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The CLIL approach through ICT

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1 INTRODUCTION

“Motivation goes in both directions: high motivation is one factor that causes successful learning; in reverse, successful learning causes high motivation.”

(Cook, 2001, p.139)

This dissertation aims at exposing the benefits linked to the CLIL approach in the classroom, and how information and communication technologies (ICT from now onwards) can help to create a context in which the students can be able to understand why they are learning a second language, since the lack of purpose when taking in a foreign language might lead to unseccessful learning experiences.

This dissertation is thought to be carried out in a Spanish school in the subjects of Natural Science, Mathematics, Physical Education (P.E. from now on) and Arts&Crafts; but the characteristics of how the L2 is acquired, the communicative needs and the model of intervention would be common to any foreign language.

Different theories and different authors have been looked up, and teachers from a primary school in Asturias have been interviewed, in order to find answers to questions raised during an internship, and elaborate a theoretical framework and a model of intervention based in proven principles and ideas.

As Krashen (1989) and Gardner (2007) establish, the learning process of a foreign language requires certain processes and psychological evolutions that are common to any language, and any student. What will dictate if this goal is accomplished successfully and what will influence in great manner the outcome of the teaching-learning process are external factors, such as motivation, interaction and purpose. It will be shown how important methodology is when learning and how it influences the motivation and predisposition the students have towards learning the L2. A communicative competence will also be pursued, as well as the integral formation of the individual.

This dissertation focuses on the CLIL approach and analyses its benefits in the linguistic, pedagogical and cultural sections. It shows how it can improve the students ability to learn a second language while learning content, how motivating and engaging

this approach is, and how it influences the values the students acquire. It also analyses the four regards in which the CLIL approach is oriented, which are communication, cognition, content and culture.

The ICT is also analysed, and its benefits when applied to the school methodology are exposed. Its application in the school framework pursues two objectives: to innovate in the practice of the teaching-learning process and to increase active participation by the students. The use of the ICT in the classroom allows teachers to pursue a methodology in which they can create contexts where students feel that what they are learning has a purpose.

It also examines the ICT resources available, which can refer to equipment, the services that equipment provides and the human resources needed to keep said equipment functional and useful.

These ICT resources bring some difficulties with them that are mainly unavoidable, such as economic problems because they require big amounts of money to be acquired and maintained, technical problems because sometimes they will not work and they also become obsolete relatively soon and require a constant money flow. There are other difficulties linked to the ICT, that are related to safety, management and formation.

At the end, a model of intervention is presented, which takes into account theories and authors consulted, the CLIL approach and its benefits, and the use of new technologies as a very good way to grow motivation in the teaching-learning process. It proposes activities for the subjects in which a CLIL approach is usually carried out, which are Natural Science, P.E, Arts&Crafts and Mathematics. A bigger number of activities is proposed for Natural Science since it will be taught completely in the English language along the year, and a reduced amount of activities is proposed for the rest of the subjects which will only be carried out in the L2 a reduced percentage of the time.

The use of old methodologies, in which the language is studied in itself, its codes, signs and rules, usually forgets about the need to create a communicative context in which the

students feel the need to make real use of the language they are learning. Often, said old methodologies focus on the grammatical rules of the language but forget its objective. The CLIL approach, with the help of the ICT, will help the teacher to create communicative contexts where the use of the L2 is required, and will allow students to learn content and language actively.

If this fails to be accomplished, the students' motivation will suffer, and the lack of interest and effort, which are essential for learning a foreign language, will probably result in academic failure in that regard.

There might be other reasons behind any academic failure, such as difficulties related to family, affective problems, integration problems or social problems. But experiences and research show how factors such as motivation, interest and interaction are key when learning. The CLIL approach and the ICT combined will help in that regard.

2 THEORETICAL FRAMEWORK

2.1 *Learning process of a foreign language*

This section will be based on Krashen's Input Hypothesis (Krashen, 1989) which is constituted by five points:

-*The Acquisition-learning distinction*: in this hypothesis, the author distinguishes these two concepts. The first one is an involuntary process when acquiring the linguistic competence, compared to the learning process, which is the result of teaching. What is important is the unconscious and internalised use of the linguistic structures.

-*The Natural Order*: This hypothesis refers to the existence of an order by which students will learn the grammatical competence without following any orders. These grammatical structures could be presented to the students in a desorganised way without affecting their instruction.

-*The monitor hypothesis*: The students are conscious of their mistakes and they reflect on them in the learning process of a foreign language. They are able to identify and analyse said mistakes, and ask the teacher for help.

-*The Input hypothesis*: This is the hypothesis by which the author highlights that a pupil will only learn a foreign language if they are given "input" slightly above their current knowledge. In order to comprehend this input, they will use their previous knowledge, and the one of the world around them.

-*The Affective Filter*: this is the hypothesis by which the author refers to the fact that in order to promote meaningful learning, the students must be surrounded by factors and conditions that allow them to feel comfortable and safe, which will facilitate the learning process and the linguistic production. Their mood, feelings and emotional factors will affect the acquisition process. If the filter is set high, the students suffer from a mental block and they have difficulties when dealing with the input they are given. If the filter is set low, they are more receptive and willing to interact, and more confident.

According to these hypotheses, the students will learn a language only if the input they face is somewhat comprehensive for them, having to use their previous knowledge and their knowledge of the world around to decode the statements in front of

them. It will also be necessary to surround them with motivating experiences, interactions and contexts so that they can be predisposed to learning said foreign language. “Language acquirers are not usually aware of the fact that they are learning language; rather, it is acquired as children use language for communicative purposes. (Krashen, 1982)” (Newman, Susan B.; Koskien, P. 1991, p.4)

2.2 Motivation and interaction

“The focus is on the individuals’ perception of the task at hand, and is largely state oriented. Obviously, it will be influenced by a host of factors associated with the language class. Thus, it is clear that the teacher, the class atmosphere, the course content, materials and facilities, as well as personal characteristics of the student (such as studiousness, etc.) will have an influence on the individual’s classroom learning motivation” (Gardner, 2007, p.11)

As it has been pointed out previously, motivation is essential in the learning process of a foreign language. Krashen (1989) through his affective filter, and Gardner (2007) establish that it is this motivation what will make the students more predisposed to that learning, since their surrounding situation will influence their mood, which will affect their situation and allow both, the comprehension of a linguistic situation, and the ability to produce a response to that situation. Scovel (2000) says that emotions are probably the most influential factor in language learning.

Gardner (2007) states that the role the teacher plays here is essential. They must provide the students with materials, resources, contexts and situations that can favour the pupils’ interest and curiosity. The teacher is a key element in these two dimensions. Their methodology must analyse, propose and evaluate the factors that are part of the students’ motivation. The social integration of those who are part of these activities will be of major importance, as far as their participation in the activities and programming carried out by the teacher. As Arnold and Brown (1999, cited in Arnold, 2009) establish, the relationships and what goes on between people and the group dynamics are of much importance. In addition, according to Gardner (2007), the organisation, exhibition and resources the teacher might use, will have a direct effect on their motivation. Krashen (1989) in his Input Hypothesis, and Neuman and Koskien (1991) maintain that carrying out activities which are too complex will not have a meaningful learning as a result, and the predisposition of the pupils will be affected. Interest and

curiosity will be benefitted from the creation of cultural ties between the person that learns a language, and the culture said language brings with it.

“Studying a second language is unlike studying most other subjects in that it involves taking on elements of another culture (i.e., vocabulary, pronunciations, language structure, etc.), while most other school subjects involve elements common to one’s own culture.” (Gardner, 2007, p.13)

As Canale (1983) and Richards (2006) state, students must participate actively in the teaching-learning process. The contextualisation of the activities by the teacher is a key aspect for their students’ motivation and reason for learning the language. The teacher will have to provide methodologies that can favour the development of real communicative situations in which the students can control their linguistic production, and surround them with a context that can help said production. As Chomsky (1999, cited in Arnold 2009) said, almost the totality of teaching involves interesting students in the matter. In reference to Halliday (1973), Jordan (2004) states that language is a systematic resource for expressing meaning in context, not the set of all possible grammatical sentences.

Interaction, according to Canale (1983), Richards (2006) and Krashen (1989) in his Acquisition-learning Distinction, is essential in the acquisition process of a foreign language, as its learning is not understood without its future application being the objective behind it. An interaction-oriented ambiance among students, parents-students and teacher-students must be created, in a context where mistakes in the production in L2 will not bring any risks.

2.3 Communicative Competence

“Undoubtedly, the main function of language is communication” (Arnold, 2009, p.147). As Luzón and Soria (1999), Arnold (2009) and Banciu (2012) state, the communicative approach in the acquisition of a second language pursues the usage of said language with communicative purposes for its ability and command. Students must not only learn that a language is a mix of linguistic signs combined to produce messages, but use it in situations to promote its communicative purpose and interaction. According to Jordan (2004), Halliday (1973) defines the scope of language by reference to usage, rather than grammar.

The subcompetences of the communicative competences (Canale, 1983, cited in Luzón, J and Soria, I. 1999) are:

- *Grammatical competence*: it is the ability to use the linguistic code in a language.
- *Sociolinguistic competence*: it relates to the situation in which statements are produced, with the social context and information the people involved in the communicative exchange have.
- *Discursive competence*: it takes into account the relationships between the objective of a message and its combination depending on the situation and purpose of said message.
- *Strategic competence*: it is the use of linguistic or extralinguistic means to carry out the communication and compensate the lack of command in other aspects of the language.

All these subcompetences show, as Canale (1983) maintains, that a communicative competence pursues the acquisition of all the components of a language, both linguistic and extralinguistic, and emphasises the learning process and the meaningful experiences and interactions between individuals and cultures, that can develop all those components in the students learning of the language. Richards (2006) makes the following assumptions of the current communicative language teaching:

- Second language learning becomes easier when learners are engaged in interaction and meaningful communication.
- Effective classroom learning tasks and exercises provide opportunities for students to use and command all the linguistic and extralinguistic aspects of a language.
- Meaningful communication takes place when students have to face content that is relevant, purposeful, interesting and engaging.
- Communication is a holistic process that requires students to use all their linguistic skills.
- Language learning is a gradual process. This process involves creative use of language, and trial and error. The main objective is for the students to utilize that language fluently and accurately.

- Learners are different, have a different background and a different motivation, and will develop their own routes at their own pace.
- Methodology and strategies will be key elements in the success of language learning.
- The teacher in the language classroom will provide opportunities for students to use and practise the language and to reflect on language use and language learning, as well as creating an ambiance where the students can feel comfortable when producing in L2.
- Collaboration and sharing make the classroom a community where students can learn.

As the Currículo Educación Primaria y relación entre criterios de evaluación y estándares de aprendizaje evaluables establishes, the technological development the world has experienced, has made the individuals part of something global, being able to communicate although their cultures, language or traditions might be different. By using this technology, methodologies and investigations by different authors, the teacher will be able to provide the students with a connection with the global and real world in which they belong. This will be carried out by interaction, the usage of the L2 and the promotion of the motivation, which is a key aspect when learning a new language. According to Banciu and Jireghie (2012), students' motivation to learning comes from their desire to communicate in meaningful ways about meaningful topics.

2.4 The CLIL approach

A) Concept

David Marsh and Anne Maljers refer to CLIL, a term created in 1994, as any educative context in which content and language are integrated to accomplish certain academic objectives. It can refer to an educative environment where the L2 teacher gives a lesson in which the content is not linked to the foreign language, and it can also refer to an educative environment in which the teacher of any given subject makes use of the L2 in order to carry out a correct instruction.

In an interview with the *International House Journal of Education and development* (2009), Marsh states the following:

“Content and Language Integrated Learning (CLIL) is an educational approach where some content learning (like a topic on global climate or a subject) is taught in an additional language (such as English language in Korea). It is a single educational approach which involves very different models. In other words, the foundation is the same, but the way in which it is carried out differs – and this depends on what educators want to achieve in a given place and time.”

As Marsh (1999) states, CLIL is a dual-focused approach in which content is learned by making use of the L2, while learning about the L2, its structures and meaning negotiation. It is also a student-oriented approach that aims to help students to understand the point of learning a language. Students might not always feel the need to do so since the L2 is remote from their real lives. This is a constructivist approach, in which the students make use of the previous facts or information they have to build their knowledge. They learn by doing and participating actively in the process.

