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“The use of videos and flashcards to encourage two Mexican immigrant children in the United States to speak Spanish.”

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CHAPTER I: INTRODUCTION

1.0 Introduction

In this chapter, the problem is presented, and it is divided in eight sections. The first section is the background of the research, the second is the rationale where the reason for the study is presented, the third section is the general and specific objectives, the fourth section is the questions of the research, in the fifth is the researcher experience it is the experience as a teacher and as a researcher, sixth is the context of the research in this section is a brief introduction of the place where the children that are going to be the study objects live in and general information about the children, seventh is the importance of the research and the last section are the keywords.

1.1 Background

To speak Spanish can lead to different opportunities in the environment, not all the children of immigrants who are in the United States can speak Spanish, and most of the Hispanics decide to immigrate, due to different circumstances, looking for a new life of better opportunities. As the returnee of the researcher from the United States, the researcher was unable to speak Spanish because of the time she lived in Reno Nevada. She had to learn the mores of her classmates of the place, of the people, at the same time this researcher was working a part-time job, so her job required her to speak English also, it was necessary to learn it because of the context that surrounded her.

This researcher had the experience and the opportunity to be a shift manager for McDonald's, an international fast-food restaurant, where a lot of Hispanics enter the restaurant to eat, celebrate their children's birthday to have breakfast or lunch, she also noticed that employers increased their competitive benefits in the working market, hired Spanish speakers.

In the researcher's own experience when she was a high school student, it was difficult for her to speak Spanish with her classmates, even with the teachers, on her return from having lived many years in the United States she was able to realize that a conflict is created between society and those who do not speak Spanish. This situation motivated the researcher to do this research, to encourage the heritage speakers to speak Spanish, and in the future avoid any conflict and that by necessity sooner or later they need to learn the language.

The researcher of this research considers that Spanish is important in the United States. Thomas Jefferson wrote to his nephew the following words: "Bestow great attention on this and endeavor to acquire an accurate knowledge of it. Our future connections with Spain and Spanish America will render that language a valuable acquisition" (Worden, 2015, p.7). Nowadays those words become the truth.

Therefore, if the children of immigrants learn to speak another language that is not just English, the opportunities they get will be more than one, which can expand the possibility of increasing knowledge and empathy among native speakers. Parents are interested in teaching their children about their roots, and their mores so that their children won't forget their loved ones. Children at school learn a new language, meet new people, and make new friends. It is a new world that becomes everything for them and sadly, the Spanish language gets forgotten, not spoken. Teaching them Spanish when starting at home, will give them more opportunities in many ways in the future. One example is when getting a job, as students become bilingual, it would be sad if we do not recognize it even if it hits us right between the eyes.

Teachers need to motivate children to learn Spanish, using videos and flashcards as didactic materials because if teachers do not apply the techniques that the researcher mentioned, then the children of immigrants will have to deal with future situations where the participants will not be

able to solve them because of the lack of Spanish. The participants were born in the USA, and because they are in contact with English speakers most of the time, they only speak English even if their parents speak to them in Spanish, the participants communicate with their parents in English and most of the time it is hard for the immigrant parents to understand their children.

1.2 Rationale for the topic selection

Arbor (2021) observed that immigrants in the United States are afraid to be separated from their children which is why they do not talk to their children in their native language, which is Spanish, so their children are less interested and motivated to speak Spanish. The immigrant parents at certain period were obligated to include in the family conversations, the possibility of parental deportation and family separation. This may cause the children to be less interested in learning or speaking Spanish. Future consequences are that when children of immigrants visit their parents' native city, they will not have a clearer idea of how to communicate with their own family.

1.3 Objectives

1.3.1 General objective

To identify participants' opinions about the use of videos and flashcards to encourage two Mexican immigrant children in the United States to speak Spanish.

1.3.2 Specific objectives

To analyze participants' opinions about the use of videos to speak Spanish.

To distinguish participants' opinions about the use of flashcards to speak Spanish

1.4 Research questions

1.4.1 General research question

What are children's opinions about the use of videos and flashcards to encourage two Mexican immigrant children in the United States to speak Spanish?

1.4.2 Specific research questions

What are the participants' opinions about the use of videos to speak Spanish?

What are the participants' opinions about the use of flashcards to speak Spanish?

1.5 Researchers experience

The researcher is a Mexican teacher of English with experience of one year and eight months, and one year and a half as a teacher of children in a Christian church, allowing her not to lose the thread of teaching. She had the opportunity to teach English classes to children from the community in Puebla where She has lived for eight years, a fact that generated great satisfaction because she managed to give back to her people the fruit of her knowledge.

From 2020 until 2021, she had the opportunity to teach in a private company which undoubtedly motivated her to keep doing what she is passionate about, which is teaching. The researcher can share that in the last job she worked as a teacher, she was aware that there was a lot of influx of foreigners. It is worth mentioning that at some point in life she is interested in giving Spanish classes to foreigners in the United States, if she can work as a Spanish teacher for a while, it would be amazing for her. She had the opportunity to work and give intensive classes to a group of foreigners, for one week also if the researcher had the opportunity to work with foreigners in Mexico proudly would do it.

The researcher has not worked in research, this is her first experience as a researcher in Spanish to foreigners and her interest is because is one of her passions to work with foreigners as

mentioned before. She has contact with foreigners from different cities in the United States and realized their need to learn Spanish, now that the researcher is working on research in Spanish so now that the opportunity turns up to take this research course with foreigners, makes me get interested, and she is determined to continue with this research, at the same time is enjoyable because she gets to gain even more knowledge to teach Spanish for foreigners.

1.6 Context of the research

The study participants are two children, one of them is 12 years old he is in 6th grade in elementary school, and the other one is 14 years old he is a freshman in high school, they are both American citizens. Not one of them speaks Spanish at all, their mother and father are both immigrants, most of the children of Latinos are dedicated to school on weekdays, play a sport in school as a hobby, and on weekends they are dedicated to selling clothes at the flea market.

They live in the state of Nevada city of Reno, it is a small place which is a mountainous city known for its slot casinos, has 3 lakes for entertainment or vacation (Lake Tahoe, Truckee River, and Pyramid Lake) known for the national championship of Reno air races taking place every September, it has 14 fire stations, has a University (University of Nevada) a University that only has undergraduate degrees (Truckee Meadows community college) and Washoe County School District with 12 high schools 15 middle school and 65 elementary schools and has 2 international airports Reno Tahoe and regional Reno-Stead (Reno Nevada, 2022). Just in Reno Nevada, a 24.7% total of 60.9 thousand people are Latinos also as stated by a Harvard study in 2018, close to 33.33% of the Nevada state residents are Latinos (DataUSA, 2020).

1.7 Importance of the research

With this research, it is intended that two children between twelve and fourteen years of age who are currently in the United States get interested in learning to speak Spanish through situational Spanish videos, and flashcards, for them to increase empathy towards the Spanish language, the people, the roots of their families, altogether will join efforts to help the well-being of their future and their families.

1.8 Keywords

1.8.1 Videos and flashcards

Videos: it is a tool that has images that are reproduced with movements and with audio you can listen to stories and you can also obtain information for learning, it is a means of technology that is presented with a certain speed for the interested party or those where each image registers its style, individuality, language, duration, and has the purpose of capturing the attention of the public (Jimenez, 2019).

Flashcards: A resource that is used for memorizing vocabulary in different skills when learning a language, or to learn vocabulary, physical flashcards sometimes have 2 sides on one side are the questions and on the back comes the answers, they can come or be designed with drawings, numbers, letters, the interested party has full access to the cards and they are usually used for the skill of communication (Otero et al. 2014).

1.8.2 Heritage speakers.

In recent years, communities have been formed that involve the children of immigrants, the first language being that of their parents and their homes, even though they develop and learn

in a place where the language is different from that of their parents and these speakers are referred to as heritage speakers. (Gubitosi, 2012, p.2).

1.8.3 Oral skills in Spanish.

“According to the Dictionary of Key ELE Terms with Oral Expression refers to “the linguistic skill related to the production of oral discourse. It is a communicative capacity that covers not only a domain of the pronunciation, lexicon, and grammar of the target language but also sociocultural and pragmatic knowledge.” Which means being able to talk and converse in different situations and for different purposes” (Renzi, 2015, p. 1, 2).

CHAPTER II LITERATURE REVIEW

2.1 Language learning

Domínguez (2008) remarks that to learn a second language you always have to start with the receptive skills which are listening or reading because you cannot speak or write when you start learning, an important reason for oral comprehension is that the person who learns a second language has different ways to practice it and this will be through imitation and what he sees and repeats it depending on the context in which it is found. The student will improve their oral expression at the same time will have the opportunity to practice, colloquial conversations with peers and when the teacher speaks informally within the classroom.

On the other hand, the authors Fangfang, Pollock & Gibb (2020) states that children who immigrate to another country outside the one they were born, are faced with a second language different from that of their mother tongue since they are in contact with people who master the language of the country where the children are, it is mentioned that bilingual children learn both the mother tongue and the second language through real situations or the context that surrounds them, on the other hand, the students who acquire a second language, learn through teaching where it is tried to implement the most natural way and even include within the subjects the teaching of a second language to preschool children the intention is to take the acquisition of a second language to a new phase (Fangfang et al, 2020).

Moreover, Anderson (2011) remarks as technology advances there is also an interest in learning a second language and this helps that when the person has the language no longer need to place subtitles to a film, improves their social and cultural life since it allows access to a better job, in the world, some people travel to different countries and knowing a second language is of great help to be able to communicate with the People in this way can have better communication

Grandinetti (2011, as cited in Anderson 2011) the author mentions the following four points since they are important for the learning of a second foreign language.

1. It is easy for the person to socialize with the people around, he or she can describe the history and customs.
2. It is important for natives that one communicates with them in their language.
3. People who have a second language have the opportunity to grow in their professional careers.
4. “Knowing a foreign language is a difference that stands out within the curriculum vitae since companies need qualified people who can continue negotiations with international allies.”

Reyes (2020) declares that for many people it is necessary to learn a second language, it is also important that the person interested has a lot of desire to learn Spanish or another language so that the person has an interest in studying, it is necessary to create courses so that those interested acquire communication, the more immersed they are in the classes, they will be more motivated to get involved in the language, the culture and everything that entails learning Spanish or a second language, it is necessary that the student has the memory reasoning and attention otherwise if the student does not do his part to learn the language is difficult.

Also declares that the acquisition of a second language provides the student with communicative skills. One of the important jobs of the teacher is the motivation he gives to the students for the acquisition of the language, it is even important that they keep in mind that the students have different learning styles, by which they must use different strategies for the student to acquire the second language (Reyes, 2020).

However, to learn a second language such as Spanish there is a relationship of 3 aspects: the first is the learning styles of the student, multiple intelligences, and the motivation of the student; the second aspect: is the different models of teaching and their activities and the third aspect: the personal reflection depending on the learning styles and practice the teaching methods. The author understands that learning is an active and transformational process, and mentions that after some studies, learning is not focused on the brain but also on molecules and the body are part of learning, although studies say that the main organ for learning is the brain because, by this organ, information is saved and is the best computer that people have to process all kinds of information (Lopez, 2009).

The author López (2009) also comments It is important to know that there are several types of learning styles depending on the knowledge of the personal mind and the knowledge of the mind of others, therefore it is proposed that the teacher perform dynamic activities aimed at the types of thoughts for students, something also important is the theory of multiple intelligences according to Gardner (1980, as cited in Lopez 2009) “are 8 different visual-spatial, physical kinetic, verbal-linguistic, mathematical logic, interpersonal, musical rhythmic, intrapersonal” López proposes that within the teaching of a language the objective of the language to be taught, the culture of the students, and the age of the students be taken into account. “Some of the most used technologies are transparencies, posters, recorders, projectors, television, virtual programs, CD-ROMs, the Internet, email, chat rooms, iPods, etc. All these technologies can favor one type of intelligence more than another if they are used indiscriminately and without awareness of the type of students in the classroom” (Lopez, 2009, p.28).

