**Facultad de Ciencias de la Educación**

**Licenciatura en Inglés – Modalidad a Distancia**

**"The effect of technology on students' motivation**

**in an EFL classroom in Jujuy."**

**ALARCON, LORENA FABIANA**

**This final research work was directed by Mg. María Fernanda Rodríguez**

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**ABSTRACT**

Different studies show that the use of technology has had a tremendous impact on motivation in the language learning process. Nevertheless, any prior study about the primary level of education in Jujuy was found. The National Ministry of Education in Argentina promotes the application of technology and implemented different programs for state schools. However, there are any direct programs for private schools. This research project comes from a pedagogical experience where I implemented the use of technology in a primary school in Jujuy. I used the technological tools that this school counted on in spite of limitations with the equipment. Gianelli School is a primary and private school in San Salvador de Jujuy which differs from other private schools. It is located in a peripheral area of the city, this is the reason why many students from low income families attend this school. The present investigation only focuses on students' learning process. This study has a scope of limits in the use of computers and all the resources computers entail. For this purpose, classroom observations were made and a questionnaire was administered to a group of 6th graders. Findings show that students' motivation increases if technology is used in an EFL classroom. Moreover, the different activities through technology foster the practice of the language skills with important benefits on students' learning. Apart from that, findings show that students' motivation to learn English increases even if they meet limitations with the computer equipment.

**Key words:** effect – technology – motivation – EFL classroom

## 1. CHAPTER 1

### 1.1. Introduction

It is commonly known that educational technologies have being applied all over the world. Different research projects have been made about technology in education. In Argentina, the use of technology has been supported by the National Ministry of Education that implemented different programs to provide state school students with netbooks and other supplies. Nevertheless, those programs were not applied to private schools. Taking those facts into account, I presented a project to the authorities of the school where I work, to integrate technology in class. Thus, it was applied to Gianelli School, a primary and private school in San Salvador de Jujuy. Students do not have personal laptops but the school is equipped with some computers with internet access. Before carrying out the project, students used computers for the subject Computing Studies. Then, it was applied for the English lessons. The fact that the school did not count with a computer per student, made students share it in groups of two to five children in some cases. That happened as there were limitations with the equipment.

This research work presents the effect of technology in an EFL classroom in Jujuy. What follows is a description of the previous studies related to this paper; a theoretical framework, a description of the classroom observations, a data analysis and a conclusion of the whole work. In order to do that, this research takes a qualitative method and the research tools include students' interviews and classroom observations. Furthermore, the data analysis makes possible to fulfill the objectives of the present study. This research project limits its scope of analysis to the English learning of a group of 30 students of 6th grade.

What is stated below helps to confirm that students 'motivation to learn English increases if technology is used in the EFL classroom.

### 1.2. Research Problem: What is the effect of technology on students' motivation in an EFL classroom in Jujuy?

### 1.3. Rationale:

The use of technology in education has increased in the last few years in our country. Authors agree that the new communications and educational technologies provide a number of possibilities for learners of foreign languages. It is said that learning English

enables students to acquire the necessary tools to interact in communication situations and helps them to acquire the necessary tools for further education.

Since early stages, it is very significant for children to expand their knowledge at learning another language and it constitutes a challenging process as they might use it for their professional career in the future. It is said that today children are involved in a digital era and that the application of technology in an EFL classroom might entail an important effect on motivation for learning a language.

There are some reasons why I chose to investigate on this topic. Firstly, this research work comes from a pedagogical experience I had. As it was manifested above, I carried out a project at Gianelli School to allow students to use technology. At the beginning of 2013, I proposed to the teacher of Computing Studies to present a project to the school authorities to utilize technology in class from 2$^{nd}$ to 7$^{th}$ grade. It consisted of integrating the contents seen in English using the students' knowledge of Computing Studies. As a consequence, students had some English lessons in the Computing Room under the guide of the teacher of English. In 2014, only 6$^{th}$ grade attended the Computing Lab, as in 2013 it was observed it was necessary to improve certain aspects before continuing working with the rest of the students. Sixth grade was also selected because I planned to research on it to improve this project for the present year. Secondly, I intent to investigate on the primary level of education in Jujuy to see what the effect of technology specifically in this context is. As no previous studies in this field have been found in Jujuy, I wanted to make a contribution to my colleagues from my province. Lastly, by means of this work I aim to discover what this effect is; taking into account that limitations with the equipment exist.

Although this study only focuses on the learning process, it can also be useful for other teachers to discover the impact that technology should produce in their teaching of English in Jujuy.

**1.4. Objectives:**

**General Objective:**

&#10003;      To identify the effect of technology on motivation in an EFL classroom in Jujuy.

**Specific Objectives:**

✓ To describe how technology fosters motivation for learning a foreign language.

✓ To identify the highly motivating activities at learning a language when applying technology.

## 1.5. Research questions:

This study addresses the following questions that help to achieve the objectives of this investigation:

Is students' motivation affected by the use of technology in the classroom?

What is the effect on students' motivation when they learn English with technology?

What are the activities that motivate to the students most?

How technology fosters the practice of the four skills at learning English as a Foreign Language?

Are students motivated to work in groups to learn English with a few computers?

## 1.6. Hypothesis:

Students' motivation to learn English increases if technology is used in the EFL classroom.

## 1.7. Methodology:

This research takes a qualitative methodology. Qualitative inquiry employs different philosophical assumptions; strategies of inquiry; and methods of data collection, analysis and interpretation (Creswell 2009: 173). A qualitative approach emphasizes the qualities of entities, processes and meanings that are not experimentally examined or measured in terms of quantity, amount, intensity or frequency (Denzin and Lincoln 2000: 8). Quality refers to a thing's essence and ambience. Qualitative research thus refers to the meanings, concepts, definitions, characteristics, metaphors, symbols and description of things (Berg 2007). The research questions often stress how social experience is created and given meaning. The value-laden nature of such an inquiry stresses the relationship between the researcher and subject(s), as well as the situational constraints that shape the inquiry (Denzin and Lincoln 2011).

**1.8. Research Tools:**

The research tools in order to collect the data include classroom observation and questionnaires to students.

This work focuses on 6th graders. The sample under study is 30 students whose level of proficiency is beginners. The questionnaire was in English but the answers were in Spanish considering that students are in the beginning level. For that reason, they were guided in order to make sure they understood the questions.

**1.9. The universe of study and school context**

The universe of this research work includes 30 students between 11 to 12 years old, who attend 6th grade at Antonio María Gianelli School. This group of students has English lessons twice a week, 40 minutes each day. They have had English lessons since 1st grade. Furthermore, they have had the subject Computing Studies since 1st grade as well.

Gianelli School is a private school which is located in a peripheral area of San Salvador de Jujuy city. The students pay a very low fee monthly. According to the data collected, most of the students belong to a low social class; due to a decision made by a Congregation of nuns who are in charge of the school. In their ideology it is their mission to educate people with low economic resources. This is the reason why most families with low incomes send their children to study in this institution. Currently and according to the registration at school, most students who live in the neighborhood and closer areas attend it.

According to the data provided by the National University of Jujuy (2014), the 80 % of people who live in Jujuy are poor as they did not get the enough income per month to cover not only the needs of food but also clothing, shelter, transportation, communication, health, etc. Most of the students' parents of this school manifest they can not afford other private schools due to their incomes, according to the data provided by the school. Thus, the congregation on nuns receives many children that are immersed in this reality as this is their mission to educate them.

In this context, the pedagogical project of implementing technology at learning English was carried out in the classroom.

### 1.10. Background: Previous studies

Gary Motteram (2013: 5, 11, 39) suggests that it can be seen in projects carried out in all over the world that technology has a significant role to play in enhancing the delivery of English language teaching and learning in the primary sector. The author manifests that a number of projects applying technology in the classroom were developed in primary education. They are concerned with those who are often referred to as 'young learners'. For many years most learners only started languages once they left basic education. This is no longer the case and primary language learning has become a central focus of EFL. The author mentions that Chris Pim, who works as a freelance teacher and teacher trainer in the UK, presents a large group of case studies covering a broad range of technologies in primary education.

The author mentions some examples. First, there is a classroom where year 6 children from Kitarissei Elementary School in Japan visited Mie University for video conferencing sessions with children in Australia. The focus of the work was to develop oral competency for the Japanese children as well as sharing cultural experiences. Evaluations that have been conducted so far show that the confidence and motivational level of the Kitarissei children rose from the experience of using authentic oral language with the native speakers from the Australian schools. Second, Kyle Mawer, an EFL teacher based in Barcelona, recently embarked on a short 'Edugaming' program with a primary class consisting of 12 nine- to ten-year old B2 level language learners. This case study illustrates the potential for using digital games for language learning. Their strong narratives and inherent capacity to promote problem-solving encourage learners to use oral language for a shared task, namely completing the game. They encourage longer extended talk about topics that learners are interested in and it also help with vocabulary development. Third, as part of a recent promotion of 'picture book reading' in Taiwan, Jane Chien at the National Taipei University of Education has been using video conferencing to support schools and teachers in their delivery of this initiative. Each session was considered to be highly motivating for the children because they were able to experience a book reading led by an expressive English user synchronously, whilst at the same time viewing the page spreads on the computer screen. Fourth, at Terakki Foundation Schools, Istanbul, a class of five- and six-year old children worked on a year-long cross curricular story writing project. Although initiated and sustained during English classes by teacher Özge Karaoğlu, practitioners from the art and ICT departments were also involved. The collaboration built upon a strong tradition at the school of using ICT to promote creativity.

The successful creation of an electronic talking book not only helped to consolidate new language for the children but also proved transformative in terms of extending learning through a follow-up project. With teacher support, the class produced a website of language games to help other children learn English. (Moteram, 2013: 26-35). Last, other important previous study related to technology comprises the work by Doctor Sugatra Mitra who implemented a project called Hole in the Wall. The research started in 1999 and has grown from a single computer at Kalkaji, New Delhi to more than a hundred computers at various locations across India and abroad. Computers were put in walls to allow children to interact with them without any interventions. He found that students can teach themselves, in a learning environment that generate an adequate level of motivation and induce learning in groups of children. (Hole in the Wall, lighting the spark of learning, 2011)

The examples stated above show how technology had an effect at learning English in all over the world in the primary level of education. Nonetheless, any specific previous works related to the use of technology in Jujuy were found.

## 1.11. Context in Argentina

In Argentina, the use of technology has been applied with the support of the National Ministry of Education that implemented different programs for state schools. According to Administración Nacional de la Seguridad Social (ANSES), Connect Equality was created in April 2010 through the Decree No. 459/10. This program consists of delivering netbooks to all students and teachers from public secondary schools, special education, and teacher training institutes. It also proposes to train teachers to use this tool and to develop educational projects that promote inclusion in the processes of teaching and learning. It also aims at reducing the digital divide and to improve the quality of education. (Conectar Igualdad, 2014). Moreover, another program by the Ministry of Education called "Digital Primary School" was also implemented in state primary schools. Since March 2012, 2000 public elementary schools across the country began to receive digital classrooms devices. The Ministry of Education has been providing primary schools with different technological devices. Each Mobile Digital Classroom is a unit of equipment that comprises 30 netbooks, an educational server, an uninterruptible power supply, a wireless router for networking, a digital whiteboard, a projector, a camera, a multifunction printer, 3 pen drives. The Digital Primary School Program complements the work done in secondary schools with the Connect Equality Program (Aulas Digitales para las escuelas primarias públicas, 2013). Those programs allow state school students across the country

to have netbooks and other technological supplies to work in the classroom. Nevertheless, there are any direct policies toward private schools. According to the National Ministry of Education the program is directed to students of state schools. (Conectar Igualdad).

The Ministry of Education manifests the benefits of this policy. The Ministry of Education points out that the ICT integration in schools does not imply exclusive focus on the use of equipment and tools but on learning processes. Some of the keys to effective ICT integration are the adaptations to the context, the ability to respond to the students' needs and the significance to carry out individual and collective projects at schools (Ministry of Education, c2010). Besides that, pedagogical proposals that emerge from Digital Primary School conceive this as a contribution to set educational priorities in two ways. This program achieves better levels of educational justice and transmits the primary school contents by using another resource. The main purpose of this program is to ensure the right of quality in education for all children in the country. (Primaria Digital. Ministerio de Educación).

People who belong to different organisms present their views about this policy. To begin with, Ariana Vacchieri, (2013) from United Nations International Children's Emergency Fund (UNICEF), manifests that the integration of information, technology and communication (ICT) in the Argentine educational system is a rich, complex, and ever-transforming process and it is useful to reflect on the many challenges of these devices at school. She mentions that the big turning point is the Connect Equality Program which has been implemented in the country since 2010. In addition, *Silvina Gvirtz,* the Executive Director of the Connect Equality Program, manifests *"the distribution of netbooks has at least two major aims: a social aim that is to reduce the digital divide and ensure access to technology for all young people and an educational aim that is to improve the quality of education and increase learning outcomes." (The Global Search for Education: Go Tech?, 2013). Furthermore*, the writer Marcela Valente (2011) suggests that the Connect Equality Program is similar to the One Laptop per Child (OLPC), a project of the Miami-based non-profit One Laptop per Child Association. She says that both programs aim to empower youth digitally. Currently the Senator Liliana Fellner, who has delivered digital equipment for some public schools in Jujuy within the Digital Primary School program, expresses that these tools would encourage the students' education and would revalorize the public school. (Diario Todo Jujuy.com, 2014)

Members of some private schools manifest their views about this policy. For example, the president of the Association of Private Schools of Mendoza, Arnaldo

Sanchez, said in "Diario uno" that there are no private schools that can buy a laptop for each of their students, even if they are subsidized by the state or charge a fee and he suggests that this situation should change. Furthermore, Agustín Rossi, a politician from Santa Fé, in 2011 expresses in El Litoral newspaper, a commitment to incorporate the program of netbooks to all private schools with zero fee. He manifests that there are 74 private schools with zero fee in the province and he suggests that it means that 13 thousand students from poor neighborhoods would be included in this provincial plan. Apart from that, nowadays, in an interview with Diario La Capital (2014), Martín Lucero, the secretary of SADOP (Sindicato de Docentes Particulares) from Rosario, claimed a policy of equal distribution of netbooks.

In spite of the discussion about the delivery of netbooks to state or private schools, the use of technology has been encouraged by some organisms. According to Paul Woods, the British Council in Argentina has been contributing its limited resources to encourage teachers to make better use of the technology. In September 2011 it co-sponsored a series of workshops with OUP at the 2011 FAAPI conference, under the heading "Go Digital", which were such a resounding success that they repeated at the 2012 conference. 'We have the technology: how are we going to use it?' was the theme of a five-day summer school led by Nicky Hockly and Silvia Rettaroli in February 2012. A parallel summer school led by Pete Sharma and Liliana Simon drew on participants' own experience to explore how digital/online tools can be used in the classroom. When asked if using netbooks in schools so far has been positive and helped students to learn English more effectively, Silvia Rettaroli, said, 'The experience has been highly positive. Most of them feel so engaged that they go home and keep working on the task.' According to Silvia Rettaroli, the greatest need is for schools to have a good Wi-Fi connection (Argentina's classroom revolution).

Briefly, in this context technology was applied in an EFL classroom at Gianelli School, a school which is equipped with some computers in a Computing Room with internet access.

**2. CHAPTER 2**

**2.1. Theoretical Framework**

      This research work uses an interpretative approach. "*Interpretive approaches rely heavily on naturalistic methods (interviewing and observation and analysis of existing texts). These methods ensure an adequate dialog between the researchers and those with whom they interact in order to collaboratively construct a meaningful reality. Generally, meanings are emergent from the research process. Typically, qualitative methods are used.*" (The Interpretative Paradigm, 2008).