According to Marsh (1999) and Coyle (2005), one of the most promising features of CLIL is the fact that it allows the students to use the language as a tool to learn the L2, instead of it being the main objective of the learning context. The teaching-learning process of a foreign language should have a purpose and take place in an ambiance in which the students can participate actively and use said language to execute the task. This will make them feel that learning a language has an end, and they will be motivated, which, as it has been established before, makes them feel more comfortable, more confident and more willing to participate.

B) The 4 C's

There are four specific dimensions that are key points when building a CLIL programme, which are content, cognition, communication and culture, according to Doyle (2005):

- *Content*: it is the subject or the project theme, and it is key in the learning process and in the acquisition of knowledge, skills and understanding.
- *Cognition*: it must engage and challenge students, and review previous information and facts in order for it to be effective. CLIL allows students to construct their own understanding.

- *Communication*: language is a channel for communication and learning. In order to communicate successfully, learners will use the language in a variety of ways and not only see the language as a code of signs and grammatical rules.
- *Culture*: learning a foreign language brings not only the study of the language and the grammatical structures, but understanding, tolerance and international values that help students to become citizens of a global reality.

C) The benefits of CLIL

There are several advantages to the CLIL approach, as Coyle, Philip and Marsh (2010) maintain, that can be divided into three categories:

- *Cultural*: Learning a foreign language brings values such as understanding, tolerance, diversity and respect to others' culture. It connects them to others and the world outside. Students become part of a social interaction that provides them with a notion of the different cultural ambiances they could be part of.
- *Linguistic*: students use the language to learn content, while using the content to learn language. This is an approach in which they are required to participate in real situations and manipulate materials and tools actively, while engaged in developing the whole person, not just one dimension of the students. They also learn to use the language and negotiate the meaning of the linguistic exchanges, and that a language is not only a set of signs and rules.
- *Pedagogical*: it is a natural way of learning a language, since they are placed in situations that will require them to interact and manipulate the language to get to an understanding. It is a real way of approaching the language, which will make the teaching-learning process motivating and engaging. It develops a positive attitude in the students towards learning a foreign language. The CLIL approach is also ICT potential, which will make it more motivating for students.

2.5 The ICT

A) Concept

ICT, as Riley (2012) from Tutor2U states, is a term that includes any information device such as digital whiteboards, computers, mobile phones, tablets, projectors, TV, radio, video and so on, and the services that these can provide, such as conferencing, videogaming, e-learning, broadcasting and audiovisual processing. When used inside the school framework, ICT allow teachers and students to get to the information needed, and also communicate and express in the language required. This technology applied in the school also allows students to learn to handle instruments and mechanisms that will help them to interact and exchange information.

B) Objectives

As the Currículo Educación Primaria y relación entre criterios de evaluación y estándares de aprendizaje evaluables maintains, there are several objectives of the ICT applied inside the school Framework. On the one hand, innovation. The objective is not to get stuck in the past, in the traditional methodologies in which the students' role was pasive and the teacher was the one with all the information. On the other hand, it also aims at the students' participation in their own learning process. They will be placed in situations slightly above their knowledge zone, and will be required to utilize their inner information to solve the situation they are facing.

There exist other objectives when applying ICT to the school framework, as the Currículo Educación Primaria y relación entre criterios de evaluación y estándares de aprendizaje evaluables states. They bring a sense of global reality to the classroom, in which students can feel connected to the L2 and its culture, and raise values such as respect and tolerance, so that they can grow aware of social and cultural aspects of the foreign language. They will also find a mean to an end in learning a language. They will not see a language just as a set of signs and rules, but it will play an important role in their reality thanks to the interaction with the ICT, with the content they face and with others.

“el proceso de globalización en el que se encuentra inmersa la sociedad del siglo XXI, en el que la generalización del acceso a las tecnologías de la información y de la comunicación tiene especial relevancia” (Curriculum of Primary Education in Asturias, 2014, p.191)

The Curriculum of Primary Education in Asturias states, adapted from its Spanish version, that in the globalisation process in which the society finds itself immersed in the XXI century, the general access to the ICT has a special relevancy.

The teachers from the interviews presented in this dissertation (2015), Riley (2012), Martínez (2001) and Pérez (2002), all conclude that teaching through ICT will bring some characteristic benefits and challenges, which are presented next, as well as the resources to carry out this methodology:

C) Resources

As the authors mentioned before maintain, the ICT provide teachers with a wide range of possibilities when planning activities, and will improve and affect their methodology. It will also affect the students' motivation when participating in said activities. The resources available for carrying out this type of methodology can be divided into three groups:

- *Services*: Video gaming, video conferencing and broadcasting are services that appeal to the students, and when The Internet connection allows it to work fluently, it can be of great value when providing students with real-world examples, or when having them learn by doing.

The Internet is another service that provides teachers and schools with an infinite amount of didactic resources and ideas. Multimedia resources provided by publishing houses give activities, videos and games related to the topics treated in the classroom, and can be helpful when reviewing and fixing language and content. They can be usually used off-line, which is helpful when the Internet connection is not working, or when it is not necessary.

Video recording is a useful service that widens the type of activities carried out at the school, and can be useful in subjects such as P.E., Natural Science or Arts&Crafts. New mobile applications are created every day, related to the competences and abilities that the students must learn in order to perform in the ICT-L2 ambiance.

- *Material resources*: Digital whiteboards are essential when showing students examples in any digital form. They are also useful since they require to be touched in order to function, and this makes it appealing to the students, given that they will have to use their hands and interact with the equipment to complete the task.

Cameras and video cameras widen the range of activities the teacher will be able to propose. Also, projects, photography and video editing sessions can be carried out, which are activities related to the global reality students live in.

Computers are the physical window to The Internet, which means they are the key component to the ICT approach. The ICT room or Aula 2.0 project provide the equipment and the physical resources the students and the teachers will need when applying this methodology.

- *Human resources*: these resources can be divided into two subcategories, which are the ICT coordinator, and the school staff. The ICT coordinator is a member of the school staff who is also in charge of the ICT resources. For this reason, said person will receive an unload in their schedule and will be given the following responsibilities: supervising and servicing the equipment, forming and motivating their fellow colleagues, coming up with curriculum areas that can be brought to this methodology along with the school staff, and managing and making proposals related to the demand the new applications and findings in this field bring.

The school staff will be in charge of following this approach, and by means of the transversal treatment of the competences, carry out their duty making use of the ICT resources at their disposal. They will be asked to keep their ability with said technology up-to-date and attend training courses so that they have the latest resources and methodological ideas at their disposal.

D) Benefits of the use of ICT in the classroom

As benefits of the use of ICT in the classroom, the authors and references

mentioned above find the following:

- Motivation grows in the students. Their curiosity improves which makes them get better, and they value these new practices as a reward for their hard work. This growth in motivation will make their interest for the subject, the culture and the L2 increase.
- They feel more secure when using the ICT because it is something they are accustomed to, which will affect their self-esteem positively.
- The use of ICT motivates the students to use the oral language in a communicative exchange.
- A growth in students' participation is noticeable.
- It will develop cultural values such as comprehension, understanding, respect and social awareness

F) Difficulties

As the authors mentioned before maintain, introducing ICT in the school system brings several advantages to the teachers' methodology and the students' accomplishments and motivation, as it has been stated previously. There exist some difficulties that cannot be overlooked when trying to carry out a methodological approach in which ICT are needed. These difficulties can be divided into five categories:

- *Economic*: providing the school with the necessary equipment that they require in order to carry out said methodological approaches efficiently require an important economic expense by the government. There are many schools that apply for those same resources, and it will be difficult at times to provide every school with this support, so this issue has not an easy solution.
- *Technical*: On the one hand, ICT systems and resources become obsolete in short periods of time. That requires a constant economic expense, and someone who can take on those obsolete tools.

On the other hand, the Internet connection necessary to complete many tasks, such as going online to load the digital books, accessing the net to download resources or participating in online activities, will sometimes not be enough,

depending on the area where the school is located. This fact will bring problems to the approach, since teachers will not be able to develop their full range of activities to carry out this methodology.

- *Management*: the person responsible for this equipment is the ICT coordinator. Said person will be in charge of keeping these tools up-to-date, functional and in good conditions so they can be used by the other teachers and students. This person is also a teacher at the school, but they receive an unload in their schedule to take on the requirements the ICT need, which is often not enough. This means that either the students will not get the attention they require, or the ICT equipment will not.
- *Formation*: in order to apply a methodology in which ICT are an essential part of, the teachers at the school will have to make use of these equipments. They will have to keep themselves up-to-date as far as manoeuvring with such tools, and be open to new strategies and instruments. Fear and lack of will may affect the teachers approach to the ICT.

On the other hand, the person responsible for motivating and forming the rest of the teachers at the school is the ICT coordinator. This responsibility and the ones described above, make their performance suffer.

- *Security*: accesing The Internet might be unsafe for the students, so it will have to be kept under control. Teachers will have to make sure that using this technology does not affect the students' security. The information the students might find on The Internet will not always be true, so the teachers will have to guide them and help them select correctly the optimal sources of information.

3 JUSTIFICATION

As part of my quest to obtaining the Masters Degree in CLIL by the University of Oviedo, I was sent to a school for three months to enroll myself in the experiences of English teachers, and other teachers that taught different subjects using the English language. During my time there I observed how subjects can be taught in the target language and how students can learn language through content and content through said language. I witnessed how the ICT can be put to work by means of different methodologies, and the benefits and difficulties they bring. I also experienced the difficulties that combining all can have. By beholding the day to day life of a school, I took notice that the methodology used, the activities proposed and the means utilized have a deep impact in the outcome of the teaching-learning process. I was able to witness the realisation of the theories that different authors have carried out and that have been mentioned previously.

Since motivation plays a key role in the teaching-learning process of a foreign language, this dissertation highlights the importance motivation has when learning a foreign language and how it influences the students' will to participate, learn and achieve. It also reflects on how that motivation can be altered and increased by using ICT in the classroom and its importance in the teaching-learning process of a language, since the main objective of said process is the development of the communicative competence of the students. The need of acquiring the communicative competence in a foreign language comes from the need of communicating in a context that gets more and more global. Students also develop their cognitive and social abilities by means of learning about a different language and culture, as it has been established before. This dissertation proposes a model that includes the promotion of motivation through the use of ICT, while using a CLIL approach in the foreign language classroom, so that students can acquire the communicative competence in a foreign language they will need, to carry out successful communicative exchanges when they become part of the global reality outside of the school.

Halliwell (1992) explains how exposing our students to a foreign language in the early stages of their lives, such as Primary Education, will help them to achieve a better

command of the target language, since they are closer to the stage in which they learnt their mother tongue.

3.1 The Interviews

In order to start my investigation and obtain answers to my questions, I interviewed some of the teachers at the school where I did my internship, so that I could learn about their experiences, methodologies and opinions about motivation and the use of ICT in the classroom. There are five teachers featured in the interviews: one is a teacher of 1st grade of Primary Education as well as a library coordinator. Another one is a teacher of 5th grade who is in charge of Language, Mathematics and Social Sciences. Another teacher is the tutor of 6th grade, as well as the ICT coordinator and a library coordinator. There are also two English specialists who are in charge of teaching Natural Science in the foreign language, as well as the English subject, throughout all the grades. One of them is the bilingualism coordinator while the other is the principal of the school. (Annexes 1, 2, and 3)

Interviews data analysis

Motivation:

In reference to how motivation affects the teaching-learning process, the teachers agree that it is very satisfying to observe the students interact and the meaningful learning they acquire as a result of a motivating activity. Motivation means predisposition towards learning. They mention that for them, as teachers, it is also helpful to see that something works, and that students are engaged in the activity. They understand motivation as a necessity, as when you need to achieve something, you are more willing to learn in order to do so. They make reference to the ICT and how by using them, they allow students to interact, which is an essential element in the acquisition of meaningful learning.

