



Faculty of Education

English Pedagogy Department

A SELF-STUDY ON THE INTEGRATION OF INFORMATION AND
COMMUNICATION TECHNOLOGIES (ICT) TO DEVELOP LANGUAGE SKILLS IN
STUDENTS

**A thesis submitted in fulfilment of the requirements for the Degree Seminar and
English Bachelor's Degree of Universidad Alberto Hurtado**

Author: Paulina M Gómez

Seminar teacher: Dr. Salomé Villa Larenas

Santiago, Chile 2022

Table of contents

1. Acknowledgements.....	3
2. Abstract	4
3. Introduction	7
4. Literature review	9
4.1 ICTs in language teaching	9
4.2 Advantages and disadvantages of using ICTs in an EFL classroom	11
4.2.1 Access to authentic materials	12
4.2.2 Engagement	12
4.2.3 Student-centredness	13
4.2.4 Disadvantages	15
5. Research Methodology	16
5.1 Research approach	16
5.2 Data collection tools	16
5.3 Data analysis approach	18
6. Research Findings	20
6.1 When ICTs are used in the lesson	20
6.2 The use of ICTs by skills in my lesson plans.....	23
6.3 Technological resources used in my lesson plans	27
7. Implementation plan based on findings	33
8. Research Implications	34
9. Conclusion	36
10. Limitations	38
11. References	39
12. Appendix A	44
13. Appendix B	49
14. Appendix C	53

1. Acknowledgements

I want to thank mainly my mother, who was there every step of the way through this process, every night of crying, and every joy throughout the journey of becoming a teacher. To my grandmother, thank you for all the support and love. Also, I want to thank BTS for allowing me to become the person I am today and for being the best way to interact with my students. To my friends, I am thankful for all your love, for always asking how I was dealing with my thesis and for putting up with me when I got cranky. Last but certainly not least, I would like to thank all my teachers at the programme for guiding and supporting me along the process.

2. Abstract

As a pre-service teacher in the English Pedagogy Program at Alberto Hurtado University (UAH), I conducted a self-study research project to examine my teaching methods related to integrating Information and Communication Technologies (ICTs) into my teaching practice. To do this, classroom materials- mainly PowerPoint presentations- and lesson plans for 7th and 11th graders were analysed using a qualitative method and coding to assess the data. The instruments were grouped based on a coding scheme that considered the parts of the lesson in which ICTs are primarily used, the types of ICTs employed in the classes and the type of skills used, and lastly, if the resources were well or poorly used. The results showed, firstly, that the stage of the class where I use ICTs the most is the language focus stage. This first finding is related to the second finding, which revealed that I employed technology the most to practise vocabulary and grammar rather than promote linguistic skills development. The third finding relates to the use of technological resources I use the most in my classes. The data suggests that I use Blooket, Wordwall, Youtube, and Powerpoint Presentations the most in my lesson plans compared to other resources. Nevertheless, it also shows that the amount of use of these applications also depends on the level of the students as the use is different in 7th than in 11th grade. However, the resource that remains in constant use regardless of the level of the students is Powerpoint presentations.

Finally, implications for my future teaching performance were discussed as well as the implementation of a plan under the classroom-based research methodology as an idea for further development of the topic in the future, bringing up the benefits of using ICTs in English classes as well as how to use them effectively.

Keywords: ICT integration in the classroom, CLT approach, Teaching practices, Digital literacy

Resumen

Este proyecto de investigación tiene como objetivo examinar las metodologías pedagógicas con respecto a la integración de Tecnologías de la información y las comunicaciones (TICs) para la enseñanza del inglés. Para llevar a cabo esta investigación materiales de clases, mayormente Presentaciones de PowerPoint, y planificaciones de séptimo básico y tercero medio fueron analizados usando un método cualitativo así como también un sistema de codificación de datos para evaluar dichos datos. Los instrumentos se agruparon a partir de un esquema de codificación que tomó en cuenta “las partes de la clase en las que se utilizan principalmente las TICs”, “los tipos de TIC empleados en las clases” y “con qué tipo de habilidades fueron utilizadas” y, por último, “si los recursos estaban bien o mal utilizados. Los resultados mostraron, en primer lugar, que la parte de la clase en la que más utilizo las TIC es la parte de enfoque lingüístico (Language focus). Este primer hallazgo está relacionado con el segundo, que reveló que se empleaba más la tecnología para practicar vocabulario y gramática que para promover el desarrollo de habilidades lingüísticas. El tercer hallazgo está relacionado con el uso de los recursos tecnológicos que más utilizo en mis clases. Los datos sugieren que utilizo más Booklet, Word Wall, Youtube y presentaciones de Powerpoint en mis planificaciones de clase en comparación con otros recursos. Sin embargo, también muestra que la cantidad de uso de estas aplicaciones también depende del nivel de los alumnos, ya que el uso es diferente en 7° básico que en 11° medio. Sin embargo, el recurso que se mantiene en uso constante independientemente del nivel de los alumnos son las presentaciones de Powerpoint.

Finalmente, se discutieron las implicaciones para mi futuro desempeño docente y se propone la implementación de un plan bajo la metodología Task based planteando los beneficios del uso de las TIC en las clases de inglés, así como la forma de utilizarlas de manera efectiva.

Palabras clave: Integración de las TIC en el aula, CLT, Prácticas pedagógicas,
Alfabetización digital.

3. Introduction and motivation

We need technology in every classroom and every student and teacher's hand because it is the pen and paper of our time and the lens through which we experience much of our world"

(Warlick, 2006).

Being born in the late 90s and attending school in 2000 exposed me to technology from a very young age. Hence, I have not questioned the use of technology since it has always been there for me. Nevertheless, technology was not the first thing to my mind when discussing classroom methodologies. The times I used technology as a child and even before the pandemic were mainly for social media and little related to academia. However, with the arrival of the COVID-19 pandemic in 2020 and the impossibility of attending classes for over two years due to social distancing and restrictions, ICTs took on a central role as it was the only way of communication and learning. This action meant ICT implementation almost instantaneously and without prior training, which profoundly altered how education is conceptualised, facilitating the improvement of student-centred teaching strategies (Hoque & Alam, 2010).

In 2022, I have had the opportunity to do my final practicum in a private school with enough resources to have computers and the Internet for each student to work independently. The school had a very particular way of working, in which one group of students would go to the English computer lab to work on some speaking tasks, and the other half of the group would stay in the classroom to work on content via an ebook; therefore, computers were used most of the time for classroom activities, making English classes highly digitalised. Thus, it makes me question whether technology contributes to the English class, considering that, as English teachers, we should aim to implement the CLT approach in the English classroom through technology. According to Raigón and Gómez (2005), using ICTs could help move

toward that goal as both use language for communication. In the same vein, the ministry of education of Chile [MINEDUC] (2016) states that the purpose of the English subject is for students to learn the language and use it as a tool to cope with different communicative situations. Using ICTs could benefit English as a foreign language (EFL) students in fulfilling this purpose as it provides more opportunities for communication and interaction. Especially after COVID-19, due to the lack of face-to-face interaction, this aspect was neglected.

Even though we have been back at face-to-face classes since March of 2022, the way lessons are taught in my context mostly stayed the same since the online period in 2020, which is understandable as there is a transitional period for both students and teachers. This situation made me wonder if the integration of ICTs for language teaching is the new normal and if I can use today's technology other than social networking. This is important to consider as today's students are often bombarded with readily available information and are digitally literate and therefore use technology for everything in their daily lives. As a teacher, I should focus my practice more on making sense of that information rather than ignoring it. This is what is often referred to as digital literacy.

Digital literacy, according to UNESCO (2011), refers to fundamental skills required for working with digital media, information processing, retrieval and sharing knowledge, allowing an individual to achieve other valued outputs in life (Chetty et al., 2018). Therefore, this research focuses on exploring how I have incorporated Information and Communication Technologies (ICT) in my lesson plans and my general practice to improve my students' language skills. Consequently, this research will emphasise how I have incorporated ICTs into my English lesson. To achieve this, I will look back to previous classes and analyse my lesson plans and class materials to gather information regarding my use of ICTs in the

English classroom and better understand how I have used computer-based activities with my 7th and 11th-grade students.

In conclusion, all this background information makes me wonder whether technology contributes to the English class, considering that we, as teachers, should aim to implement the communicative language teaching approach (CLT) in the English classroom. The use of ICTs could help me to move toward this goal. Hence, this research aims to answer the following question: *How have I incorporated ICTs into my lesson plans to promote language skills in my students?*

4. Literature review

This section offers a literature review to give definitions, explanations, and background on (a) ICTs in language education and (b) the benefits and drawbacks of using ICTs in an EFL classroom, such as access to authentic materials, engagement, and student-centeredness. These fundamental ideas served as the framework for this self-study study and served to assess the consistency between the theory and my teaching practices.

4.1 ICTs in language teaching

Information and Communication Technologies (ICT) refer to multiple technological tools and resources used to transmit, store, create, share or exchange information (UNESCO, 2011; Amin, 2018). Therefore, to better understand this research, ICTs are understood as the use of any devices that are viable to students in the classroom, such as computers or tablets, and the internet and even Powerpoint presentations used in English lessons with teaching purposes.

Technology use and implementation in education have improved in the past years. ICTs are regarded as a critical element that has shifted educational goals from knowledge

acquisition to aspects and ways that produce the development of attitudes and intellectual capabilities (Drigas & Charami, 2014). This process has been accelerated because of the global pandemic and the massive use and availability of ICTs. In this sense, several studies before and after the pandemic have reported that using computers could benefit EFL students. Azmi (2017) and Alseid and Pathan (2013) state that ICT could improve and optimise students' language acquisition. These conclusions were reached as they implemented computer-based instruction in schools in Marrakech and Libya, respectively. According to these authors, these technologies could make classes more innovative, dynamic, interactive, engaging, and learner-centred. Therefore, enhancing the quality of the learning experience by making class content more varied and accessible to almost every learner, thus ensuring more participation and engagement among learners (Pennington, 1996 as cited in Azmi, 2017, p. 111). Consequently, enhancing motivation promotes autonomous learning, fosters critical thinking skills, encourages innovation and creativity and establishes interaction (Azmi, 2017), increasing language communicative competencies, mostly their oral and receptive abilities.

Chile is not an exception in integrating technologies into language learning. Nonetheless, in the Chilean context, ICTs have been primarily used as a support for *PIE* programs (*Programa de integración escolar & Tecnologías de Acceso Universal para la Educación*) and teacher support (*Plataformas Digitales para la Colaboración Docente*), meaning the focus of the use of ICTs has been made to guarantee access to education and not so much on using ICTs in language teaching. However, the Ministry of Education has taken action and created the ICT Skills Matrix for Learning (MINEDUC, 2013). Although the Skills for Learning Matrix does not mention anything concerning English, the matrix does emphasise effective communication and collaboration, which would help us English teachers implement the CLT approach in the English classroom.

