

INGLÉS/INGELESAS

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CÓMO MEJORAR LA ENSEÑANZA DEL INGLÉS USANDO LA PIZARRA DIGITAL INTERACTIVA

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INGLÉS USANDO LA PIZARRA DIGITAL
INTERACTIVA**

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GIZA ETA GIZARTE ZIENTZIEN FAKULTATEA
FACULTAD DE CIENCIAS HUMANAS Y SOCIALES

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Hitzaurrea

2007ko urriaren 29ko 1393/2007 Errege Dekretuak, 2010eko 861/2010 Errege Dekretu aldatuak, Gradu ikasketa ofizialei buruzko bere III. kapituluan hau ezartzen du: “ikasketa horien bukaeran, ikasleek Gradu Amaierako Lan bat egin eta defendatu behar dute [...] Gradu Amaierako Lanak 6 eta 30 kreditu artean edukiko ditu, ikasketa planaren amaieran egin behar da, eta tituluarekin lotutako gaitasunak eskuratu eta ebaluatu behar ditu”.

Nafarroako Unibertsitate Publikoaren Lehen Hezkuntzako Irakaslearen Graduak, ANECAk egiaztatutako tituluaren txostenaren arabera, 12 ECTSko edukia dauka. Abenduaren 27ko ECI/3857/2007 Aginduak, Lehen Hezkuntzako irakasle lanetan aritzeko gaitzen duten unibertsitateko titulu ofizialak egiaztatzeko baldintzak ezartzen dituenak, arautzen du titulu hau; era subsidiarioan, Unibertsitatearen Gobernu Kontseiluak, 2013ko martxoaren 12ko bileran onetsitako Gradu Bukaerako Lanen arautegia aplikatzen da.

ECI/3857/2007 Aginduaren arabera, Lehen Hezkuntzako Irakaslearen ikasketa-plan guztiak hiru modulutan egituratzen dira: lehena, oinarrizko prestakuntzaz arduratzen da, eduki sozio-psiko-pedagogikoak garatzeko; bigarrena, didaktikoa eta diziplinakoa da, eta diziplinen didaktika biltzen du; azkenik, Practicum daukagu, zeinean graduko ikasleek eskola praktikan lortu behar dituzten gaitasunak deskribatzen baitira. Azken modulu horretan dago Gradu Bukaerako Lana, irakaskuntza guztien bidez lortutako gaitasun guztiak islatu behar dituenak. Azkenik, ECI/3857/2007 Aginduak ez duenez zehazten gradua lortzeko beharrezkoak diren 240 ECTSak nola banatu behar diren, unibertsitateek ahalmena daukate kreditu kopuru bat zehazteko, aukerako irakasgaiak ezarriz, gehienetan.

Beraz, ECI/3857/2007 Agindua betez, beharrezkoa da ikasleak, Gradu Bukaerako Lanean, erakuts dezan gaitasunak dituela hiru moduluetan, hots, oinarrizko prestakuntzan, didaktikan eta diziplinan, eta Practicumean, horiek eskatzen baitira Lehen Hezkuntzako Irakasle aritzeko gaitzen duten unibertsitateko titulu ofizial guztietan.

Lan honetan, oinarrizko prestakuntzako modulua, *aurrekariak, helburuak eta gaiak* atalean garatu da. Horretan, Lehen Hezkuntzako Irakasletza Graduko lau urteetan ikasitakoa eta Informazioaren eta Komunikazioaren Teknologiak (IKTak) harremanean jartzen dira. Azken finean atal honetan, ANECAk proposatzen duen oinarrizko kompetentzia bat abian jarri da: *ikasleek beraien ezagutza lan honetan edo lan profesionalean aplikatzen jakitea eta ikerketa atalaren barnean gerta daitezkeen arazoei aurre egiteko arazoak defenditzeko eta sortzeko kompetentziak erakustea* (OK2).

Didaktika eta diziplinako modulua, lanaren *unitate didaktikoan* eta arbel digitala erabiltzeko ariketen *aldaketetan* eta horien *analisi*an ikus daiteke. *Ikasgelako praktikaren inguruan hausnartu, eta irakasle bezala aritzeko berrikuntzak eta hobekuntzak kontuan hartzea* (KE10) eskatzen digu. Era berean, ale didaktiko batean helburuak, edukiak, ebaluazio irizpideak, etab. azaltzen dira eta hori Nafarroako Gobernuko Curriculumarekin erlazio zuzenean dago.

Halaber, Practicum modulua lan guztian zehar ikus dezakegu. Berez, Gradu Bukaerako lanean eskola praktikan lortutako gaitasunak erakutsi behar dira. Horren erakusgarri dira *aurrekariak, helburuak eta gaiak* atala, *arbel digitalaren egoera (marko teorikoa)* eta praktika pedagogikoa aztertzeko *unitate didaktikoko aldaketen analisisa*. Lan honetan IKTak eta arbel digital interaktiboa (ADI), eta unibertsitatean ikasitako irakasgai guztiak harremanean jarri dira. Bestetik, eskola praktikan erabilitako materialak aurki ditzakegu; hala nola, *ale didaktikoa*. Bukatzeko, *marko teorikoan*, eskoletan ikusitako ADIren inguruko deskribapena eta gogoeta ere azaldu dira.

Azkenik, ingeleseko aipamenak bidea eman digu lan hau atzerriko hizkuntza batean egiteko. *Europako hizkuntza esparruan B1 mailako ingelesaren gaitasun maila egiaztatzeko modua da* (KT1). Lan hau ingelesez idatzita dago, *hitzaurrea eta ondorioak* (euskaraz), *sarrera* eta *aurrekariak, helburuak eta gaiak* (gaztelaraz) kenduta. Ingelesaren erabilerak, beste herrialde batzuetako ikasleek lana irakurtzea eta ulertzea ahalbidetzen du.

Beste alde batetik, ECI/3857/2007 Aginduak ezartzen du, Gradua amaitzerako, ikasleek gaztelaniazko C1 maila eskuratuta behar dutela. Horregatik, hizkuntza gaitasun hori erakusteko, hizkuntza honetan idatziko dira *sarrera* eta *aurrekariak, helburuak eta gaiak* atalak, baita hurrengo atalean aipatzen den *laburpena* derrigorrezkoa ere.

ECI/3857/2007 Aginduak ezartzen duenaren arabera, Graduaren bukaeran hizkuntza koofizial bat ezagutzen duten ikasle elebidunek C1 maila izan behar dute erkidegoaren beste hizkuntzan ere gure kasuan, euskarari. Hori dela eta, euskarazko hizkuntza gaitasuna erakusteko, *hitzaurrea* eta lanaren azken *ondorioak* euskaraz idatziko dira.

Laburpena

Informazioaren eta Komunikazioaren Teknologiak (IKT) eguneroko bizitzan eragin handia izaten ari dira. IKTen erabilera hainbeste hedatu denez, eskola, gizartea bezalaxe, aldaketetan murgilduta dago. Lan honetan IKTen eta Lehen Hezkuntzako Graduko lau urte hauetan ikasitakoa harremanetan jarriko dugu. Era berean, IKTen eta arbel digital interaktiboaren (ADI) nazioarte mailako egoera aztertuko dugu, Nafarroako eskolen egoerara iritsi arte. Aldi berean, ADIk ikasleentzat, irakasleentzat eta eskolentzat ekar ditzakeen onurak eta eragozpenak azalduko dira. Bukatzeko, sekuentzia didaktiko tradizional bat aurkeztuko da, ADI erabiltzeko moldatua izan dena. Aldaketa horiek aztertuko dira, eta lana bukatzeko, ondorio gisa, ADIren erabilerak hezkuntza maila nola hobe dezakeen ikusiko dugu.

Hitz gakoak: IKT, ADI, sekuentzia didaktikoa, materialen aldaketak, prestakuntza etengabea.

Resumen

Las Tecnologías de la Información y de la Comunicación (TIC) están teniendo una gran influencia en nuestra vida cotidiana y, como consecuencia de su uso generalizado, la escuela, al igual que la sociedad, va cambiando. En este trabajo queremos abordar varias cuestiones sobre el uso de las TICs, y más en concreto, sobre una de las herramientas más utilizadas, la Pizarra Digital Interactiva (PDI), en la enseñanza del inglés en primaria. En primer lugar, se explicará detenidamente la relación que tienen las TIC con las competencias adquiridas en los cuatro años de Grado de Maestro de Primaria. A continuación, se expondrá la situación en la que se encuentra la implementación y la investigación sobre la PDI a nivel internacional y nacional hasta llegar a la situación en Navarra. Después se mostrarán los beneficios y desventajas que las PDI pueden aportar tanto al alumnado, como al profesorado y a los centros escolares. Para finalizar, se presentará una secuencia didáctica tradicional y las modificaciones introducidas usando la PDI, se analizarán los cambios propuestos y se terminará con una breve conclusión sobre la mejora que dichos cambios y el uso de la PDI supone a nivel educativo.

Palabras clave: TIC, PDI, secuencia didáctica, materiales modificados, formación continua.

Abstract

Information and Communication Technologies (ICT) have influenced our daily lives and, as a result of its widespread use, the school, like society, is changing. In this paper, we will address several issues regarding the use of ICT, and more specifically, one of the most used tools, the Interactive White Board (IWB), in English teaching in primary schools. Firstly, we will explain the relationship between ICTs and the skills acquired in the four years of the Primary Teaching Program. Afterwards, we will describe the implementation of IWBs internationally and nationally, together with research regarding the benefits and disadvantages IWBs can have in the teaching-learning process for students, teachers and schools. Finally, a traditional didactic unit and its modifications introducing an IWB will be presented, the suggested changes and the corresponding benefits and problems will be discussed and a brief conclusion about what those changes and the use of the IWB can suppose to education will be provided.

Keywords: ICT, IWB, didactic unit, modified materials, continuous learning.

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INTRODUCCIÓN

Este trabajo trata de aunar contenidos teóricos y prácticos sobre las Tecnologías de la Información y la Comunicación (TIC) y en concreto, sobre la pizarra digital interactiva (PDI). Para empezar, en el apartado antecedentes, objetivos y cuestiones redactado en español, se agruparán los contenidos y competencias que se deben adquirir en el Grado de Maestro en Primaria en relación con el tema a tratar en este trabajo: *cómo mejorar la enseñanza del inglés usando la pizarra digital interactiva*.