2.2 Speaking skill

Within the listening comprehension, the first auditory skill that the individual receives and acquires is maternal, after a long time of listening the child begins to communicate with the ability to speak understandably, for a student the oral ability determines how, first is the most important skill for a student who wants to acquire a second language, second has many advantages even if the priority to learn a second language are other skills, third the opportunities that the student has to practice depending on external situations. If you move from one skill to another automatically, even if the student has well developed his/her ability of a second language, the ability to speak and listen must be previously well-practiced being able to express himself in an appropriate way (Domínguez, 2008).

Renzi (2015) states that for the student to learn the oral ability of a second language it is important that the student has the time, to desire, and memorize, according to the researchers there are some recommended ways to be used within the teaching, emphasizing the importance of conversation for this teachers must teach the interactive media of the Target Language, Garcia (2004, as cited in Renzi 2015) mentions that oral teaching has two approaches, one approach is where the teacher has to make the student speak so that later he can communicate according to the syntactic structure formally to this approach calling it indirect and the other is where the teacher uses real information, using authentic materials so that students can practice their conversations correctly this is called the direct approach. Continuing with Renzi supports that the use of didactic materials supports the teaching of oral skill.

The author Renzi emphasizes the importance of teaching literature or texts that are related to real life, also the teaching of a specific culture since in different cultures there are different rules, also their social environment, history, their geography, and fundamental in the teaching of a second

language. There are two records of communication defined by systematic and primary traits. When he refers to the situational trait speaks of the dialogue if they are equal with respect according to their profession, their level of the social group, exhorting teachers to teach the characteristics of the situational traits such as receiving and transmitting information and when talking about primary traits refers to interpersonal communication, to be able to socialize pointing out that the two most important registers are the formal and informal, where this last one refers to the fact that communication is with equity and with an informal tone. While the formal is completely the opposite.

It is of great benefit that within the teaching material is included the colloquial language and informal tone along with the registers and the features, it must be one of the main ones for the acquisition of a foreign language, having conversations the structures and their functions of communication assent, the author pronounces that by applying the records of communication, then students will be able to make meaningful conversations and at the same time acquire cultural knowledge because they learn cultures and the way of life.

Within the oral ability it is necessary to have to think about the language that is learned it is also important to learn the functions with these refers to be able to engage in a conversation a great serious example: a person arrives and greets you at the same time asks you a question, then the function is to be able to respond with a greeting and continue with the conversation, and its tools that these have been the linguistic competence that includes expressing the emotions, ideas, opinions, organize the thoughts, the oral and written expressions, and to be able to understand the reality and thus be able to project the ideas orally, so that in that way you can have a communication according to the context (Zurita, 2017).

2.3 Language learning materials

De Luna (2014) proposes the development of different tools with two points of view, the first says that the teacher designs the material to teach grammatical structures of Spanish or the cultural context of the Hispanic world. The second supports the creation of opportunities for students to practice what they have learned, either individually or collaboratively, when working on practical projects, in class or at home, through information technologies and digital communication, these are defined as programs that serve for education and adapted for the learning of students for a second language, in this way the teacher has a variety of possibilities and responsibilities when selecting the tools and designing the material, an important feature that these tools give us is that it is reflected in the daily lives of the students.

It continues to be added that there is a great variety of material or didactic resources for the learning of a language (Chavez 2017) such as newspapers, magazines, audios, television, radio, video, photography, flannelgraph, transparencies, slides, puppets, realia, flashcards, posters and posters, games, songs, comics, CD-ROM, Internet and much more material, which in these times has become a way of teaching according to the needs and interest of the student, but with more interesting, more cheerful one of the most important causes to make use of the learning material is the motivation helps the students to pay attention to the classes, the material has the possibility of being adapted according to the learning styles such as auditory, visual, kinesthetic that would be the most common within a classroom and it is helpful if the books are replaced with didactic material within the classroom. Some disadvantages that have the use of didactic material are that some are not so cheap and sometimes it is difficult to get them, and their advantage is that they can be reused for more than one occasion to teach the classes.

Furthermore, the teacher has the opportunity to create his or her materials for teaching, effectively the material that is developed involves time, dedication, and effort this serves the motivation of the students, it is the solution for teaching with the different learning styles of the students, the learning of the students will be of great importance, there are different types of material and their functions, for example:

1. Blackboard: one of the traditional materials that serve for texts, concept maps, brainstorming, etc, Audios: these are necessary for a class of oral skills, communicative, songs, and noises that allow adaptation to the needs of the students.
2. Television and Radio: allow the possibility of repetition, this material not only shows the language, but also the culture of the country and current issues.
3. DVD and Video are the films, music videos, documentaries, contests, and recorded material that contain information related to teaching one of the most complete materials where the interest of the students is involved.
4. Photography: taken from magazines or taken by the teacher, including a personal photograph of the students can create a variety of activities, such as describing an image, answering questions, or describing the students' own experiences.
5. Overhead projector and projector: this material allows to show of images, concept maps, graphics, etc., and allows the movement of images or words.
6. Games: with these the student learns in a meaningful way, there is a lot of game that can be used, such as board games, dominoes, bingo, cards, memory, puzzles, etc.
7. Flannelgraph: it is manageable and allows one to perform many activities, moving from one place to another images, words, and changing objects.

8. Finally, posters and banners: create dialogues with the images of the posters or posters and make prayers or complete sentences describing the content of the posters or posters.

Gagliardi (2017) remarks that didactic materials refer to that which students are in contact within the class as an aid for the development of learning since they are part of education, the design of didactic materials is elaborated with the purpose that students have contact with, even the didactic material can be adapted by the students. Gagliardi mentions two other authors and these authors state that since the emergence of the internet the opportunity of technology and information gives access to tools for learning and something that must be taken into account for the design of the material is the utility of those materials (Ladaga & Calvente,2015).

2.3.1 Material design

Tomlinson (2011) states that the design of materials should impress students in the following way: worksheets should have many spaces to fill, should be a striking material that has a lot of colors, striking images or pictures, and the material should have challenges so that the student can think, look for interesting stories from different sources, in short terms it is to get out of the routine and evolve and be creative in the design of material in such a way that it attracts the attention of the student, you must have information that the student likes.

In this research, the researcher must have in mind that students have different learning styles such as visual, auditory, kinesthetic, linguistic, logical, social, and solitary therefore the elaboration of the material must be considered so that the participants of this research develop more one of these different learning styles. For the students to learn another language the material that can be used are various like books, tapes, CDs videos, written material, news, and images.

Meanwhile, there can be changes in the material by the teacher to adapt to the different styles of learning of the students. In most cases the use of interactive material is made, such as the use of videos in this way the student obtains the ability to learn to speak and write, is also the technology for learning a second language as they are, the internet and its ways of communication such as emails, conversation apps, blogs, video calls, Facebook, and YouTube.

Education has an important impact on the life of men, this means that he learns and unlearns often, consists of many resources and strategies to make learning easier, that is why in schools the use of didactic material for didactic and efficient teaching is allowed, this allows the student to have a more meaningful way of learning, the development and use of materials transmit more easily, knowledge and skills that are required to the student, the didactic materials are an aid for meaningful learning in the students.

It is the final result of the use of material and the teacher takes an important role because they are the ones who create the space to make use of the material so that meaningful learning can occur in the student, the teacher must create a fun, pleasant and dynamic environment using the material in a way that allows the student to interact with their knowledge, it is important to mention that the teacher can make use of the development of didactic material within the classroom so says (Orozco & Henao, 2012).

Additionally, Muñoz (2019) points out that as time passes, the didactic material has been named in different ways such as didactic supports, didactic resources, and educational means, among others, the most common is didactic material and the author above mentioned defines it as, the use of materials that help with teaching and learning can be physical or virtual, make the student take interest to learn and the material is of great help to the teacher for teaching so that it

is good learning some of the characteristics that the elaboration of the didactic material has to have are: The material must be related to the objectives.

The content of the material must agree with the theme of the material, consider the characteristics of the designer: capacities, interests, previous knowledge, experience, and skills required for the use of these materials, and consider the context in which it will be developed and where it is intended to apply the material. The important use of didactic material within the class is intended to make easier and more practical the information that is presented to the students.

According to Muñoz (2019), the didactic material has different functions that will be mentioned below:

9. Provide information: offer information of importance to the student so that it is easy for them to understand.
10. Comply with the objective and be clear about the objective, so that later the material design can be carried out.
11. Teaching-Learning: Teaching materials help to limit the content of information so as not to confuse the student with irrelevant information.
12. Contextualization: the didactic materials should be included images or objects that help the student to relate what is being explained.
13. Communication between the teacher and the students is viable: the material must be designed in a way that the student or the person can understand it.
14. Join ideas with the senses: there is a variety of teaching materials, and they can be perceived by the five senses (touch, smell, taste, touch, and sight) of the student to connect the information in a personal way and make their learning meaningful.

15. Motivate students: the use of didactic material allows students to be interested in learning more and not lose concentration in the class, to be creative, and obtain different skills.

2.3.2 Audiovisual materials

Material such as cinema has been present throughout history and has been used within the classrooms as material for the teaching of a foreign language, cinema shows us and gives us to understand our mores, historical situations, our culture, the character of a person, cinema offers the possibility of observing the communicative act and its auditory and visual elements, that is why the use of cinema is an appropriate medium that allows the student to have contact with reality because in the cinema the images are integrated and the audio in this way receives at the same time the elements of communication, one of its characteristics of the cinema allow the student to develop his oral ability, is an element for the student to learn a more common and attractive second language (Calderón & Bayona, 2011).

Thanks to the internet there are all kinds of audiovisual material from a basic level to an advanced level, there are two elements for pleasant progress of the student, in the learning of a second language, as first the application of different methods such as the cultural environment, social and economic situation and needs of the students, as second place the use of a variety of authentic material, also the teacher must provide the student with a list of possibilities according to their needs, the material that can be found and first-hand are auditions through radio, musical recordings, and audiovisual material through television and video (Álvarez, 2007).

Etecé (2021) announces that audio-visual materials are those that give messages of the senses not only of sight but also of audio, these materials apply to technology such as cinema,

television, internet, it is transmitted with images and sound at the same time. A little history: these 2 together had development in the cinema around 1920 giving a good experience like reality and a play, and so as technology was evolving so also the synchronized cinema has evolved becoming fiction cinema, with visual and auditory effects to the point where the person with some type of camera can adapt to audiovisual situations.

The audiovisual material has an indefinite duration since it can be repeated as many times as necessary from beginning to end, one of its purposes is to make a copy of reality or make a fictional audio-video, 3 types of audiovisuals are described:

1. Traditional: this has to do with the use of a whiteboard, slides, and the projector, naming them visual material but to turn it into audiovisual material, the teacher is the one who is explaining the content of any of these materials.
2. Massive: where cinema and television became the most effective material for the population very quickly and became part of the “fourth estate” that is, influencing both social and political issues.
3. Interactive: since the internet exists, audiovisual material was chewy fast, but also gave access to viewers to give feedback and information through video calls and videoconferences.

2.3.3 Videos to promote Spanish learning

Herrero (2018) mentions that audio-visual media fully promotes linguistic competence, as examples are videos or films that show the voices and accents of Spanish, audiovisual media help facilitate learning, also help with the motivation of students help to appreciate culture, increases the vocabulary in Spanish of the student, given the variety of audiovisual formats found on the

internet and tools for editing and recording of videos, teachers, and students have an infinite range of topics to design audiovisual projects in the classrooms where Spanish is taught or a second language. Herrero mentions another author who defends the methodology and technique of audiovisuals for a second language. Functions suggested for the Spanish class Herrero (2018) also quotes “the teacher has to make planning and to carry them out under the objectives for learning.” Altman (1989, as cited, in Herrero 2018 p.7) then Herrero notes that there are some activities before and after the playback of videos, short films, or feature films.