Even though teachers were forced to use technology in their classes in recent years, this did not start with the pandemic. The history of the use of technology in Chile began in the early nineties with the launching of *Enlaces (Centro de Educación y Tecnología Enlaces)* as part of *Programa de Mejoramiento de la Calidad y Equidad de la Educación (MECE)* of the Ministry of Education (*Centro de innovación- Ministerio de Educación, n.d.*). As Hinostroza et al. (2009) mentioned, *Enlaces* began as a pilot project in 1992. The initiative aimed at integrating technologies as learning and teaching resources for all students and teachers in Chilean public schools.

In the case of English lessons, technology has been used primarily for the development of speaking skills rather than for the development of other skills. Despite this, a study carried out by Mendo (2021) suggests that ICTs impact students' learning, as it was found that 100% of the articles found that ICT greatly enhances English learning. They also had a beneficial impact on learning, raising students' levels of achievement in this area, which has a good impact on their academic performance, implying that the use of ICTs can be an excellent tool for English language teaching.

4.2 Advantages and disadvantages of using ICTs in an EFL classroom

Using ICTs could benefit students as it can provide access to multiple sources and, therefore, access to authentic material, which could benefit students and their learning process. This view is supported by Çakıcı (2017), who writes that technology can be applied to teaching practices to enhance and facilitate foreign language learning, improving their language in a friendlier foreign language learning environment. As Wang (2005) suggests, language is a living thing, so the best way to learn a language is in interactive, authentic environments. In this sense, the EFL classroom could benefit from using ICTs as it provides access to original materials on the Internet and the ability to combine/use alternative skills

(text and photo, audio and video, audio recordings, video clips, etc.). These advantages make the lesson more enjoyable, increasing the student's level of involvement in the class, enhancing student engagement in learning, and positively impacting student performance and achievement (Dalal, 2016), increasing learners' motivation. The three main benefits of using ICTs in the English classroom that is relevant for this study are (1) access to authentic materials, (2) engagement and (3) student-centredness.

4.2.1 Access to authentic material

Within the use of ICT for teaching English purposes, it is essential to consider access to authentic material as it allows for the adaptation of material and, therefore, the consideration of students' needs above all. As Otero (2016) states, the material used by language teachers does not evolve at the same pace as students; therefore, including ICTs in the English classroom would benefit students' communication process as it allows them to evolve more rapidly. In this sense, Azmi (2017) concludes that a more authentic learning environment is created when skills are easily integrated, putting ideas at the centre of communication instead of just language features. According to Tomlinson (as cited in Ahmed, 2017, p. 186), materials include anything that can be used to facilitate the teaching and learning of a language, which means that authentic materials serve as a stimulus for communicative interaction. Using ICTs in language learning could benefit students as it provides authentic material that could improve their learning potential, as authentic materials show actual communication as opposed to language instruction.

4.2.2 Engagement

This is the second benefit to consider when including ICTs in the lesson. As mentioned by Dalal (2016) before, including ICTs in the English class could make the task more enjoyable, increasing the student's level of involvement in the class and increasing

learners' motivation. Motivation is a critical factor that influences the rate and success of foreign language learning. Motivation provides the primary impetus to initiate EFL learning and later remains the driving force that sustains the learning process related to a person's intrinsic goals and desires (Oroujlou & Vahedi, 2011).

Similarly, Alsied and Pathan (2013) agree that computer technology in an EFL context could benefit students as the use of computer technology, along with the Internet, helps EFL learners learn through interdisciplinary, authentic, challenging tasks (p. 48), encouraging learners' involvement with the target language and content in a natural, genuine situation. This particular interest in and enthusiasm for the materials used in class will make students persistent with the learning task (Peacock, 1997), facilitating learning and fostering communication. According to Kadam & Kalyankar (2017), this positive attitude toward using ICTs could help develop interest among the students and make the students gain control over the content lowering students' language learning anxiety, which is key to language learning.

4.2.3 Student-centredness

This concept refers to the shift from a teacher centre class to a student centre one. This new teaching paradigm shifts the position of the teacher from the sole source of knowledge to a facilitator that nurtures their teaching strategies so that their learners are actively engaged (Alam, 2016). This benefit needs to be considered when talking about implementing ICTs in the classrooms mainly because this change in the teaching paradigm can benefit learners to increase their learning as it increases students' autonomy and self-confidence, lowers their learning anxiety and gives them more opportunities to communicate, allowing students' true social interactions to practise fundamental life skills and enhancing quality education (Gilakjani, 2017). This idea is linked to communicative language teaching (CLT), as CLT tends to concentrate almost wholly on the individual learner's needs and

deficiencies (Tarannum, 2012) to foster the development of learners' communicative competence. According to Zhelezov (2016), ICT usage promotes this direction as its implementation helps to provide an individual approach to each student by taking the different capabilities of learners into account.

Studentcentres help provide more learning opportunities outside the classroom and cater more to individual differences, allowing students to perform better in the subject but also giving us, teachers, the possibility to adapt the teaching materials quickly according to circumstances, learner's needs and response (Çakıcı, 2017). ICTs also target memory systems with a greater likelihood of retention and less need for inefficient route memory, which is relevant for foreign language acquisition. Using ICTs gives students more responsibility for their learning, which fosters learner autonomy as ICT tools allow learners to take responsibility for their learning students are free to choose the material convenient for their learning styles (Soska, 1994).

The shift in the role of the teacher could also benefit the teacher as it fosters their creativity and enhances their motivation, providing teachers with intellectual and professional backgrounds adequate for their assignment and making them adaptable to changing situations (Ephraim, 2016), thus improving teachers' commitment to the teaching profession.

By using technology in education, teachers can now work together to create more meaningful instruction for all learners without having to arrange planning times (Dalal, 2016; Gilakjani, 2017). This aspect is relevant as teachers often are against time; therefore, the introduction of ICTs could benefit teachers as it helps them to make the material preparation process more manageable and, thus, suitable material and rich content (Tatli et al., 2019).

4.2.4 Disadvantages

In the realm of disadvantages, the three main ones concerning the use of ICTs are (1) the lack of resources to acquire new equipment and (2) the lack of teachers' experience with ICTs inside classrooms, (3) belief towards the use of technology in education. In this sense, Wang (2005), Dalal (2016) and Dedja (2015) argue that startup costs, which include hardware, software, staffing and training, are expensive, resulting in inadequate teacher competence to synergise the teaching and learning process by merging conventional teaching with ICT, which creates an inevitable resistance to change form teachers.

A study by Samuel and Bakar (2006) states that teachers find it rather difficult to use ICT in their classes as they often do not find equipment, making them give up using ICTs. This impacts the students as they cannot have enough time to practise and gain experience with the skills being taught (Çakıcı, 2017). In this sense, Lizasoain *et al.* (2018) argue that this happens because teachers have not been trained in using ICT appropriately, making it a significant barrier to the use of ICT in educational settings. Another disadvantage regarding using ICTs for language teaching is teachers' attitudes towards media. It has been discovered that teachers' attitudes are the key determinants of deploying new technology in educational settings. A study carried out by Habibu *et al.* (2012) about the difficulties teachers face in using ICTs found that the use of computers in the classroom and the possibility that teachers will benefit from training are influenced by the teachers' views toward the use of computers, this is mainly because many teachers are unsure of the benefits of using ICTs.

5. Research Methodology

5.1 Research approach

This chapter describes the research methodology, the data collection instruments, and the data analysis approach I used to answer the research question. I used a qualitative approach to gather information and analyse the findings. As this research is a self-study, I explored how I have incorporated ICTs into my teaching practice and if those technologies could eventually help me to improve my students' language skills.

Since my question aims to understand how I have incorporated ICTs into my lessons, I used a qualitative research approach. The qualitative research approach focuses on understanding a phenomenon from the closest perspective. It aims to identify themes and topics from the data to understand behaviours that occurred (Shirish, 2012) to comprehend the meaning of human action by describing the inherent or essential characteristics of social objects or human experience (Denzin & Lincoln, 2000, as cited in Jackson et al., 2007). Therefore, I gathered data using this methodology to comprehend how the behaviour known as "use of ICTs" occurs in my lectures. This gave me a clearer picture of how I utilise ICTs in my classes and whether or not this aligns with the material being discussed.

5.2 Data collection tool.

In this study, artefacts were my primary data-gathering source. In qualitative research, artefacts are primarily used to gather and analyse data from experiences (Polkinghorne, 2005), and any written document may be utilised as an artefact to be examined to evoke meaning, gain insight, and acquire empirical knowledge (Bowen, 2009). Artefacts are usually employed to produce new research ideas or acquire in-depth insights into a topic, in this case, ICTs. In concrete, I used (1) Lesson Plans and (2) Class Materials.

The first tool is lesson plans. I selected lesson plans for my data collection as class plans are viewed as the framework for a lesson to give the teacher a road map and a record of what has been taught (Richards et al., 2002). Thus making the lesson plan a blueprint of our teaching practice and, therefore, a reflection of the teacher's actual practice (Ndiokubwayo et al., 2022). As this study aims to see and understand how I use ICTs in my practice reviewing my lesson plans to respond to the main question is essential. Therefore I analysed three lesson plans from seventh -grade and three for 11th grade used this year (2022) in final practicum I and II. The reason why I analysed my lesson plans is that I want to see in which part of my lesson I repeatedly use ICTs and their purpose, the type of ICTs I regularly used in my lessons, and with what skills it was used the most and whether they were well or poorly used in the lessons and lesson plans were the only tool I could have an insight of this information. An example of a lesson plan can be seen in Appendix A (7th- grade) and B (11th -grade).

The second data collection tool is teaching materials. As stated by Tomlinson (in Viktória, 2022), teaching materials are anything used to help teach language to learners. It can be a textbook, a workbook, a cassette, a video, a newspaper, etc. The term materials are much broader than just a course book. Therefore, for this research, teaching materials will be understood as a compilation of PowerPoint presentation extracts used in ELABs and Practicum (7th and 11th- grades). PPTs enable me to assess my practice as the primary material used during the pandemic. Given the pandemic situation and remote education, these materials will help me to see HOW effectively I, as a teacher, use technology in my classes. An example of teaching materials can be seen in Appendix C.

5.3 Data analysis approach

I employed a theory-driven approach to analyse insights within the data collection. According to Leavy (2014), a theory-driven approach in qualitative research guides analysis using preexistent concepts derived from the literature. This will set the framework for strategically connecting my literature and data as a researcher. I will use some coding to draw this relationship. Coding in qualitative research is understood as gathering, categorising, and thematically sorting gathered data to give a structured framework for meaning creation (Williams & Moser, 2019, p. 45) that communicates the essence of your research (Saldaña, 2014). Creswell (2012) asserts that this framework ought to be deductive. This way, your codes can go from a more comprehensive range to condense the lesser number of codes to broad topics rather than working with an awkward array of codes.

