That is the reason because I am sure that they will appreciate to receive the lessons watching a TV and writing on their own student book. The classrooms in a poor environment are limited too: a room with a chalkboard, desks, and chairs. But beside these limitations, children are eager to learn, they use all the material that have on hand in order to learn the information that teachers give to them. The motivation to study exists, but some of these kids are not taught accordingly to their learning preferences, and consequently, they act indifferent to school matters, being disinterested about learning.

In the Cognitive development: accordingly to Piaget’s theory, those children are in the concrete operational stage (Improvement in ability to think logically). Psychosocial development: At this age, those children are located at the Stage III: Industry versus inferiority of Erikson stages of psychosocial development (based on success to feel a sense of industry; and failure creates a negative self-image). Moral reasoning: according to Kohlberg’s stage, they are situated at the Pre-conventional level (obedience and punishment orientation; and instrumental relativist orientation).

Children that live at poor cities play traditional games that are passed down from older children, these games do not require extensive materials, and they are relatively simple and easy to remember. The main sport that Peruvian children play is soccer.

Students will need to have some important prerequisite skills and knowledge in order to achieve the goals of the program: first, because most of the activities are stated in the book, students have to know how to write and read; they will also need to know how follow up indications in order to develop the different activities related to the class; and finally, they will need to know to work at home by themselves with their homework because this will be an important issue in the acquisition of the knowledge.
Personal Qualifications.

The person designated as a couch plays an important role during the instruction. He or she is going to have a constant relationship with students, parents and the remote teacher, and should present some characteristics. The coach doesn’t need to speak English but should receive training on how to set up the classroom for instruction, how to find the correct level and video for the class, and how to help the students find the correct pages for the different exercises they need to do in the activity and homework book, and how to scan and email the work pages to the remote teacher. Besides that, the instructor should receive some orientation on child development in order to help him or her know much better the students. In addition to the training, the coach has to be fluent on Spanish, and has to demonstrate interest and love to the children and God. On the web page, the instructor can receive constant feedback about the job he or she is doing.

Environment and Equipment

In order to receive the distance English class, students need to be gathered in a classroom that has to be implemented with the equipment necessary for the instruction. For the Level One of instruction, the classroom should have internet connection, a computer, a printer/scanner, a projector, a projector screen, video player, blank paper, pencil, pens, and erasers. The classroom should be decorated according with the topics that are going to be taught with the video. Each student should have a desk, a mouse, a notebook, an activity book, a homework book, a pencil, an eraser, and a pen.

Project Outline

An outline of the contents of the entire Video for Level One of English for Everyone is presented below, along with the associated instructional materials. Samples from the web page, the video for the first class, and the exercises for the activity and homework book are presented in Appendix D.
LEVEL ONE
UNIT 1
Introduction: The alphabet

I. Presentation of the program, and explanation of the different activities.

II. Reflection time
   A. Vocabulary
   B. Song
   C. Assessment

III. Conversation
   A. Vocabulary
   B. Song
   C. Activity
   D. Assessment

IV. Letters of the alphabet
   A. Vocabulary
   B. ABC Song
   C. Activity
   D. Assessment

UNIT 2
Topic: Numbers

I. Reflection time
   A. Vocabulary
   B. Song
   C. Story
   D. Assessment

II. Conversation
   A. Vocabulary
   B. Greetings
   C. Activity
   D. Assessment

III. Numbers in English
   A. Vocabulary
   B. Numbers Song
   C. Activity
   D. Assessment

UNIT 3
Topic: Days of the week

I. Reflection time
   A. Vocabulary
   B. Song
   C. Story
   D. Assessment

II. Conversation
   A. Vocabulary
      B. Classroom supplies
      C. Activity
      D. Assessment

III. Days of the week in English
      A. Vocabulary
      B. Days of the week song
      C. Activity
      D. Assessment

