



**Universidad**  
Zaragoza

## Trabajo Fin de Máster

ASSISTING LANGUAGE LEARNING WITH NEW  
TECHNOLOGIES: A practice-based exploration of  
technology-integrated language teaching

APOYO EN EL APRENDIZAJE DE IDIOMAS CON  
NUEVAS TECNOLOGÍAS: Un estudio basado en la  
práctica de la enseñanza de idiomas con tecnología  
integrada

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2017

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## **List of acronyms**

ICT: Information and Communication Technologies

CALL: Computer Assisted Language Learning.

SLA: Second Language Acquisition

EFL: English as a foreign language

PEC: Proyecto Educativo de Centro

PDC: Programa de Diversificación Curricular

LOE: Ley Orgánica de Educación

BOE: Boletín Oficial del Estado

## **Abstract**

This paper aims to reflect on the results of the action research which was personally conducted in the English language lessons of a reduced group of the *Programa de Diversificación curricular* of 4th grade over a three weeks period. The purpose of study was to explore the effects of ICT as a teaching tool in the language classroom. The results are presented in terms of second language acquisition and students' motivation. The overall inference of the research is that students have a more positive attitude towards language learning when they are presented with engaging and challenging activities through technological devices that can better meet their generational needs. Nonetheless, results show that students continued with the same language level and skills may eventually were not significantly improved due to the short term nature of study.

# 1. Introduction

Few decades ago the appearance of Internet in homes and workplaces was a complete revolution. Nowadays, we are connected almost all the time; smartphones have come to change the paradigm of communication and our cultural practices, especially among young people. Digital media have become indispensable and Wi-Fi has become as much as a basic need as eating. Technological advances and the cultural change we have experienced in the last 30 years radically transformed the educational model we knew, and traditional school faces now a major challenge that questions the basic principles of teaching and its organizational structure.

At this stage of the 21st century, we find ourselves living in a renewed technological era, in which learning is not limited to the four walls of a classroom, but goes beyond its original physical boundaries: eLearning has become a huge tool to deliver quality education and reach more people at lower cost. Boundaries no longer exist; the contents remain accessible any day at any time in any place, which optimizes the maximum time spent on education.

However, this has generated new challenges for an education system which, for the most part, still functions following structures from half a century ago and which seems to be insufficient for the demands of the digital natives (Prenski 2001), generations born and rose in this new technological context. This young generation frequently called as Z Generation<sup>1</sup> is the first generation to access the world through new technologies since their literacy. For them, the mobile devices are not a scientific advance, but a reality, a constant presence, and, as students, this generates a new paradigm. Generations arising in this context challenge the current education through their inherent way of learning, communicating and socialising, implying a didactic and methodological breakthrough that led us to reconsider the teaching practices and school values so far.

Nowadays ICT are already embedded in Educational Projects — reflected on the curriculum and materialized through its inclusion in teaching units. However, in this context

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<sup>1</sup> Z Generation is born between 1995 and 2010. They are also referred as digital native as they manage their devices intuitively and much better than the previous generation, known as Millennial Generation, who were born in the analogue era (1980/1994). The millennials are adaptive, they have adapted well to the entrance of a new way of communicating, and, progressively, they have been evolving along with these new technologies. They have gone from using a cassette player, to an mp3 and to a smartphone. Instead Z generation conceive no other technology that does not resemble the current one.

the inclusion of ICT in the national curriculum (2006) posed serious doubts about its implementation in the classroom. Its feasibility and integration has been shaped by educational policies as well as an important economic investment by the government (“*Proyecto Ramón y Cajal*” in 2011, in a national range and “CATEDU”, the same year in Aragón). The classrooms are equipped with all kind of devices—projectors, digital whiteboards and laptop computers. However, having all this technology at our disposal, one may wonder whether we really take fully advantage of it and if we are really sure that teachers make a good use of them.

The relationship between Computer Assisted Language Learning (CALL) and Second Language Acquisition (SLA) has been studied extensively over the last decades and the positive effects of technology on language learning have been proven, as evidenced in numerous studies gathered in Motteram (2013). From a sociocultural point of view, much of this research demonstrates that CALL provides meaningful and natural contexts for language production and reception between speakers of the target language. In the light of the potential that many teachers and authors find in new technologies this project summarises my personal aim as a future teacher for integrating technologies in the English as a Foreign Language (EFL) classroom going beyond the boundaries of the textbook. This dissertation proposes a critical review of the adaptation of ICT in the foreign language classroom in secondary education with the intention of drawing conclusions on its effects on learners. As part of my practical exploration of a best way to adapt the resources into the specific lessons, two asynchronous projects will be analysed and compared regarding the technological resources used for each one as well as the different teaching strategies through which they were developed. Furthermore, I will discuss the development and creation of a web the working and learning area for my classes.

Table 1 briefly illustrates the activities and ICTs tools used in order to design and perform this action research.<sup>2</sup>

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<sup>2</sup> Action research was first described by Kurt Lewin (1946) as a process of planning, action and searching. Eileen Ferrance (2000) goes deeper on the definition by understanding it as the reflective process that allows for inquiry and discussion as components of the “research.”

**Table 1: Project proposals and technologies**

Project title and context	Resources
<b>Where's Wally:</b> a series of reading and vocabulary activities within the topic of places and directions developed through a challenge game.'	<ul style="list-style-type: none"><li>- Prezi</li><li>- Quizlet</li><li>- Kahoot</li><li>- Online grammar and vocabulary games.</li><li>- Edpuzzle</li></ul>
<b>Lyric Video:</b> a cooperative project for the creations of original lyric videos of their favourite songs.	<ul style="list-style-type: none"><li>- Lyrics training game with subtitled videos: <a href="http://es.lyricstraining.com/">http://es.lyricstraining.com/</a></li><li>- Youtube</li><li>- Windows MovieMaker</li></ul>

The overall structure of the study takes the form of six sections, including the theoretical and legal framework, the purpose of study, methodology implemented, the results, the conclusions and limitations and the suggestions for future research.

### **1.1. Legal provisions**

This course plan has been elaborated taking into account the following curricular concretion levels established by:

- The National Curriculum, *LOE Ley Orgánica 2/2006, de 3 de mayo, de Educación.*
- The Aragonese Curriculum, *Orden de 9 de mayo de 2007, del Departamento de Educación, Cultura y Deporte.*
- The secondary school *Programa de Diversificación Curricular (PDC)* of *Agustín Gericó* School, focusing on 4th year students of ESO to whom this course plan is intended for.

### **1.2. School setting**

The project was designed and implemented during the placement period in the school *Agustín Gericó* which is a catholic state-subsidised school located in the urban area of *San José*. This is a very densely populated district mainly due to the immigrant population growth. That is the reason why it presents a high percentage of immigrant students, most of them coming

from South American and African countries. The different socio-cultural backgrounds of these immigrant students make that some of them have difficulties in maintaining the level. Although it is not a defining feature, they usually have significant learning differences with respect to the rest of the Spanish students. Three of the nine students of the target group for this study are immigrants.

### 1.3. Research issues

As a result of the observation<sup>3</sup> carried out during my placement period in Agustín Gericó School in the *Diversificación Curricular* group of 4ºESO some **problems** needed to be addressed at the beginning of my investigation:

- **An easy-to-follow but restrictive book-guided teaching method.** The teaching method used by the teacher in this group was basically the text-book; the teacher followed the lines and covered the topics within the book. Nevertheless, she neither innovated nor created new and attractive activities that may be a better option for this kind of students.



Figure 1: Reading lesson plan extracted from Spark 2 (Evans 2011)

- **An educational centre with few resources to take advantage of.** Being ICT the main tool to be used and tested in class, I needed to manage the situation with a classroom with no technologies at all, they did not even dispense of projector or

<sup>3</sup> Observations were gathered down in my class diary and further explored in Practicum I.



computer. The only computer lab available at the centre needed to be share with the rest of courses. It was difficult then to implement a project based on technologies where there were no technologies at all or you could not make proper use of them.

- **Motivation towards learning a second language of 17 years old students of *Diversificación*.** Motivation is a complex construct affecting every teaching and learning experience but a challenge is added when facing a *Diversificación* group since their interest and needs may differ from the ones in an ordinary group.

## 2. Theoretical and curricular framework

The following section thereby aims to define the lines of analysis with a view of laying groundwork for the practical implementation. This investigation is mainly grounded on the theoretical principles learned throughout the whole Master Degree, and the theories and authors hereby exposed have been worked on in subjects such as *Fundamentos del diseño instruccional y metodologías de aprendizaje*, *Diseño curricular de Lenguas Extranjeras* and *Diseño, organización y desarrollo de actividades para el aprendizaje de Inglés*. Understanding the link between theory and practice is crucial for every teaching practice and it is indeed in this practice when, as stated by Darling-Hammond (1998), beginning teachers get a more coherent learning experience. In this regard, this study was presented to me as an exciting opportunity to advance my knowledge of the teaching strategies not only in theoretical terms but within the working area.

In order to justify this theoretical introduction and to guide the reader throughout the rationale of this dissertation, I have divided this section into 3 parts. The first part (2.1) revises the curricular guidelines and pays special attention to the objectives and specific characteristics for Diversification students. The second part of this section (2.2) deals with the current educational trends in EFL, explores the relationship between the communicative approach and the different competences involving the use of ICT, and reflects from previous research on the use of ICT as a substantial source of input drawing implications from SLA theories. The third section (2.3) begins to examine the current situation and sheds light on the debate that drove my personal interest for this study. Having recapped what this dissertation considers to be of paramount importance and setting the basis for my particular implementation of ICT in the EFL classroom, this chapter closes with what I have considered as the fourth part of this section (2.4), which presents the concept of motivation as an essential concern in the whole teaching-learning process and analyses its connection with ICT.

### 2.1. Curricular stage, objectives, learning principles

Just as every official teaching activity, the rationale of this study lies on a curricular basis. I will address here to the main principles, objectives and specific characteristics of the target

students regarding their curricular context. In this sense it is worth to mention that Curricular Diversification is a unique and different way to spend the second stage of compulsory secondary education<sup>4</sup>. For the school system is a last effort in favour of those students who for various reasons find significant difficulties to go beyond the stage. Diversification program ensures the common basic education to all citizens and facilitates them to obtain the corresponding qualification. These programs are aimed at students in the 3rd and 4th year with generalized learning difficulties that would have little chance of overcoming the ESO following the regular curriculum and their aim is that these students through a methodology and content suited to their characteristics and needs, achieve the overall objectives of the stage and, therefore, obtain the title of Secondary Education. It is an educational measure of an extraordinary nature and therefore it is applied when ordinary measures, the support measures and grade retention are insufficient for certain students who, because of their characteristics and circumstances, need more specific support.