I initially used the codes based on the concepts introduced in the literature review. These concepts were: firstly, *the role of the teacher*, meaning to analyse the data collection tools to understand whether my role in the implementation is a mere observer or if I am helping to maintain the focus on a student-centred approach. Secondly, the *possible advantages and disadvantages of using ICTs in my lesson* and whether the *technology provides an authentic language input*. Although these codes yielded initial data, they were insufficient, so I had to make the second coding round. I included the type of ICT used in the lesson plans and materials and the previous codes in this second coding scheme. For the third coding cycle, specific codes were removed as they did not provide relevant data concerning my use of ICTs. The codes removed were *possible advantages and disadvantages of using ICTs in my lesson* and whether the *technology provided an authentic language input*. Since the selected codes were not giving me relevant data to answer my question (the how), I decided to do a fourth coding cycle. In this cycle, the concepts were *ICT use*, more specifically, the *type of ICT* that was used in the lessons, *parts of the lesson in which ICTs are*

used, the *skills with which they were used* and whether these technologies were *used well or poorly* (this criterion focusing on whether or not they promote the CLT approach). After four coding cycles, I realised that the data provided was insufficient to conclude, so I did a fifth and final coding cycle. The coding scheme is as follows:

High-level codes	Subcodes
Parts of the lesson	<ul style="list-style-type: none"> ● Pre-stage ● While stage ● Post stage ● Language awareness stage
Type of ICTs	<ul style="list-style-type: none"> ● Chromebooks ● Cell Phones ● Games ● Web page ● APPs ● PPTs * variation
With what skills it was used	<ul style="list-style-type: none"> ● Speaking ● Writing ● Reading ● Listening
Well used	<ul style="list-style-type: none"> ● Promotes communication ● Purposely used ● Foster development of skills
Poorly used	<ul style="list-style-type: none"> ● Does not promote communication ● It used without a purpose ● Does not foster the development of skills

These codes will enable me to see the connection between my practice and theory.

6. Research findings and discussion

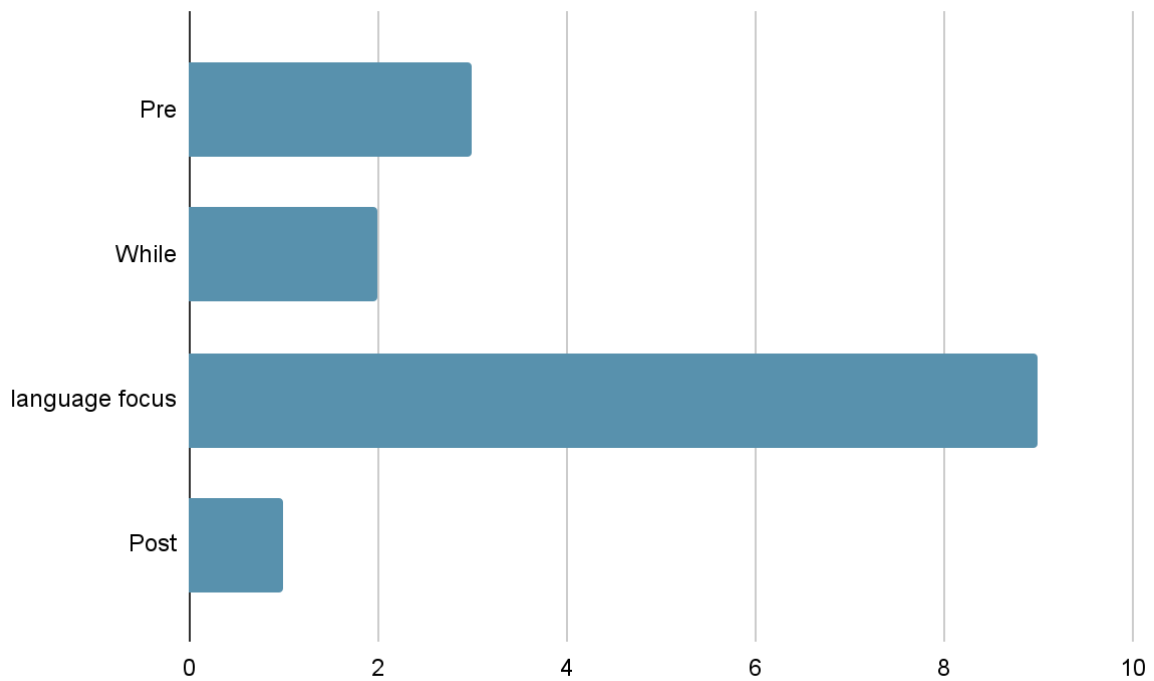
As mentioned in the literature review, this research aims to understand when I tend to utilise and with which skills I use ICTs more in class and how I have incorporated ICTs into my lessons. After analysing teaching materials and lesson plans, this section presents the results of the investigation and some reflections on the research and its implications, and a plan for the future.

The data analysis revealed that the way I incorporate ICTs into my lesson differs from what I thought at the beginning of the research. First, the results showed when in my lesson, I tend to use more technology, whether in the pre-stage, the while- stage or the post-stage (stages used following a CLT approach). According to the data analysed, the language focus stage is the part of the lesson I use the ICTs most. Secondly, the results showed which skill I tend to use the most, showing that I use ICTs mainly to practise vocabulary and grammar rather than to foster linguistic skill development. Furthermore, the third result regarding technological resources, the data suggests that the technological resources that I use the most in my lesson plans are: (1) Blooket, (2) Wordwall, (3) Youtube and (4) Powerpoint Presentation, which shows little variation in my practice. These three main findings found will be discussed below.

6.1 In which part of the lesson ICTs are used

The first aspect to be analysed was **when** in the lesson I use ICTs the most, to see whether I use ICTs in the pre, while, language focus or post-stage of the class (following a communicative language teaching approach [CLT]). Figure 1 shows the analysis.

Figure 1 Part of the lesson where ICTs are used.



As shown in Figure 1, the data showed that in my case, the lesson portion I usually use technology is the language focus stage of the lesson. Although there is no manual on where and how to use the technology in a lesson if the purpose of using these technologies is to foster communicative competencies, the most practical way would be to include them in the post of the lesson, as this focuses on the production and use of the language. However, the data did not show this but rather the opposite.

Figure 2 7th grade lesson plan unit 9

Language focus, chunks + keywords	Strategies + activities + instructions (Include interactions, timing & steps)
<p>Language focus: Comparatives adjectives</p> <ul style="list-style-type: none"> ● Old ● Young ● Bad ● Easy ● Good ● Beautiful ● Expensive ● Interesting 	<p>Language Awareness check</p> <p>Activity: Nearpod Students will watch the video on the nearpod platform where questions can be i will be given time to answer the questions. Comparative Adjectives</p> <p style="text-align: right;"><i>Controlled Practice</i></p> <p>Strategies: - Cognitive: Induction.</p>

<ul style="list-style-type: none"> ● Tall ● Short ● Happy ● Nice 	<ul style="list-style-type: none"> - Linguistic: <ul style="list-style-type: none"> - The teacher adapts the language to guarantee understanding. - Inductive and deductive focus on form. - Classroom management: <ul style="list-style-type: none"> - Students should raise their hands to participate. If there are no hands, the teacher chooses students randomly by the teacher. - Modelling and scaffolding to clarify understanding. <p>Activity:</p> <p>Students will complete the activity grammar 1,2 and 3 on your workbook (page 10)</p> <p>Interaction</p> <ul style="list-style-type: none"> - Individually <p>Instruction</p> <p>1.- Individually Complete the activities in your WORKBOOK.</p> <p>2- If you have a question, raise your hand, and I will go to you.</p> <p>.- You have 10 min.</p> <p>ICQ:</p> <ul style="list-style-type: none"> - Do you have to work alone or in pairs? <p>Checking: The teacher will solve the exercise with students on the whiteboard.</p>
<p>Post-activities (language practice, production)</p>	
	<p>Strategies:</p> <ul style="list-style-type: none"> - Cognitive: Self-checking one's comprehension. - Classroom management: Monitoring and checking students' work by circulating the class. <p>Activity 1: writing booklet</p> <p>Interaction</p> <ul style="list-style-type: none"> - individually / whole-class <p>Instruction</p> <ol style="list-style-type: none"> 1. Individually, write comparative sentences using your own ideas about the topic. 2. You have 10 min. 3. Once you finish Blooket time!! <p>https://www.blooket.com/set/627db87471a6b256f26f793a</p> <p>Checking: The teacher will ask students to share their questions with the class. answer.</p>

As shown in Figure 2, in the language focus stage of the class, technologies are used twice, one for introducing the topic (adjectives) and the other to practise the content. The inclusion of technology in this stage makes the use of ICTs, from my point of view as a

teacher, heavily focused on grammar and vocabulary, defeating the purpose of using ICTs as this does not demonstrate interaction, communication and/or dynamism which are benefits proposed by the literature on this topic. This result can be mainly due to the type of activities in which ICTs are included. As you can see in Figure 2, the type of activities in which technology is used has nothing to do with the development of linguistic skills. Perhaps a better way to include technology would be to move it to the post of the lesson and use, for example, a platform such as Padlet to do the writing, instead of using it to work with isolated grammar items only.

Nevertheless, knowing in which part of the lesson I am using the technologies helps me as a teacher to understand my practice better and what focus I am giving to the use of technology in my English lessons. As the data showed, the ICTs are incorporated in the language focus part of the lesson making its primary focus on grammar. This aspect will be further analysed in the following section.

6.2 The use of ICTs by skills in my lesson plans

This study's second result shows that, indeed, I use ICTs mainly to practise vocabulary and grammar rather than focusing on developing linguistic skills. This means that the way I have incorporated ICTs into my lesson plans is only sometimes used to foster communicative competencies.

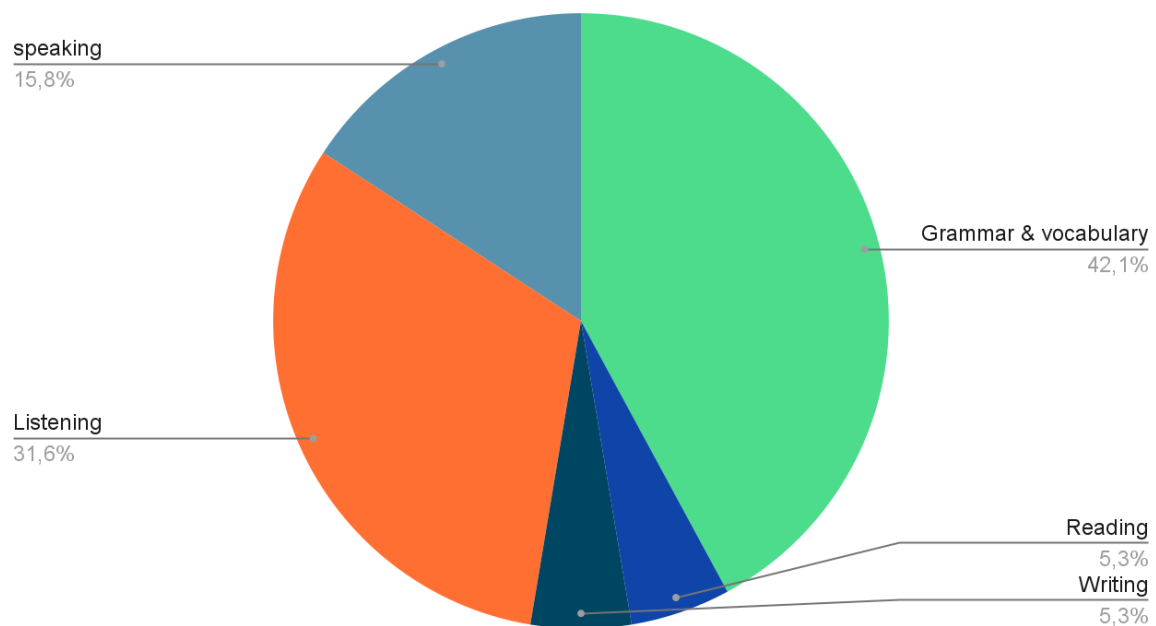
Figure 3 *ICT use in my practice per skill*

Figure 3 shows the division of skills and the percentage of ICT use regarding each skill. As can be seen, I have incorporated ICTs into my lesson plans mainly for grammar and vocabulary activities, with 42.1 percent of classes dedicated to form. This is followed by listening and speaking, with 31.6 per cent and 15.8 percent in use, respectively. The least developed skills employing ICTs are reading and writing, with both being focused on only 5.3 per cent of the classes analysed. However, this should not be taken to signify that more grammar lessons are planned than other types of lessons, only that for this research, I took only those with ICTs use into account.