Effect in the teaching-learning process:

The teachers were also asked about how they think the use of ICT affects or improves the teaching-learning process. They agree that its use increases in great manner the motivation shown by the students. As a teacher points out, a new world of possibilities is in front of them. Its use also facilitates the work they are asked to do because it is carried out in a motivating way. Moreover, it facilitates the students'

access to information, and it is the teachers' job to instruct their students in what information to select and what information to avoid. One teacher mentions that they are reluctant to use ICT as much as they would like to, due to the lack of skill and time. The interviewees agree that, although the implementation of ICT should be combined with other traditional approaches, we cannot turn our back on the current society and the technology we use daily.

Communicative competence:

As for how ICT improve or affect the communicative competence, the teachers maintain that they help, since ICT develop the four skills related to the acquisition of a language, which are speaking, writing, reading and listening. One of them states that these technologies mostly improve the comprehension aspect of the process. The teachers say that ICT help in great manner the acquisition of the communicative competence, but the process must be kept under control, and it should be established what is good communication and what is bad communication. They leave us with a piece of advice, which is that we should not go against something that is so present nowadays in our society.

Methodology:

As far as how their methodology has changed with the development of the ICT, the teachers mention how in the past, the resources were very limited. They only had the textbook and other similar resources at their disposal, whereas now, the ICT provide the teachers with endless resources. It may also mean that a great deal of hours will be invested, since they are in charge of finding and handling the use of ICT activities. The interviewees consider them as motivating tools that help put the teaching-learning process in context, as they can relate culturally to the target language and can provide a more vivid context in other subjects such as Natural Science.

In spite of improving the teaching-learning process, the use of ICT also brings some challenges and doubts with it, but as a teacher calls it, it is an "exciting" type of insecurity, because it forces the teachers to go beyond their comfort zone and makes them find new techniques and activities that, consequently, help them to become better at what they do.

ICT resources:

In reference to the elements used in their lessons related to ICT, the computer and the digital whiteboard are the most mentioned items. The teachers also make reference to the Internet and the infinite resources it provides, such as video platforms, or games and activities that also aim at working the multiple-intelligence matter. The use of audio recorders is also mentioned, which can be used in language-related subjects. The teachers make a reference to how these ICT are very appealing to the students and how they captivate their attention.

Conducts:

As far as positive or negative behaviours in the classroom when using ICT, the teachers highlight motivation, attention shown by the students, initiative and autonomy as the main responses they come across when implementing the ICT in the classroom. They also mention the fact that, when a technical problem appears, if dealt with in a way that involves all the students and the teacher, it can be used as a learning experience, since they will learn not only about content, but also about the tool they are handling.

A noisy classroom and some disturbance might take place sometimes, but if dealt with correctly, it can be a good thing, since it means that the students are motivated, participating and communicating. Uncontrolled competitiveness is another negative aspect that might appear sometimes when using ICT. Interactive games and activities can lead to extreme competitions and negative attitudes, but if kept under control, competitiveness can be a good thing. By using ICT, new ways of assessment will emerge, which will show how some students that do not usually achieve as much as others, might stand out in some games or activities. This will raise competitiveness within themselves, which is a very good thing. The homogeneity of the classroom can also bring some negative aspects while implementing ICT, since students have all different learning paces, but this can also be used to our advantage because this way they will learn about cooperation, teamwork and responsibility.

Connection with the families:

When asked about how they think the ICT affect the relationship between the school and the families, the conclusion is that families support the idea of implementing

ICT at the school. It widens the possibilities of communication with the teachers, they receive feedback of their children's progress and can participate of the education in a different way, like going on the school blog or revising with their children using the activities on the web. Other teachers do not proceed like this owing to the lack of time to do it properly and prefer to keep the traditional ways of communication. It is also mentioned that some families might struggle with the use of ICT and might not be able to participate in the new range of possibilities its implementation provides.

Difficulties:

Finally, the teachers were asked about the main problems the implementation of ICT brought to the school. The main one was the Internet connection. The lack of speed causes sometimes the online programs, videos or materials not to work properly, and therefore, the lesson might have to follow a different approach. The teachers mention how we, as teachers, must always have a "plan b" so we are ready when these types of things take place. They also mention that due to the lack of formation in ICT, when the problem happens, they cannot manage to fix it right then, because they are not sure of how to proceed, and therefore, the process stops.

Another problem is that provisions of resources are made from time to time, which causes the equipment to get old and obsolete. Said equipment needs to be taken care of, which requires money that frequently schools do not have, and consequently, sometimes they are not in the most adequate conditions.

As for students' security and ICT, both opinions can be found. On the one hand, that students might be exposed to some insecurity while on the Internet, while, on the other hand, that although students might be exposed to some things that are not age-appropriate, they should be guided and oriented as to be able to handle ICT and its resources without risk.

4 MODEL OF INTERVENTION

After analysing the interviews with the teachers and my own personal experience in the school where I did my intership, I have assambled this proposal as an attempt to integrate what was learnt, as far as motivation, ICT and foreign language teaching, into a model that can successfully achieve the teaching-learning process of any foreign language and the communicative compentece of the students. Different authors and their theories were analysed as a way to find answers to the questions that were raised during my time at the school.

4.1 Model setting

These activities have been designed for the school where I did my intership, whose teachers are the object of the interviews in this dissertation.

The activities are thought for said school, which is placed in the centre of Asturias, with aproximately 150 pupils. In Infant Education there is one unit per year, which go from 3-year olds to 5-year olds while in Primary Education there is one unit per year.

The school provides daily exposure to the English language in five different subjects. English in every year of Infant and Primary Education and also Natural Science, Arts and Crafts, P.E. and Mathematics in Primary Education.

The activities will focus on the third cycle of Primary Education, which consists of one unit of 18 students. Natural Science will be completely taught in the English language, while Mathematics, Arts&Crafts and P.E. will have at least one session per week. There are no children with special needs in the groups.

This model keeps in mind the school settings and the necessary equipment to be carried out, and the abilities and psicological development of the students, without forgetting about the differences involving them and the students with special needs, while promoting group participation and peer education. This model pursues the use of ICT resources in the subjects of Natural Science, Mathematics, P.E. and Arts&Crafts in

order to promote a communicative approach, motivation in the acquisition of both language and content and be used as tools to complement the teaching-learning process.

The activities presented in this model keep in mind the time limit and the time required for them to be accomplished, the limitations in equipment and the different rhythms of learning. Some of these activities are thought to be used on a regular basis, while others focus on different tasks or activities in the school year, and are also thought to be shared with the families on the school web, since they are meant to help comprehend and take in both content and language.

Family participation will take place through AMPA and the School Board. Families can communicate with the school via:

- Personal interviews with the teachers. These will take place when both, families and teachers schedule them.
- General reunions, which will be scheduled at least three times along the year.
- School website, where families can check what their children are working on, help them review and be informed of what happens at the school.

4.2 Psycho-evolutionary features of the students

The students this model focuses on are in the third cycle of Primary education. This means that they are leaving the concrete operational stage in which they demonstrated concrete logical reasoning, and are getting into the formal operational stage, in which they are able to utilize symbols related to abstract concepts logically. They can also think of multiple variables, consider possibilities and ponder abstract relationships and concepts.

4.3 Description of the model

This model of intervention will be structured in several activities that can take up to several sessions, depending on the length of the activity, the development of said activity and its purpose. All of these activities will be carried out in English. Some of these activities can be completed two or three times per unit in the classroom, plus the necessary amount at home, while others are not linked to the units and will be carried out once or twice per term.

These activities will take place in the classroom, outdoors and also in the ICT room if necessary, depending on the equipment, availability of the room and their purpose.

The model of intervention will be presented by subjects, being Natural Science the one with the most activities, since it will be taught in English in every session throughout the year, while the other subjects will take up fewer sessions, thus, fewer activities.

A) Natural Science

Activity 1: Proprofs

This activity consists in creating quizzes and questionnaires using the digital tool “Proprofs”, which can be found on The Internet and can be used for free. Using this instrument, the teacher will be allowed to create different activities, from “true or false” type of quizzes to “link-the-words” ones, or those in which students have to fill in the blanks. This instrument has a range of activities that can be carried out as the teacher decides. After creating said questionnaire, it will be shown on the digital board so that every student can be aware of the activity, and they can focus and pay attention to it. The teacher then will ask students to come to the front of the classroom and use their fingers or the digital pen to select the correct options. The test will show if the answers are correct or incorrect and the proper answer if needed.

This activity can be used as many times as one considers necessary, although it might be recommended to be used twice per unit. One in the middle of the unit and another one at the end, in order to revise content and vocabulary, and keep students engaged and in tune with previous lessons.

In order to carry out this activity, a good Internet connection in the classroom will be necessary, as well as a digital whiteboard.

Objectives
<ul style="list-style-type: none">- To develop a sense of enthusiasm while learning.- To develop the students’ range of foreign vocabulary.- To develop the students’ communicative capacity through oral production in the

<p>second language.</p> <ul style="list-style-type: none"> - To keep concepts clear and fresh in the students' minds along the unit.
<p>Content</p>
<ul style="list-style-type: none"> - Vocabulary from the unit that is being taught currently. - Key grammatical structures frequently used during the current unit. - Communicative language.
<p>Evaluation Instruments</p>
<ul style="list-style-type: none"> - Observation - Quizzes from the application.
<p>Evaluation Indicators</p>
<ul style="list-style-type: none"> - Active participation in the activity. - Capacity to understand written statements. - Capacity to produce a response to easy questions or statements. - Time needed to produce a response.
<p>Evaluation Criteria</p>
<ul style="list-style-type: none"> - Participation, interest shown, vocabulary and grammatical structures used, oral production and written comprehension will be established as evaluation criteria.

Activity 2: Dragging Game

This activity consists in creating a game in which the students have to drag the characteristics to the source. This game presents two different options in which it can be made and carried out. In the first one, the characteristics are written statements or vocabulary words, which will have to be dragged to either key words in which those characteristics are included, or said written statements or vocabulary words will have to be dragged next to a picture. The other option is that pictures of what is being studied in the unit must be dragged into boxes, which will have the main characteristic written in them. The activity will be carried out on the digital board, and the students will be asked to come to the front of the class, select one picture or word, and drag it to its source using their fingers or the digital pen.

This activity can be used as many times as needed, although it might be recommended to use twice per unit. The key is to combine Activity 1 and Activity 2 during the unit, alternately, to review content and vocabulary, and keep the students engaged and in tune with what has been taught before.

In order to carry out this activity, a digital board will be needed, and enough time for previous preparation.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To develop the students' range of foreign vocabulary. - To develop the students' ability to establish a relationship between concepts, or between concepts and visual elements. - To keep concepts clear and fresh in the students' minds along the unit.
Content
<ul style="list-style-type: none"> - Vocabulary from the unit that is being taught currently. - Key concepts from the current unit. - Key grammatical structures in the written statements.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation.
Evaluation Indicators
<ul style="list-style-type: none"> - Active participation in the activity. - Capacity to understand written statements. - Capacity to establish a relationship between concepts, or between concepts and visual elements. - Time needed to produce a response.
Evaluation Criteria
<ul style="list-style-type: none"> - Participation, interest shown, vocabulary and grammatical structures used, oral production and written comprehension will be established as evaluation criteria.

Activity 3: Mind map

This activity consists in creating mind maps using any online application. The one chosen for this dissertation has been Mindmeister, because it is an intuitive and easy online tool that will appeal to the eye of the young learners and will be easy to learn. Firstly, the teacher will create a mind map using this same tool, and will write the instructions the students must follow to complete the task. Then, the mind map and the instructions will be placed into a folder, and on the desktop of every computer in the ICT room. The students will have to open the instructions, follow them, and create their own mind map. They will be given written instructions at the beginning of the year, and as the year goes by, they will be given less instructions or be given more freedom, in order to build autonomy and independency. Finally, said maps will be saved into their personal USB, and printed out, so that they can have access to them.

This activity will be carried out at the end of every unit, in order to enable students to manipulate ideas and concepts with ease, help them to understand, communicate their knowledge effectively and summarise large pieces of information.

An ICT room with enough computers, an Internet connection, a printer and their personal USBs will be needed to carry out this activity.

