

INGLÉS

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**LA ENSEÑANZA DEL INGLÉS
UTILIZANDO LA PIZARRA DIGITAL
INTERACTIVA (PDI)**

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Facultad de Ciencias Humanas y Sociales
Giza eta Gizarte Zientzien Fakultatea

**Grado en Maestro de Educación Primaria
/
Lehen Hezkuntzako Irakasleen Gradua**

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Trabajo Fin de Grado
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Preámbulo

El Real Decreto 1393/2007, de 29 de octubre, modificado por el Real Decreto 861/2010, establece en el Capítulo III, dedicado a las enseñanzas oficiales de Grado, que “estas enseñanzas concluirán con la elaboración y defensa de un Trabajo Fin de Grado [...] El Trabajo Fin de Grado tendrá entre 6 y 30 créditos, deberá realizarse en la fase final del plan de estudios y estar orientado a la evaluación de competencias asociadas al título”.

El Grado en Maestro en Educación Primaria por la Universidad Pública de Navarra tiene una extensión de 12 ECTS, según la memoria del título verificada por la ANECA. El título está regido por la *Orden ECI/3857/2007, de 27 de diciembre, por la que se establecen los requisitos para la verificación de los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria*; con la aplicación, con carácter subsidiario, del reglamento de Trabajos Fin de Grado, aprobado por el Consejo de Gobierno de la Universidad el 12 de marzo de 2013.

Todos los planes de estudios de Maestro en Educación Primaria se estructuran, según la Orden ECI/3857/2007, en tres grandes módulos: uno, *de formación básica*, donde se desarrollan los contenidos socio-psico-pedagógicos; otro, *didáctico y disciplinar*, que recoge los contenidos de las disciplinas y su didáctica; y, por último, *Practicum*, donde se describen las competencias que tendrán que adquirir los estudiantes del Grado en las prácticas escolares. En este último módulo, se enmarca el Trabajo Fin de Grado, que debe reflejar la formación adquirida a lo largo de todas las enseñanzas. Finalmente, dado que la Orden ECI/3857/2007 no concreta la distribución de los 240 ECTS necesarios para la obtención del Grado, las universidades tienen la facultad de determinar un número de créditos, estableciendo, en general, asignaturas de carácter optativo.

Así, en cumplimiento de la Orden ECI/3857/2007, es requisito necesario que en el Trabajo Fin de Grado el estudiante demuestre competencias relativas a los módulos de formación básica, didáctico-disciplinar y practicum, exigidas para todos los títulos universitarios oficiales que habiliten para el ejercicio de la profesión de Maestro en Educación Primaria.

En este trabajo, el módulo *de formación básica* nos ha permitido diseñar una propuesta didáctica siguiendo la teoría constructivista y el enfoque comunicativo con el fin de mejorar el proceso de enseñanza-aprendizaje utilizando la pizarra digital interactiva. Además, a lo largo del trabajo, concretamente en el marco teórico, se analizan aspectos sociológicos y psicopedagógicos relacionados con el objeto de estudio como son la motivación, la interacción y cooperación y los estilos de aprendizaje.

El módulo *didáctico y disciplinar* se desarrolla a lo largo de todo el trabajo ya que hemos partido de lo que hemos aprendido durante estos cuatro años, especialmente, en las asignaturas de inglés y didácticas de inglés para hacer una propuesta didáctica que ayude a mejorar el proceso de enseñanza-aprendizaje en el aula de EFL. Teniendo en cuenta lo aprendido hasta ahora, hemos integrado estos conocimientos para aportar una nueva visión tanto tecnológica como metodológica utilizando la PDI en el aula de inglés con el fin de facilitar y enriquecer el aprendizaje de esta lengua.

Asimismo, el módulo *practicum* se concreta en la propuesta didáctica que hemos diseñado. A la hora de crear las actividades hemos tenido en cuenta las experiencias previas que hemos tenido en diferentes centros educativos para crear actividades que se puedan llevar a la práctica con facilidad. Así, hemos diseñado una propuesta didáctica original e innovadora pero sin perder de vista la realidad de los centros educativos hoy en día. Teniendo en cuenta tanto las instalaciones y recursos disponibles, como la gran diversidad del alumnado existente.

Por otro lado, la Orden ECI/3857/2007 establece que al finalizar el Grado, los estudiantes deben haber adquirido el nivel C1 en lengua castellana. Por ello, para demostrar esta competencia lingüística, se redactan también en esta lengua los apartados *“Introducción”* y *“Antecedentes, objetivos y cuestiones”*, así como el preceptivo resumen que aparece en el siguiente apartado.

Resumen

Hoy en día, las nuevas tecnologías de la información y comunicación (TIC) están presentes en todos los ámbitos de la sociedad, incluyendo la educación. Aunque en las últimas décadas las nuevas tecnologías han servido para mejorar el proceso de enseñanza- aprendizaje del inglés, el papel de éstas en el aula ha cambiado considerablemente durante los últimos años. Es evidente que las TIC están presentes en la vida cotidiana del alumnado y, de forma inevitable, esto debe tener un reflejo en las aulas.

Actualmente, los centros escolares cuentan con numerosas herramientas tecnológicas entre las que destaca la pizarra digital interactiva (PDI) por su carácter motivador y por la multitud de posibilidades didácticas que nos ofrece, pero lo más interesante será el uso pedagógico que hagamos de ella en el aula de inglés.

En el presente trabajo ilustramos los diferentes usos pedagógicos de la pizarra digital en una unidad didáctica, analizamos por qué consideramos que utilizando PDI se mejorará el proceso de enseñanza – aprendizaje y presentamos conclusiones sobre la mejora educativa que el uso de la pizarra digital permite introducir en el aula de inglés de primaria.

Palabras clave: TIC; enseñanza del inglés; PDI; proceso de enseñanza- aprendizaje; Educación Primaria.

Abstract

Nowadays, information and communication technologies (ICT) are present in all areas of society, including education. Although in the last decades new technologies have been used to improve the teaching and learning processes in the English classroom, their role has change considerably in recent years. It is evident that ICT are present in the daily life of students and, inevitably, this should be reflected in classrooms.

Currently, schools have a wide range of technological tools among which the Interactive Whiteboard (IWB) stands out due to its motivating influence and the numerous didactic possibilities that it offers, but the most interesting aspect of IWBs will be the pedagogical use that will be given to it in the English classroom.

In this work we illustrate the different pedagogical uses of IWBs within a didactic unit, analyse that the improvements in the teaching and learning process of using IWBs and present conclusions about the educative advancements that the use of IWBs allows in the English classroom in Primary education.

Keywords: ICT; teaching English; IWB; teaching and learning process; Primary Education.

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Introducción

Las TIC toman cada día más importancia en la vida diaria de la sociedad haciendo que su rol en la educación sea de especial relevancia. Hoy en día, los centros escolares cuentan con muchos medios disponibles para mejorar el proceso de enseñanza-aprendizaje, pero lo que no se puede olvidar es la importancia que tiene el hecho de elegir bien la herramienta que resulte más óptima para alcanzar los objetivos planteados en cualquier proceso de enseñanza.

En la sociedad actual, la educación es muy compleja y por ello debemos buscar herramientas como las TICS que faciliten la tarea docente. Las TICS nos ofrecen posibilidades tanto de innovación curricular como pedagógica. Con la integración de las TICS en el aula el rol que asume el profesorado y el alumnado cambia considerablemente siguiendo la teoría constructivista: el profesor actúa de guía monitorizando la tarea mientras que el alumno es el protagonista del proceso de aprendizaje construyendo su propio conocimiento.

Este trabajo está centrado en el uso de las TICS, más concretamente de la PDI en el aula de inglés de Primaria. El objetivo de este trabajo es superar la visión puramente tecnológica de la PDI, y complementarla con una visión pedagógica de su uso.

Este trabajo está organizado en los siguientes apartados:

- El primer apartado denominado *Antecedentes, objetivos y cuestiones*, justifica el motivo por el cual se desarrolla este proyecto y se vincula el mismo con los contenidos de Grado de Maestro en Educación Primaria y con el currículum de Primaria.
- Posteriormente, en el apartado *Marco teórico (Theoretical background)*, se introducen los conocimientos científicos e investigaciones existentes acerca del tema objeto de estudio.
- En el apartado *Materiales y métodos (Materials and Method)*, se describe la propuesta didáctica que hemos diseñado.
- La sección *Resultados y discusión (Results and discussion)* analiza por qué nuestra propuesta es mejor que las tradicionales.

- Las *Conclusiones (Conclusions)* ilustran las aportaciones del Trabajo de Fin de Grado (TFG), las limitaciones y dificultades encontradas durante la realización del mismo y los aprendizajes derivados de este trabajo.
- En las *Referencias bibliográficas (References)*, indicamos todos los artículos, libros o documentos que hemos citado a lo largo de todo el trabajo.
- Y por último, los *Anexos (Appendices)* son los materiales que hemos creado y son necesarios para poder llevar a cabo nuestra propuesta didáctica.

1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

El objetivo general de este proyecto es explorar la utilización de PDI en la enseñanza de inglés en Educación Primaria y desarrollar una propuesta didáctica que impulse su uso y, por tanto, la innovación. El tema se ha escogido debido a que creemos que en la enseñanza del inglés las nuevas tecnologías de la información y comunicación (TIC) tienen mucho que aportar. Siempre se ha considerado que las TICS ayudan a mejorar el proceso de enseñanza-aprendizaje, ya que permiten incluir una gran diversidad de recursos en las clases que contribuyen a motivar al alumnado siguiendo el enfoque comunicativo de la enseñanza del inglés.

Durante mi escolarización no he experimentado cambios metodológicos en la enseñanza del área de Lengua Extranjera, ya que en mi trayectoria han predominado metodologías tradicionales basadas en la repetición y memorización y centradas en el aprendizaje de vocabulario y estructuras gramaticales. La enseñanza del inglés estaba basada en el aprendizaje estructural de la lengua pero sin aprender a comunicarse en ella. Ha sido en mi trayectoria como estudiante de Magisterio cuando me he dado cuenta que hay otras metodologías más innovadoras, y lo más importante, más efectivas y significativas que me han llevado a plantearme la necesidad de un cambio metodológico respecto a mi experiencia escolar. Por ello, la justificación de este trabajo es el deseo de apoyar y facilitar la innovación pedagógica integrando las nuevas tecnologías en el aula. La hipótesis de trabajo que guía esta iniciativa es que el uso de la PDI en las clases de inglés mejorará el proceso de enseñanza- aprendizaje.

Las nuevas tecnologías siempre han estado presentes en el aula de inglés pero hablar de ellas hoy en día es algo muy diferente al concepto que se tenía hace unos años; ya no es sólo usar el casete para hacer ejercicios de comprensión auditiva; ahora utilizamos pizarras digitales, móviles, tablets... Las TIC cambian a una velocidad vertiginosa, cada día tenemos nuevas aplicaciones o herramientas a nuestro alcance. Por lo tanto, la responsabilidad recae ahora en el profesorado, que ha de adaptarse a estos cambios tan rápido como sea posible para amoldarse al ritmo impuesto por estos avances. Como señala O'Hara (2008, 31): "pedagogy still has to catch up with resourcing in order to get the most out of technology". Nuestra tarea, como docentes,

es crucial: debemos formarnos en el área de las nuevas tecnologías para poder incorporarlas en el aula y darles el mejor uso posible.

1.1. Vinculación con los contenidos del Grado de Maestro en Educación Primaria.

Esta sección la vamos a dedicar a analizar la relación que tiene este trabajo con los contenidos que hemos estudiado a lo largo de los cuatro años que hemos cursado el Grado de Maestro en Educación Primaria.