According to the legal provisions established in section 17 of the *Orden de 9 de mayo de 2007* students that access this program in 4th grade must be 17 and either they have completed 4th without exceeding it and can still repeat or they have repeated 3rd grade and continue to face considerable difficulties. These students are able to enter the program with their family agreement and once they passed a psicopedagogic evaluation. (2007: 17) The main features of these students are the usual of all students with learning difficulties and these have a special impact on their motivation towards school work. Given the peculiarities of the students who make up this program the current PDC for *Agustín Gericó* School) also provides the teachers with some considerations:

- a) To help students review and reinforce their previous knowledge of English in order to be able to expand it during the current academic year.
- b) To promote students to acquire sufficient basic knowledge to continue studying the subject in the future in an appropriate way.
- c) To make students acquire some responsibility about their learning process.

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<sup>4</sup> Curricular changes from LOE to LOMCE: The old Curricular Diversification Programs (PDC) in 3rd and 4th grade, are replaced by *Programas para la Mejora del Aprendizaje y del Rendimiento* (PMAR) in the first cycle of ESO in the 2nd and 3rd grade. The aim of these programs is that students can attend the 4th grade of ESO in the ordinary way.

- d) To enable students to be integrated within the area of English in an effective way and to gain a clear interest in learning to communicate in English in a variety of situations regarding their own aptitudes.
- e) To provide students with a strengthening of the core areas of English language learning and skills needed to use the language effectively.

The conditions in which the *Programas de Diversificación Curricular* are developed (different organization areas, fewer students per classroom, two hours of tutoring, etc.) allow students to have a pedagogical support that would otherwise be very difficult to implement. The content planning and organization of the PDC of each center, as specified in *Disposiciones generales para los Programas de Diversificación* (Article 27), will be jointly prepared by the Orientation Department in collaboration with the didactic departments and coordinated by the head teacher. Once the program is developed it will become part of the curriculum stage as a specific measure of “attention to diversity”.

The LOE Aragonese Curriculum does not specify objectives for each course. They are a contribution to the development of the contents for the whole stage of ESO. Therefore, this research plan is framed within the stage objectives that have been set by the LOE Aragonese Curriculum for Diversification – *Orden 9 de mayo de 2007* and which are gathered in the first section of the Diversification Program of the school. As stated in the introduction section of this dissertation, this specific school program relies on the textbook *Spark 2 (Express Publishing)* as the main tool to develop the curricular principles. The course book follows the principles of the Council of Europe Common Framework of Reference Level A2. In general terms, this level corresponds to “an ability to deal with simple, straightforward information and begin to express oneself in familiar contexts” (2001: 24) In this context the type of activities to be implemented try to be consistent with the course guidelines and the type of students I find but at the same time pretend to go further the textbook limits. Considering the CEFR and its division of language into skills it is important when designing or planning activities to take into account all of them in order to achieve the learning goal as a whole. In this case, and due to the circumstances of implementation, the activities then will be focusing on the work of the reading skill and the results will measure the outcome of students in terms of their reading competences. The choice of the reading skill as the target of my project has to do with the relevance of this competence in the digital media and the social context of our students as they are constantly exposed to texts, websites, advertisements, apps, and social networks’ content which is only delivered in English. On account of the close relationship

between reading and media I found a practical component to be exploited on my lessons. Moreover, reading is understood as one of the passive/receptive skills of the language and that idea may be in contrast with the interactive nature of technologies. However research (Hedge, 2001: 188) understands the concept of reading through a dynamic perspective since in the process of making sense of the text the reader is involved in an active process. According to Hedge, the interaction in reading comes from “the interplay among various kinds of knowledge<sup>5</sup> that the reader employs in moving through the text” (2001: 189). In this view, I saw in this project a great opportunity to enhance reading skills in combination with technologies and better adapt the teaching practice to the current socio-cultural reality of our students.

## 2.2. Entering into the realms of the matter: Educational trends in EFL communication, ICT and the curriculum

At the very beginning of my way on “learning how to be a teacher” when I came across the concept of ‘educational context’, a central issue for the entire discipline that is dealt within subjects like the above mentioned *Fundamentos del diseño instruccional y metodologías de aprendizaje* and also *Contexto de la actividad docente*. Ironically, I only realised the significance of these two subjects once I found myself immersed into an actual high school dynamics facing the teaching challenge on my own. It is true, indeed, that it is our commitment as future teachers to consider the educational context where we are moving in and the current educational trends to better adapt our practice. Consequently, understanding the different approaches of TESOL (teaching English as a second official language) constitutes the starting point on my professional growth as a teacher and it is in fact the first step in my investigation.

Within the field of EFL, the term TESOL is frequently found in literature research, but to date there is no consensus about a single educational trend or approach. We have moved from method-based pedagogy to postmethod pedagogy putting an end to the search for the best method and adopting instead what Kumaravadivelu (2001) calls the “pedagogy of particularity” which he means by being “sensitive to a particular group of teachers teaching a

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<sup>5</sup> She (Hedge 2001) differences six types of knowledge that act in the process of reading and making sense of the text: syntactic knowledge, morphological knowledge, general world knowledge, sociocultural knowledge, topic knowledge and genre knowledge.

particular group of learners pursuing a particular set of goals within a particular institutional context embedded in a particular social milieu” (2001: 538). This— to adapt their teaching practice to the situation, students and context— is presented as one of the main challenges for teachers as this case very clearly demonstrates. It is important here to first identify how ICT can be used to meet specific objectives within the English curriculum to improve pupils attainment. On the other hand, it is also fundamental to understand that successful use of ICT depends on many other factors such as pupils’ work in the classroom away from the computer, discussions between pupils and between pupils and their teacher, and the ways in which pupils interact with each other at the computer (McCormick and Scrimshaw, 2001; cited in Becta, 2006; among others.)

It is now well established that in last decades, with the rise of technologies, the possibilities inside the language classroom have been expanded by enabling the access to rich and varied resources, activities and materials just with one click. We have moved from the academic classroom where students only had their teacher and classmates to communicate and practice with, to an environment where students are able to use their communication skills with other people as well as interacting with technology itself. Furthermore, the kind of student has also evolved with the change; new generations are digital native generations, as Prenski firstly coined it in 2001, due to their innate confidence in using technology.

Data from several studies suggest that ICT is most effective when embedded in the curriculum, and integrated into units of work (Dickinson, 1998). English teachers can maximize the impact of ICT in their classrooms by ensuring that they and their students use ICT as an integral part of lessons, present ideas dynamically, and use a range of media (Becta, 2006). ICT should be integrated in such a way as to require purposeful application and meaningful engagement with the technology. In this sense, the communicative approach of the current curriculum (*Orden de 9 de mayo de 2007*) promotes the use, implementation and integration of ICT as a tool to enhance and develop the teaching practice:

*Las tecnologías de la información y la comunicación constituirán una herramienta cotidiana en las actividades de enseñanza y aprendizaje de las diferentes materias,*

*como instrumento de trabajo para explorar, analizar e intercambiar información. (2007: 13)*<sup>6</sup>

As a matter of fact, “the digital competence” is gathered in the Aragonese Curriculum for Foreign Languages as one of the main competences which contributes also to the development of the discipline:

*El conocimiento de una lengua extranjera facilita el desarrollo de esta competencia a través del uso continuado de esas tecnologías para acceder a informaciones de su interés y para comunicarse con personas de distintas procedencias. Recíprocamente el uso de estas tecnologías contribuye al desarrollo de la competencia comunicativa y de la pluricultural (2007: 203)*<sup>7</sup>

In line with this it should be recalled that one of the four blocks of content that the Education Act (2007) establishes for all the Spanish territory, explicitly mentions multiculturalism. That intercultural competence was always clear in the definition of communicative competence firstly given by Canale and Swain (1980), who specified the need to reach a sociolinguistic competence. Subsequently, Byram (2004) distinguished between intercultural competence or knowledge (recognition of different ways of life) and intercultural communicative competence, which entails being able to communicate properly in different contexts. The focus in EFL education has always been on communication and culture, which makes the use and access to authentic material that, much more important (Graus, 1999). Most of the information and resources that are found on the Internet are in English; as a result EFL students are constantly reading and exposing themselves to the new language without even making an effort. For this reason, and since there is an abundance of material on-line that is readily available to be used in the classroom, many teachers all around the world are using the Internet to bring languages and culture into the classroom.

As far as SLA is concerned, new technologies constitute a great source of input, providing with a vast diversity of comprehensible and challenging materials and

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<sup>6</sup> “Information and communication technologies will constitute a daily tool in the teaching and learning activities of the different subjects, as well as a working tool to explore, analyse and exchange information.”

<sup>7</sup> “Knowledge of a foreign language helps to develop this competence through the use of these technologies to access information and to communicate with people from different backgrounds. Reciprocally the use of these technologies contributes to the development of the communicative and multicultural competence.”

opportunities. Comprehensible input is a principal determining factor for SLA. This view is supported by Krashen (1982) who set up the acquisition-learning dichotomy by considering language acquisition on the one hand, and learning on the other, as separate processes. In the same vein, Mitchel and Myles (2013) note that learning the grammar and knowing the rules does not necessarily imply that the language has been acquired. This idea, as Krashen calls Natural Order Hypothesis, is linked to the Input hypothesis to the extent that receiving and processing comprehensible input favours language acquisition.

Previous literature (Allwright,1981; O'Neill, 1982; Ellis and Sinclair, 1989; Hedge, 2000) highlights the importance of the role that learning materials plays in the field of SLA and EFL. Responsibility now lies on teachers since the descriptive kind of curricular approach results in a framework which provides teachers with a structure they can give character and content to and entails their consideration as planners, but at the same time, as House (2011) argues, it opens up a baffling range of possibilities leaving teachers wondering what exactly they are supposed to do. This open nature of the curriculum is made explicit in section 24 of the part V. Autonomía Pedagógica de los centros: “*Los centros docentes, en el ejercicio de su autonomía, podrán adoptar experimentaciones, planes de trabajo o formas de organización curricular en los términos que establezca el departamento competente en materia educativa.*” (2006: 24) However, reading further on, section 30 of “Disposiciones adicionales”, contradicts this principle in the seventh part “materiales curriculares y libros de texto”: “*Los materiales curriculares y libros de texto adoptados no podrán ser sustituidos por otros durante un periodo mínimo de cuatro años. (...)*” (2006: 32). This, in contradiction, implies a limitation on teachers’ decision about teaching materials who have to trust they’ll fit their students’ needs for four years.

A more detailed account of the matter is given in the following section as I consider this point worth of discussion.