A partir de esta parte, el trabajo estará redactado en inglés, hasta que llegue el apartado de las conclusiones. A continuación, el marco teórico se dividirá en dos apartados. En el primero, se analizará el currículo de primaria en lengua inglesa. En el segundo, se explicará el estado de las TIC y la PDI. Se expondrán para ello investigaciones realizadas por diversos autores y agrupaciones públicas internacionalmente y nacionalmente, y se presentarán qué beneficios y problemas pueden acarrear tanto el uso de las TIC como de la PDI. Después se mostrará una secuencia didáctica en la que se han introducido modificaciones para llevarla a cabo usando la PDI. Dichas modificaciones se han tratado en este trabajo en el apartado de resultados y su discusión, y se han explicado detenidamente los cambios propuestos para usar la PDI, el por qué de esos cambios y los problemas que éstos pueden acarrear a la hora de llevarla a la práctica en un aula.

Para finalizar este trabajo se redactará una breve conclusión en Euskara y se terminará con la mención de las referencias bibliográficas citadas en él al igual que los adjuntos pertinentes.

1. ANTECEDENTES, OBJETIVOS Y CUESTIONES

Durante el Grado en Educación Primaria se busca el desarrollo de diversas competencias. Estas competencias quedan plasmadas en las diferentes asignaturas de grado que pertenecen a cuatro módulos: genérico, disciplinar, practicum y optativo. Este trabajo pertenece al módulo practicum y pretende aunar competencias genéricas como *conocer y aplicar en las aulas las tecnologías de la información y la comunicación* (CG11) con competencias disciplinares de mejora de la enseñanza del inglés, demostrando una *competencia lingüística en inglés equivalente a un nivel B1 del Marco común europeo de referencia para las lenguas* (CT1).

1.1. Sentido y vinculación con los contenidos del Grado de Maestro en Primaria

La primera cuestión a destacar será la adquisición de conocimiento práctico del aula y de la gestión de la misma, la cual formará parte de la competencia general de *dominio de situaciones de aprendizaje de lenguas y el diseño de y planificación de los procesos de aprendizaje* (CG3). Teniendo en cuenta que dentro de poco seremos profesores y profesoras, deberíamos conocer las oportunidades que nos brindan las TIC a la hora de organizar el aula. Mediante el uso de la PDI se pueden preparar diversas actividades para realizar en agrupaciones grandes, pequeñas o individuales. En el caso de que se haga una grabación individual gracias a los mecanismos y programas que tiene la PDI, todos los alumnos pueden ser partícipes de ella y también pueden observarla y hablar sobre ella, impulsando el carácter crítico, siempre y cuando no se falte al respeto a la persona que estuviese haciendo el ejercicio. *Atendiendo así a las necesidades singulares del alumnado, el respeto y los derechos humanos* (CE4). Además de *promover la colaboración, motivación y cooperación* (CE7) entre alumnos y profesores, este mecanismo de grabación es muy valioso debido a que se puede ver cómo poco a poco el alumno va progresando y el mismo alumno también se daría cuenta más fácilmente de sus errores. *Adquiriendo hábitos y destrezas de aprendizaje autónomo y cooperativo para favorecer la implicación activa del alumnado en su desarrollo social y personal* (CE9). Para utilizar adecuadamente estos materiales es necesaria una formación básica del profesorado y estar actualizándose cada día. *Reflexionando así sobre las prácticas de aula para innovar y mejorar la labor docente* (CE10).

El segundo tema a tratar es el fomento de las aptitudes y habilidades sociales para mejorar el aprendizaje y la convivencia dentro del aula. La PDI puede contribuir significativamente en su desarrollo. En las últimas prácticas escolares he tenido la gran suerte de poder ver las reacciones de dieciséis niños y niñas de segundo de primaria utilizando una versión karaoke de una canción con su respectivo vídeo y poderlo plasmar en la PDI. Estos alumnos pudieron trabajar diferentes destrezas como la lectura, pronunciación, escucha y lectura, y a su vez estaban dispuestos a participar y ayudar al prójimo. Así no solo se emplean habilidades o aptitudes individuales, sino que también se pone en común cuándo empezar todos a cantar y relacionarse con los demás compañeros. Por ello se puede decir que el empleo de la PDI ayuda o promueve las capacidades sociales entre el alumnado.

Por otro lado, el recurso de la PDI mejora el proceso de aprendizaje y la reflexión crítica a la hora de innovar y mejorar nuestra labor docente. Si nosotros como profesores quisiésemos analizar o estudiar nuestra práctica pedagógica y aprender de nuestros errores, esta herramienta podría encaminar el proceso de reflexión tan importante que se nos ha tratado de enseñar en estos cuatro años. Siempre tratando de mejorar el presente y el futuro, la PDI da la posibilidad de mostrar vídeos, imágenes, etc. sin tener que estar imprimiéndolas. Si se usa adecuadamente el proyector y el profesorado está dispuesto a hablar sobre sus prácticas pedagógicas y metodológicas, el manejo de la PDI sería una herramienta mediante la cual se podría mejorar la coordinación y el trato entre el alumnado, profesorado y profesor-alumno.

La PDI podría aportar soluciones a problemas o cambios que se quisieran dar en un centro y por tanto contribuir a la mejora de la calidad. Las diferencias entre el alumnado teniendo en cuenta los diferentes ritmos de aprendizaje, problemas motores, etc., puede *mejorar o incidir en el diseño y regulación de espacios de aprendizaje en contextos de diversidad, multiculturales y plurilingües (CE4)*. La diversidad en general, como decía Delors (1999), es un tesoro. La utilización de las TIC podría ayudar a la hora de explotar ese tesoro. Mediante estos recursos se pueden mejorar las cuatro principales destrezas o habilidades en cualquier idioma: la escritura, escucha, el habla y la lectura. Así se *fomenta la expresión oral y escrita con corrección en otro idioma (CE11)*. Del mismo modo, la comprensión del alumno no se basará

únicamente en el input del profesor, ya que el soporte y contenido visual estará siempre presente en el proceso de aprendizaje. Cualquier cambio curricular que se haga para un alumno con necesidades específicas puede ser válido para cualquier alumno y si también predomina el buen trabajo conjunto junto con la coordinación, colaboración y ayuda entre el profesorado, la utilización de estas TIC debería de ser de gran ayuda. Eso sí, siempre adecuadamente y con moderación, *discerniendo selectivamente la información audiovisual que contribuya a los diferentes estilos de aprendizajes* (CG12).

Las TIC en general, también pueden promover la regulación de los procesos de interacción y comunicación entre los alumnos de 6 a 12 años. En la etapa de educación primaria, al igual que en la sociedad, se aprende muchas veces inconscientemente mediante imágenes. Se suele decir que *una imagen vale más que mil palabras*. Por ello, si se exponen imágenes para analizar y reflexionar en la PDI, se hace que los alumnos salgan para que les hagan unos pequeños retoques y además se les hace hablar tanto en grupos pequeños como en grupo grande, se promueve el uso de la lengua de forma oral o escrita. También se pueden hacer ejercicios que promuevan el *diálogo*, al que Freire (1995) tanto se ha referido, o los debates. Por otra parte, no podemos obviar las nuevas metodologías que se están afianzando en la metodología que se sigue en muchas escuelas como el trabajo por proyectos. En estas prácticas pedagógicas el alumnado es el centro del aprendizaje, el profesorado es su guía y todas las asignaturas están entrelazadas mediante un tema. El tema es el hilo conductor de toda esta práctica docente y para la recopilación de la información se puede utilizar la cámara digital, la PDI o cualquier otra herramienta tecnológica a la vez que los diarios, notas, etc. hechos manualmente. Todos estos elementos se pueden intercalar y no hacen más que aportar ideas desde diferentes perspectivas o ángulos.

Para poder realizar cambios en los centros educativos, también se debería de conocer los diferentes modos de *colaboración de los sectores sociales y de la comunidad educativa* (CG7). Las Comunidades de Aprendizaje hay que entenderlas en un contexto determinado, teniendo en cuenta a todas las personas que viven en ese entorno: alumnos y alumnas, profesores y profesoras, padres y madres, personas adultas, voluntarios, antiguos alumnos y alumnas, alcalde o alcaldesa, etc. Todas estas

personas aportarán lo mejor de sí para que la educación no se quede entre las cuatro paredes de la escuela, sino que se expanda por todo el pueblo o barrio de una ciudad. Así, el alumnado aprende de una manera *interdisciplinar* (derivada de los Proyectos en el aula), global e integral (CG1). Las TIC pueden ayudar o impulsar la interacción entre las personas que conforman estas comunidades de aprendizaje. Para formar las comunidades de aprendizaje, hay que tener en cuenta unas premisas:

- La conducta de los profesores o de las profesoras para abrirse o adecuarse a nuevas experiencias y el trabajo entre ellos y/o ellas; esto es, compartiendo características especiales sobre su práctica diaria: sistematizando el trabajo, unificando opiniones, compartiendo quehaceres, teniendo en cuenta las propuestas de todos y todas, y respetando las formas de hacer de cada uno y sus respectivos ritmos de trabajo. *Diseñando, planificando y evaluando procesos de enseñanza y aprendizaje, tanto individualmente como en colaboración con otros docentes y profesionales del centro (CG2).*
- Uso habitual de la participación de las familias mediante un canal determinado: los canales de relación entre el centro y las familias se basarán en las tradiciones educativas de la escuela. Esto es, promover diálogos, reuniones, asambleas, textos escritos, notas en las agendas, etc. que deberían de ser prácticas normales. Además, es necesario tener una Comisión de Padres y Madres. Así, el trabajo se realizará en interacción y se impulsarían las dinámicas cooperativas: organizando actividades extraescolares, o bien preparando fiestas, salidas, convivencias, etc. La participación de las familias también se puede dar mediante el uso de la aplicación del blog, en la cual pueden exponer sus opiniones o puntos de vista y compartirlos con todos los pertenecientes a las comunidades de aprendizaje.
- La meta que tiene el Consejo Escolar es promover el trabajo creativo y el debate, teniendo en cuenta la cantidad de trabajo y el punto de vista de todos los participantes. Las reuniones deben ser resolutorias y deben contener contenidos reales. Hay que romper con la burocratización y con el simple hecho de que hay que cumplir las leyes; impulsando la participación de los padres y las madres, ayuntamientos y de otros participantes, la cohesión y el debate significativo.