      "*Interpretive studies assume that people create and associate their own subjective and intersubjective meanings as they interact with the world around them. Interpretive researchers thus attempt to understand phenomena through accessing the meanings that participants assign to them*" (Orlikowski and Baroudi 1991).

**2.1.1. EFL**

      EFL can be defined as English which is taught to people whose main language is not English and who live in a country where English is not the official or main language. (Definition of English as a Foreign Language from the Cambridge Academic Content © Dictionary Cambridge University Press). The writer and researcher Kate Bell (2011) claims that in an EFL classroom, students share the same language and culture but outside of the classroom they have very few opportunities to use English.

      In many other countries around the world, readers are likely to be familiar with the concept of learning 'English as a foreign language', where learning of English takes place in a non-English speaking context. In EFL classrooms there is a general aspiration for exposing learners to English as a 'living language', providing natural opportunities to practice target language through the use of authentic texts and exposure to real models of spoken English. In this case, the role of technology can provide a significant addition to the other more conventional tools (blackboards, textbooks, cassette players) that are found in classrooms around the world. (Motteram, 2013: 20)

      From an interpretative approach, this research work makes possible to understand how technology allows EFL classroom students to be exposed to a more living language. The dialog with students helps to interpret the effect of technology on motivation in an EFL classroom in San Salvador de Jujuy.

### 2.1.2. Technology

According to Gary Motteram (2013: 5) in this early part of the 21$^{st}$ century the range of technologies available for use in language learning has become very diverse and the ways that they are being used in classrooms all over the world have become central to language practice. He argues that we are firmly embedded in a time when digital Technologies are what Bax has referred to as 'normalized' (as cited in Motteram, 2013) in daily life in many parts of the world, although according to Warschauer not amongst all people as there are digital divisions everywhere. However, Bates states that digital tools, as 'technical cultural artifacts have long been a feature of the world of education, and as Salaberry says, particularly language education (as cited in Gary Motteram, 2013).

There are different definitions of technology. Val Dusek (2006) provides a consensus definition that treats technology systemically. In his position technology is constructed within a relational network of many types of actors. (Canadian Journal of Learning and Technology, 2014) Dusek (2006: 35) states that technology is *"the application of scientific or other knowledge to practical tasks by ordered systems that involve people and organizations, productive skills, living things and machines."* According to the Oxford Dictionary, technology is the application of scientific knowledge for practical purposes. The Association for Educational Communications and Technology (AECT), in their 2008 definition of Educational Technology includes both hard technology and soft technology. Specifically, by soft technology, the AECT means "intellectual processes" – transformative methods or actions that facilitate learning and performance (Januszewski & Molenda, 2008: 196). As an intellectual process, technology is thought to mediate between inputs and outputs (Canadian Journal of Learning and Technology, Volume 40 (3) Summer 2014). The Association for Educational Communications and Technology (AECT) defines educational technology as the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources (Januszewski & Molenda, 2008) (Canadian Journal of Learning and Technology, 2014).

Brian A. Grismore (2012: 2) points out that integrating educational technology into the student's learning experience is an effective way to engage learners and improve students' achievement. The author claims that Educational technology meets the needs of a diverse group of learners. He also says that students are using it in their personal lives and will be using advanced technology in their professional lives. He adds that technology enables students to take a more active role in learning through increased student

involvement in and responsibility for their education. "*Being literate no longer only involves being able to read and write. The literate of the twenty-first century must be able to download, upload, rip, burn, chat, save, blog, Skype, IM, and share*" (Mullen & Wedwick, 2008) (as cited in Motteram, 2013).

According to the different authors, the use of the term technology is vast when it is utilized to learn a language. As Douglas Brown (2000: 143) states, when someone mentions technology in the language classroom, people's first impulse is to think of computers but he says that technology also covers videos and other tools. In Martin Peacock's view (2013) time has changed and now there is a new breed of learning technologists. In fact, the digital revolution in learning now threatens to undermine the classroom completely as a place of study. Learning English through mobile devices gains credibility every day and the increasing popularity and rapidly diminishing cost of tablet devices reinforce this by providing a format that really is capable of delivering courseware. The author states that technology still has much to offer (as cited in Motteram, 2013).

Gary Motteram (2013: 5) establishes that the ways that technology is being used in classrooms all over the world are central in the field of computer assisted language learning (CALL). A useful definition of CALL comes from Levy: *"The search for and study of applications of the computer in language teaching and learning".* (1997: 1). Philip Hubbard (2005:1) states that computers have become more a part of our everyday lives and permeated other areas of education. In his view, the question is no longer whether to use computers but how.  Beatty (2003:7) offers a definition of CALL as any process in which a learner uses a computer and, as a result, improves his or her language. Regarding that, Hubbard (2009: 1-2) asks two questions: What do we mean by 'computer'? And what do we mean by 'improve'? He points out that CALL does not include simply the canonical desktop and laptop devices we label computers. According to the author, it also includes the networks connecting them, peripheral devices associated with them and a number of other technological innovations such as PDAs (personal digital assistants), mp3 players, mobile phones, electronic whiteboards and even DVD players, which have a computer of sorts embedded in them (Levy and Hubbard, 2005). He states that the second question can be answered with respect to a number of different perspectives. It improves:

• Learning efficiency: learners are able to pick up language knowledge or skills faster or with less effort;

• Learning effectiveness: learners retain language knowledge or skills longer, make deeper associations and/or learn more of what they need;

• Access: learners can get materials or experience interactions that would otherwise be difficult or impossible to get or do;

• Convenience: learners can study and practice with equal effectiveness across a wider range of times and places;

• Motivation: learners enjoy the language learning process more and thus engage more fully;

• Institutional efficiency: learners require less teacher time or fewer or less expensive resources. (Philip Hubbard, 2009)

Despite all mentioned above, Motteram (2013: 5) manifests that people continue to debate the use of the term CALL itself, asking whether it is still relevant or not. Levy and Hubbard (2005) make the argument for, whilst Dudeney and Hockly (2012) are rather less convinced (as cited in Moteram, 2013). Gary Moteram uses the term CALL but suggests examples of the range of technology, such as, blogs, wikis, power point, school Wi-Fi, Google, word processing, video server (YouTube), Media Player, etc. In addition, Dudeney and Hockly (2008: 7) argues the term CALL and propose the use of ICT. They manifest that the access to Information and Communications Technology (ICT) has become more widespread and they suggest that the use of technology in the classroom is important. They claim that:

• Internet access is becoming increasingly available to learners.

• Younger learners are growing up with technology and it is a natural and integrated part of their lives. For these learners the use of technology is a way to bring the outside world into classroom. English as an international language is being used in technological contexts

• Technology, especially the internet presents authentic tasks and materials.

• The internet offers excellent opportunities for collaboration and communication between learners. Learners increasingly expect language schools to integrate technology into teaching. Technology offers new ways for practicing language and assessing performance.

• Technology is becoming increasingly mobile. It can not only be used at home but also at home. ICT tools can give learners exposure to and practice in all of the four main language skills: speaking, listening, writing and reading.

Dudeney and Hockly (2008: 8) acknowledge that the use of technology in the classroom does not replace using traditional materials such as boards or course books. On the contrary, they say technology tools are used to complement and enhance regular classroom work. Mercado (2012: 3) states that technology is a great tool to boast learner motivation as long as proper guidance and resources are provided.

## 2.1.2.1. Technological resources

Mercado (2012: 10) states that if students feel they can choose from a variety of technological resources for content and this is followed by a gratifying experience, it is very likely that their intrinsic motivation will increase and they will want to continue growing as language learners.

Mercado (2012: 11) mentions some examples of technology: Hardware: (monitor or multimedia, projector/screen, laptop, speakers, internet access, printers, etc.), Software (presentation software, word processor, Media Player, etc.) and Internet (Google, YouTube, Skype, social networks, ESL/EFL oriented websites for students, etc.). Mercado (2012) also manifests that students have a variety of server-based and online resources available in the multimedia lab for practice. Additionally, the author states that students can choose the resources that most cater to their needs. He suggests some platforms for students to meet. He claims that Skype allows live meeting with different team members to coordinate work and can visualize work done and comment. The author points out that Windows Messenger allows them to use some video streaming feature or chat. Mercado mentions that e-mails are slower but they are probably the medium that allows the best exchange of content. He also states that Facebook entails a high probability of contact since it is a place where young students, especially teenagers can be found very often. The author adds that Cell Phones/ Smart Phones can be a valuable medium for contact and information.

Windeatt et al (2000) suggest that the Internet makes available an enormous range of information and resources. The authors claim that students can use the Internet as a source of material for learning. According to the authors, computers are worth using in the language classroom for their potential to motivate. They express that students generally enjoy using computers but the motivation generated by the novelty of a new medium is likely to be short-lived unless the students feel some benefit from their tasks.

**2.1.2.2. Attitudes toward technology**

Dudeney and Hockly (2008: 8) manifest that many people are afraid of new technology. The increasing presence of the Internet and computers made technophobes appear. The term technophobe refers to those of us who might be wary of these new developments.

More recently, the term digital native has been coined to refer to someone who grows up using technology and who thus feels comfortable and confident with it – typically today's children. The authors express that digital immigrants are those who come late to the world of technology and that technogeeks is a term for a technology enthusiasm.

**2.1.3. Children learning English: Formal Operational Stage**

As stated by Lynne Cameron (2013: 3); Piaget's concern was with how young children function in the world that surrounds them and how this influences their mental development. From a Piagetian viewpoint, a child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal, logical thinking. In particular, the Piagetian endpoint of development – thinking that can manipulate formal abstract categories using rules of logic – is held to be available when children reach 11 years old or more. This is known as the formal operational stage. Cameron points out that we can take from Piaget the idea of the child as an active learner and thinker. Cameron suggests that the fact that children are sense-makers is a key to understanding how they respond to tasks and activities in the language classroom.

**2.1.3.1. Children using technology**

There has been a tremendous growth of information communication technologies (ICT) across in recent years. Information and communication technologies (ICT) can be used to support the process of English language learning for those in the very early stages of education (Sutherland, et al., 2004). The use of technology for English language learning does not appear to be restricted to any particular age group. In many contexts, learners are being exposed to a range of technologies from a very early age in the home and by the time they reach nursery age many have developed at least some of the digital skills that enable them to participate in technology-driven activities as soon as they start school (Battro, 2004; Facer et al., 2003). (as cited in Motteram, 2013).

It is recognized that computers foster students' learning. Practitioners frequently comment how ICTs facilitate collaboration whilst also offering the potential for

personalized, scaffolded learning (Sutherland, et al., 2004) (as cited in Motteram, 2013). According to Erben et al (2003: 81), technology-enhanced classrooms have been found to promote discovery learning, learner autonomy, and learner-centeredness. There is a place for computers particularly for independent, self-paced learning via assessable assets such as language games and drilled activities. This type of learning can be particularly effective due to the immediate feedback that is offered to the user, and indirectly the teacher, a highly significant attribute of 'visible learning' (Hattie, 2009). Erben et al (2009: 81) manifest that ELLs directly sees the results of their learning choices in terms of ever-increasing English language abilities. Technology continues to be used for all sorts of specific language learning activities, such as oral practice and reading and writing skills development.

The question of when the best time to start learning English is a debated subject. Much of the early debate around the early introduction of language learning into schools centred on the critical period hypothesis (CPH) which is a causal explanation for the differential success in acquisition of a second language by younger and older learners, (Bialystok and Hakuta, 1999: 162). Kirsch (2008: 4) suggests the following:

- research into the optimum age for language learning is inconclusive

- an early start has a positive impact on children's attitudes

- the only advantage of an early start is the total amount of time spent actively on learning a language.

As Chris Pim (2013) points out the growth of globalization of trade and the predominance of English in the media, particularly on the internet, have been responsible for driving change in language education policy. Hence, there is a global trend towards introducing English language teaching into the primary sector. Parents often consider academic excellence in English to be the number one priority in terms of access to higher education, university accreditation and economic prosperity for their children. Consequently, in many countries, children now begin their study of English at primary level. As Chris Pim (2013) states, technology has a significant role to play in enhancing the delivery of English learning in the primary sector. The range of technologies now available can support teachers in a variety of ways both inside the young learner classroom, but also increasingly in the home environment and while learners are on the move about their daily lives. Technological use is clearly 'situated', dependent on context and predicated on the notion that what works in one context may not be entirely replicable in another (as cited in Motteram, 2013).

### 2.1.4. Motivation

Dörnyei (2001: 8) suggests that "*motivation concerns the direction and magnitude of human behavior, that is: the choice of a particular action, the persistence with it and the effort expended on it. In other words, the author says that motivation is responsible for why people do something, how long they are willing to sustain the activity and how hard they are going to pursue it*".

For several decades, research on motivation has been influenced by the work of Gardner and his associates. One of the central approaches to motivation is that of Gardener, oriented towards the roles of attitudes and motivation in SLA (in Dörnyei and Skehan 2005, as cited in Brown Douglas, 2000). Gardner's model includes the distinction between integrative and instrumental orientations towards L2 learning. Integrative orientation concerns a positive disposition towards the L2 group and the desire to interact with and even become similar to valued members of that community. It was defined in Gardner and Lambert's (1959: 271) pioneering study as the willingness to be like valued members of the language community. Instrumental orientation is the utilitarian counterpart of integrative orientation in Gardner's theory, pertaining to the potential pragmatic gains of L2 proficiency, such as, getting a better job or a higher salary (as cited in Dörnyei, 2001: 49). According to Gardner (1985), motivation proper subsumes three components: motivational intensity, desire to learn the language, attitudes towards learning the language. In his view, motivation refers to a kind of central mental engine or energy-centre that subsumes effort, want/will (cognition) and task enjoyment (affect). Gardner argues that these three components belong together because the truly motivated individual displays all three. The role of orientations, then, is to help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental) (as cited in Dörnyei, 2001: 49).

One of the most general and well-known distinctions in motivation theories is that of intrinsic versus extrinsic motivation. The first type of motivation deals with behavior performed for its own sake in order to experience pleasure and satisfaction, such as, the joy of doing a particular activity or satisfying one's curiosity. The second involves performing a behavior as a means to an end, that is, to receive some extrinsic reward (e.g. good grades) or to avoid a punishment. The theory also mentions a third type of motivation, amotivation, which refers to the lack of any regulation, whether extrinsic or intrinsic, characterized by a "there is no point" feeling. Vallerand and his colleagues have posited the existence of three subtypes of intrinsic motivation: to learn (engaging in an

activity for the pleasure and satisfaction of understanding something new, satisfying one's curiosity and exploring the world); towards achievement (engaging in an activity for the satisfaction of surpassing oneself, coping with challenges and accomplishing or creating something); to experience stimulation (engaging in an activity to experience pleasant sensations) (as cited in Dörnyei, 2001, 27). Edward Deci (1975:23) mentions intrinsic motivation and he points out intrinsically motivating activities for which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, feeling of competence and self-determination. Gardner (1985), in his landmark account of a socio-educational model of language acquisition, wrote that motivation to learn a foreign language can be described as a complex of constructs, involving both effort and desire, as well as a favorable attitude toward learning the language at hand. This model promoted the notion that self-identify and identification with the foreign language community is important to the language-learning process (Promoting motivation in the Foreign Language Classroom. Volume 9. Issue 2. Fall 2005).

