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Teaching-Learning Materials (TLM's) to Promote Meaningful Learning in an EFL

Young-Learner Group at a Public School in Medellín.

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Abstract

This Project was carried out at Institución Educativa Concejo de Medellín, Pichincha Branch, in a 4th grade classroom in Medellín, Colombia. The main purpose was to promote Meaningful learning in an EFL young learner group through the use of different Teaching Learning Materials. Some school's calendar activities influenced in the application project. Nevertheless, the activities planned in this particular context based on TLM's could be carried out, leaving significant results in the field of motivation and meaningful student's learning.

Key words: Teaching Learning Materials TLM's, Meaningful Learning, classroom motivation, elementary education.

Degree Requirements

This action research project is submitted as a requirement of the Bachelor of Education in Foreign Language Teaching (English-French) at the Escuela de Idiomas, Universidad de Antioquia, in Medellín, Colombia.

Acknowledgements

I want to extend my most sincere thanks to God who fills with wide love my spirit and heart, thanks to him I have the best mother in the world, my mother Cristina Bula who has been always by my side supporting me in the best way possible with her unconditional love. I also want to extend my profound gratitude to my thesis, research and practicum advisor Mary Isabel Arredondo for her excellent support and positive contribution to carry out this project.

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Preface

Concerning the important aspect that we as a teachers have, and the responsibility that falls on us as beings that impart education and culture, I consider that education is taken in a very superficial way, teaching children in a traditional way where repetition and translation are an everyday part of learning process.

This is action research project was carried out in Institución Educativa Concejo de Medellín, Pichincha Branch with a group of fourth graders, its main objective was to promote Meaningful Learning through the use of teaching and learning Materials which were the specific and relevant tools which went hand in hand with the application of some data collection instruments and their proper analysis. All these, led to consolidate a list of findings and interpretations to ponder on the project itself and on my teaching practices.

I hope this project can be of great help for teachers to encourage them to keep a development in the using of different strategies and materials in their teaching process.

Context Description

The Institución Educativa Concejo de Medellín, Pichincha Branch is located in La Floresta middle-class neighborhood near to La Inmaculada Church and La Floresta Park. This school offers grades from preschool to fifth of elementary education, because the secondary and the high school grades are served in the principal Building. Concerning the shifts, it provides one in the morning and one in the afternoon. The building is made of one floor which has ten classrooms, one library, one audiovisual room, one teacher's room, one psychology room, two playgrounds, one restaurant and one cafeteria.

The educational institution Concejo de Medellín Pichincha branch, has by mission to train their students historically as integral human beings from the initial education; Basing their training on the principles of human dignity, social and educational inclusion and knowledge development, through the development of critical thinking; From transdisciplinary, enhancing the quality of life of people and the context, counting on a suitable staff, directive, educational and administrative workers and with a community with a high sense of belonging and participation.

The fourth grade English teacher, is Administradora Educativa from Universidad de Medellin and she also has a bachelor in recreation, moreover, she acquired a specialization in computer science for teaching. My CT has been teaching for thirty-seven years in the public sector and she has dedicated ten of these years to the Pichincha School. Self-giving and commitment turn her work an essential part for the institution, due to her great knowledge about the school and her good classroom management.

This action research was carried out in a fourth grade group with 42 students, 10 girls and 22 boys, the average age of students was eight years old but there were some children who were nine and ten years old, most of these students belong to strata from one to three and lived in the surrounded areas to the school, such as San Javier, La America, La Floresta and Santa Lucia neighborhoods. Regarding the English level of the students, I want to mention that it was limited since they did not recognize simple vocabulary that students at this level should be familiarized with.

The EFL class was dictated on Thursdays and Fridays from 12:30 to 1:30 pm in a small room that contained one fan and a mixed board between marker and chalk, the classroom had narrow content related to the English foreign language and was a little simplistic lounge. Parallel to that, the space of the classroom was a little reduced for the number of students there were, and due to that, some of them had difficulty seeing the board especially those located at the back of the room. In addition to that, the classroom had neither audiovisual aids different from the board nor English decorations, making the class not much dynamic.