Si observamos las competencias que hemos desarrollado gracias a toda la formación adquirida a lo largo del Grado, vemos que muchas de ellas están directa o indirectamente relacionadas con el tema objeto de estudio.

En primer lugar, dentro de las competencias básicas (dadas por la ANECA) se quiere remarcar la importancia de la competencia que permite “que los estudiantes puedan transmitir información, ideas, problemas y soluciones a un público tanto especializado como no especializado” (CB 4). En este trabajo se pretende analizar posibles mejoras educativas con la implementación de la PDI y hacerlo asequible a todo tipo de público con el fin de mejorar y hacer comprensible las innovaciones implementadas en el proceso de enseñanza y aprendizaje a través de la integración de la PDI en el aula de inglés.

Así mismo en este trabajo demostraremos haber adquirido la competencia básica CB1 puesto que en él vamos a incluir “algunos aspectos que implican conocimientos procedentes de la vanguardia” de nuestro campo de estudio como son la integración de las TICS en los procesos de enseñanza-aprendizaje aprovechando sus funcionalidades especiales pedagógicamente.

En cuanto a las competencias generales (dadas por la Orden ECI) que vamos a desarrollar en este trabajo, cabe destacar las competencias CG2, CG 10 y CG 11.

La primera tiene como objetivo que seamos capaces de “diseñar, planificar y evaluar procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro” (CG 2) y en este trabajo vamos a demostrar nuestra competencia a la hora de diseñar una propuesta didáctica

utilizando la PDI y evaluar qué beneficios tiene ésta con respecto a las metodologías y diseños más tradicionales.

También cabe desatacar la competencia de “reflexionar sobre las prácticas de aula para innovar y mejorar la labor docente. Adquirir hábitos y destrezas para el aprendizaje autónomo y cooperativo y promoverlo entre los estudiantes” (CG 10). En nuestra propuesta vamos a analizar la situación actual del proceso de enseñanza-aprendizaje y vamos a promover la innovación tanto tecnológica como pedagógica. Con esto se pretende fomentar otro tipo de aprendizaje centrado en el alumnado como autor principal de sus aprendizajes siguiendo la teoría constructivista e impulsar el aprendizaje autónomo y cooperativo en el alumnado a través de la innovación.

La competencia general directamente relacionada con el objeto de estudio, en concreto las PDI en educación, es la de “conocer y aplicar en las aulas las tecnologías de la información y la comunicación. Discernir selectivamente la información audiovisual que contribuya a los aprendizajes, a la formación cívica y a la riqueza cultural” (CG 11). Como docentes, somos los encargados de cubrir las necesidades del alumnado teniendo en cuenta sus intereses y sus particularidades. Por lo tanto, a la hora de trabajar con las TIC, tenemos que ser capaces de seleccionar entre todas las herramientas TICS existentes aquellas que sean las más adecuadas por sus características y funcionalidades específicas para facilitar, apoyar y enriquecer el proceso de enseñanza-aprendizaje. Además, no sólo nos tenemos que ceñir a enseñar los contenidos específicos de cada área de conocimiento. Es decir, los centros escolares en general, y los docentes en particular, no sólo tienen la función de transmitir una serie de conocimientos teóricos al alumnado, sino que al mismo tiempo, tienen la misión de formar ciudadanos competentes, comprometidos con la sociedad en la que viven y se relacionan. Consideramos que a través del uso de las TICS y, en concreto, de la PDI, podemos trabajar algunos valores importantes en la vida cotidiana del alumnado. Por ejemplo, Internet nos abre las fronteras de la comunicación brindándonos la posibilidad de acercarnos a otras culturas y personas lo que nos permite conocerlas y aprender de ellas. Además, al promover el trabajo colaborativo y la concienciación sobre las diferentes culturas, trabajaremos valores como el respeto y

la tolerancia de las aportaciones de los compañeros y la responsabilidad al trabajar por su cuenta siendo ellos mismos quienes van construyendo su propio aprendizaje

Respecto a las competencias específicas, propias del título, me gustaría resaltar las más importantes y las que están estrechamente relacionadas con el tema principal del trabajo.

Es evidente que la competencia de “conocer los objetivos, los contenidos curriculares, el significado de las áreas y la organización, la metodología y los criterios de evaluación de la Educación Primaria” (CE 1) está relacionada con este proyecto ya que debemos conocer bien el currículo de Primaria para poder diseñar propuestas didácticas en las que se trabajen unos contenidos concretos con el fin de conseguir los objetivos previamente planteados. Como en este trabajo planteamos una propuesta didáctica que integre la PDI en el aula de inglés, es imprescindible que sepamos cuales son los objetivos, contenidos y criterios de evaluación de esta área de conocimiento para que nuestra propuesta tenga sentido.

En la propuesta didáctica que se presenta en el presente trabajo se sigue una metodología constructivista siguiendo el enfoque comunicativo, por lo que la competencia que permite “fomentar la cooperación, la motivación y el deseo de aprender, y participar activamente en los proyectos de centro” (CE 7), la de “adquirir hábitos y destrezas de aprendizaje autónomo y cooperativo para favorecer la implicación activa del alumnado en su desarrollo social y personal” (CE 9) y la de “organizar de forma activa los proceso de enseñanza y de aprendizaje de los contenidos de la Educación Primaria desde una perspectiva de desarrollo de competencias. Conocer modelos de mejora de la calidad” (CE 12) están directamente relacionadas con nuestra propuesta. Hemos diseñado una unidad didáctica partiendo de la idea de que el aprendizaje debe estar centrado en la individualidad del alumnado siendo él el protagonista de su propio aprendizaje. A lo largo de la propuesta, lo primero que vamos a tener en cuenta es el punto de partida en el que se encuentra el alumnado con el que vamos a trabajar para adecuarnos al contexto y adecuar las actividades que tenemos pensadas según las características del grupo-clase y sus necesidades específicas. Además, hemos de fomentar el trabajo en grupo para favorecer su autonomía, creatividad, respeto y otros valores similares. Además, las

actividades planteadas son motivadoras, divertidas y fomentan la interacción y participación del alumnado de tal forma que vean que el aprendizaje no es algo aburrido y asilado o separado totalmente de su vida cotidiana, sino que es algo que ellos mismos van a ir construyendo a lo largo de su vida a través de sus experiencias.

Relacionada con todo esto está la competencia de “conocer las implicaciones educativas de las tecnologías de la información y la comunicación” (CE 11) ya que partimos de la hipótesis de que el uso de las TIC, en concreto el uso de la PDI, mejorará la actitud del alumnado en el aula en muchos aspectos. Consideramos que aumentará la motivación y atención así como el índice de interacción y participación en el proceso de enseñanza-aprendizaje. Además, a través de la integración de las TIC en el aula acercamos estas herramientas al alumnado y mediante su uso diario aprenden sin ser conscientes de ellos, construyendo ellos mismo su propio aprendizaje.

Por último, tenemos que hacer referencia a la competencia de “contextualizar la acción docente ante los cambios políticos, sociales y pedagógicos, fomentar la educación democrática y el desarrollo de una ciudadanía activa para la consecución de un futuro sostenible” (CE 14). Es evidente que la sociedad está en constante cambio y esto se refleja también en el aula. Las metodologías cambian día a día pero estos cambios no tienen que ser algo negativo, sino todo lo contrario. Los cambios en la forma de educar y enseñar van evolucionando como consecuencia de los avances de la sociedad y de los procesos tecnológicos. Poco a poco, a través de la integración de las TICS en el aula, su papel ha ido cambiando y a su vez las metodologías también han evolucionado. Cuando se empezaron a introducir las TICS en el aula su función era solo motivar al alumnado por el mero hecho de utilizarlas (poner un DVD, conectarse a Internet y ver películas etc.) pero no se cambiaba la metodología ya que sólo eran un apoyo para el profesorado. Poco a poco han ido apareciendo e integrándose en los centros educativos más herramientas tecnológicas, lo que ha producido que el papel de éstas cambie y a su vez la metodología a seguir al utilizarlas. Así, actualmente el papel de las TICS es mejorar el proceso de enseñanza-aprendizaje adaptando las actividades al alumnado y siguiendo una metodología constructivista en la que seamos los docentes quienes guemos al alumnado en este proceso. Por lo tanto, es nuestra

labor como docentes tener una formación permanente para poder ir al mismo ritmo que el alumnado y adaptarnos a los cambios que nos imponga la sociedad.

1.2. Vinculación con el currículum de Primaria.

En este apartado vamos a ver de qué forma está relacionada nuestra propuesta de uso de una herramienta de las TICS en el aula de inglés, con el currículum de Primaria. Señalaremos cómo y dónde se ven reflejadas las cuestiones que nos planteamos en este trabajo en el marco legislativo educativo actual. En primer lugar, veremos la presencia de las TICS a lo largo del currículum y, posteriormente, más concretamente, en el área de Lengua Extranjera inglés.

Si analizamos con detenimiento el currículum de Educación Primaria veremos que las TIC están presentes en varios apartados del mismo. Si comenzamos por los objetivos generales de esta etapa educativa veremos que en el Decreto Foral 24/2007 se contemplan los siguientes:

- Iniciarse en la utilización, para el aprendizaje, de las tecnologías de la información y la comunicación desarrollando un espíritu crítico ante los mensajes que reciben y elaboran.
- Desarrollar hábitos de trabajo individual y de equipo, de esfuerzo y responsabilidad en el estudio, así como actitudes de confianza en sí mismo, sentido crítico, iniciativa personal, curiosidad, interés y creatividad en el aprendizaje.
- Adquirir en, al menos, una lengua extranjera la competencia comunicativa básica que les permita expresar y comprender mensajes sencillos y desenvolverse en situaciones cotidianas.

El primero de ellos está directamente relacionado con las TIC mientras que los otros dos están relacionados de forma implícita. Las TIC fomentan tanto el trabajo individual como el trabajo en grupo dependiendo de la tarea a realizar por parte del alumnado. Es decir, si queremos fomentar ambos modos de trabajo podemos plantear diferentes propuestas en las que trabajen de forma individual pero al mismo tiempo se sientan parte de un grupo o comunidad, por ejemplo la creación de un blog de clase en el que

se integren los diferentes blogs individuales. En dichos blogs personales cada uno participa individualmente pero se siente parte de un grupo o comunidad que proporciona apoyo e interactividad a la hora de trabajar. Además, este ejemplo nos sirve también para el explicar el segundo objetivo relacionado de forma indirecta con las mismas. A través del uso de diferentes herramientas digitales podemos fomentar la motivación, el interés y la participación del alumnado. En este proceso de enseñanza-aprendizaje el profesorado únicamente actúa de guía siendo los alumnos los que van creando su propio aprendizaje, desarrollando asimismo confianza en ellos mismo y en lo que hacen. El último objetivo está directamente relacionado con el trabajo ya que vamos a diseñar una propuesta didáctica integrando las TICS en el aula de lengua extranjera: inglés para mejorar el proceso y facilitar al alumnado la consecución de este objetivo.

Más concretamente, si observamos los objetivos de cada área de conocimiento veremos que hay un objetivo común a todas ellas referido explícitamente a las TICS: “Utilizar la biblioteca escolar, las tecnologías de la información y la comunicación para obtener información y como instrumento para aprender y compartir conocimientos”

Muy relacionadas con los objetivos están las competencias. En ellas se ve claramente plasmada la importancia de las TICS en el currículo ya que una de las ocho competencias básicas que el alumnado deberá adquirir en esta etapa educativa es la competencia digital y tratamiento de la información. Esta competencia consiste en disponer de habilidades para buscar, obtener, procesar y comunicar información, y para transformarla en conocimiento.