1. For the activities before the film: the author comment that the students take more importance and thus have an effective understanding, gives them imagination, can perform tasks such as describing the content of the video or even comment on the predictions of what will happen in the feature film, short film, or video.
2. For the activities during the film: it is simply asking that the students pay attention to all video details, such as the characters, and clothing, and identify the Essenes that have the greatest importance.
3. For the activities after the film: the activities have to do with understanding so conversations can be made explaining the content of the opinions, description of the characters, adaptation of an event, creation of a trailer of the video, and narration about the characters.

Finally, the author mentions that the use of audiovisual material in teaching motivates students and is a fascinating material where it can be used in a variety of activities so that students who are learning a second language can make texts either oral or written both personally and in a group way.

Since the pandemic, the mode of teaching had to change from a traditional way to a virtual way since teachers had to start teaching online through different applications or platforms which allow students to learn virtually and called it: (a virtual learning environment) and made that all the materials that are used within the classroom such as videos, worksheets, books, presentations, etc. switch to virtual. In this way, the students work from their homes on tasks and the teachers use the platforms to make video calls for feedback on the works, where the teacher has to turn the teaching into a more didactic way where it involves the participation of the students (Salas, 2021).

2.3.4 Flashcard for oral communication

Kusumawardhani (2019) affirms that the cards help the development of oral communication apart from the fact that they are widely used for the teaching of foreign language, help students speak the language, and the use of flashcards help the student to understand the language they are about to learn or are learning, help to create a dynamic environment in communication, with the use of cards the activities are very fun and interactive, they have the possibility of memorization, they facilitate an expressive and meaningful language for the student.

The flashcards can give freedom to the student so that in that way they practice in their homes or somewhere outside the classroom the different language skills that student is learning as it is writing, reading, grammar, and communication. the cards are used by the teacher or who is teaching the language as a simple and effective teaching method and for the performance of the student, these can be elaborated in an attractive and fun way you can make different games and must be very striking with a lot of colors to attract the attention and interest of the student.

Kusumawardhani (2019) cites other authors that according to them the cards can be made with drawings, letters, and or words both on one side and on both sides, on the other hand, they

help the student his autonomy in three different ways the first: it helps him to self-select words that they will learn in a fast way, second: after having gotten the information of the cards, its synonyms, antonyms, its placements its elaborations of statements and through the cards with images the students can choose what information to add for a new word that is appropriate for their learning. Third: flashcards are a tool that facilitates memorization through spaced repetition, they also present different ways for students to rate and review their learning evolution (Teng & He, 2015).

In addition, other authors declare that there are digital cards, are made through a platform the difference between a physical card to a digital card is that in the digital one you can apply more than 2 faces, another characteristic that the digital cards have is that it contains multimedia such as sound, movements, 3d images, you can re-use digital cards, the cards can be used without using the internet since they can be saved in any type of device such as cell phone, tablet, USB memory, computer, on a disk, etc. And the student has access to the cards at any time available and anywhere (Otero et al. 2014).

2.4 Lesson Plan

Reyes (2017) remarks the teacher must have a plan for the classes since in this way the teaching-learning towards the students will be facilitated, with this a better control to carry out a significant class outside and inside classes. The importance of having a class plan, will serve for the formation of the new generations therefore, it is essential to develop the possibilities for the changes that the formation process demands.

The class plan is a decisive instrument for the teacher, which helps to carry out the class effectively and helps to have control of the class, it is important to mention that the classes vary

according to the structure of the activity that will be addressed for the students and so they can acquire the knowledge according to the objective that the teacher has, in each of the class plans it is important to facilitate different procedures for the development of skills. Zilberstein (2016 as cited in Reyes 2017) emphasizes that class planning should include the functions that facilitate an education that grows which are mentioned below:

1. Planning of the educational teaching process, it guarantees that the teacher can scientifically direct the teaching-learning process. Before planning the teacher must consider the following elements:

2. “Master the curriculum in question.

- Consider the comprehensive diagnosis of students.
- Master the content of the subject taught.
- Know the teaching methods, the forms of organization, and the means of teaching that contribute most to integral formation.
- Master the basic bibliography of the subject and other sources that allows to expand the content.
- Have a mastery of the most effective methods for the control of instruction and education.

3. Organization of the educational teaching process. -It refers to the planning by the teacher of the objectives, contents, methods, and procedures, forms of organization, means of teaching-learning, and forms of evaluation of the subject or class system.

4. Development of the educational teaching process. -It has to do with the execution of what was planned and the active participation of all those involved in the process is essential. At this stage

the plan is not strictly rigid, it can and must undergo modifications according to the concrete reality.

5. Control. -It allows the teacher to feedback about the process and the result of the teaching-learning process, in terms of what and how their students have learned and what values have been formed in them.”

CHAPTER III

3.0 Introduction

In this chapter, the research approach is described with the implication of what type of research was used, on the second section is the context a brief explanation of the place of the interview for the research, and in the third section is the significance of sampling, it notifies the readers what kind of sample is used, the fourth section informs a little history of the participants for this research, the fifth section is the data collection techniques, instruments, and material that were used on the research, the sixth section refers to the ethical consideration of the participants, seventh is the procedure and the last section is the data analysis.

3.1 Research approach

Hernandez Sampieri et al. (2014) mentions that a qualitative research method is the study of people through various forms such as observations by the researcher, life stories, diaries, face-to-face interviews, and group talks, and through these many data are obtained, unlike a quantitative method focuses on obtaining and gathering data with words, not with numbers, therefore one must make data collection strategy and it helps researchers understand the reason for things.

According to the author mentioned previously to obtain long data is necessary to follow the nine phases: idea, statement problem, begin with getting to know the context of the study, the problem of the study, data recovery, analyze the results, and the preparation of the results reported in this qualitative method the researcher was able to go back to any previous phase throughout the study.

This research was aimed to identify participants' opinions about the use of videos and flashcards to encourage two Mexican immigrant children in the United States to speak Spanish. It

is an appropriate method since Hernandez Sampieri et al. (2014) considers that qualitative research helped to know the opinions of individuals about their experience, since from this experience a lot of data is obtained and the object of this research tried to recover those opinions using a material that had a theme of cultural focus so the researcher selected the qualitative method because this method took her to the aim of the research, using the qualitative process suggested by Sampieri.

3.2 Context

This research was applied through a video call on WhatsApp, the reason for this is because the participants live in the United States, they have no cell phones, and the only ones who have a cell phone are their parents. This application had been very useful to contact people from around the world at any place for free, just with the use of the internet, it has an easy way to send and receive messages, files, videos, images, music, text messages, and location. Through this application, the user can share hyperlinks of information.

This application is very easy to use. The mission is to allow people from around the world to communicate with no barriers, their vision is to continue with a fast messenger service. WhatsApp became popular surpassing over thousand six hundred millions of people and the most common tool used to send information (Sedano et al., 2019). The purpose was to make this research the easiest possible for the participants and video calls have no time limits. In addition, the participants of this research do not know any other platforms.

3.3 Sampling

Sampling means that from a population the researcher chooses a small group or a desired number of people so that with that group or with those people the researcher can work. In

qualitative research, there are four different types of sampling and in this research, it is intended to work with convenience samples, this method is the most frequently used in qualitative research.

Lune and Berg (2017) say that it is easier to collect the data, it is a sampling where you do not have to spend money or it is cheap, it is fast, the research subjects are accessible, and they are known by the researcher. This research was intended to obtain information in a short timeline and without the investment of money, and the subjects of investigation were able to work with the researcher to obtain the needed data.

3.4 Participants

For this research there were two young children as participants; The first one was Abraham Chapa, fourteen years old, he was born in the state of Nevada city of Reno, he was in high school, he was a freshman. He lived with his mom and his dad, he played soccer at school, as a hobby he liked to play videogames and listen to music at the same time. The other participant was Joel Lobo Aguilar, he was born in Reno Nevada. He was twelve years old, he was in sixth grade in elementary school, and he liked to listen to music and hang out with his friends as a hobby.

They both helped their parents every weekend at the flea market selling clothes, every Sunday afternoon they liked to attend along with their parents to a Christian church, they do not speak Spanish, the only two words are ¡Hola! and ¡Adiós! therefore, the researcher of this project decided to choose these two young children of immigrants to be her participants.

3.5 Data collection techniques

An interview is a technique that serves for qualitative research where a conversation was made to be able to obtain data, it was easier to interview since more information was gathered and

obtained, qualitative research has its main point, which was to obtain information for the topic of the researcher. According to Montoya (2016) the interview was comprised of four phases.

- One: Ensuring interview questions align with research questions
- Two: Building a Research-Based Conversation
- Three: Receiving Feedback on Interview Protocols
- Four: Piloting the Interview Record

The interview was semi-structured, which is the one used in qualitative research, from this the researcher obtained more questions for the participants, and thus a conversation was formed between the participants and the researcher to get enough data, the questions had to be well structured and were simple questions where the participants felt free and confident to answer.

It is important to mention that, to begin an interview with the participants, the researcher began with the most frequent questions, for example, their names, how old they were, their birth information, their school, their hobby, and duties since they are both young children, and continued with the questions regarding the researcher's objectives. The researcher tried to transform the answers into a conversation, to get a good interview, it was important not to interrupt the participant while he or they were talking.

3.5.1 Instrument

In this research, the questions for the interview were open-ended, as questions numbers 6, 7, 8, 9 and were used to answer yes or no, but there could be another question made to the participants if necessary or needed, these questions were for the researcher to find out if the material she used on this research was to the participants liking. Questions 10 and 11 are open

ones, these were to give the participants the chance to express or say their thought freely, and these questions were to get the answers to the objective of this research.

Questions one to five were the introductory ones, its purpose was to bring attention to the participants and create a trustful environment between the researcher and the participants. Questions 12 to 14 were to get the final information that was needed for this research these three last questions ended the interview with the participants.

The researcher needed to thank the participants for taking their time to be part of the research and for the interview (See Appendix 1).

3.5.2 Materials: videos

The first video that the researcher used was taken from YouTube and contains several short parts of different animated movies with goodbyes and with the most used greetings, the video lasts two minutes and fifty-four seconds, the title of the video called “Saludos y despedidas con películas 1” was created on September 17, 2020, it was uploaded by the author: Profesor Machupicchu (See Appendix 2).

As Herrero (2018) comments that with the use of videos and the development of didactic activities and audiovisual materials, children get interested and motivated to be able to practice the language through writing, and their oral skills so that the learning of the second language gets easier for them to learn. The researcher decided to develop a video of presentations at home, through the use of a Cap Cut application on Play Store to use names and audio also the researcher would like to add that the voices on the video were from her 10-year-old niece and is used to make the changes of the voices, and to develop the characters, scenes and movements she used the Gacha Life application it allows to choose clothes, hair, customs, which gives permission to develop

characters all together finally created a conversation out of a school and inside of the school (See Appendix 3).

3.5.3 Flashcards

As Tomlinson (2011) describes, the material must be colorful and the students must be interested in the material design, so the researcher developed some flashcards to be colorful for the participants to have fun answering the exercises on the flashcards and even play with the flashcards considering that they are young children.

The researcher developed flashcards because Kusumawardhani (2019) says that with the use of flashcards it is easier to learn and start to speak a new language and because the participants for this research did not speak Spanish, the object of this research was to encourage the young immigrant children to speak the language she developed flashcards and the participants were able to practice the language with fun activities some of the flashcards that she developed were on Word program just added pictures for the children not to lose the interest to speak Spanish, as well as the development of flashcards on an internet program called Canva, a page where she was able to create flashcards so that the children were able to represent a role play with the flashcards.