This finding shows that although I use technology in the lessons, it is only sometimes used to foster communicative competencies. For example, in Lesson 1, unit 9 for the 7th grade, I developed an activity to introduce a grammatical form using the video platform nearpod. This collaborative presentation platform allows teachers to engage and assess their students using mobile devices. The instruction reads:

Watch the following video on the nearpod platform. While watching, answer the questions inserted. You have 1 minute to think.

This particular activity only focuses on form and does not foster communication, as students only watch a video on grammar. Similarly, in the lesson for 11th grade, specifically lesson 1 unit 4, I developed an activity also focused on form; this time, it was based on the use of Youtube, shown below:

Students will watch a Video and read an article explaining a debate and how it works. Then the teacher will explain the terms of debate (such as motion (or thesis), evidence, persuasion, etc.).

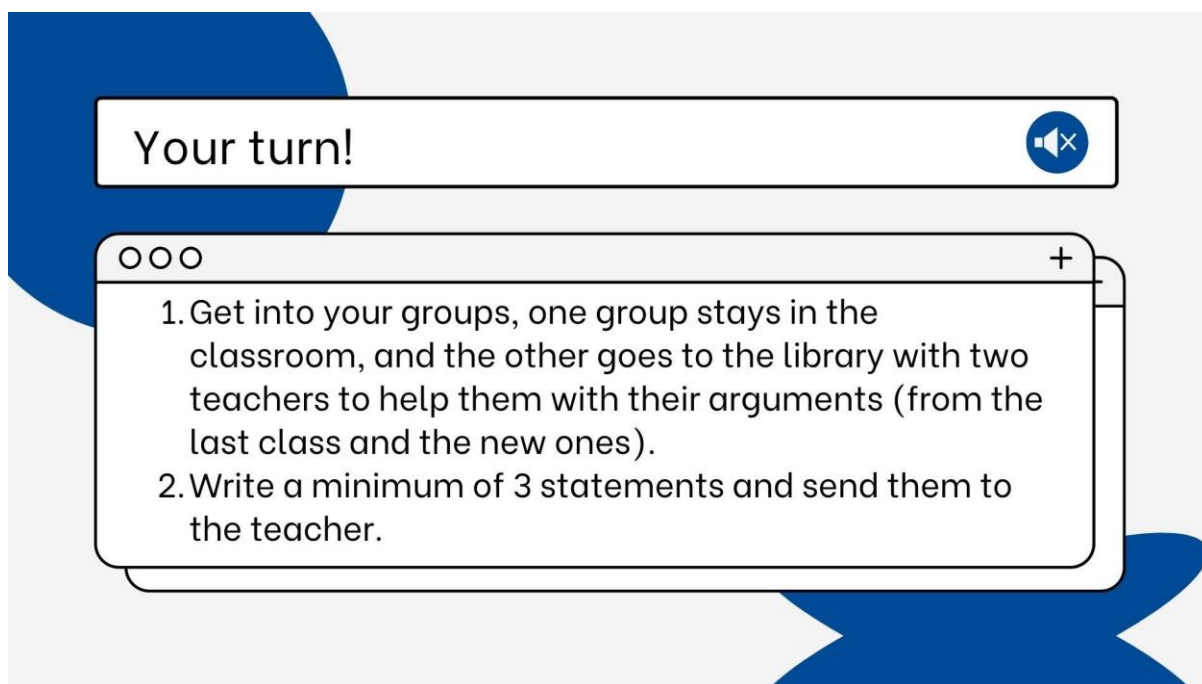
The activity focuses intensely on grammar; however, this particular activity allows students to use this information later to debate on their own, i.e. develops their speaking skills.

Regarding speaking skills development, the data suggests that I have incorporated ICTs mainly through video apps. For instance, in 7th-grade lesson 6: unit 10, I developed an activity for the unit “places around town”. The instruction read as follows:

Individually, record a TikTok video where you plan 1 one activity you would like to do with your classmates.

Contrary to the previous activities, this activity integrates form and communication purposes. Despite this, the data shows that I only use ICTs for speaking 15.8 percent of the time, as shown in Figure 3. This could be because I planned most of the activities based on the student's textbook, which does not offer many speaking opportunities.

Similarly to speaking, the development of writing skills seems to incorporate communication; however, the purpose of why using ICTs for writing is not clear. For instance, Figure 4 shows how I used ICTs to develop writing.

Figure 4 *11th grade class material unit 4*

The purpose of this activity was for the students to write arguments; however, using ICT is not decisive, as this activity would also work perfectly well in the traditional way with pen and paper. The same applies to the development of reading comprehension.

Figure 5 *7th grade class material unit 2*

Sergio's Routine

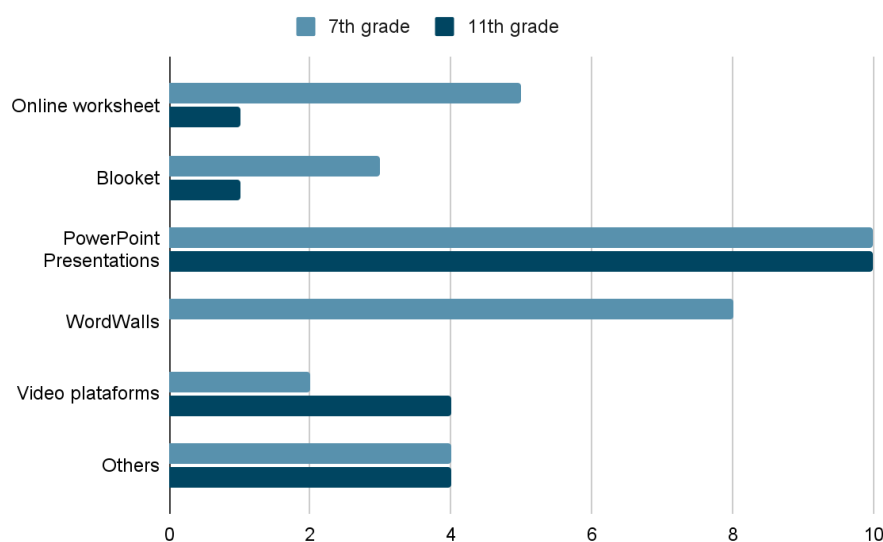
My name is Sergio. I'm fourteen years old. I always wake up at 7 o'clock every day except Sunday. I often do morning exercises. I wash my teeth and comb my hair. Then I have breakfast. In the mornings, I like to eat fried eggs or omelette, a cheese sandwich and drink tea. It takes me 10 minutes to get to school. My classes begin at 8.30. I usually have six or seven classes a day. I return home at 2 o'clock and usually have a rest. I watch TV and play computer games. I Never have lunch past 3 o'clock. For lunch, I usually eat some soup or mashed potatoes with a piece of cake for dessert. Occasionally, after doing my homework I go for a walk with my friends. In the evening, I go to the gym for an hour. Dinner consists of fish, meat or chicken, vegetables or some salad. After dinner, I read a book, a newspaper or a magazine. Sometimes I chat with friends on the phone. At 10 o'clock I take a shower, brush my teeth and go to bed.

On this occasion, there was no activity. As you can see in Figure 5, the reading passage was projected in a ppt on the board, which, as mentioned before, can be a visual aid, strictly speaking, it does not promote the development of any skills.

These results evidence more than anything else the lack of clarity as to why incorporating technologies into planning since, as far as the literature suggests, the primary purpose of including technologies is to make the classroom environment more innovative, dynamic, and interactive to provide materials that would help fosters students' communication abilities by using ICTs (Azmi, 2017); however this not shown in the data. Although the literature suggests that the use of ICTs, indeed, can help us to gradually move towards a more communicative-oriented classroom approach as they offer more opportunities to interact and communicate. This is determined by the context. As mentioned above, all lessons are mainly planned based on the textbook that the students work with during the lessons, however, they do not offer interaction and/or communication. As a teacher, integrating the use of ICTs could help to solve this problem it often does not work out the way we expect it to, as shown in the example in Figure 5.

6.3 Technological resources used in my lesson plans

Figure 6 *Technological resources used.*



The third aspect to be analysed was the **technological resources I use in my lesson plans**. The study revealed that the technological resources I use the most in my lesson plans are (1) Blooket, (2) wordwall (3) youtube and video apps and (4) Powerpoint presentation,

which shows a slight variation in my practice. Firstly, Blooket is an online gaming platform in which the teacher picks a question set and a game mode so students can answer questions related to the content studied in the class. It also helps keep students engaged and excited. As shown in Figure 6, in three of the lesson plans and teaching materials analysed, I used the application (APP) blooket; how I used the app was as follows:

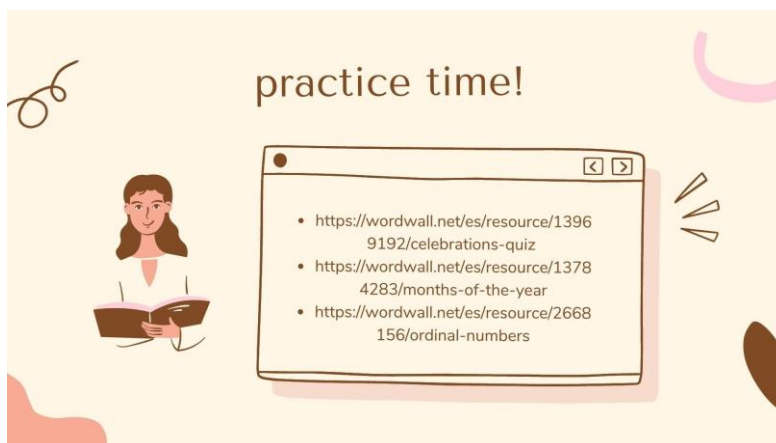
Instruction

1. *Individually, write comparative sentences using your ideas about the text.*
2. *You have 10 min.*
3. *Once you finish Blooket time!*

<https://www.blooket.com/set/627db87471a6b256f26f793>.

As you can see in this example, the APP is used primarily for practising language forms and grammar exercises in a decontextualised manner—similarly, wordwall. Wordwall is a web page that allows teachers to create class activities, such as quizzes, games or puzzles, more dynamically. As shown in Figure 6, I used this web page eight times in the lesson plans and teaching materials analysed. The way I utilised this web page is shown below.