### 2.3 Debate on adequacy: Curriculum-Teacher-ICT

The problem has received scant attention in the research literature; however some of the research on the matter cast doubts on the performance of teachers who have failed to adapt their practice to the rapid changes. Shirley Lawes (2016) sheds light on the debate and reviews the situation in a recent article pointing out; on the one hand, that there was eventually a common enthusiasm for finding ways of enhancing the language teaching-



learning experience, but on the other hand there is still a reliance on the textbook as a safe bet. Consequently, all those encouraging technological advances have been reduced to the use of PowerPoint slides and a digital textbook at the most. According to Lawes the problem lies on the lack of knowing how to arrange all the technological resources and possibilities in order to meet our students needs and curricular demands, as she justifies it: “Teachers are overburdened and do not always have the time to think creatively, to experiment and to prepare this sort of cultural resource for their students.” (2016: 19) Furthermore, she goes on deeper on the matter acknowledging that “the central problem is not one of pedagogy and learning resources but of subject and curricular knowledge.” With this she suggests that textbooks are unlikely to fulfil the needs and demands of either students or the current curriculum:

It opens up possibilities for teachers to break away from the now traditional topic-based curriculum, and there is a much greater emphasis on culture, particularly literature, than in the past. In this context, textbooks—even a new generation of them—are unlikely to fulfil either the needs of the teacher or the curriculum, or indeed the learner. (2016: 19)

On the basis of the results of different studies carried out by college researchers on the field and collected on the volume “Innovations in learning technologies for English language teaching” (Motteram, 2013), it can be determined that the most imaginative and committed teachers have already discovered the potential of technologies developing pedagogically well-grounded teaching strategies. Consequently, with Stanley (2013), it can be inferred that “whether using established or emerging tools, it is when technology is utilised by teachers and learners and thoroughly integrated into the curriculum, that wide-ranging benefits can be detected”. (2013: 56)

In addition, at this point, we must consider the idea that bending ICT into an actual lesson plan needs to have well defined guidelines. As shown in the practical section it has to be clearly planned and objective focused otherwise we will have although an amusing and relaxing but a certain vague lesson. Furthermore, technology and the Internet are vast topics and it could take us hours or even days to find what you are looking for. It may even become frustrating especially when students do not know what to expect. Therefore, if the teacher is not very selective in what the students access on-line, they can divert their attention and end up looking at non-English content on-line.

Consequently, clear guidelines and objectives are necessary when using computers and Internet in the language classroom. Mark Warschauer and P. Fawn Whittaker (1997) conducted an investigation gathering the experience of teachers from all around the world who actually use the Internet in their classes and wrote a brief summary- that served me as a guideline to take into account in the further teaching practice:

- 1) Carefully consider your goals: the teacher must consider what you want to achieve during each class in order to alleviate unnecessary problems.
- 2) Think about Integration: the teacher must create learning activities that bring about sufficient linguistic and cognitive environment for the student.
- 3) Do not take the complexities for granted: computer knowledge, computer lab availability, equipment malfunction, etc.
- 4) Provide the necessary tools or support: provide guidance and support along the way when using technology as giving the students writing detailed handouts so that they can refer to them if necessary, assigning students to work in pairs or groups so that they can help each other, etc.
- 5) Include students in decisions: get students to participate when designing technology based projects or assignments.

(1997: 30)

This classification casts light on to reduce some of the complexities that may come up on the implementation part of the research.

## 2.4. Applied linguistics: Motivation and ICT in Diver

The idea of motivation is implicit and runs out through the entire curriculum. In *Orden de 9 mayo de 2007* for ESO the perspective of a flexible curriculum that favours the motivations and interests of each student is formulated from the very beginning in the methodological principles. In many cases, students face difficulties in learning English and are often unmotivated to learn. Previous research in classroom motivation (Bahous, 2011) has established that certain strategies can lead students to adopt more positive attitudes and become more motivated in the learning process. As acknowledged here: “findings show that learners are not motivated to learn English because of an over-focus on writing skills with very little new learning experiences, uninteresting materials, and unclear links between language courses and their majors or future careers” (Bahous, 2011: 33). However, content videos, for example, can be used in the EFL classroom in order to bring the realistic aspect of what is being taught into the class. This kind of resources serves not only as support but also

as a motivator to the students. Motivation has always been one of the main concerns of teachers to make their lessons worthy and personally, the connection between ICT and motivation was one of the main reasons why I decided to choose to develop this kind of action research.

Motivation arises from the interaction of several factors and thus from this point of view we must look the workings of motivation in the EFL classroom from a wider angle. In his work Zoltán Dörnyei (1994) acknowledges the previous contributions to the subject and creates a new framework for L2 motivation. In order to integrate the miscellaneous components of the Foreign Language Learning Motivation he presents three levels of study; the first one has to do with the language and is divided into the integrative and instrumental subsystems; the second one deals with the learner focusing on the need for achievement and self-confidence; and in the last and more complex level Dörnyei presents the different components interacting in the learning situation. This framework will serve to analyse the motivational factors of my students in an objective way during and after the study and it will be adapted to meet my own research purpose.

As a competence based model,- understood by competence as the “combination of knowledge, skills and attitudes which purpose is to promote personal fulfilment and development, social inclusion, active citizenship and employment” -, (2006: European Parliament) these competences act as a procedural tool for the implementation of the motivational factor. Intrapersonal Competence, for example, which deals with self-knowledge and the management of individual factors, connects this way with the self-confidence component of motivation and consequently affects in the anxiety in class and in the use of language. On the other hand motivation of ESL learners is also influenced or limited by the specific objectives of the subject at each stage since as stated by House (2011) in secondary education, “the aim is to extend the basic skills into areas of enquiry such as: giving and asking for explanations in informal debates, expressing ideas, using a wider repertoire of language to express oneself, taking part in formal and informal conversations”. (2011: 70) Therefore the components regarding the orientations as well as their need for achievement will affect the performance and consequent acquisition of that above stated objectives.

The present dissertation, therefore, aims to explore the effects of ICT not only to enhance learning activities but also to create a positive effect on students' motivation. Likewise, the results will be measure in directions, language acquisition and motivation.

### 3. Purpose

This research aims to explore and to exploit the wide range of possibilities offered by the well-known and well-used resource of ICT nowadays when used inside the ESL classroom. As stated in Burnett et al. (2006) ICT can play a significant role in the teaching of English in different ways:

1. supporting the development of specific skills attending to individualized needs
2. enhancing the current curriculum by stimulating and motivating students to explore and experiment beyond the traditional curriculum and classroom
3. transforming ways of learning and teaching by:
  - Developing new relationships with information
  - Creating meaning in different ways
  - Providing access to rapid, interactive communication to include other learners, adults and experts. (2006: 11-29)

In this light the purpose of my investigation then is to explore these possibilities and to try to find the best way to bring ICT to the secondary classroom taking into account on the one hand the students' needs and on the other hand the curricular demands. The essence of the research lies on the debate explained in section 2.3, on the dichotomy that every teacher finds between the imposed curriculum and the freedom and creativity we are supposed to present. For this reason this dissertation takes a dual form as the first proposal of ICT implementation in a way tried not to differ much from the booked guidelines and followed the same thematic, vocabulary and grammar topics as the one covered in the book unit, and the second proposal is completely detached from the textbook, adopting instead a more project form and a more motivating topic for students as music is.

With regards to the language aim of the activities I decided to be reading focus as I could previously observed that students got overwhelmed every time they were presented with a text which they were merely supposed to read aloud and translate. My purpose was to work the reading skill through another perspective that could seem at the same time more entertaining and close-related to their use of English.

## 4. Methodology

Both qualitative and quantitative methods were used in this action research. The main methodological guidelines to be implemented in the foreign language classroom are included in the article 12 and in the section for foreign languages (225-8) of the LOE Aragonese Curriculum – *Orden 9 de mayo de 2007*. It is specified that methodology must be in accord with learning objectives, which are the communicative competence and the key competences. The teaching-learning process has to follow a global perspective, in which contents, skills and competences are developed in an integrated way as in real-world situations. Learners' needs will determine the selection and sequencing of different types of contents. For this reason I present two different proposals of ICT integrated “units”, as I did not really achieved the results I expected in my first implementation week, a more textbook-like activities routine, I came up with a total different approach in the following week.

Learners will be provided with the tools to create a web/blog that will serve as a platform for work on the activities during the classes and at home. Therefore teacher and students will work together in the design and development of the platform for a plethora of tasks, oral and written texts that are suitable to their interests and communication needs. Besides, authentic as well as simple materials will be preferred according to their age and interests.

Learners' autonomy is fostered by including students in decision making about the teaching-learning process, participating in evaluation, assessing their progress and working in group projects. Cooperative work also plays an important role as it enables learners, among other aspects, to be aware of their own learning styles and difficulties. Taking all these aspects into consideration, the first unit plan called “Where's Wally” is going to follow the task-based approach, taking a more guided and sequenced approach, whereas the second unit plan should be a project-based approach, with the creation of a video as the final task. As previously mentioned all these activities are designed to work exclusively on reading skill levels as it is going to be the objective focus of evaluation. However, they inevitably imply the integrated work on listening and writing skills as well.

Regarding the types of materials used, authentic resources may be used, as, for example: videos, websites, articles from magazines, etc. Consequently, students will be required to

learn how to access to those recourses available on the internet or look for information using technology in order to contribute to digital competence and autonomous work. Students will be instructed in the use of certain web portals such as YouTube and computer programs. For this reason, the previous week of the actual activities implementation students will be become familiar with the web creation and development. Besides, the teacher will observe and make some notes on the students' progress in order to ensure the process of learning and also examine the progress of the research.

My research plan implementation was designed for cooperative groups of 2 or 3 students in the 4th Grade of *Diversificación Curricular* class that has four sessions of 50 minutes per week according to what it is established by LOE Aragonese Curriculum. The space used for the purpose of implementation will be necessarily the computer laboratory of the school, since the regular classroom aimed for this group has no technological devices at all, a part from an old CD-player.

## 4.2 Teaching activities

The first proposal consists on a series of reading and vocabulary activities within the topic of places and directions. It was presented as a challenge game like in the well-known 'Where is Wally', which may awake previous knowledge and positive memories from their childhood. Thus, the fact that students think that they are just about to play could be motivating for them. After the work on vocabulary and grammar of the different texts provided at the end of each class a clue of the place where Wally was hidden was posted. The second proposal has to do with the work on song's lyrics with the final aim to create an original lyric video for one of their favourite songs. All activities were presented through an own design webpage (see Figure 2 below) as that they collaborate in, were students could have access to at home to facilitate study: <http://diverenglishgerico.webnode.es/>



Figure 2: Capture of the Web tool created for my project

## 4.2 Research methods

The respondents selected for this research study were the 9 students of *Diversificación Curricular* group of 4ºESO, composed by 5 girls and 4 boys of 17 and 18 years old, therefore, **the sampling strategy** for that purpose was therefore a non-probability **purposive sampling** since they were chosen to fit the purpose of my study.