Problem Statement

Currently, there is an aspect that I acknowledge is affecting the primary education among the schools in Colombia and at the same time is creating some negative impact within the student's learning, it is the fact that teachers in Colombia who are in charge of primary foreign language education have not received an adequate training concerning the English language. That issue entails that teachers plan their classes without making use of different teaching learning resources to make their classes more motivating and meaningful for students. In general, I consider that this aspect limits student's achievement and does not permit them to gain access to a significant education.

Since august 2017 I was observing the third grade of Pichincha School, one of the three branches of the Institución Educativa Concejo de Medellín. The first time I observed this class I could notice that teacher's role causes some, I would say fear, among the students, because when they wanted to say something in the middle of the classes, she did not allow them and she demanded to be quiet, so if the students had some doubts in respect to the class, the teacher was not willing to answer questions. In contrast to that situation, I would say that classroom management worked, since the students always obeyed the teacher's orders and were also pretty attentive to the lessons. Even though, I think the teacher could use other strategies to achieve a good environment for the class. In my early observations, I also noticed a situation related to the C.T and her class management, and it was the fact that the teacher stilled punishes students with "lines", those writing exercises in which you have to write the same thing several times, so it is the typical task that teachers demand to students for learning something by heart, but in this particular case, it is

In terms of the English instruction, I want to remark that I consider the work my C.T makes was monotonous, because she never used any material different to the board and the markers, therefore the classes were always developed in the same manner; the teacher taught some new vocabulary and then she wrote the new words on the board with their corresponding meaning in Spanish. Hence, I could analyze that she was carrying out a grammar translation method where students were influenced by repetition activities without any meaningful learning.

Likewise, I have perceived that the teacher always used the Spanish language, and the few words she said in English were mispronounced. Thus, students did not recognize the correct pronunciation of words and it was difficult for them to understand when others speak.

In the light of these ideas, I was interested in exploring teaching-learning materials such as story books, blocks, videos, games, flashcards, posters and worksheets to make more interesting lessons and engage students with activities planned for them.

Theoretical Framework

As future and current teacher, I am concerned about the difficulties that have been presenting in the primary education in Colombia and how teachers manage and plan their classes without taking into account the student's necessities, experiences and previous knowledge. That is why the main objective of my research project is to demonstrate if it is possible to promote Meaningful Learning in a fourth grader, through the use of teaching learning Materials which I consider will be useful for a group of students that are receiving a traditional teaching method. Then, Teaching Learning Materials is a major area of interest within the field of exploring materials.

From my perspective and knowledge, I deem this strategy could be appropriated for improving the Meaningful Learning of children since it allows students to make some connection between their previous knowledge and the new information they will receive, while creating new information which will become more significant. The articles presented here provide a helpful information to establish the relationship between TLM's, Meaningful Learning and motivation, that is why it is mandatory to go through previous studies which will enlighten the focus of my research and also follow some perspectives that will help me to carry out my project further.

Teaching and learning Materials

I personally consider, that materials facilitate the teaching and learning process, since they generate greater interest in the students and facilitate the work of the teacher, making the practice more valuable. (Tomlinson , 2011) Acknowledges that:

Materials are anything which is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, or photocopies exercises. They could also be newspaper, food packages, photographs, live talks by invited native speakers, instructions given by teachers, tasks written on cards or discussions between leaners. In other words, they can be anything which is deliberately used to increase the learner's knowledge and or experience of the language. (p.2)

That is why from my point of view, teachers have many resources which they can use, and adapt them according to the needs of the students, making these materials more dynamic, generating greater interest onto their foreign learning process. But encourage young learners to improve in their foreign language achievements is a hard work for the education community. Therefore, it is necessary the arduous labor devoted by the teachers to support the students learning objectives, that is to say, those didactic materials that they use as a complement in their labor. A considerable amount of literature has been published on teaching learning materials and its relevant aspect within the education scope, locating these as a pertinent tool which support the educational practice by improving the student's outcomes and helping them to be engaged with the lessons. According to (Moreno, 2015) "Materials have appropriate characteristics for the assimilation of some experience, while stimulating the motivation to implement the planned activities, reducing boredom that can result from using limited material or material not adapted to the educational interests at that stage"(p. 15). Hence, I take in consideration as principal

aspect the importance of diversify the teaching Learning Materials in order to develop the motivation and also prompt meaningful learning in children.