Figure 7 7th grade class material unit 3



As shown in Figure 7, this resource was used to practise vocabulary; however, this was done decontextualized, putting the lesson's focus on form rather than skill development.

Since the activity is decontextualised, it does not promote communication as it is only a closing activity.

Something important to notice here is that the data showed that I use these particular apps with 7th graders more than with 11th graders (see Figure 6). According to Krisdyawati and Kustini (2011), the reason behind this could be that teaching young learners differs from teaching adults; therefore, the teaching and learning process should match their personalities. The incorporation of games can be a helpful tool mainly because games are simple structured activities that use few language features but are meaningful to the learner since games fully engage the learner and create a strong bond with the language used, leading to a more relaxed atmosphere for students. When playing games, students pay attention less to the correctness of linguistic forms; instead, students will do all they can to win; this eases the fear of negative evaluation (Sarpparaje, 2017. pp. 28) in the classroom and encourages participation. Even though online games are a helpful tool for language teaching, in the example shown in Figure 7, they lack communicative purpose.

On the other hand, with 11th graders, the opposite happens. I use more video platforms, such as youtube, to introduce topics so students can use this input to produce something (You can find an example in Figure 8).

Figure 8 *11th grade lesson plan unit 4*

<p>Pre-task (10 min)</p>	<p>Brainstorm Students will name the main aspects of debate and argumentation seen earlier in the class as a review.</p> <p>Strategies LINGUISTIC (used by the teacher): Non-linguistic signals. Intonation. COGNITIVE:</p> <ul style="list-style-type: none"> - Elaboration of the previous knowledge - Checking student's comprehension. 	
<p>Task cycle (25 min)</p>	<p>Activity 1: Characteristics of an Effective Rebuttal Description: The teacher explains rebuttal and the characteristics of effective rebuttal and shows a video on the fundament of rebuttal.</p> <p>Strategies LINGUISTIC (used by the teacher): Non-linguistic signals. Intonation. COGNITIVE:</p> <ul style="list-style-type: none"> - Collaboration - checking students' comprehension. - Helping students explore and understand how ideas are connected - Using visualisations to improve students' understanding and recall. <p>METACOGNITIVE</p> <ul style="list-style-type: none"> - Planning/drafting - preview main ideas <p>Interaction: whole class</p>	<ul style="list-style-type: none"> - They develop a task according to instructions and five or six steps. - They express connections with their own experiences, ideas and preferences.
<p>Post task (45 min)</p>	<ol style="list-style-type: none"> 1. Students are divided into groups (for and against) to work on their arguments. For this, one group stays in the classroom, and the other goes to the library with two teachers to help 	<ul style="list-style-type: none"> - They develop a task according to instructions and five or

As you can see, Figure 8 shows one of my lesson plans for 11th graders. Here the main idea was for students to see the main characteristics of effective rebuttal in a debate. These kinds of activities allow students to use technology, thus fostering communication. This approach is seen in literature as a way to facilitate foreign language learning, raising the student's level of participation in class, improving the student's interest in studying, and having a good effect on the performance and accomplishment of the students (Dalal, 2016). In this regard, Azmi (2017) concludes that a more authentic learning environment is produced when skills are easily integrated, placing ideas at the centre of communication instead of just linguistic elements.

In this sense, the literature (Gilakjani, 2017; Çakıcı, 2017; Soska, 1994) suggests that by incorporating such technologies, we teachers can move toward a more engaged and student-centred class. This is crucial for language learning as the rate and success of foreign language learning are greatly influenced by motivation. Initiating EFL learning with motivation is the fundamental catalyst. Afterwards, it continues to be the driving force that propels the learning process concerning an individual's inherent aims and wants (Oroujlou & Vahedi, 2011).

In regards to the use of PowerPoint (ppt) as a technological device, even though this did not come up as a relevant concept during the last parts of this research, as I did not consider them a technological tool at first. Yet, UNESCO (2011) states that ICTs can be any technological tools and resources used to transmit, store, create, share or exchange information. Taking this definition into account, I analysed my ppts to see how I used them. The truth is that this is the technological device I use the most, reaching nearly 100 per cent of my lessons (see Figure 1). A possible explanation for these results may be that ppts can be used as visual support to facilitate connections between visual representations and context, reinforcing students' understandings (Sigan & Yunus, 2018) and consequently improving the learning experience by diversifying the class materials, however, the data does not prove this.

Figure 9 7th grade class material unit 12

1. GET IN PAIRS.
2. READ THE TITLE OF THE UNIT (TRAVELLERS TALES).
3. WITH YOUR PARTNER, THINK FOR 2 MINUTES ABOUT THE FOLLOWING QUESTIONS:
 - A. WHAT COMES TO YOUR MIND?
 - B. WHAT DO YOU THINK THIS UNIT WILL BE ABOUT?
4. RAISE YOUR HAND TO SHARE YOUR ANSWER WITH THE REST OF THE CLASS.

12 TRAVELLERS' TALES

OBJECTIVES
 - recognize, talking about travel and transportation, using about the objectives.
 - discuss, present perfect, present perfect with and continuous perfect to simple past.
 - VOCABULARY: transportation and travel vocabulary.

READING

- 1 Match the words with the photos. Write 1-4 in the boxes.
 1. bicycle 2. boat 3. boat 4. car 5. plane 6. train
- 2 Name other kinds of transportation in English.
 How do you travel?
 a. to school? b. to the movie theater?
 c. to school? d. when you go on vacation?
 e. to school? f. sometimes I take the bus. Sometimes I walk, go by bike.
- 3 Work in pairs or small groups. Read about these people. For each one, say how you think they would travel.
 - 1 An American family - a couple with two children - want to go to the UK on vacation.
 - 2 A student living in London wants to go to Paris.
 - 3 A businessman who needs to go to a city to go to a meeting on the other side of the city.
 - 4 Some teenagers in a city want to go to a party at a house that is five kilometers away.
- 4 Look at the photos and the title of the blog on page 112. What do you think the blog is about? Choose one of the following.
 - 1 Someone who travels to many different places.
 - 2 Different ways to travel.
 - 3 Different places to travel to in the world.
- 5 Read and listen to the blog and check your ideas.

7 Read the blog again. Correct the information in these sentences.

- 1 Nova Olson wanted to travel the world when she got old.
- 2 Nova gets her money from some rich friends.
- 3 Sometimes she writes home to ask for more money.
- 4 She does the same job everywhere she goes.
- 5 She traveled by boat to the Caribbean.
- 6 She has appeared on television in every country she's visited.
- 7 Life is always easy for her when she travels.
- 8 She has a website to tell people how to spend a lot of money traveling.

THINK VALUES
 Travel broadens the mind
 Read what people said about Nova Olson. Match the statements 1-4 with the values a-d.

- 1 She's seen so many different countries, so she probably understands all kinds of people.
- 2 She probably has a better opinion now because she's learned so many things.
- 3 I think it's wonderful that she did so many with the camera and in Australia with the fox.
- 4 It's great that she's living her life without thinking about money all the time.

THE VALUES

- a. helping other people
- b. self-employment
- c. not worrying about money
- d. learning about other cultures

3. THINK VALUES
 How important are the values in Exercise 1 for you? Put them in order from 1-4. Compare your ideas in class. Say why you think the values are important or not.

Ted's Travel Blog

The non-stop traveler
 Hello to all my readers. This week, the holiday is over. While I was in Canada, and well the way. Oh, the fact is business here. But how do you make a big picture. The answer is to travel the world - and to do it before the get out for the last time. I think I've been writing all you know. What do you think? I've been writing all you know. What do you think?

THINK VALUES
 How important are the values in Exercise 1 for you? Put them in order from 1-4. Compare your ideas in class. Say why you think the values are important or not.

As you can see, Figure 9 extracts one of my lesson plans for 7th-graders. The idea was to introduce the unit, thus activating students' prior knowledge. In this sense, the literature (Dalal, 2016; Azmi, 2017) suggests that including ppts as a technological resource will make the class content more diverse and available to practically every learner, would improve the quality of the educational experience and encourage greater participation and engagement from students. This is key as the English class's primary purpose is communication and heavily relies on participation. However, this lesson aligned differently from the literature. The literature presented stated that incorporating ICTs can benefit students by (1) enhancing student engagement in learning and positively impacting student performance and achievement (Dalal, 2016), (2) allowing the adaptation of material and, therefore, the consideration of students' needs above all (Otero, 2016) and (3) increases students' autonomy and self-confidence gives them more opportunities to communicate (Gilakjani, 2017).

However, in the activity presented in Figure 9, these benefits could be more evident as what is presented to students only demonstrates the instructions of the activity, not the activity itself. This lesson evidences that ICTs could have been better used and, therefore, need to be better implemented to benefit the students and maintain variety; therefore, the way I was using these resources defeated the purpose of using ICTs for English language teaching.

7. Implementation plan based on findings

To improve these identified issues, I would like to implement a classroom-based research plan to investigate how ICTs familiar to the students could foster specific linguistic skills. I want to integrate TikTok to foster speaking skills development. In fact, in a study carried out by Anwas et al. (2020) on the effectiveness of social networking sites in learning the English language, it was concluded that students acknowledge that the more they use social media sites, the better they perform in English. Therefore, the idea would be to prepare a project in which the students would have to document their work through the app by sharing their thoughts during the process.

To achieve this, firstly, one lesson is to introduce the topic of the task, introduce students to the app, and create a class account to avoid distractions since we are dealing with underage students. A second lesson is for students to prepare a script and film essential parts of the process so they can reflect on their learning process; this would foster critical thinking, which is one of the benefits of incorporating ICTs in a lesson. The third lesson will be one in which students can practise and arrange everything needed to complete the task and film the process, as mentioned before. The fourth lesson is to film the final product. By doing this, students will have the opportunity to not only reflect on their learning process but also become familiar with an app in an academic way so that when filming the task, it will not be a distraction for them, thus acquiring all the benefits of using ICTs.

In this sense, a classroom-based study using TikTok would help me determine if this allowed students to foster their creativity, interact with the content more comfortably, and engage with the class. Doing this kind of project with the help of ICTs will allow students to see that Language is a tool to communicate with the world beyond the classroom, as in this kind of project, students must apply all things learned during their schooling period. Also, the implementation could enable me as a teacher to explore other technological resources that could enrich my practice.

8. Implications

As a language teacher, I must be aware of the innovations in teaching methods and approaches to deliver lessons to improve my students' language skills to help them cope with many communicative situations in and out of the classroom. This is why we should try integrating technology as much as possible into our classes. Therefore, it should be covered rather than being ignored. Nevertheless, I understand that not all schools have the same economic conditions, and I know that this can be seen as a disadvantage. Doing this study helped me to have a better understanding of the ways I use technology in my lesson and how this can have an effect on my practice. This is crucial because people can only improve if they know their errors, which directly benefits students' learning process.

Considering the literature and the results of this study, incorporating ICTs into language teaching brings more advantages than disadvantages that could result in more effective learning. One benefit that is more relevant for us, English teachers, is the shift from a teacher-centred classroom to a student centre. Drigas and Charami (2014) expand on this idea by arguing that computer-assisted language learning is now seen as a vital aspect that has transformed educational aims from knowledge acquisition to components and methods that encourage intellectual capability and deeper assimilation of knowledge. This idea is related to the CLT approach that strongly emphasises each learner's requirements and

weaknesses (Tarannum, 2012) to promote the growth of the learners' communicative competence.