UNIT 4
Topic: The seasons

I. Reflection time
   A. Vocabulary
   B. Song
   C. Story
   D. Assessment

II. Conversation
   A. Vocabulary
      B. House supplies
      C. Activity
      D. Assessment

III. The seasons in English
      A. Vocabulary
      B. The season’s song
      C. Activity
      D. Assessment

UNIT 5
Topic: Fruits

I. Reflection time
   A. Vocabulary
B. Song
C. Story
D. Assessment

II. Conversation
A. Vocabulary
E. Sport theme
F. Activity
G. Assessment

IV. Names of the fruits in English
E. Vocabulary
F. Song
G. Activity
H. Assessment

UNIT 6
Topic: The colors

I. Reflection time
A. Vocabulary
B. Song
C. Story
D. Assessment

II. Conversation
A. Vocabulary
B. Types of jobs
C. Activity
D. Assessment

III. The Colors in English
A. Vocabulary
B. Colors Song
C. Activity
D. Assessment

UNIT 7
Topic: The body parts

I. Reflection time
A. Vocabulary
B. Song
C. Story
D. Assessment

II. Conversation
UNIT 8

Topic: Family members

I. Reflection time
   A. Vocabulary
   B. Song
   C. Story
   D. Assessment

II. Conversation
   A. Vocabulary
   B. In the garden
   C. Activity
   D. Assessment

III. Family members in English
   A. Vocabulary
   B. Family Song
   C. Activity
   D. Assessment

In the following chapter, a summary of the project is presented along with the way the program will be evaluated. I will conclude with the future plans of *English for Everyone.*
Chapter Four: Conclusion

Summary

To solve the need of English instruction in remote areas of Peru the program English for Everyone, a distance English instruction program for early elementary students was developed.

The preceding chapters presented the research and theoretical frameworks supporting the design and development of a much-needed English language video for 2nd and 3rd graders in Puerto Inca. This chapter describes the formative and summative evaluation process, a discussion, conclusions, and plans for future work.

Evaluation.

A formative evaluation plan was followed during the development and design of English for Everyone. Summative evaluation will be conducted in the future, after the program is implemented.

**Formative evaluation.** During the design and developmental stages of my program, I carried out several formative evaluation tasks that gave me important feedback about my product.

At the beginning of the development of the product I presented a mockup of English for Everyone to an instructional design class, and my classmates who were educators, instructional designers and psychologists gave me some feedback. Their suggestions included first, the importance to change the audience to higher grades; second, specify the role of the adult in the room; third, the need to provide easier exercises; and finally, the necessity to present the class in Spanish at basic levels. Those suggestions helped me a great deal in the improvement of the design and development of the program. The audience was changed from 1st graders to 2nd and 3rd graders because their motor skills are more mature and their concentration span is longer. The role of the adult in the classroom now is clearer and he or
she has specific tasks such as setting up the classroom for instruction, providing the activities needed for the class, and sending to the remote teacher the activities and homework pages from each student via e-mail. After reviewing the literature, and different kinds of English books, the activities were edited and now they are adequate to the level of knowledge of the kids. The presentation of the instruction in level one is going to be delivered in Spanish and the percentage of Spanish in class will be decreasing with the implementation of the upper levels.

After the mock-up evaluation of English for Everyone, five people were asked to evaluate a draft of the completed program: one high school teacher who has a Master’s degree in Psychology Education, who also has finished her studies in English, and is specialist designing educative books for kids in Peru (Evaluator A); One private elementary teacher of 2nd and 3rd grade, (Evaluator B) who is bilingual and every morning before the class begin, she teaches some Spanish words to her students. Three children between 7 and 9 years old were asked to evaluate the video (Evaluators C, D and E). Evaluator A was asked to evaluate the structure of the program before I recorded the video. Evaluator B was asked to review the video when it was finished and was asked to complete a survey. The three children were asked to review English for Everyone for its effectiveness by completing a survey. The survey (see Appendix B) consists of 11 questions pertaining to the goals and objectives of the program, its content, and user recommendations.

Evaluator A lives in Peru and has helped me a lot in the development of the product. When I showed her the structure that I was planning to follow up before I recorded the video, she gave me some important ideas that I implemented in the program. She suggested that to help kids understand and focus, the new English words should appear on the screen. She also observed that the songs were beautiful but so quickly sung that the kids might get confused. Therefore, the song in the video is presented very slowly the first time, and after that the
songs are presented at a normal rate and are repeated several times to help the kids learn the lyrics and melody.

Evaluator B gave me some valuable recommendations. She watched the video and then answered the survey. She mentioned that she enjoyed the video presentation and the green screen background added a nice touch to the video. She highlighted that the children participation were excellent and the song and music facilitated the pace of learning. The songs were catchy and easy to follow; the lyrics and melody were great. She also mentioned that the partner interaction would help all the students be involved. She also said that the video incorporated all the elements of a well-planned grammar lesson. She assured me that the kids will be engaged with the songs, visual aids, words, and partner interaction as well as the guided workbook practice and homework. She mentioned the importance of teaching the children not only English but also spiritual themes that will help them in their daily lives. She caught some misspelling in some words of the song that will be fixed.