Objectives
<ul style="list-style-type: none">- To develop a sense of enthusiasm while learning.- To develop the students' range of foreign vocabulary.- To develop the students' ability to establish a relationship between concepts.- To learn and manipulate ideas and concepts with ease.
Content
<ul style="list-style-type: none">- Vocabulary from the current unit.- Key concepts from the current unit.
Evaluation Instruments
<ul style="list-style-type: none">- Observation.- Mind maps.

Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to understand written statements. - Capacity to summarise ideas and concepts. - Capacity to establish a relationship between concepts, or between concepts and visual elements.
Evaluation Criteria
<ul style="list-style-type: none"> - Clarity in the presentation of the mind map, proper summarisation of the information, and proper organisation of said information will be established as evaluation criteria. Each student will also need to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 4)

Activity 4: “Bill Nye, the science guy” videos

This activity consists in watching episodes of the TV show “Bill Nye, The Science Guy. This show consists of 100 half-hour episodes in which different topics in Natural Science are treated. In each episode, the main character explains and teaches a preteen audience about different quimical reactions, interesting scientific facts, the discovery of natural secrets or interesting projects. This show has been succesfully used to promote science at schools and has been awarded numerous times. After watching the episode, said experiments can be examined and tried out, or questions about the episode can be asked, in order to make sure that there has been a minimun comprehension of what they have been shown.

This activity can be carriet out at the end of each unit, so they can get familiar with the character and adopt him as part of the school year, and they will also feel rewarded for their work during this period.

In order to carry out this activity, a digital whiteboard and a computer that can reproduce video, a sound system, and different materials depending on the topic related, will be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To develop the students' range of foreign vocabulary. - To awake the students scientific curiosity.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Prompt response to the questions asked, if done.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to understand oral input. - Capacity to look up information. - Communicative exchanges with the group. - Interest and attention shown for the activity.
Evaluation Criteria
<ul style="list-style-type: none"> - Participation, interest shown, vocabulary and grammatical structures used and oral production will be established as evaluation criteria.

Activity 5: Video&Questions

This activity consists in choosing a topic of interest that can awake the students' scientific interest. Once the topic has been chosen, the teacher will find a video on The Internet that fits this topic and that is clear and easy to understand, so that the students can build on it. After that, using the online tool "Blubbr", the teacher will create a questionnaire, ask the students about their prior knowledge of said topic, or ask them to reflect on what they have just learnt, and what they think of said topic compared to what they thought they knew before.

This tool allows teachers to put together video and questions, which can appear on the screen when needed. The activities or questions will be thought so that they have

to present what they know about what they are about to watch, respond to questions during the viewing of said video, and finally respond to the rest of the questions and reflect on the video and its implications. This activity is a good example of how new technologies can allow students to have a realistic experience related to any natural science topic without leaving the classroom. This video quizz can be later uploaded to the school Science blog, so that parents can participate of their children achievements and progress, and can revise with them, show interest and help them at home.

This activity can be carried out twice per term, since it might be time consuming while making it, but will build joy and comfort while being carried out, and enthusiasm for the subject.

In order to complete this activity, a digital whiteboard, a sound system, a computer and Internet connection will be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To develop the students' range of foreign vocabulary. - To awake the students scientific curiosity.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic. - Key concepts.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Participation. - Prompt response to the questions asked.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to understand oral input. - Communicative exchanges with the group. - Capacity to establish a relationship between concepts, or between concepts and visual elements.

- Time needed to produce a response.
Evaluation Criteria
- Participation, vocabulary and grammatical structures used and oral production will be established as evaluation criteria. Each student will also need to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 5)

Activity 6: Activation of Prior Knowledge

This activity consists in using the technology available at the classroom to set the ambience for the lesson that is about to be carried out. In the past, teachers might have used posters or the photographs in the textbook for that purpose, but nowadays, the technology available allows us to surround the students with input related to all of their senses. Thus, teachers will have many resources at their disposal to activate the students' prior information, explain new concepts and build new knowledge from there.

This activity can be used every time the teacher decides to. The range of resources from where teachers can get input is large enough so that it can be used in every lesson without the audience rejecting it.

In order to complete this activity, a computer, a digital board and Internet connection will be needed. A sound system might also be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To activate prior knowledge. - To develop the students' range of foreign vocabulary.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic. - Facts related to the topic.

Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Participation.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to communicate in the foreign language. - Communicative exchanges with the group. - Capacity to establish a relationship between concepts, or between concepts and visual elements. - Interest and attention shown for the activity.
Evaluation Criteria
<ul style="list-style-type: none"> - Participation, interest shown and vocabulary will be established as evaluation criteria.

Activity 7: Natural Science Magazine

This activity consists in creating a Natural Science Magazine. The students will be divided into groups of three to five people. Each group will be assigned a topic or interview by the teacher, which will try to focus on local natural features when possible. They can also design games such as crosswords or word searches. In the last session of each term, and once the units for said term are finished, the topics will be assigned and the teacher will put in each individual USB instructions on how to emulate a written publication (columns, picture settings, headlines...). Then, the students will be asked to look up information on The Internet, collect personal photographs when possible, or download them from the net, and write in their own words about the topic selected. This activity will take place at the ICT room, so that the teacher can walk around the classroom helping the groups when in need. After finishing the investigation and the writing phases, the groups will deliver their documents to the teacher, who will design a cover and an index for the magazine, and who will put together every article. Then, said magazine will be uploaded to the school website so that every parent, teacher or student can have access to it.

In order to carry out this activity, an ICT room with computers, Internet connection, cameras and a school blog will be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To fix the students' learnt vocabulary along the term. - To awake the students' scientific curiosity. - To awake the students' nature judgment and opinion. - To develop the students' computing skills. - To develop the students' ability to look up and summarise information. - To develop the students' ability to establish a relationship between concepts.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic. - Key concepts. - Grammatical structures. - Organisation.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Participation. - Written essays.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to establish a relationship between concepts, or between concepts and visual elements. - Capacity to look up and summarise information. - Capacity to form an opinion about a natural science topic. - Capacity to follow instructions and write an essay. - Capacity to work as a team.
Evaluation Criteria
<ul style="list-style-type: none"> - Participation, vocabulary and grammatical structures used and written production will be established as evaluation criteria. Each student will also need

to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 6)

Activity 8: Documentary

This activity consists in creating a video documentary, such as the ones on TV, related to any natural science topic the students or teacher find suitable. The video maker chosen for this dissertation has been “Wondershare Video Editor” because of its intuitive and easy-to-use interface and versatility, which will allow students to edit videos, pictures and audio. In order to complete this activity, the students will select a topic (pollution, local customs, local fauna...). Then, they will be asked to collect pictures and/or make videos related to the chosen topic. If pictures appear on the final documentary, they will be asked to record and add audio, so that a narration of the topic can happen. The documentary will necessarily have a script, exposing the topic, and the points to talk about, which will be approved by the teacher prior to the beginning of the filming. The students will also have a Word document in their personal USBs, with an easy video editor tutorial, written by the teacher.

The activity will be carried out in groups of three to five people, so that every person involved has to contribute. The students will be told about the activity at the beginning of the school year, but the topics will not be selected until the final month, since it will be considered as a final year project. Once they have studied all the units and have been taught all the vocabulary and grammar structures, they will be ready to complete said project in the final lessons of the school year.

In order to carry out this activity, a camera or a phone that can take pictures and record videos, a computer and a voice recorder will be needed.

Objectives
<ul style="list-style-type: none">- To develop a sense of enthusiasm while learning.- To fix the students’ learnt vocabulary along the year.- To awake the students’ scientific curiosity.- To awake the students’ nature judgment and opinion.- To develop the students’ computing skills.

Content
<ul style="list-style-type: none"> - Vocabulary related to the topic. - Key concepts. - Grammatical structures.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Participation. - Final Natural Science Project.
Evaluation Indicators
<ul style="list-style-type: none"> - Communicative exchanges with the group in the foreign language. - Capacity to establish a relationship between concepts, or between concepts and visual elements. - Capacity to form an opinion about a natural science topic. - Capacity to follow instructions and manoeuvre the video editor. - Capacity to work as a team.
Evaluation Criteria
<ul style="list-style-type: none"> - Participation, vocabulary and grammatical structures used and oral production will be established as evaluation criteria. Each student will also need to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 7)

B) Arts&Crafts

Activity 1: Gimp/App

This activity consists in using the computer program Gimp or an editing application for tablets. The application would only be used if the school were equipped with said resource, which in the future might be. Nowadays it is not, but the activity could be carried out by using either resource, now or in the future. The students will be taken to the ICT room if possible, and will be shown on the projector an example of how a photograph can be edited using the different tools the program provides. The

students will be taught only basic but useful tools. After being shown the example by the teacher, they will be given a copy of a photograph and a word document describing what it is required from them and what tools they must use. They will follow the instructions, and do what they are asked to do individually. They could be given an approximate example of what the photograph should look like at the end, but only if the objective is to master the techniques, and not to let them create something on their own.

This activity can be carried out in one or two sessions, although it should be repeated along the year to build up said abilities.

In order to complete this activity, an application or the computer program “Gimp”, a computer for each student, and USBs will be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To develop photography editing skills. - To awake the students’ artistic sense. - To follow and manoeuvre written instructions in L2. - To develop the students’ computing skills. - To improve the students’ range of vocabulary in L2.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic. - Key concepts.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Final task.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to understand written input. - Capacity to follow written instructions. - Capacity to manoeuvre with the program. - Capacity to establish a relationship between concepts, or between concepts and

<p>visual elements.</p> <ul style="list-style-type: none"> - Interest and attention shown for the activity.
<p>Evaluation Criteria</p>
<ul style="list-style-type: none"> - Final result, time needed to finish the task, accuracy (if asked) and creativity will be used as evaluation criteria. Each student will also need to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 8)

Activity 2: Photography Contest.

This activity consists in creating a photography contest in which students will have to participate. Each pupil will be asked to deliver one photograph which will feature some aspects of the subject that they will have been taught previously, from parallels to dots, geometric shapes or any other concept related to the subject, that happen in real life. For example trees forming parallels, stones forming an image, etc. The photographs will be exhibited on the wall of the school hall and the students from other years will be asked to vote for their favourite. It will be up to the teachers to decide on the prizes of said contest.

This activity will be carried out at the end of the year, so that the students can have enough knowledge of the aspects they will be required to feature in their photograph.

In order to complete this activity, digital cameras and printers will be needed.

<p>Objectives</p>
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To develop photography skills. - To awake the students' artistic sense. - To be able to take into account the aspects that must form the photograph. - To improve and fix the students' range of vocabulary in L2.
<p>Content</p>
<ul style="list-style-type: none"> - Vocabulary related to the topic.

- Key concepts.
Evaluation Instruments
- Observation. - Final voting.
Evaluation Indicators
- Capacity to understand oral input. - Capacity to manoeuvre with the digital camera. - Capacity to establish a relationship between concepts and visual elements. - Interest and attention shown for the activity.
Evaluation Criteria
- Final voting count, artistic sense and accuracy will be used as evaluation criteria.

Activity 3: Art Investigation.

This activity consists in the investigation by the students of some of the world's most famous artists, either from the past or present. The students will be taken to the ICT room if available, or they could use their personal laptops, and they will be asked to investigate about different types of art and different artists. They could be given examples by the teacher. Then they will be asked to make a power point presentation which will include some of the artist's data and history and some photographs of their work. The students will also be asked to explain what they like about the artist's work to the rest of the class.

This activity will be carried out once along the school year, when the teacher decides it fits best.

In order to carry out this activity, a computer per student, Internet connection and a digital whiteboard will be necessary.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To learn about different types of art. - To awake the students' artistic sense. - To be able to judge what type of art they like. - To improve and fix the students' range of vocabulary in L2.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic. - Key concepts.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Final powerpoint presentation. - Clarity and accuracy.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to understand oral input. - Capacity to manoeuvre with the program Powerpoint. - Capacity to judge and decide on what type of art they like. - Capacity to speak in front of people in a foreign language. - Capacity to explain their choices.
Evaluation Criteria
<ul style="list-style-type: none"> - Final result, time needed to finish the task and vocabulary utilized will be used as evaluation criteria. Each student will also need to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 9)

Activity 4: Making a Comic

This activity consists in creating a story while using the computer program “Pixton”, which allows the students to create a comic and fill in the bubbles with dialogues. The students will be shown a brief Youtube video demonstration on the possibilities of said program. Then they will be asked to make groups of two to three

people and to come up with a brief story and dialogues so that they can fill ten bullets. After finishing the dialogues, the teacher will review them and correct them, and then they will continue with the computer program and the comic. After finishing this activity, the comic strips will be shown on the digital whiteboard and the students will be asked to read the bubbles to their classmates.