Those aspects, as mentioned earlier, will allow me to foster my student's language skills and engage them with the class by providing authentic language to stimulate the student production process, facilitating the use of the CLT approach inside the classroom. Although now I understand the benefits and how ICTs can be used in English language teaching during this research, this was not reflected in my practice, and the data showed it.

I always thought I was very technological and that using Chromebooks made my classes different. However, by doing this research, I realised that they were not. I do use Chromebooks and audio-visual material in the classroom. Still, it is similar to the traditional teaching method as most of the time; students use computers because their textbooks are digital and not to make the class more interactive or exciting.

By doing this research and looking back at my practice, I was responsible for overusing games without a plan just for the sake of it, the inclusion of ICTs was mostly not for pedagogical purposes, such as developing specific skills, but rather for better classroom management.

If the school I was in intended to incorporate ICTs for teaching English, none of us knew how to do it. Although during the pandemic, we had a taste of what it might be like to work with ICTs, given the emergency in which it occurred, there needed to be more time to train teachers to use the technologies for a clear purpose. This is why I have used the same formula for the last few years, as it suited the children and the school; however, it left aside all the methodologies learnt in the programme.

To sum up, this research changed my perception of using ICTs and how this has somewhat changed the investigation process. This made me realise that I needed to understand better what it means to use technology to teach English. This research has made

me realise many things I did not consider beforehand, even though the results were unexpected. I still firmly believe that ICTs can be used effectively for language teaching because they offer several advantages to students allowing them to participate and interact more. Nevertheless, for this to function, you need to be aware of the purpose of the class rather than using ICTs just as an expository approach. However, there is room for further progress in determining whether ICTs help foster students' communication skills, as using technology for language teaching is a relatively new concept.

9. Conclusion

This self-study investigation was motivated by my curiosity about using ICTs to foster and facilitate language learning, mainly because our relationship with technology has significantly changed during the pandemic. For this reason, I wanted to know how I incorporated ICTs into my English lesson plans to foster linguistic skills in my students during my trainee years at the University. In that way, I can properly learn and grow as a professional in the 21st century.

To conduct this research, a qualitative methodology was used to analyse English lesson plans and class materials. This analysis showed that I used technology in most of my English lesson plans and teaching resources. However, only sometimes this had a clear communicative purpose in my lessons. This research showed that I was incorporating ICTs into my lesson plans mainly for grammar and vocabulary activities, with 42.1 per cent in use. On the contrary, the skill with less ICT use was reading and writing, both at 5.3 per cent. This means that the way I use ICTs is not helping me to develop my students' linguistic skills to their full academic potential. Nonetheless, it is important to notice if these activities were primarily centred on the student's textbook, which only provides a few communication possibilities. According to this context, this outcome may be biased.

Another finding of this investigation is regarding the technological resources I used the most in my lesson plans to foster language skills. Here the study revealed that the technological resource I use the most are PowerPoint presentations, which was a surprising result as I did not consider PPTs to be a technological resource. Regardless of these outcomes, this finding showed that the use of PPTs can be a helpful technological tool to properly enable students' language skills since it can be used as a visual aid strengthening learners' understandings; however, It needs to be purposely used to benefit students' learning performance.

The fact that PPTs are the most widely used technological resources shows a lack of variety in the technology used, which does not fulfil the premise of using technology for English language teaching. Additionally, the data suggest that specific technological resources are used depending on the level of students. For example, the data showed that the use of games apps like blookey are often used with 7th graders as a way to have more structured activities with few language features; in that way, learners can get fully engaged with the class and forge a strong connection with the language used, creating a more laid-back environment for them. On the other hand, with 11th graders I used apps such as Youtube to motivate their engagement in classroom activities.

Lastly, the data analysed showed that there is a tendency to use ICTs in the language focus stage. This is very much related to the above-mentioned as the data also revealed that ICTs tend to be used for grammar-oriented activities. Nevertheless, it will be a waste of time and effort if ICTs are not used carefully and with defined objectives. Competent training and pedagogical preparation are also necessary for the acceptable use of ICT in English language

instruction. Whether or not an activity is technologically enhanced, any activity without adequate pedagogical planning will have an undesirable impact on students.

10. Limitations

This study's primary limitation was the little data I had to collect and the selection of the collection data tools. Consequently, the data gathered is not representative of my teaching practice as this limited amount of data cannot be systematically substantiated. Another significant limitation of this study is the need for more time to implement the instruments. At the beginning of this research, it was also considered to include reflective journals as part of the data collection instruments. However, this could have been more helpful as, at the time of writing, these journals were mainly focused on the process of data collection and the research process itself rather than on showing how I used ICTs in my classes.

Although the main focus of this study is to investigate how I have incorporated technology in my professional practice, it would have been beneficial for this study to have been able to implement a class where these benefits could be evidenced to see if the use of technology helps students and their development of language skills.

Another point to highlight is that this study needs to have the voice of the students concerning the topic and thus evidence from their point of view on whether incorporating technology in English language teaching is a helpful tool for them. Likewise, this study needs more variety in the technological devices used therefore implementing a class in which I could use other apps to see the benefits they can bring.

11. References

- Ahmed, S. (2017). Authentic ELT Materials in the Language Classroom: An Overview. *Journal of Applied Linguistics and Language Research*, 4, 181–202.
- Alam, M. (2016). Use of ICT in Higher Education. *International Journal of Indian Psychology*, pp. 163–171.
- Amin, S. N. (2018). ICT Integration in education: A smart concept of teaching and learning. Educreation Publishing.
- Alsied, S. M., & Pathan, M. M. (2013). The use of computer technology in EFL classroom: Advantages and implications. *International Journal of English Language & Translation Studies (IJ-ELTS)*, 1(1), 61-71.
- Amin, S. N. (2018). ICT Integration in education: A smart concept of teaching and learning. Educreation Publishing.
- Anwas, E., Sugiarti, Y., Permatasari, A., Warsihna, J., Anas, Z., Alhapip, L., Siswanto, H. & Rivalina, R. (2020). Social Media Usage for Enhancing English Language Skill. *International Association of Online Engineering*.
<https://www.learntechlib.org/p/216465/>.
- Azmi, N. (2017). The benefits of using ICT in the EFL classroom: From perceived utility to potential challenges. *Journal of Educational and Social Research*, 7(1), 111.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*, 9(2), 27.

- Çakıcı, D. (2017). The use of ICT in teaching English as a foreign language. *Participatory Educational Research, Special Issue 2016-IV*, pp. 73–77.
- Centro de innovación- Ministerio de educación. (n.d.). *Historia de enlaces*.
innovacion@mineduc.cl. <https://www.innovacion.mineduc.cl/historia>
- Chetty, K., Qigui, L., Gcora, N., Josie, J., Wenwei, L. & Fang, C. (2018). Bridging the digital divide: measuring digital literacy. *Economics*, 12(1), 20180023.
<https://doi.org/10.5018/economics-ejournal.ja.2018-23>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (fourth ed.). *Pearson*.
- Dalal, K. (2016). Impact of information and communication technologies in education (ICT). *International Education and Research Journal*, 2(7), 25–26.
- Dedja, M. (2015). ICT in foreign language teaching and learning: Benefits and challenges. *European Journal of Language and Literature*, 1(2), 42–47.
- Drigas, A., & Charami, F. (2014). ICTs in English learning and teaching. *International Journal of Recent Contributions from Engineering, Science & IT (iJES)*, 2(4), 4-10.
- Ephraim, O. T. (2019). *Digital Literacy: A Review Of Teacher Education In Nigeria*. LAP LAMBERT Academic Publishing.
- Gilakjani, A. P. (2017). A review of the literature on the integration of technology into the learning and teaching of English language skills. *International Journal of English Linguistics*, 7(5), 95-106.

- Habibu, Taban & Mamun, Md Abdullah Al & Clement, Che. (2012). Difficulties Faced by Teachers in Using ICT in Teaching-Learning at Technical and Higher Educational Institutions of Uganda. *International Journal of Engineering Research & Technology*, 1.
- Hinostroza, J. E., Hepp, P., Cox, C., & Guzmán, A. (2009). Policies and practices on ICT in education in Chile: Enlaces. Cross-national information and communication technology: *Policies and practices in education*, 153-170.
- Hoque, S. M., & Alam, S. M. (2010). The role of Information and Communication Technologies (ICTs) in delivering higher education—A case of Bangladesh. *International Education Studies*, 3(2).
- Jackson, R. L., Drummond, D. K., & Camara, S. (2007). What is qualitative research? *Qualitative research reports in communication*, 8(1), 21-28.
- Kadam, M. U. B., & Kalyankar, M. T. R. (2017). Information and Communication Technologies (ICT) way to enhance standard of Primary Education. *International Journal of Advanced Engineering Research and Science*, 4(1), 237016.
- Krisnawati, N., & Kustini, S. (2011). GAMES IN TEACHING CHILDREN GRAMMAR. *Jurnal INTEKNA: Informasi Teknik dan Niaga*, 11(1).
- Leavy, P. (Ed.). (2014). The Oxford handbook of qualitative research. *Oxford University Press, USA*.
- Lizasoain, C., Ortiz de Zárate, A., & Becchi Mansilla, C. (2018). Utilización de una herramienta TIC para la enseñanza del inglés en un contexto rural. *Educação e Pesquisa*, 44.

Ministerio de Educación. Centro de Educación y Tecnología, Enlaces. (2013). *Matriz de Habilidades TIC para el Aprendizaje. Biblioteca Digital Mineduc.*

<https://bibliotecadigital.mineduc.cl/bitstream/handle/20.500.12365/2165/mono-95x.pdf?sequence=1&isAllowed=y>

Ministerio de Educación de Chile. (2016). IDIOMA EXTRANJERO: INGLÉS Programa de Estudio Primero medio (1st ed.). www.curriculumnacional.cl.

https://www.curriculumnacional.cl/614/articles-34428_programa.pdf

Mendo Flores, A. J. (2021). Uso de las TIC para el aprendizaje del idioma Inglés en estudiantes de educación básica.

Ndihokubwayo, K., Byukusenge, C., Byusa, E., Habiyaremye, H. T., Mbonyiryivuze, A., & Mukagihana, J. (2022). Lesson plan analysis protocol (LPAP): A useful tool for researchers and educational evaluators. *Heliyon*, 8(1), e08730.

Otero, R. G. (2016). Innovative resources based on ICTs and authentic materials to improve EFL students' communicative needs. *New perspectives on teaching and working with languages in the digital era*, pp. 83–93.

Oroujlou, N & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia - Social and Behavioural Sciences*. 29. 994-1000. [10.1016/j.sbspro.2011.11.333](https://doi.org/10.1016/j.sbspro.2011.11.333).

Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144–156.

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of counselling psychology*, 52(2), 137.

Raigón Rodríguez, A. R., & Gómez Parra, M. E. (2005). The influence of ICTs in vocabulary learning: an empirical study.

Richards, J. C., Richards, J. C., & Renandya, W. A. (Eds.). (2002). Methodology in language teaching: An anthology of current practice. *Cambridge university press*.