The opinion of the children was very important for me, because they represent the kids who will receive the instruction in Puerto Inca, Peru. Evaluator B and C, are brother and sister; they arrived from Mexico 3 months ago and at this moment are starting to experience the English language at school, neighborhood and at social settings. I thought they would be good sample of the kids who will receive English instruction through the video since their English levels are very basic. Evaluator D is a 7 year-old kid who was born in the USA but speaks Spanish with his parents and at church. I reunited those kids in a classroom, I told them that they were going to pretend that they were living in a remote place and were going to receive English instruction through a video. They were sitting at a table and I presented them the video of the first day of class belonging to level 1 of English 4 Everyone. During the presentation of the class, they were engaged and collaborative with all the activities related to the instruction. Sometimes they were excited because they saw some of their friends appear
on TV. Each time the instructor and “helpers” asked the kids to repeat some words, they did and were responsive to the different commands. I represented the coach who is going to help in the classroom in Puerto Inca and every time the instructor on the video asked the kids to look for the activity book, I pressed pause and handed out the related papers. The kids filled out the different templates of the activity book. At the end of the presentation, I administered a survey in Spanish in order to gather their opinions about the product. All of them totally agreed that at the beginning they thought that the video was going to be interesting. They also agreed that the activities were clear and can be understood for kids belonging to 2nd and 3rd grades. All of them mentioned it was correct that the teacher present the class in Spanish because it helps understand much better what they are going to learn. They completely agreed that they liked the songs and it was easy for them to learn them. After Reading the question that asked if the content of the video helped them to learn something in English, they totally agreed. They also agreed that the words that appeared on the screen helped them to understand much better what they were listening. I also asked them some recommendations that can help improve the quality of the content of the video. Evaluator B told me that in the activity page should be a space where they can write their names, and the size of the letters should be bigger. He also told me that he liked the idea of seeing kids presenting the instruction but he would like to listen to the ABC song sung by the kids. Evaluator C told me that she would like the teacher to ask more questions related to the topic they are learning, and she also agree that the letter on the activity book should be bigger. The evaluator D told me that he would like to have more activities related to the ABC, he also mentioned that the background can be changed for every topic to be taught, and finally he mentioned that the words appearing on the screen should have some special effect to make it more visual.

Comments and answers to the survey helped me evaluate the design of the activity book. I changed the font and size of the letters; and a space where students can write their
names was established. I am also considering changing the background, giving special effects to the words, and presenting the songs recorded by the kids when I work with a computer specialist in the future.

**Summative evaluation.** In order to evaluate the effectiveness of the program, I would like to develop a summative evaluation of *English for Everyone*. To achieve this, I will conduct an experiment using the target audience in real-world environments. Participants will be students in the 2nd and 3rd grades. They will be both genders and from diverse SES, cultural, and ethnic backgrounds. Participants will be chosen randomly and will be divided into two groups: the experimental and the control group. The experimental group will receive the instruction *English for Everyone*, and the control group will receive traditional classes with a local teacher. All participants will be given a pretest before the experiment begins. The pretest will be presented in a form of quiz that will evaluate English vocabulary and content. Both groups will receive the instruction 4 times a week for a period of 50 minutes each day, during 12 weeks. At the end of the application of the program, a posttest will be applied to both groups. The posttest quiz will contain the same questions as the pretest. Results from the pretests and posttests will be compared and analyzed using statistical methods to see if there are any significant differences between the groups. The summative evaluation results will help to find out if *English for Everyone* meets or not the established instructional goals and objectives.

**Future Plans**

This video along with its associated instructional materials is a sample of what *English for Everyone* can be in the future. My plan is to present this video product to organizations that can subsidize the costs of the design, development and implementation of the entire program. With the economic support, professionals in the area can be hired. Those professionals will be English teachers, web designers, engineers, instructional designers,
curriculum specialist, and more. With the help of these professionals, the end product will present a high quality English language and web-based curriculum. An additional goal will be to include a supportive instruction for students with disabilities. After finishing with the creation of a full curriculum for the first level, my plan is to expand the curriculum to upper levels, and subsequently offer the complete program *English for Everyone* in different remote places to all remote places in Peru.
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Appendix A

English for Everyone Evaluation Survey

Thank you for taking your time and giving me your feedback about the video that you already watched. Your comments are very important for me because they will help me improve the quality and content of the video that we will use to teach English to children who live in remote areas in Peru.