- Hay que examinar los anteriores canales de colaboración que se usaban entre ayuntamiento y escuela y habrá que tener en cuenta los objetivos comunes que tienen. Las metas de este proyecto deberían de ser del agrado de los gobernantes y de los delegados de la comunidad. Para continuar con el difícil camino del proyecto, deberíamos tener un punto de partida común desde el principio.

Dejando a un lado los contenidos de la enseñanza de Grado, nos encontramos con tres competencias específicas importantes propias del título en relación con el tema a tratar: *cómo mejorar la enseñanza del inglés usando la pizarra digital*.

Por un lado tenemos la de *reflexionar en relación a las prácticas de aula para innovar y mejorar la labor docente, y referirlas al funcionamiento de los procesos psicológicos básicos, a los modelos pedagógicos y a los criterios disciplinares de etapa* (CE10). La innovación está íntimamente relacionada con las TIC. Las TIC implican cambios en el aula, en la función docente y su práctica pedagógica, en los contenidos, recursos y materiales utilizados en la clase, en las infraestructuras escolares como pueden ser el acceso a las redes, y en la relación entre profesor y alumno. En las prácticas he podido observar que la mayoría de libros sobre ciencias naturales y matemáticas llevan incorporados un CD en el que hay ejercicios para hacer en la PDI o en un ordenador para permitir a los alumnos profundizar en diversos aspectos y áreas de conocimiento tales como cálculo mental, aritmética, el ciclo del agua o las plantas. Si estos ejercicios no se pueden realizar en la hora de informática, pueden hacerse en los respectivos hogares de cada alumno. Pero he ahí una cuestión primordial: ¿los alumnos tienen los recursos informáticos necesarios para realizar dichas tareas en casa? Y por otro lado, ¿están los padres y madres dispuestos a ayudar a sus hijos después de una larga jornada de trabajo?

En los últimos años hay un debate muy presente entre el profesorado de los centros escolares. Parece que la educación se da únicamente en los colegios. Cada vez se impulsan más programas escolares ya sean sobre equidad, seguridad vial, sexología o sobre las TIC, pero el tiempo para poner todo esto en práctica es el mismo. La familia que es uno de los principales pilares de la educación, parece que está perdiendo su protagonismo o importancia y los valores que lleva consigo. Por ello creemos que la

coordinación entre familias y profesorado es muy importante, al igual que con toda la comunidad educativa.

Cada persona de la comunidad educativa puede aportar su granito de arena y conocimiento. Por ello deberíamos de *conocer las implicaciones educativas de las tecnologías de la información y la comunicación (CE11)* ya sean dentro de la escuela o fuera de ella. El uso de los blogs de las APYMAS, blogs de las clases, wikis y otras herramientas tecnológicas, acercan los centros al exterior, y no solamente a la comunidad circundante al centro, si no que puede traspasar fronteras e ilustrar cómo se realizan los proyectos en una escuela, lo cual puede redundar en que otros colegios implementen los mismos proyectos y mejoras de la práctica docente.

Para finalizar, en este trabajo se tratará una tercera competencia específica del título de grado, *organizar de forma activa los procesos de enseñanza y de aprendizaje de los contenidos de la Educación Primaria desde una perspectiva de desarrollo de competencias (CE12)*, debido a que la unidad didáctica integra tres competencias del currículum de educación primaria, *la competencia en comunicación lingüística, la competencia en el conocimiento y la interacción con el mundo físico, y el tratamiento de la información y competencia digital* que sucesivamente se van a desarrollar por el alumnado.

Habiendo relacionado las competencias generales y específicas del grado con lo cursado y aprendido en estos cuatro cursos, ahora nos centraremos en los apartados del trabajo. Este trabajo tendrá una estructura empírica ya que aparte de tratarse el tema de *cómo mejorar la enseñanza del inglés usando la pizarra digital* en el marco teórico y de investigación, también se realizará una propuesta didáctica innovadora utilizando esta herramienta de las TIC.

1.2. Objetivos concretos de nuestro trabajo

Mediante este trabajo se quiere mostrar los beneficios e inconvenientes que tiene la integración del uso de las TIC y en concreto de la PDI en el proceso de enseñanza-aprendizaje. Exponiendo para ello qué programas o proyectos se están llevando a cabo a nivel internacional y en España. Del mismo modo, se quiere mostrar

qué tipo de actividades, recursos y materiales se pueden utilizar a la hora de enseñar lengua inglesa usando la PDI. Todo esto quedará plasmado en una unidad didáctica.

2. THEORETICAL FRAMEWORK: TEACHING BASIS AND IMPLICATIONS

IWBs' benefits can help to achieve the objectives of the English syllabus of Navarre's primary education curriculum. If students are motivated, show interest when working, and they learn, we can be satisfied.

Below, we will present the relationship between ICTs and the Primary curriculum, IWBs introduction internationally and nationally, their benefits and disadvantages and some research about them.

2.1. ICTs and the Primary curriculum

ICTs have led to unprecedented social changes. English has become the main vehicular language in Europe, and has facilitated cultural, economic, technical and scientific cooperation.

In the English area of the curriculum, electronic media are included as they help with the production and composition of texts, thus they take part in the process of writing. Similarly, ICTs make the process of learning a foreign language more communicative, social and collaborative.

The content blocks of this area in the curriculum of primary education are (Navarre's Primary Curriculum, 2009, 14):

BLOCK 1. Listening and comprehension, speaking and talking together.

BLOCK 2. Reading and writing.

BLOCK 3. Literary education, socio-cultural aspects and awareness.

BLOCK 4. Language knowledge.

BLOCK 5. Reflection on language learning.

The first and second content blocks address the four main skills: listening, speaking, reading and writing. These abilities can be developed in different ways, but the focus of our project is their development using ICT. Among the objectives students

should achieve in English and their relation with ICTs, there is one important competence: *learn to use with progressive autonomy all the means at their disposal, including new technologies, to obtain information and to communicate in the foreign language*. If we analyze the English subject curriculum, on the first courses it seems that students have to know how computer programs work. On the third and fourth courses, ICTs are supposed to be used to reinforce or extend previous knowledge or knowledge that is going to be acquired through didactic units. On the last years of primary education, different internet or web sources will be critically parsed to make any assignment and interactive speaking exercises will be provided with English native speakers using programs like *Skype*. This is expressed on content for the last years of primary education: “students are interested in establishing contacts and communicating with speakers of the foreign language or other languages through the means ICTs provide us” (English syllabus of Navarre’s Primary Education curriculum, 2009, 93).

The implementation of IWBs can improve the teaching of all primary education subjects because audiovisual literacy can be used to support teachers’ speeches. Students learn in different ways. Some of them need visual aids, others’ audio input and still others other kind of input. IWBs provide teachers with a lot of different sources like sounds, PowerPoint presentations, websites, etc. Materials can be more attractive or appealing, words can be bigger in size, highlighted and annotations can also be done. Using these resources, students’ participation will be promoted as they will ask questions and make suggestions to implement some variation (Bell, 2001; Burden, 2002) in any oral presentation made by other classmates.

In the didactic unit that will be presented below, four subjects, science, arts and crafts, ICTs and English, are connected to the topic of animals. Almost all the areas from the primary curriculum are covered. The implementation of IWB on this didactic unit will increase efficiency in the teaching process (Red.es, 2010) because more participation and discussing opportunities will be provided. The students in groups of four members will make a PowerPoint presentation and they will have to present it in front of the rest of their classmates. Furthermore, collaborative work and creativity competence will be promoted (Marqués, 2000; Cabero, 2006). Consequently, learners

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will ask questions, answer them and give explanations about how to create PowerPoint presentations with animations, sounds or colour changes. In conclusion, classes will be more motivating, attractive and eye-catching with the use of IWBs and different ways of learning such as aural, visual and kinaesthetic will be covered (Fleming, 2001).

2.2. Background to the use of IWBs in education

First, the difference between a Digital White Board (WB) and an IWB should be pointed out. Marqués (2006) says that a WB is a technological system, generally integrated by a computer and a video-projector that allows projecting digital contents in a suitable format for group display. The only way to modify the projected pictures is using computers' peripherals: a mouse, a keyboard, a digital pad, etc. The IWB, on the other hand, is a technological system, generally integrated by a computer, a video-projector and a pen or highlighter. Both WB and IWB allow for the projection of pictures, videos, etc., but with the IWB students can also interact with the projection surface.

Taking into account their affordances, we can say that IWBs are more complete for the promotion of collaborative learning. An IWB lets teachers make the same exercises that they would make on a blackboard, but it offers an added value. It lets students become the center of the teaching-learning process because they have the possibility of interacting with the board and with the rest of their classmates at the same time. Students can touch, play and experiment with the IWB and their interest and motivation for learning improves.

The XXIst century society changes rapidly and by leaps and bounds. ICTs have a very important role to play in these changes. Schools evolve with society as this institution is a microcosm of it. Knowledge transmission was previously done only orally and in writing. Nowadays, we live in a changeable environment in which perceptual habits and thought processes like tastes, attitudes and emotions have been modified (Blázquez, 2001, 9).

2.2.1. The implementation of IWBs internationally and nationally

To get an idea of the widespread use of IWBs, we would like to point out that since January 2005, a famous brand of IWBs has increased its sales by 67% in the educational environment internationally. Schools ask for IWBs because teachers think that these tools reduce barriers for disabled people and facilitate and enhance the teaching-learning process.

In some countries like the USA, Australia, Mexico and Canada, IWBs have been introduced into the classrooms. For example, Mexico is going to install 125,000 IWBs on the following months, and 3,000 classrooms already have their own IWBs.

Within the European Union, the British Educational Communications and Technology Agency (BECTA) together with the Ministry for Trade and Industry from the UK prompted IWBs introduction nationwide and installed 200,000 of them since the 1980s. Nowadays, more than 60% of primary schools, more than 90% of secondary schools and more than 70% of special needs education schools have IWBs. This UK public agency realized that developing a strategic plan and implementing ICTs in both the education and the training sectors was very important. Once BECTA and the Department for Trade and Industry had channeled the project, the Ministry of Education became involved in it. Teachers were asked through some questionnaires about the technological tools they would like to have in the classroom. Teachers answered that they would like to have IWBs. Consequently, school infrastructures were improved by the government, who made an investment of 100 million U.S. \$, especially in primary schools.