Different authors also argue about motivation in language learning. To begin with, Shaaban and Ghaith (2000) found that integratively motivated students work harder if they have a positive attitude about language outcomes in EFL. The authors suggest that the integrative motivation of their students can be enhanced with interaction with authentic materials, including multimedia (as cited in Shrum et al, 2009). Then, Dörnyei (1994) claims that language learners are often motivated by course-specific factors, such as the degree to which the material and learning tasks are interesting and engaging. He also mentions the group specific factors such as the dynamic of the learning group. In addition, "motivation encourages greater effort form language learners and usually leads to greater success in terms of language proficiency (Gardner 1985), maintenance of language skills over time (Tucker, hamayan and Genesee, 1976) and identification with members of the target language community (as cited in Shrum and Glisam, 2009). Shrum and Glisam (2009) state that motivation is a variable that may influence the degree of success to learn other language. Krashen (1982) maintains that acquisition can occur only in the presence of certain affective conditions: the learner is motivated, self-confident and has a low level of anxiety. Furthermore, according to Ellis (1994), one way to motivate L2 learners is to design challenging tasks that present students with opportunities for communication and self-direction (p. 516) (How to motivate students in Second Language Writing).

Authors develop their views about motivation. Dörnyei (2010) has recently described a new approach in second language learning as the 'L2 motivational self-esteem' which links the learning of the foreign language to one's personal 'core' or identity. This has implications for learning a foreign language in that the learner develops 'self-maturity' and thus 'self-motivation' in acquiring the target language. Burden (2004) found that students need to realize that the purpose of using the target language is not only for studying purposes but also for effective communication. Moreover, Dörnyei (1990), Ghaith (2003) and Oxford (1996) found that when learners see practical purposes in learning the language, they are motivated even if the language is not significant in the learner's community. Motivation is a major concern in improving reading and consequently fostering literacy (Anderson, Hiebert, Scott &Wilkinson, 1985), but one should follow up on motivation strategies to check whether they help improve students' achievement in the learned language (Dörnyei, 2001a). Ramachaudran (2004) adds that using new forms of technologies in the language class will certainly encourage and motivate learners to use the target language (as cited in the Journal: Motivating students in the EFL classroom, 2011).

From a neurobiological perspective, Schumann tries to link the study of language with cognitive science. The key constituent of Schumann's theory is stimulus appraisal, which occurs in the brain along five dimensions: novelty (degree of unexpectedness/familiarity); pleasantness (attractiveness); goal/need significance (whether the stimulus is instrumental in satisfying needs or achieving goals); coping potential (whether the individual expects to be able to cope with the event); and self and social image (whether the event is compatible with social norms and the individual s self-concept). Schumann's theory constitutes an attempt at formulating a neurobiologically validated theory of human motivation and action (Annual Review of Applied Linguistics, 2001).

## 2.1.5. Cooperative learning

Cooperative learning can be characterized as a social process in which knowledge is acquired through the successful interaction between the group members (Cohen, 1994; Weidner, 2003: 33). As Slavin (1995: 2) shows, Cooperative learning refers to a variety of methods in which students work in small groups to help one another learn academic content. In cooperative classrooms, students are expected to help each other, to discuss

and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding.

In addition, the following five elements are important aspects of cooperative learning (Gillies, 2007: 4; Weidner, 2003: 34):

- Individual Accountability involves students' understanding that they will be held accountable for their individual contributions to the group, that free-loading will not be tolerated, and that everyone must contribute (Gillies, 2007: 5).

- Social Skills refer to interpersonal and small group skills such as effective communication which are needed to cooperate successfully.

- Face-to-Face Interaction involves working in small groups where students can see each other and are engaged in face-to-face interaction.

- Positive Interdependence among students is established when everybody understands that each member's contribution is important in helping the group to achieve its goal

- Group Processing refers to the assessment of cooperative learning. It can be described as a formative assessment that focuses on students' feedback on the learning process, including the students' reflection on what they still need to do to accomplish their objectives.

Despite the fact that there seem to be similarities between cooperative learning and group work, it has to be differentiated between these two concepts (Huber, 2004, p. 5-6): Whereas in group work the group product (e. g. filling out a work sheet, working on a text together) is the main emphasis, the focus in cooperative learning is on learning and social processes of each individual student during the students' collaboration (Weidner, 2003: 29). In traditional group work there is consequently the risk that students might not have Cooperative Learning in the EFL Classroom to participate in the group work, since they might not rely on the members to accomplish the group task. This is known as social idling or social loafing (Huber, 2004, pp. 5-6). (Cooperative Learning in the EFL classroom. Article by Sylvia Fehling, Universität Kassel, Bundesrepublik Deutschland)

### 2.1.5.1. Cooperative learning and motivation

Swezey et al (1994) argue that although most theories of motivation attempt to explain motivational processes at the individual level, action conducted within groups might show motivational characteristics which stem from the group as a social unit rather than from the individual members (as cited in Dörnyei, 2001: 38).

According to Dörnyei, a prominent aspect of group motivation is cooperative learning. The author suggests that cooperative learning has been shown to generate a powerful motivational system to energize learning. The use of projects encourages co-operative learning, and therefore stimulates interaction. To illustrate this, Internet-based project work group activities lend themselves to communication and the sharing of knowledge. (Dudeney and Hockly, 2007: 44).

Beatty (2003: 99-131) uses the term collaborative learning instead of cooperative. He suggests that collaboration is a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task or the answering of a question. Collaboration is manifested in the actions a learner takes when working with others and can be evidenced as a willingness to listen to others' ideas so that they can be integrated into further actions, such as decisions about how to complete a task. The author posits that the greatest single benefit of collaborative learning at the computer is in the way in which it serves to reveal information and ideas. Not only it serves to the learner's collaborative partners but also to the learners themselves.

However, McConnell (1994) points out that cooperative or collaborative learning depends largely upon the willingness to work in this way: if the group does not address its own learning and come to some initial and over time ongoing, agreement about itself, it is likely to fragment and the learners will end up learning in isolation. Wegerif and L. Dawes (cited from Beatty, 2003) claim that the educational benefit of children working together depend on how they interact and particularly on the way in which they talk together. Swezey et al (1994) point out that in many classroom a student's lack of motivation can be traced to a real or imagined fear of being isolated or rejected by peers (as cited in Beatty, 2003).

## 2.1.6. Development of the four skills

Different authors argue about how technology fosters the different skills to learn English. Mercado (2012: 66) sustains that technology can promote both reading and listening skills. Apart from that, the author expresses it can contribute to getting students to speak better and more confidently. McCarthy (2006) says that speakers should help each other during the communicative exchange (Mercado, 2012: 66). Using technology to foster collaborative communication among students has been shown to foster proficiency in all language skill areas—speaking, writing, reading, and listening, including intercultural communication (Erben, 2009). Mercado (2012: 82) also suggests that writing is a

productive skill that allows learners to convey their thoughts and ideas to others. He says that learners should express themselves through multiple forms of written text types.

Ybarra and Green (2003) claim that students that learn a new language need as much language support as possible. English language learner (ELL) students need a variety of language experiences. They need to hear language, write language, speak language and read language. They manifest that computers can play an integral part in providing ELL students with valuable language experiences as they learn a new language. According to Liaw (1997), students need to be constantly engaged in language activities. Children need to be able to interact with each other so that learning through communication can occur. Ybarra and Green (2003) suggest that computers can facilitate this type of environment and that computers can act as tools to increase verbal exchange. (Journal, Vol. IX, No. 3, March 2003. Using Technology to Help ESL/EFL Students Develop Language Skills)

Ybarra and Green (2003) mention the benefits of using computers. They claim that verbal interaction and the use of a variety of language functions by English language learners can be facilitated by the use of the computer. They say that the use of the computer can be a useful supplement to the traditional curriculum of the ELL classroom by promoting verbal communication and the acquisition of English. Ybarra and Green point out that computer-assisted instruction has been shown in a range of studies to facilitate learning in a variety of ways. They manifest that computers can be used to develop language skills (as cited in Journal, Vol. IX, No. 3, March 2003. Using Technology to Help ESL/EFL Students Develop Language Skills).

Authors manifest how computers foster the practice of the different skills. Ybarra and Green acknowledge that computer software and games provide many fun opportunities for students to practice literacy skills. They also posit when English Language Learners are learning their second language, any and all language experiences are valuable to assist in reading ability. The authors argue that there are several ways in which technology can be used to improve the reading ability. They suggest that computers can increase the interest level for students while keeping the text simple and easy to read. Computer based reading instruction also allows for *"increased interaction with texts, attention to individual needs, and increased independence through an ability to read texts that they would not otherwise be able to read"* (Case & Truscott, 1999). Furthermore, they add that computers and software can help English language learners develop vocabulary skills and knowledge. Computers can also help ELL students expand their writing skills.

Lewis (1997) recommends that composition for beginning learners should be a guided activity so students do not become frustrated. Writing paragraphs in a language that is still somewhat unfamiliar to students can be difficult. When using a computer, however, the use of graphics can make this much more enjoyable. According to Lewis (1997), grammar skills can also be demonstrated and reinforced using computers. They say that students have a lot of choices, such as underlining, italicizing, or changing the font size, color or type. They claim that using a computer as a medium for studying grammar is much more motivating for a student as opposed to writing with a pencil. (Journal, Vol. IX, No. 3, March 2003. Using Technology to Help ESL/EFL Students Develop Language Skills). Mercado (2012: 59-60) mentions the practice of the listening skill. Mercado establishes that students can access music for learning purposes. He points out that music is a way to get students engaged in English language learning. It promotes a positive disposition in students because they really enjoy it; they learn at least part of the lyrics and try to sing along. He claims that a typical practice for children and teenagers is to access and download their favorite music from the internet. The author suggests the use of online videos through You Tube to practice that skill.

Other authors also argue about the benefits of computers in class. Hubbard (2009: 6) points out that using computers help students develop oral skills, literacy and underlying language knowledge. He manifests that thanks to the World Wide Web, today learners of almost any language can find a wealth of authentic audio and video to listen to for both language and culture. Furthermore, Hubbard mentions that there are dedicated listening exercises for many languages, many of them free, though their pedagogical quality varies considerably. He mentions that listening is a way for learners to connect directly with the local culture of the language they are studying. Moreover, the author expresses that until recently, speaking practice in a CALL setting has largely been of two types: pairs or groups of students speaking to one another as they sit in front of a computer engaged in a task, or individual students using the computer to record their voice, often in the context of pre-determined dialogues. Skype and other VOIP (Voice Over Internet Protocol) applications allow audio and video connecting computer to computer at little or no cost. There is also evidence from some studies that even working with text-based chat interactions can improve speaking proficiency (Payne and Whitney, 2002). In addition, Hubbard suggests that reading is changing naturally from paper to digital form due to the increasingly common embedding of hypertext links and multimedia. Furthermore, he mentions that students moved from paper and pen to the computer for composition and

that it focuses on two areas: developing word processing skills in learners and the use of text-based and later graphic organizers to support the writing process. Pennington (2004) notes that this is because 1) research in word processing show positive effects in terms of writer attitudes, text length, text quality and quantity and in some cases quality of revisions, and 2) word processing is now used by virtually everyone for composing – it has become normalized in the sense of Bax (2003) (as cited in General Introduction, Philip Hubbard, 2005).

Chapelle, Carol and Jamieson, Joan (2008: 53) also discuss the practice of the different skills through the computers. They claim that when students receive feedback on their performance, they have the opportunity to notice the gaps between their knowledge and correct grammar (Lyster & Ranta, 1997; Swain, 1985). Chapelle and Jamieson (2008: 124) manifest that evaluation and feedback are valuable for learning grammar and writing. The authors also establish that reading activities improve the process of language development, offering learners new forms of interaction. In Chapelle and Jamieson's view (2008: 149), utilizing audio and video materials that are available on the Web may be intrinsically interesting to students. Although second-language listeners want to comprehend, as students also want to develop their listening abilities.

## 2.1.7. Benefits of using technology

Motivation is one of the key factors that influences the rate and success of foreign language learning. Motivation provides the primary impetus to initiate EFL learning and later remains the driving force that sustains this long and often tedious learning process (Dornyei, 1998). Many EFL luminaries and pedagogues agree that the use of computer technology in EFL instruction provides situations that motivate learners to learn. The use of computer technology, along with internet, helps in motivating EFL learners to learn through authentic, challenging tasks that are interdisciplinary in nature. Such use also encourages EFL learners' active involvement with the target language and content in a real, authentic situation. The author mentions some other advantages of the use of computer technology in EFL instruction:

1. It can make EFL learning easy and interesting.

2. It offers many opportunities for language

3. Internet, provides language learners many opportunities of practicing and using English.

4. Computer technology helps the learners to assess and test themselves and get feedback.

5. It offers students the option of self-directed learning and to connect learning to valuable work skills and personal use.

6. It makes language learning learner-centered.

7. It provides opportunities for EFL learners to work both on their own and as part of a group to find their own learning needs and to use the English language in an authentic situation.

8. EFL students can be motivated because the learning environment is more enjoyable.

9. It can help students to understand the complex concepts more easily.

10. The use of computer technology in EFL classroom can help students to learn at their own pace.

11. It can provide a multisensory learning environment.

12. It can help students to learn independently through self - discovery.

13. The use of computer technology can increase students' participation in activities in the classroom.

14. It can increase interaction in the classroom and provide more active role in learning.

15. It provides much needed exposure of target language in various forms for the EFL learners.

16. The use of computer technology helps EFL teachers to promote a constructive learning helping students to learn the language by their own using internet. (IJ-ELTS: International Journal of English Language & Translation Studies Vol: 1, Issue:1. The Use of Computer Technology in EFL Classroom Alsied & Pathan, 2013).

Jane L. Howland, David H. Jonassen, Rose M. Marra (2012: 7-8) suggest that technology supports meaningful learning. According to Ausubel (1963), meaningful learning subsumes new information into existing structures and memory systems and the resulting associative links create stronger retention (as cited in Brown, 2007, 56). Howland et al (2012: 7-8) argue that there are some roles for technologies in supporting meaningful learning:

- Technology supports knowledge construction:
  - ✓ for representing learners' ideas, understandings, and beliefs;
  - ✓ for producing organized, multimedia knowledge bases by learners.

- Technology as authentic context to support learning by doing:
  - ✓ for representing and simulating meaningful real-world problems, situations, and contexts .
- Technology as social medium to support learning by conversing:
  - ✓ for collaborating with others
- Technology as intellectual partner (Jonassen, 2000a) to support learning by reflecting:
  - ✓ for reflecting on what they have learned and how they came to know it.

## 2.1.8. Students' reasons for not using technology in class

Numerous studies have pointed to the value of print in education, especially in facilitating learning and study processes. Mangen, Walgermo & Bronnick (International Journal of Educational Research, 2013) found that reading linear texts onscreen leads to poorer reading comprehension than reading the same texts on paper while McNeish, Foster, Francescucci & West (Journal for Advancement of Marketing Education, Volume 20, Issue 3, Fall 2012) concluded that printed textbooks *"avoid the distractions of being on the computer or the Internet, the temptations associated with checking email, Facebook, or surfing the Web".* Foasberg's Student Reading Practices in Print and Electronic Media (CUNY, 2013), on the other hand, confirmed that students engage more deeply with printed textbooks, and prefer print for sustained in-depth reading. For HP organization, helping students to achieve improved learning outcomes is a major focus. Udi Chatow, education strategy and worldwide business development manager at HP Graphics Solutions, adds that "we all learn differently, and providing teachers and students flexibility in delivering or consuming education content is a key. Worldwide, many students prefer having printed content as a part of their learning tools alongside electronic delivery mechanisms. They say they want to be able to support both formats, and innovate to create better learning experiences." (Teri Tan, 2014. "College Students Still Prefer Print Textbooks")

To illustrate some preferences of the students toward printed paper rather than on electronic material, there is a new study, by four researchers at Ryerson University in Toronto that appears in the Journal for Advancement of Marketing Education. This study of students' attitudes toward paper and electronic textbooks has appeared, and like earlier ones it reveals that our so-called digital natives prefer print. Although advocates of digitized information believe that millennial students would embrace the paperless in-person or online classroom, this is not proving to be the case," they write, as studies to

date find *"most students reiterating their preference for paper textbooks."* They point out that a lot of the research up to now have started *"with the assumption that the innovation [in e-textbooks] is an improvement over previous technology".* However, they say it is not the case. (Gordon Divitt, 2013. Students to e-textbooks: no thanks).