This activity can be carried out once or more than once, since it allows the students to review content and grammatical structures in the dialogues.

In order to complete this activity, computers, Internet connection, the computer program “Pixton” and a digital whiteboard will be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To learn about comics. - To awake the students’ artistic sense. - To be able to invent a story and its dialogues. - To improve and fix the students’ range of vocabulary and grammatical structures in L2.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic. - Key concepts.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Final comic strip. - Vocabulary and grammatical structures used.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to establish a relationship between dialogues and scenes. - Capacity to manoeuvre with the program Pixton. - Interest and attention shown for the activity. - Capacity to speak in front of people in a foreign language.

- Capacity to use vocabulary and grammatical structures correctly.
Evaluation Criteria
- Final result, accuracy between dialogues and scenes, vocabulary and grammatical structures utilized will be used as evaluation criteria.

C) Physical Education

Activity 1: Progress

This activity consists in recording with video cameras the students' progress and achievements. At the beginning of each unit, or when the teacher thinks it might help the students' progress, the pupils will be recorded trying the movements, games or activities they are asked to try, for the first time. Then they will be shown the recording and the teacher will point out general mistakes that they might have made. After some practice, they will be recorded again, and then they will be shown their progress or persistent mistakes. This activity will help them improve and perform at a better level, achieving improvement in static and dynamic balance, complex movement with non-dominant body parts, basic physical abilities, improve teamwork and group activities, help them with their body language and enrich improvisation and musical response.

This activity can be carried out at the beginning of each unit or exercise that the teacher thinks it may help. In order to complete this activity, a video camera and a digital whiteboard will be needed.

Objectives
<ul style="list-style-type: none"> - To correct performing mistakes. - To learn about their body. - To awake the students' sense of the external world. - To be able to detect mistakes and learn from them. - To improve and fix the students' range of vocabulary in L2.
Content
<ul style="list-style-type: none"> - Vocabulary related to the topic.

- Key concepts.
Evaluation Instruments
- Observation. - Evolution of the performance.
Evaluation Indicators
- Capacity to establish a relationship between what they are shown and their performance. - Interest and attention shown for the activity. - Capacity to perform in front of the people. - Capacity to use vocabulary and grammatical structures fluently.
Evaluation Criteria
- Final result, gap between the beginning and the final performance, vocabulary and grammatical structures utilized will be used as evaluation criteria.

Activity 2: Let's dance

This activity consists in dancing to a song. The students will be asked to select a song which will be later approved by the teacher. Then, they will be asked to come up with different dancing steps that feature different tools used in the P.E. classroom and movements perviously taught. Then they will be separated in groups of two to three people, and placed in different parts of the school. After a rehearsal period, the teacher will start recording the video, and without stopping the recording, will go from the first students to the last ones, filming their performance to the song playing. After the dacing part is finished, the teacher will be in charge of editing the video and adding the song to the recording. The students will be shown the final result, and the videoclip will be uploaded to the school website so that families can watch it.

This activity will be carried out once along the year, and it will be up to the teacher to decide when it fits best.

In order to carry out this activity, a video camera, a computer, Internet connection, a video editor, a song and a digital whiteboard will be needed.

Objectives
<ul style="list-style-type: none"> - To perform and dance to a song. - To learn to respond to musical and rhythmical stimulus. - To learn about their body. - To awake the students' sense of the external world. - To be able to detect mistakes and learn from them. - To be able to be part of group activities and work as a team. - To be able to manoeuvre with physical tools such as balls, rackets or bars.
Content
<ul style="list-style-type: none"> - Key concepts. - Physical abilities
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Final performance.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to keep rhythm and basic physical abilities and movements. - Interest and attention shown for the activity. - Capacity to perform in front of people. - Capacity to use vocabulary.
Evaluation Criteria
<ul style="list-style-type: none"> - Final result, final performance, and vocabulary utilized will be used as evaluation criteria.

Activity 3: Traditions

This activity consists in developing global awareness. They will be divided into groups of three to five people. Then, as a group and with the help of the teacher, the entire class will brainstorm typical Asturian sports. After that, they will be asked to

investigate on the Internet about other people’s cultures and the sports they practise. They will be asked to select a sport and make a PowerPoint presentation in which they will show the key concepts of said sport, the location, some data of the culture it belongs to and some photographs to illustrate the speech. When possible, they will also be asked to teach the rest of the class said sport, using the tools available at the school, or bringing cheap or recycled materials from home.

This activity will be carried out once along the school year, and it will take several sessions to be completed, since there will be a time for investigating, and a time for each group to show their findings.

In order to complete this activity, Internet connection, P.E. tools, a digital whiteboard and a place to perform said games will be needed.

Objectives
<ul style="list-style-type: none"> - To discover new cultures and sports. - To learn about different cultures. - To awake the students’ sense of the external world. - To be able to teach a sport to the rest of the students and the teacher. - To be able to be part of group activities and work as a team. - To be able to manoeuvre physical tools such as balls, rackets or bars. - To be able to use computing tools.
Content
<ul style="list-style-type: none"> - Key concepts. - Physical abilities. - Grammatical structures.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Final presentation.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to explain their findings.

<ul style="list-style-type: none"> - Interest and attention shown for the activity. - Capacity to perform in front of people. - Capacity to use vocabulary and grammatical structures. - Capacity to value others' cultures.
Evaluation Criteria
<ul style="list-style-type: none"> - Final result, fluency when speaking in front of the group, vocabulary and grammatical structures utilized will be used as evaluation criteria. Each student will also need to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 10)

C) Mathematics

Activity 1: Calculus

This activity consists in carrying out mathematical operations while using ICT resources. Using the website www.docentestic.es, the teacher will present on the digital whiteboard activities found on the website, which cover all the mathematical operations they are required to learn. These activities are presented in a fun, colorful way, and require students to stand up, use their hands, touch the screen, manipulate and move tools and numbers and are engaging and appealing to the students.

This activity can be carried out in every unit as a review of what they have been taught, or can be used as a reward at the end of every unit, so that the students feel they have earned an appealing and engaging prize, while learning.

In order to complete this activity, individual laptops or computers, a digital whiteboard and Internet connection will be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To learn about mathematical operations. - To review and fix content and abilities. - To be able to perform in front of the group. - To be able to use computing tools.

- To be able to solve mathematical operations.
Content
- Key concepts. - Calculus abilities.
Evaluation Instruments
- Observation. - Accuracy.
Evaluation Indicators
- Capacity to solve operations. - Interest and attention shown for the activity. - Capacity to perform in front of the group. - Capacity to use vocabulary.
Evaluation Criteria
- Accuracy, time needed to complete the task and vocabulary utilized will be used as evaluation criteria.

Activity 2: Currency

This activity consists in developing the students' vocabulary and knowledge referred to basic commercial transactions. Using the website www.kidsmathgamesonline.com/money.html the teacher will present the students fun and engaging games about money exchange and commercial transactions, while using the vocabulary, the grammatical structures and the mathematical operations needed to complete the tasks. They will face situations in which they will have to give the change to customers, go on a bus ride or go shopping, and more real-world situations they will face outside the school walls. It will be up to the teacher to present these games on the digital whiteboard and ask them to come to the front of the class and carry out the activities, or take them to the ICT room and allow them to experiment on their own, and allow them to select what games and experiences they want to be part of.

This activity can be carried out in the units related to the topic as a review of what they have been taught, or can be used as a reward at the end of said unit, so that the students feel they have earned an appealing and engaging prize, while learning.

In order to complete this activity, Internet connection, a digital whiteboard and/or individual computers will be needed.

Objectives
<ul style="list-style-type: none"> - To develop a sense of enthusiasm while learning. - To learn about mathematical operations. - To review and fix content and abilities. - To be able to perform in front of the group. - To be able to use computing tools. - To be able to solve mathematical operations. - To be able to deal with real-world situations related to money exchanges.
Content
<ul style="list-style-type: none"> - Key concepts. - Calculus abilities.
Evaluation Instruments
<ul style="list-style-type: none"> - Observation. - Accuracy.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to carry out money exchanges accurately. - Interest and attention shown for the activity. - Capacity to perform in front of the group. - Capacity to use vocabulary.
Evaluation Criteria
<ul style="list-style-type: none"> - Accuracy, time needed to complete the task and vocabulary utilized will be used as evaluation criteria.

Activity 3: Room Blueprint

This activity consists in developing the students' interest for describing and representing the world around them. They will be asked to bring a photograph of a room of their house when possible, or take one of any classrooms at the school. Then, they will be asked to use a tape measure to calculate the dimensions of said room. After that, using the computer program "Gimp", they will be asked to represent the room and the main features on a scale as a blueprint. The teacher will give them written instructions in a Word document and an example of how the final document should look like. The teacher will also tell them what scale to use and will assist in any difficulties the students might find with the computer tool or the scale system. The students will be asked to present the final result in a Word document where the photograph and the blueprint can be found, one next to the other. The designs will be then shown on the whiteboard so that they can be discussed, and any problems the students might have had can be solved.

This activity will be carried out once along the year, and it will take more than one session, since it might be challenging for the students.

In order to complete this activity, a digital camera, a digital whiteboard, the computer program "Gimp" and a text editor will be needed.

Objectives
<ul style="list-style-type: none">- To develop a sense of enthusiasm while learning.- To learn about scales and spatial representation.- To revise and fix content and abilities.- To be able to use computing tools.- To be able to use scales correctly.
Content
<ul style="list-style-type: none">- Key concepts.- Scales.
Evaluation Instruments
<ul style="list-style-type: none">- Observation.

- Accuracy.
Evaluation Indicators
<ul style="list-style-type: none"> - Capacity to represent the reality. - Interest and attention shown for the activity. - Capacity to manoeuvre with scales. - Capacity to use characteristic vocabulary.
Evaluation Criteria
- Final result, accuracy and vocabulary utilized will be used as evaluation criteria. Each student will also need to get at least 3 points in the different evaluation indicators of an estimation scale. (Annex 11)

5 CONCLUSION

The importance of the ICT in any school, and in bilingual contexts in particular, as it has been shown in this dissertation, is essential when preparing the students for the real world.

The Internet and the development of the ICT have connected the people globally, and those people interact with each other in a language which is usually not their mother tongue. Said individuals are required to use tools, information and language in a communicative way in order to achieve a satisfactory exchange of information. The tools necessary to develop individuals that can carry out this goal can be given to them at the school level. The methodology proposed aims at carrying out a global formation of the students, which allows them to learn about content, language, values, and communication.

After analysing the CLIL approach, the ICT and their implications, different authors and their theories, it can be said that:

- The CLIL approach will provide the students with learning experiences in which they can learn content while learning the foreign language, and learn foreign language while learning established sets of content. While doing so, they will learn about the culture linked to said language, and have a purpose for the acquisition of the L2.
- The CLIL approach allows students to build on their previous knowledge, and acquire a competence in L2. Said competence will not just refer to knowing about codes and grammatical rules, but how to use a language and negotiate meaning.
- The CLIL approach will affect four specific dimensions that are key when forming an integral individual: content, cognition, communication and culture.
- The use of CLIL provides benefits in cultural, linguistic and pedagogical regards.
- The ICT pursues the achievement of several objectives, such as participation, innovation, interaction and the creation of contexts where the students feel the teaching-learning process of a language has an end.

- All these factors will affect the students' motivation, which is a key element when learning a foreign language.
- The promotion of the ICT in the school system requires equipment and resources that can also have some difficulties, such as economic and formation problems, management difficulties and technical and security matters.