Con respecto a los contenidos relacionados con las TICS, se observa que en los tres ciclos de Educación Primaria, en cada área de conocimiento, se desarrollan varios de ellos, por ejemplo, en el área de conocimiento del medio “obtención de información a través de las tecnologías de la información y la comunicación valorando su contenido”; en el área de Lengua Castellana y literatura “valoración de los medios de comunicación social como instrumento de aprendizaje y de acceso a las informaciones y experiencias de otras personas” y “utilización dirigida de las TICS y de las bibliotecas para obtener información y modelos para la composición escrita”. Sin embargo, en este trabajo vamos a centrarnos en el área de Lengua extranjera: inglés.

De los objetivos de lengua extranjera: inglés es importante resaltar el número 8 ya que está totalmente vinculado con este proyecto: “Aprender a utilizar con progresiva autonomía todos los medios a su alcance, incluidas las nuevas tecnologías de la información y la comunicación, para obtener información y para comunicarse en la lengua extranjera.”

Además, vamos a analizar los contenidos de esta área de conocimiento, los cuales se dividen en 5 bloques:

Bloque 1. Escuchar y comprender, hablar y conversar.

Bloque 2. Leer y escribir.

Bloque 3. Conocimiento de la lengua.

Bloque 4. Aspectos socioculturales y conciencia intercultural.

Bloque 5. Reflexión sobre el aprendizaje de la lengua.

Consideramos que todos los bloques están vinculados a este trabajo ya que en la propuesta didáctica trabajamos, en mayor o menor medida, todos ellos.

Con respecto al *Bloque 1. Escuchar y comprender, hablar y conversar*, vamos a trabajar la comprensión auditiva escuchando mensajes orales sencillos, procedentes de diferentes soportes audiovisuales e informáticos, para extraer información global o específica. Además, también vamos a trabajar la expresión oral fomentando la interacción y participación del alumnado en el aula para que pierda el miedo a comunicarse en lengua extranjera. Así, aumentará el interés del alumnado por expresarse oralmente en actividades individuales o de grupo. También potenciaremos la producción de textos orales previamente trabajados o preparados en clase.

En cuanto al *Bloque 2. Leer y escribir*, trabajaremos la comprensión lectora de textos sencillos y apoyados por soportes visuales y la producción de pequeños textos a partir de modelos muy estructurados.

El *Bloque 3. Conocimiento de la lengua*, está relacionado con el aprendizaje de vocabulario y estructuras gramaticales. En la propuesta didáctica que hemos planteado también vamos a trabajar contenidos de este bloque ya que es imprescindible para

poder desarrollar los otros bloques. Sin embargo, la metodología no va a ser memorística y de repetición sino que a partir de la observación, análisis y manipulación de materiales el alumnado irá construyendo su propio conocimiento.

El *Bloque 4. Aspectos socioculturales y conciencia intercultural*, se refiere a acercar al alumnado otras culturas a través del uso de la lengua extranjera que están estudiando. De esta forma queremos que vean que la importancia que tiene aprenderla para poder comunicarse con personas de otros países. Además, teniendo en cuenta la gran diversidad existente en el aula hoy en día, es de vital importancia fomentar una actitud receptiva hacia las personas que hablan otra lengua y tienen una cultura diferente a la propia.

Finalmente, dentro del *Bloque 5. Reflexión sobre el aprendizaje de la lengua*, cabe resaltar la utilización progresiva de los medios de consulta e información y de las posibilidades que ofrecen las TIC. Consideramos que la PDI nos facilita la labor docente en el aula de inglés, y además, enriquece el proceso de enseñanza- aprendizaje. Creemos que es una herramienta que nos permite utilizar diversas aplicaciones, soportes etc. lo cual nos permite trabajar e integrar todos los bloques de contenidos del área de inglés y así fomentar el enfoque comunicativo enseñando al alumnado a aprender a comunicarse. De esta forma, por fin, dejaremos atrás las metodologías tradicionales basadas en el aprendizaje estructural de la lengua centrada casi exclusivamente en el aprendizaje de aspectos gramaticales y de vocabulario. Además, a través del uso de las TICs y, más concretamente de la pizarra digital, fomentamos la atención y la motivación del alumnado, lo cual conlleva mostrar una actitud activa y participativa en el aula; es decir, que miren, escuchen la explicación y que disfruten a la vez que aprenden tomando un papel importante en el proceso de enseñanza- aprendizaje.

A modo de conclusión podemos afirmar que las TICs están muy presentes durante esta etapa educativa ya que son instrumentos que facilita la labor docente enriqueciendo el proceso de enseñanza-aprendizaje en todas las áreas del currículo.

2. THEORETICAL BACKGROUND

Nowadays, Information and Communication Technologies (ICT) are considered as wonderful educational tools that teachers can use to develop the curriculum in any subject. Teachers are changing their way of teaching and are using the Internet not only as a learning instrument but also as a source of motivation for students.

This part of the project is devoted to some technological and theoretical background on Interactive Whiteboards (IWBs). First of all, we are going to explain what an IWB is and its affordances from a technological point of view. Secondly, we will illustrate the benefits and problems previous research studies have attributed to IWBs. Thirdly, we will review some pedagogical and learning aspects related to the issue in education and, finally, we will describe previous research and case studies in real classrooms both internationally and nationally, including the situation in Navarra.

2.1. Technological considerations: what is an Interactive WhiteBoard?

An Interactive White Board is a touch-sensitive screen that works in conjunction with a computer and a projector. It is a presentation device that interfaces with a computer. The computer images are displayed on the board, where they can be seen and manipulated. Users can control software both from the computer, using the mouse or the keyboard, and from the board, using an electronic pen or the hand, depending on the kind of board.

Participants can add notations and emphasis by using a pen or a highlighter tool. By using his/her finger or the pen as a mouse, the teacher or student can run applications directly from the board. Any notes or drawings added to the original files can then be saved on the file or printed out and distributed to group members.



Interactive WhiteBoards are an effective way to interact with digital content and multimedia in a multi-person learning environment. Learning activities using an interactive whiteboard may include, but are not limited to the following features or affordances:

- Manipulating text and images and being able to move them around.
- Making notes in digital ink on images, text or in blank pages.
- Saving notes for later review by using e-mail, the Web or print.
- Viewing websites as a group and being able to introduce changes and notes on the images displayed.
- Demonstrating or using software at the front of a room without being tied to a computer.
- Creating digital lesson activities with templates, images and multimedia.
- Writing notes over educational video clips or Power Point presentations.
- Using presentation tools that are included with the white boarding software to enhance learning materials.
- Showcasing student presentations.

2.2. Theoretical context.

In this section we are going to examine relevant literature of the use of IWB in schools. It is true that nowadays technology is transforming the way we teach. Its use helps students learn better by providing a learning environment that is interactive, collaborative, learner-controlled, and inquiry-based (Prensky, 2007; Fawcett, 2000). Although the literature on the use of technology in general is extensive, the number of research studies investigating the use of IWBs in the classroom is rather limited and this technology deserves much more attention and research.

2.2.1. Interactive Whiteboards in education

Taking into account previous researches on IWBs, we are going to summarize the main benefits and problems of the use of IWBs in classroom.

2.2.1.1. Benefits of IWBs

The use of interactive whiteboards in EFL lessons has the potential to support change in the way we teach. Clearly the IWB is a lot more exciting than the traditional blackboard and pupils will be curious to find out about its functions and capabilities. As a result, they may pay more attention to the teacher than with traditional methodologies and instruments. However, the motivation of students is not the only advantage. Interactive Whiteboards offer more benefits.

- *Benefits for students*

Research (British Educational Communications & Technology Agency: BECTA, 2003) has summarised the main findings so far and identified the following benefits for pupils:

- Increased motivation and learning.
- Greater opportunity for pupils to participate and collaborate.
- Better ability to cope with more complex concepts as a result of clearer, more efficient and more dynamic presentations.
- Increased capacity to cater for different learning styles.
- Enables pupils to be more creative when making presentations for fellow pupils.
- Pupils do not have to use a keyboard to engage with the technology, increasing access for younger children and pupils with disabilities.
- Change in roles: pupils become the main characters in the learning process.

- *Benefits for teachers*

- Saves time by reusing, sharing and saving materials.
- Resources become flexible and adaptable.
- Offers technological and pedagogical innovation.
- The technology is attractive and easy.
- Change in roles: the teacher becomes a guide in the learning process.

2.2.1.2. Problems of IWBs

Research has also informed about some disadvantages IWB have and has reported the following:

- Lack of knowledge of the technology or its pedagogical potential so that they are not being used to their full potential.
- Lack of training for teachers and/or reluctance to use them because of lack of technological competence.
- Creating teaching materials is very time-consuming and not all teachers (especially those who are not computer-skilled) are willing to spend their time preparing for the lesson.
- High price which makes it difficult to acquire many in economically deprived contexts.

2.2.2. Key issues in which IWBs have been studied

The use of IWBs is promoted and justified in the educative world because of its relation with interactive learning, learning styles and motivation. By describing previous studies on those topics and on implementations of IWBs in real contexts, our intention is to illustrate both the theoretical and pedagogical background supporting their use in education.

2.2.2.1. Interactive learning

Interactive learning requires students to be dynamically engaged in the lesson's activities or tasks proposed. A lot of strategies have to be used to accomplish interactive learning such as visuals, reading, writing, discussing, and manipulating concepts. Planning everything in advance, teachers can take advantage of IWBs to implement each of these strategies. Smith, Hardman and Higgins (2006) investigated teacher-student discourse interactions in the context of interactive whole class teaching using an IWB and found that lessons using the whiteboards had more reciprocal dialogue, faster pace, and greater frequency of answers. The IWB lessons were found to comprise a higher level of interactive exchanges in the classroom and to

contain more whole class teaching and learning activities and fewer activities which included group work, but, however, the engagement of students increased.

An early study by Bell (1998) examined teachers' perceptions of the value of IWB use. She posted a survey on the Internet to examine IWB user's perceptions on teaching effectiveness, effect on learning, and the importance of interactive learning. About thirty teachers from a variety of backgrounds and subject areas responded during the eight day response time. The survey used both Likert Scale questions and open-ended questions. Bell concluded from her analysis of the responses that there was an overall positive attitude to IWB use. According to the responders, students were found to be more attentive and motivated, and therefore, more engaged, during lessons. Ninety-three percent of respondents rated the interactivity of the IWB as important, very important, or extremely important. The interactive and collaborative nature of IWB use was found to be among its most valuable attributes, according to Bell's research, supporting its effectiveness as a tool fostering interactive learning.

So we can conclude stating that IWBs seem to play a vital role in stimulating student interactivity in classroom instruction.

2.2.2.2. Learning styles

It is evident that each kid is unique and has particular needs and interests. Learning style preferences impact the way in which information is processed and stored. Because in every classroom there are students with a variety of leaning styles, teachers should incorporate strategies to meet those needs and learning styles. IWB can be a powerful tool to fulfil those individual learning style differences.

The most common learning styles illustrated by literature include the visual, auditory, and kinaesthetic modalities. But the concept of learning styles and multiple intelligences has been expanded, most notably by the contributions of Gardner (1993) who identified eight types of intelligences: linguistic, logical-mathematical, naturalist, spatial, kinaesthetic, musical, intrapersonal and interpersonal. According to Gardner, knowing the dominant intelligences of each student can be beneficial for both the teacher and the student. The teacher can prepare different sets of exercises to provide for different types of dominant intelligence and, thus, contribute to their learning by a

better match between the tasks and type of intelligence. And if the students know about their intelligences and abilities, they can become acquainted with the most appropriate materials and strategies to support their learning styles and, thus, can improve and facilitate their own learning. They can understand their own weak and strong abilities and they can work on improving them.