Name:  
Age:

1. When you began to watch the video, did you think that the class was going to be interesting?  
   Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree

2. Did you think that the teacher gave clear instructions about the activities that you were going to perform?  
   Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree

3. Did you thing that it is important that the teacher presented the class in Spanish?  
   Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree

4. Do you think that the video content can be understood by kids from 2nd and 3rd elementary grades?  
   Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree

5. Did the video show visual content that helped you comprehend the class?  
   Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree

6. Did the video content help you to learn some English?  
   Strongly Disagree  Disagree  Unsure  Agree  Strongly Agree
7. Did the words that appear on the screen help you understand much better the materials that were teaching you?

   Strongly Disagree    Disagree    Unsure    Agree    Strongly Agree

8. Was it easy for you to follow up the directions given through the video?

   Strongly Disagree    Disagree    Unsure    Agree    Strongly Agree

9. What two things do you thing you learned from the video?

   a. ______________________
   b. ______________________

10. Were the directions given by the teacher related to the book activity clear?

    Strongly Disagree    Disagree    Unsure    Agree    Strongly Agree

11. Write your comments about the video which will help us to improve the content of the video

    ____________________________________________________________
    ____________________________________________________________
    ____________________________________________________________
    ____________________________________________________________
    ____________________________________________________________
Appendix B

Survey to Evaluate the Necessity of the English Institute For Elementary Students in Puerto Inca (English version)

The purpose of this survey is to evaluate the knowledge of the population about the importance of the English language, with the objective of establish a viability for the creation of an English Institute for children in Puerto Inca. Your opinion is very important and valuable for this investigation, for that reason, we ask you to be honest with your answers. The information that you are going to provide will be treated with confidentiality. Please, after completing all the questions, be so generous to give the survey back to the person who gave you. This instrument won't take more than 10 minutes and is completely anonymous.

Instructions: mark with an “x” the corresponding answer and/or fill in the specified spaces.

I. GENERAL INFORMATION
1. Gender: Female 1c Male 2c
2. Age: _______ old years
3. Instruction grade:
   Without instruction 1c Incomplete elementary 2c
   Complete elementary 3c Incomplete high school 4c
   Complete high school 5c technitian 6c
   Incomplete college 7c graduate 8c
4. Occupation:
   Executive 1c employee 2c
   Student 3c retailer 4c
   Independent 5c wholesaler 6c
   House wife 7c Retired 8c
   House worker 9c
   Agricultor, tailor, carpenter, mason, etc 10c
   Other ___ 11 c Specify: __________________________
5. Civil status:
   Married 1c Single 2c
   Divorced 3c Cohabitant 4c
6. Economic income
   Less than $.200.00 1c
   $ 200.00 – 400.00 2c
   $ 400.00 – 600.00 3c
   $ 600.00 - 800.00 4c
   $ 800.00 and up 5c
7. How many kids do you have in the elementary level?
   No one 6c One 1c
   Two 2c Three 3c
   4 or more 4c
8. How many kids do you have total?

No one 0c One 1c
Two 2c Three 3c
Four 4c Five or more 5c

9. From the next products of service

<table>
<thead>
<tr>
<th>You have at home…</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Television</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DVD or CD player</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer or laptop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internet</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. PRODUCT

10. We present you four different courses that your kid(s) can learn after school hours. Mark the number 1 for the course that you would be more interested that your kid can study, …, the number 4 for the course that less interest you.

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Music</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Computation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

11. After the school hours, your kid(s) receive some courses mentioned before? If it is yes, mention what are those courses.

Yes 1c (Specify which one)______________________________
No 2c

III. PRICE

12. How much would you be able to pay to receive the classes in an English Institute?

Less than 20 dollars 1c 20–30 dollars 2c
30–60 dollars 3c 60 dollars and up 4c
Another price 5c: Specify $_________

IV. MARKET

13. What characteristics and/or properties would you like to find in an English Institute? (mark no more than two)

Warranty and security of the Institute 1c
Trained teachers 2c
Teachers with Christian values 3c
Other 4c Specify______________________________
14. Organize the next characteristics from major influence to less influence that will let your kid(s) to study in an English institute (1 being the most important, and 7, the less important).