All these points help the idea that, if governments continue to support these approaches and methodologies, and the school community favours its pursuit, the teachers will be able to create contexts and utilize methodologies that will allow the school system to bring up complete integral and communicative students who will be competent in a foreign language while reducing the school failure in the acquisition of the linguistic competence, which will benefit from all the advantages that this approach provides.

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7 ANNEX

Annex 1: group interview among teacher 1, teacher 2, teacher 3 and teacher 4.

1-La motivación es un pilar clave en el proceso de E-A. En su opinión, ¿Cómo afecta la motivación a ese proceso, y el uso de las TIC?

-*Teacher 1:* siempre es mucho más enriquecedor y mucho más satisfactorio para ti el ver que los aprendizajes ellos los van adquiriendo y los van asumiendo de una manera que da la sensación de que no les supone un esfuerzo, y sobre todo interactuando entre ellos. Eso para ti es muy satisfactorio.

-*Teacher 2:* Cuando estás con algo que te gusta, siempre se te queda mejor retenido en la memoria, eso está claro. Cuando tienes algo que lo estás haciendo porque lo tienes que hacer y no tienes ningún tipo de motivación, a los diez minutos se te olvida. Entonces por supuesto a ellos les ayuda muchísimo, y a ti como docente también, porque tiras mucho más. Piensas “este trabajo parece que está resultando. Entonces parece que estoy haciéndolo bien, por este camino sigo, mira esto les gusta”. Para ellos tiene un propósito y es mucho más gratificante. Yo creo que perdura muchísimo más que cualquier otra cosa que les enseñes sin ningún tipo de motivación.

-*Teacher 3:* la asignatura más fea del mundo, si la da un señor que haga motivación, que haga amena la clase y demás, se convierte en la más guapa. Con eso está dicho todo.

-*Teacher 4:* yo creo que la motivación es necesidad. Si tu estás motivado en algo es porque tienes esa necesidad, y entonces pones todo de tu parte. Incluso más de lo necesario a veces. Es como decían los mayores, “cuando se junta el hambre con las ganas de comer...”. No es solo lo que favorece, también engrasa y además lo que tu has trabajado se asentó de verdad sobre lo que tu ya sabías. Un aprendizaje constructivo.

2-¿Cómo creen ustedes que afecta o mejora el proceso de enseñanza-aprendizaje la utilización de TIC en el aula?

-*Teacher 4:* yo creo que todos estaremos de acuerdo en la motivación. A los niños abrirles este mundo, este campo, les motiva. Entonces ahí tienes mucho ganado, porque si tienes que partir de algo que les interese a ellos y resulta que esto les interesa, pues miel sobre hojuelas, trabajas mucho mejor. Esto te facilita mucho también todas las tareas que suponen investigación. Antes había que ir a la biblioteca a buscar algo, y

ahora lo tienes. Además puedes buscarlo desde muchos ámbitos. La tarea difícil nuestra es enseñarles a buscar, que no es tan fácil, pero es progresivo también.

-*Teacher 3*: si un niño, con tres, cuatro, cinco años, maneja el móvil de papá o mamá, no tener TIC en el colegio me parecería una aberración. Estamos en los tiempos que estamos.

-*Teacher 1*: no podemos ir de espaldas a la evolución de la propia realidad.

-*Teacher 2*: ellos quieren algo rápido, que les entre bien por los ojos, muy visual, con mucho movimiento. Tienen los cinco sentidos alerta y no tengo el libro delante, que me aburre, que no se mueve y que no me cuenta nada.

3-¿Creen ustedes que las TIC mejoran o facilitan la adquisición de la competencia comunicativa?

-*Teacher 3*: sí, yo creo que desarrolla todas las competencias. No puedes ir en contra de algo que la sociedad tiene ahí, totalmente. Luego, hablando de comunicación, hay que también tener cuidado, ver dónde está el límite de estar “whatsappeando” todo el día, y tener a la persona a un metro de ti y estar mandándose mensajes, en vez de estar hablando. Esos son los límites donde sí creo que la escuela tiene mucho que hacer. Mucho trabajo, y difícil. En cuanto a comunicación creo que sí, es muy bueno, ayuda mucho a los niños, pero también es cierto que fuera de la escuela ves que la comunicación se puede resentir.

-*Teacher 2*: yo no lo trabajo con ellos porque me parece que son muy pequeños, pero sí que a un nivel superior, por ejemplo el hecho de decir “me voy a conectar con un chico de no se donde, a través de mails, o de Whatsapp o de Skype” eso es una ventaja tremenda.

-*Teacher 1*: yo veo las TIC muy importantes también en los niños con problemas. Yo por ejemplo, tengo un niño en clase, y si le pones una canción con “bra, bre, bri, bro, bru”, el caso es que se aprende la canción, y como le salen los subtítulos, aprende la canción, aprende cuentos, y está plenamente concentrado. Y además es capaz de contarte, o es capaz de salir y explicarte una diapositiva. La competencia comunicativa la mejoran y la facilitan, todo dentro de sus límites y sus cauces. Tampoco podemos dar lo que sería el paso a considerar todo TIC. Todo tiene su riesgo y sus límites. A mí lo de los móviles es algo que me tiene sorprendida, porque sales por ahí y ves un grupo de chavales, que pueden estar hablando, pero por el aparato. Se está perdiendo la fluidez. Sí, ganas en manejo, pero bueno...

4-¿Cómo ha cambiado su forma de enfocar las clases con la aparición y desarrollo de las TIC en comparación con el pasado? ¿En qué creen que han mejorado?

-*Teacher 4*: a ver, es otro mundo, pero yo te voy a decir, lo primero de todo, ¿en qué lo noto? En que cada vez dudo más. Esto, por contra de pensar que va todo a mejor, a mí me hace plantearme muchas más cosas: ¿estoy haciendo bien esto?, ¿merece la pena cambiar?. Lo principal está en que te sales del libro de texto. A ti el libro de texto te encarrilaba tanto que tú podías vivir feliz ahí. Pero ahora Internet es una herramienta más

-*Teacher 3*: yo para mí, fueron una motivación las TIC. Yo cuando empecé con el Moodle, hace tres años o cuatro que empezaríamos, para mí fue empezar a trabajar de otra manera. Me abrió expectativas a mí, a parte de los críos. Me creó ilusiones nuevas, me hizo ver la educación de otra manera, y el que me quedé ilusionado fui yo. Si no ya hubiera cambiado de colegio. Esto te hace tener una motivación.

-*Teacher 2*: pues el Inglés es muchísimo más visual. Tenerlo todo ahí metido, que des al botón y salgan un montón de videos, y que los niños de verdad estén viendo a niños ingleses, hablando, escuchando su acento y demás, con eso los ganas muchísimo. Luego a la hora de Science o Nature, te da un juego tremendo. Los atraes mucho más. Antes era libro puro y duro, el radiocasete y el DVD, pero muy poco. Ahora tienes muchísimas más posibilidades. Te lleva horas detrás, andar buscando lo que quieres, pero posibilidades infinitas.

-*Teacher 1*: a mí me gustaría liberar un poco más del libro de texto, aunque coincido con *Teacher 4*. A veces me da un poco de miedo, sobre todo inseguridad. Inseguridad ilusionante. Tienes tus dudas pero eso no te hace recular, sino que te hace seguir investigando. Seguir avanzando. Sí es cierto, me imagino que todos, le dedicamos un montonazo de horas, y por otra parte lo que no me imagino ahora sería llegar a clase y estar sin la pizarra digital. De hecho yo el encerado lo utilizo de soporte, para láminas, dibujos y tal. Tener ahí el ordenador, siempre y cuando funcione la conexión, etc, si algún niño tiene alguna duda o cualquier cosa puede decir “lo voy a consultar”, y se levantan, lo miran y lo buscan. Antes o lo traías todo buscado y preparado o... te condicionaba más.

5-¿Qué elementos, a parte del libro de texto, utilizan ustedes en sus clases, que puedan estar relacionados con las TIC?

-*Teacher 1*: yo a parte del libro de texto, que no deja de ser una herramienta más, utilizo mucho la pizarra digital y el ordenador, y luego utilizamos los ordenadores, ya que un día a la semana subimos a la clase de informática

-*Teacher 2*: ahora mismo con la pizarra digital y los libros digitales, lo tienes todo ahí metido, con lo que en realidad el video y el radiocasete quedaron fuera del aula. La comodidad del libro digital, de tenerlo todo metido ahí y usarlo en la pizarra, claro eso es una maravilla, trabajar con ello en el aula. Lo tienes todo ahí, es darle al botón y funciona. Corrige y todo desde ahí, así que en realidad hay cosas que ya quedaron fuera.

-*Teacher 3*: a parte de lo que dijeron, los miniportátiles. Nosotros tenemos un portátil para cada crío, y yo trabajo mucho con la plataforma Moodle, del campus de Educastur. Ahí hago todo: Lengua, Matemáticas y Sociales. Ellos entran y tienen sus actividades.

-*Teacher 4*: ahora estamos utilizando también una grabadora digital, que te capta el audio. Entonces tú lo metes rápidamente al ordenador y luego puedes hacer o componer tareas con eso, presentaciones o lo que sea. Tú puedes grabar con el ordenador. Por ejemplo, ahora estamos con los poemas. Ellos dicen una estrofa de un poema, lo grabas, y tú con esa grabación luego puedes hacer muchas cosas. Puedes añadirle una imagen, con una música de fondo, vienen a ser los podcasts. Pero con la grabadora digital es todo mucho más rápido, porque yo estoy ahora usándola en clase y funciona muy bien. Todos hacen silencio, ellos dicen la estrofa, para la grabación, y luego esa grabadora la conectas por USB al ordenador y tienes el archivo de sonido ya metido, entonces eso funciona muy bien. Pero bueno, yo como *Teacher 3*, con los miniportátiles, con el campus y la plataforma Moodle. Son plataformas de enseñanza a distancia. Y luego, lo que tiene esto, es que van apareciendo posibilidades nuevas, que yo voy encontrando muchas porque sigo a gente que está muy al tanto de estas cosas, vas probando y cuando encuentras algo que dices “esto...pita” y lo pones en marcha aquí, y de verdad “pita”, es la bomba. La última que descubrimos son cuestionarios sobre el tema que estás trabajando, pero está diseñado como forma de juego, con lo cual cada vez que se responde hay una puntuación, los niños ven según cuantas preguntas van pasando quien va ascendiendo en la lista de la clasificación... esto tiene una ventaja añadida, que está relacionada con el tema de las inteligencias múltiples, y es que hay

niños que ahora con un procedimiento distinto destacan sobre el resto, y eso tiene una ventaja enorme, para ellos que se ven que pueden, y para los otros que se ven por debajo. Yo solo le veo una pega, que es controlar la competitividad. Pero es positiva. Entonces tienes que utilizarla y controlar un poco los comportamientos, porque claro, surgen muchas cosas.

6-¿Qué comportamientos, favorables y desfavorables, observan ustedes en el aula relacionados con el uso de las TIC?

-Teacher 1: Por ejemplo favorables observo la iniciativa de ir a consultar alguna duda. O yo les hago una presentación en PowerPoint de un tema, y ellos quieren salir voluntarios a explicarlo. O leer un cuento sobre las imágenes. A lo mejor uno va leyendo y otro va pasando las páginas. Entonces favorables eso, que interactúan entre ellos. Desfavorables, en los pequeños la competitividad aún no demasiado. Tienen algún juego, en matemáticas, por ejemplo, donde sí se dicen “yo conseguí la medalla de oro” y “yo no, yo me quedé en la de plata” o “pues yo no juego porque ya voy perdiendo...”

-Teacher 2: favorables, la motivación. Desfavorables, que en algunos momentos hay tal descontrol en el aula que piensas, esto hay que cortarlo como sea, no puede ser. A veces no terminan de controlar ciertas actitudes. Entonces es ahí donde tú, como docente, debes decir no, hasta aquí.