According to Melanie Pinola (2011), there may also be a scientific basis for the pen's superiority over the keyboard when it comes to writing development and cognitive functions. Dr. Virginia Berniger, who studies reading and writing systems and their relationship to learning processes, found that children's writing ability was consistently better (they wrote more, faster, and more complete sentences) when they used a pen rather than a keyboard; these are, of course, subjects without a penchant for using either tool. The difference, Berniger notes, may lie in the fact that with writing, you use your hand to form the letters (and connect them), thereby more actively engaging the brain in the process. Typing, on the other hand, involves just selecting letters by pressing identical-looking keys. ("Why you learn more effectively by writing than typing").

As Dörnyei (2001:142) states, demotivation is other students' reason to avoid using technology in class. The author suggests that demotivation concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. The author says that a demotivated learner is someone who was once motivated and has lost his or her commitment/interest for some reason.

## 2.1.9. Negatives effects of using technology all the time

According to Timothy Smithee (2007), computers, tablets, smartphones and e-books allow fast, easy and inexpensive access to information resources. These resources can engage the user through interactivity and make it easy to process, analyze and share information of all kinds. Nevertheless, he manifests that there is also evidence from several studies there are significant negative effects from technology in the classroom. The author points out that students get distracted. He mentions that the technology-enabled classroom offers access to information, but it also offers many more distractions. Games on devices, text messaging, email and websites all compete for students' attention, taking that attention away from the subject on which they are supposed to be focusing (Negative Effects of Using Technology in Today's Classroom).

As it was stated by Julia Klaus in some classrooms technology is overused. The author says this can lead to a variety of problems. Many students learn best by physically and mentally interacting with what they are studying. If most of the teaching is done using a computer, these students' needs are not being met. Technology should be used to supplement the classroom curriculum, but should not be used as the sole source of learning (Negative Effects of Using Technology in Today's Classroom).

## 3. CHAPTER 3

### 3.1. Class Observations

What is stated here includes the results of the observations of ten classes between the years 2013 and 2014. They were about 40 minutes to 1 hour per class. Students attended the Computing Room to have the English lessons. In order to do that, the teachers of English and Computing Studies arranged their schedules to make it possible since the rest of the students at school also had the subject Computing Studies in the week. The lab counted with 14 computers that had internet access and stereos. However, not all of them worked properly all the classes. There were some other old computers but they could not be used as they did not work well.

In the classes, there were 30 students and the teacher of English in the Computing Room. As the number of computers was limited, students worked in groups and changed turns to do the activities. These activities were guided by the teacher and the students did the tasks at the same time.

It was observed that students were involved in class. They seemed to be motivated doing the activities with the computers. They showed enthusiasm and interest to learn. They participated a lot and asked many questions to the teacher about the tasks. Even the students, who did not usually ask questions, asked them by this time. It was also observed that most of them were more involved in class than when they learned in the traditional classroom. To illustrate this, when they read the lyrics of a song on the screen, it was detected that they were more involved and showed more enthusiasm than when reading it from a printed text. Apart from that, it was seen that many students enjoyed working in groups in spite of the number of students with a computer. It was also perceived that students enjoyed putting into practice the different skills through the activities with technology.

Nevertheless, it was also observed some problems. For example, a very few students seemed to be bored or uncomfortable. In addition, some students manifested they could not do a lot as they said there were other students who wanted to do most of the activities with the computers. Students were constantly monitored to avoid the use of other distracted activities, such as social networks. However, two students tried to open their Facebook account the first time they went to the Computing Room but they did not try to do it the other classes. Moreover, students sometimes faced some problems such as internet connection. Apart from that, in some classes computers stopped working due to

technical problems. As a consequence, some students had to join other groups, which made for example five students to work with a computer. Apart from that, as there were neither headphones nor microphones available at school, students could not use them to practice speaking with these tools. Additionally, two students asked the teacher if they could work with tablets and mobile phones in class. However, as neither the school counted with these tools nor most of the students had these resources, it was not possible to do it. But it was also observed that despite of the limitations with the equipment, many students showed enthusiasm to work in groups and help their classmates who had difficulties with the language and the use of computers. Besides that, many of them showed to be interested in working with one computer while they shared ideas to complete the tasks.

Taking into account the equipment available at school and the amount of time in the Computing Room, it was possible to make the following activities that are included in the resources below:

Online interactive activities: They consisted of a kind game, available in internet, where students had to apply their grammar and vocabulary knowledge. After they completed the task they got an instant score given by the computer. Then, they could go to other superior levels that contained more complex exercises that gave them also a score. It was observed that this activity implied competition among the students to get a higher score. It was also seen that students who did not get a good score, tried the same activity by their own until they got a better one.

Power Point: They had to write short texts about themselves, their friends and famous characters they liked. They could insert pictures, use colours and apply all the tools they knew about the program. It was seen that students were interested in writing about these characters in the computers. They also showed more interest than when they did the same activity in the workbooks.

Word: They could also write about famous characters' life and apply all the tools they know about the program. It was perceived the same as above.

Lyrics: They could read lyrics of songs from the net and they could watch videos after and while they read the lyrics. It was seen that students were more attracted by reading the lyrics from the computers than reading the same lyrics from a printed text. In addition, they could practice the pronunciation by reading the lyrics.

You Tube: They could watch videos about songs in the Computing Room. They could sing while listening to songs. They looked more enthusiastic than when they listened

to songs in the tape recorder. They also could watch scenes from films in English and they could talk about the videos they saw in class with their friends. In order to do that, students went to the Video Room where there is a plasma TV that functions as a computer. It was also observed that students paid more attention to this activity than when they spoke in class without the use of any technological resources.

Online Texts: They could read short texts from the net about characters of Marvel. Then, they could answer some comprehension questions on the computer. They could also insert pictures about the characters they read. Students looked interested in completing the task.

From all these activities it was observed that students enjoyed most the online activities that gave them a score. Students also enjoyed listening to songs from You Tube.

Furthermore, it was observed that these activities allowed students to improve their language skills. To illustrate this, it was observed that when students listened to a song from You Tube and read the lyrics they improved their pronunciation. Moreover, when they wrote paragraphs of English in Word and Power Point, it was identified certain improvements in their grammar and spelling. What is more, it was observed that they could increase their understanding of texts while practicing reading from the net and answering comprehension questions. Last, although students did not use headphones and microphones, it was observed that after watching a film scene from You Tube, they showed to answer comprehension questions correctly. It was seen that by doing these activities students improved their language skills. At the same time, they showed to be enthusiastic with the activities and eager to learn.

The data analysis of the students' interview helps to understand what was observed in class.

**3.2. Data Analysis.**

**Interviews**

According to the data collected by means of the interviews, it is possible to know a variety of answers given by the group of students with respect to the use of technology in the classroom. These answers provide information about the effect on students' motivation when they learn English with technology; the activities that motivate to the students most; how technology fosters the four skills at learning English as a Foreign Language and how this effect is, in spite of the limitations with the equipment.

Considering that students have access to computers in the Computing Room at school, it is important to state what Mercado (2012) suggests about technology. The author points out that the multimedia lab makes possible students have a variety of server-based and online resources available for practice. The author also posits that students can choose the resources that most cater to their needs.

To begin with, students were asked how they prefer to learn English. The options given by the questionnaire were the use of computers, books, workbooks, the board or any other tools. They also were asked to justify their answers. It is important to notice that students used a workbook for the subject during the whole academic year. Some statements are listed below:

"Prefiero aprender inglés por la computadora porque aprendes rápido". Agustín, 11. ("I prefer learning English through the computer because I learn faster". Agustín, 11.).

*"Computadora porque me parece más fácil". Mateo, 11. ("I prefer the computer as it is easier". Mateo, 11).*

*"Prefiero aprender inglés usando computadoras y cartillas porque te dan ejercicios para aprender sobre ese tema de inglés". Julieta, 11. ("I prefer learning English by using both computers and workbooks because they contain exercises to learn English". Julieta, 11).*

*"Prefiero aprender inglés por una computadora porque es más interesante y divertido". Milagros, 12. ("I prefer learning English through a computer as it is easier and funnier". Milagros, 12).*

*"Prefiero aprender en el pizarrón porque así se puede explicar mejor lo que no entendemos". Laila, 12. ("I prefer learning through the board because it makes possible to get a better explanation about what we do not understand". Laila, 12).*

*"Prefiero estudiar en la cartilla y en la computadora así aprendemos más". Lucas, 11. ("I prefer learning through workbooks and computers as we can learn more". Lucas, 11).*

The answers to this question are very varied. Many students manifest that they prefer learning English by using computers. As it was stated in the theoretical framework, the use of technology for English language learning does not appear to be restricted to any particular age group. In many contexts, learners are being exposed to a range of technologies from a very early age at home and by the time they reach nursery age many have developed at least some of the digital skills that enable them to participate in technology-driven activities as soon as they start school (Battro, 2004; Facer et al., 2003).

The role of technology can provide a significant addition to learners rather than other more conventional tools (blackboards, textbooks, cassette players) that are found in classrooms around the world. (Motteram, 2013). Different authors speak about the use of computers in class to learn English. Beatty (2003:7) manifests that when a learner uses a computer and, he/she improves his or her language. Dudeney and Hockly (2008) say that the access to Information and Communications Technology (ICT) has become more widespread and they suggest that the use of technology in the classroom is important.

However, besides using computers students feel they like using books, workbooks, and the board. They argue that they prefer those materials because workbooks have grammar explanation that helps them to understand the structure of the language. The students also mention they like practicing on the board because they learn when they practice on it. As it was seen in the literature, numerous studies have pointed to the value of print in education, especially in facilitating learning and study processes. Mangen, Walgermo & Bronnick (International Journal of Educational Research, 2013) found that reading linear texts onscreen leads to poorer reading comprehension than reading the same texts on paper. This finding might be related to the fact that some students prefer learning grammar by printed texts as it can contribute to their comprehension. When they mention they like the board, it might be due to the fact that it contributes to their understanding when they do exercises on it.

Their preference to use both computers and workbooks might be related to the fact that the new topics were introduced in class and then they used the computers to reinforce them. As the theory suggests and according to Udi Chatow, it is necessary to support both formats, that is printed material and technological resources to innovate and create better learning experiences.

Then, interviewees were asked what technological devices specifically they prefer to learn English. Some statements include:

*"La computadora porque la veo más útil para casi todo. Mateo, 11. ("I prefer the computer because it is useful for almost everything". Mateo 11).*

*"Prefiero una computadora porque como que nos entretiene más a nosotros". Romina, 11. ("I prefer a computer since it entertains us more". Romina, 11).*

*"Prefiero aprender por la computadora porque aprendemos inglés y practicamos informática". Noelia, 11. ("I prefer the computer because we can learn English and practice Computing Studies as well". Noelia, 11).*

*"Prefiero la netbook". Brenda 11. ("I prefer the netbook". Brenda, 11).*

*"Celular, la computadora, la netbook". Joaquín, 12. ("The mobile phone, the computer, the netbook". Joaquín, 12).*

Students coincide that the technological device they prefer to use to learn English is the computer. They also claim that the use of computers allow them to put into practice what they have already learned in the subject Computing Studies. As it was stated in the theory, Hubbard points out that when learners use computers they enjoy the language learning process more and thus engage more fully. Beatty uses the term CALL to refer to computers and defines it as any process in which a learner uses a computer and, as a result, improves his or her language. Apart from that, as it was stated above, Dudeney and Hockly (2008) argues the term CALL and propose the use of ICT to refer to computers. Mercado (2012) prefers using the word technology as it is a wider term that includes other resources; such as, computers. For that reason, when the word computers is used in this paper it is related to the word technology as this term includes computers and all the resources included in computers. To illustrate this, Mercado points out that monitor or multimedia and laptop are examples of hardware as a resource of technology. Mercado expresses that if students feel they can choose from a variety of technological resources for content and this is followed by a gratifying experience, it is very likely that their intrinsic motivation increases and they would like to continue growing as language learners. According to what was said by Mercado, it can be inferred that computers might increase students' motivation. The last argument is discussed afterwards.

Some students also mention some other devices they would like to use, such as, tablets, and netbooks. The preference of these devices might be related to the fact that a few interviewees are also familiar to them. However, students do not have the possibility to have access to those tools at school. It might be possible that they mention netbooks as they may know students from other schools who count on this device. When they suggest tablets, it is likely possible that a few of them have tablets or at least that they know about this tool. As it was stated in the theory, Ramachaudran (2004) adds that using new forms of technologies in the language class certainly encourages and motivates learners to use the target language. Battro, (2004) and Facer et al., (2003) argue that in many contexts, learners are being exposed to a range of technologies from a very early age at home and by the time they reach nursery age many have developed at least some of the digital skills that enable them to participate in technology-driven activities as soon as they start school. When students mention all the variety of technology, it can be associated to the wide range of technology that students might be exposed to at this age due to the reasons

stated above. As the literature suggests, Hattie (2009) expresses that there has been a tremendous growth of information communication technologies (ICT) across in recent years. The author adds that Information and communication technologies (ICT) can be used to support the process of English language learning for those in the very early stages of education. (Sutherland et al, 2004). Although interviewees mentioned these devices, it was not possible to use them because not all students have these devices according to what was said by them.

Furthermore, students were asked how they feel when learning English through the use of computers.

*"Me siento feliz, entusiasta y emocionado porque es mucho más sencillo y divertido". Mauricio, 12. ("I feel happy, enthusiastic and excited because it is easier and funnier". Mauricio, 12)*

*"Cuando aprendo inglés en la computadora me siento feliz y me parece más interesante, con ganas de aprender mucho más". Ingrid, 11. ("When I learn English through the computer, I feel happy and I think the class is more interesting. I feel eager to learn". Ingrid, 11).*

*"Me siento motivado cuando uso la computadora". Joaquín, 12. ("I feel motivated when I use the computer". Joaquín, 12).*

*"Me interesa mucho inglés". Agustín, 11. ("I am very interested in English". Agustín, 11).*

*"Cuando aprendo inglés con la computadora siento una emoción de aprender y ser mejor". Aylén, 12. ("When I learn English with the computer, I feel eager to learn and to be better". Aylén, 12).*

*"Me siento muy seguro de mí mismo". Mateo, 12. ("I feel self-confident". Mateo, 12).*

*"Me siento incómodo porque no puedo estudiar bien". Bruno, 12. ("I feel uncomfortable because I can not study well". Bruno, 12)*

*"Yo me siento incómodo y aburrido". Humberto, 11. ("I feel uncomfortable and bored". Humberto, 11).*

From the interview, a large number of children manifest that they feel happy, enthusiastic, self-confident, interested, motivated and eager to learn. It can be inferred that most of the students feel motivated when they learn English through the use of computers. This is related to what was said in the theory about motivation. Dörnyei (2001:8) suggests that motivation concerns the direction and magnitude of human behavior. That is the choice of a particular action, the persistence with it and the effort

expended on it. In other words, the author says that motivation is responsible for why people do something, how long they are willing to sustain the activity and how hard they are going to pursue. When students express they feel eager to learn when they use computers, it is associated to what was also said in the theoretical framework. According to Shaaban and Ghaith (2000) integratively motivated students work harder if they have a positive attitude about language outcomes in EFL. The authors suggest that the integrative motivation of their students can be enhanced with interaction with authentic materials, including multimedia. Krashen (1982) maintains that acquisition can occur only in the presence of certain affective conditions: the learner is motivated, self-confident and has a low level of anxiety. It might be implied that students feel integratively motivated as they can interact with an authentic material that allow them to learn better. Besides that, more recently, the term digital native has been coined to refer to someone who grows up using technology and who thus feels comfortable and confident with it – typically today's children. Dudeney and Hockly (2008) says that technogeeks is a term for a technology enthusiasm. From the theory, it can be suggested that most of the interviewees are technogeeks. These children have grown using computers since 1$^{st}$ grade for the subject Computing Studies. Many of them also feel confident to work with computers. Consequently, these interviewees might be called digital natives.