- **Close questionnaire:** a differentiated semantic scale questionnaire was provided at the beginning of the activities implementation to measure students' motivation and attitudes towards learning English through Reading activities. The questionnaire was adapted from Dörnyei (1994) and presented in Spanish in an electronic version: <http://bit.ly/2fT0wAu> (See appendix 3)
- **Pre and post observation sheet:** an observation scheme to code classroom data was used by making a tally mark every time a particular behaviour occurred through the implementation of reading activities, with the traditional method following the book in one of the classes of my mentor teacher first and with the activities here proposed using ICT. (See appendix 5)
- **Pre and post-test:** students' reading skills were tested through a test before the mentioned activities were carried out and after to prove its effectiveness.



- **Open questionnaire:** a more qualitative questionnaire was provided to students at the end of the study implementation in order to obtain a wider perspective of their opinions and beliefs about the method and also to make them reflect about what and how they have learned. (See appendix 4)

### 4.3. Assessment and evaluation

This course plan makes reference to the evaluation criteria indicated by the PDC for 4° ESO.

Regarding grading criteria, I adapted to the main evaluation criteria establish in the PDC of the school: Everyday classwork and class activities will be 10% of the mark; attitude and participation will be another 10% of the mark; the written test at the end of each unit was 80% of the final mark.

For assessing the evaluation of the teaching process and the course plan, the teacher will individually use a journal to make a record of the learning progress of the students and examine whether the implemented methodology has been successful for the learners or if it requires some changes to adapt to students' needs.

## 5. Results and discussion

Results derived from the data collection are exposed and analysed in the following section in terms of learning effects on the one hand and motivation on the other hand. Focusing in what is relevant for my purposes here, I synthesize the wide range of responses given by students in the questionnaires. In much the same way table 5.1 provides a general overview of the results as a whole and presents the aspects for further consideration that will be developed in the last section in terms of suggestions for improvement.

**Table 2: Review of the results extracted from the research**

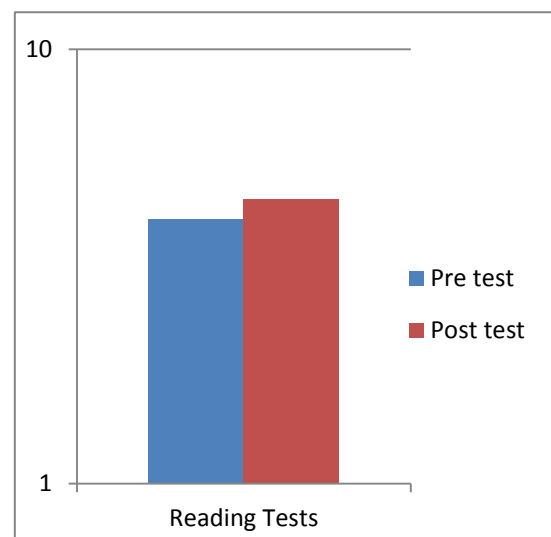
Results Review	
Positive aspects	Aspects for further consideration
<ul style="list-style-type: none"> <li>- Students gained new technological knowledge as they work on the web page development, and made use of programs and new sites for them.</li> <li>- Students were able to develop collaborative strategies through the team work on the different task presented.</li> <li>- Students' motivation changed towards a more positive attitude to English learning.</li> <li>- Students expressed interest towards the activities and games presented.</li> <li>- Students were able to develop skills for autonomous work.</li> <li>- My personal knowledge as a teacher on technological possibilities improved through the research work for this project.</li> </ul>	<ul style="list-style-type: none"> <li>- Students' scores did not appear to significantly improve from before and during to post lesson, according to graph made of scores.</li> <li>- The traditional assessment tools were not able to measure the progress of students in terms of language skills in such a short amount of time.</li> <li>- The possibilities to get distracted or to not to take the lesson seriously increased with the work with computers as students were not used to that kind of lessons.</li> <li>- The sessions were not fully exploited as there were always technological problems to solve and much time was needed for giving instructions and explaining.</li> </ul>

## 5.1 In terms of learning effectiveness

Regarding the more quantitative part of the research, students have improved their performance in reading activities due to ICTs but the difference is not highly significant. However, statistically speaking we can conclude that the improvement has been caused by the use of ICTs. The results presented in the t-student test reveal that the results are statistically significant at the  $\alpha$ -level less than 0,05 and therefore the hypothesis can be proved.

**Table 3: Pre-post test results with t-student test <sup>8</sup>**

	Pre-test	Post-test
Student 1	3,2	4,3
Student 2	2,5	2,8
Student 3	5	5
Student 4	4,9	5,25
Student 5	6,5	7
Student 6	2,7	2,7
Student 7	2,5	2,7
Student 8	5	6
Student 9	4,2	5
Means:	4,05555556	4,52777778
Standard Deviation	0,00431988	



**Figure 3: Students' scores on tests before and after the implementation of my project**

## 5.2. In terms of motivation

Contrary to expectations, this study did not find a significant difference on motivation among diversification students. In general they were apparently motivated in their English classes although the traditional method book based and activities are not very motivating the previous motivation of the students was not as low as you might expect from a group of diversification and it was partly due to their teacher who they had been with since first grade and they adore her because of her dynamic personality and enthusiasm. It is worth asking if

<sup>8</sup> 'Student's' t Test is one of the most commonly used techniques for testing a hypothesis on the basis of a difference between sample means.

they would present the same interest to the same content with a different teacher but the analysis here take distance to the teacher and aims to focus on students' attitude towards the language itself.

### **Close questionnaire:**

The results of the online questionnaire are presented in the following link better detailed in tables:

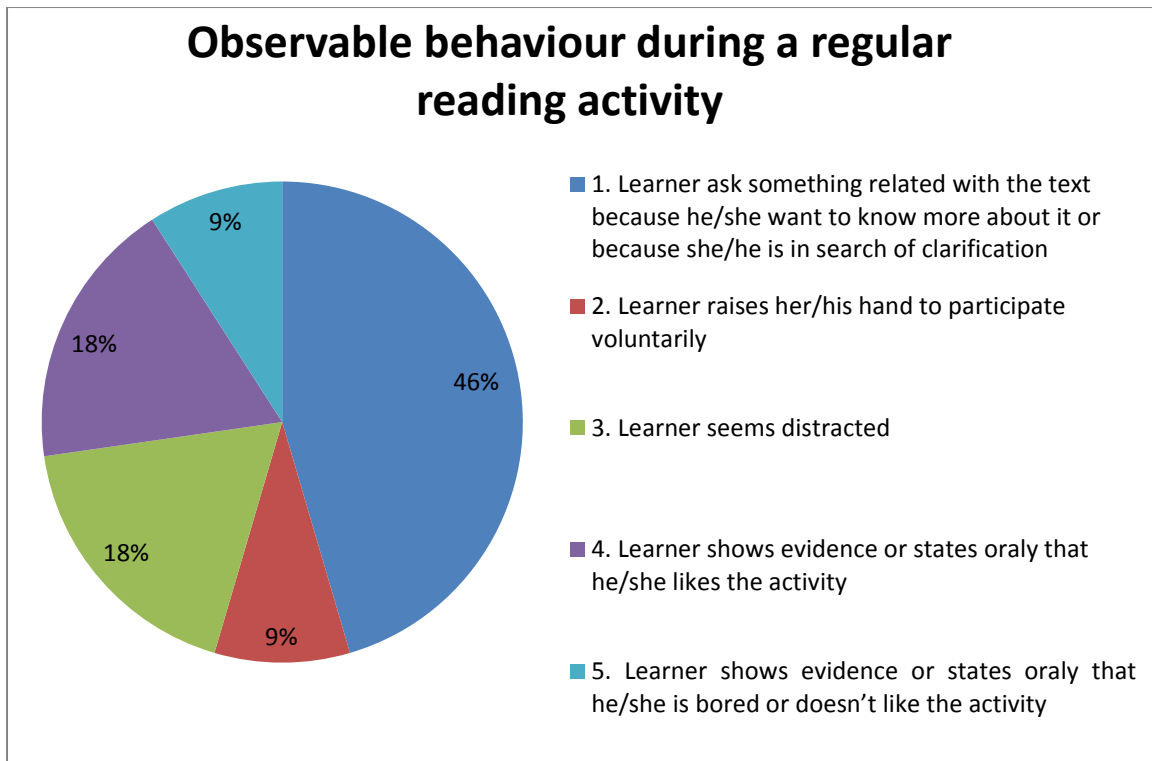
<http://bit.ly/2jgprOA>

The different items presented in the questionnaire are divided in sections and are rate in a semantic scale of 1 to 5 being 1 strongly disagree and 5 strongly agree. It can be summarizes as follows:

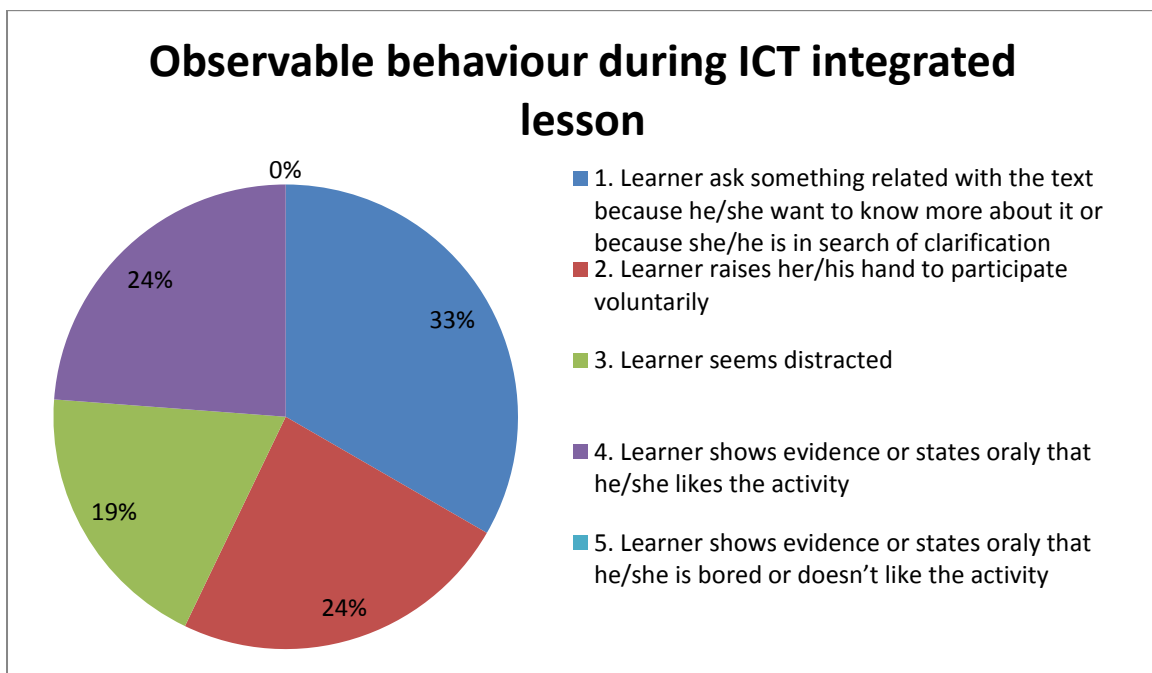
- **Attitudes toward learning English:** Medium motivated
- **Travel Orientation:** Low motivated (related with extrinsic motivation but with the topic of activities)
- **Learning situation:** High motivated (they feel comfortable within the group, with the teacher and the learning environment)
- **Self-evaluation on skills:** according them they are more proficient in reading than in other skills.
- **Motivation towards reading activities:** Medium motivated
- **Motivation towards using ICT:** High motivated

### **Observation scheme for analysing classroom motivation when doing reading activities:**

The observation scheme (See appendix 5) was personally designed in order to note down the observable behaviour of students when doing reading activities with and without technological support.