-Teacher 4: Desfavorables no es fácil encontrarlas. Se me ocurren dos que a lo mejor ni siquiera son desfavorables. Una es cuando te encuentras con problemas tecnológicos. Cuando los niños tropiezan al hacer alguna actividad. Que de repente no va bien la red, o que el programa se cerró. Eso crea bastante zozobra como dice *Teacher 2*. A veces eso, en el seno de un grupo te resulta un poco difícil de abordar, porque claro, cada uno está a una historia. La cuestión es que a la vez que trabajan eso, nosotros tratamos de que ellos aprendan lo que pasa en clase. Bueno pues si te pasa eso, tú sabes que tienes que seguir estos pasos, pero claro, eso te añade mucho más trabajo. No es solo el contenido con el que están trabajando, sino que tienen que trabajar también con la herramienta. Por otro lado está lo que decía antes de las dudas. Yo antes era de llevar la clase muy lineal, que es el libro de texto. Seguimos todos por el mismo sitio, vamos todos haciendo tal cosa. En cuanto metes las tecnologías de la información en clase, eso se acabó. Cada uno se va por un sitio diferente, porque la manera de elaborar los trabajos es un abanico muy grande. Entonces yo tengo que plantearme cómo trabajar

con ellos sabiendo que cada uno está en un ritmo diferente y a una cosa distinta. Entonces yo tengo que acomodarme a eso. Y si encima tienes en clase a niños con necesidades especiales, con problemas de tal tipo o de tal otro. Eso es muy motivador también para ti y para ellos. Ahí funciona muy bien que se ayuden unos a otros. “No hombre no, ¡cómo vas a poner la tilde así!. La tilde se pone tal”. Eso crea un barullo, pero hay que vivir con ese barullo.

-Teacher 3: yo en el juego creé más competitividad. Pero estuvo muy bien, porque gente que se estaba quedando fuera, que eran buenos, no estaban pensando en si el de arriba era Pepito o Manolito, no. Ellos estaban pensando en que su puesto era el octavo. Y no sabían ni a quien tenían por encima. Les daba igual. Ellos tenían que llegar el primero, segundo... pero no era una competitividad directa, sino consigo mismos, que tampoco es mala. Para mí las desfavorables casi siempre son ajenas a lo que estás haciendo. Las infraestructuras son las que son, la conexión a Internet es la que es, y tienes que tener un plan B. En la enseñanza el plan B es imprescindible. Hay otra cosa también, y es que estamos dando la impresión de que todo es tan fácil, y no. Hay cosas que cuestan trabajo con los críos. Un crío, cuando ya empiezas a trabajar con las TIC un poco de continuo, se da cuenta de que ya no estás jugando, sino que estás trabajando. Y entonces a veces empiezan a aparecer los mismos problemas que aparecen cuando sigues el libro de texto. No es todo tan bonito. Es más visual, pero problemas hay. No son conscientes de que están trabajando, entonces a veces tienes que decirles “oye, no, no. Que yo estoy trabajando la asignatura de Lengua con este aparatito y con este otro. Pero tú tienes que ser consciente de que yo estoy trabajando en Lengua”. Entonces a veces les cuesta un poco.

7-¿Cómo afectan, en su opinión, las TIC a la relación del centro con las familias?

-Teacher 2: a las familias, en un principio, les gusta la idea. Esto de que los niños empiecen con las TIC es estupendo. ¿Con qué nos encontramos? Pues igual hay familias, cada vez muchas menos, que no tienen acceso a Internet en casa por ejemplo, o a un ordenador. Entonces se buscan otros caminos, como ir a la biblioteca. Pero las familias en general están contentas y les gusta. De hecho luego dicen “es que saben más los niños que yo, y no les podemos ayudar”. Luego también te encuentras con que hay familias que no saben lo que están haciendo. Se les escapa. No tienen ninguna posibilidad de ayudar a esos niños. Entonces ellos también tendrían que meterse un

poco más, y como padres decir “bueno, si se está haciendo tal cosa, déjame enterarme, a ver de qué va”. Hay familias que sí, lo hacen. Hay otras que no.

-*Teacher 1*: Yo estoy contenta porque tenemos un blog de clase, y muchas veces los padres te comentan: “Ya me dijo que metiste nuevas entradas” o “nos metemos en casa y vamos repasando”. Porque son sobre todo eso, actividades de refuerzo de lo que vamos trabajando en clase, y resulta muy motivante, para los niños y para los padres. O por ejemplo plantear una reunión, en la que el orden del día ellos lo van viendo, o cuales son los criterios. Es como una apertura, una forma diferente y nueva de plantearlo.

-*Teacher 3*: yo con los padres no vi ningún problema, y ninguna diferencia. Yo creo que los padres, a la mayoría, lo que les preocupa es que el hijo esté a gusto en clase. Si das la clase con las TIC muy bien y si las das sin las TIC, muy bien. Sí es verdad que yo todos los años que llevo con ellas, todos los niños tienen un portátil en casa o ordenador, con lo cual tampoco tuve ningún problema. Una alumna este año no tiene Internet, nada más. Yo creo que a los padres les preocupa bastante poco. Que nos preocupamos nosotros bastante más de las TIC que los padres.

-*Teacher 4*: la relación siempre es buena. Yo sí tuve algún caso de preocupación, porque de vez en cuando se pone muy de moda los riesgos con las redes sociales. Pero como ellos saben que nosotros trabajamos en un ámbito muy cerrado y muy oficial, no hay mayores problemas. Y hay ventajas. Nosotros lo que tenemos en el campus, y los niños lo que trabajan en el campus, eso lo ven los padres si quieren. Cuando les pongo un examen, un test a distancia, y lo corrijo, durante un buen tiempo está ahí publicado. Y solo tienen acceso los que tienen la clave, que es la familia.

8-Desde su rol en el centro, ¿qué problemas económicos, de formación, de seguridad o de cualquier otro tipo, presentan para ustedes las TIC?

-*Teacher 2*: el mayor problema que tenemos es la falta de conexión. Va fatal. Entonces ¿con qué te encuentras?. Vas a entrar en la red, la red no funciona. Vas a entrar en tal programa, resulta que el ordenador no se qué. Y si tienes formación en nuevas tecnologías, la mayor parte de las cosas, no todas, seguro que las puedes solucionar. Pero si tienes una formación de andar por casa, que te montas tú en casa, con dos horas a la semana que andas rabilando con el ordenador, la mitad de las veces andas detrás de *Teacher 4* (*coordinador de nuevas tecnologías*). Ése es el gran problema, que nos falta formación cantidad de veces para entrar a funcionar con las TIC, y luego que los medios tampoco... la Consejería dice que sí, que tenemos unos

medios estupendos y maravillosos pero en el fondo no es así. La velocidad que tenemos es muy escasa. La mitad de las veces vas a entrar y no va bien.

-*Teacher 1*: yo básicamente la conexión. Por que claro, ahora sin Internet es imposible. Tu traes una batería de actividades que presentas en la pizarra digital para que ellos salgan y vayan haciendo, interactuando, pero básicamente eso. Deberíamos tener algo de formación para no tirar tanto del coordinador. Los que ya tenemos una edad, lo que sabemos de TIC fue a base de tiempo, de interés propio y de inquietud tuya. Sobre todo yo al principio pensaba “es que si toco ahí, voy a fastidiar algo”. Y eso lo aprendí con los niños, que ellos iban y tocaban y no pasaba nada.

-*Teacher 4*: es una formación que no es una formación técnica. Se trata de utilizar herramientas. Solucionar problemas, eso no lo podemos enseñar nosotros. Un problema que hay es que desde la Consejería no tienen un plan a medio plazo. Aquí hubo un plan a largo plazo de dotación de equipos a los centros hace ocho o diez años, y estuvo bien. Fueron unas dotaciones buenas. El aula modelo que llamaban ellos, los miniportátiles y demás. Pero en informática ¿qué son ocho años?. Es una era geológica. Entonces qué pasa, pues que nos hemos quedado con unos equipos desfasadísimos. Como no hay un plan a medio plazo, de profundizar en los equipamientos, de facilitar a la gente aplicaciones sencillas, pero que funcionen y que sean de la organización de la Consejería, pues eso es lo que está fallando.

¿Y quién es el encargado del mantenimiento de esos equipos?

-*Teacher 4*: pues se ocupa la consejería en algunos casos, cada vez en menos, y si tienes un caso grave, el centro. Y el centro tiene un presupuesto muy pequeño.

-*Teacher 3*: yo, para mí, la Consejería lo hizo muy mal. La distribución de los portátiles, de hecho, están en los institutos la mitad guardados en un armario sin usarse, con lo cual tenían que haber quedado en los colegios. Lo que tenían que haber hecho es haber puesto primero, segundo, tercero y cuarto de la ESO con miniportátiles, y los otros tenían que haber quedado aquí. Nosotros tenemos miniportátiles en quinto y en sexto, pero los de quinto los compró el colegio. Y las pizarras digitales, excepto dos que las puso la Consejería, las otras las puso el colegio. Cuando la Consejería trajo la primera pizarra, casi todos los colegios la ponían en el aula de informática, y yo hablé con *Teacher 4* y dije “esta pizarra ahí no vale para nada, ¿por qué no la metemos en un aula, y así vamos poco a poco digitalizando el colegio?”. Nos costó años. La gente hizo muchísimo esfuerzo, porque hubo años que se gastó muy poco dinero, y se digitalizó el

colegio. El profesorado estuvo y está muy implicado. Hoy por hoy el principal problema no es económico, es de administración. Es de conexiones. Es de que se cayó un servidor y cosas así.

-*Teacher 4*: al problema que dice *Teacher 3* ellos le ponen la etiqueta de económico. La consejera te dice “no, no tenemos dinero para eso”. Yo no creo que sea un problema económico. Es un problema de que no hubo la planificación necesaria. Tú sabías cuando hace diez años cuando montaste toda esta equipación, que a los seis años o así hay que ir renovando elementos, y no la hubo.

¿Y con los niños en clase? ¿Problemas de acceso a alguna página?

-*Teacher 4*: de eso ya se encarga la consejería. Por ponerte un ejemplo, los niños no pueden entrar en Youtube. Y tuvimos un periodo que nosotros tampoco, pero protestamos. ¿Tú qué tienes, que enseñarles a navegar, a buscar información? entonces no les... es como si antiguamente dijeras “no, a la biblioteca no puedes ir, que hay cosas que no quiero que veas”. Lo que tienes es que enseñarles a buscarlas. Esa falta de previsión...

Annex 2: interview with Teacher 5.

1-La motivación es un pilar clave en el proceso de enseñanza-aprendizaje. En su opinión, ¿Cómo afecta la motivación a ese proceso, y el uso de las TIC?

Siempre afecta en positivo. Cualquier actividad que plantees a través de las TIC, eso es un hecho. Están muy motivados en ese sentido. Es rarísimo que plantees una actividad a través ya sea de los miniportátiles o con pizarra digital, y no estén motivados.

2-¿Cómo cree usted que afecta o mejora el proceso de enseñanza-aprendizaje la utilización de TIC en el aula?

Siempre mejora. Yo lo utilizo menos de lo que me gustaría, por varias razones. Primero, porque las clases son muy cortas, son cuarenta y cinco minutos. Entonces tú te tienes que asegurar que tienes que dar un contenido, y tienes que, digamos, desarrollar unas habilidades y demás en clase mínimas. Como las clases no son homogéneas, tienes distintos niveles de aprendizaje y demás, dificulta un poco el poder hacer más variedad

de actividades, y el poder decir “ahora voy a plantear una clase en la que vamos a repartir los ordenadores y ellos hacen unas actividades a través del ordenador”. Se pierde mucho tiempo, tiempo que luego no disponemos para recuperar con lo que tenemos que dar, que está contemplado en la programación que demos. Lleva mucho tiempo que lo adquieran, y que lo adquieran todos. A lo mejor es porque yo no me manejo mucho, y me agobio un poco en eso. Por ese motivo no uso tanto los portátiles. Si la clase fuese más homogénea y todos llevasen un mismo nivel de aprendizaje y un mismo ritmo de aprendizaje, entonces yo incorporaría más eso. Sí me gustaría incorporarlo más.

3-¿Cree usted que las TIC mejoran o facilitan la adquisición de la competencia comunicativa?