As I have mentioned in my previous problem statement, one of the principal issues in my practicum setting is the lack of different material's implementation by the teacher and also the monotonous classes, full of grammar content but isolated from a structured and organized method. Consequently, it seems that nowadays teachers are not concerned in the implementation and use of didactic materials which cooperate in the student's learning process, instead of that, the teaching process is meaningless. (Moreno, 2015) Points that:

The teacher has to provide the child with abundant materials and resources in a planned and systematic way. The material resources used in child education are media support to pedagogical intervention made by the teacher, who acquires greater enrichment of learning for the child the more diverse the types of materials that are present (p.13).

In the light of these ideas, Schwartz and Pollishuke, (1991) cited in (Bardakci, 2011) state the following statement. "To facilitate learning a foreign language our classroom should be rich in print and language stimulating possibilities" (p.291). As far as I am concerned, I think that this is an extremely important aspect since with a visual environment full of material in the foreign language, children have a greater possibility of improving their daily learning through the continuous practice of it.

Meaningful learning

Previous studies have demonstrated relevant information about Meaningful learning. As cited in (Richards, 1990)"meaningful learning subsumes new information into existing structures and memory systems, and the resulting associated links create stronger retention", (p, 56). Similarly, Novak (2013) found that;

"Ausubel distinguished between learning by rote, or memorizing, and learning were the learner seeks actively to integrate new concepts and propositions with existing, relevant concepts and propositions the learner already knows. This is what Ausubel calls meaningful learning and he saw this form of learning as distinct from learning by rote" (p, 28).

In the same vein, (Novak, 2013) argues that there are three fundamental requirements for meaningful learning: "Material to be learned must be inherently potentially meaningful, the learner must possess relevant concepts and propositions in her cognitive structure, learners must choose to relate and integrate the new ideas with existing relevant ideas in her cognitive structure". (p, 30)

This theory allows me to consider that meaningful learning is quite connected with the materials applied and designed for the course since they create strong connections between what we already know and what we want to learn, and we cannot expect students to acquire something new without having a solid foundation to help them create their new knowledge. (House, 1997) Affirms that:

> The children's L1 is their point of reference. Do not expect them to learn things in English which they have not already mastered in L1. If the children are not proficient readers in L1, they cannot be expected to read in English. If they cannot tell the time in L1, do no try teaching them this in English. (p.8)

Due to different factors, the teaching and learning process has become an arduous labor which is increasingly demanding. With the pass of the years, learners need more attention and the teachers must carefully plan their classes in order to fulfill all the students' needs, while generating motivation and Learning in the students. Personally, I reckon that it is really

important to give confidence to students and make them believe that they can generate their own knowledge from the bases that the teacher gives them. As one of the principles of Meaningful Learning reported by (Ballester Varolli, 2014) says:

> Open works: Tasks carried out in the classroom, in which every learner is free to make a product and to show it in its own way. It should be noted that the teacher had previously decided the topic according to the curriculum, he had chosen a product and had thought of the support and materials to be used. Each learner is supposed to do a product, considering its abilities. It is a try to facilitate the work by carrying out heterogeneous classroom activities. When learners do open works their learning is reinforced. (p. 200)

I am fully in agreement with this last statement, and I bear in mind the importance of promoting an active involvement and participation in students through the open works which allow them develop and improve their knowledge while using their own material with their own ideas. (Fiddler & Marienau, 2008) Remark that:

> Meaningful learning involves questioning and examining one's assumptions, beliefs, mental models, values, and a host of other qualities that characterize meaning. It involves asking "What do I believe about this?" "What are other possibilities, other ways of seeing or believing?" "What have others examined and expressed about this?" The quality of reflection, in this schema, rests on forming habits and skills to seek out multiple data points, multiple perspectives, and particularly evidence contrary to one's assumptions and beliefs. That require them to employ subject knowledge to solve real.

As explained by the authors above, we have to take into account student's assumptions, beliefs and previous knowledge in order to cooperate in a proper manner for the development of student´s learning.

Research Question

How to promote Meaningful Learning through the implementation of Teaching Learning-Materials in an EFL Young Learner Group at a Public School in Medellín?