**Figure 4: Observable behaviour in a reading activity carried out without technological support**



**Figure 5: Observable behaviour in a reading activity carried out with technological support**

## **Open questionnaire**

The open questionnaire at the end of the implementation of my own design reading activities (See appendix 4) reveals that students themselves seemed that they have learned in a more dynamic and entertained way, the texts were easy to follow and the games to work on the grammar and vocabulary help them to memorise the concepts better.

After analysing the results I have to evaluate the effectiveness of my research according to the effect of the independent variable of ICT in students' motivation. Students' motivation towards learning English has changed due to the implementation of the digital nature of the activities but the actual effect cannot be properly and truly observed in a so reduced period of time.

The directly observed behaviour has considerably changed with the implementation of more engaging activities through ICT. The students were more willing to participate and were more interested since the competition and game dynamics posed them a challenge and a motivated purpose for reading. But on the other hand as a counterpart it can be observed that the times they got distracted are higher with ICT activities since provide teenager students with computers can be a strong tool of distraction.

This research investigation has proved my hypothesis that ICT can be thought as an effective tool for increasing students motivation, I cannot be sure if towards learning a SL in the general field of second language acquisition but at least it make important effect in students attitude and behaviour in class and towards reading activities in particular as the reading was with a final purpose and as part of a common objective to fulfil each task objectives. Notwithstanding the results in the test have not been as high as expected beforehand I am satisfied to have caused any effect in their attitude towards the language learning experience somehow and make a useful contribution for the improvement of their technological knowledge.

## 6. Conclusions and pedagogical implications

Notwithstanding the relatively limited sample, this research offers valuable insights into the effects of ICT when used in an ordinary secondary English classroom. Taken together, the results suggest that, ICT can be used as an effective tool to enhance language learning and increase students' motivation in class. The analysis of the implementation of ICT in an ordinary secondary English classroom undertaken here, has extended our knowledge of the wide range of applications offered by technologies and also, in much the same way, has pose the debate by highlighting the figure of the teacher as the main responsible agent of the adequacy between the curricular demands and students' needs.

This dissertation aimed to show from a personal perspective that being a teacher has to do with more than just opening the textbook and let everything flow but it is instead a work in constant struggle to adapt the curriculum and the needs of students, making use of the resources provided or rather, managing without them. In consistency with the restatement of the role of the teacher that I have tried to expose throughout the whole paper, and as a reflection of my own experience, the key element of a good implementation owes much to the knowledge and willingness of teachers. On the one hand, teachers must be aware of the educational laws<sup>9</sup> that pose the guides for every teaching practice; we have to know the kind of the institution we are working at and the kind of principles ruled by. It is essential as well knowing the target students who we are planning our lesson for. The knowledge of the resources and tools we can have access to be a necessary part on the process of ICT adaptation to our class and as a sump a great chance to open the world of possibilities to the digital education as a whole. We are a generation that have lived the technological changes affecting education and if we actually want to see the change, the change must start in ourselves. Research indicates that to implement ICT successfully in their classrooms teachers must understand what visual literacy is and rethink what learning to read and write means in the 21st century (Goodwin et al 1997). This first teaching experience made me realise that there is a need for teachers to go further the boundaries of the text-book and the old habits,

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<sup>9</sup> It is necessary to update to the laws and anticipate possible problems since there is always a legislation that frames the management of the annual programming of the curriculum. We must then, be aware, – even though my project was design in force of LOMCE, – to the last curricular modification: ECD order of May 26<sup>th</sup> of 2016.

now is the optimal time for being creative, pro-active, get involved and fulfil the coming generations' demands in a life-long learning process. In much the same way, teachers should be aware of technology and advantages ensuing for teaching conceiving technology as an opportunity rather than a threat.

Our students' generation has new cultural paradigms that previous generations have not been able to solve, it would not be coherent then, to impose lessons and formats that worked before, but are no longer applicable to the current reality. This implies a great challenge for former generations of teachers who are required to rethink their traditional educational conceptions and be open to a constant development in a constant evolving society. In order to bring education to the twenty-first century, generational bridges must be shortened by changing in first place the traditional mentality of teachers and by providing in second place with specific training and resources to fulfil the new students' demands. It also implies a team work of educational administrations and teachers to reach agreement and avoid contradictions in practice.

In this regard, what I conclude from my experience may sound promising but I did not say it was easy. The practical part of this research, and in sum of the whole master degree, has helped me to become aware of the real complexity behind what seems a simple teaching performance. Even if we think that the work is already done, because we have the year planning already provided by the textbook, there is no guarantee that it will fit our purposes as teachers and cover our students' particular interests and needs. In this case, the editorial book agreed by the school for the diversification stage was 'Spark'. The choice seems to be ideal for this kind of stage as it is composed by easy to follow task divided activities that are clearly defined. However, one of the main drawbacks of the textbook is that it considers the level of students in terms of linguistic abilities, an A2 level according to CEFR, but on the contrary it does not take into account the age of students, as in my opinion the content would rather fit the interest and motivations of thirteen year old students of 2ºESO rather than the 17 and 18 year old students as it is the case here.

Despite the relatively limited sample, this work offers valuable insights into the performance of *Diversificación Curricular* students and confirms the need for the permanence of these kinds of programs. It is in fact another debate issue to take into consideration since the last



educational act (LOMCE) the old 3rd and 4th of *Diversificación Curricular* programs are replaced by *Programas para la Mejora del Aprendizaje y Rendimiento* (PMAR), in the first cycle in the second and 3rd courses. The objective of these programs is that the students can assume the fourth year of the stage by the ordinary way. The adaptation and implantation I personally carried out to students enrolled in this program poses serious doubts about the effectiveness of the change because it has been proven that even with adaptations students coursing the last year of *Diversificación Curricular* do not meet the minimum criteria required to graduate. Through the whole dissertation it has been evidenced that a specific work on motivation with these target students it is also profitable for their consequently performance in class. To this respect, despite students evolved in terms of motivation and attitude towards the EFL practice, results could not be measure in positive terms due to the short time available and limitations in the implementation of the project.

## 7. Limitations of the study and suggestions for future research

The scope of this study was mainly limited in terms of time since it was not enough for developing a bigger scale project neither for assuring significant results on students' language acquisition in a two weeks' time. Due to the time available to develop the research and gathering enough significant data, the results needed to be focused reduced to reading skills for that reason. Although the quantitative data of the research confirms that statistically the research has fulfilled the hypothesis and it is proven that ICT has influenced positively on students reading outcome, however, the small sample size did not permit comparative results with two different group samples.

One source of weakness in this study, which could have affected the measurements of the study's efficacy, was the assessment tools which in my opinion were not in accordance with the nature of the project. A revision of the kind of test that would better fit the project technological approach would be required.

An additional uncontrolled factor is the lack of resources to carry on the project bearing in mind that this kind of research required the use of computers and other technological devices. When I came to the class I was going to use for my purpose I understood that my project was going to be limited because they had no computers, laptops, or projectors at all but I persisted. In line with this as stated in previous sections the influence that the context of the teaching activity exerts on the learning is clearly shown in this example where to develop the technological competence although demanded in the curriculum is almost impossible if we do not dispose of technological resources at all.

The web development as a tool to explore and learn in an autonomous but at the same time cooperative way was a very productive tool but on the other hand it is important to know the legal limitations of the material you upload on. On the other hand it is important to do a careful process of selection of the materials as they have to fit the curriculum demands and students needs in much the same way, and even though it has been a complicated task and not so successful it implies a significant starting point for my future teaching practices as the reflection afterwards is the best success for me.

A reasonable approach to tackle this issue could be to reinforce classwork with video-tutorials of the lessons they can watch at home to study before the exam. Teaching through videos can be an effective and useful alternative method to meet all of the already mentioned purposes for integrated and motivating language learning. Harmer (2001) exposes in his article *Teaching with Video* the advantages of the use of audio-visual tools in the language classroom as not only hearing but also watching the language in use greatly aids comprehension, promotes cross-cultural awareness allowing students to look beyond their classroom, and also affects motivation increasing the level of interest when students have the chance to see language in use combined with interesting tasks.

In conclusion, this project did not only encourage the integration of ICT skills in a meaningful context, it also provided the students with the opportunity to step outside the confines of their formal school lesson. This research shows my personal process of finding a way to meet curricular and current students' needs but at the same time, together with the whole master degree, made me be aware of the need of long-life-learning as a future professional together with a constant evaluation of my teaching performance.