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good price</td>
<td>1c</td>
</tr>
<tr>
<td>Prestigious location</td>
<td>2c</td>
</tr>
<tr>
<td>The institute is located in a safe area</td>
<td>3c</td>
</tr>
<tr>
<td>Well prepared teachers</td>
<td>4c</td>
</tr>
<tr>
<td>Teachers with Christian values</td>
<td>5c</td>
</tr>
<tr>
<td>Quality of instruction</td>
<td>6c</td>
</tr>
<tr>
<td>Marketing</td>
<td>7c</td>
</tr>
<tr>
<td>Other</td>
<td>Specify</td>
</tr>
</tbody>
</table>

15. What place would you prefer an Institute that will teach English can be located?

<table>
<thead>
<tr>
<th>Location</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>High school or elementary school (after school hours)</td>
<td>1c</td>
</tr>
<tr>
<td>The municipal government</td>
<td>2c</td>
</tr>
<tr>
<td>Any accessible location for everyone</td>
<td>3c</td>
</tr>
<tr>
<td>A place retired from the city (free of noise)</td>
<td>4c</td>
</tr>
<tr>
<td>Other</td>
<td>Specify</td>
</tr>
</tbody>
</table>

16. If you would decide to send your kid(s) to an English institute, at what time it would be more convenient for you.

<table>
<thead>
<tr>
<th>Time</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 7 am and 12 pm</td>
<td>1c</td>
</tr>
<tr>
<td>Between 12 pm and 3 pm</td>
<td>2c</td>
</tr>
<tr>
<td>Between 3 pm and 6 pm</td>
<td>3c</td>
</tr>
<tr>
<td>Between 6 pm and 9 pm</td>
<td>4c</td>
</tr>
<tr>
<td>Another time</td>
<td>Specify</td>
</tr>
</tbody>
</table>

V. MARKETING

17. Who is the person that most influence in the educative decisions of your kid(s)?

<table>
<thead>
<tr>
<th>Person</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>1c</td>
</tr>
<tr>
<td>Father</td>
<td>2c</td>
</tr>
<tr>
<td>Kids</td>
<td>3c</td>
</tr>
<tr>
<td>Other</td>
<td>Specify</td>
</tr>
</tbody>
</table>

18. What TV channel(s) do you watch more frequently? (Check no more than two)

<table>
<thead>
<tr>
<th>Channel</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canal 7</td>
<td>1c</td>
</tr>
<tr>
<td>América Televisión</td>
<td>2c</td>
</tr>
<tr>
<td>Frecuencia Latina</td>
<td>3c</td>
</tr>
<tr>
<td>ATV</td>
<td>4c</td>
</tr>
<tr>
<td>Other</td>
<td>Specify</td>
</tr>
</tbody>
</table>

19. What television program(s) do you watch more frequently? (Check no more than three)

<table>
<thead>
<tr>
<th>Program</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>News</td>
<td>1c</td>
</tr>
<tr>
<td>Movies</td>
<td>2c</td>
</tr>
<tr>
<td>Novels</td>
<td>3c</td>
</tr>
<tr>
<td>Music programs</td>
<td>4c</td>
</tr>
<tr>
<td>Cartoons</td>
<td>5c</td>
</tr>
<tr>
<td>Talks Show</td>
<td>6c</td>
</tr>
<tr>
<td>Other Program</td>
<td>Specify</td>
</tr>
</tbody>
</table>

20. At what time of the day do you watch TV more frequently?

<table>
<thead>
<tr>
<th>Time</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 6 to 9 a.m</td>
<td>1c</td>
</tr>
<tr>
<td>From 9 to 12 m</td>
<td>2c</td>
</tr>
<tr>
<td>From 12 to 2 p.m</td>
<td>3c</td>
</tr>
<tr>
<td>From 2 to 6 p.m</td>
<td>4c</td>
</tr>
<tr>
<td>From 6 to 10 p.m</td>
<td>5c</td>
</tr>
<tr>
<td>From 10 p.m and up</td>
<td>6c</td>
</tr>
</tbody>
</table>