General Objective

To promote Meaningful learning in an EFL Young Learner Group through the use of different Teaching Learning Materials.

Specific Objectives

- To identify what kind of materials, engage students.

- To develop Materials that will strengthen and help students to learn meaningfully.

- To break the monotony classes towards more interactive and motivating classes through the use of different teaching learning materials.

- To improve the student´s learning process and their four learning skills.

Action Plan

This action research was planned to implement teaching learning material TLM to help the students to achieve a meaningful learning, trying to follow the syllabus requirement of the school. Moreover, this action plan was thought apart from the objectives proposed for this same.

In the intervention phase and following the content of the area plan of this group, a study was carried out taking into account the content assigned to the group and the previous knowledge that the kids had about the subject. In this way, and after the proper observation of the group, I took into account their opinions in order to plan the materials that I implemented with them in the following phase.

In the implementation phase, I put into practice several materials and also activities according to the competencies that I wanted students to acquire and it was prepared in order to achieve the expected behaviors of the unit. Then, implemented some materials such as cardboard, puppets, visual material such as posters, videos, flashcards, big books, worksheets among other. These materials were the bridge between the student and the acquisition of Meaningful learning of the foreign language.

All these phases were hand in hand with the data collection and its respective analysis, then, the journal entries where I registered the progress of my classes and the students' performance. Likewise, reflections were implemented during the whole process in order to analyze the changes that occurred and also to achieve the expected outcomes of the Project implementation and finally an interview was implemented to a focus group chosen according to the performance developed in the classes in order to evaluate the effectiveness of the research project.

Development of actions

Since the main objective of this project was to promote Meaningful Learning in an EFL young learner group through Teaching Learning Materials (TLM's), I implemented during the whole project a quite variety of them and also activities in order to help students get familiarized with them in the English class. Thus, every class the learners had the opportunity to work with different materials such as worksheets, flashcards, videos, posters and so on. But I decided to center my project in two main strategies I explain below.

During the whole process of this Action project, I put into effect the use of different materials, in order to follow the main objective, this classes were hand in hand with a series of

observations, field notes and journals which were the bridge that support the findings of my Action Research, with the help of other data collection instruments.

I want to clarify that in the implementation phase, which started from the first semester of this project, the materials carried out were planned following the topics that the curriculum had proposed for the focus group and in the same way taking into account the previous knowledge of the students and opinions and recommendation of the CT. Many activities, strategies and chiefly materials were executed, many of them were constructed with the student's cooperation, and others were created on my own, likewise there were found in different sources of educational materials as the worksheets.

At the beginning of the first school term in January, I continued working with the students with different kinds of materials, but I started to notice that students tended to lose the interest in the classes and the things I planned for them. "Today some students had a disruptive behavior and they were not paying attention to the class, it seems that the students would not have enjoyed today's class." (Field note, February 22th, 2018). Having noticed this, I decided to make some changes in the way to carry out my strategies in the class, thus, I started changing the place where we always worked, owning to the lack of interest by the students, I thought this as a quick solution to this problem that was being presented. "Today I noticed that students enjoyed the class and were encouraged, since the most part of them had gestures of joy when I told them that we would work in the auditorium, they looked really interested." (Field note March 15th, 2018).

The first place in which we worked different from the classroom was the auditorium. I thought this place because it was bigger than the classroom and likewise it had a computer and a projector, then I planned an activity which was linked with some video or song where the

students had the opportunity to improve in their listening skill as well as it was easier to arrange better and stay more attentive. At the beginning of the class I was a little nervous because it was the first time we handle the lesson in a different place.

Then, I made groups of 5, and as usual in children, there were some students who did not want to work with others, so I had to organize them in a way that everyone feels comfortable and willing to work.

Afterward and to start the class, I made a review of the topic we were going to work in the class, this was "the feelings", this theme was worked since three or two classes before, and therefore students were well absorbed on this vocabulary. Next, I constructed the material with foamy paper and I explained them how to move each part of the material in order to construct the feelings, for instance if the eyebrows and the mouth were down it was an angry face but if the eyebrows and eyes were up, it was sad. Then, I selected some students and I asked them to make different feelings, for instance happy or sad expression.