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## Appendices

## 9. Appendices

### Appendix 1 : Structure of the unit plans

	UNIT 1
TITLE	WHERE IS WALLY?
<b>INTRODUCTION AND JUSTIFICATION</b>	<p>This Unit Plan comes after the web site development since the activities here proposed are presented online and therefore it is going to be used as the main platform to work in class and at home. In a globalised society, it is primordial to provide students with enough resources to deal with different situations in a different cultural environment. Students will discover the topic of travelling in a challenging and dynamic way where they make use of the language learned and will value the importance of travelling in a cooperative work context. At the end of it, the students will be engage in a couples competition where they have to hide wally on an electronic version of London’s underground map and each member of the team will write and send commands to guide their mates to the point they have settle their Wally and the first couple to guess it will be the winner.</p>
<b>CONTRIBUTION TO KEY COMPETENCES</b>	<p>This unit plan contributes to the acquisition of the following key competences outlined in the BOE:</p> <ul style="list-style-type: none"> <li>1) Competence in linguistic communication (<b>CLC</b>): by means of practicing both productive skills: speaking, writing; and receptive skills: listening, reading and understanding.</li> <li>4) Digital competence (<b>DC</b>): because of the presentation of interactive activities and the use of digital resources.</li> <li>5) Interpersonal and civic competence (<b>ICC</b>): students will face with multicultural and geographical aspects in the texts presented and they will have to interpret a map and give instructions as a final task.</li> <li>7) Learning to learn (<b>LL</b>): as a continuous process of development that will help students find out their own personal learning strategies.</li> </ul>



<b>CONTRIBUTION TO SPECIFIC COMPETENCES</b>	<p>8) Personal initiative and autonomy (<b>PIA</b>): by fostering giving instructions and deciding in teamwork.</p> <p>*The aforementioned acronyms will be used from now on to make reference to each Key Competence.</p> <p>The development of the <i>Communicative competence</i> in the student is the umbrella under which activities and resources have been designed. Once this primordial competence is assured and covered, other sub-competences take action, namely: <i>Competencia morfosintáctica</i>, <i>Competencia pragmática</i>, <i>Competencia procesual</i>, and <i>Competencia intercultural</i>. Each content will contribute to the development of one or several of these competences.</p>
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	OBJECTIVES	KEY COMPETENCES
<b>SPECIFIC LEARNING OBJECTIVES</b>	<p>a) Understand short texts in English, identifying the intention of the speaker and be able to answer questions related to it.</p> <p>b) Scan and look for information inside short texts.</p>	CLC, LL, PIA
	<p>c) Search and synthesize information selected from a variety of sources.</p>	DC, LL, PIA
	<p>d) Participate in cooperative activities with the rest of students in a receptive attitude.</p> <p>e) Respect other students' opinions and value different points of views.</p>	ICC, LL, PIA

	f) Identify different monuments and associate them with the countries and cultural value.	CAC
	g) Become aware of one's personal strengths and weaknesses.	LL
	h) Negotiate meaning and come to terms with other classmates.	PIA
<b>SPECIFIC CONTENTS</b>	<b>Lesson 1 (L1). Challenge presentation</b>	<b>OBJECTIVES</b>
	<ul style="list-style-type: none"> <li>- Getting familiar with the website platform.</li> <li>- Read the texts presented in the Prezi presentation.</li> <li>- Discuss with classmates and pair work activity rephrasing what they have understood.</li> </ul>	a); d); e); f); h),
	<b>Lesson 2</b>	
	<ul style="list-style-type: none"> <li>- Scan and look for information on the internet, search for vocabulary and unknown expressions, autonomous work.</li> <li>- Review of the vocabulary and grammar in the texts presented in the previous lesson through Quizlet.</li> </ul>	a);b); c); f); g);

	- Doing activities and work individually by practising online.	
	<b>Lesson 3</b>	
	- Getting to know new online platforms as an opportunity to practice and learn the language. - Understand and interpret short spoken interactions.	b); e); f); g); h)
	<b>Lesson 4</b>	
	- Write short guides to indicate a specific direction or position in the tube map. - Using the vocabulary and grammar worked on in a comprehensible a coherent written way. - Understand and follow written instructions and be able to interpret these instructions in a map.	c); e); f); g); h); i);

<b>MATERIALS AND RESOURCES</b> *In order to see the materials and resources for each activity, see appendices	<b>CENTRAL ACTIVITIES</b>	
	Lesson 1: Reading comprehension activity	
	Lesson 2: Online practice on vocabulary and grammar activities and the final Kahoot contest.	
	Lesson 3: E-puzzle activity based on a video of the film “Rat race” on giving directions.	
	Lesson 4: Give and follow short instructions based on a tube map.	
<b>CRITERIA</b>	<b>CRITERIA / INDICATORS</b>	<b>KC</b>

	The student is able to:	
	- Understand written interactions in English, identifying the intention of the speaker, identify relevant information in the text and obtain a whole understanding of it.	CLC
	- Write short text cooperatively with the classmates and asking for help and feedback when necessary.	PIA
	- Make use of the online platform in class and at home, understand and value the wide range of information and possibilities offered by the technological resources.	DC

<b>UNIT 2</b>	
TITLE	LYRICS VIDEO
<b>INTRODUCTION AND JUSTIFICATION</b>	In this Unit students will be able to explore their creative abilities through the creation of a video of a song they like. The idea with this project is to meet our students' cultural interests by bringing music as the topic of matter. During the lessons students will work with different songs and singers trying to find the meaning behind the lyrics of the songs they usually listen to. At the end of it, students in groups of three will create an original video with their favourite song lyrics.
<b>CONTRIBUTION TO KEY COMPETENCES</b>	This unit plan contributes to the acquisition of the following key competences outlined in the BOE: 1) Competence in linguistic communication ( <b>CLC</b> ): by means of practicing both productive skills: speaking, writing; and receptive skills: listening, reading and understanding. 4) Digital competence ( <b>DC</b> ): because of the presentation of interactive activities and the use of digital resources. 5) Interpersonal and civic competence ( <b>ICC</b> ): students will have to learn to work in teams. Listening to others opinions and

	<p>considering others in the common decisions.</p> <p>8) Personal initiative and autonomy (<b>PIA</b>): by working autonomously through the online resources provided.</p> <p>*The aforementioned acronyms will be used from now on to make reference to each Key Competence.</p>	
<p><b>CONTRIBUTION TO SPECIFIC COMPETENCES</b></p>	<p>The development of the <i>Communicative competence</i> in the student is the umbrella under which activities and resources have been designed. Once this essential competence is assured and covered, other sub-competences take action, namely: <i>Competencia morfosintáctica, Competencia pragmática, Competencia procesual, and Competencia intercultural</i>. Each content will contribute to the development of one or several of these competences.</p>	
<p><b>SPECIFIC LEARNING OBJECTIVES</b></p>	<p><b>OBJECTIVES</b></p>	<p><b>KEY COMPETENCES</b></p>
	<p>a) Understand song texts in English, identifying the intention of the singer and be able to answer questions related to it.</p> <p>b) Scan and look for information inside the lyrics.</p>	<p>CLC, LL, PIA</p>
	<p>c) Search and synthesize information selected from a variety of sources.</p>	<p>DC, LL, PIA</p>
	<p>d) Participate in activities with the rest of students in a receptive attitude.</p> <p>e) Respect other students' cooperative opinions and value different points of views.</p>	<p>ICC, LL, PIA</p>

	f) Explore new ways of creating original content using different digital resources and devices.	DC
	g) Negotiate meaning and come to terms with other classmates.	PIA
<b>SPECIFIC CONTENTS</b>	<b>Lesson 1</b>	<b>OBJECTIVES</b>
	- Select from a variety of songs and singers the ones we want to work on in the project. - Listen to specific song and try to infer the meaning. - Skim and scan lyrics tests.	b); c); g)
	<b>Lesson 2</b>	
	- Getting in groups of 3s and come to an agreement of the song to work on for the video. - Examine the lyrics and extract the idioms and structure they do not understand. - Each member of the group will contribute to the understanding of every beat of the song working together.	b); c); d); e); g)
	<b>Lesson 3</b>	
	- Work in the creation of the video through the program Movie Maker and Final Cut	c); d); e); g); f)
	<b>Lesson 4</b>	
- Students will expose their colleagues their videos proposal and justify the choice of the song and images it conveys for them. - Students will vote for the best short film giving justified reasons.	d); e); g)	
<b>MATERIALS AND</b>	<b>CENTRAL ACTIVITIES</b>	

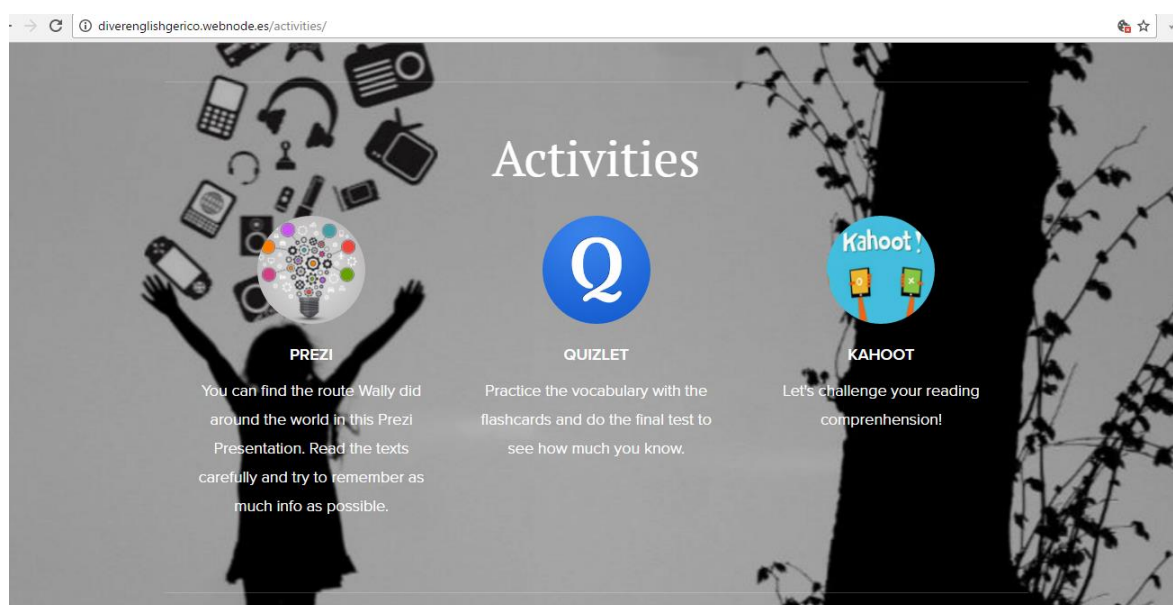
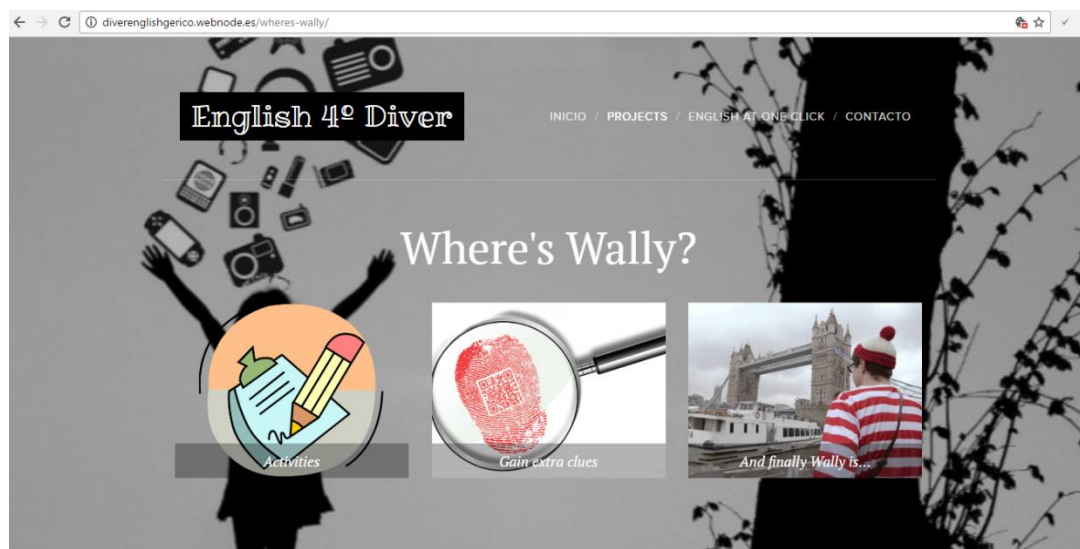
<p><b>RESOURCES</b> *In order to see the materials and resources for each activity, see appendices</p>	<p>Lesson 1: Examine lyrics as a text, and look for information about it</p> <p>Lesson 2: Negotiate the meaning of the song between the members of the group.</p> <p>Lesson 3: Creative work on the development of the video</p> <p>Lesson 4: Expose and support their creation in a class debate.</p>	
<p><b>CRITERIA</b></p>	<p><b>CRITERIA / INDICATORS</b></p>	<p><b>KC</b></p>
	<p>The student is able to:</p> <ul style="list-style-type: none"> <li>- Understand English songs, identifying the intention of the singer and obtain a whole understanding of it.</li> <li>- Create new content using ICT in a cooperative and purposeful way.</li> <li>- Evaluate others work and reflect on his/her own work.</li> </ul>	<p>CLC</p>
		<p>DC</p>
		<p>PIA, ICC</p>