21. What are the radio(s) station(s) that you listen most frequently? (Mark no more than 3)

<table>
<thead>
<tr>
<th>Station</th>
<th>Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radio JC</td>
<td>1c</td>
</tr>
<tr>
<td>Radio Super</td>
<td>2c</td>
</tr>
<tr>
<td>Radio Programas</td>
<td>3c</td>
</tr>
</tbody>
</table>
Other station 4c (Specify)_______________________

VI. EXPECTATIONS OF THE INSTITUTE OF ENGLISH

22.¿What is your opinion about the idea of having an English Institute for your kid(s) in Puerto Inca?
   Urgent and necessary 1c Necessary 2c
   Neutral 3c Not so necessary 4c
   Nor urgent nor necessary 5c

23.¿Would you send your kid(s) to an English Institute if there would be one in Puerto Inca?
   Yes, as soon as it is in the market 1c
   Yes, but I would wait some time 2c
   Maybe yes, maybe not 3c
   No, I don’t think I would use it 4c
   No, I won’t use it 5c
   Other 6c Specify____________________________

24. If your answer was No in the previous question: Would you please tell us why you would not want your child to receive English instruction?
   He does not need it 1c It is boring 2c
   It is complicated 3c it is unnecessary 4c
   The Price is too expensive 5c
   Other 6c Specify____________________________

24. ¿From the next aspects about the idea of having an English Institute in Puerto Inca for your kid(s). What would be more attractive for you? (Mark no more than two)
   That it is new 1c For the price 2c
   It is necessary 3c It is fashion 4c
   It is an Universal language 5c It will provide my kid(s) more study and job opportunities 6c
   Other 7c Specify____________________________

25. Through which medium or media you would like your child to receive the instruction of the English language?
   Through Internet 1c Through Radio 2c
   Through videos 3c With a teacher 4c
   Other 5c Specify____________________________

26. The teaching of the English language is going to be provided by the Seventh Day Adventist church. Does it makes the instruction interesting or not interesting?
   Very interesting 1c Interesting 2c
   Nor more interesting, nor less interesting 3c
   Less interesting 4c Uninteresting 5c

27.¿Do you have some comments or suggestions that you want to tell us about the idea of creating an English Institute for your kids in Puerto Inca?
  _______________________________________________________________________
   ________________________________________________________________

______________________________________________

The survey has finished.
Thank you so much for your collaboration
Appendix C

Excerpts from the *English for Everyone* Web Page

Home Page

Second Page Level Choice
The Video Choice

Choose the video

Video 1
Appendix D

English for Everyone Video Excerpts

Introduction
Introducing New Words

Thank You

Presenting New Words

Hi
Conducting a Conversation

Good bye Song

Good bye everybody, good bye, good bye
Good bye everybody, good bye.
See you around, good by everybody
Goob bye everybody good bye.
Goob bye everybody good bye, good bye
Bye bye bye bye bye bye
¡BYE!
Appendix E

*English for Everyone* Activity Book Excerpts
Presentation

Hello boys and girls! We are excited to begin this adventure in the world of English.

You will use this activity book in the classroom at the time you are receiving the instruction. We created different activities and we are sure you will enjoy doing them. Remember that every time you will need to use this book your coach will help you find it.
Hi, Hello

Instructions: look for a partner, practice this conversation and fill in the blank spaces

Student 1: Hello, what is your name?

Student 2: Hi, my name is ________________.

Student 2: And what is your name?

Student 1: My name is ________________.
ACTIVITY

Instructions: Using the ABC card, write the letters of the alphabet on each stone to help the bear reach the honeycomb.
The Alphabet Card

Aa  Bb  Cc  Dd
Ee  Ff  Gg  Hh
Ii  Jj  Kk  Ll
Mm  Nn  Oo  Pp
Qq  Rr  Ss  Tt
Uu  Vv  Ww  Xx
Yy  Zz
Appendix F

*English For Everyone* Homework Book Excerpts
Presentation

Hello boys and girls! We are excited to begin this adventure in the world of English.

You will use this homework outside the classroom. We created different activities and we are sure you will enjoy doing them. Remember that your remote teacher will tell you what activity you need to work on each day, and your coach will help you find it. You will also take home a CD with the songs that you are learning in class.
HOMEWORK

Instructions: Complete the alphabet by filling in the missing letters in each circle. Use the card your couch has given you to memorize the order of the alphabet.