Saldaña, J. (2014). Coding and analysing strategies. In *The Oxford handbook of qualitative research* (pp. 581-605). *Patricia Leavy*.

Samuel, R. & Bakar, Z. (2006). The utilisation and integration of ICT tools in promoting English language Teaching and Learning: Reflections from English Option Teachers in Kuala Langat District, Malaysia. *International Journal of Education and Development using ICT*, 2(2), 4-14. *Open Campus, The University of the West Indies, West Indies*. <https://www.learntechlib.org/p/42184/>.

Sarpparaje, M. (2017). Usage of Simulations and Language Games in ESL Classes. *IJOH MN (International Journal Online of Humanities)*, 1(2), 9–20.
<https://doi.org/10.24113/IJOHMN.V1I2.9>

Sigan John, D., & Yunus, M. (2018). The Potential of Using Visual Aids in Reading Literary Texts. *The Asian EFL Journal*, 20(4), 215-226. Available at:
https://www.academia.edu/35287728/Literature_circles_as_a_facilitator_to_promote_composition_process_A_voice_from_tertiary_EFL_students?email_work_card=title.

Soska, M. (1994). An Introduction to Educational Technology. *Directions in Language and Education*, 1(1), n1.

Shirish, T. S. (2012). Research methodology in education. *Lulu. com*.

Tatli, Z., Akbulut, H. İ., & Altinisik, D. (2019). Changing Attitudes towards Educational Technology Usage in Classroom: Web 2.0 Tools. *Malaysian Online Journal of Educational Technology*, 7(2), 1-19.

Tarannum, S. (2012). CLT Classrooms: Teachers’ Role & A Bangladesh Perspective. *IIUC Studies*, pp. 7, 131–146. <https://doi.org/10.3329/iiucs.v7i0.12265>

UNESCO Institute for Information Technologies in Education (2011). Digital Literacy in Education. *Policy Brief* <http://unesdoc.unesco.org/images/0021/002144/214485e.pdf>

Viktória, S. (2022). Analysing teaching materials used in the English classroom in Transcarpathia.

Wang, L. (2005). The advantages of using technology in second language education. *T.H.E. Journal*, 32 (10), 1–6.

Warlick, D. (2006). The curriculum is dead. *2 Cents Worth*.

Williams, M., & Moser, T. (2019). The art of coding and thematic exploration in qualitative research. *International Management Review*, 15(1), 45-55.

Zhelezov, S. (2016). A case study of the English language teachers’ attitudes toward the use of information and communication technology (ICT) in Finland.

12. Appendix A

Post Produ ctive skills,	Language focus, chunks + keywords	Strategies + activities + instructions (Include interactions, timing & steps)	Evidence (OE)	Time- mins.
	Language focus:	Language Awareness check		

<p><i>Language practice, Functions, Language production</i></p>	<p>Comparatives adjectives</p> <ul style="list-style-type: none"> ● Old ● Young ● Bad ● Easy ● Good ● Beautiful ● Expensive ● Interesting ● Tall ● Short ● Happy ● Nice 	<p>Activity: Nearpod Students will watch the video on the nearpod platform where questions can be inserted. As students watch the video, they will be given time to answer the questions. Comparative Adjectives</p> <p style="text-align: center;">Controlled Practice</p> <p>Strategies:</p> <ul style="list-style-type: none"> - Cognitive: Induction. - Linguistic: <ul style="list-style-type: none"> - The teacher adapts the language to guarantee understanding. - Inductive and deductive focus on form. - Classroom management: <ul style="list-style-type: none"> - Students should raise their hands to participate. If there are no volunteers, someone will be chosen randomly by the teacher. - Modelling and scaffolding to clarify understanding. <p>Activity: Students will complete the activity grammar 1,2 and 3 on your workbook (page 82)</p> <p>Interaction</p> <ul style="list-style-type: none"> - Individually <p>Instruction</p> <p>1.- Individually Complete the activities in your WORKBOOK.</p> <p>2- If you have a question, raise your hand, and I will go to you.</p> <p>.- You have 10 min.</p> <p>ICQ:</p> <ul style="list-style-type: none"> - Do you have to work alone or in pairs? <p>Checking: The teacher will solve the exercise with students on the whiteboard.</p> <hr/> <p style="text-align: center;">Post-activities (language practice, production)</p> <hr/> <p>Strategies:</p> <ul style="list-style-type: none"> - Cognitive: Self-checking one's comprehension. - Classroom management: Monitoring and checking students' work by moving around the classroom. <p>Activity 1: writing booklet</p>		<p>10'</p>
---	---	--	--	------------

		<p>Interaction</p> <ul style="list-style-type: none"> - individually / whole-class <p>Instruction</p> <ol style="list-style-type: none"> 4. Individually, write comparative sentences using your own ideas about the text. 5. You have 10 min. 6. Once you finish Blooket time!! <p>https://www.blooket.com/set/627db87471a6b256f26f793a</p> <p>Checking: The teacher will ask students to share their questions with the class. Students have to raise their hands to answer.</p>	<p>Students write sentences using expressions and vocabulary learned.</p>	
--	--	---	---	--

Unit: 11	Topic: “future bodies”	Type of class: TBL
<p>Unit goal: At the end of the unit, students will be able to develop awareness about the importance of healthy habits to describe health problems and how they will affect our bodies in the future.</p>		
<p>Class n° 5</p>	<p>Lesson Objective:</p> <p>SWBAT create a role play.</p> <p>OAs developed in this class:</p> <p>OA01 Demonstrate understanding of general ideas and explicit information in simple adapted and authentic oral texts, literary and non-literary, in a variety of audio-visual formats (such as oral expositions, conversations, descriptions, instructions, procedures, narratives, rhymes and word games, songs), on a variety of topics (personal experiences, topics from other subjects, the immediate context, current affairs and global interest or from different cultures) and containing the functions of the year.</p> <p>OA05 Present information orally, using multimodal resources that creatively reinforce the message on various topics (such as personal experiences, topics from other subjects, other cultures, global issues, and texts read or heard), demonstrating: Content knowledge and coherence in the organisation of ideas.</p> <p>OA06</p>	<p>Evidence of learning</p>

	<p>Participate in interactions and presentations, using the following strategies to express themselves clearly and fluently: Before speaking: practice introducing, repeating, predicting essential vocabulary and chunks, and preparing organisational and visual support. When speaking: use gestures and temporal fillers (e.g. well...; okay; so...), paraphrase and use synonyms, activate the use of connectors, and ask for help. After speaking: record errors and correct them with the help of teachers and resources.</p>	
<p>Pre-task</p>	<p>Strategies: COGNITIVE:</p> <ul style="list-style-type: none"> - checking the student's comprehension. - Elaboration of prior knowledge - <p>LINGUISTIC:</p> <ul style="list-style-type: none"> - visual support to contextualise a situation. <p>Interaction: whole class</p> <p>Students will complete activity 1 (phrases of fluency) on page 108. Instructions:</p> <ol style="list-style-type: none"> 1. Go to blink and match the expressions with the definition. 2. Raise your hand and share your answers with the class. 	
<p>Task cycle</p>	<p>Micro skills:</p> <ul style="list-style-type: none"> - Recognize vocabulary - Planning - Pronunciation <p>Strategies: COGNITIVE:</p> <ul style="list-style-type: none"> - students will use the material given and use it to speak. - checking students' comprehension. <p>LINGUISTIC:</p> <ul style="list-style-type: none"> ● Use the language's stress and rhythmic and intonation patterns clearly enough so that people can understand what is said. ● Put words together in correct word order. ● Make the discourse hang together so that people can follow your words. <p>METACOGNITIVE:</p> <ul style="list-style-type: none"> - preview main ideas <p>MODELING</p> <p>The teacher will set the rules for the activity and give instructions and an example of the expected outcome.</p> <p>Instructions: In pairs, create a 2 minutes dialogue. The dialogue should be a conversation between a doctor and his patient. The exchange must include</p> <ol style="list-style-type: none"> 1. At least one health problem and its solution. 2. One suggestion on how to improve one's overall health. 3. At least one prop or additional material to set the scene. 4. Vocabulary and grammar of the unit. (body parts, health problems, health habits) 	<ul style="list-style-type: none"> - They develop a task according to instructions and procedures. - They express connections with their own experiences, ideas and preferences - vocabulary.
<p>Post task</p>	<p>1. Students perform the task. Closure:</p> <ol style="list-style-type: none"> 2. Students share their thoughts with the class by answering the following question: 	<ul style="list-style-type: none"> - They write a draft and review it according to the evaluation criteria:

	<p>- Did you feel comfortable performing?</p>	<p>(Pronunciation is clear with appropriate volume and inflexion. Correctly using chunks or expressions. Memorise their dialogue. Act and communicate. The video is handed in on time. Use props to enhance performance.)</p>
--	---	---

Unit: 10	Topic: around town	Type of class: TBL
<p>Unit goal: At the end of the unit, students will be able to develop sociocultural awareness of different urban areas to describe their favorite places around the city.</p>		
<p>Class n° 5 (Tuesday and Friday 40 min)</p>	<p>Lesson Objective:</p> <p>SWBAT Film a TIK-TOK video.</p> <p>OAs developed in this class:</p> <p>OA01 Demonstrate understanding of general ideas and explicit information in simple adapted and authentic oral texts, literary and non-literary, in a variety of audio-visual formats (such as oral expositions, conversations, descriptions, instructions, procedures, narratives, rhymes and word games, songs), on a variety of topics (personal experiences, topics from other subjects, the immediate context, current affairs and global interest or from other cultures) and containing the functions of the year.</p> <p>OA05 Present information orally, using multimodal resources that reinforce the message in a creative way, on a variety of topics (such as personal experiences, topics from other subjects, other cultures, global issues, and texts read or heard), demonstrating: Content knowledge and coherence in the organization of ideas.</p> <p>OA06 Participate in interactions and presentations, using the following strategies to express themselves clearly and fluently: Before speaking: practice introducing, repeating, predicting key vocabulary and chunks, preparing organizational and visual support. When speaking: use gestures and temporal fillers (e.g. well...; okay; so...), paraphrase and use synonyms, activate use of connectors, ask for help. After speaking: record errors and correct them with the help of teachers and resources.</p>	<p>Evidence of learning</p>

<p>Pre-task</p>	<ol style="list-style-type: none"> 1. Recap of the unit. 2. Questions round <p>Strategies:</p> <p>COGNITIVE:</p> <ul style="list-style-type: none"> - checking the student's comprehension. - Elaboration of prior knowledge - <p>LINGUISTIC:</p> <ul style="list-style-type: none"> - visual support to contextualize a situation. <p>Interaction: whole class</p>	
<p>Task cycle (Monday 5th, 40 min each group)</p>	<p>The teacher will set the rules for the activity as well as give instructions and an example of the expected outcome. Then they complete a storyboard (annexed 1).</p> <p>Instructions:</p> <p>Individually, record a short video where you plan 1 one activity you would like to do with your classmates. Your video must include:</p> <ol style="list-style-type: none"> 1. Introduce yourself 2. Name the place you are going. 3. Describe the place you are going. 4. Pictures of the places. <p>Micro skills:</p> <ul style="list-style-type: none"> - Recognize vocabulary - Planning - Pronunciation <p>Strategies:</p> <p>COGNITIVE:</p> <ul style="list-style-type: none"> - students will use the material given and use it to speak. - checking students' comprehension. <p>LINGUISTIC:</p> <ul style="list-style-type: none"> ● Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said. ● Put words together in correct word order. ● Make the discourse hang together so that people can follow what you are saying. <p>METACOGNITIVE:</p> <ul style="list-style-type: none"> - preview main ideas <p>MODELING</p>	<ul style="list-style-type: none"> - They develop a task according to instructions and procedures. - They express connections with their own experiences, ideas and preferences - vocabulary.
<p>Post task (Tuesday and Friday 40 min)</p>	<ul style="list-style-type: none"> - Students perform the task. - Students share their thoughts with the class. 	<ul style="list-style-type: none"> - They write a draft and review it according to the evaluation criteria.