## Appendix 2 : Materials and resources

### UNIT 1: WHERE IS WALLY

#### ➤ Lesson 1

#### Activity 1: Challenge presentation



#### Activity 2: Reading comprehension in Prezi





Compartir Insertar Me gusta Público

➤ Lesson 2

Activity 1: Work on the texts through Quizzlet

15 términos | quizlette736884

# Wally around the World



ESTUDIAR

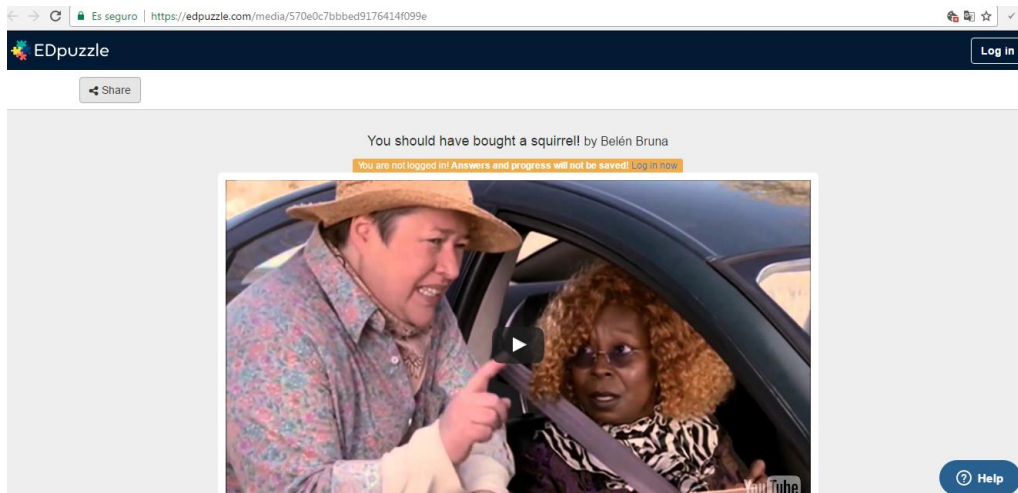
JUGAR

FICHAS APRENDER ORTOGRAFÍA PROBAR COMBINAR GRAVEDAD

ORDENAR Original

Sight Something seen or worth seeing; a spectacle ☆ 🔊

➤ Lesson 3: E-puzzle activity based on a video of the film “Rat race” on giving directions.

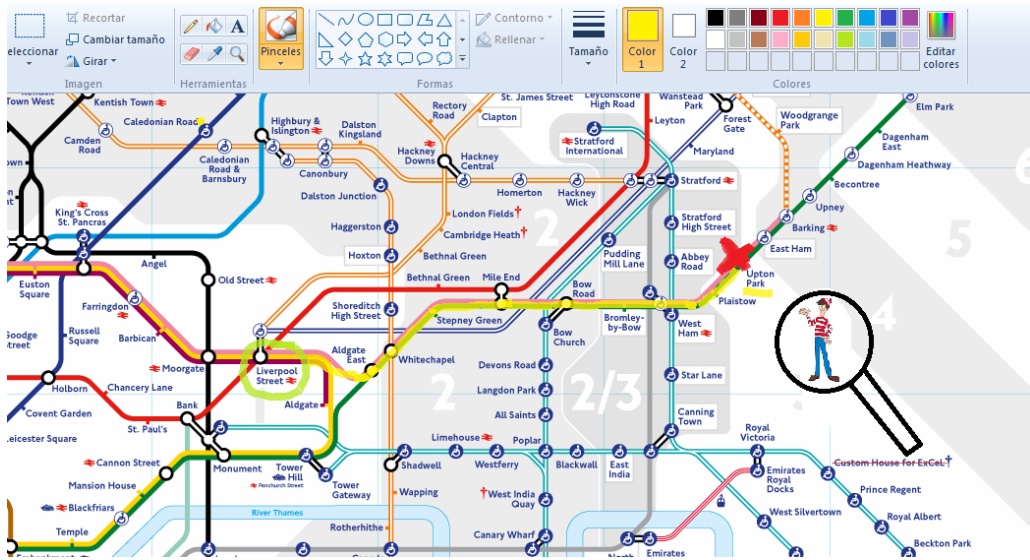


Activity 1 on EdPuzzle Video



Activity 2: work on vocabulary inside the tube

➤ Lesson 4: Give and follow short instructions based on a tube map.



## UNIT 2: LYRICS VIDEO

### ➤ Lesson 1: Presentation of the challenge and training on “Lyrics training”

The image shows two screenshots from a web browser. The top screenshot is a landing page for 'LYRICS VIDEO' with a background of a person's silhouette reaching up towards floating icons of various electronic devices. The page features three main navigation buttons: 'LYRICS TRAINING' (with a music note icon), 'SOME INSPIRATION' (with a clapperboard icon), and 'YOUR CREATIONS' (with a play button icon). The bottom screenshot shows a video player interface for the song 'Hello' by Adele. The player has a blue header with a score: 'Puntos 25', 'Huecos 4/32', 'Aciertos 4', and 'Fallos 0'. A 'Bonus' section shows '+2' and a question mark. The video player shows a silhouette of Adele at a piano. A dark overlay with the text 'Pulse aquí para continuar' is centered over the video. The lyrics 'I've forgotten how to love our feet' and 'There's a difference' are visible at the bottom. The video player includes a progress bar, a YouTube logo, and a 'Sugerencias' button on the right side.

- Lesson 2: Infer the meaning of the chosen song. Look for information on the internet. Work together as a team, share information and negotiate meaning.

www.songfacts.com/detail.php?id=7082

ARTISTFACTS LYRICS SONGFACTS

This tender love song about getting by with just you and your beloved is a band composition with lyrics by lead singer Gary Lightbody, who called it "the most pure and open love song I've ever written."


This was used in the TV shows *One Tree Hill* and *Grey's Anatomy*, two programs with a penchant for reflective tunes that can ramp up the emotional output of a scene. This exposure was a huge boost to the band in America, where they were still unknown.

Frontman Gary Lightbody wrote this in the garden of producer Garret "Jacknife" Lee's cottage one night in "a blur of red wine and Percocet." He says he wrote about 10 songs that night, and when he looked at them the next day nine of them were terrible, but "Chasing Cars" stood out like "a diamond in the s--t."

This remains the only Top 40 hit for Snow Patrol in America, but they have had numerous hits in the UK. Lead singer Gary Lightbody is from Bangor, Northern Ireland, and formed the group in 1994 with Jonny Quinn and Mark McClelland, who he met at Dundee University in Scotland. Their first two albums sold poorly, but their third, *Final Straw*, sold over 5 million copies in the UK and produced the hit "Run."

They had several more UK hits, but "Chasing Cars" proved to be their American zenith.

"Chasing Cars" topped the Adult Top 40 chart. It arrived in pole position in its 35th chart week, the longest climb to #1 in the history of this tally. The previous longest climb to the summit had been held by Five For Fighting, whose "Superman (It's Not Easy)" rose to the top in its 28th chart week in December 2001.