I felt quite happy to see that the kids correctly performed the movements and correctly created the feeling, this let me glimpse that the learning of this subject had been meaningful for them, since they remembered it without needing my help.

After finishing the review, I gave to each group two heads "circles" made with foamy paper with their corresponding materials, they pasted each part of the face correctly and they showed interest in the creation of the materials, they looked motivated and I really noticed that they were enjoying the activity, since one student let me know, telling me that she had loved the class.

Soon after, we watched the video and I explained the students that the video was about the feelings and that they had to make movements into the paper faces in order to construct the

feelings that the video was showing. In this part of the activity, the kids were very active and all

participated, and correctly performed the task. I could notice that they really enjoyed it and the

most important, they took pleasure creating and manipulating their own material. Besides, I think

that the learning was really significant for them since as I said before, everyone recognized all

the vocabulary and knew how to construct the correct one.

During the rest of March and April few classes could be conducted, due to academic

calendars which were disrupted with my class schedules, but I tried that the classes continued

being done in the same way, in different places from the classroom and implementing activities

where the students could manipulate the materials. This worked to the maximum and I could

glimpse that the motivation improved a lot.

Findings and interpretations

During the process of data analysis, I identified some key codes which I organized into

three categories. With these, I sought to analyze the results of the interventions and the possible

changes achieved with this Action Research Project.

Teacher Practices

The first category, Teacher Practices, gathers all the materials and strategies implemented

to obtain a positive response, better outcomes of the class and also an improvement in increasing

the Meaningful Learning in students. The code for this category was teacher's materials

implementation.

Through the data collection instruments carried out in my Action Research Project for

instance, observations, journals and field notes I arrived to analyze that the main strategy used

was the materials, which I considered suitable for young children since were striking and easy to

make, generating more possibilities for them to learn the topic and vocabulary and specially generating more meaningful English learning in children.

In the analysis I did, according to the codes and categories selected, regarding the teacher strategies, I noticed that the materials were implemented in different suitable manners, for example in all the classes different kinds of materials were done to introduce the topics and make students get familiar with this vocabulary.

"Today I gave to the students some materials which they could manipulate, color, cut and paste, and I have noticed that they enjoyed a lot, they had better interaction with their other classmates and the behavior in class was much better" (Observation, March 22th, 2018).

The interview with the kids also brought some students' insights about the use of Teaching Learning Materials in the English class and also what the students thought about the teacher. Firstly, students' responses were positive and they considered the classes amusing because they can construct materials and learn a new language at the same time, in this case English language. Secondly, students confirmed that they enjoyed having this teacher because is the person in charge of teaching English language and they considered her a funny person. (Interview, May 24th, 2018).

Students' Participation

This category emerged after creating two codes: students' attempts to orally produce and, lack of vocabulary. I considered pertinent to take into account these codes since both of them, demonstrate relevant aspects about the student's English Proficiency for going beyond in my Project.

Primarily, I wanted to emphasize in students' attempt to orally produce code:

Students' attempts to orally produce

In this code I could observe how most of the students developed some new knowledge by the use of Materials, so it was clear for instance in some moments when the I asked something to them that they respond spontaneously and by using some vocabulary that were taught in different classes.

"Me han gustado mucho los materiales que hemos hecho con la profesora, sobre todo la actividad de las caritas donde pudimos hacer los diferentes sentimientos. Profesora: ¿podrías decirme algún sentimiento que recuerdes en inglés? Estudiantes: sí, sad, happy, angry". (Interview, May 24th, 2018)

Materials are a good instrument to recall information both in native and foreign language. After showing some flashcards of adjectives, the teacher allowed students to explore the flashcards by themselves. One of the events that occurred during this activity caught our attention:

These other events were also remarkable, in the light of this code:

In one of the activities I heard one of the students was saying that he enjoyed a lot the materials and that it was the first time he used a Material such as foamy paper in an English class, and I felt really happy about it. (Journal, March 30th, 2018)

"Los materiales me han gustado porque son fáciles de hacer y puedo practicar cosas en inglés. (Student Interview, May 34th, 2018)

Students' Response

The last category that I found was the Student's' Response. This category is divided into two codes, these codes allowed me to examine children's positive and negative attitudes towards English class activities.