With careful planning, using IWBs in class can incorporate various learning modalities in ways that make learning more appealing. For example, visual learners benefit from seeing information displayed in colourful, large formats. Kinaesthetic learners have the opportunity to write on, highlight, and interact with the IWB. Auditory learners are accommodated through dialogue, sound effects, and oral stimulation.

Schut (2007) conducted a study with her high school biology classes to investigate student perceptions of IWB use in science classrooms. The results indicated that students found the whiteboard to be more engaging due to its visuals, multimedia capabilities, and enhanced note-taking. One student in the study stated that “the IWB helps the visual learner because it can give pictures and really nice diagrams . . . the pictures and animations make it easier to remember . . . colours help me relate and remember things better” (p. 52). Weimer (2001) asserted that with middle school students, “utilizing a range of different processes in teaching and using technology has more appeal than using just one process” which also applies to the accommodation of different learning style preferences (p. 1).

2.2.2.3. Motivation

Motivation should be taken into account by teachers to promote learning. In a study conducted by Fisher (2006), fourth grade student’s academic performance was measured before and after exposure to IWBs. Although no significant gains were identified, she noted that motivation was an essential ingredient in learning and that future research “may want to focus more on student’s motivation to learn instead of focusing completely on test scores” (p. 34).

Students’ motivation, defined as interest and enjoyment causing action had already been investigated previously by Miller, Glover, and Averis (2004) in their study with university students in England. The way teachers taught when using IWBs was assessed

and correlated with both student time on-task and attitudes to learning. The findings indicated that increased student motivation was due to the intrinsic stimulation provided by the use of the IWB, its attractive features and the opportunity it offers to manipulate virtual materials.

Weimer (2001) conducted a study with two classes of middle school students to analyze the effect of IWB use on student motivation. Two groups of students completed two projects, one project using IWB technology and one project without it. The use of the IWB was then reversed for the second project. Students completed a Likert Scale questionnaire after each test condition. The results, according to Weimer, indicated a correlation between motivation and technology use. The students expressed enjoyment in using the IWB and Weimer inferred that “enjoyment suggests higher motivation to learn” (Weimer, 2001, p. 4). He concluded that IWB was an instructional tool that stimulated student motivation.

Further research literature on the use of IWB’s in both K-12 and higher education showed promising results. Several studies indicated that the use of IWB not only increased motivation but also enjoyment, engagement and learning gains for all ages and across all areas of the curriculum (Smith, Hardman & Higgins, 2006). Research found that IWBs motivate students to answer teachers’ questions due to the strong visual and conceptual appeal of the information displayed, and because of the way students can physically interact with the board in search of those answers. In addition, there is some evidence that the use of IWBs can increase student achievement (Dhindsa & Emran, 2006; Swan, Schenker & Kratcoski, 2008; Zittle, 2004).

2.3. Further research on IWBs in education

This theoretical part would not be complete without an illustration of institutional effort to aid in the implementation of IWBs in some international contexts and the situation in Spain and, concretely, in Navarra.

2.3.1. International case studies

2.3.1.1. Ireland

The research into the use of IWBs in Irish classrooms (Kearney, 2009) took place in Saint Patrick's College in Drumcondra and was sponsored by the Computer Education Society of Ireland (CESI) through its IWB Pilot scheme over the 2004/2005 school year. The objectives of the project were to investigate the impact of the IWB on whole-class teaching and on learning to see if new teaching-learning strategies were developed. Following the project, a database of teaching and learning resources was created and could be accessed by teachers.

Four Primary schools, three secondary schools and one special education centre took part in this research following a case-study methodology.

Judge (2007) stated that classrooms had to move with the times and IWBs were the way forward. It was noted that teachers found the use of IWBs led to more varied, creative and engaging classes and aided in the integration of ICT as well as an improvement in students' concentration. Students found the lessons fun, more interactive and more interesting. They felt they had more involvement in the learning process which of course should be the ultimate aim of educational procedures. It was also noted that there was an improvement in students' concentration. Teachers also noted that previously very few computer labs in schools had a projector which created inefficiencies in the explanations of concepts, and that the use of IWBs had facilitated visual input.

It was a unanimous view that an IWB placed in the classroom was more useful than a projector in isolation and it again increased teacher and students ICT skills.

2.3.1.2. Portugal

The European Schoolnet (2010) published a report about Portugal using ICT in primary education. According to this research, the Lisbon Strategy and the programme "Training and Education 2010" established a set of guidelines for Europe which aimed at fully integrating European citizens into the knowledge society. The development of competences in ICT and their integration in the learning and teaching processes became key objectives for the Portuguese education system. In Portugal, the

Government's Planning Options of 2007 established a set of goals, actions and concrete measures for the technological modernization of education.

Teachers used the software provided for the IWBs (SMART Notebook) and they were used for the entire class time. Teachers produced or used exercises that students would solve on the board by using the pen or their finger. The students were familiar with connecting the Tablet PC, logging on to the Intranet, accessing documents, surfing the web, selecting and saving images from the web to illustrate their word processing assignments, etc.

Teachers interacted with students by sending them files/exercises which allowed them to complete the tasks on their tablets. Once the students finished, they sent the solved tasks to a shared area where the teacher received and corrected it. This daily usage of technology completely changed the language of students. They could use technical vocabulary quite easily. Expressions like "the internet is slow", "the board is not calibrated" and "my documents are not synchronized" were used on a day-to-day basis.

The school defined as its main goals:

- The increase of ICT knowledge among the students.
- The integration of ICT in the curricula.
- The usage of IWB as a tool to motivate students for the learning of the curricula.

It was assumed by the school that ICT was of no use if students and teachers did not feel that the technology was safe and reliable. And this was the key to success in the school. All the equipment was fully functional when teachers and students arrived to class.

From the study involving these students and from the analysis of their answers to questionnaires, we can conclude that their motivation, attitudes and commitment towards learning as well as their digital competences improved sharply. The same study, when examining the concerns of the teachers involved, concluded that the greatest area of change was the increase of cooperative work in the classroom. The IWB appeared to be one of the most important resources involved in such change. One

final conclusion explained by the teachers participating in this project was that the usage of an IWB had clearly improved their teaching methods. They also recognised the problems encountered along the way, but felt these had been overcome as a result of the training provided by the teacher training centre.

2.3.2. National projects

In Spain, several investigations have been effectuated about the use of IWB in classrooms due to the increasing number of them. Among diverse programs that promote the integration of IWBs in classrooms, we want to emphasize the following ones:

- “Red de centros educativos piloto” program

In this program, 48 IWBs were set out in 14 pilot schools of 11 autonomous communities. These schools followed different methodologies: some use IWBs following a traditional methodology in which they were only used as a support to explanations and others followed a more innovative methodology in which students were in charge of managing and looking for information and this way they built their own knowledge independently. The main findings of the study were that:

- 100% of the teachers pointed out the willingness of teachers to integrate IWBs in their lessons.
- According to the interviewees, the use of IWBs was equally important in all grades of education.
- IWBs were more used in some subjects such as computer science, sciences, maths, physics and chemistry, arts and crafts, English, geography and history.
- IWBs facilitated the comprehension of concepts due to such functionalities and features as the use of visuals, graphics, videos etc.
- Teachers pointed out a rise in participation, interaction, and attention in class.

- “Internet en la escuela” and “Internet en el aula” program

Administrations set out a total of about 600 IWBs in several provinces: Galicia (300), Cantabria (30), Principado de Asturias (70), Islas Baleares (60) and Cataluña (30). Although the majority of them were installed in shools, some were also placed in Teachers and Resources Centres to train teachers in their proper use.

- “Proyecto de Investigación Promethean en España 2006- 2008”

This project was carried out in Barcelona’s Autonomous University. According to Marqués (2008), the objective was to experiment and evaluate the didactic and pedagogical possibilities of Promethean IWBs, and, this way, analyse how we can take advantage of them in order to improve the teaching and learning process.

This investigation took place in various schools all over Spain, concretely in 10 pilot centres and 50 collaborative centres.

The following aspects were pointed out by this research:

- More than a third of teachers used IWBs in their classrooms.
- The most used funtionality (71%) was the projection of information, followed by the writing and highlighting option. However, the less used functionalities were creating materials (24%) and using the activities and resources that IWBs offer.
- Surprisingly, the most successful methodologies where teacher-fronted (73%).
- Teachers agreed that by using Promethean IWBs, they could use more resources in class (72%) and prepared activities that reinforced student’s attention, motivation and participation.

- “Escuela 2.0” program

This program has been the latest project relating to the integration of ICT in schools. Its objective was to put into practice virtual classes of the XXI century, equipped with technological infrastructures and conectivity.

Its first steps were focused on the third cycle of Primary Education, starting in the course 2009-2010 with 5th of Primary in all public schools and then it would spread to 6th of Primary and the two first years of ESO.

In the program, teacher's training was vital in order to succeed. This training included both methodological and technological aspects.

In conclusion, the project "Escuela 2.0" tried to introduce ICT as educational resources that complemented the traditional ways. Moreover, the integration of ICT in classrooms tried to increase participation, motivation, interaction and creativity. This project was also implemented in Navarra as it follows.

2.3.2.1. Situation in Navarra.

The latest project to be carried out in our most immediate context is called "Integra TIC/IKT". It is a proposal of the Department of Education in order to integrate ICT in the classrooms of the third cycle of primary education. Its main objective is to develop the digital competence of students. This project emerged as a result of the program "Escuela 2.0", which we have previously described.

The project "Integra TIC/IKT" started in 2009 and was adapted and spread out during the following years to all public schools and partly subsidized schools.

As can be seen in figure 1, the establishment of "Integra TIC/IKT" has been carried out in different stages according to both the development of the program and budget's availability:

- Stage I: Experimental. Course 2009-2010
- Stage II: Extension of the experimental stage. Course 2010-2011
- Stage III: Towards generalization. Course 2010-2011
- Stage IV: Complete generalization. Course 2010-2011

Figure 1. Evolution of the program “Integra TIC- IKT”. “Escuela 2.0” (2010)

Gobierno de Navarra
Departamento de Educación



EVOLUCIÓN INTEGRATA TIC-IKT Escuela 2.0
Datos de 5º y 6º de Educación Primaria

Número de centros Públicos	159
Número de aulas centros Públicos	473
Número de alumnos en centros Públicos	7.898
Número aproximado de profesores centros Públicos	1.200
Número de centros Concertados	50
Número de aulas de centros Concertados	187
Número de alumnos en centros Concertados	4.604
Número aproximado de profesores centros Concertados	900

Cursos 2009-2010 / 2010-11	FASE I	FASE II (*)	FASE III - IV (**)	%	Totales FASES
Centros públicos					
N. centros	10	31	118	100,00%	159
N. aulas	37	126	310	100,00%	473
N. alumnos	364	1.964	5.570	100,00%	7.898
N. profesores	75	229	896	100,00%	1.200
Centros concertados					
N. centros	9		50	100,00%	50
N. aulas	20		167	100,00%	187
N. alumnos	424		4.180	100,00%	4.604
N. profesores	46		854	100,00%	900
TOTALES NAVARRA					
Número de centros	19	31	168	100,00%	209
Número de aulas	57	126	477	100,00%	660
Número de alumnos	788	1.964	9.750	100,00%	12.502
Número de profesores	121	229	1.750	100,00%	2.100

(*) (**) En las FASES II, III y IV no se contempla la dotación de miniportátiles para el alumnado. Sin embargo con la dotación de aula prevista, el alumnado de dichas aulas podrá participar de forma activa en actividades que suponen el uso de internet y de contenidos educativos digitales.