Nevertheless, a few students say that they feel uncomfortable when using this tool. As it was stated in the literature, Dudeney and Hockly (2008) refer to technophobic as people who are afraid of new technology and with the increasing presence of the Internet and computers; the term technophobe has appeared to refer to those who might be wary of these new developments. It can be implied that a few of the interviewees do not feel in comfort as they do not feel confident with computers. When students mention that they feel bored and uncomfortable, that might also be associated to demotivation. As it was said in the theoretical framework, Dörnyei (2001:142) suggests that demotivation concerns specific external forces that reduce or diminish the motivational basis of a behavioral intention or an ongoing action. In the author's view a demotivated learner is someone who was once motivated and has lost his or her commitment/interest for some reason. From Dörnyei's theory, it can be implied that these students might feel demotivated by using computers. One of the possible reasons might be that they could have used them a lot in other contexts. Thus, when these students use computers to learn English, it might have been demotivating for them as they might prefer using traditional materials.

Apart from that, students were asked if they understand language better when they use computers in class. They were also asked to justify their answers.

*"Si porque me gusta usar la computadora, lo hago en grupo con mis amigos". Mateo, 11. ("Yes, that is because I like using computers. Besides that, I do group work with my friends". Mateo, 11)*

*"Si puedo entender porque se usar bien la computadora y entiendo por las imágenes". Marisol, 11. ("Yes, I can understand because I know how to use the computer very well and the images make me understand". Marisol, 11).*

*"Si porque se usar la computadora y puedo reforzar Inglés y aprender más". Franco, 11. (Yes, that is because I know how to use the computer and I can reinforce English and I learn more". Franco, 11).*

*"Sí, sí puedo entender mejor el idioma cuando uso la computadora porque las imágenes que se presentan me ayudan". Julieta, 11. (Yes, I can understand the language better when I use the computer because the images help me". Julieta, 11).*

*"No puedo entender mejor porque me distraigo mucho". Humberto, 11. ("I can not understand better because I get distracted a lot". Humberto, 11).*

*"No, yo creo que entiendo lo mismo con la computadora que con la cartilla porque no creo que haya una diferencia muy grande entre las dos". Santiago, 11. (No, I think I understand in the same way when I use either the computer or the workbook. I think there is not a big difference between them. Santiago, 11).*

Most of the interviewees think they can learn faster and better by using computers not only because they like it but also because they can share with their friends. The advantage they have is that they have the ability to use computers. This make them feel more confident. They feel this is a good way to reinforce the contents explained in class. Besides that, they express that the images are very important for their understanding. As it was said in the theoretical framework, Dörnyei discusses some advantages of the use of computer technology in EFL instruction. He mentions that it can make EFL learning easy and interesting; it offers many opportunities for language, it provides opportunities for EFL learners to work both on their own and as part of a group to find their own learning needs and to use the English language in an authentic situation; EFL students can be motivated because the learning environment is more enjoyable and it can help students to understand the complex concepts more easily. Howland et al (2012) also points out that technology supports meaningful learning in that students construct knowledge; they collaborate with others and can reflect on what and how they have learned.

However, a very few students do not agree that they understand better. One of them argues that it is the same at learning through workbooks or computers. Other student mentions that he gets distracted. This is related to what was said in the literature with respect to the use of technology. According to Timothy Smithee, computers allow fast, easy and inexpensive access to information resources. Despite the benefits that can arise from integrating technology into the classroom, the author acknowledges that there is also evidence from several studies that there are significant negative effects from technology in the classroom. The author manifests that technology-enabled classroom offers access to information, but it also offers many more distractions. He suggests that the games on devices, text messaging, email and websites might tempt students to use them while they are focusing on other activity. From this perspective, although students were constantly monitored to avoid the use other distracted activities, it might be possible that some of them may have felt tempted to check their Facebook account, for instance. As it was stated in the observation, two students tried to open it the first time they went to the Computing Room but they did not try it the rest of the classes. Nonetheless, it is likely that they might have felt tempted to use this social network or other of the distracted activities mentioned above.

In addition, students were asked if they enjoy more writing in English using different computer programs such as Power Point or Word, workbooks, the board. They were also asked to justify their answers.

*"Me gusta escribir en Power Point porque con las diapositivas es más entretenido". Romina, 11. ("I like writing on Power Point because the slides make it more interesting". Romina, 11)*

*"Me gusta escribir en inglés en Word porque uso las teclas y me gusta manejar las computadoras". Virginia, 11. ("I like writing in English through Word as I can use the keyboard and I like working with computers". Virginia, 11).*

*"Me gusta escribir en Power Point porque le puedo poner detalles, por ejemplo colores, imágenes". Antonella, 12. ("I like writing on Power Point since I can use for example colours, images". Antonella, 12).*

*"Me gusta escribir en Power Point porque puedo insertar imágenes". Brenda, 11. ("I like writing on Power Point because I can insert images". Brenda, 11).*

*"Me gusta más en Word, es más divertido en computadora". Micaela, 11. ("I like Word best. It is funnier with the computer". Micaela, 11).*

*"Me gusta estudiar mejor en la cartilla y en el pizarrón porque es más divertido, más fácil y porque me siento más seguro". Humberto, 11. ("I like the workbook and the board because that is funnier; that is easier and I feel more self-confident". Humberto, 11).*

The majority of the interviewees express that they enjoy more using Power Point to write in English. They manifest that in this program students can do different actions, such as, inserting pictures, effects and they can also apply all the tools they know about this program. Some students state that they enjoy more writing in Word. As the literature suggests, computers can help ELL students develop their writing skills. Writing paragraphs in a language that is still somewhat unfamiliar to students can be difficult. When using a computer, however, the use of graphics can make this much more enjoyable. According to Lewis (1997), grammar skills can also be demonstrated and reinforced using computers. The author posits that students have a lot of choices, such as underlining, italicizing, or changing the font size, color or type when using computing programs. The author claims that using a computer as a medium for studying grammar is much more motivating for a student as opposed to writing with a pencil. Furthermore, he mentions that students moved from paper and pen to the computer for composition and that it focuses on two areas: developing word processing skills in learners and the use of text-based and later graphic organizers to support the writing process. Pennington (2004) notes that this is because 1) research in word processing show positive effects in terms of writer attitudes, text length, text quality and quantity and in some cases quality of revisions, and 2) word processing is now used by virtually everyone for composing – it has become normalized in the sense of Bax (2003). It can be inferred that students are more motivated when they write in English through computers. By using Power Point or Word, students have a lot of choices, such as underlining, italicizing, or changing the font size, color or type, which make students enjoy it. Besides that, they can put into practice their grammar and vocabulary skills.

However, a few students express that they like more writing in workbooks. As it was established in the theory, Melanie Pinola points out that there may also be a scientific basis for the pen's superiority over the keyboard when it comes to writing development and cognitive functions. Dr. Virginia Berniger, who studies reading and writing systems and their relationship to learning processes, found that children's writing ability was consistently better (they wrote more, faster, and more complete sentences) when they used a pen rather than a keyboard. The difference, Berniger notes, may lie in the fact that when people use their hand to write, they form the letters (and connect them). Thereby they

engage the brain in the process more. Typing, on the other hand, involves just selecting letters by pressing identical-looking keys.

Besides that, students were asked if they enjoy more reading in English through printed texts or from the internet. They were also asked to justify their answers.

*"A través de textos impresos porque me siento con ganas." Tamara, 11. ("Through printed texts as I feel eager to learn". Tamara, 11).*

*"Me gusta más internet porque puedo escuchar la pronunciación en inglés." Pablo, 11. (I like internet best because I can listen to the pronunciation in English" Pablo, 11).*

*"Me gusta leer inglés en internet porque puedo buscar cualquier tipo de texto en inglés y en cambio con los libros no aparecen los textos que se quieren leer." Virginia, 11. ("I like reading English from the net due to the fact I can search any texts in English. On the contrary, texts that we would like to read are not included in books". Virginia, 11).*

*"En internet porque es más entretenido" Joaquín,12. ("Through internet because it is more entertaining". Joaquín, 12).*

*"Me gusta leer en internet porque es más fácil." Bruno, 12. ("I like reading from internet due to it is easier". Bruno, 12).*

*"Me gusta más leer de textos impresos porque me siento bien. Julieta, 11. ("I like reading from printed texts because I feel good". Julieta, 11).*

Most students manifest that they prefer reading through printed texts.  It can be inferred that some students prefer printed texts because as it was said above the workbooks not only have texts to read but also contain grammatical explanation that may contribute to their reading comprehension. As it was stated in the theory, Mangen, Walgermo & Bronnick (International Journal of Educational Research, 2013) found that reading linear texts onscreen leads to poorer reading comprehension than reading the same texts on paper. Foasberg's Student Reading Practices in Print and Electronic Media (CUNY, 2013), on the other hand, confirms that students engage more deeply with printed textbooks, and prefer print for sustained in-depth reading.

However, some others claim that they prefer reading from the internet as they can also listen to the pronunciation. It can be implied that students express that because as it was stated above, they read the lyrics of a song that they also listened to. As it was manifested in the theory, Case & Truscott (1999) argue that there are several ways in which technology can be used to improve the reading ability. The authors suggest that computers can increase the interest level for students while keeping the text simple and easy to read. Case & Truscott argue that computer based reading allows increased

interaction with texts, attention to individual needs, and increased independence through an ability to read texts that they would not otherwise be able to read. From the theory, it can be said that reading from the net not only increases the students' interest but also it enhances their interaction with texts and their ability to read as well.

In addition, students were asked how they prefer listening to English. They were also asked to give the reasons why they prefer that.

*"Me gusta más escuchar ingles a través de una computadora porque se escucha mejor la pronunciación". Pablo, 11. ("I like listening to English through a computer because you can listen to the pronunciation better". Pablo, 11).*

*"Prefiero escuchando música en YouTube porque es más divertido". Tamara, 11. ("I prefer listening to music through You Tube as it is funnier". Tamara, 11).*

*"Prefiero escucharlo a través de música de la computadora porque es más relajante y divertido". Mauricio, 12. ("I prefer listening to music through the computer as that is relaxing". Mauricio, 12).*

*"Prefiero practicar inglés escuchando a través de You Tube porque en You Tube se encuentran varios videos de idioma inglés". Julieta, 11. ("I prefer practicing English by listening to music through You Tube because you can find a variety of videos related to the English language". Julieta, 11)*

*"Prefiero practicar escucha en You Tube porque aparecen videos". Gretel, 11. ("I prefer practicing listening to music through You Tube as there are videos". Gretel, 11)*

*"Escuchar por You Tube en inglés". Marisol, 11. ("I prefer listening to English through You Tube". Marisol, 11).*

A large number of students state that they prefer listening to English through You Tube because they can listen to songs and watch videos as well. They point out that there are many new things to learn through You Tube. Most of them argue that listening to songs through You Tube is funny and they like it. As it was mentioned in the theory, Hubbard says that there are dedicated listening exercises for many languages, many of them free, though their pedagogical quality varies considerably. He mentions that listening is a way for learners to connect directly with the local culture of the language they are studying. Mercado (2012) mentions that students can have access to music for learning purposes. He states that a typical practice for children and teenagers is to access and download their favourite music from the internet. The author suggests the use of online videos through You Tube to practice the reading skill. It can be inferred the power of music

in students learning. As it was seen, by means of music from You Tube, students not only enjoy it but also they learn English from it.

Furthermore, students were asked how they prefer to practice speaking in English. They were also asked to justify their answers.

*"Prefiero hablar en Inglés por la clase de inglés hablando con mi compañero en inglés porque entiendo más". Milagros, 11. ("I prefer speaking in English in class with my friend because I understand more". Milagros, 11).*

*"Prefiero hablar en inglés con mis compañeras en clases porque si me equivoco ellas me corrigen". Gretel, 11. ("I prefer speaking in English with my classmates because if I make a mistake, my classmates correct me". Gretel, 11).*

*"Prefiero hablar en inglés en clases. Porque puedo decir cualquier duda que tenga". Julieta, 11. ("I prefer speaking in English in class because I can ask any questions I have". Julieta, 11).*

*"Prefiero hablar en inglés en clases con mis compañeros porque es mucho mejor entender a tu amigo". Fernando, 12. ("I prefer speaking in English in class with my classmates as it is much better". Fernando, 12).*

*"Prefiero hablar inglés en la computadora con audífonos y un micrófono porque es más interesante, algo nuevo por descubrir". Ingrid, 11. ("I prefer speaking in English through the computer with headphones and a microphone as it is more interesting. It is something new to discover". Ingrid, 11).*

*"Prefiero hablar inglés en Skype porque algunos amigos hablan en inglés". ("I prefer speaking English through Skype as some friends speak in English". Ingrid, 11).*

In general, students coincide that they prefer speaking in class because they can interact with other students and they feel in comfort. It might be inferred that when children mention they like working in class, they refer to the fact they prefer having face-to-face conversation. As it was said above, Ashton College state that face-to-face communication and in-person meetings boost efficiency instead of technology. The article by this institution claims that face-to-face communication can also be much more effective for those who may struggle with written communication. Liaw (1997) posits that students need to be constantly engaged in language activities. The author states that children need to be able to interact with each other so that learning through communication can occur.

Some students claim they would like using either headphones or microphones. However, as it was explained above, they could not practice speaking with these tools as the school is not equipped with them. It can be inferred that is the reason why students

mention that the use of headphones and microphones is something new to discover. One of the students also suggests Skype as a resource to practice English. It can be implied that the student knows that program. As it was said before, it might not be feasible to use it at present due to the lack of those tools at school. Nevertheless, it might be useful to do it in a near future. As it was claimed in the literature, Ybarra and Green (2003) suggest that computers can facilitate a type of environment in which they can act as tools to increase verbal exchange. Ybarra and Green (2003) manifest that verbal interaction and the use of a variety of language functions by English language learners can be facilitated by the use of the computer. Although students did not use Skype to practice the oral skill, they watched a video of a film scene from You Tube and they talked in English in class about that video. The authors acknowledge that the use of the computer can be a useful supplement to the traditional curriculum of the ELL classroom by promoting verbal communication and the acquisition of English. Hubbard (2009) mentions that until recently, speaking practice in a computing setting has largely been of two types: pairs or groups of students speaking to one another as they sit in front of a computer engaged in a task, or individual students using the computer to record their voice, often in the context of pre-determined dialogues. Skype and other VOIP (Voice Over Internet Protocol) applications allow audio and video connecting computer to computer at little or no cost. There is also evidence from some studies that even working with text-based chat interactions can improve speaking proficiency (Payne and Whitney, 2002). From the theory and the students' answers it may be suggested that pairs or group work foster students to practice the oral skill. That was not only observed in traditional classrooms but also when they did a task about a scene film from You Tube.