Also, through the search of images in Google images that had to do with the greetings previously mentioned above, then it seemed good to put two children greeting each other since the participants are two young children, paste them in front of images that she also look for in google images and place them as wallpaper in the application of Canva and in this same application added the phrases in different colors so that they could be striking for the participants, then added animations and font to the sentences so that they look even more interesting for the participants.

On the other hand, because Canva is a place that lets the user develop a specific size of flashcards rejected to develop the pre-activity and post-activity flashcards because of the context of them, she did not design them through the Canva application but these instead created them in Word as well as the images that she placed as wallpaper, took them from google images inserted in the part of insert in a word then added rectangles with text to write inside the box the instructions and put it on top of the board that was used as wallpaper, also inserted rectangles so that inside those rectangles the participants could place their answers, thought of putting as wallpaper a classroom for this activity so that the participants did not lose interest in performing the exercises of each activity (See Appendix 4-7).

In addition to the development of the flashcards for the topic of presentations of people she decided to use Canva online she chose this site because it is easy to use, it has a variety of wallpapers, different colors, letter styles, and sizes, and pictures therefor she developed seven of the flashcards using the tools that were mentioned above from Canva. (See Appendix 8-11).

Two of the flashcards were developed on Word because of the activities, these 2 activities needed more space and needed to cover the whole activity with wallpaper, then for one of the activities the image was taken from the internet, finally for the last activity used a screen shot from the video titled presentations (See Appendix 12-14).

3.5.4 Lesson plan

Reyes (2017) says, the lesson plan is necessary for the class, the researcher developed a lesson plan she considered the ages of the participants, the place where the material was applied, the time of the application of the material, and each activity was divided in minutes giving a total of an hour.

The lesson plan aimed to use flashcards and videos and because the children did not know Spanish, the researcher helped them throughout the activities also used the lesson plan, so that there was control and procedures for each activity, so it was developed according to the needs of the participants and to achieve the best result to get to the objective of this research and piloting the lesson plan the researcher asked for an opinion being the following her answer:

I reviewed the lesson plan and while I am not able to apply it in a classroom, I think the times seem a little short, especially for the video activities and the crossword. If you factor in giving instructions, playing videos twice, and discussing, it will require more time I think than 4 minutes. Same scenario with the crossword if you consider how much time it would take a non-native speaker to complete (Stephanie Disuanco, 2022) (See Appendix 15/16).

3.5 Ethical consideration

For this research, it was very important to have in writing the permission of the participants' parents through a format for their collaboration, so they were made aware that the information they provided was confidential. The participants were also asked in the middle of the interview if they wanted to continue with their participation and let them know that all the information provided was going to be used only by the researcher (Coughlan et al., 2019) (See Appendix 17&18).

3.6 Procedure

The material was given on the night of September 05, 2022, the steps are described below.

1. The Researcher started with the warm-up according to the lesson plan she developed.
2. Continued with the explanation of the flashcards of greetings.
3. Then played the first video for the participants.

4. The researcher asked the participants to complete the activities regarding greetings, monitoring and giving the estimated time.
5. Continued with the explanation of the second set of flashcards about presentations.
6. Played the second video of presentation.
7. Finally asked participants to solve the activities in respect of the presentations.

The class was recorded for the researcher to use the audio for the results.

The procedure of the interview consisted of steps described below.

1. First step: once the participants of the study finished with the class, they were given an interview, while the researcher wrote the answers the children were asked to write their answers, the interview lasted 9 minutes.
2. Second step: the interview consisted of 14 questions in English were applied, the interview could not be carried out in Spanish, since the participants do not master the Spanish language.
3. Last step: the information obtained from the participants was analyzed to identify that they have answered the questions of the objectives (See Appendix 19-23).

3.7 Data Analysis

This section is suggested by O'Connor and Gibson (2003). The data should be collected in different ways which the researcher continue to describe first the researcher collected the information obtained from the interview, listened to the audio, and wrote the needed information to get the answers according to the objectives of the topics. Second, she doubled check the answers of the participants and organized and wrote just the main ideas of the participants. Third she wrote the information taken from the participants into different charts. She considered not just the

information that was obtained by the participant it was important to highlight what went wrong and what could be changed, not just for this section but also for the whole research.

CHAPTER IV

4.0 Introduction

This chapter is about the participants' opinions on the material that the researcher used for the class presented to them. In section 4.1 are the opinions of the participants about the use of videos to speak Spanish, 4.2 are the opinions of the participants about the use of flashcards to speak Spanish, section 4.3 is regarding a post-reflection of the material used in class, and the last section is the conclusion of the participants' opinion.

4.1 What are participants' opinions about the use of videos to speak Spanish?

The questionnaire was applied after the instruments on September 06, 2022.

Answers of the 12-year-old participant

Questions	Answers
1. How are you?	Good, you?
2. Where are you from?	I'm from the United States.
3. What is your favorite hobby?	Playing soccer
4. Where do you study?	Dilworth Knights Stem Academy
5. Which is your favorite class?	Math class
6. Do you like the use of videos in class?	Yes, because they helped me understand.

7. In particular, did you like the video we saw in class? Why?	Yes, I do, because it has a lot of things we learned.
8. Do you like the use of flashcards? Why?	Yes, I do because they have color.
9. In particular, did you like the flashcard we used in class? Why?	Yes, because those really helped me learn how to say ¡Hola! in many ways.
10. Do you think videos help you to speak Spanish? Why do you say so?	It helps me learn Spanish because it teaches me how to say goodbye and hello.
11. Do you think flashcards help you to speak Spanish?	Yes, because it helped me to say hello and bye in a different way.
12. Was there something you did not like about the video or the flashcards? What was that?	No there's nothing bad about the video
13. Would you use videos and flashcards to speak Spanish in the future?	Probably yes
14. Would you like to continue to learn to speak Spanish? Yes/No Why is that?	Yes, because someday I might have a job and if they only knew to talk Spanish I would talk to them.

Answers of the 14-year-old participant

Questions	Answers
1. How are you?	Very good
2. Where are you from?	U.S. NV. Sparks
3. What is your favorite hobby?	soccer
4. Where do you study?	Sparks High School

5. Which is your favorite class?	Geometry
6. Do you like the use of videos in class?	Yes, it refreshes or supports the idea of Spanish.
7. In particular, did you like the video we saw in class? Why?	Yes, help us use certain words during written occasions.
8. Do you like the use of flashcards? Why?	Yes, very good was to organize things by subjects.
9. In particular, did you like the flashcard we used in class? Why	Yes, the answer is the same as question 8.
10. Do you think videos help you to speak Spanish? Why do you say so?	You have to teach us when to use each word.
11. Do you think flashcards help you to speak Spanish?	Yes, with the syllabus
12. Was there something you did not like about the video or the flashcards? What was that?	No, nothing I like them.
13. Would you use videos and flashcards to speak Spanish in the future?	Yes
14. Would you like to continue to learn to speak Spanish? Yes/No Why is that?	To be able to be bilingual and to be able to communicate with my family in Mexico.

For the 12-year-old participant, the use of video helped him to understand Spanish, he liked them he learned a lot of different words in Spanish, and he learned new ways to say hello and goodbye in Spanish; words he did not have a bad opinion about the use of the videos that he saw in class to learn Spanish, he would learn Spanish in the future with the use of videos (Questions 6, 7, 10, 12, and 13).

The 14-year-old participant's opinion about the use of videos in class helped him to use certain words during written occasions. He said that videos support or refresh the idea of Spanish. He liked the videos that he saw in class, and he would use videos to speak Spanish in the future but there was an inconvenient with the use of videos to speak Spanish and it was because the teacher had to teach when and how to use each word from the video, but he would use videos in the future (Questions 6, 7, 10, 12, and 13).

4.2 What are participants' opinions about the use of flashcards to speak Spanish?

The 12-year-old participant loved the colors of the flashcards, and he liked the flashcards that were used in class because those helped him to learn different ways of greetings and presentations in Spanish. There was nothing bad about the flashcards. He loved the ones he saw in class because those cards helped him to say ¡Hola! in three different ways. Flashcards also helped him to say goodbye in different ways, and he would use them in the future to speak Spanish (Questions 8, 9, 11, 12, and 13).

The 14-year-old participant congratulated the teacher because he liked the way subjects or explanations were on the flashcards. He liked the flashcards he saw in class; he thought that flashcards help him speak Spanish with the syllabus, he loved the flashcards, and he would use them to speak Spanish in the future.

4.3 Post reflection

The activities that were applied to the participants showed that they were very anxious to know what would continue after each activity, it was noticeable in the looks of each of the participants at the beginning that they had no idea what each of the words of the video meant. Therefore, the teacher at that time let the video end and made a brief explanation of the vocabulary

so that the participants could understand the video. Regarding the flashcards, there was no problem since it was noticed that the participants paid attention to the explanations that the teacher was giving and they were guided with the content of the flashcards. Despite having noticed that the 14-year-old participant was uncomfortable with the content of the video, the teacher explained the cards. which helped him a lot because he had a good result in each of the activities that were applied to him.

With the 12-year-old participant, the teacher noticed that he was very active and put on a face full of smiles since he liked the videos and the flashcards. The same as the 14-year-old participant, he did not have several errors when answering the activities, the only thing that he missed was that he did not understand how to fill in the crossword puzzle since his answers were word by frame and not letter by frame, this was only in the filling part. However, in the part where he had to do the filling of the conversation, his answers were correct without errors, only spelling in Spanish despite having the answers written for all the activities.

Being these the results, the thing that the researcher would change in the lesson plan would be the minutes of the activity of the crossword and the videos since it was given for a previous review to a teacher who works in the United States.

4.4 Conclusion

In conclusion, the participants are that they both liked the use of videos and flashcards to learn Spanish in a class of 1 hour and 10 minutes. The participants learned at least three different ways to greet each other in Spanish and at least 4 ways to present themselves or others, both formally and informally. The participants commented that apart from using flashcards and videos to speak Spanish, each member would like to continue learning Spanish.

The last question of the questionnaire was: Would you like to continue to learn to speak Spanish? Yes/No. Why is that? At the same time, it corroborates the answers in the tables shown above in section 4.1.

The response of the youngest participant was: “Yes, because someday I might have a job and if they only knew how to speak Spanish, I would talk to them.” And the response of the 14-year-old participant was: “Yes, to be able to be bilingual and to be able to communicate with my family in Mexico.” Therefore, these answers give a good result to the researcher's research.

CHAPTER V

5.0 Introduction

In this chapter are the researcher's conclusion, section 5.2 is the limitation that she had during her research, 5.3 are the recommendations that she gives to the readers of this research, 5.3.1 is about further research of this investigation, and 5.3.2 is about the personal experience of the researcher throughout this investigation.

5.1 Conclusions

The researcher concludes that the objective of this research was reached since the intention was that with the use of videos and flashcards the two immigrant children in the United States speak Spanish, and the participants are willing to continue learning Spanish so that in the future they would have better opportunities wherever they are.

The participants' opinions on the use of videos and flashcards were identified and positive answers were obtained. The questions of this research were their opinions, and these were obtained through a class with the use of the material already mentioned.

5.2 Limitations

The limitations that the researcher had during the application of the material were that the participants did not have a computer, a tablet, or a cell phone. Therefore, the participants felt somewhat shy as their parents were present during the application.

A second limitation that the researcher had is that the participants could not apply the material in person, meaning face to face, apart from being minors they could not travel alone

because their parents are immigrants, and on the other hand, they were attending school, consequently the material was applied to them virtually.