Other European Union countries have promoted initiatives such as the implementation of 72 screens in the Landes region in France, or the plan of the Danish government of introducing IWBs because of the advantages or benefits they can bring to classrooms.

Nationally, 700 IWBs have been distributed in non-university teaching schools. Central and regional administrations with the financial support of IWB suppliers have

launched some programs to use IWBs. *Red.es* public entity implemented IWBs and it is actively participating in two programs.

The first program was called "*Pilot schools network*" and it organized the distribution of 48 boards in 14 schools of 11 Autonomous Communities (AACC). This program kept using traditional teaching methodologies, but new technologies will make the students the center of the teaching process and teachers or assistants will act just as peers or helpers.

The name of the second program was "*Internet in the School*" and "*Internet in the classroom*". *Red.es* along with public administrations launched this program in the regions of Galicia, Cantabria, Asturias, Balearic Islands and Catalonia. 600 IWBs were distributed in teachers and resources buildings, and public schools. Galicia is the Autonomous Community (AACC) with the highest percentage of IWBs in Spain: 300.

Table 1. IWB distribution in Spain taking into account "Internet in the School" program

Autonomous Communities (AACC)	IWBs amount	Distributed in
Galicia	300	Primary, Secondary and Special needs education schools.
Asturias	70	Teachers and resources buildings.
Balearic Islands	60	Primary and Secondary education schools.
Cantabria	30	Primary education.
Catalonia	30	In project
Other AACC	110	Primary, Secondary and Special needs education schools, and teachers and resources buildings.

Until 2012, the "School 2.0 Program" was carried out in Spain. IWBs, projectors and laptops were given to all children of the last two years (5th and 6th grades) of primary education. José Ignacio Wert, Minister of Education in Spain, decided to cancel the School 2.0. program because according to him integrating ICTs in education does not demonstrate that students' learning processes have improved.

In Navarra at the beginning of 2009/10 academic year, the ICT-IKT program was implemented in 10 public and 9 state-subsidized schools from 41 possible. The purpose of this project was to give each student from 5th and 6th grades a tablet computer. Tablet computers were used 25% of the teaching time in 5 areas of the curriculum. The areas were Spanish or Basque language and literature, mathematics, environmental cultural and social knowledge, arts and crafts and foreign language.

Between 2010 and 2011, there was a detailed phase progression carried out by the Government of Navarra, and fixed video-projectors with their respective screens and speakers were replaced by IWBs. This process evolved taking into account the resources of each school and was subsidized by the Government of Navarre. These *digital classrooms* consisted of:

Table 2. Digital classrooms material

- Connectivity electronic cable until the classroom.
- WIFI connectivity in classrooms.
- An IWB per classroom:
 - Video projector.
 - Touchable IWB.
 - Self-amplifier speakers.
- Desktop computer for teachers.
- Digital Document Reader per classroom.
- Specific online training plan.

Table 3. IWBs distribution in Navarre 2009-2011



Gobierno de Navarra
Departamento de Educación



<http://irati.pnte.cfnavarra.es/integraticaula>
integratic@pnte.cfnavarra.es
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Sección TIC - Departamento de Educación

EVOLUCIÓN INTEGRÁ 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.

Concerning the introduction of IWBs in Navarre, we should note that the Government of this Autonomous Community subsidized 5th and 6th grade classes of primary education until last year. This year, due to the economic crisis, these subsidies

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have been reduced and cut, and this tool, which could improve education in any grade, is beginning to be used less and less. The situation in each school regarding the use of IWBs and ICTs is complex and different because we have to take into account teachers' prior knowledge and continuous training.

Moreover, ICTs are being promoted in non-university education. It seems that in college or post-graduate degrees, IWBs are being used because they allow establishing new collaborative environments.

2.2.2. *Research on IWBs*

2.2.2.1. Benefits and disadvantages

Research has explored the benefits of IWBs and has reported various benefits for different populations (BECTA, 2004 and Red.es, 2010). The main benefits reported are:

- **Increasing efficiency and effectiveness in the teaching process**
 - Classes are more attractive and eye-catching.
 - Sources are more dynamic and varied: web pages, videos, audios, e-mails, educative applications.
 - More participative and discussing opportunities are provided: interacting with teachers, learners, technologies and different subjects.
 - Optimize teachers' time: new sources.
- **Sources can be used in all educative periods**
 - For all ages.
 - In all subjects from the curriculum.

As can be seen in Table 3, Marqués (2000) and Cabero (2006) have expanded these benefits, divided them into three categories, and added some disadvantages of using ICTs in the classroom.

Table 4. Advantages and disadvantages of ICT for students, teachers and schools

	ADVANTAGES	DISADVANTAGES
FOR STUDENTS	<ul style="list-style-type: none"> - Interesting and motivating. - Interactive. - Promoting participation and initiative. - Elicits autonomous learning. - More communication between teachers and students: solving doubts, activities, ideas... - Promoting collaborative work. - Easiness to store and process information. - Digital and audiovisual literacy teaching. - Developing information selection and searching abilities. - Improving expression and creativity competences. - Varied information and sources. - Sometimes learning process in less time. - Attractive or appealing. - Learning planning: adapt to students' needs. 	<ul style="list-style-type: none"> - Distractions. - Dispersion: too much information and lack of focus on real objectives. - Time consuming: too much information to read. - Questionable sources of information, sometimes not reliable. - Superficial and incomplete learning: too simple and not set information. - Partial vision of reality: critical thinking should be promoted, getting a complete perspective about any topic. - Some physical problems and visual tiredness. - Overflowing sensation: too much information and anxiety. - Lack of technological knowledge. - Lack of didactic potentiality in educational resources.
FOR TEACHERS	<ul style="list-style-type: none"> - Benefits information access and varied sources. - Individualization. Diversity process. - Facilities diverse groupings. - Increasing educative affordances: 	<ul style="list-style-type: none"> - Stress caused by lack of knowledge. - Computers maintenance problems. - Subordination to programmes

	<p>e-mail, forums...</p> <ul style="list-style-type: none"> - Economical, saves time by minimizing time spent on repetitive assignments: self-correction, and more time to motivate and develop students' abilities. - Evaluating or assessing and controlling are easier. - Helps lifelong learning. - Good media to investigate pedagogical approaches in the classroom. - Contacting other teachers and schools. 	<p>features and characteristics.</p> <ul style="list-style-type: none"> - Time demands: constant and continuous training and creation of new materials. - Need of updating equipment and programmes.
FOR SCHOOLS	<ul style="list-style-type: none"> - On-line training systems allow the provision of teaching for more people: avoiding timetables and location. - Improves schools' administration and management. - Improves educative efficiency: new methodologies. - Creates new ways of communication with families and the surrounding associations. - More direct communication with the education administration by means of e-mail or web pages. - Shared resources. - Schools' impact or visibility. 	<ul style="list-style-type: none"> - Need of certain kind of training: schools and administrative sources. - Requirement of technical support staff. - Cost of purchasing good quality equipment.

According to the assessments results done by teachers and students (Dulac, 2006), IWBs are accepted for three reasons: they are easy to use, help on the teaching and learning process and promote creativity.

Flexibility and adaptability should be taken into account for teaching resources. Even more, critical thinking and creativity have to be promoted in teachers and students. Nowadays, teachers should follow a constructivist approach. This approach changes the teacher's role. The teacher helps the students to turn information into knowledge. Promoting the abilities of analysis and critical thinking is really important because not all the resources we can find on the internet are reliable.

Further benefits of IWBs are related to improve practice because teachers using them can get:

- **Flexible and adaptable sources which allow for different teaching strategies**
 - Individual and group work.
 - Constructivist teacher: promoting critical thinking and creativity among teachers and learners.
 - Teachers' flexibility and spontaneity
 - Notes: save and print anything written on the board, reducing efforts and eliciting revision.
 - Varied sources on the Web.
 - Videoconference: collaborative learning.
- **Access to an attractive and easy to use ICT tool**
 - New pedagogical strategies: helping professional development.
 - Simple technology tool comparing with using computers for all students in the classroom.
- **Interest in innovation and professional development**
 - Pedagogical changes.
 - Promotes critical-reflexive thinking.

➤ **Less time investment**

- Possibilities of sharing, recording, printing and reusing materials: promoting reviews.
- Access to graphics, diagrams and templates
 - Prepare more effective and simple classes, record and reuse them.

Finally, but not least, it is important to focus on the role of the student on the teaching-learning process. Fleming (2001) says that depending on the way the information is given to students, there are four types of learners: visual (drawings, diagrams, videos...), aural (reading aloud, discussions, listening explanations without any movements...), writer/reader (lists, dictionaries, glossaries, textbooks...) and kinaesthetic (real experiences, particular examples, trips...). Learning styles are different on each child and using IWBs will:

➤ **Increase motivation and learning**

- Motivation, interests and enjoyment
 - More colourful and appealing classes.
 - Working collaboratively, debating and making simple, efficient, dynamic and eye-catching presentations: helping with social abilities, students' self-consciousness and creativity.
- Helps comprehension: complex concepts
 - Explanations reinforced with interactive videos, simulations and images.
- Reviewing concepts
 - Useful tool: e-mails.

➤ **Allow for the introduction to ICT in younger and special needs students: different ways of learning**

- Benefits for special needs students with:
 - Visual difficulties
 - Increase in size texts and images.

- Possibilities for manipulating objects and symbols.
- Hearing problems
 - Visual presentations.
 - Sign language used simultaneously.
- Kinaesthetic problems
 - Learning is reinforced through contact with the IWB.
- Severe behaviour problems
 - Using a large interactive surface sensitive to electronic pens or fingers.

Despite the many benefits attributed to IWBs, Ertmer (1999) and Pelgrum (2001) have mentioned some obstacles for the integration of ICT (for example the IWB) into classroom practice. These obstacles are divided in external or first order factors and internal or second order obstacles.