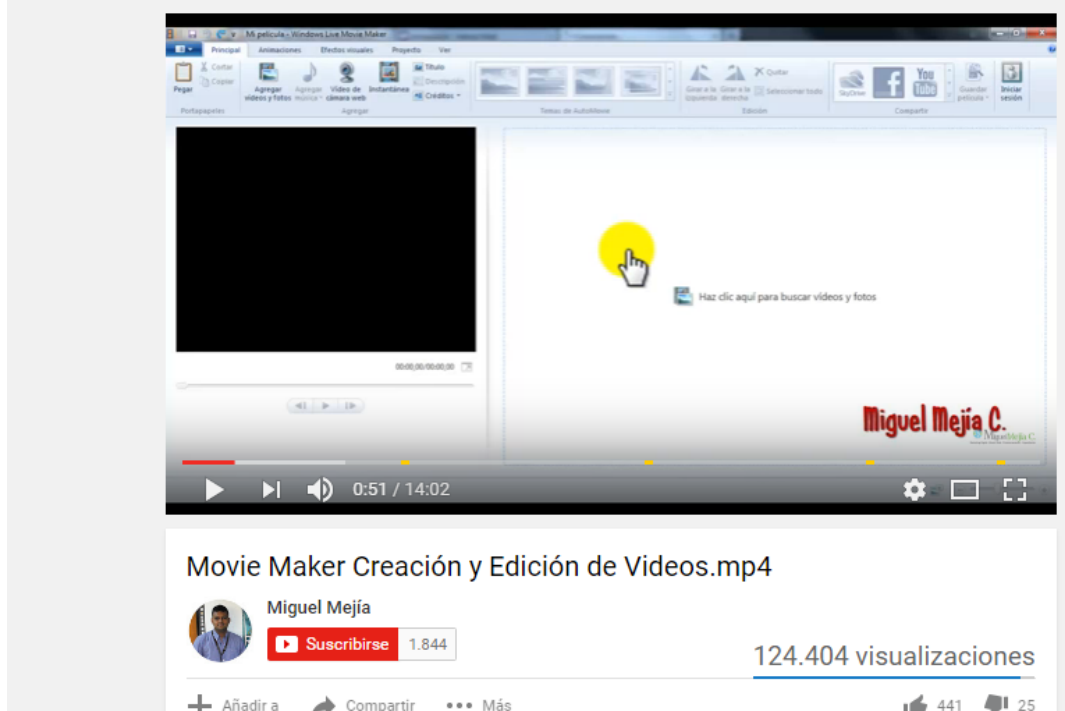


- Lesson 3: Getting familiar with the video editors and plan the video

Es seguro | https://www.youtube.com/watch?v=rk4cV76EMig

YouTube ES

Buscar



Movie Maker Creación y Edición de Videos.mp4

Miguel Mejia

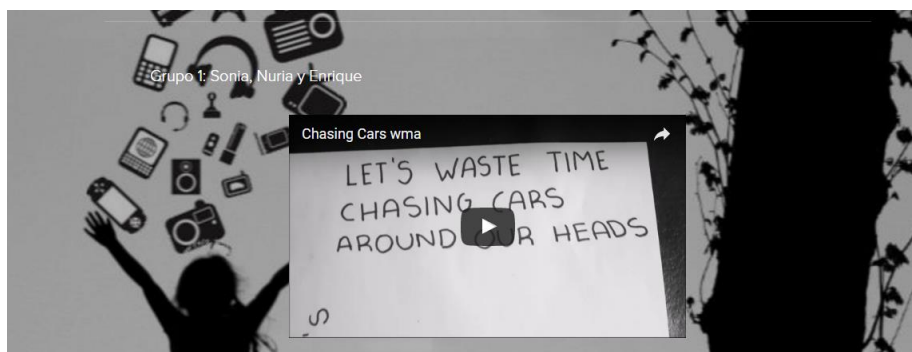
Suscribirse 1.844

124.404 visualizaciones

+ Añadir a ➤ Compartir ... Más

441 25

- Lesson 4: presentation of their creations with the rest of the class.





**Appendix 3: Pre-action questionnaire for students**

**MOTIVATION IN THE EFL CLASSROOM QUESTIONNAIRE**

Edad: _____	Sexo: _____	Fecha: _____
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*Recuerda que no hay respuestas malas ni buenas. Responde a las siguientes preguntas/afirmaciones en una escala del 1 al 5 de la siguiente manera:*

1. *Muy en desacuerdo*
2. *En desacuerdo*
3. *En parte de acuerdo, en parte desacuerdo*
4. *De acuerdo*
5. *Bastante de acuerdo*

➤ **Sección 1: Actitud hacia el aprendizaje de la lengua inglesa**

1. Disfruto aprendiendo inglés:

1      2      3      4      5

2. Espero con ganas las clases de inglés:

1      2      3      4      5

3. Considero que el aprendizaje de inglés es interesante

1      2      3      4      5

4. Me gusta el ambiente de mis clases de inglés

1      2      3      4      5

5. Me gustaría tener más horas de clase de inglés en el colegio

1      2      3      4      5

6. Dedicaría mi tiempo a otras asignaturas antes que a inglés

1      2      3      4      5

7. Estudio inglés porque creo que me será útil en el futuro



1      2      3      4      5

8. Para mí aprender inglés es una pérdida de tiempo

1      2      3      4      5

9. No estoy interesado/a en aprender inglés en absoluto

1      2      3      4      5

10. Solo estudio inglés para aprobar el curso

1      2      3      4      5

11. Me gustaría seguir aprendiendo inglés cuando acabe el curso (en un futuro)

1      2      3      4      5

➤ **Sección 2: Orientaciones de viaje**

12. Para mí aprender inglés es importante porque me gustaría viajar a otros países.

1      2      3      4      5

13. Aprender inglés es importante para mí porque si no se inglés no podré viajar tanto

1      2      3      4      5

➤ **Sección 4: Orientaciones culturales**

14. Me gusta la música en inglés

1      2      3      4      5

15. Me gusta aprender más inglés para entender mejor las letras de las canciones que me gustan

1      2      3      4      5

16. Me gustan las películas/ series de televisión hechas en países de habla inglesa





1      2      3      4      5

17. Me gustaría aprender inglés para ver películas o series en versión original

1      2      3      4      5

18. Me gustaría conocer a gente procedente de países de habla inglesa

1      2      3      4      5

19. Estoy interesado/a en saber más sobre la gente de países de habla inglesa

1      2      3      4      5

➤ **Sección 5: Situación de aprendizaje**

20. Recuerdo mejor las cosas si las debato con alguien más

1      2      3      4      5

21. Entiendo mejor una actividad cuando trabajamos en grupo

1      2      3      4      5

22. Me gusta trabajar en grupo

1      2      3      4      5

23. Prefiero hacer las actividades por mi cuenta

1      2      3      4      5

24. Me pongo nervioso/a cuando tengo que hablar inglés en clase

1      2      3      4      5

25. Me siento cómodo/a hablando en inglés en clase

1      2      3      4      5

26. A veces me cuesta seguir el ritmo de las clases de inglés y me pierdo con facilidad



1 2 3 4 5

27. Aprender inglés es muy aburrido

1 2 3 4 5

➤ **Sección 6: Motivación hacia las actividades de lectura**

28. Saber leer en inglés no es útil

1 2 3 4 5

29. Me gustaría aprender inglés para poder leer cualquier cosa: libros, revistas periódicos, blogs por internet, etc.

1 2 3 4 5

30. Cuando leo un texto en inglés me cuesta concentrarme en lo que estoy leyendo

1 2 3 4 5

31. Leer en inglés es aburrido

1 2 3 4 5

32. Leer en inglés puede ser interesante y entretenido

1 2 3 4 5

33. Las actividades de comprensión lectora me ayuda a entender mejor el vocabulario y la gramática.

1 2 3 4 5

34. Las actividades de comprensión lectora no sirven para nada

1 2 3 4 5

➤ **Sección 7: Autoevaluación de mis habilidades en lengua inglesa**



Contesta a las siguientes afirmaciones de 1 a 5 según consideres que lo haces peor o mejor:

1. Bastante mal
2. No muy bien
3. Normal
4. Bien
5. Muy bien

39. Puedo escribir en inglés

1      2      3      4      5

40. Puedo entender inglés cuando lo escucho

1      2      3      4      5

41. Puedo entender inglés cuando lo leo

1      2      3      4      5

#### Cuando me enfrento a un texto en inglés...

35. Soy capaz de identificar las ideas principales fácilmente

1      2      3      4      5

36. Soy capaz de encontrar la información que se pide rápidamente

1      2      3      4      5

37. Necesito leerlo detenidamente o incluso dos veces para comprenderlo

1      2      3      4      5

38. Soy capaz de resumirlo y contarlo con mis propias palabras

1      2      3      4      5

#### ➤ Sección 8: Motivación hacia las nuevas tecnologías

¿Qué piensas de aprender inglés a través de las TIC?



Responde a las siguientes preguntas/afirmaciones en una escala del 1 al 5 de la siguiente manera:

1. *Muy desacuerdo*
2. *Desacuerdo*
3. *En parte de acuerdo, en parte desacuerdo*
4. *De acuerdo*
5. *Bastante de acuerdo*

42. A través de las nuevas tecnologías se aprende mejor que si solo usamos el libro de texto.

1      2      3      4      5

43. Creo que a través de internet, otras tecnologías no puedo aprender bien inglés porque me distraigo

1      2      3      4      5

44. Creo que saber inglés es útil para poder ver videos en youtube, buscar información en internet, en los juegos de ordenador/play, etc.

1      2      3      4      5

**¡Sí! ¡Por fin hemos acabado!**

**¡MUCHAS GRACIAS POR TÚ COLABORACIÓN!**



**Appendix 4: Post-action questionnaire for students**

**REFLEXIÓN POST-PRÁCTICAS**

Edad: _____	Sexo: _____	Fecha: _____
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**¿Qué aspectos crees que has mejorado gracias a todas las actividades realizadas?** (Nombra los aspectos en los que crees que haber dado clase con ordenadores te ha ayudado a la hora de aprender inglés, ej: si te ha ayudado a concentrarte mejor, a estudiarlo de forma más entretenida, has mejorado tu velocidad a la hora de leer en inglés, ha aumentado tu interés en la actividad propuesta, etc)

**Piensa y reflexiona sobre tu propio proceso de aprendizaje. ¿Qué has aprendido y cómo?**

**¿Con cuál de todo los recursos utilizados en estas clases te quedas y por qué?** (Por que te ha motivado más, te ha entretenido más, te parece más útil para estudiar, etc.)



¿Crees que seguirás aprovechando todas las posibilidades que los ordenadores e internet nos ofrecen para aprender inglés? ¿Qué aspectos te han motivado para seguir aprendiendo inglés de esta manera?

Di algo positivo y algo negativo que te llevas de estas clases.

-

-

Coméntame lo que quieras 😊

-

**¡MUCHAS GRACIAS POR TÚ COLABORACIÓN!**

**Appendix 5: Observation scheme for analysing classroom motivation when doing reading activities:**

Observable motivated behaviour in a regular book guided reading activity		
Category	Tallies	Total
1. Learner ask something related with the text because he/she want to know more about it or because she/he is in search of clarification	IIII	5
2. Learner raises her/his hand to participate voluntarily	II	2
3. Learner seems distracted	III	3
4. Learner shows evidence or states orally that he/she likes the activity		0
5. Learner shows evidence or states orally that he/she is bored or doesn't like the activity	I	1

Observable motivated behaviour during the activities that integrate technology		
Category	Tallies	Total
1. Learner ask something related with the text because he/she want to know more about it or because she/he is in search of clarification	IIII II	7
2. Learner raises her/his hand to participate voluntarily	IIII	5
3. Learner seems distracted	III	4
4. Learner shows evidence or states orally that he/she likes the activity	IIII	5
5. Learner shows evidence or states orally that he/she is bored or doesn't like the activity		0