Another limitation was that at the time of applying the material, there was a video that had previously been sent to the parents of the participants, and suddenly the playing of the video failed. Then the plan B of the researcher was to send the link in the chat so that the participants could see it from home, in any case, the researcher was prepared for any technical failure that occurred during the application of the material.

5.3 Recommendations

The first recommendation is: that for the use of videos and flashcards within a class for a foreign language, as it was, in this case, Spanish, it is to use a well-elaborated lesson plan (syllabus) and apply it previously to students to correctly have the time of each of the activities with the use of the material already mentioned. In the case of the researcher, the lesson plan was reviewed by an American teacher with a lot of experience in front of a classroom.

The second recommendation is: to keep in mind that if the participants are of a level where they do not have enough or any vocabulary in Spanish, to pay attention to their reactions when presenting them videos, flashcards, or any other material, and to be prepared and be able to solve any type of questions from the participants.

The third recommendation is: during the use of videos and flashcards, give all the possible motivation to the participants so that they do not lose interest in the material that is presented to them. Just as the elaboration of the material is as striking as possible that can be with these data the participant will possibly try to contribute their participation and thus attract more attention.

5.3.1 Further Research

In this paper, the researcher wants to take this research in the future not only for two participants in a particular way, but it is intended to continue and apply to a Spanish school for foreigners or apply it to more than two participants. If extended, then the problems and the resolution to the problem will be described to be able to deepen this research.

5.3.2 Personal experience

This research for me was very heavy but as time went by, I realized that I liked it this because I was interested in reading and reading more about the subject since, I had not previously done research like this. It was my pleasure to apply the instruments to the participants and see their desire to want to learn more and they hoped that it would not be finished. I am left with the desire to continue with this research, as it was a very beautiful experience.

Something very different from the expectations that I had at the beginning was I learned about the use of didactic material and how to elaborate it in different applications in a striking way for the participants and not because they are known, but because the material and the research was carried out with great effort thinking about applying the same material to more people who have the desire to learn Spanish.

It was very emotional to be able to make material aimed at children of immigrants and not having an extensive vocabulary. At the end of the application of the material, the young children were left with more than two words in Spanish, which is very frequently used in the daily life of a native speaker. Therefore, I am proud to have concluded with this research project, and with the same motivation in the future to be able to extend this research to those who are interested in learning a language as beautiful as Spanish as a foreign language.

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APPENDIX

Appendix 1 Interview guide

Videos and flashcards to encourage speaking Spanish

Two young boys

Age 12 and 14 years old

1. How are you?
2. Where are you from?
3. What is your favorite hobby?
4. Where do you study?
5. Which is your favorite class?
6. Do you like the use of videos in class?
7. In particular, did you like the video we saw in class? Why?
8. Do you like the use of flashcards? Why?
9. In particular did you like the flashcard we used in class? Why?
10. Do you think videos help you to speak Spanish? Why do you say so?
11. Do you think flashcards help you to speak Spanish?
12. Was there something you did not like about the video or the flashcards? What was that?
13. Would you use videos and flashcards to speak Spanish in the future?
14. Would you like to continue to learn to speak Spanish? Yes/No Why is that?

Appendix 2 Video of greetings

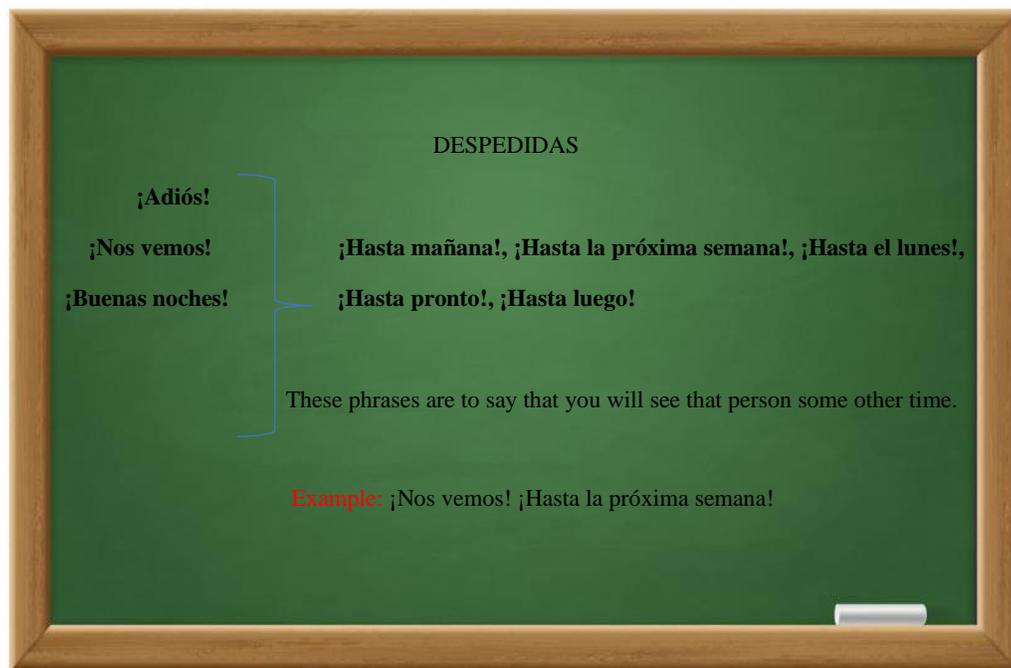


Appendix 3 Video of presentations

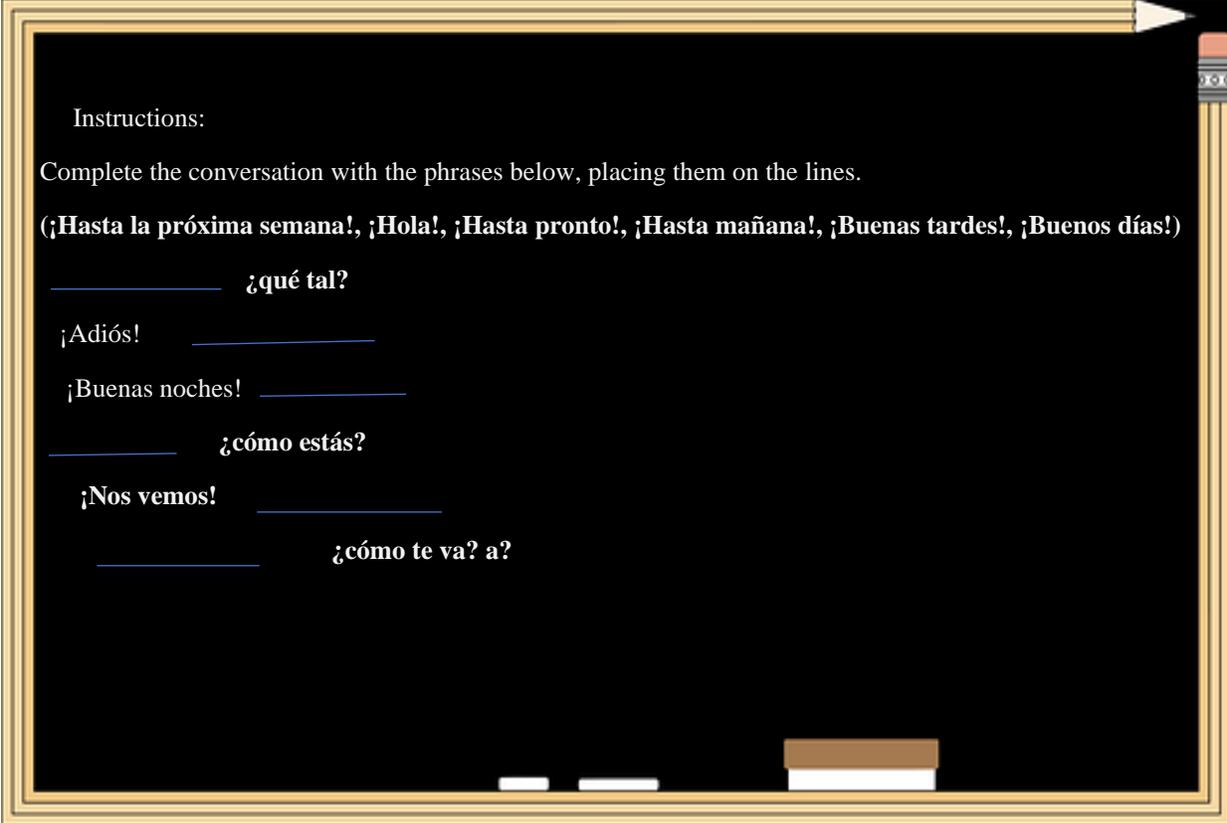


Presentaciones.mp4

Appendix 4 Flashcards for Greetings



Appendix 5 Pre-activity for Greetings



Instructions:

Complete the conversation with the phrases below, placing them on the lines.
(¡Hasta la próxima semana!, ¡Hola!, ¡Hasta pronto!, ¡Hasta mañana!, ¡Buenas tardes!, ¡Buenos días!)

_____ ¿qué tal?

¡Adiós! _____

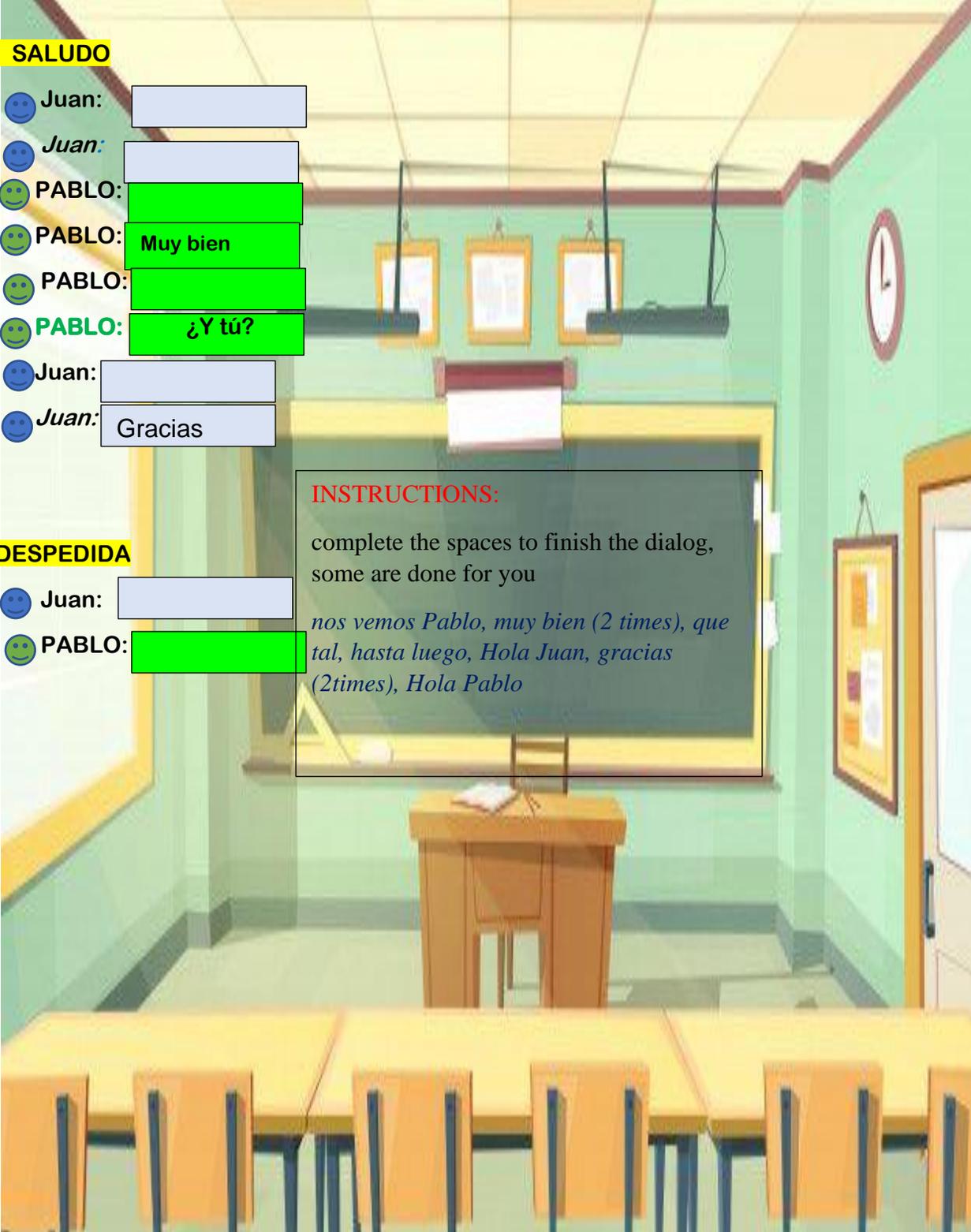
¡Buenas noches! _____

_____ ¿cómo estás?

¡Nos vemos! _____

_____ ¿cómo te va? a?

Appendix 6 Activity for Greetings



SALUDO

😊 Juan:

😊 Juan:

😊 PABLO:

😊 PABLO: **Muy bien**

😊 PABLO:

😊 PABLO: **¿Y tú?**

😊 Juan:

😊 Juan:

INSTRUCTIONS:
complete the spaces to finish the dialog,
some are done for you

nos vemos Pablo, muy bien (2 times), que tal, hasta luego, Hola Juan, gracias (2times), Hola Pablo

DESPEDIDA

😊 Juan:

😊 PABLO:

Appendix 7 Post-activity for greetings



Appendix 8 Flashcards for presentations (1&2)

PRESENTACIONES

1

There are several ways to introduce oneself, usually accompanied by a greeting.

Example:

¡HOLA! MI NOMBRE ES KAREN.

¡HOLA! ME LLAMO LUIS.

¡HOLA! SOY CARLOS.

Bibliografía: www.unsitio genial.es

2

YOU CAN ALSO SAY ONLY YOUR NAME ACCOMPANIED BY ¡MUCHO GUSTO! ¡ENCANTADO! WHEN SAID BY A MAN AND ¡ENCANTADA! WHEN SAID BY A WOMAN.

EXAMPLE: KAREN, ¡MUCHO GUSTO!
LUIS, ¡ENCANTADO!
CARLOS, ES UN PLACER CONOCERTE.

Bibliografía: www.unsitio genial.es

Appendix 9 Flashcards for presentation (3&4)

3

YOU CAN INTRODUCE THIRD PARTIES IN DIFFERENT WAYS.

 **Example:**
EL ES Pedro.
ELLA ES Ana.
TE PRESENTO A Jesus.
QUIERO PRESENTARTE A Luisa.
ME GUSTARIA PRESENTARTE A Monica.

Bibliografía: www.unsitio genial.es

4

When you are introduced to a third person, you can respond in the following way:

 ¡MUCHO GUSTO!
¡ENCANTADO!
¡ENCANTADA!
ES UN PLACER CONOCERTE. 

EXAMPLE:
El es Pedro. ¡ENCANTADO!
Ella es Ana. ¡ENCANTADA!
Te presento a Jesus. **ES UN PLACER CONOCERTE**
Quiero presentarte a Luisa. ¡MUCHO GUSTO!
Me gustaria presentarte a Monica. ¡MUCHO GUSTO!/ **ES UN PLACER CONOCERTE**

Bibliografía: www.unsitio genial.es

Appendix 10 Flashcards for presentations

5

**THERE ARE SEVERAL
WAYS TO ASK FOR A
PERSON'S NAME**



**EXAMPLE:
INFORMAL**

**¿CUÁL ES TU NOMBRE?
¿CÓMO TE LLAMAS?
¿QUIÉN ERES?**

FORMAL

**¿CUAL ES SU
NOMBRE?
¿COMO SE LLAMA?
¿QUIEN ES USTED?**

Bibliografía: www.unsitíogenial.es 

Appendix 11 Pre-activity for presentations

¿QUIÉN ES USTED?

¡HOLA!

¿TÚ CÓMO TE LLAMAS?

¡ENCANTADA!

¡MUCHO GUSTO!

¡UN PLACER!, YO ME LLAMO JOSE.

¡ENCANTADO!

EL ES JAVIER.

ME GUSTARIA PRESENTARTE A MIGUEL.

TE PRESENTO A CARMEN.

ELLA ES ISABEL.

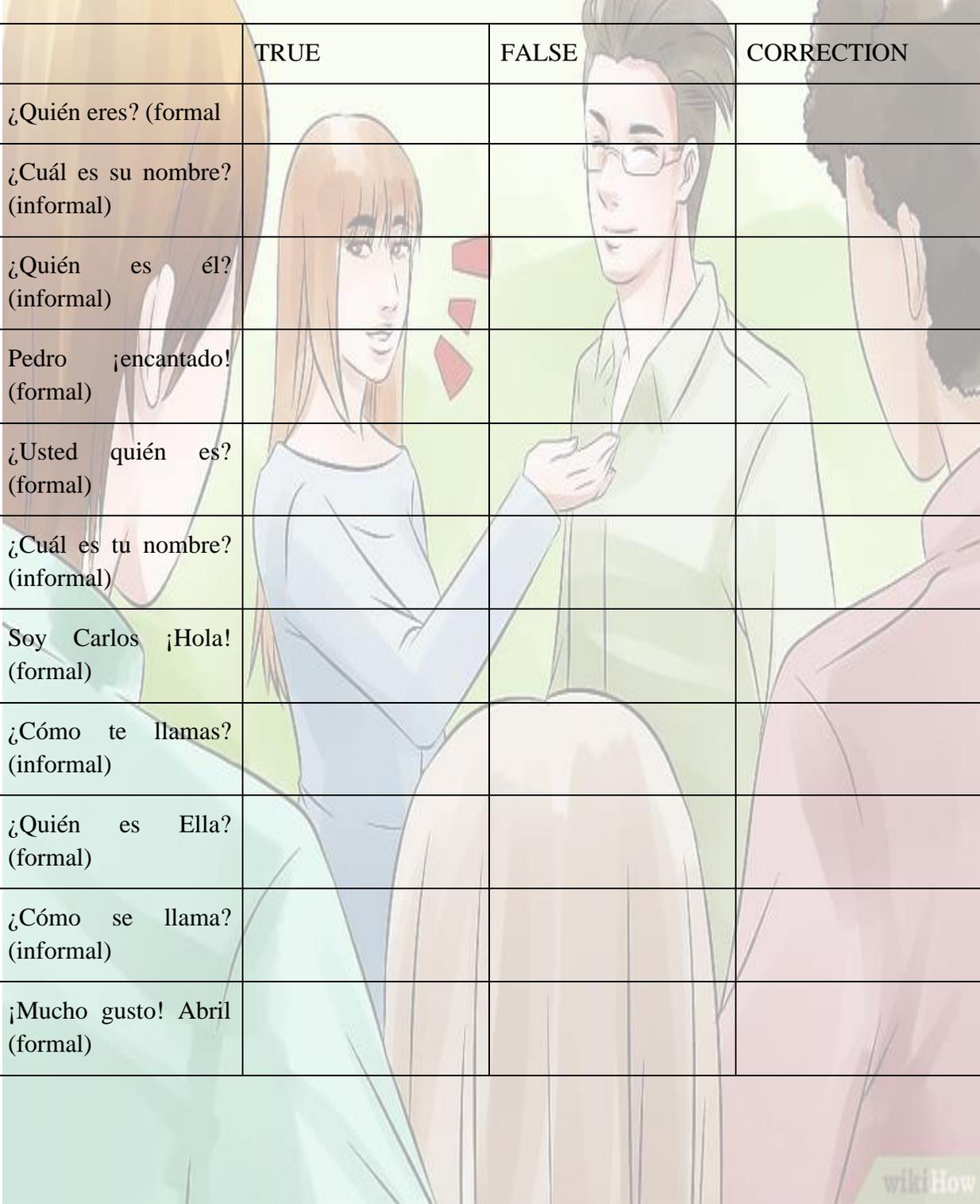
QUIERO PRESENTARTE A LETICIA.

ME LLAMO EDGAR.

YO SOY ANA.

Appendix 12 Activity for presentations

	TRUE	FALSE	CORRECTION
¿Quién eres? (formal)			
¿Cuál es su nombre? (informal)			
¿Quién es él? (informal)			
Pedro ¡encantado! (formal)			
¿Usted quién es? (formal)			
¿Cuál es tu nombre? (informal)			
Soy Carlos ¡Hola! (formal)			
¿Cómo te llamas? (informal)			
¿Quién es Ella? (formal)			
¿Cómo se llama? (informal)			
¡Mucho gusto! Abril (formal)			



wikiHow

Appendix 13 Post-activity for presentations

Order the conversation by placing the phrases in the crossword.

Vertical: 5, 10, 4, 8, 9

Horizontal: 1, 2, 3, 6, 7

Soy Omar, ¿Quién es ella?, ¡Hola!, El es Luis, ¡Hola!, soy Alma, ¡Mucho gusto!, ¡Hola!, soy Carlota, ¿Cómo se llama?, ¡Es un placer!, ¡Encantado!

PRESENTACIONES

Alma:

Omar:

Omar:

Alma:

Omar:

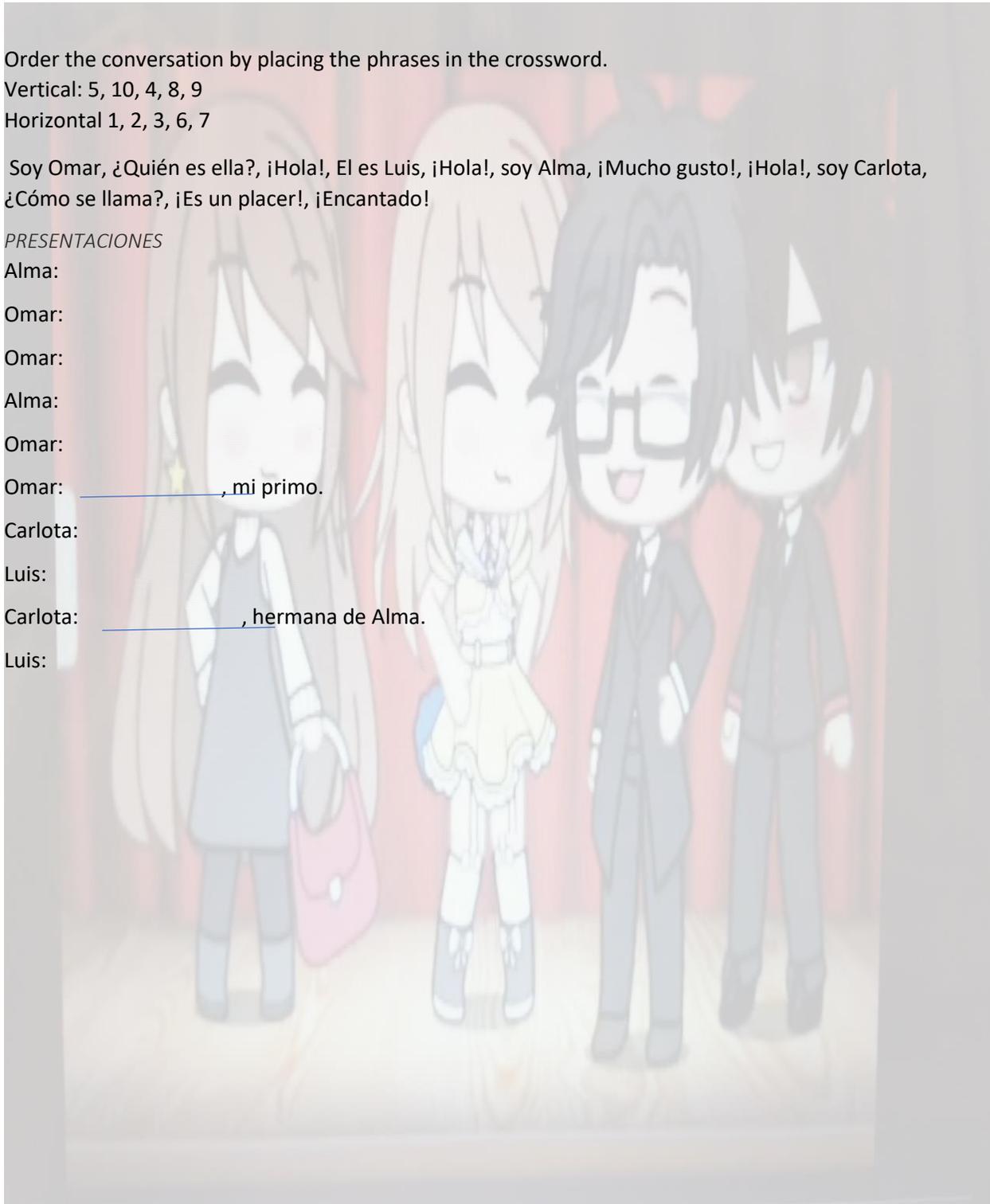
Omar: _____, mi primo.