Table 5. Obstacles of integrating the ICT into the classroom

EXTERNAL or FIRST ORDER OBSTACLES (EXTRINSIC FACTORS)	Training, access to technology, availability of time, means, resources ...
INTERNAL or SECOND ORDER OBSTACLES (INTRINSIC FACTORS)	Attitudes, beliefs, practices and resistance to change.

First order obstacles include teachers' continuous training (Malavet, 1998; Greiffenhagen, 2000) due to the use of technologic appliances, creating groups of ICT experts, providing necessary devices to make colourful and dynamic didactic units and improving infrastructures (BECTA,2004) in schools.

Second order obstacles take into account teachers' insights and pedagogic practices; their attitudes, beliefs and resistance to change (Glover & Miller, 2001; Levy, 2002; Granger et al., 2002).

The aforementioned benefits and disadvantages have been studied by researchers in the field. For example, Austin (2003) and Jamerson (2002) studied the flexibility and versatility of this tool, other authors (Johnson, 2002; Thomas, 2003; Cómo mejorar la enseñanza del inglés usando la pizarra digital interactiva// María Lampérez

Evans, 2003) have reported the capacity and benefits brought about by the multimedia/multimodal presentation features of IWBs. Further research (Boyle, 2002; Thomas, 2002; Latham, 2002) has also stressed the efficiency of this tool, and has proved the modelling of ICT skills. It provokes improvements in pupils' visibility and a reduction in the time spent in repeating explanations (Smith, 2001; Gage, 2002; Ball, 2003). One of the main advantages of IWBs claimed by some researchers (Edwards & Westgate, 1994; Wood, 1992) is an increase in students' participation. As students participate, lessons will be more enjoyable and interesting and motivation will increase (Richardson, 2002; Weimer, 2001) towards any subject from the curriculum.

The main problems raised by teachers and pupils are the need of adequate training in order to use IWBs (Burden, 2002; Walker, 2003) and practicalities like placing IWB equipment in classrooms (Levy, 2002). John (2002) points out that technology should be used in unique and creative ways, and the Virtual Learning research (2003b) concludes that IWB benefits will be attained thanks to changes in teachers pedagogical practices: *"it's not what you use it's how you use it"* (p.4).

3. MATERIALS AND METHODS

In this section, I will explain how I have modified and improved a didactic unit in order to introduce activities to be done on an IWB with the same didactic objectives in mind. This didactic unit integrates concepts from different areas of knowledge: English, ICT, science, and arts and crafts are connected with the topic of the unit: "animals". The integration of different subjects within this didactic unit is the reason for the lack of time limit in each lesson. It will be up to the teacher to use lessons for 50 minutes or for longer.

3.1. Context

The context in which the lesson plans will be made is a school called Alaitz, located in Central Avenue 6, Barañáin (Navarre). It is a D model (Basque) state school with pupils from preschool stage (2-3 years old) to primary school (6th grade). For some students Basque is their mother tongue and they are Spanish and Basque bilinguals, and for others Basque is a second language and not their mother tongue.

3.2. Level

3.2.1. Language

The target students of these lesson plans have been learning English since they were 3 years old. English is taught as a foreign (EFL) or third language. Basque and Spanish are the first and second content learning languages.

3.2.2. Age

The group of learners consists of 20 8-9 years old students in 3rd grade. The reason for selecting the “theme” animals is that it is “familiar to the pupils” and it takes into account pupils “interests”. Teachers can create playful activities to promote children’s positive attitude towards the target language such as making rhythmic poems (rap), preparing presentations with colourful cardboards in front of other classmates, singing a song in a karaoke version as a warm up activity to introduce a book, or using flashcards and the IWB to support learners understanding.

3.2.3. Expected Problems

- i. Students tend to have difficulties to produce language and we will show them when making a rap on their own or in small groups.
- ii. We do not know exactly if using an IWB will help to improve all learners’ English skills: reading, writing, speaking and listening.
- iii. Reading and understanding fairy tales in the target language can be difficult for students, so some vocabulary will need supporting pictures.

3.3. Objectives

- How to improve a didactic unit using IWB activities.
- How to use the benefits of the IWB to enhance the learning of all students.

3.4. Design

3.4.1. The texts

The texts used for the lesson plans are *Puss in Boots* song (*Bugs 3 Pupil’s Book*, 2002) and a fairy tale (*Puss in Boots*, 1999). The reasons to choose these texts are that in the first grades teachers use songs to teach the following routines: food, alphabet, *Cómo mejorar la enseñanza del inglés usando la pizarra digital interactiva//* María Lampérez

numbers, *animals*, the weather and the days of the week. These songs have a simple structure and they are usually accompanied by body movements like clapping, touching parts of the body, etc. As the songs are really catchy and based on a story, the pupils tend to remember them even after a long time.

Children love songs, and they like using them, because they learn in an unconscious way, with music, and this motivates them. As Bourke says, "*the language input must be not only comprehensible, it must also be memorable*" (Bourke, 2006, 282). That is why it is a perfect warm up activity before starting with the storytelling. Using a karaoke version for the song will be a support for learners to promote "*scaffolding learning*" (Pinter, 2006, 12).

Puss in Boots is a known all over the world fairy tale that has been translated and changed into different languages and contexts. Charles Perrault wrote this fairy tale as well as others such as *Little Red Riding Hood*. Children would have listened to *Puss in Boots* fairy tale in their own language and it is a very good way to activate their "*pre-knowledge*" and to develop "*cultural background*" (Pinter, 2006, 89). In this book there are some animals, a mysterious magician and moral questions. However, the topic theme of the lesson plans is only animals. The topic theme has been chosen because children like to talk about their own pets and they are also attracted to wild animals' lifestyle.

On the other hand, apart from the two main texts that will be used in the lessons, other learning materials will be included. These learning materials will be used by children to find information to create their animals presentations (the internet, books or other resources), and to make a *crossword* (Read, 2001, 94) and the rap that the teacher will have to make for the pupils before starting with their writing of the rhythmic poem. Pinter says that "*rhythm can trigger memory*" (Pinter, 2006, 88) and that is why the teacher will use the beat box or the Band-in-a-Box program, to elicit children's participation and motivation.

Moreover, all the materials that will be provided in the classroom should fulfil children's interest and needs. Because of that, teachers should promote creative as well as challenging tasks. Furthermore, it will be better if the teacher gives the

students other pupil's presentation examples or his/her own ones. Although traditional literary texts can be useful, "examples of previous work will be closer in context and using them will be better to activate the *Zone of Proximal Development (ZPD)*" (Pinter, 2006, 11).

3.4.2. The tasks

The tasks are divided into different lesson plans. In the first lesson plan, the teacher will have to wear the Puss in Boots disguise (at least a hat with a feather, boots and a cat mask). This will elicit pupils' questions about the teacher's way of dressing up. At the same time or while the students make questions, some of them might guess why the teacher is disguised. As a follow up activity, the children can guess the character, the book and the author, or search for it on the internet.

After this small warm up activity and before beginning with the storytelling, the teacher will start whispering the *Puss in Boots* song. It will contain some aspects that will be useful to follow the story like "I am a clever cat", "I wear boots and a coat and a very big hat", "I can catch a rabbit, I can catch a fish, I can catch a chicken, I can speak English" (*Bugs 3 Pupil's Book*, 2002). As the song will be made with a karaoke version, all the students will be able to follow the song and sing it aloud with the teacher. The first time, the teacher will sing the whole song without any support. Then, the karaoke version of the song will be used and it will have some gaps on it that the children have to fill in. At the end, all the pupils will be able to follow the song with the karaoke version making the body movements as well. That is how it becomes scaffolding learning and well planned learning, providing help or support little by little. After that, the students can name all the animals that appear in the song and others that they already know from previous lessons, promoting or activating their pre-knowledge.

To finish with the first lesson plan, the teacher will tell the story of *Puss in Boots* and if there is someone who already knows the story, the teacher can ask them to put the flashcards in order before starting with the storytelling. The second time, the teacher will retell the story, and all the flashcards that s/he has used to tell the story will be in the students' hands. Each pair of students will have one chart and as the teacher retells the story, the pupils will have to stand up when their flashcard is

mentioned in the story following the chronological sequence of the actions in the story. Consequently, the children will get involved in the activity. They do not just listen, they also act. The third part of the storytelling task will be the most challenging because each child will have to make a statement to retell the story and they will have to listen carefully to what the other classmates say. Then, the teacher will know if the children have understood the story and if they have followed it. The teacher will be the one that makes the first sentence and the children will have to continue the story. If any child does not know how to continue with the fairy tale, another classmate can help him/her or the teacher will provide the beginning of a new sentence. Listening and speaking skills will be combined in this lesson plan.

In the second lesson plan, following the words of the evil magician “Hocus Pocus”, the children will have to think about which animal they would like to become. The pupils will have to justify their answers using appropriate connectors such as “because” and making simple sentences. While the children say the name of the animals, the teacher will write them down on the board and the children will have to categorize them into pets and wild animals (Read, 2001, 99). That is one way to promote logical thinking in the classroom.

The animals written down on the board will be useful to make a crossword in “www.educaplay.com” web page. The teacher will provide some words if the pupils do not know how to make the definitions of some animals and pictures can also be used. Depending on level differences, some children will make definitions more easily than others. That is why the teacher can change the way of using the crossword by putting pictures, drawings or definitions on the IWB. As the crossword will be on the internet, the children can fill in it at home.

Pupils love animals, and therefore, the teacher can ask them to bring pictures of their own pets or draw any imaginary animal and describe them in front of the other classmates. This way, the children will show their interests and their immediate context will be taken into account, becoming “*meaningful*” and “*memorable*” learning (Bourke, 2006, 282).

All the animals that appear in the online crossword or other animals could be used to make small group oral presentations of four members. The groups will be made by the teacher and pupils will have to search for specific information (name, family, characteristics, habitat, peculiarities and list of sources) about one animal on different media (internet, library, etc.). Thus, the pupils will learn how to use some ICT tools like Google researcher, Wikipedia and the PowerPoint program.

Some children are not as good as others using computers. So they can make a cardboard with the information they get from other resources apart from the internet, and they can make drawings and colour the cardboards as well. The children should combine their aptitudes to make a good oral presentation and work cooperatively and collaboratively. Furthermore, they have to decide who is going to make each part of the presentation and separate it in a fair way. At the end, all the students have to make at least one statement about the animal chosen.