3. MATERIALS AND METHODS

3.1. Context

The school where I am going to carry out this unit is located in a town of 12.000 inhabitants. It's a rural environment and the majority of the pupils come from middle class families.

A CLIL methodology is followed in the school. This methodology implies that some subjects, or parts of subjects, are taught through a foreign language with dual-focussed aims, namely the learning of content, and of a foreign language.

This didactic unit is planned for a specific group because I work with them and I will have the chance to put it in practice in the future. The unit is planned for 24 eight years old children in one classroom: 13 are boys and 11 are girls. They are studying first year of the second cycle of primary education. Previously, there haven't been any pupils with special needs in this school. If we detected a child with such needs, the objectives and the tasks should be simplified and adapted to his/her needs.

This project covers eleven sessions of about fifty-five minutes.

3.2. Didactic unit

3.2.1. Objectives

<i>General objectives</i>	The purpose of this unit is: <ul style="list-style-type: none"> ▪ To enable students to describe people. ▪ To enable students to produce written or oral descriptions. 	
<i>Specific objectives</i>	<i>Linguistic</i>	<ul style="list-style-type: none"> ▪ Be able to describe people's appearance ▪ Be able to describe personalities ▪ Be able to describe clothes
	<i>Skills development</i>	<ul style="list-style-type: none"> ▪ Reading <ul style="list-style-type: none"> – Be able to understand texts which include

		<p>descriptions</p> <ul style="list-style-type: none"> ▪ Listening <ul style="list-style-type: none"> – Be able to understand descriptions and identify people by their descriptions. ▪ Writing <ul style="list-style-type: none"> – Be able to write small descriptions of people ▪ Speaking <ul style="list-style-type: none"> – Be able to describe a person orally – Become acquainted in pronunciation
	<p><i>Cross-curricular</i></p>	<ul style="list-style-type: none"> ▪ Becoming aware of new technologies, particularly of IWB. ▪ Appreciate the importance of communicating in the English language. ▪ Show interest for participating in the classroom activities. ▪ Participate in class and respect other student' opinions and turns. ▪ Developing collaborative learning ▪ Encouraging students to participate actively in class. ▪ Developing creativity ▪ Building a child's self-esteem.

3.2.2. Contents

- Concepts: Vocabulary/Grammar
 - Adjectives to describe physical features and personality
 - The name of items of clothes
 - Structure “he/she is”
 - Structure “he/she has got”
 - Structure “he
 - Present simple and present continuous: “he/she wears” and “he/she is wearing”
 - Adjectives order

3.2.3. Criteria for assessment

Teacher, peer and self-assessment processes will be used to assess how well learners:

- Know vocabulary to describe people
- Distinguish different grammatical structures to describe people
- Understand descriptions written and spoken (reading or listening)
- Produce descriptions written or oral (writing or speaking)
- Identify people through descriptions given
- Show interest and participate in class

3.2.4. Instruments for assessment

- 80% skills:
 - 20% reading: lesson 6 and lesson 10.
 - 20% listening: lesson 3, lesson 9 and lesson 10.
 - 20% writing: lesson 3, lesson 5, lesson 6, lesson 8 and lesson 11 (see APPENDIX 15)
 - 20 % speaking: lesson 3, lesson 8 and lesson 11 (see APPENDIX 16)
- 20 % attitude in class: We are going to evaluate students’ attitude in all the lessons following a rubric (see APPENDIX 17)

3.2.5. Sessions

LESSON 1

Objective In this lesson our objective is to check their previous knowledge about describing people and to learn some new adjectives to describe people's appearance.

Materials IWB, appendix 1, appendix 2, appendix 3 and appendix 4.

Evaluation In this lesson I am not going to evaluate any activity but I am going to note down their previous knowledge.

Procedure ▪ Warm up

We will begin by introducing this new didactic unit. First, we will explain to students that we are going to start a new unit which is about describing people so the first thing we are going to do is to check previous knowledge (activate schema).

ACTIVITY 1: We will project a picture of an image (*APPENDIX 1*) and we will do a brainstorming activity using the IWB. We are going to ask students if they know who the character is and to provide a description of it.

By asking them these questions, they will activate their previous knowledge and they will provide different words, topic vocabulary, to describe this character. All the words provided in the descriptions will be copied in the IWB.

Once we have a lot of words written on the board, all together, we are going to create a mind map of the unit. So, taking into account what we wrote before we are going to ask them the following questions:

- What kind of vocabulary do you need to describe a person?
- What grammatical structures do you need?

As I have previously said, we will answer these questions based on the brainstorming activity we did before so we can come back to that page to check what kind of words we wrote. At the end of this activity we

want to come up with a mind map of the unit (*APPENDIX 2*).

We are going to use this mind map all throughout the unit. After finishing the class, we will check which parts of the mind map we have covered until everything is selected.

- *Body of the lesson*

We are going to concentrate on “physical features” vocabulary (hair, eyes, height and figure). To learn it we are going to use a Power Point presentation (*APPENDIX 3*). ACTIVITY 2: Next, we will do a “matching game” to review the new vocabulary. We are going to project on the screen pictures and adjectives and some children will match each adjective with the correct picture (*APPENDIX 4*). The rest will check if their classmate is doing it rightly or not.

- *End of the lesson*

We are going to project the mind map and check the part that we have been working on.

LESSON 2

Objective In this lesson our objective is to explain the difference between the following structures: HE/SHE IS and HE/SHE HAS GOT.

Materials IWB, appendix 5, appendix 6 and appendix 7.

Evaluation I will evaluate activity 3 by writing down on my notebook a grade for the performance of the students who do the activity on the IWB.

Procedure ▪ *Warm up*

ACTIVITY 3: First of all, we will begin by reviewing in a few minutes the vocabulary of the previous lesson. We are going to show them some photographs (*APPENDIX 5*) and some words in which some letters will be missing. So first, we will have to complete the words and then, match each one with the corresponding photo. We will use this page later.

- Body of the lesson

ACTIVITY 4: In this session, as our objective is that students see the difference between “He/She is...” and “He/She has got...”, we are going to show them a picture and some sentences and discuss them (*APPENDIX 6*). We are going to ask them to predict when HE IS and when HE HAS GOT are used. Checking the example given we want them to realise that when we talk about parts of the body like eyes, hair... we always use the pattern “He/She has got...” whereas when we talk about height, figure and personality we use the pattern “He/She is...”. While we explain the difference we are going to modify the picture adding the most important things of the explanation.

Once everything is clear, we will put in practice what we have just studied. First, we are going to focus on the description of the face (structure: HE/SHE HAS GOT). ACTIVITY 5: To learn this, we are going to show them “the description machine” (*APPENDIX 7*). It is a machine that helps you to create sentences with the pattern we want to work on. So following this machine we want them to form sentences to describe the pictures from the previous exercise but only describing the faces. We are going to stress the correct order of the adjectives when describing the hair: length, shape and colour. After that, we are going to continue the description but now using the structure HE/SHE IS to describe the height and figure of the same pictures.

- End of the lesson

When everybody finishes we will correct all the descriptions together writing them on the board next to each photo to make sure they are correct.

LESSON 3

Objective In this lesson our objective is to produce a description using the vocabulary and the grammar studied so far.

Materials IWB, appendix 8 and the following listening exercise:

<http://learnenglishkids.britishcouncil.org/es/fun-games/face-match>.

Evaluation Listening activity, writing a description, read aloud the description (speaking).

Procedure ▪ Warm up

ACTIVITY 6: As a warming up activity we are going to carry out a “draw and write” activity all together. We are going to create some monsters. So one by one, each child will say a sentence describing the eyes, the hair, the height or the shape of a monster. The teacher will write the sentences on the IWB and next to it he/she will place a drawing illustrating what the sentence says. Once we finish the description and the drawing of one monster we will open a new page and start a new one. We will do this until all the students have participated in this task.

▪ Body of the lesson

ACTIVITY 7: Now we are going to do an activity in which children have to put in order some words to make sentences and they have to match them with the correct character (*APPENDIX 8*). Students will go to the board one by one to do it. It will be a teacher-fronted activity because we want to check whether they have acquired the knowledge or they still have difficulties. In case we cannot see the photographs well and we have doubts about where to put one sentences we can quickly check more pictures on the internet.

ACTIVITY 8: Now we are going to do some listening comprehension activities in which we are going to listen to a description and we have to recognise the person described.
<http://learnenglishkids.britishcouncil.org/es/fun-games/face-match>. If the children experience difficulties, it can be done as a reading looking at the transcription which is also there.

Now that students have all the knowledge needed to describe appearance they are going to describe somebody’s appearance. We are going to project the monsters we invented before but without their

description, only the pictures. Then, each student is going to describe one of those on his/her notebook.

- End of the lesson

To finish the lesson and the part of the unit related to physical features, students are going to walk around the class with the description they have already done and, in pairs, one person reads the description and the other has to guess which monster is it. When they finish they change roles and then they change partners. While doing this activity we are going to be checking their sentences and the way they speak.

LESSON 4

Objective In this lesson our objective is to check their previous knowledge about describing people's personality and to learn some personality adjectives.

Materials IWB, appendix 9 and appendix 10.

Evaluation I will evaluate activity 10 by writing down on my notebook a grade for the performance of students.

Procedure

- Warm up

ACTIVITY 9: We are going to start with the vocabulary to describe personalities. We are going to project some photographs and some adjectives describing personality. Children have to match those they already know and try to guess the meaning of the rest (*APPENDIX 9*). If they don't know some adjective we will help them to match the adjective with the correct picture. After that, we are going to classify the pictures in positive and negative.

- Body of the lesson

ACTIVITY 10: We are going to project illustrations of some characters (cartoons) they know (*APPENDIX 10*). They have to describe their personality using the adjectives we have just learnt. They are going to do this exercise in groups. So we will let them time to think about it and

then they will go to the board, group by group, to explain and write what adjectives they have chosen and this way we will correct the exercise and check if they have understood the meaning of each adjective we want them to learn.

- End of the lesson

ACTIVITY 11: To finish the lesson we are going to review the adjectives we have learnt. I mean, by looking at the photographs given in the warming-up activity (without the adjective written on them) all together we have to remember all the vocabulary, all the words that we have studied before and write them on the right photograph. By doing this, we are going to work on the spelling of these adjectives.

LESSON 5

Objective In this lesson our objective is to produce sentences to describe personality.

Materials IWB, the camera of the IWB, adjectives to describe personality with gaps, appendix 6 and appendix 10.

Evaluation Writing a description describing personality.

Procedure

- Warm up

ACTIVITY 12: As a warming up exercise to review all the vocabulary we learnt in the previous lesson, we are going to project some words with some gaps. Children have to complete them and then circle with green the positive ones and with red the negative ones.

- Body of the lesson

ACTIVITY 13: We are going to project the page in which we explained the difference between HE IS and HE HAS GOT (*APPENDIX 6*). We are going to ask them what structure we are going to use when we describe personality and the reason for their choice. We will add some examples to make it clearer. Now, we are going to open again the page we created in the previous session where we matched some adjectives

describing personality with some characters. Taking into account those adjectives we are going to write the description using the correct structure to form the sentences. We are going to do the first one all together as an example and then, students will have to do another one individually.

- End of the lesson

ACTIVITY 14: To finish the lesson, when they finish the previous exercise, we will project some of the descriptions made by the students (using the camera) and correct the description of each character together on the screen. We will highlight the pattern HE IS in all the sentences.

LESSON 6

Objective In this lesson our objective is to review everything we have learnt so far and to produce a whole description including physical and psychological aspects (personality).

Materials IWB, appendix 11 (photographs of people if possible of students).

Evaluation Writing sentences describing people and reading comprehension exercise.