Carlota:

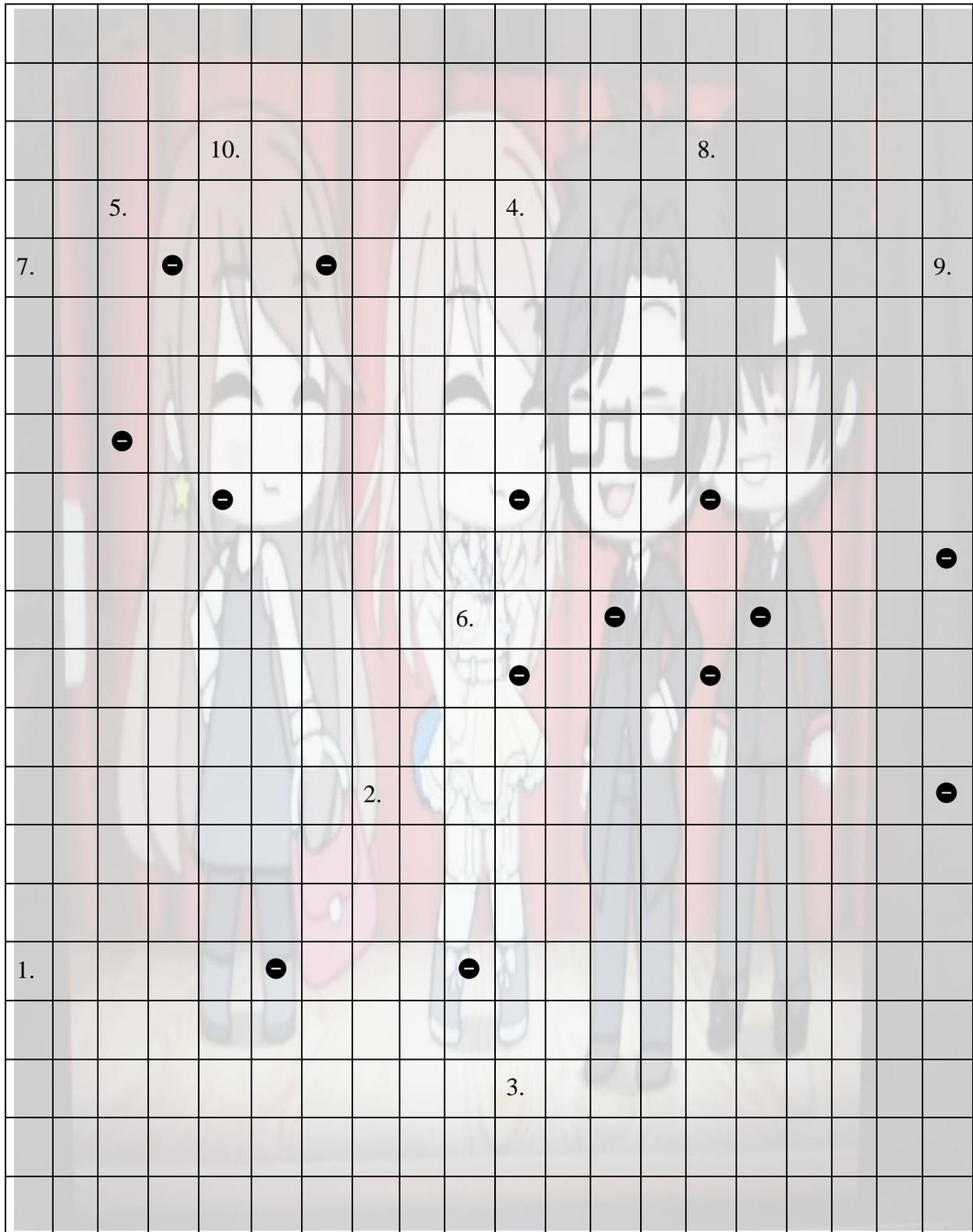
Luis:

Carlota: _____, hermana de Alma.

Luis:



Appendix 14 Crossword



Appendix 15 Lesson plan

BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA
FACULTAD DE LENGUAS
LICENCIATURA EN LENGUAS MODERNAS

INSTITUTION: Facultad de Lenguas LEVEL: English 1 No. of students: 2 DATE: August 2022
 TOPIC / LANGUAGE FUNCTION / GRAMMAR POINT: Greetings & Presentations

AIM: to speak Spanish using videos and flashcards.

T= Teacher
 S= Student
 Ss= Students

±

ACTIVITY	MATERIAL	SET UP	PROCEDURE	TIME
Warm-up	Sponge ball Flashcards Dictionaries	pairs	T asks Ss to get into pairs and get a small sponge ball to play hot potatoes. T explains the rules of the game just in case Ss don't know how to play. T starts saying hot potato three to five times while Ss throw the ball to each other, when T says stop the S that has the ball has to respond to the T using any phrase from the flashcard, if Ss need help with pronunciation T helps. Ss are allowed to use dictionaries if it's their decision. T continues with the next activity.	5 min
Flashcards	Flashcards of greetings Dictionaries Notebook or piece of paper	lockstep	T shows 2 flashcards regarding greetings to the Ss giving the explanation of the content of each flashcard. Ss take notes, if necessary, T asks Ss for any doubts or questions, dictionaries are allowed for the students to use	5 min
Video 1	Video of <i>greetings</i> taken from: https://www.youtube.com/watch?v=EbRTL00EeCQ Notebooks	Whole class	T asks Ss to pay attention while T plays the video of greetings twice and asks each S if they have any new vocabulary from the video or doubts and clarifies them. Then T moves to the next activity.	6 min

Appendix 16 Second part of the lesson plan

Pre-activity	Flashcards as worksheets Notebook	Individual	T shows the flashcard for Ss to fill in the blanks T supervises Ss at this activity.	3 min
Activity	Flashcards as worksheets Notebook	Individual	T requests Ss to complete the conversation. T helps for any doubts that Ss may have	6 min
Post Activity	Flashcards as worksheets Notebook	Individual	Role play activity T guides Ss for this activity and corrects pronunciation if necessary	5 min
Flashcards	Flashcards of presentations	lockstep	T shows 5 flashcards to the Ss for each flashcard T gives explanations and examples to the Ss and solves any questions from students	7 min
Video 2	Video of presentations Notebooks	Whole class	T asks Ss to pay attention to the video, then plays the video of presentations twice. Ss are allowed to ask for any doubts about the video. T clarifies if necessary. T continues with the activities.	4 min
Pre-activity	Flashcards as worksheets	Individual	T gives instructions to the Ss for the matching activity. T observes Ss at this stage.	5 min
Activity	Flashcards as worksheets	Individual	T gives instructions to the Ss for the true or false activity. T keep a check on Ss for this activity	7 min
Post-activity	Flashcards as worksheets	Individual	T gives the instructions for the last crossword activity. T monitors Ss at all times and helps students with questions that Ss have.	5 min

Supervisor: Concepción Gutiérrez Aguilar

Teacher: Cesiah Fortunata Aguilar Vargas

Appendix 17 Format for the permission of the participants' parents

(Nombre de la investigación)

The use of videos and flashcards to encourage two Mexican immigrant children in the United States to speak Spanish.

FORMATO DE CONSENTIMIENTO PARA PARTICIPANTES EN LA INVESTIGACIÓN

Introducción

Mi nombre es _ Cesiah Fortunata Aguilar Vargas _ y soy estudiante de la __BUAP_ en la Facultad de Lenguas de la Benemérita Universidad Autónoma de Puebla. Actualmente llevo a cabo una investigación con estudiantes extranjeros de español como lengua extranjera y me gustaría invitarte a participar en este estudio.

Propósito

Los objetivos de esta investigación son

_Analizar la opinión de los participantes acerca del uso de videos para hablar español.

_Diferenciar la opinión de los participantes acerca del uso de tarjetas para hablar español_____

Si aceptas participar en esta investigación se te pedirá (EJEMPLO)

- a. Participarás en una clase virtual en el cual

te reunirás conmigo fuera de tu salón de clases de acuerdo con un horario establecido por parte de tus padres.

deberás de realizar algunas actividades elaboradas en tarjetas en base a 2 videos sobre saludos, despedidas y presentaciones. Por ejemplo, yo asumiré el rol de tu maestra y tú serás mi alumno, de acuerdo con estos roles vamos a trabajar.

la clase será grabada solo con el audio para que yo pueda analizar la información.

la clase será de una hora aproximadamente.

Appendix 18 Second part of the permission format

b. Contestar un cuestionario para el cual me reuniré contigo por 15 minutos.

contestarás preguntas sobre el uso de videos y tarjetas para hablar español y el lugar de tu procedencia.

Confidencialidad

La información recolectada será usada para fines de investigación; ni tu nombre ni alguna otra información que pueda identificarte serán utilizados en cualquier publicación o presentación de los resultados de la investigación. Toda la información recolectada para esta investigación será confidencial. Se utilizará un seudónimo cuando me refiera a ti.

Riesgos y beneficios

No hay riesgos por participar en este estudio.

Participación voluntaria

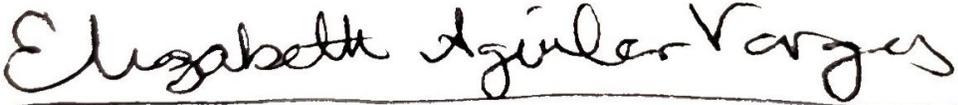
La participación en esta investigación es voluntaria. Puedes negarte a participar, contestar cualquier pregunta o retirarte de la investigación en cualquier momento sin que te afecte de ninguna forma.