On the third lesson, the pupils will have the chance to finish their projects and make the oral presentations. Pupils will produce English and use the four main skills (listening, speaking, writing and reading) making the oral presentation. To finish with all the animal topic-based learning, the teacher will provide some information about how to make a rap. One way is getting the children to make a rhythmic poem (preferably with rhyme) and, then, they can suggest the music base for it. Another way will be by using a music base made in "Band-in-a-box" program and then, students will have to create the lyrics. If there is one student that can make the beat box sound, the rest of the pupils can follow that rhythm and make their rhythmic poems with it. This rap will be easier if there are three teachers involved (the tutor, the music teacher and the ICT teacher). Making this rap will help children to recycle what they have learnt in previous lessons and to produce English. It can be made with the whole class or in small groups, depending on the preparation of the teacher(s) and the pupils' knowledge about the target language.

To sum up, topic and task-based learning can join various school subjects and teachers, and the chosen theme should consider children's interests, trying to make pupils learning as *meaningful* as possible (Takač, 2008, 26).

3.4.3. Original units

Lesson Plan (1)

Title of Lesson GUESS WHO I AM!	Age: 8-9 years old (3 rd year).
Text & Topic Texts: <i>Puss in Boots</i> song (Bugs 3) & <i>Puss in Boots</i> fairy tale (Reinebo, 1999). Topic: Animals.	
Purpose <ol style="list-style-type: none"> a) Introducing well known fairy tales (<i>Puss in Boots</i>) into the classroom. b) - To activate students' pre-knowledge. <ul style="list-style-type: none"> - To make <i>wh</i>- questions. - To follow <i>Puss in Boots</i> fairy tale by putting the book flashcards in chronological order. - To be able to communicate in English by making a sentence per pupil in the past tense about <i>Puss in Boots</i> fairy tale (retelling the story). 	
Learning outcomes <ul style="list-style-type: none"> • To activate pre-knowledge. • To communicate in English: making questions like "are you a cat?" (simple) or "why are you dressed like that?", "what do you wear?" (more complex), try to make little statements like "I know this fairy tale". • To learn some characteristics about <i>Puss in Boots</i> using a song. • To learn the way fairy tales start "once upon a time..." and end "they lived happily ever after" in English. • To use the past tense. • To place the flashcards in the correct order by understanding and following the story while it is being told. 	
Materials <ul style="list-style-type: none"> • <i>Puss in Boots</i> disguise: a pair of boots, a hat with a feather, a cat mask. • <i>Puss in Boots</i> song (karaoke version) and fairy tale. 	

- Flash cards.

Procedure

First of all, the teacher has to disguise like the cat in *Puss in Boots*. The teacher should know *Puss in Boots* song (Bugs 3) and the fairy tale (Reinebo, 1999) by heart to act in front of the children. *Puss in Boots* fairy tale is well-known all around the world. So, the teacher will make a karaoke version of the song and give the children the opportunity to sing along with the song. The teacher should encourage children to ask questions about her disguise practicing language they already know. In case they know the fairy tale, the children could try to tell a bit of the story (because maybe not all the pupils know about it). In *Puss in Boots* fairy tale (Reinebo, 1999), there are pictures that the teacher will use as flashcards. The first time the teacher tells the story, s/he will have the flashcards to support her/his storytelling. Later, the teacher will give the children (in pairs) the flashcards and while s/he is telling the story, the children have to stand up from their places and put the flashcards in the correct order. Afterwards, each child will have to make a statement about the story (retelling the story in their own words). The teacher will act as a helper while the pupils retell the story.

	Preparation	Core	Follow up
Task	Warm up: asking questions. Sing a song. <i>Puss in Boots</i> fairy tale.	Yes/no and wh-...? questions. Karaoke version. Each pair will have a flashcard of the story, they have to stand up and put it in the correct order while the teacher is telling the story again.	Retell the whole story: each child one sentence.
Procedure/ activities	1. <i>Puss in Boots</i> disguise.	1. Warm up: asking questions about the	1. Guess who the character is and

	<p>2. Puss in Boots song (karaoke version).</p> <p>3. Puss in Boots fairy tale and flashcards (in pairs – all the class).</p>	<p>teacher disguise.</p> <p>Teacher-led:</p> <p>2. Sing a song: Puss in Boots.</p> <p>3. Storytelling: teacher (once) and after, pupils are given in pairs one flashcard and have to put in order all together at the board.</p>	<p>search the author of the story.</p> <p>2. Remember other animals from previous lessons and the teacher will add more animals.</p> <p>3. Retell the story: each child tells a sentence until they retell the entire story.</p>
Demands on learners	<p>To activate pre-knowledge.</p> <p>To listen and read.</p> <p>To interact.</p> <p>To understand and follow the story sequence.</p>	<p>To ask questions: word structure (wh- ...? or yes/no questions).</p> <p>To sing and read (karaoke version).</p> <p>To put the story in order using flashcards.</p>	<p>To say correctly the word order and pronunciation.</p> <p>To have interest to know more animal names and characteristics.</p> <p>Each child has to make a sentence.</p>
Support for learners	<p>Flashcards of the story.</p> <p>Teacher modeling easy vocabulary and grammatical structures.</p> <p>Individual, pair and whole class work.</p>	<p>Pictures from the book turned into flashcards.</p> <p>Karaoke version of the song.</p> <p><i>Puss in Boots</i> book.</p> <p>Teacher modeling.</p> <p>Pair and whole class work.</p>	<p>Teacher modeling.</p> <p>Individual and whole class work.</p> <p>Listening, understanding and following other classmates' sentences.</p>

Lesson Plan (2)

Title of Lesson HOCUS POCUS! - THE MAGICAL POWERS	Age: 8-9 years old (3 rd year).
Text & Topic Text: <i>Puss in Boots</i> (Reinebo, 1999). Topic: Animals.	
Purpose <ul style="list-style-type: none"> c) Let's see how much you know about animals. d) - To extend vocabulary. <ul style="list-style-type: none"> - To make definitions about animals. - To prepare a "simple presentation" on PowerPoint slides and to use cardboards. - To make children express themselves in speech and writing. 	
Learning outcomes <ul style="list-style-type: none"> • To be able to justify their choice of animal. • To learn to use some internet tools: <i>educaplay</i>, <i>Google</i> and <i>Wikipedia</i>. • To learn to define a concrete animal. • To learn to create a crossword. • To learn to look for specific information about a concrete animal: name, family, characteristics, habitat, peculiarities and list of sources. • To know how to search a book in the school library. • To learn how an IWB works. 	
Required Materials <ul style="list-style-type: none"> • Computers (with internet access) and a printer (information and photographs). • Books from the library. • Pictures. • Cardboards and coloured pencils or felt-tips. • IWB. • Being registered in www.educaplay.com 	

Procedure

The teacher has to ask the children if they know who said “Hocus pocus!” in *Puss in Boots* book and what the character of this book made with those words. The answer is: “the magician!” The magician could turn himself into any animal he wanted to be. So, the teacher has to ask the children which animal they would like to be and say why. While the children are telling the animal names, the teacher has to write down the animals on the board. After each child has said it, the teacher will ask the children to divide the animals that appear in the board into two groups: pets and wild animals. In case the children have a pet at home, they can bring a picture and talk about it. The teacher will lead all this process and if there aren’t any wild animals on the board, s/he can suggest some. After writing down some of the animals on the board, the teacher will use an application from the internet which is called “educaplay” and with the help of the children, they are going to write definitions and/or put pictures about the animals they have already written on the board. Later on, the children can complete the crossword in their own homes. If the pupils bring some pictures about animals or if not (it does not matter), the teacher can make small groups of four people and send each group to the computer room to look for information (name, family, characteristics, habitat, peculiarities and list of sources) about a concrete animal (e.g. dog, cat, horse, bear, eagle). The children should write the information down on a PowerPoint presentation. If they have time, the teacher should give them a cardboard to put some pictures and other kind of information the pupils would like to add for the next day oral presentation.

	Preparation	Core	Follow up
Task	Think which animal you would like to become. Prepare the materials to make the interactive	Each student has to make a definition and/or use a picture about an animal. Four member groups of pupils have to find the	Prepare a PowerPoint presentation with the information specified by the teacher (name,

	<p>crossword.</p> <p>Go to the computer room and help the students find the information for the oral presentation (next lesson).</p>	<p>specific information about one animal.</p>	<p>family, characteristics, habitat, peculiarities and list of sources) and in case the pupils would like to add more interesting information, they could do it in a cardboard for the oral presentation.</p>
<p>Procedure/ activities</p>	<p>4. Think which animal you would like to be.</p> <p>5. Know and learn animals' vocabulary and how computer application (<i>educaplay</i>) works.</p> <p>6. Ask the children to bring any picture of their pets or say that they can make a drawing instead.</p> <p>7. Be sure that each</p>	<p>4. If you were a magician, in which animal would you become?</p> <p>5. Write down all the animals on the board.</p> <p>6. Bring any picture of a pet if you have and if not, it does not matter. You can draw the animal you would like to become.</p> <p>7. Choose an animal in</p>	<p>4. Could you tell me the difference between pets and wild animals?</p> <p>5. Use the '<i>educaplay</i>' application to make definitions about the animals that appear in the board. Make a crossword.</p> <p>6. The children can draw an imaginary animal and describe it in front of their classmates.</p> <p>7. Make a</p>

	group chooses a different animal for the presentation.	group of four members and look for specific information (name, family, characteristics, habitat, peculiarities and list of sources).	PowerPoint presentation. Use a cardboard to put any other kind of information (pictures, more peculiarities, etc.) or draw a picture.
Demands on learners	To imagine which animal they would like to become and say why. To use the IWB. To use a computer to look for information specified by the teacher. To know how to take a book from the library if it is necessary. To work in group of four members.	To make a definition that is understandable for every child. To bring a picture or imagine an animal you would like to be and draw it. To divide the information the pupils have to look for between all the members of the group.	To write properly (correct spelling) the information in the PowerPoint presentation and cardboard. To work in groups of four members, taking into account what the other members say (respecting each ones time and way of thinking).
Support for learners	The teacher will say first which animal s/he would like to become. A crossword will be done by the teacher before asking the	Bring to class some pictures of animals and/or cuddly toys. Help the children with the IWB. Make mixed groups: boys and girls all	Give at least one example of an animal PowerPoint presentation and cardboard.

	pupils to make a definition about any animal.	together.	
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Lesson Plan (3)

Title of Lesson LET'S BE A RAPPER!	Age: 8-9 years old (3 rd year).
Text & Topic Text: <i>Puss in Boots</i> (Reinebo, 1999). Topic: Animals.	
Purpose <p>e) The pupils will present what they have been learning during the previous lessons by making an oral presentation and finishing by making a rap with the vocabulary they have learnt.</p> <p>f) - To make a “simple presentation” in front of the classroom.</p> <ul style="list-style-type: none"> - To listen carefully and answer to what other groups ask about the presentations. - To use vocabulary learnt in the previous lessons. - To be able to produce language (making a rap – in small groups and/or with the whole class). 	
Learning outcomes <ul style="list-style-type: none"> • To present an oral presentation in front of the other classmates. • To listen carefully and with attention to what other group members say. • To work in groups better and to answer other classmates’ questions efficiently. • To use some vocabulary they have previously learnt, and to make a rap. 	
Required Materials <ul style="list-style-type: none"> • Computers (if any group has not finished with the PowerPoint presentation). • Beat box sound http://www.youtube.com/watch?v=Ta-ATEOOo8M 	

- Screen and projector.
- A music program: Band-in-a-Box.