Moreover, students were asked if the use of technology helps them to write, to read, to listen and to speak in English. They were also asked to provide their reasons for their answers. Some statements are listed below:

*"Sí me ayuda porque aparte se pude aprender más de tecnología". Lucas, 11. ("Yes, technology helps me because we can learn more through technology". Lucas, 11).*

*"Sí me ayuda porque me gusta hacerlo". Bruno, 12. ("Yes, that helps me I like doing it". Bruno, 12).*

*"Sí porque tenemos más cosas para aprender". Antonella, 11. ("Yes, that helps me due to we have more things to learn". Antonella, 11).*

*"Sí me ayuda a escribir y escuchar porque si me gusta porque se usar la computadora". Marisol, 11. ("Yes, that helps me to write and to listen. I like it as I know how to use the computer". Marisol, 11).*

*"El uso de la tecnología sí me ayuda a escribir, leer, escuchar, hablar en inglés porque con ello es más fácil de aprender". Aylén, 11. ("The use of technology helps me to write, to read, to listen and to speak in English as that is easier to learn". Aylén, 11.).*

*"Sí me ayuda ya que puedo aprender mejor". Luana, 11. ("Yes, that helps me due to the fact that I can learn better". Lucas, 11).*

*"Sí me ayuda porque entiendo mejor". Bruno, 11. ("Yes, that helps me because I understand better". Bruno, 11).*

*"Si porque puedo aprender más la pronunciación de las palabras en inglés". Pablo, 11. ("Yes, that helps me as I can learn the pronunciation of the words in English more". Pablo, 11).*

Most of the interviewees manifest that computers help them to practice the different skills in English. They also say it is funny and they like using computers. It can be inferred that not only students use computers because they like them but also they realize they can benefit from these technological devices while learning English. Hubbard mentions that computers develop the different skills. Mercado (2012) states that technology can promote both skills: reading and listening in order to learn English. Mercado (p 66) mentions that technology can contribute to getting students to speak better and more confidently. McCarthy (2006) says that speakers should help each other during the communicative exchange (Mercado, 2012). Mercado also suggests that writing is the other productive skill that allows learners to convey their thoughts and ideas to others. He says that learners should express themselves through multiple forms of written text types.

Furthermore, students were asked what skill they enjoy best when they use computers and they also had to justify their answers.

*"Disfruto más las cuatro porque leyendo y escuchando aprendo y hablando y escribiendo demuestro lo que aprendí". Mauricio, 12. ("I enjoy the four skills best because I learn by listening and reading and I show what I have learned through speaking and writing". Mauricio, 12.).*

*"Disfruto escuchar in inglés porque puedo escuchar canciones en inglés". Gretel, 11. ("I enjoy listening to English as I can listen to songs in English". Gretel, 11).*

*"Disfruto escuchando y leyendo porque aprendo más". Lucas, 11. ("I enjoy listening and reading since I can learn more". Lucas, 11).*

*"Cuando uso la computadora, disfruto más escuchar porque aprendo más". Micaela, 11. ("When I use the computer, I enjoy listening best as I learn more". Micaela, 11).*

*"En el uso de la computadora aprendo más a escribir párrafos en inglés, también a escuchar porque aprendo palabras". Ricardo, 11. ("By using computers I enjoy writing paragraphs in English best. I also learn new words". Ricardo, 11).*

*"Hablar porque así practico más". Mateo, 11. ("I like speaking because I can practice more". Mateo, 11).*

Students have different opinions about the skill they enjoy best. Some students express that they like listening to English because they can listen to English songs. Some others point out they like reading from the net and writing as well. Some others say they enjoy practicing all the skills. When they mention they like speaking, they refer to the fact of speaking about a video from You Tube, as it was mentioned above. From the students' answers, it can be implied that students enjoy different skills according to their ability to manage them. Besides that, Williams (1994) argues that learning a foreign language involves far more than simply learning skills or a system of rules, or a grammar. According to him, it involves an alteration in self-image, the adoption of new social and cultural behaviors and ways of being and, therefore, has a significant impact on the social nature of the learner.

Moreover, interviewees were asked what activities they like most when they learn through computers. They were asked to justify their answers.

*"Me gusta más las actividades interactivas en la computadora porque te divierte y a la vez aprender". Pablo, 11. ("I like the interactive online activities in the computer because I get fun and I learn as well." Pablo, 11).*

*"Me gustan las actividades interactivas, escuchar música en inglés porque aprendo mejor". Mauricio, 12. ("I like the interactive online activities. I also like listening to music in English as I learn better". Mauricio, 12).*

*"A mí me gustan más las actividades interactivas porque al corregirlas sé en qué me confundí". Santiago, 11. ("I like the interactive online activities because when I correct them I know what I did wrong". Santiago, 11.).*

*"Me gustan las actividades interactivas porque puedo saber si está bien o no". ("I like the interactive online activities as I can know whether they are well done or not").*

*"Las actividades que me gustan más los juegos de inglés porque puedo jugar y si me equivoco rehacerlo". Milagros, 11. ("The activities I like most are the games in English. If I make a mistake I can do it again". Milagros, 11).*

*"Me gusta más las actividades interactivas y Word porque se ejercita, se lee y se aprende". Mario, 11. ("I like the interactive online activities and Word because we make exercises. We also read and learn". Mario, 11).*

*"Me gusta escuchar la música en inglés porque aparte de disfrutar de música aprendo más". Gretel, 11. ("I like listening to music in English because not only I enjoy the music but also I learn more". Gretel, 11).*

A large number of students coincides that the interactive online exercises is the activity they like most. This kind of exercises is available on the internet. It can be inferred that they associate this activity to a kind of game. As it was mentioned in the description of the activities above, when students finish the activity, they get a score. If they do it well they can go to other levels that contain more complex exercises. It can also be suggested that the task involves competition among the students. Some interviewees also mention they learn from their mistakes through this exercise. They argue they like the activities from the internet. Most of them also say they like watching and listening to songs from You Tube. Some other students express they like writing in Power Point and Word. According to the students' answers, it can be seen that they enjoy different activities. According to the theoretical framework, Hubbard (2009) acknowledges that thanks to the World Wide Web, today learners of almost any language can find a wealth of authentic audio and video to listen to for both language and culture. Hubbard also posits that with the interactive online activities it makes possible that this type of learning can be particularly effective due to the immediate feedback that is offered to the user, and indirectly the teacher, a highly significant attribute of 'visible learning'.

What is more, students were asked if they would like using computers for most of the lessons. They had to justify their answers as well.

*Sí porque es más divertido. Brenda, 11. ("Yes, that is because it is funnier". Brenda, 11).*

*Sí me gustaría porque es una muy buena forma de aprender. Micaela, 11. (Yes, I would like to as that is a good way to learn". Micaela, 11).*

*Sí porque es divertido, porque sí me gusta. Marisol, 11. ("Yes, that is because that is funny and I like it".).*

*Sí me gustaría usar la computadora en la mayoría de las clases porque podría aprender más rápido. Aylén, 11. ("Yes, I would like using the computer most of the lessons due to I should learn faster".).*

*Sí, si me gustaría porque en la computadora entiendo más. Romina, 11. (Yes, I would like to because I understand better with the computer". Romina, 11).*

A great number of students argue that they would like using computers most of the lessons because they say they like it as this is funny and they learn faster and better. That can be related to what was said about motivation. According to Dörnyei and Skehan, (2005) motivation concerns the direction and magnitude of human behavior, the choice of a particular action, the persistence with it, and the effort expended on it. Motivation has been identified as the most influential factor in successfully learning a new language (Masgoret and Gardner, 2003). It can be interpreted that students would like using this device as much as possible because they feel motivated and consider this a significant way to learn. Brian A. Grismore (2012: 2) points out that integrating educational technology into the student's learning experience is an effective way to engage learners. The author claims that Educational technology meets the needs of a diverse group of learners. He adds that technology enables students to take a more active role in learning through increased student involvement. It may be suggested that interviewees feel more involved in class and work harder when they work with technology. Consequently, they learn better.

Apart from that, students were asked if the technology used in their classrooms motivates them about EFL. They were also asked to justify their answers.

*"Sí, porque me hace sentir que quiero aprender más". Tamara, 11. ("Yes. That is because I feel I want to learn more". Tamara, 11).*

*"Sí me motiva a aprender porque es más divertido". Ingrid, 11. ("Yes. That motivates me to learn as it is funnier". Ingrid, 11).*

*"Sí me motiva porque me llama la atención y me entretiene". Romina, 11. (Yes. That motivates me due to it catches my attention and it entertains me". Romina, 11.).*

*"Sí me motiva porque es algo divertido y aprendemos más inglés". Noelia, 11. (Yes, that motivates me because it is funny and we learn English more". Noelia, 11).*

*"Sí porque hay muchos programas y páginas de inglés entretenidas". Joaquín, 11. (Yes. "That is because there are many programs and websites about English and they are entertaining". Joaquín, 11).*

The majority of the interviewees think that technology motives them about EFL because they feel they can learn more, they like it and they can use internet. They say it is funny and they are encouraged to learn more. As it was stated in other question above, students mentioned once more they feel motivated when using technology to learn

English. As it was manifested in the theory, Gardner (1985) posits that motivation proper subsumes three components: motivational intensity, desire to learn the language, attitudes towards learning the language. In his view, motivation refers to a kind of central mental engine or energy-centre that subsumes effort, want/will (cognition) and task enjoyment (affect). Gardner argues that these three components belong together because the truly motivated individual displays all three. The role of orientations, then, is to help to arouse motivation and direct it towards a set of goals, either with a strong interpersonal quality (integrative) or a strong practical quality (instrumental) (as cited in Dörnyei, 2001). It can be interpreted that students are truly motivated individuals as they showed effort, cognition to apply technology. They constitute the three components of motivation that Gardner points out. Gardner (1985) also states that motivation to learn a foreign language can be described as a complex of constructs, involving effort and desire, as well as a favorable attitude toward learning the language at hand. It can be interpreted that when students learn English with technology they are motivated. Not only they feel desire to learn but also they make an effort to complete the tasks given by the teacher.

Besides that, students were also asked if they think that the use of technology in their language classrooms results in an increase at learning English. They were asked to provide the reasons why they think that.

*"Sí aumenta mi aprendizaje porque puedo aprender mejor la pronunciación". Pablo, 11. "Yes, technology increases my learning as I can learn more the pronunciation". Pablo, 11.).*

*"Yo creo que si mejora el aprendizaje porque hacemos en grupo". Ingrid, 11. ("I think that there is an increase at learning because we work in groups". Ingrid, 11.).*

*"Sí pienso que mejora porque es más divertido y usar la tecnología me atrapa". Virginia, 11. ("Yes, I think it improves it as it is funnier. In addition, the use of technology gets me involved in class". Virginia, 11.).*

*"Pienso que con la tecnología si se puede aprender mejor". Joaquín, 11. ("I think that we can learn better with technology". Joaquín, 11.).*

*"Sí mejora porque es más fácil". Bruno, 12. ("Yes, it improves because it is easier". Bruno, 12.).*

*"Si porque refuerza lo aprendido". Karen, 11. (Yes. That is because it reinforces what we have learned". Karen, 11).*

*"No, no creo que lo mejora. Creo que tal vez lo hace más interesante". Santiago, 11. (No, I don't think it improves it. Maybe it becomes more interesting". Santiago, 11.).*

In general, interviewees express that technology in the classroom increases their learning. They also say that technology helps them as they can learn better. They claim that they can do it because they work in groups. They also mention that the use of technology is funny; it catches their attention and it reinforces what they have learned. From these reasons, it can be said that technology increases students' learning as they feel motivated. As it was suggested in the theory, from a neurobiological perspective, Schumann states that the key constituent of his theory is stimulus appraisal, which occurs in the brain along five dimensions. For example he mentions novelty (degree of unexpectedness/familiarity); pleasantness (attractiveness) and goal/need significance (whether the stimulus is instrumental in satisfying needs or achieving goals). Apart from that, it satisfies students' needs at learning English. From this theory, it can be inferred that learning increases because of the novelty and attractiveness of technology to students. As it was expressed above, Hubbard (2009) establishes that computers allow learning efficiency as learners are able to pick up language knowledge or skills faster or with less effort. The author also describes learning effectiveness as learners retain language knowledge or skills longer, make deeper associations and/or learn more of what they need. It might be inferred that students learning increases by using this tool. Apart from that, Dörnyei (1994) claims that language learners are often motivated by course-specific factors, such as the degree to which the material and learning tasks are interesting and engaging. He also mentions the group specific factors such as the dynamic of the learning group. It can be implied that the tasks, the material included in the computer and the group work make students feel involved in the class. Hence, they feel motivated and their learning increases.

Nonetheless, one student states that technology just makes classes more interesting but it does not increase his learning. That can be related to what was mentioned above about the preference of the students to traditional materials rather than new technology. In addition, as it was said in the literature, a new study, by four researchers at Ryerson University in Toronto, that appears in the Journal for Advancement of Marketing Education reveals that our so-called digital natives prefer print. Although advocates of digitized information believe that millennial students would embrace the paperless in-person or online classroom, this is not proving to be the case.

Furthermore, students were asked how they feel when they work in groups when using computers.

*"Sí, me gusta cuando hacemos trabajos en grupos con la computadora porque nos ayudamos entre nosotros". Julieta, 11. ("Yes, I like when we work with the computer in groups because we help each other". Julieta, 11).*

*"Me gusta en grupo porque compartimos con nuestros compañeros las ideas". Noelia, 11. (I like groups because we share ideas". Noelia, 11).*

*"Me siento entusiasmada porque mis compañeras de grupo me ayudan". Gretel, 11. ("I feel enthusiastic as my group classmates help me". Gretel, 11).*

*"Si me gusta porque con mis compañeras nos ayudamos mutuamente". Antonella, 11. ("Yes, I like it because we help each other". Antonella, 11).*

*"Cuando trabajo en grupo en la computadora de Inglés siento motivación". Aylén, 11. ("When we work in groups with the computer, I feel motivated". Aylén, 11).*

*Sí me gusta porque nos ayudamos. Me siento feliz. Lucas, 11. (Yes, I like it because we help each other". Lucas, 11).*

*"Cuando trabajo en grupo me siento que yo les hago la tarea a mis compañeros". Ingrid, 11. (When I work in groups, I feel I do my classmates' homework". Ingrid, 11).*

*"No me gusta porque no me dejan manejar la computadora". Brenda, 11. ("I do not like it due to the fact they do not allow me to work with the computer." Brenda, 11).*

In general, interviewees feel they like working in groups when learning English through the use of computers because they can help among themselves and get fun. They also say they share ideas. It can be implied that students enjoy working in groups when learning English through technology because they have cooperative learning which is closely related to motivation. As it was expressed in the literature, Cohen (1994) and Weidner (2003) discuss that cooperative learning can be characterized as a social process in which knowledge is acquired through the successful interaction between the members. As Slavin (1995) states, in cooperative learning students work in small groups to help one another learn academic content. According to Dörnyei, a prominent aspect of group motivation is cooperative learning. The author suggests that cooperative learning has been shown to generate a powerful motivational system to energize learning. Beatty (2003) uses the term collaborative learning. He argues that the greatest single benefit of collaborative learning at the computer is in the way in which it serves to reveal information and ideas. He suggests that collaboration is a process in which two or more learners need to work together to achieve a common goal, usually the completion of a task or the answering of a question. Not only it serves to the learner's collaborative partners but also to the learners themselves. Dudeney and Hockly (2007) claim that internet-based project

work group activities lend students to communication and the sharing of knowledge. The author points out that the use of projects encourages co-operative learning, and therefore stimulates interaction.