Preguntas

Si tienes preguntas acerca de esta investigación, contacta a

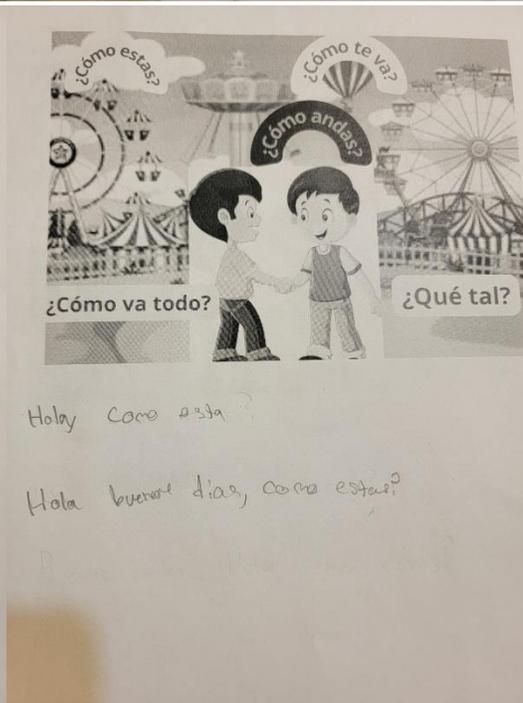
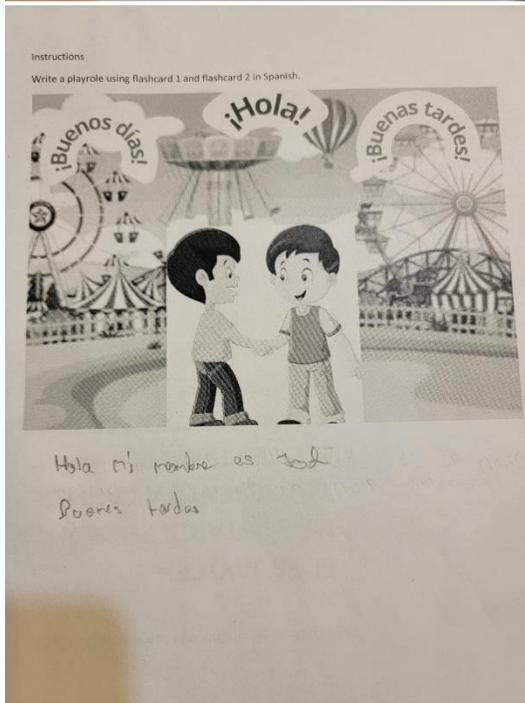
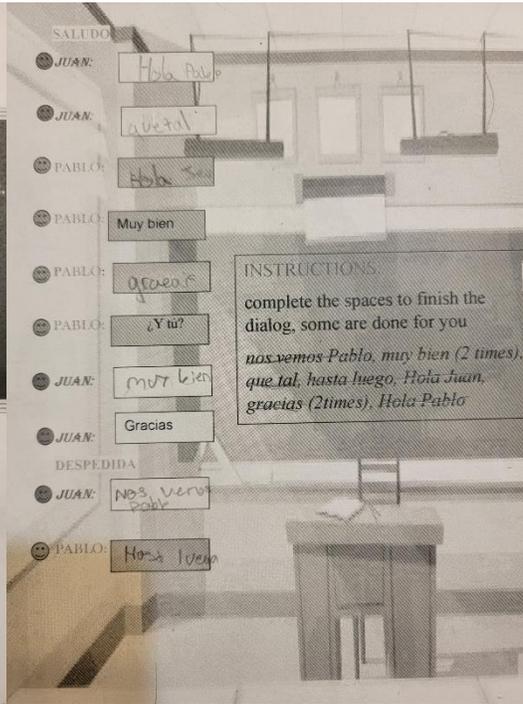
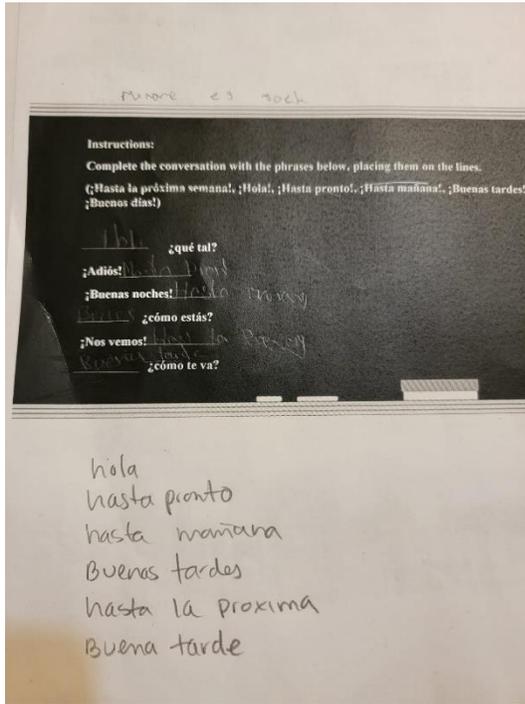
Esta carta de consentimiento te pertenece y te servirá como referencia en un futuro.

Firma



Elizabeth Aguilar Vargas

Appendix 19 A set of 20 images gotten from the instrument's application



Appendix 20

Match the phrases from Flashboard 1 to phrases of Flashboard 2

EL ES JAVIER.
ME GUSTARIA PRESENTARTE A MIGUEL.
TE PRESENTO A CARMEN.
ELLA ES ISABEL.
QUIERO PRESENTARTE A LETICIA.
ME LLAMO EDGAR.
YO SOY ANA.

¿QUIÉN ES USTED?
¡HOLA!
¿TÚ CÓMO TE LLAMAS?
¡ENCANTADA!
¡MUCHO GUSTO!
¡UN PLACER!, YO ME LLAMO JOSE.
¡ENCANTADO!

Mark True or False, if necessary, write the correct way

	TRUE	FALSE	CORRECTION
¿Quién eres? (formal)		X	
¿Cuál es su nombre? (formal)		X	
¿Quién es él? (informal)	X		
¿Puedes presentarme? (formal)		X	
¿Usted cómo es? (formal)	X		
¿Cuál es tu nombre? (informal)		X	
Soy Carlos. ¡Hola! (formal)		X	¡Hola! Carlos
¿Cómo te llamas? (informal)	X		
¿Quién es Ella? (formal)		X	
¿Cómo se llama? (informal)	X		
¡Mucho gusto! Abri (formal)		X	¡Mucho gusto! Abri

Order the conversation in order by placing the phrases in the crossword.

Vertical: 5, 10, 4, 8, 9
Horizontal: 1, 2, 3, 6, 7

Soy Omar, ¿Quién es ella?, ¡Hola!, El es Luis, ¡Hola!, soy Alma, ¡Mucho gusto!, ¡Hola!, Carlota, ¿Cómo se llama?, ¡Es un placer!, ¡Encantado!

PRESENTACIONES

- Alma: *Hola*
- Omar: *Hola*
- Omar: *Soy Omar*
- Alma: *Soy Alma*
- Omar: *Mucho gusto*
- Omar: *El es Luis, mi primo.*
- Carlota:
- Luis: *E*
- Carlota: *Soy Carlota, hermana de Alma*
- Luis:

Appendix 21

1. How are you? *good you?*

2. Where are you from? *Jri from united states*

3. What is your favorite hobby? *My favorite hobby is playing soccer*

4. Where do you study?

5. which is your favorite class? *math class*

6. Do you like the use of videos in class? *yes*
Because they help me understand

7. In particular, did you like the video we saw in class? Why? *yes I do because it has a lot of thing I learned*

8. Do you like the use of flashcards? Why? *Yes I do because they have color*

9. In particular did you like the flashcard we used in class? Why? *yes because those really helped me learn how to say Hola.*

10. Do you think videos help you to speak Spanish? Why do you say so?

It helps me learn Spanish because it teaches me how to say good bye and Hello

11. Do you think flashcards help you to speak Spanish?

yes because it helped me say Hello and bye in different way

12. Was there something you did not like about the video or the flashcards? What was that?

no theres nothing bad about the video

13. Would you use videos and flashcards to speak Spanish in the future? *Probably yes*

14. Would you like to continue to learn to speak Spanish? Yes/No Why is that?

Yes because Someday I might Have a Job and if they only know to talk Spanish I could talk to them

Instructions:
Complete the conversation with the phrases below, placing them on the line.

(;Hasta la próxima semana!, ;Hola!, ;Hasta pronto!, ;Hasta mañana!, ;Buenos días!)

Hola! ¿qué tal?

¡Adiós! *Hasta Pronto!*

¡Buenas noches! *Hasta mañana!*

Buenos días! ¿cómo estás?

¡Nos vemos! *Hasta la próxima semana!*

Buenos días! ¿cómo te va?

SALUDO

JUAN: *Hola Pablo!*

JUAN: *que tal*

PABLO: *Muy bien*

PABLO: *gracias*

PABLO: *¿Y tu?*

JUAN: *Muy bien*

JUAN: *Gracias*

INSTRUCCIONES
complete the spaces to finish the dialog, some are done for you
nos vemos Pablo, muy bien (2 times), que tal, hasta luego, Hola Juan, gracias (2times), Hola Pablo

DESPEDIDA

JUAN: *nos vemos Pablo*

PABLO: *Hasta luego*

Appendix 22

Instructions
Write a playrole using flashcard 1 and flashcard 2 in Spanish.

Buenos días
Como estás?
Como estás?

¿Cómo estás?
¿Cómo va?
¿Cómo andas?
¿Cómo va todo?
¿Qué tal?

Match the phrases from flashcard 1 to phrases of flashcard 2

EL ES JAVIER.
ME GUSTARIA PRESENTARTE A MIGUEL.
TE PRESENTO A CARMEN.
ELLA ES ISABEL.
QUIERO PRESENTARTE A LETICIA.
ME LLAMO EDGAR.
YO SOY ANA.

¿QUIÉN ES USTED?
¡HOLA!
¿TÚ CÓMO TE LLAMAS?
¡ENCANTADA!
¡MUCHO GUSTO!
¡UN PLACER!, YO ME LLAMO JOSÉ.
¡ENCANTADO!

Mark True or False, if necessary, write the correct way.

	TRUE	FALSE	CORRECTION
¿Quién eres? (formal)		↓	¿Quién es usted?
¿Cuál es su nombre? (informal)		↓	¿Cuál es tu nombre?
¿Quién es él? (informal)	↓		
Pedro ¡encantado! (formal)		↓	
¿Usted quién es? (formal)	↓		
¿Cuál es tu nombre? (informal)	↓		
Soy Carlos ¡Hola! (formal)		↓	
¿Cómo te llamas? (informal)		↓	
¿Quién es Ella? (formal)		↓	
¿Cómo se llama? (informal)	↓		
¡Mucho gusto! ¡Abril! (formal)	↓		

Appendix 23

Order the conversation in order by placing the phrases in the crossword.

Vertical: 5, 10, 4, 8, 9
Horizontal: 1, 2, 3, 6, 7

Soy Omar. ¿Quién es ella?, ¡Hola!, El es Luis, ¡Hola!, soy Alma, ¡Mucho gusto!, ¡Carlota, ¿Como se llama?, ¡Es un placer!, ¡Encantado!

PRESENTACIONES

Alma: Hola
Omar: Hola
Omar: como se llama
Alma: soy alma
Omar: soy omar
Omar: el es Luis, mi primo.
Carlota: es un placer
Luis: quien es ella
Carlota: soy carlota, hermana de Alma.
Luis: encantado

- How are you?
Very good.
- Where are you from?
U.S., W. Sports
- What is your favorite hobby?
Soccer
- Where do you study?
Sports High school
- Which is your favorite class?
Geometry
- Do you like the use of videos in class?
Yes, it refreshes or supports their ideas
- In particular, did you like the video we saw in class? Why?
Yes, help us use certain words during written occasions.
- Do you like the use of flashcards? Why?
Yes, very good way to organize things by subjects.
- In particular did you like the flashcard we used in class? Why?
Yes, had some answer → question 8.
- Do you think videos help you to speak Spanish? Why do you say so?
No, because you have to teach us when and how to use each word.
- Do you think flashcards help you to speak Spanish? yes but with syllabus.
- Was there something you did not like about the video or the flashcards? What was that?
no, nothing I like them.
- Would you use videos and flashcards to speak Spanish in the future?
yes
- Would you like to continue to learn to speak Spanish? Yes/No Why is that?
to be able to be bilingual and be able to communicate with my family in Mexico