Procedure

The teacher will need to prepare all the ICT equipment that will be necessary for the oral presentation, a computer, if any group has not finished with the PowerPoint presentation, and some internet resources to make the rap (e.g. the beat box sound or the music Band-in-a-box program with “Reggae base”). Depending on how the teacher organizes the class to create the rap (whole class or in small groups), the teacher will be the coordinator of the whole class or s/he will act as a helper, giving some advice to the groups. If the tutor needs help with the music programs, s/he can ask any question to the music and ICT teachers from the school.

	Preparation	Core	Follow up
Task	All the technological devices needed for the oral presentation. The beat box or Band-in-a-Box program to make a rap.	Making the oral presentation about animals (groups of four members).	Making a rap with all the vocabulary the students have learnt by doing the oral PowerPoint presentation and cardboard.
Procedure/ Activities	8. Projectors and computers (if necessary) should be prepared. 9. PowerPoint presentations should be held in an USB flash drive and cardboards should be ready.	8. Finish with the PowerPoint presentation and cardboard. 9. Make the exposition of each animal (in groups).	8. The children could make their own drawings of their animals. 9. The other classmates can make questions about any point of their fellows' presentations if

	<p>10. The teacher should ask if there is any student who is able to do beat box. If not, you can use any resource from the internet, try to use Band-in-a-Box program (using a base to make the rap) or use the base of any song the pupils already know.</p>	<p>10. Make a rap using beat box, Band-in-a-Box program, use the base of any song the pupils already know or create a rhythmic poem with the whole class.</p>	<p>they have any doubts.</p> <p>10. The rap could be done in small groups as well (different ones from the oral presentation). At the end, the pupils can show it to the other classmates (acting like rappers).</p>
<p>Demands on learners</p>	<p>To know how to use PowerPoint program.</p> <p>To specify or concrete the information given in the PowerPoint.</p> <p>To speak in front of the other classmates.</p> <p>To work cooperatively (oral presentation) and being creative (rap).</p> <p>To remember vocabulary that has</p>	<p>To separate the slides of the animals PowerPoint presentations concerning the main points: name, family, characteristics, habitat, peculiarities and list of sources.</p> <p>To speak fluently and accurately in front of the other classmates.</p> <p>To make a poem with rhythm (rap) with the whole class. Taking into account other students</p>	<p>To develop imagination by painting a drawing of an animal.</p> <p>To know how to make questions if they have not understood something (polite phrases like 'excuse me, could you repeat it again please?').</p> <p>To make a poem with rhythm in smaller groups (four</p>

	been learned for some days and from before (if this is possible).	point of views or ideas.	members) and help each other.
Support for learners	<p>Previous years or other students PowerPoint and cardboards that have been used for oral presentations (e.g. if these have been recorded).</p> <p>The teacher can also give an example of a rap that s/he has done before.</p> <p>Group work.</p>	<p>All the points that have to be covered in the PowerPoint presentation: name, family, characteristics, habitat, peculiarities and list of sources.</p> <p>A poem with rhythm which has been made by other students or by the teacher.</p> <p>The use of the beat box or Band-in-a-Box program (to make a music base).</p>	<p>The teachers could give the students some words (which the pupils have been working with) and they have to make a rhythmic poem with them (e.g. mammal-lion-king-jungle) in small groups and at the end the children can put the music.</p> <p>If the students like one song's music, the pupils could use it and only change the lyrics with the words they have learnt with the animals' topic.</p>

3.4.3.1. Modified parts of the lesson plans using the IWB

Lesson Plan (1)

Title of Lesson GUESS WHO I AM!	Age: 8-9 years old (3 rd year).
Required Materials <ul style="list-style-type: none"> • Flash cards or pictures and IWB. 	
<p>MODIFIED ACTIVITY 1. Sing <i>Puss in Boots</i> song and fill in the gaps with the pencil cursor.</p> <p>MODIFIED ACTIVITY 3. Some pictures will be shown on the IWB disorganised. All the students will take part putting them in the correct order.</p>	
Procedure <p>Some flashcards or pictures from Reinebo's <i>Puss in Boots</i> book will be shown on the IWB to support teachers' storytelling. Later, the teacher will put all the pictures on the IWB and pupils will have to put them in the correct order. Afterwards, students will have to match some pictures from the book with sentences that explain what is happening. Next, pictures will be placed on the IWB in chronological order. Each child will have to go to the front of the classroom and make a statement about the story (following the pictures). Consequently, pupils will be able to retell the story using their own words, producing language.</p>	

Lesson Plan (2)

Title of Lesson HOCUS POCUS! - THE MAGICAL POWERS	Age: 8-9 years old (3 rd year).
<p>MODIFIED ACTIVITY 4. Know and learn animals' vocabulary using an interactive card game and how computer application (educaplay) works.</p>	

MODIFIED ACTIVITY 5. Prepare a grid to make the distinction between pets and wild animals using names and pictures.

MODIFIED ACTIVITY 7. Make a colourful and playful PowerPoint presentation with movement and with specific information (name, family, characteristics, habitat, peculiarities and list of sources) about a chosen animal.

Procedure

The teacher will make a card game to match the names of some animals and their pictures on the IWB. This will help students to remember and learn animals' vocabulary. After that, the teacher will ask children in which animal they would like to become and justify it. While the children are telling the animal names, the teacher will write them down on the IWB and each child will be able to search for a picture of the chosen animal in front of the other classmates. After each child has done that, the teacher will ask the children to classify the animals that appear in the IWB into two groups: pets and wild animals. The teacher will make a grid separating both types of animals. Later, students will take the names and the pictures selected on the previous activity and place them in the correct column. The children should write the information down on a colourful and playful PowerPoint presentation with movement.

Lesson Plan (3)

<p>Title of Lesson</p> <p>LET'S BE A RAPPER!</p>	<p>Age: 8-9 years old (3rd year).</p>
<p>Required Materials</p> <ul style="list-style-type: none"> • Windows Movie Maker. • IWB. 	
<p>MODIFIED ACTIVITY 9. If previous oral presentations are recorded, these could be shown with the IWB.</p> <p>MODIFIED ACTIVITY 10. Show what beat-box is in the IWB (YouTube video http://www.youtube.com/watch?v=Ta-ATEOOo8M) and make a video on Windows Movie Maker with the lyrics of it. These videos can be uploaded to YouTube.</p>	

Procedure

Depending on how the teacher organizes the class in order to create the rap and to make a video (Windows Movie Maker) with the lyrics of it (whole class or in small groups), the teacher will be the coordinator of the whole class or s/he will act as a helper, giving some advice to the groups.

3.4.4. Original assessment

FIRST LESSON PLAN

GOAL	HAS NOT BEEN REACHED	HAS BEEN REACHED WITH HELP	HAS BEEN REACHED
1. Each child has made a question about the teacher's disguise.			
2. Each child has taken part in singing the song.			
3. Each child can say at least one characteristic about the character Puss in Boots.			
4. Each child knows how the fairy tales begin and end.			
5. Each pair will stand up and make a line in chronological order with the flashcards of the story while the teacher is retelling it.			
6. Each child has made a sentence about the story			

using the past tense.			
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SECOND LESSON PLAN

GOAL	HAS NOT BEEN REACHED	HAS BEEN REACHED WITH HELP	HAS BEEN REACHED
7. Each child has reasoned why s/he would like to be a kind of animal.			
8. Each child can use some internet tools: "educaplay", Wikipedia and Google.			
9. Each child has brought a picture or has drawn an animal.			
10. Each child has made a definition about a concrete animal.			
11. Each group has put the specified information about an animal asked by the teacher (name, family, characteristics, habitat and peculiarities) in their PowerPoint.			

THIRD LESSON PLAN

GOAL	HAS NOT BEEN REACHED	HAS BEEN REACHED WITH HELP	HAS BEEN REACHED
12. Each child has said at least one statement about the animal on the oral presentation.			
13. Each group has asked to another group one question about their presentation.			
14. Each group has made a PowerPoint and a cardboard, and the spelling on them is correct.			
15. Individually or in small groups, all the pupils have made at least one sentence for the rap.			
16. After making the rap, all the pupils have participated acting and singing like rappers.			

3.4.4.1. Modified assessment using the IWB

FIRST LESSON PLAN

GOAL	HAS NOT BEEN REACHED	HAS BEEN REACHED WITH HELP	HAS BEEN REACHED
2. Each child has taken part in singing the song and writing down the missing words in the video using the IWB tools.			
5. Each child is able to put the flashcards in chronological order of Puss in Boots fairy tale using the IWB's special software.			

SECOND LESSON PLAN

ADDED GOAL	HAS NOT BEEN REACHED	HAS BEEN REACHED WITH HELP	HAS BEEN REACHED
+ Each child has matched correctly the animal pictures and spelled words using an interactive card game.			

THIRD LESSON PLAN

GOAL	HASN'T BEEN REACHED	HAS BEEN REACHED WITH HELP	HAS BEEN REACHED
16. After making the rap, all the pupils have participated acting like rappers and making a video (Windows Movie Maker) with the lyrics of it.			