Students were also asked if they would like working alone and they were asked to express their reasons.

*"Sí porque podrás hacer trabajos más rápido". Tamara, 11. ("Yes, I would like it because we would be able to work faster". Tamara, 1.).*

*"Sí porque me concentro más". Luana, 11. ("Yes, that is because I get more concentrated". Luana, 11).*

*"Sí porque no habría nadie que me dé órdenes". Fernando, 11. ("Yes, that is because there would not be anybody who gives me orders". Fernado, 11).*

*"Sí me gusta, pero también me gusta más trabajar en grupo". Antonella, 11. ("Yes, I would. But I like working in groups most". Antonella, 11).*

*"A veces prefiero trabajar sola". Micaela, 11. ("I sometimes prefer working alone". Micaela, 11).*

*"No porque no me gusta trabajar sólo". Pablo, 11. (No, I would not. I do not like working alone. Pablo, 11).*

*"A mí no me gustaría trabajar sólo porque no es tan divertido". Ricardo, 11. ("I would not like working alone since that is not so funnier". Ricardo, 11).*

The students' replies are varied. Some students mention they would like working alone to avoid problems by working in groups; to avoid distraction; to practice alone and to work faster. It can be inferred that although students like working in groups due to the benefits of cooperative learning, they would also like working alone to cover their needs as individual learners. It can be implied that due to the fact they enjoy learning with technology, they would like working alone to have more time with the computers instead of waiting for their turns to use them. It can also be implied that some students may not have cooperative learning indeed. As it was pointed out in the literature, Hubert (Hubert, 2004) suggests that in traditional group work there is consequently the risk that students might not have Cooperative Learning in the EFL Classroom to participate in the group work. Those students who manifest they do not like working in groups might not rely on the members to accomplish the group task as Hubert state. This is known as social idling or social loafing (Huber, 2004).

From what was said above, it can be inferred that students would like a better equipment that allow them to work with a computer per student. Nonetheless, it does not

mean they are not motivated to do group work. On the contrary, as it was analyzed before, many of the interviewees manifested they feel motivated by working in groups. It is inferred that students provided that answer before, as they benefited to work cooperatively with their classmates. The fact that some students prefer both group and individual work implies that they consider both aspects as beneficial for them.

Furthermore, students were asked why it is important to apply technology in class.

*"Es importante porque ese es el nuevo mundo". Mario, 11. ("It is important because that is the new world" Mario, 11.).*

*"Porque podemos aprender más". Bruno, 11. ("Because we learn more". Bruno, 11).*

*"Porque aprendemos un poco más adelantado". Micaela, 11. ("Because we are more advanced at learning". Micaela, 11.).*

*"Porque aprendemos más rápido". Agustín, 11. ("Because we learn faster". Agustín, 11.).*

*"Porque con la tecnología se pueden aprender muchas cosas". Fernando, 11. ("Because we can learn many things with technology". Fernando, 11.).*

*"Porque hay mucha más información y es más rápida". Joaquín, 11. ("Because there is a great deal of information and it is faster". Joaquín, 11.).*

*"No creo que sea muy importante, a menos que sea muy necesario". Santiago, 11. ("I do not think that is very important unless it was necessary". Santiago, 11.).*

*"No es importante aplicar la tecnología porque sencillamente podemos aprender todos en el aula sin la computadora". Gretel, 11. ("It is not important to apply technology because we can learn all together in class without the computer". Gretel, 11.).*

Most students claim it is important to apply technology in class because they learn faster and it is easier. They also say it helps everybody and catches their attention. One student refers to technology as a new world. From the students' replies, it can be inferred that students consider technology as an important tool to learn. That might be due to the fact that students are involved in a digital era where technology covers most of their lives.

Students were asked what they think about the use of computers to learn English.

*"Lo que pienso sobre el uso de las computadoras es que estaría mejor usarlas más seguido porque nos ayuda a entender más el tema". Fernando, 11. ("I think it would be better if we use technology more often". Fernando, 11).*

*"Pienso que es un buen medio para aprender inglés porque aprendemos más cosas". Noelia, 11. ("I think that is a good medium to learn English as we learn more things". Noelia, 11).*

*"Pienso que está bien porque trabajamos en grupo". Lucas, 11. ("I think it is good because we work in groups". Lucas, 11).*

*"Pienso que es bueno y la mayoría de mis compañeros queremos el uso de la tecnología". Micaela, 11. ("I think it is good. I and most of my classmates want to use technology". Micaela, 11).*

*"Que nos ayuda a entender más el tema". Tamara, 11. ("That helps us to understand the contests". Tamara, 11).*

*"Pienso que es bueno porque tenemos mejoras respecto al aprendizaje". Mauricio, 12. ("I think it is good because we increase our learning". Mauricio, 12).*

*"Pienso que no es muy importante ya que en el libro o cartilla también podemos aprender". Santiago, 11. (I think it is not very important since we can learn through books or the workbook.". Santiago, 11).*

The majority of the students think that the computer is a good medium to learn English. They mention it increases their learning as it was said in other of their replies. It can be said that motivation is a factor that increases their learning. As it was explained in the literature, Dörnyei (1998) posits that motivation is one of the key factors that influences the rate and success of foreign language learning. The author manifests that the use of computer technology promotes a constructive learning helping students to learn the language by their own using internet. It can be interpreted that the use of technology makes students realize technology has important benefits on their learning.

Students were asked what they think about the material on the computer to learn English.

*"Pienso que es mejor porque las imágenes y las actividades son muy buenas para el aprendizaje". Mauricio, 11. ("I think it is better because the images and the activities are very good to learn". Mauricio, 11.).*

*"Las imágenes me llamas la atención". Lucas, 11. ("The images catch my attention". Lucas, 11.).*

*"El internet es divertido". Brenda, 11. ("Internet is funny". Brenda, 11.).*

*"Si me gusta porque el material está muy bueno por las imágenes, los colores, etc.". Antonella, 11. ("Yes, I like it. The material is really good due to the images, colours, etc.". Antonella, 11.).*

*"Me llaman la atención, es divertido y entretenido". Milagros, 11. ("They catch my attention. It is funny and entertaning". Milagros, 11.).*

*"Me llama la atención de aprender". Agustín, 11. ("It catches my attention and I feel eager to learn". Agustín, 11.).*

*"Pienso que es educativo y estimula mi aprendizaje ya que es divertido". Karen, 11. ("I think it is educational and it encourages me to learn because it is funny". Karen, 11.).*

Students acknowledge the material on the net is eye-catching, entertaining and funny. They express the images and the activities on the net are good for their learning. They claim that the material on the computer not only has educational purposes but also foster their learning. As it was said in the theoretical framework, Shaaban and Ghaith (2000) suggest that the students' integrative motivation can be enhanced with interaction with authentic materials, including multimedia. Dörnyei describes some advantages of the use of computer technology in EFL instruction: it can make EFL learning easy and interesting; it offers many opportunities for language; EFL students can be motivated because the learning environment is more enjoyable; it can provide a multisensory learning environment. It can be inferred that the material on the computer motivates students to learn English because the visual aids and the internet resources offer students a multisensory learning. Besides that, those tools make learning more enjoyable.

Then, students were asked if they think they pay more attention and are more interested to learn when they learn English trough computers. They were also asked to give the reasons why they provide that answer.

*"Sí me llama la atención porque me motiva y me gusta". Tamara, 11. ("Yes, it catches my attention. That motivates me and I like it". Tamara, 11.).*

*"Sí presto más atención porque me motiva, me divierte el idioma más". Ingrid, 11. ("Yes, I pay more attention since it motivates me. I get more fun". Ingrid, 11.).*

*"Sí porque me gusta, me atrae la computadora". Mateo, 11. ("Yes, that is because I like it. I feel attracted to the computer". Mateo, 11.).*

*"Sí porque me siento motivado e interesado". Mauricio, 12. ("Yes, that is because I feel motivated and interested". Mauricio, 12.).*

*"Sí presto atención porque me siento más motivado". Bruno, 12. ("Yes, I pay attention because I feel motivated. Bruno, 12.).*

*"Sí porque se puede usar internet". Marisol, 11. ("Yes, that is because I can use internet". Marisol, 11.).*

*"Para mi es lo mismo, yo presto atención en los dos porque los dos son importantes". Humberto, 11. ("In my view, it is the same. I pay attention to both of them because both are important". Humberto, 11.).*

*"Sí pero es el mismo interés que tengo sobre la cartilla". Mario, 11. ("Yes. However, I have the same interest in the workbook". Mario, 11).*

Most students coincide that they pay more attention and are more interested to learn English when using computers. The students' reasons include they feel motivated as they like using computers; they become more interested as they get fun. From the students' replies, it can be inferred that students are motivated to learn English. As a consequence they pay more attention than when they use workbooks. The fact that they repeat the same reasons as above might help to confirm that they feel motivated indeed. Nevertheless, a few students suggest they pay the same attention by using computers or workbooks. It can be implied that those students give more value to both materials as part of their education.

Students were asked if they continue learning English by their own through the use of computers when they come back home.

*"Si continúo aprendiendo porque me gusta". Ingrid, 11. ("Yes, I continue learning because I like it". Ingrid, 11).*

*"Sí siempre casi todos los días". Laila, 11. ("Yes, almost every day". Laila, 11).*

*"No, porque no tengo tiempo". Brenda, 11. ("No, that is because I do not have time". Brenda, 11).*

*"No, no continúo aprendiendo inglés". Humberto, 11. ("No, I do not continue learning English". Humberto, 11)*

*"A veces sí y otras no". Romina, 11. ("Sometimes I do". Romina, 11).*

*"Cuando llego a casa escucho música en inglés y las aprendo". Gretel, 11. ("When I arrive home, I listen to music in English and I learn it".) Gretel, 11.*

Some students continue practicing English with the use of technology outside the classroom. The writer and researcher Kate Bell (2011) claims that in an EFL classroom, students share the same language and culture but outside of the classroom students have very few opportunities to use English. Some other students play video games which contain too much English. As the theory suggests, students may not have opportunity to practice outside the classroom but that does not mean they do not feel motivated when learning English in the classroom.

Students were asked what others activities they would like to add to learn English with technology. They were asked to justify their answers.

*"Me gustaría hablar en inglés por Facebook porque puedo charlar con amigos". Lucas, 11. ("I would like speaking in English through Facebook because I would talk to friends". Lucas, 11.).*

*"Me gustaría agregar la Tablet". Micaela, 11. ("I would like adding the Tablet". Micaela, 11.).*

*"Me gustaría usar tablets y whatsapp". Luana, 11. ("I would like using tablets and whatsapp". Luana, 11.).*

*"Escuchar música y Facebook". Karen, 11. ("Listening to music and Facebook." Karen, 11.).*

*"Me gustaría hacer actividades por redes sociales". Franco, 11. ("I would like to do the activities through the social neworks". Franco, 11.).*

*"Me gustaría agregar el Excel, el i-phone, la tablet". Mateo, 11. ("I would like adding Excel, i-phones, tablets". Mateo, 11.).*

Most students manifest they would add social networks such as Facebook. Although they were not asked about technological devices, they also mention that they would like to add the use of tablets, I-phones. Regarding the activities or devices the students would like to add, Chris Pim (2013) claims that in EFL classrooms there is a general aspiration for exposing learners to English as a 'living language', providing natural opportunities to practice the target language. The author also states that technologies like the internet can provide access to large quantities of authentic input material and at the same time can provide opportunities for practice.

Finally, students were asked about their experience at learning English with the use of computers.

*"Mi experiencia fue que pude reforzar mis aprendizajes con la computadora". Pablo, 11. ("My experience was that I could reinforce what I have learned with the computer". Pablo, 11.).*

*"Mi experiencia fue felicidad al ver que cosas se puede aprender o reforzar los temas aprendidos". Mario, 11. ("My experience was happiness as I could reinforce what I have learned". Mario, 11.).*

*"Mi experiencia en aprender inglés fue muy buena porque aprendí en grupo y algunas veces la computadora nos corregía". Gretel, 11. ("My experience was good since I could learn English in groups. Besides that, the computer corrects our mistakes". Gretel, 11).*

*"Buena, te hace sentir bien porque tiene un auto-corrector". Joaquín, 11. ("Good, it makes me feel good because the computer provides self-correction" Joaquín, 11.).*

*"Fue muy Buena, muy interesante ir a la sala de informática". Micaela, 11. ("It was very good. It was very interesting to attend to the Computing Room". Micaela, 11.).*

*"Mi experiencia para aprender inglés en la computadora fue entretenido porque jugamos a juegos interactivos de inglés, etc. Me gustaría volver a hacer inglés por medio de la computadora". Milagros, 11. ("My experience to learn English by the computer was entertaining as we play interactive online activities, etc. I would like to learn English through the computer again". Milagros, 11.).*

In general, the interviewees state that their experience with the use of computers was good, particularly because of the interactive activities which were like games that provide them a score. They repeated this answer as above as the activity was interesting and the computer gives them feedback about their mistakes. Students manifest that they can reinforce what they have learned and they like it. Most of them claim it was a good experience because they could learn many things. They mention they feel happy at having this experience. From these answers, it can be inferred that students enjoy learning English with technology as they feel motivated. As it was claimed in the theoretical framework, motivation is one of the key factors that influences the rate and success of foreign language learning. Motivation provides the primary impetus to initiate EFL learning and later remains the driving force that sustains this long learning process (Dornyei, 1998). As Dörnyei states many EFL luminaries and pedagogues agree that the use of computer technology in EFL instruction provides situations that motivate learners to learn. The author posits that the use of computer technology, along with internet, helps in motivating EFL learners to learn through authentic, challenging tasks that are interdisciplinary in nature. He argues that such use also encourages EFL learners' active involvement with the target language and content in a real, authentic situation.

Additionally, Chris Pim (2013) states that technology has a significant role to play in enhancing the delivery of English learning in primary school. The author mentions that the range of technologies now available can support teachers in a variety of ways both inside the young learner classroom, but also increasingly in the home environment and while learners are on the move about their daily lives.

## 4. CONCLUSION

This study set out to investigate the effect of technology on motivation in an EFL classroom of 6th grade at Gianelli School in Jujuy. It only focused on the students´ English learning process.

The interest in this research topic arose from developing the project "ICT in the classroom"

It is considered that the general and specific objectives of this work were fulfilled due to the fact that it was possible to discover the effects of technology on motivation and at the same time highly motivating activities were identified.

This work took a qualitative method because the intention was to understand and interpret student´s motivation when using technology. The most suitable research tools to collect data included classroom observation and interviews to 6th graders.

In order to find out previous studies about this topic, many databases were consulted. The studies included the literature related to EFL, technology, motivation, skills, cooperative learning, etc.

A vast number of studies about the use of technology in the classroom all over the world were detected. Nonetheless, no work specifically related to the use of technology in the primary level of education in Jujuy was found. A revision of background information about the educational policy to implement the use of computers in the classroom was also necessary.

It was shown that technology is a wider term to refer to computers and other technological resources included in computers. For that reason, when the word computer was used in this investigation, it was to indicate technology.

The research tools selected, observations and interviews provided the information about the effects on student´s motivation when using technology. The comparison between the class observations and the data analysis entailed many coincidences that helped to identify the effect of technology in 6th grade.