Procedure

- Warm up

Taking into account all the concepts we have learnt so far, we are going to ask students to invent crazy sentences describing people physically and psychologically (personality) and to write them down on their notebooks. While they do it, we will be checking their productions, solving doubts and correcting errors. When they finish we are going to move on to the main activity.

- Body of the lesson

ACTIVITY 15: We will project different pictures of people in a Power Point presentation. I mean, in each slide there will be one photograph.

Now, at the top of each photo students will randomly write a description. So we need as many photographs as descriptions made by students. Once each child has written their production at the top of one of the photographs, one by one, they will go to the board and have to modify the photographs to make the sentences true (*APPENDIX 11*). If possible it would be great to project photographs of the students as this would really increase their involvement.

This activity will take us the whole class because they are going to do it one by one on the board. I think is a good activity because it works many different skills. Moreover, students self-evaluate themselves and help other classmates.

- End of the lesson

To review everything we have done in this lesson we are going to project again the Power Point to check if everything is correct or if we have forgotten to modify something and we have to do it now.

LESSON 7

Objective In this lesson our objective is to learn the names of different pieces of clothing.

Materials IWB and online book: <http://chagall-col.spip.ac-rouen.fr/IMG/didapages/clothes/index.html>.

Evaluation In this lesson I am not going to evaluate any activity but I am going to write down their previous knowledge.

Procedure

- Warm up

ACTIVITY 16: In this lesson we are going to start with the last part of the unit: describe clothes. To check students' previous knowledge, we are going to do a brainstorming activity. First of all, we are going to write the word "CLOTHES" on the IWB and ask students what they know about this topic. Students will be the ones who write all their ideas and

the words they produce on the IWB. Moreover, after have several ideas we are going to clasify the clothes into groups (clothes, acesories, shoes, underwear...)

- Body of the lesson

ACTIVITY 17: This part of the unit is going to be different because we are going to learn through an online book. So we will go to this website: <http://chagall-col.spip.ac-rouen.fr/IMG/didapages/clothes/index.html> and start working on it.

We are going to work on the vocabulary part of learning the names of some clothes so we are going to cover from page 2 to 9 and 12. We are going to work all together and children will do the exercises on the board.

- End of the lesson

To finish this lesson, we are going to open the file in which we did the brainstorming activity before and all together tick the things we have studied and they already knew before this class, and add the new knowledge they have acquired in this class.

LESSON 8

Objective In this lesson our objective is to learn the structures: HE/SHE WEARS and HE/SHE IS WEARING, to produce sentences using those patterns and to be conscious of the order of the adjectives when describing clothes.

Materials IWB and online book.

Evaluation Writing what somebody is wearing and reading their description to other pupils (speaking).

Procedure

- Warm up

ACTIVITY 18: First of all, we are going to review the vocabulary we learnt the previous day, going over the material on page 10 and 11

again of this website: <http://chagall-col.spip.ac-rouen.fr/IMG/didapages/clothes/index.html>. One by one, each student will write one word that he/she remembers. We will try to complete all of them without looking. If they don't remember some of them we can help them writing the first letters of the word.

- Body of the lesson

ACTIVITY 19: We are going to concentrate on the grammar point: HE/SHE WEARS... HE/SHE IS WEARING... We are going to do page 13 emphasising the use of the present simple for habit and the use of the present progressive for a specific moment and then we are going to focus also on the order of adjectives when describing clothes. We are going to use the examples given “white blouse, black trousers, green dress...” So we will conclude that the order is: colour - clothe.

To practice the grammar point we have just studied in this lesson, we are going to do page 15 together.

- End of the lesson

To finish the lesson we are going to practice everything we have learnt today. We are going to move on to page 16 and 17 in which each kid is going to choose one person and describe him or her using “he/she wears...” or “he/she is wearing...” When they finish, they will walk around the class and find a partner. One student reads the description and the other person has to guess who the person described is. Then, they will exchange roles. (Before they start this part of the activity we will make sure their description is accurate)

LESSON 9

Objective In this lesson our objective is to review all the concepts we have studied so far and learn the structure to follow when describing people.

Materials IWB, appendix 12 and online activities:
<http://learnenglishkids.britishcouncil.org/es/fun-games/match-the-kit>,
<http://learnenglishkids.britishcouncil.org/es/fun-games/teddy-dresser>,

<http://learnenglishkids.britishcouncil.org/es/word-games/make-the-sentences/describing-people>,

http://www.quia.com/quiz/4218762.html?AP_rand=134682815

Evaluation Listening exercise (identify the character described).

Procedure ▪ Warm up

ACTIVITY 20: First of all, we are going to do the following activity:

<http://learnenglishkids.britishcouncil.org/es/fun-games/match-the-kit>.

Then, we will continue with this one:

<http://learnenglishkids.britishcouncil.org/es/fun-games/teddy-dresser>.

▪ Body of the lesson

ACTIVITY 21: We are going to work a little bit on the correct order of a description. We will open a new page in the IWB and write the structure we should follow when we describe a person (*APPENDIX 12*). Moreover,

we are going to stress the correct order of the adjectives when we describe the hair and the clothes. ACTIVITY 22: After the explanation,

we will do the following exercise

<http://learnenglishkids.britishcouncil.org/es/word-games/make-the-sentences/describing-people>.

▪ End of the lesson

ACTIVITY 23: To finish this lesson we are going to do the following listening exercise in which we have to identify the character being described:

http://www.quia.com/quiz/4218762.html?AP_rand=134682815

LESSON 10

Objective In this lesson our objective is to review all the language used in parts and then use everything learnt to create a whole description.

Materials IWB, appendix 13 and online exercises:
<http://www.groovetoenglish.com/peggysuelisa.htm>,
<http://www.elllo.org/nine/class/class.htm>.

Evaluation Reading exercise and listening exercise.

Procedure ▪ Warm up

We are going to ask students if they remember the mind map we did in the first lesson of this unit. We are going to project it again and check if we have already covered everything in the mind map. By doing this, students will be conscious that they have acquired all the knowledge they need to produce descriptions.

▪ Body of the lesson

ACTIVITY 24: First, we are going to do a reading exercise. Students will do it individually and then, we will correct it together:

<http://www.groovetoenglish.com/peggysuelisa.htm>.

ACTIVITY 25: Then, we are going to do a listening exercise with a description of their new teachers so that they have to identify each one.

First they will do it individually and then, we will correct it aloud :
<http://www.ello.org/nine/class/class.htm>

▪ End of the lesson

ACTIVITY 26: To finish this lesson, and taking into account that we have already studied everything we need to describe somebody and that we have just planned a summary of the order we have to follow when describing a person, we are going to produce a whole description all together. We are going to show one photograph on the board (*APPENDIX 13*) and we are going to describe her/him step by step following the structure we made before.

LESSON 11

Objective In this lesson our objective is produce a whole description and identify people through a description

Materials IWB, computers with recorder and appendix 12.

Evaluation Writing and speaking exercise. (Final task)

Procedure▪ Warm up

We are going to tell students that we are going to finish the unit but we are going to need 2 sessions. Children have all the knowledge they need to produce a description. They have been working on this for several days and they are prepared to do a final task.

First of all, we are going to project on the board both the summary of the unit and the description we did the previous day so that we can review the structure to follow when we describe people.

▪ Body of the lesson

Following the structure and the model projected on the board, students have to describe themselves. First, they will have to write the whole description. Then, we will correct it individually. Next, we will go to the computer room, record it and when everybody has finished we will come back to the class.

▪ End of the lesson

ACTIVITY 27: Finally, we are going to listen to each recording and we will give them a worksheet (APPENDIX 14), in which students have to guess and write who is who. At the end of the exercise, we will correct their worksheet and see how many characters they have guessed correctly.

4. RESULTS AND DISCUSSION

In this section, I am going to describe the activities from the before mentioned lessons to be used on an IWB, and justify their use by describing the advantages of doing these activities on the IWB instead of using other instruments. To do so, we are going to classify the activities in four groups:

- A) Explanation activities
 - Activity 4: he is vs. he has got
 - Activity 5: description machine
 - Activity 13: add new things he is vs. he has got
 - Activity 21: description's structure

These activities can only be done using the IWB because we are going to provide visual input to the students such as photos, sentences etc. to activate their knowledge and based on those visuals, the explanation is going to be built in group step by step. This could be done on a blackboard, but what we gain by using the IWB is the capacity of emphasizing by using colours, highlighting phrases or moving things from one part of the IWB to another. In contrast to traditional methodologies, the teacher does not going to go to class to explain some concepts and leaves but he leads the way towards providing students with the more personalized and memorable information created with the particular group of learners.

Explaining concepts using the IWB is better because it is easy to adapt the materials we bring to class to the specific needs of the group-class. If we detect unexpected problems in a specific explanation, structures, example... we can quickly go to the internet to look for more examples and show the same information or idea in different ways so that students can understand it better. Moreover, if they have doubts we can instantly answer them. Another improvement brought about by IWB is that when explaining something new, we can provide students with real materials and real examples of language use. The spontaneity and dynamism that IWBs offer are really relevant aspects that we should take into consideration.

- B) Manipulation activities
 - Activity 1: mind map
 - Activity 2: matching game
 - Activity 3: complete and match
 - Activity 7: order and match
 - Activity 9: match
 - Activity 11: guess and write
 - Activity 12: positive and negative adjectives
 - Activity 15: modify photos
 - Activity 16: brainstorming and mind map
 - Activity 17: listen and match
 - Activity 18: write the name of the picture
 - Activity 19: he wears vs. he is wearing
 - Activity 20: reviewing games
 - Activity 22: order the sentence (game)

These activities can only be done using an IWB because we are going to project pictures and words, and manipulate them on the screen. I mean, they are going to be classified, matched them, wrote on, coloured etc. This would be impossible in a traditional blackboard as we would have to erase everything written before we move on to the next exercise so that students cannot see what was previously done again.

With the IWBs, we can have all the information we need for the lesson from the beginning of it and go through it building on more knowledge by moving it, organizing it, covering it to review other things... and providing feedback easily, which is a good point for students. This would also be impossible in a traditional blackboard because we cannot move the words around.

Touching and manipulating the materials would make learning more significant for students and they would feel more involved in the teaching and learning process because they have participated actively in procedure of building up that knowledge.

The fact that there is movement and that we can create it collaboratively, which is impossible with a Power Point, will also increase students' involvement. Movement and colours will also help visual learners to memorize new words better.

- C) Collaborative tasks/corrections
 - Activity 6: invent monsters
 - Activity 10: describe and explain the monsters to the rest
 - Activity 14: collaborative correction using the camera
 - Activity 26: produce a description

Using IWBs to do these activities allows students to participate actively in the class by collaborating on the tasks or corrections. We want students to feel part of a team in which each one contributes with some information to reach knowledge.

One advantage of doing collaborative tasks or corrections in the IWB is that everything that comes up in the class, any idea, doubt, answer... will be written on the IWB so that the next ones participating can see the previous things. Moreover, something about collaborative works that cannot be done without using IWBs is that after finishing the tasks we can reorganize the information we have to make it clearer by moving it around, use colours to remark on those things that we want to emphasize...

Another positive point is that all students are involved in the task and, consequently, they are going to pay attention to their classmates and help them if they have problems or do it the wrong way. Students can also add new things to other classmate's ideas or thoughts. In this case, IWBs let us correct instantly any piece of information and at the end of the exercise or the correction we will see the whole process we have gone through as a video to review it.

By promoting this kind of activities students are going to feel more comfortable when they participate in class because they can be helped by others and mistakes are not considered as something bad. Using IWBs, we are going to work on mistakes in the specific moment when they appear and we are going to make students aware of them so that they can improve and not make the same mistakes all over again.