Learners' positive response

In general, it was observed quite positive response by students' part, they learned very quickly the vocabulary explained with the materials intended and their participation were active and progressive. For instance, in the intervention, where I implemented the foamy paper students demonstrated interest to my instructions and the most important they seemed enthusiastic at the moment when they have to use these materials.

"The students began to argue to keep the materials, since today we worked in groups and were only two faces of foamy paper in groups of 4, this allowed me to consider that the students really enjoyed the materials and they wanted to keep it". (Field note, March 22th, 2018).

Students' answers proved that they enjoyed the session when constructions of Materials were included in the activities. Some of them mentioned that developing the materials were their favorite activities during class. Besides, they perceived, consciously or unconsciously, Materials as a purposeful activity to learn the target language.

Learners' Negative Response

In this final code I analyzed some negative responses presented by the students at the moment of using the Materials, there was one student that in the interview explained that she preferred to play in the English class. However, she participated actively in all the classes and activities that teacher implemented.

T: What do you prefer to do in the English class? What do you like to do the most? To make materials, to play, to sing?

S1: to play.

In spite of having this answer by one of the students, it was evident that the strategies sought for fostering student motivation. At some point, I implemented some different strategies

like playing while we made the materials with the students and give the proper attention to them for improving in their attention and motivation towards TLM's.

Conclusions

This Action Research Project made me reflect as pre service foreign language teacher about my practice in the English classroom, with a special public such as very young learners. Given the cognitive development characteristic of this age, strategies for teaching a foreign language must be thought carefully. Therefore, we should implement learning strategies suitable for their stage of development, taking into account the ways children learn and communicate. As findings in this study have shown, TLM's are activities children find appealing and help them to enhance their English language proficiency meaningfully.

The categories emerging after implementing the action led me to a better understanding of the outcomes of the project. It is to highlight that some of the categories were more relevant than others: e.g. the *Teacher Practices* and *Students' Responses* were two of the categories that produced more information in this research.

I conclude that the strategies implemented to develop student's English proficiency allowed students to improve their learning process and to foster knowledge of new language content. These processes were evident in that students achieved and demonstrated the acquisition of new vocabulary and the improvement on their pronunciation. Many factors have influenced these outcomes.

Students reached this proficiency thanks to the different activities used in the English classroom. On the one hand, the clear explanations through the use TLM's were important strategies used by the teacher. Besides, other elements were also decisive in this category such as

the use of feedback and the activities such as games and videos the teacher employed in some sessions.

In this scenario, it was evident that young learners' participation can be enhanced by choosing appealing activities and chiefly materials, which are suitable for this age. Materials easy to construct with significant content, can be a strong means of cognitive stimulation and a boost for motivation while supporting the English learning process.

The results of Students' Responses category showed me that according to what I analyze in the action of this project, students participated actively and they were always involved in the construction of the TLM's proposed by the teacher. Besides, it was observed a huge amount of students' positive responses like learning in a fast way the vocabulary, besides there was quickly content recognition through the use of them helping the students to remember new words.

Reflection

I consider that Teaching Learning Materials offer multiple ways of using them in the English classroom. The teacher took advantage of these strategies to employ them, offering the students different activities to learn with materials. Besides, I have to acknowledge it was a challenging experience for me in many aspects, such as having to teach a class with 42 students with little resources and time constrictions, and taking to account this was the first time in which I faced a public educational environment it was a little difficult for me to handle with situations such as the lack of economic support, the loss of classes and the little audiovisual support that public schools have nowadays.

Even so, it left a feeling of happiness that despite so many academic adversities, students had quite motivation with the materials developed during the whole process and it was one of the most important aspects regarding my project expectations.

And as many people say that with this practicum process we will not change the educational world, I consider that just one person in life can make a difference and that improving the quality of education in just some students can help them to become a better person of tomorrow.