The findings showed that the students 'motivation to learn English increases if technology is used in the EFL classroom. There are many reasons why that statement can be supported. Firstly, it was found that most of the students felt motivated when they learned English through the use of computers. Students' responses have shown that they felt motivated, happy, in comfort, self-confident, relaxed, interested enthusiastic and eager to learn. As a consequence, from the interviewees it was revealed that they learned faster

and better by using computers. It was also possible to ascertain that the affective students' conditions such as self-confidence and enthusiasm and the positive attitude towards learning English helped students to work harder. Secondly, it was found that computers fostered the practice of the different skills. The data analysis has evidenced that as students felt motivated they were willing to practice writing, speaking, listening and reading. The students' replies have shown that they could understand language better and their learning increases because of some factors such as group work and enjoyment of the activities with the computers. In addition, students expressed it was possible for them to reinforce the contents they had studied before. From the students' voices it was found that they learned by reading and listening and they showed what they had learned by speaking and writing. The interaction with an authentic material, such as, the computer allowed them to have a meaningful learning. Thirdly, although they liked doing different activities, it was confirmed that they particularly enjoyed most the interactive online activities and listening to songs from You Tube. This last finding is related to the previous finding in that students could improve their language skills. To illustrate this, they improved their ability to listen by using You Tube. Moreover, by doing the interactive online activities they could improve their grammar and vocabulary knowledge that helped them to write in Word and Power Point. Lastly, it was found that students feel motivated in spite of the limitations with the computer equipment. It was ascertained that one of this reasons is cooperative learning. The fact of working in groups by helping each other constitutes a significant factor to foster students' motivation in spite of the obstacles mentioned before.

Nevertheless, this research also determined other findings. To start with, it was perceived that not all students were motivated by learning with technology. It was seen that a few students preferred not using computers as they felt uncomfortable, bored and manifested any better understanding of the language. From the students' answers if they did not use technology, it would not mean they would not learn more. Apart from that, it was also found that some students preferred traditional materials. For example, some interviewees pointed out their preference for printed texts to read rather than online materials. A few of them also preferred handwriting instead of typing. Then, it was seen that a few students felt uncomfortable to work in groups. It was shown that a reason for that was the fact they shared computers all the classes due the lack of equipment. Besides that, it was detected that not all students are the so-called technogeeks (those who love using technology) as some authors claim. As a consequence, it can be inferred that these students' motivation does not increase with the use of technology. Although this evidence

was found, the number of students who did not prefer its use is not significant to have a profound impact in this study.

This study entailed some drawbacks. The first one lies in the fact that the school did not count with a computer per student. Thus, they had to go the Computing Room and to share a computer in groups. Some technical problems were also perceived. The second one is the amount of time students spent in the Computing Room. Although this work took place during two academic years, it was not possible for students to spend much time with the computers per class as other students at school needed the room for the subject Computing Studies. The last one is that it was not feasible to apply other new types of technology, such as, tablets, IPADs, laptops, etc. Although they were demanded by the students, these devices were not used because neither all the students nor the school count with this equipment. Despite all these limitations, it was possible to implement technology in the classroom with important benefits for students.

Hence, there are enough arguments to conclude that the effect of technology on student's motivation in an EFL classroom of 6<sup>th</sup> grade at Gianelli School in Jujuy increases if technology is used in the classroom. Furthermore, the findings suggest that the activities with computers motivate them to learn English. At the same time, these activities foster students' to practice and enhance their language skills.

This research allowed me to contribute to the field of English teaching with technology as it follows. First, it was identified that since early stages of education, this group of students from Jujuy, got motivated at learning English with technology. At the same time, this research might encourage other teachers of English from Jujuy who did not implement technology at primary school yet. Thus, this work might allow other students from this area of the country to enjoy the benefits of learning English with this tool. Second, technology is of ultimate importance to motivate students but is not the only resource to do it, as it was described by some students. As motivation fostered by technology was not applicable to all students, new strategies should be implemented to help them interact with this resource comfortably. Third, although most students would like using computers most of the lessons, it is advisable to balance this use with other type of materials in order to avoid its overuse that should lead to demotivation. Furthermore, it is necessary to support printed formats with technology to innovate and create better learning experiences that allow students to have a meaningful learning. Fourth, the use of other new technological devices at school should contribute students in their learning

process. Last but not least important, as this research comes from a pedagogical project, it is expected to share the results with the school members to improve it.

For further research, it is recommendable to conduct similar studies in other cultural settings that comprise remote places in the province of Jujuy. That will allow researchers to have a clear understanding of the effect of technology in the whole province of Jujuy in the 21$^{st}$ century.

In the institution, the implementation of the project called "ICT in the classroom" that was conducted before the investigation may be enhanced by:

• The sharing of this experience and the findings of the investigation with the school authorities and colleagues to focus on new aims to improve the students' learning; not only in English but also in other areas, such as, Language, Mathematics, Art, Music, etc.

• Extending the project of implementing technology to all the grades, as it was originally aimed. This time, what was found in the investigation, needs to be taken into account.

• The integration of technology in the curricula of all the subjects at school. It is also necessary to find new strategies to help students who do not feel confident with it. Apart from that, it should be considered that technology complements other materials but does not have to be overused.

• The collaboration to other teachers who wish to carry out the same pedagogical project in either other subjects or in different schools.

• A dialogue and reflection by all the community members to improve the equipment of the school. If it was feasible, a petition to the government authorities would be needed in order to get new computers. As it was detected in this research, students of private schools also deserve to have access to good computers for students' education. But these schools sometimes do not possess the conditions to do it properly. If what was said above was not possible, it would be necessary to look for other ways to buy a new equipment that contributes to the students' learning.

## 4.1. Final Comments

In the personal aspect, it was my first research work. That constituted a head start of other future investigations that I would like to carry out in the context of my province. Additionally, this work allowed me to acquire the necessary skills I needed to finish this thesis and encouraged me to write some others in the future. Not only has this research study enabled me to acquire a significant knowledge but it has also helped me gain confidence and discipline.

This final work required a big sacrifice but my enormous desire to get a university degree lead me to finish this research work. I have had the opportunity to have an in-depth study in an area that I really was interested in. That was the reason why I was passionate on this topic of study. That helped me to overcome my own limitations during this process. Writing a thesis aroused a vast number of feelings on me to finish it. Thus, my own motivation and my vocation to teach enabled me to give my best in this present work.

From this study, I have learned that sometimes most of us stop doing certain things in life that look impossible. However, evidence from this study has shown it is possible to overcome barriers. By doing this work, I have understood the importance of motivation in spite of the limitations that might be found.  It is my goal to inspire other teachers who feel they can not do it, when they meet limitations at teaching. I have also realized that we have the strength to fight for what we really love, which is to teach English.

Finally, this investigation allowed me to grow personally and professionally to apply everything I have learned in my current and future workplaces.

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## 6. APPENDIX

### 6.1. Appendix 1:

Date: ……………

Age: .........                                    Grade: ……

Female: …….          Male: …….

### Your Experience when you learn English:
### At school:

**1.** How do you prefer to learn English: by using computers, books, workbooks, the board or any other tools? Why?

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**2.** What technological devices do you prefer to learn English?

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**3.** How do you feel when you learn English through the use of computers?

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**4.** Can you understand language better when you use computers in class? Why? Why not?

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**5.** Do you enjoy more writing in English in Power Point, Word, workbooks, the board or others? Why?

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**6.** Do you enjoy more reading in English through printed texts or from the internet? Why?

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**7.** How do you prefer to practice listening to English? Why?

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**8.** How do you prefer to practice speaking in English? Why?

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**9.** Does the use of technology help you to write, read, listen and speak in English? Why? Why not?

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**10.** When you use computers, what do you enjoy best: writing, reading, listening or speaking in English? Why?

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**11.** What activities do you like most when you learn through computers? Why?

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**12.** Would like using computers for most of the lessons? Why?

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**13.** Does the technology used in your classrooms motivate you about EFL? Why? Why not?

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**14.** Do you think that the use of technology in our language classrooms results in an increase at learning English? Why? Why not?

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**15.** How do you access to computers at school?

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**16.** When you use computers to learn English, how do you feel when you work in groups?

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**17.** Would you like to work alone? Why? Why not?

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**18.** Why is important to apply technology in class?

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**19.** What do you think about the use of computers to learn English?

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**20.** What do you think about the material on the computer to learn English?

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**21.** When you learn English trough computers, do you think you pay more attention and that you are more interested to learn? Why? Why not?

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**22.** When you come back home, do you continue learning English by your own through the use of your computer?

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**23.** What others activities would you like to add to learn English with technology? Why?

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**24.** How was your experience at learning English with the use of computers?

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**6.2. Appendix 2**

**Project  at school:**

## "ICT IN THE CLASSROOM"

## 2013

**Description:**

This project articulates two subjects at Antonio María Gianelli School: English and Computing Studies. The purpose of this work is to allow students from 2$^{nd}$ to 7$^{th}$ grade to make activities in which students can apply what they have learned in both subjects.

The English contents will be worked in the Computing Room to reinforce what they have seen in class during the academic year. The subject Computing Studies will provide resources, such as, hardware and software.

The use of the lab will be arranged by both teachers, depending on the development of the contents and the impact in the classroom.

**Rationale:**

Gianelli School proposes an integral student's formation to the community. It is essential to emanate actions to work together, responding to the founding mandate "We are Gianellino fire to the service to others, through the evangelization of the learner, to respond to today's world".

This project will provide websites and online activities to reinforce the contents seen in the subjects.

The acquisition of skills, strategies, values and procedures that reinforce and facilitate students' learning in both subjects will be strengthened.

**General Objective :**

- To reinforce contents seen in English and Computing Studies.

**Specific Objectives:**

- To allow students make interactive activities through software and internet that address specific contents of English.

- To perform activities where students can use the four English skills to complement what they have seen in Computing Studies.

- To foster the interest to students to learn a foreign language through the use of the computing resources.

## **Contents**

### **English:**

The specific contents of English will be selected and included in the pedagogical folder before students attend the lab. The reason for this is that the contents will be selected according to what students have studied in a period of time.

The procedural contents will also be included in the pedagogical folder.

The attitudinal contents will be:

• Active participation and responsible to work in class.

• Disposition to behave properly.

• Care for the working materials.

### **Computing Studies:**

Students will be able to apply Word, Power Point, Excel, Paint, Software, Hardware, Windows Explorer, etc. as they already know them.

### **Methodology:**

Students will attend to the lab and develop tasks in educational and interactive software. Thus, students will be able to apply what they have seen in Computing Studies. The teachers of both areas will arrange time to allow students to visit the lab. Students will use websites or will do the activities with other programs under the supervision of the teacher of English.

**Schedule:**

| Activities | First Term | Second Term | Third Term | Fourth Term |
|---|---|---|---|---|
| Elaboration and presentation of the Project. | X | | | |
| Diagnostic of English and Computing Studies. | X | | | |
| Selection of the contents | X | X | X | X |
| Selection of the software and programs. | X | X | X | X |
| Elaboration of activities to integrate the contents of English. | X | X | X | X |
| Development of the classes. | X | X | X | X |
| Evaluation of the Project: scope and limitations. | X | X | X | X |

**Recipients:**

Direct Recipients: Students from 2nd to 7th grade.

Indirect recipients: Teachers, Principal, Sister of the Congregation, Parents,

**Resources:**

Human:

Students, teachers.

Materials:

Tables, chairs, computers, software, hardware, interactive websites and other materials to be used during the classes.

**Evaluation:**

The following aspects will be evaluated:

- The students' responsibility to fulfill the proposed activities.
- The students' work in the Computing Room.
- The students' participation.
- The respect to the other.

## LAS TICS EN EL AULA

## 2013

**Descripción:**

El siguiente proyecto, articula dos asignaturas: Ingles e informática del Colegio Antonio María Gianelli. Se pretende trabajar con los alumnos de 2do a 7mo grado en actividades en las cuales ambas áreas estén implicadas.

Los contenidos de Ingles serán trabajados en el gabinete de informática para reforzar los contenidos vistos en el proceso de enseñanza aprendizaje durante el periodo lectivo. El área de informática proporcionará los recursos: hardware, software educativos e interactivos. Las visitas de los alumnos al gabinete serán coordinados por las profesoras, en función del avance de los temas y su impacto en el aula.

**Fundamentación:**

El Colegio Antonio María Gianelli propone a la comunidad una formación integral, por ello es indispensable emanar acciones para un trabajo en conjunto, respondiendo al mandato fundacional "Somos fuego gianellino al servicio de los hermanos evangelizando educando para dar respuestas al mundo de hoy"

El siguiente proyecto brindará páginas y actividades online donde se refuercen contenidos de lambas áreas.

Se potenciará la adquisición de habilidades y estrategias, valores y procedimientos que refuercen los aprendizajes adquiridos y que faciliten la adquisición de futuros aprendizajes en las áreas de Inglés e Informática.

**Objetivo general:**

- Reforzar contenidos del área de Inglés e Informática.

**Objetivos específicos:**

- Desarrollar actividades a través de software interactivo e internet que permitan abordar temas específicos de Inglés.

- Realizar actividades donde los alumnos puedan emplear las cuatro macro habilidades del área Inglés complementándolas con el área de Informática.

- Despertar el interés hacia el idioma extranjero en los niños y niñas del establecimiento a través de recursos informáticos.

**Contenidos:**

**Inglés**

Los contenidos específicos conceptuales del área Inglés serán seleccionados e incluidos en la carpeta didáctica de inglés en la fecha cercana a la respectiva clase en la sala de Informática debido a que se tendrá en cuenta los contenidos que los alumnos adquirieron en un determinado período.

Los contenidos procedimentales serán además incluidos en la carpeta didáctica.

Los contenidos actitudinales serán:

- Participación activa y trabajo responsable y comprometido en clases.

- Disposición para un buen comportamiento.

- Aprecio y cuidado por los materiales de trabajo.

**Informática**

Los contenidos vistos que los alumnos podrán emplear son programas como Word, Power Point, Excel, Paint, Software, Hardware, Explorador de Windows, etc.

**Metodología:**

Los alumnos asistirán al gabinete y desarrollarán actividades sobre contenidos en inglés en software educativo e interactivo o en línea, que se vincularán con lo que los alumnos aprendieron en Informática. Los días en que los alumnos asistan serán coordinados por ambas profesoras.

Los alumnos ingresarán a páginas de internet vía online o desarrollaran las propuestas programadas con la supervisión de la Profesora de Inglés.

**Cronograma de Trabajo:**

| Actividades | Primer Bimestre | Segundo Bimestre | Tercer Bimestre | Cuarto Bimestre |
|---|---|---|---|---|
| Elaboración y presentación del proyecto. | X | | | |
| Diagnósticos de las áreas de Inglés e Informática. | X | | | |
| Selección de contenidos de 2do a 7mo. | X | X | X | X |
| Selección de software y programas. | X | X | X | X |
| Elaboración de actividades integrando los contenidos de Inglés. | X | X | X | X |
| Desarrollo de la clase. | X | X | X | X |
| Evaluación del proyecto alcance, limitaciones | X | X | X | X |

**Destinatarios:**

Directos: Alumnos de 2do a 7mo grado.

Indirectos: Padres, docentes, directivos, Hermana de la Congregación.

**Recursos:**

Humanos:

Alumnos, docentes.

Materiales:

Mesas, sillas, computadoras, software, hardware, páginas interactivas y otros materiales propios del uso escolar que se utilizarán en el transcurso de las clases.

**Evaluación:**

Se evaluará la responsabilidad de los alumnos de cumplir con las tareas asignadas y el desarrollo adecuado de las actividades programadas. Además se evaluará el trabajo en el aula, la participación, el respeto por el otro.