- D) Skills development
 - Activity 8: listen and identify
 - Activity 23: identify the character
 - Activity 24: who is who
 - Activity 25: identify teachers
 - Activity 27: listen and guess who is who.

These activities can only be done using the IWB because the exercises are going to be done online so an Internet connection is needed. However, with a projector it wouldn't be enough. We are going to do these exercises on the IWB because the whole class is going to work on those exercises. Moreover, students are going to be prepared before doing the exercises by reviewing first the concepts they should know to be able to carry them out and by highlighting the structures students need. The process of doing the exercises can also be stopped and specific problems with structures or aspects be solved on the spot, or in the listening we can quickly look for the script to solve doubts... Furthermore, doing these exercises with the IWB gives students more support than by more traditional means, because on the IWB they are contextualized and they also include visuals, animations...which can contribute and aid comprehension.

Another advantage of doing these activities on the IWB is that it offers the possibility of using multiple multimedia resources that we can take advantage of. We can prepare extra exercises linking them to a specific lesson and provide for different levels of difficulty. This offers the possibility of working at different levels depending on the students' needs in that specific moment.

Summing up, in this work we have shown different studies which prove that using the IWB in classroom increases not only the motivation of students but also the participation and the level of learning. As we have not been able to put this project in practice, we cannot say whether this hypothesis should be accepted or not.

However, in this section we will try to justify that the teaching and learning process would be improved if we carried out the didactic unit we have created in a classroom.

We are going to explain the improvements that using the IWB brings about as compared to doing this didactic unit without the IWB.

It is believed that using IWBs in class is just to make classes funnier and that it works well because of students' intrinsic motivation due to its use alone. Nevertheless, the advantages of using IWB are more significant than this.

We have proposed different activities to do on the IWB owing to numerous reasons. First of all, we think that participation in class is essential for students to learn. Teachers should be only guides in the teaching and learning process and kids should be the ones in charge of building their own knowledge. Using the IWB lets students see materials and manipulate them. By doing this, students feel involved in the learning process so they will probably participate more actively in class.

Moreover, interaction is closely related to participation. In more traditional methodologies (without the use of IWB) there is only interaction between the teacher and the students. However, working with the IWB promotes different types of interactions: the teacher interacts with the students but also the students interact with their classmates. This makes students feel more comfortable when they express their ideas, doubts and opinions. As they can all interact with each other, they can also help or correct their classmates work. I would like to emphasize this because I think that in EFL classrooms the majority of the students prefer not to participate or speak in class because they are worried in case they say something wrong or make a mistake. Working all together fostering interaction in class would reduce students' worries of failure when they participate because they can be helped by other students instead of the teacher being the one who says what is wrong and providing the right answer immediately. The main objective when studying a new language is communication so we have to avoid correcting students directly because they will feel uncomfortable and they will be unwilling to participate again. The idea of error or mistake has to disappear in this new methodology. As we have previously said, teachers should be only guides so we just have to give students input and show them the path to follow so that they discuss among them and reach the knowledge we expect them to gain. With the activities we have created to be done in the IWB we foster all these processes.

Furthermore, in relation with the previous ideas, we think that collaborative works are better than individual ones in order to be involved in the teaching and learning process. That is why in the activities we have designed, there are more collaborative activities or tasks in which students have to work together or complement each other to reach the answer. We think that in the methodologies followed nowadays, students work on their own, checking only the book and asking questions to the teacher if they have problems. With our new didactic proposal, integrating an IWB in class we want students to feel part of a team and to work together so that they can build little by little their own knowledge with contributions from all. We think that this way, students can take advantage of other students' ideas and this would enrich the teaching and learning process. Moreover, we strongly believe that their learning would be more significant if they do it on their own.

Another reason to justify the use of IWB instead of following more traditional methodologies is the fact that we can obtain information from many different sources and this is a wonderful thing for students, especially for those with special needs. It is always good to have the same information or ideas explained in different ways to understand them better. That is why we have planned activities which have plenty of visuals in order to improve the comprehension of concepts and to avoid memorization.

In addition, as we have criticized at the beginning of this work the leaning by heart of vocabulary and grammar, we have designed a didactic unit which works not only on vocabulary and grammar but also on the 4 skills: reading, listening, writing and speaking. With an IWB, it is easy to prepare different kinds of activities to work on the 4 skills. We think that memorizing vocabulary and grammar structures is not worth it if you do not practice them in a real task. Studying these aspects without any context is not going to make students competent in the language so we have to contextualize knowledge. We have to make students conscious that studying English has a clear objective: to be able to communicate with other people in this language. So to help students reach this objective, we have created different activities in which they have to speak to other students in English. We think that only a few teachers encourage children to speak in English in class and we think that we have to foster this from the

very beginning to make them feel comfortable when they talk and improve their speaking little by little.

Taking into account the diversity at schools, we think that an IWB facilitates our job. It offers a wide range of tools that we can use in the teaching and learning process. Something that we have considered very positive when we have planned the didactic unit is the spontaneity of an IWB. We think so because it lets us adapt to the class needs and interests in any moment. Obviously we are going to have everything planned beforehand and we are not going to improvise but if we detect that students have problems or difficulties in a specific exercise or concept, we can quickly look for more examples or similar exercises to work on and make sure they understand it before move on to the next exercise or concept. This ability offers immediacy and dynamism to the information presented during the explanation.

To conclude, I would like to say that although I did not have time to put this didactic unit in practice I am convinced that it will help students to improve their learning. However, I have to recognize that it will probably be not only the integration of the IWB in the class what will facilitate students to create their own knowledge but also the methodology we have proposed when using the IWB. We are going to follow a constructivist theory based on the communicative approach.

5. CONCLUSIONS

In this part, we are going to describe the contributions, the limitations and difficulties of this work and finally the learning resulting from the realization of it.

Taking into account the new vision of 21st century regarding ICT, with this work we want to approach these innovative tools to the readers and make them conscious of the importance of the integration of ICT, especially IWBs, in the EFL classrooms. Moreover, the didactic proposal should be used as a guideline for teachers who work with IWBs or for those who would like to start using them in their classes.

Concerning the limitations of this work, owing to the time we had to do this project, I did not have the opportunity to put what I have proposed in practice. So as there are no concrete results, we have been unable to analyze if the hypothesis we suggested should be accepted or not. We cannot claim that what we propose is going to improve the teaching and learning process, or if students will reach the same learning as they would do without using the IWB. We can only talk about assumptions.

Another limitation related to the issue, is that if we want our didactic unit to be successful we have to use not only an IWB in class but we also have to change the methodology we follow. Some teachers are reluctant to change their way of teaching and use the IWB as a normal blackboard. This is not worth it due to the fact that if we do so we are not going to improve the teaching and learning process. That is why we consider that the training of teachers is essential in education. Nowadays, ICTs spread out really quickly so we have to be prepared for changes and for innovations. Teachers have to renovate their knowledge constantly to suit students' needs and interests based on the current social reality.

Regarding the difficulties found during the realization of this work I have to claim that few studies have been made in comparison to other topics because IWBs are something quite new. However, in the latest years different programs and studies have been carried out. Moreover, as the results of the researches about using IWB in classrooms are positive, more and more schools are installing and integrating them in their methodology.

Due to the realization of this work, we have realized that IWBs not only have advantages for students but also they ease our job because of the wide range of possibilities they offer. Moreover, we consider it is a tool easy to manage and it lets us plan more dynamic and funnier lessons in order to attract students' attention and motivate them to improve their learning process. Furthermore, we also believe that using IWB is going to promote participation and interaction so students will build little by little their knowledge and this knowledge would be more significant for them. Taking into account all the information and investigations we have read about IWBs to do this project, we strongly believe that the most difficult thing when using IWBs in class is to select the suitable tool or option for each activity. I mean, as we have previously said, IWBs offer numerous possibilities in education but we have to be aware of selecting the best one depending on the objective of the activity or the lesson. I am totally sure that if IWBs are used in the right way taking advantage of all the possibilities they offer, both our lessons and the teaching and learning process would be enriched.

Furthermore, by using IWBs in EFL lessons we are going to make students competent to communicate in English. We cannot only study lists of vocabulary and grammar structures as in traditional methodologies, using IWBs we have to prepare students to communicate and express what they have learnt in order to assimilate the knowledge and integrate it to the previous knowledge they had. Teaching and learning to obtain a good linguistic competence should be based on facilitating communicative exchange situations in classrooms.

The massive integration of IWBs in the educational sector is quite recent in Spain. That is why we think that many more studies should be done to increase their use in classroom practice and this will contribute to improving the knowledge about IWBs.

To conclude, I would like to say that once we have described IWBs, analyzed related theories and designed a didactic unit in which IWBs have an essential role, we have the impression that IWBs are very innovative and powerful tools that can be used in education for language acquisition. We want to make clear that the integration of IWBs in classrooms is not only a technological renovation but also a methodological

and pedagogical change in education. We should be in charge of taking advantage of the features and qualities of IWBs to improve and enrich the teaching and learning process. Taking everything into consideration, as future English teachers, we have to get involved in the change that education is involved in nowadays. Furthermore, not only do we have to integrate technologies as information carriers but also change our methodology in order to contribute to the integral education of our students.

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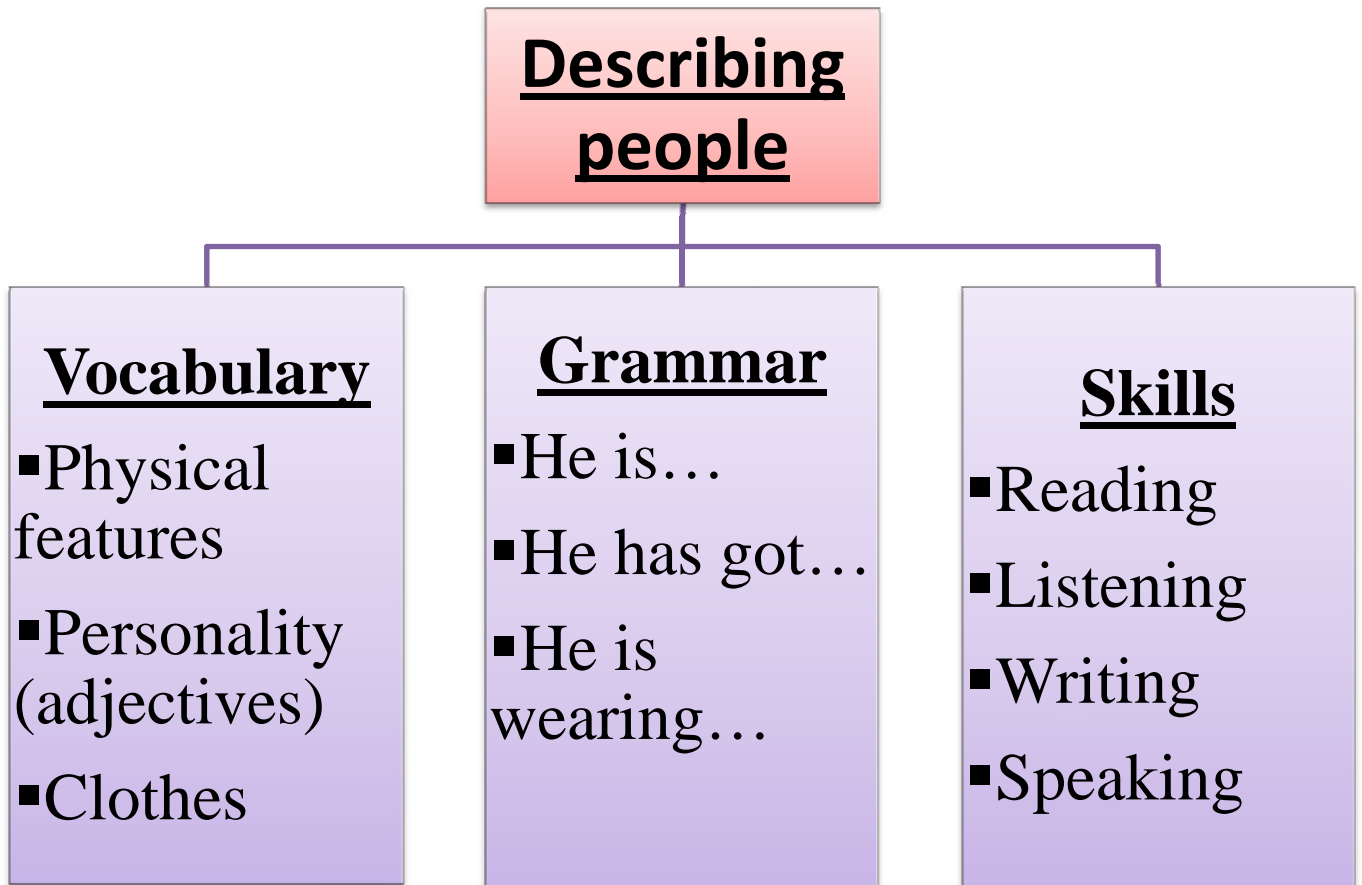
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7. APPENDICES