13. Appendix B

Unit: 4	Topic: Euthanasia	Type of class: TBL
Unit goal: At the end of the unit, students will be able to raise awareness of the pros and cons of legalising euthanasia in Chile by debating.		
Class n° 1 (80 min)	<p>Lesson Objective:</p> <p>SWBAT: review different online sources about the pros and cons of euthanasia to generate a debate.</p> <p>OAs developed in this class:</p> <p>OA03: Use their knowledge of English to comprehend and produce short, explicit oral and written texts to construct a critical personal stance in contexts related to their interests and concerns.</p>	Evidence of learning
Pre-task (10 min)	<p>Activity 1: Student will discuss their ideas and how they felt while doing the first project by answering the following questions:</p> <ul style="list-style-type: none"> - Did you like the topic? - Was the topic/ readings difficult? - What would you have done differently? <p>The teacher explains what project N°2 will be about. Students will be presented with the dates of each deadline.</p> <p>Activity 2: Students are organised in groups of 5 for project n°2. They can keep their work groups or join/create a different group. The teacher will assign your group a position (in favour or against the topic). Groups should register in the Excell sheet share by the teacher.</p> <p>Strategies:</p> <p>COGNITIVE:</p> <ul style="list-style-type: none"> - checking student's comprehension. - Self-checking one's comprehension. - Recall prior knowledge. - Planning. - Collaboration. <p>LINGUISTIC (used by the teacher):</p> <ul style="list-style-type: none"> - Non-linguistic signals. - Intonation. <p>Interaction: whole class</p>	
Task cycle (50 min)	<p>Students will get into their groups, watch two videos, and read two news articles about euthanasia to introduce the topic.</p> <p>Strategies:</p> <p>COGNITIVE:</p> <ul style="list-style-type: none"> - Collaboration - checking students' comprehension. - Helping students explore and understand how ideas are connected - Using visualisations to improve students' understanding and recall <p>LINGUISTIC (used by the teacher):</p> <ul style="list-style-type: none"> - Non-linguistic signals. - Intonation <p>METACOGNITIVE</p> <ul style="list-style-type: none"> - Planning/drafting - preview main ideas 	<ul style="list-style-type: none"> - They develop a task according to instructions and five or six steps. - They express connections with their own experiences, ideas and preferences - Use various language through structures, verb tenses and vocabulary. - Use level punctuation appropriately.
Post task	After introducing the topic, students can take Chromebooks or mobile	

(20 min)	phones to find at least one additional source on the topic. At the end of the class, students should send an email with the link(s) to the additional material to the teacher.	
----------	--	--

Unit: 4	Topic: Euthanasia	Type of class: TBL
Unit goal: At the end of the unit, students will be able to raise awareness of the pros and cons of legalising euthanasia in Chile by debating.		
Class n° 2 (80 min)	<p>Lesson Objective:</p> <p>SWBAT: identify the main characteristics of a debate to design their own.</p> <p>OAs developed in this class:</p> <p>OA03: Use their knowledge of English to comprehend and produce short, explicit oral and written texts to construct a critical personal stance in contexts related to their interests and concerns.</p>	Evidence of learning
Pre-task (10 min)	<p>The teacher will give the project instructions and answer the students' questions.</p> <p>LINGUISTIC (used by the teacher): Non-linguistic signals. Intonation.</p> <p>Interaction: whole class</p>	
Task cycle (40 min)	<p>Activity 1: What is a debate? Students will watch a Video and read an article explaining a debate and how it works. Then the teacher will explain the terms of debate (such as motion (or thesis), evidence, persuasion, etc.).</p> <p>Strategies: COGNITIVE:</p> <ul style="list-style-type: none"> - Collaboration - checking students' comprehension. - Helping students explore and understand how ideas are connected - Using visualisations to improve students' understanding and recall <p>LINGUISTIC (used by the teacher):</p> <ul style="list-style-type: none"> - Non-linguistic signals. - Intonation <p>METACOGNITIVE</p> <ul style="list-style-type: none"> - Planning/drafting - preview main ideas 	<ul style="list-style-type: none"> - They develop a task according to instructions and five or six steps. - They express connections with their own experiences, ideas and preferences - Use various language through structures, verb tenses and vocabulary. - Use level punctuation appropriately.
Post task	After introducing the topic, students can take Chromebooks or mobile phones to find information on the topic. At the end of the class,	

(30 min)	students should send an email with the link(s) to the additional material to the teacher.	
----------	---	--

Unit: 4	Topic: Euthanasia	Type of class: TBL
Unit goal: At the end of the unit, students will be able to raise awareness of the pros and cons of legalising euthanasia in Chile by debating.		
Class n° 4 (80 min)	Lesson Objective: SWBAT: analyse their statements to see their rebuttal to prepare counterarguments. OAs developed in this class: OA03: Use their knowledge of English to comprehend and produce short, explicit oral and written texts to construct a critical personal stance in contexts related to their interests and concerns.	Evidence of learning
Pre-task (10 min)	Brainstorm Students will name the main aspects of debate and argumentation seen earlier in the class as a review. Strategies LINGUISTIC (used by the teacher): Non-linguistic signals. Intonation. COGNITIVE: <ul style="list-style-type: none"> - Elaboration of the previous knowledge - Checking student's comprehension. 	
Task cycle (25 min)	Activity 1: Characteristics of an Effective Rebuttal Description: The teacher explains rebuttal and the characteristics of effective rebuttal and shows a video on the fundament of rebuttal. Strategies LINGUISTIC (used by the teacher): Non-linguistic signals. Intonation. COGNITIVE: <ul style="list-style-type: none"> - Collaboration - checking students' comprehension. - Helping students explore and understand how ideas are connected - Using visualisations to improve students' understanding and recall. METACOGNITIVE <ul style="list-style-type: none"> - Planning/drafting - preview main ideas Interaction: whole class	<ul style="list-style-type: none"> - They develop a task according to instructions and five or six steps. - They express connections with their own experiences, ideas and preferences.
Post task (45 min)	<ol style="list-style-type: none"> 1. Students are divided into groups (for and against) to work on their arguments. For this, one group stays in the classroom, and the other goes to the library with two teachers to help them with their arguments (from the last class and new ones). 2. Students write a minimum of 3 statements and send them to 	<ul style="list-style-type: none"> - They develop a task according to instructions and five or six steps. - Use various language through structures, verb

	<p>the teacher.</p>	<p>tenses and - vocabulary. - Use level punctuation appropriately.</p>
--	---------------------	--

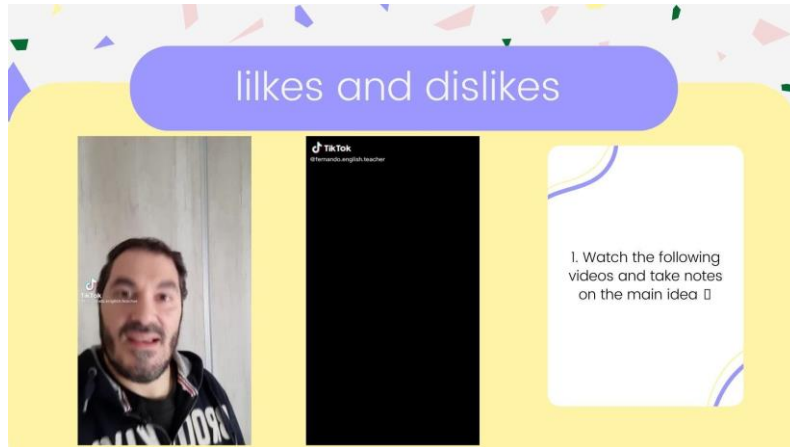
14. Appendix C



✦ **practice time!** ✦

- <https://wordwall.net/es/resource/3022549/likes-and-dislikes>
- <https://www.teach-this.com/images/resources/likes-and-dislikes.pdf>

likes and dislikes



1. Watch the following videos and take notes on the main idea ☐



PRACTICE TIME

https://www.english-hilfen.de/en/exercises/active_passive/questions.htm


practice time!




- <https://wordwall.net/es/resource/13969192/celebrations-quiz>
- <https://wordwall.net/es/resource/13784283/months-of-the-year>
- <https://wordwall.net/es/resource/2668156/ordinal-numbers>


let's watch a video 🔍

Characteristics of an Effective Rebuttal



Passive voice





1. Watch the following videos and take notes on the main idea ☐

Sergio's Routine

My name is Sergio. I'm fourteen years old. I always wake up at 7 o'clock every day except Sunday. I often do morning exercises. I wash my teeth and comb my hair. Then I have breakfast. In the mornings, I like to eat fried eggs or omelette, a cheese sandwich and drink tea. It takes me 10 minutes to get to school. My classes begin at 8.30. I usually have six or seven classes a day. I return home at 2 o'clock and usually have a rest. I watch TV and play computer games. I Never have lunch past 3 o'clock. For lunch, I usually eat some soup or mashed potatoes with a piece of cake for dessert. Occasionally, after doing my homework I go for a walk with my friends. In the evening, I go to the gym for an hour. Dinner consists of fish, meat or chicken, vegetables or some salad. After dinner, I read a book, a newspaper or a magazine. Sometimes I chat with friends on the phone. At 10 o'clock I take a shower, brush my teeth and go to bed.

Your turn! 🔊

○○○ +

1. Get into your groups, one group stays in the classroom, and the other goes to the library with two teachers to help them with their arguments (from the last class and the new ones).
2. Write a minimum of 3 statements and send them to the teacher.

1. GET IN PAIRS.
2. READ THE TITLE OF THE UNIT (TRAVELLERS TALES).
3. WITH YOUR PARTNER, THINK FOR 2 MINUTES ABOUT THE FOLLOWING QUESTIONS:
 - A. WHAT COMES TO YOUR MIND?
 - B. WHAT DO YOU THINK THIS UNIT WILL BE ABOUT?
4. RAISE YOUR HAND TO SHARE YOUR ANSWER WITH THE REST OF THE CLASS.

The image shows a digital textbook page. On the left, there's a section titled '12 TRAVELLERS' TALES' with a 'READING' section containing several paragraphs and a 'THINK VALUES' section. On the right, there's a 'Ted's Travel Blog' section with a 'This week's stop' and a 'Travel broadens the mind' section. The page is filled with images of travel-related scenes like a person on a bicycle, a boat, and a person walking.