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Appendix A

Interview Protocol

Project: PROMOTE MEANINGFUL LEARNING IN AN EFL YOUNG LEARNER GROUP THROUGH (TLM'S)

Time of interview: 1:30 pm
Date: 05/03/2018
Place: Escuela Pichincha, Concejo de Medellín.
Interviewer: Melisa Morales
Interviewees: 10 students between 9 and 10 years old

1. ¿Qué piensan las clases de inglés con la teacher Melisa?
2. ¿Qué cosas les gustan hacer durante las clases de inglés?
3. ¿Qué cosas les gustan menos de la clase de inglés?
4. ¿Qué piensa de los materiales que la profesora Melisa lleva a las clases?
5. ¿Se acuerdan de algún material que hayamos hecho en clase?
6. recuerdas la clase donde hicimos las caras con las que hacíamos diferentes feelings y la clase donde realizamos los puppets del cuerpo humano. ¿qué piensan de estas dos clases? ¿por qué? ¿qué fue lo que más les gustó?

Appendix B

Interview Protocol

Project: PROMOTE MEANINGFUL LEARNING IN AN EFL YOUNG LEARNER GROUP THROUGH (TLM'S)

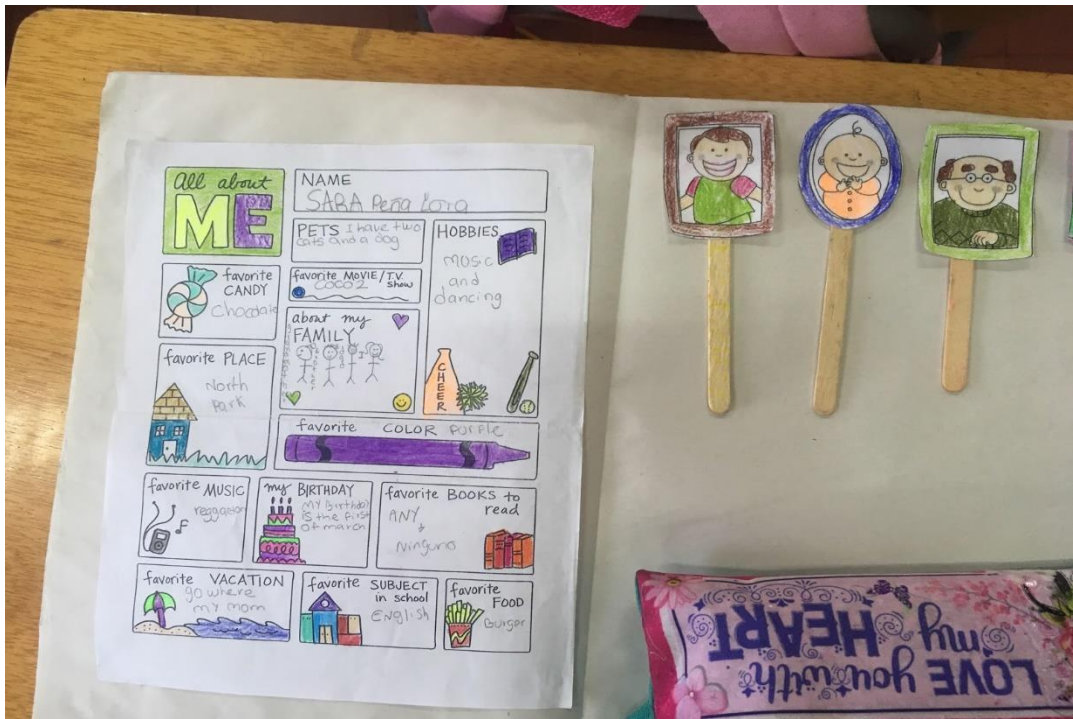**Time of interview:** 1:30 pm
Date: 05/03/2018
Place: Escuela Pichincha, Concejo de Medellín.
Interviewer: Melisa Morales
Interviewee: CT

1. ¿Qué piensas de los materiales implementados por la profesora?

2. ¿Piensas que los materiales le permitieron a los estudiantes tener un aprendizaje más profundo y duradero? sí, no. ¿por qué?

3. ¿Piensas que los materiales implementados fueron apropiados para los estudiantes?

4. ¿Qué cosas piensas que debo mejorar?

5. ¿Piensas que el uso de materiales ayuda a que el aprendizaje de los estudiantes sea más significativo y duradero?

Appendix C

Appendix D

Appendix E