7.1. Appendix I





7.3. Appendix III



HAIR	
LENGTH	
	Long
	Shoulder length
	Short
	Bold

A table with a white background and a black border. The top row is a header with the word "HAIR" in grey, uppercase letters. Below the header is a horizontal bar divided into two segments: a shorter magenta segment on the left and a longer lime green segment on the right. The table contains four rows of data under the heading "LENGTH". The first row is a magenta header with the word "LENGTH" in white, uppercase letters. The following three rows are light pink cells containing the text "Long", "Shoulder length", and "Short" respectively. The final row is a light pink cell containing the text "Bold".

Long hair



Shoulder length



Short hair



Bold



HAIR

SHAPE

Curly

Wavy

Straight

CURLY HAIR



WAVY HAIR



STRAIGHT HAIR



HAIR

COLOR

Brown

Ginger

Blonde

White

BROWN HAIR



GINGER HAIR



BLONDE HAIR



WHITE HAIR

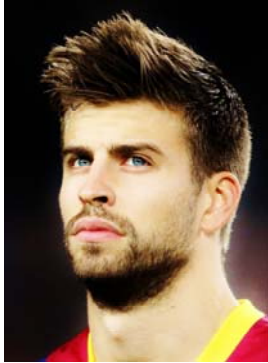


HAIR

LENGTH **SHAPE** **COLOR**

EYES

Blue eyes



Green eyes



Brown eyes



HEIGHT



Tall

Medium height

Short

WEIGHT

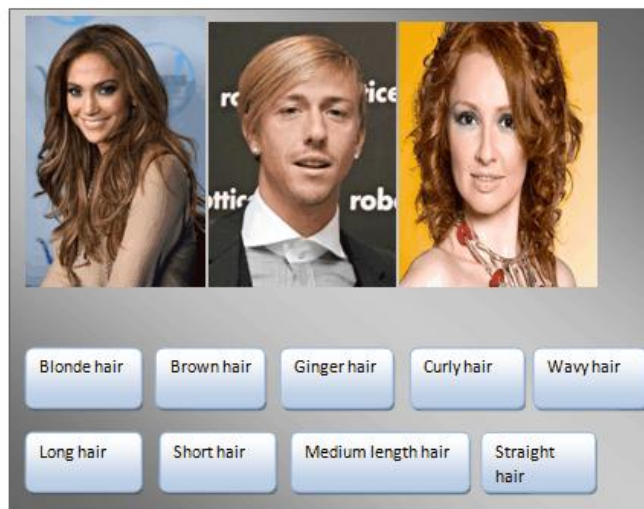
Fat



Thin



7.4. Appendix IV



7.5. Appendix V



SH_RT

BR_WN _Y_S

BL__ _Y_S

GR__N _Y_S

M_D__M

SH_RT H__R

H__GHT

W_V_ H__R

SH_RT H__R

SH__LD_R L_NGTH H__R

BL_ND_ H__R

BR_WN H__R

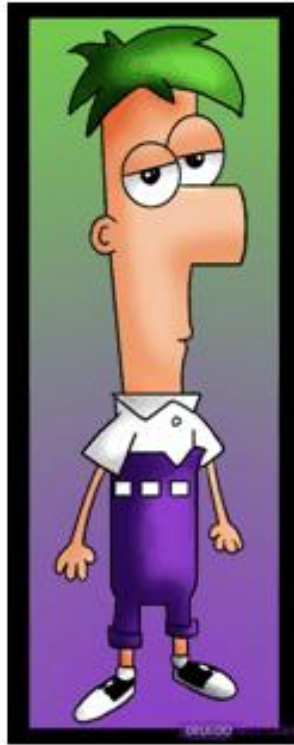
G_NG_R H__R

T_LL

STR__GHT H__R

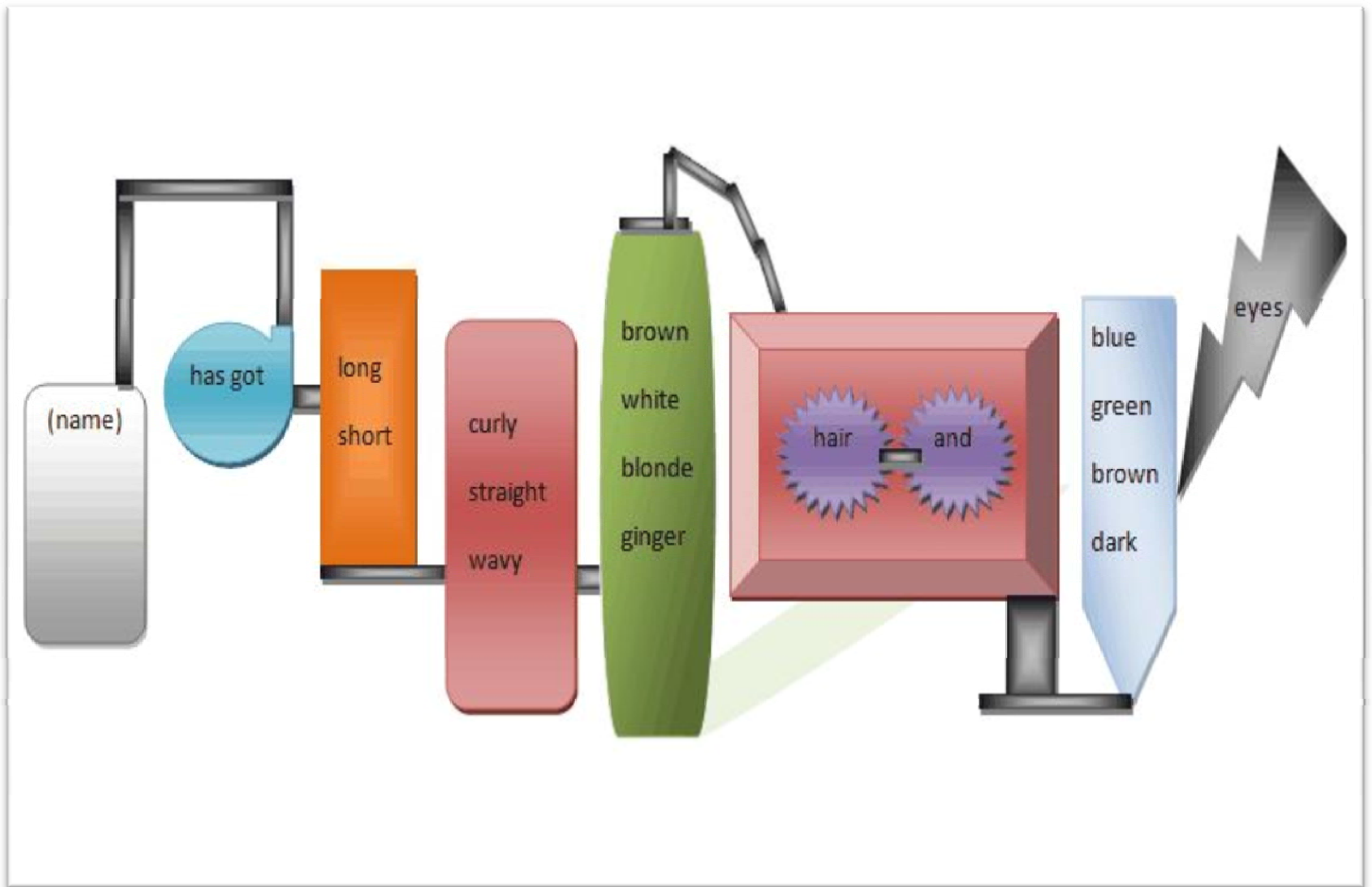
C_RL_ H__R

7.6. Appendix VI



He has got black eyes. He is tall and thin.

7.7. Appendix VII



7.8. Appendix VIII



eyes
got
She
has
blue

is He tall fat and

has She brown got eyes

brown got short hair She has straight

got He eyes has green

and She height slim is medium

hair has long got straight She black

short He hair got straight has blonde

blue He has eyes got

short is He and slim

is
short
She
thin
and

7.9. Appendix IX



7.10. Appendix X



7.11. Appendix XI

DESCRIPTION

MODIFY THE PHOTOGRAPHS TO MAKE THE SENTENCES TRUE

PROCEDURE

- STEP 1 → project the photograph
 - STEP 2 → student writes the description he/she has invented at the top of the slide.
 - STEP 3 → modify the photograph with drawings and colours to make the sentence true.
- Repeat this process with all the students
- We will try to bring photograph of students. If this is not possible we will project photographs of famous people as in the example.

• STEP 1



• STEP 2



She has got long curly brown hair and green eyes.

She has got long curly brown hair and green eyes.

• STEP 3



7.12. Appendix XII

Introduction

Name, age, nationality...



Appearance

Hair, eyes, weight...



Personality

Virtues and defects



Clothes

Clothes, shoes, accessories...

7.13. Appendix XIII



7.14. Appendix XIV

RECORDING	NAME OF THE STUDENT
Recording 1	
Recording 2	
Recording 3	
Recording 4	
Recording 5	
Recording 6	
Recording 7	
Recording 8	
Recording 9	
Recording 10	
Recording 11	
Recording 12	
Recording 13	
Recording 14	
Recording 15	
Recording 16	
Recording 17	
Recording 18	
Recording 19	
Recording 20	
Recording 21	
Recording 22	
Recording 23	
Recording 24	

7.15. Appendix XV

WRITING RUBRIC	NEEDS IMPROVEMENT (1)	FAIR (2)	GOOD (3)	EXCELLENT (4)
PUNCTUATION				
CAPITAL LETTERS				
GRAMMAR				
CONTENT				
SPELLING				
DESIGN				

7.16. Appendix XVI

SPEAKING RUBRIC	NEEDS IMPROVEMENT (1)	FAIR (2)	GOOD (3)	EXCELLENT (4)
PRONUNCIATION				
UNDERSTANDABLE				
GRAMMAR				
CONTENT				
FLUENCY				

7.17. Appendix XVII

ATTITUDE RUBRIC	NEVER (0)	SOMETIMES (1)	ALWAYS (2)
Participate in class			
Use the right vocabulary			
Respect his/her classmates			
Do the activities properly			
Respect other people's turn to speak			
Speak using the new vocabulary of the unit			
Work hard in group			
Help people when they have problems or difficulties			
He/she is clean and tidy			