La competencia comunicativa en el sentido de comprensión, puesto que a través del ordenador podemos estar haciendo actividades más que nada de listening, o desarrollando distintos tipos de habilidades dependiendo de las actividades. De producción oral, un poco menos, porque normalmente lo que están haciendo es recibir. Comprensión oral. Expresión oral, podrían plantearse actividades donde a la vez estén produciendo expresión oral, pero tendrías que recurrir al ordenador y hacer algún tipo de actividad de listening, o donde ellos se pudiesen grabar y luego ver como lo hicieron. Facilitarían todo lo que es la comprensión oral mucho. La expresión oral podrían facilitarla si las utilizas para hacer ejercicios más dados a la pronunciación.

4-¿Cómo ha cambiado su forma de enfocar las clases con la aparición y desarrollo de las TIC en comparación con el pasado? ¿En qué cree que han mejorado?

Por ejemplo, en las áreas de inglés ha cambiado muchísimo, eso si es verdad. Hace unos años no tenías muchos recursos. Tenías nada más lo que te proporcionaban las editoriales o tú mismo ibas consiguiendo, que era básicamente material escrito, y de apoyo visual. Imágenes, diccionarios de imágenes, etc. Y todo lo que venía con CDs de audio. Pero luego al incorporarse todos los recursos que puedes conseguir por Internet, material de video, material de audio, material de todo tipo... en ese sentido se ampliaron los recursos infinitamente. Además cada año salen nuevos. También otra cosa, y es que al incorporar cosas de Internet, también puedes incorporar material en digamos versión nativa. Antes las editoriales, era material hecho en España, pero ahora puedes acceder a material hecho en cualquier país. Es decir, tú puedes acceder a material editado y que se

utiliza en Estados Unidos, en Gran Bretaña, en Nueva Zelanda... y puedes acceder de inmediato a todo ese material.

5-¿Qué elementos, a parte del libro de texto, utiliza usted en sus clases, que puedan estar relacionados con las TIC?

Utilizamos mucho el libro de texto, y el libro de actividades, pues como tenemos mucha diversidad en el aula, para mantener una línea común y una base. Dentro de eso también utilizamos mucho Internet y los recursos audiovisuales de todo tipo: videos, listenings... En Internet más que nada en estos últimos cursos, estoy incorporando siempre que puedo videos, por ejemplo de Youtube, que puedes encontrar muchos videos explicativos. Por ejemplo con los pequeños el abecedario. En vez de trabajar el abecedario como toda la vida, con una canción, que la repites y la repites, aquí encuentras más variedad y un apoyo visual, que les gusta mucho. Incluso con algunos personajes de animación. Encuentras mucha variedad de elementos que contribuye a que capten más la atención del alumnado. Básicamente recursos de Internet. Material audiovisual nosotros solemos tener bastante, porque nos lo proporciona las editoriales, o materiales que ya tenía el profesor de cursos anteriores.

6-¿Qué comportamientos, favorables y desfavorables, observa usted en el aula, relacionados con el uso de las TIC?

Favorables que normalmente consigues mucha más motivación y atención, en lo que es el global de la clase. Desfavorables, pues como es una actividad, que por las características que tiene, siempre tienes alguno que se escaquea. El que por ejemplo no está muy interesado en la asignatura, o llegan al momento en que ya tuvieron bastante o algo no les interesa, es más fácil que se escapen y no participen. Y a veces la competitividad se puede descontrolar, porque siempre tienes a un grupo que va mejor, y que siempre quiere participar, y saltan por encima de otros... pero bueno, si haces el cómputo general, al final siempre es positiva la actividad, porque dentro de todo tú puedes controlar a esos dos o tres que se te van a ir por peteneras, y captar un poco su atención mandándoles salir, o contestar.

7-¿Cómo afectan, en su opinión, las TIC a la relación del centro con las familias?

Concretamente, yo no me comunico con las familias a través de las TIC. Quiero decir, no les mando emails ni tengo un blog, porque tampoco tengo tiempo para

mantenerlo. Podrías hacerlo, porque hay gente que sí hace un blog de primer, de segundo o de tercer ciclo, pero luego más o menos lo va manteniendo. Yo eso no lo puedo hacer porque no dispongo de tiempo para mantener eso al día, no lo hago por no lo tener mal hecho. Yo considero que si hago un blog, luego tengo que estar en él. No puedo hacer un blog y luego abandonarlo y no ocuparme de él. La comunicación sigue siendo la tradicional. Estamos a disposición de los padres, no solamente en el horario de visitas, sino que otras veces si no pueden en el horario de visitas, pues tú amplías a días que no son de horario de padres, pero que tú estás en el centro. Sí es verdad que como los niños disponen de una página web en cada una de las áreas de Inglés que yo imparto, eso yo sí se lo informo a las familias para que ellos puedan acceder a las TIC para hacer actividades y demás con los niños.

8-Desde su rol en el centro, ¿qué problemas económicos, de formación, de seguridad o de cualquier otro tipo, presentan para usted las TIC?

De seguridad, sí. Es un tema que me preocupa, sobre todo con los mayores. Yo tuve veces de usarlo, y te das un paseo por el aula, y lo típico que ves minimizada una página que no tenía que ser, o tal. En general es un tema que me preocupa, el poco control que hay en Internet de según qué cosas. En cuanto a la conexión a Internet, hay algún día puntual que no funciona, y si te planteas la clase a través de ello, es un problema. Tienes que automáticamente desbaratarlo todo, pero dentro de lo que cabe y en este colegio, va bastante bien.

Como comentario añadido, la profesora afirma que: por parte de las editoriales que trabajamos nosotros, buscamos muchos tipos de actividades, videos, listenings, etc, en Internet nosotros mismos. Me gustaría que las editoriales incorporasen más realidad. En el sentido de realidad de la vida diaria, relacionada con los temas que vamos tratando, para que nos fuera más accesible y más fácil. En cuestión de los idiomas, todo lo que es realidad e inmersión en una clase real, con otros niños de la misma edad en su contexto, dando una clase de lo mismo que estamos dando nosotros, una familia real... todo eso es fantástico. Para mí fue un avance espectacular. Luego la aparición de Youtube y todos los recursos que tienes ahí, que son infinitos. Sería bueno que lo tuviésemos más a mano, sin tener que hacer tú tanta labor de búsqueda, porque a veces tienes mucha variedad de cursos y te facilitaría un poco la labor.

Annex 3: interview with Teacher 6

1-La motivación es un pilar clave en el proceso de E-A. En su opinión, ¿Cómo afecta la motivación a ese proceso, y el uso de las TIC?

Sobre todo en Inglés, y en infantil, lo notas muchísimo, porque es todo muy oral, y les ayuda mucho, interactúan, tocan con el dedo, es muy eficaz para infantil y sí que les motiva. Y en los cursos superiores también.

2-¿Cómo cree usted que afecta o mejora el proceso de enseñanza-aprendizaje la utilización de TIC en el aula?

Mejora porque los alumnos pueden interactuar mejor, viendo y escuchando a la vez. Interactúan en la pizarra digital, les abre mucho mundo, en relación a contextualizarlo en un país... No es solo una voz aburrida que pueda resultar rutinaria en el aula, entonces ya solo como un elemento de motivación, ayuda muchísimo. Aunque si lo utilizas todos los días y siempre igual, la motivación es cero, es un poco compaginar lo tradicional con lo moderno, que serían las TIC.

3-¿Cree usted que las TIC mejoran o facilitan la adquisición de la competencia comunicativa?

Ayudan a mejorarla, dado que con las nuevas tecnologías se pueden trabajar las cuatro skills, mientras que el alumnado se siente motivado también.

4-¿Cómo ha cambiado su forma de enfocar las clases con la aparición y desarrollo de las TIC en comparación con el pasado? ¿En qué cree que han mejorado?

Considero que las TIC no son parte clave o fundamental para impartir una clase, pero es verdad que si las tienes, motivan mucho al alumnado. En principio, si no las tengo, mi forma de enseñar no cambia, en cuanto a que sea efectivo el aprendizaje. Pero si las tengo ayudan mucho a que ellos puedan contextualizar mucho el ejercicio, aprender por ejemplo los aspectos culturales que pueda haber del país. La verdad es que las TIC mejoran mucho la enseñanza.

5-¿Qué elementos, a parte del libro de texto, utiliza usted en sus clases que puedan estar relacionados con las TIC?

Pues los recursos digitales del libro, los Ipacks, Youtube también, páginas web online, y básicamente eso.

6-¿Qué comportamientos, favorables y desfavorables, observa usted en el aula relacionados con el uso de las TIC?

Hay mucho bullicio en un momento dado, pero es responsabilidad del profesor, que tienes que saber controlarlo. Pero el bullicio también es bueno, porque eso es que están motivados, y unos les dicen a los otros “no, pues gira a la izquierda, a la derecha” si es un juego o hacer click en tal objeto. Todo puede ser malo y todo puede ser bueno si lo sabes llevar.

7-¿Cómo afectan, en su opinión, las TIC a la relación del centro con las familias?

Yo creo que las familias, con las TIC consideran que es más moderna la educación, y sí que lo agradecen. Todas las nuevas tecnologías que yo utilizo vienen del aula, por lo que económicamente a ellos no les supone nada. Al ser especialista no las utilizo para comunicarme, siempre hablan conmigo aquí en el colegio. Yo por ejemplo no tengo un blog, aunque es verdad que a veces se suben cosas al aula virtual y a la página web del colegio.

8-Desde su rol en el centro, ¿qué problemas económicos, de formación, de seguridad o de cualquier otro tipo presentan para usted las TIC?

Yo las utilizo desde el punto de vista y de la forma que yo sé. No es que haya recibido un aprendizaje en TIC de cómo podría sacar más beneficio. Es verdad que si a lo mejor supiera sacarle más beneficio, podría explotarlas mejor. Yo creo que un problema desde el punto de vista del profesorado, es que no sepas sacarle el máximo beneficio. También que en algún momento dado quieras utilizarlas y no te funcionen, y tengas la clase preparada para eso, podría ser un problema, pero siempre tienes otra técnica, y lo solucionas. Siempre llevo el plan B pensado, porque en lo mínimo que te fallen las TIC, la clase se te va.

Annex 4

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: MIND MAP			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Understands written statements					
Summarises ideas and concepts					
Establishes a relationship between concepts, or between concepts and visual elements					
OBSERVATIONS:					

Annex 5

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: VIDEO&QUESTIONS			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Understands oral input					
Communicates with the group					
Establishes a relationship between concepts, or between concepts and visual elements					
OBSERVATIONS:					

Annex 6

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: NATURAL SCIENCE MAGAZINE			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Establishes a relationship between concepts, or between concepts and visual elements					
Looks up and summarises information					
Forms an opinion about a natural science topic					
Follows instructions					
Collaborates with the group					
OBSERVATIONS:					

Annex 7

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: DOCUMENTARY			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Communicates with the group in the foreign language					
Establishes a relationship between concepts, or between concepts and visual elements					
Forms an opinion about a natural science topic					
Follows instructions and manoeuvres the video editor					
Collaborates with the group					
OBSERVATIONS:					

Annex 8

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: GIMP/APP			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Understands written input					
Follows written instructions					
Manoeuvres with the program					
Establishes a relationship between concepts, or between concepts and visual elements					
Shows interest and attention for the activity					
OBSERVATIONS:					

Annex 9

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: ART INVESTIGATION			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Understands oral input					
Manoeuvres with the program Powerpoint					
Judges and decides on what type of art they like					
Speaks in front of people in a foreign language					
Explains the choices					
OBSERVATIONS:					

Annex 10

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: TRADITIONS			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Explains the findings					
Shows interest and attention for the activity					
Performs in front of people					
Uses vocabulary and grammatical structures					
Values others' culture					
OBSERVATIONS:					

Annex 11

ESTIMATION SCALE					
STUDENT:			DATE:		
ACTIVITY: ROOM BLUEPRINT			GROUP:		
ASSESSMENT 5:ALWAYS 4:OFTEN 3:SOMETIMES 2:SELDOM 1:NEVER					
ACHIEVEMENT INDICATOR	1	2	3	4	5
Shows accuracy when representing the reality					
Shows interest and attention for the activity					
Manoeuvres with scales					
Uses characteristic vocabulary					
OBSERVATIONS:					