4. RESULTS AND ITS DISCUSSION

In the original design of this unit, the number of activities requiring the IWB was quite small. The lesson plans were not focused on the use of an IWB. Modifying them has been difficult, challenging and rewarding at the same time. During the four years of our teaching training program, teachers have stressed how important it is for us to be critic with our work. It is not an easy task and making some modifications on my own didactic unit has made me realize it.

In the following lines I will analyse the modified lesson plans and the assessment rubrics. I will also focus on possible problems this modified units could present.

4.1. Analysis of modifications

4.1.1. Improvements in the modified lesson plans

On the first lesson plan, a video was made with Windows Movie Maker to sing *Puss in Boots* song. Some gaps were on the video that had to be filled in. On the original lesson plan, the gaps from the video were filled just by listening to the song and singing it. On the modified lesson plan using the IWB, four pictures will be taken from the video (see *figure 3*). So, instead of having a video playing, four pictures will be

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presented and one student will have to stand up and go to the front of the class to fill in the gaps with the pen or the integrated keyboard of the IWB with the help of his/her other classmates. Writing on the IWB can also benefit handwriting skills and gross motor movements (Smith, 2001).



Figure 3. Puss in Boots song filling the gaps

Furthermore, the main benefit gained in this modified lesson plan is that a range of 'learning styles' (Glover & Miller, 2001; Billard, 2002; Bell, 2002) will be covered. Students will listen to *Puss in Boots* song and read the lyrics on the images provided. In addition, one student from the classroom will fill in the gaps on the images displayed on the IWB and the rest of the classmates will help him/her if he/ she needs it. Consequently, students' audiovisual, kinesthetic and collaborative way of learning (Fleming, 2001) will be reinforced. Moreover, multi-sensory input will make learning more memorable (Thomas, 2003).

Durán & Cruz (2010) investigated a case about how to improve teaching English through stories and showed that using multimedia presentations' had benefits. Following their research, the third activity we propose consisted on putting *Puss in Boots* story flashcards in chronological order by using the IWB. These pictures support teacher's storytelling (see *figure 4*). If these flashcards were already placed on this ICT tool, we could continue taking advantage of them. We could disorganize them and ask the students to put the pictures in chronological order. Teachers would not have to be

asking pupils to stand up because some of them would do it automatically (Virtual Learning, 2003a); students would increase their anticipation and interest (Levy, 2002). IWBs give children the opportunity to match sentences with the correct pictures with the pen/highlighter or the finger. Students will *'interact physically with the board by manipulating text and images'* (BECTA, 2003, 3).



Figure 4. Put the pictures of Puss in Boots fairy tale in order using the IWB

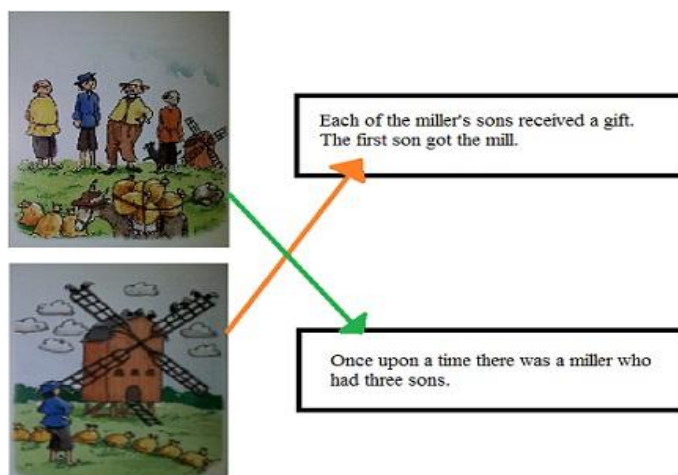


Figure 5. Match sentences and pictures with the pen

On the second lesson plan, animal pictures have to be found on the internet. If we do not need to print the images, we will not waste lots of paper. Then, the animal images can be saved on the screen and an interactive card game based on them will be created (see *figure 6*). Interactive games are a successful resource as they provide ‘accurate decision-making and less guessing’ (Edwards et al, 2002, 31). In this game, students would have to match the corresponding word to an animal picture. All students could participate in the game. This active involvement in manipulating the text and images could reduce boredom among students.

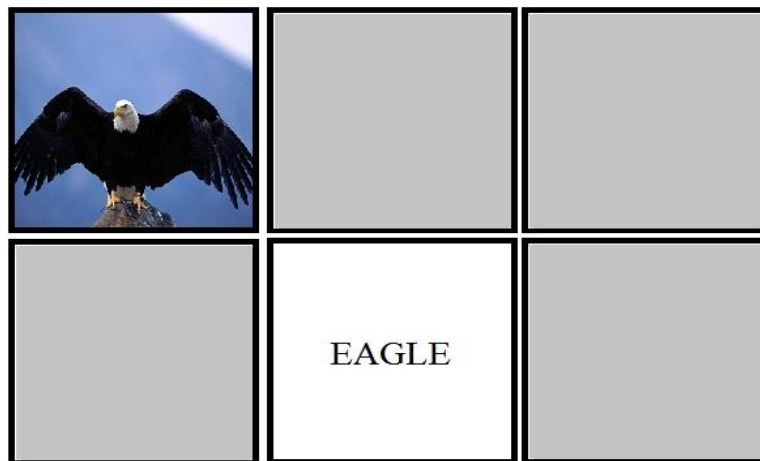


Figure 6. Interactive card game: matching spelled word and picture

These animal pictures could be used to make a grid dividing pets and wild animals using the IWB. This would not be as simple with printed pictures, because the teacher would have to print lots of flashcards beforehand. The IWB would allow students to write the sentences on it instead of the teacher being the one who writes the definitions for *educaplay* program on the computer. Consequently, students would have more autonomy (Dulac, 2006).

Concerning the second and third lesson plans, they are both connected as the final task of these lesson plans was to make a PowerPoint presentation. Students would need to work collaboratively while doing this activity. Before starting with the presentations, the teacher would show two PowerPoint examples. The first one would be static. The second one would be dynamic. Students would choose one of them and explain with which one they would learn better. PowerPoint animations can provide *memorable learning* (Bourke, 2006). On the second PowerPoint slides there is not that

much written. IWBs facilitate the presentation of information in sharp colours, the manipulation and movement or focus on images, including text, and the enhancement of the learning process (Damcott et al., 2000; Bell, 2002; Levy, 2002; Thomas, 2003).

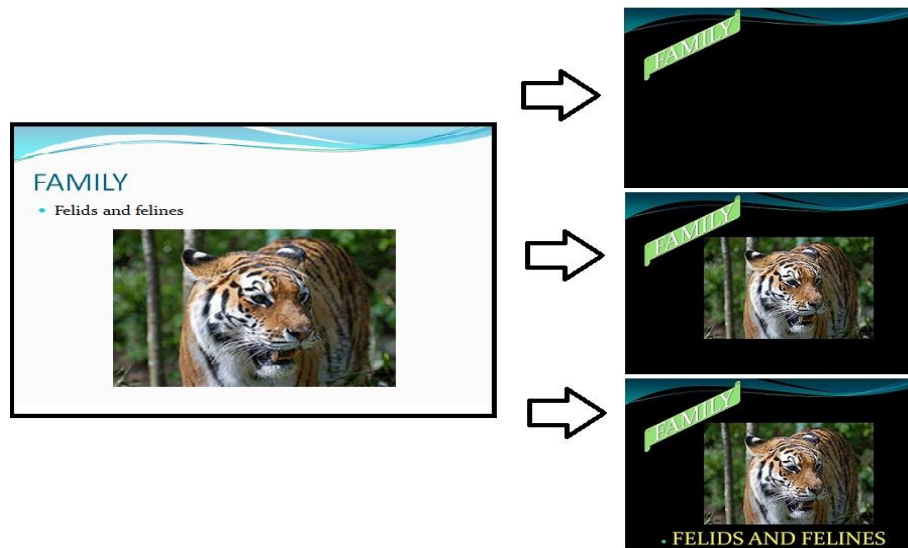


Figure 6. First PowerPoint Vs. Second PowerPoint

The main changes of the third lesson plan consisted in showing a video about how to do beat box and to make a video with Windows Movie Maker with the lyrics of the rap. When the teacher shows the video, we would see if any student is able to do a beat box rhythm or not. Finally, by making a video with the lyrics of the rap students would be able to follow the lyrics, learn and recycle vocabulary about animals and sing aloud with the rest of the groups of the class. The lyrics would be read by all the students and videos could be uploaded to YouTube sharing with others the final creations. These materials, thanks to the affordances given by IWBs technology, can be saved, shared and re-used reducing teachers lessons planning time (Lee & Boyle, 2003).

4.1.2.Improvements with modified assessment

There have not been so many changes compared with the original assessment form. On the first lesson plan rubric, I added to the second goal *write down the missing words in the video using the IWB* because one of the main advantages of IWBs is that anything can be written and saved on them. So, apart from singing out loud and assessing pronunciation, the written skill can also be evaluated with this software

application. The fifth goal was changed so that I was not going to make any activity in pairs. At the end, all students from the class will put the flashcards of *Puss in Boots* fairy tale in chronological order one by one and the rest of the class can help her/him due to the supporting pictures that appear on the IWB.

Concerning the second lesson plan goals, none of them has been modified. Only one goal has been incorporated to the original assessment grid: *each child has matched correctly the animal pictures and spelled words using the interactive card game*. It has been added because a new interactive card game was going to be carried out.

On the last assessment rubric only one change has been done. Students will be asked to make a rap and a video with the lyrics of it with Windows Movie Maker program to show whether what they have written is correctly spelled.

4.2. Possible problems with the modified units

As research has already stated (Smith et al., 2005), there are three main problems related to the use of IWBs: training, support, and practicality. The first problem is the need for adequate training in order to use IWBs for teachers and students. The IWB can be as useful as not worthy. We have to know to which extent teachers are prepared to handle ICT related problems, to cope with classroom management and to design easy tasks for all students. Being too creative may blur or interfere with the language objectives to be achieved during the lesson plans. That is why some teachers ask themselves: *do students really learn more and better using this tool?* It can be useful because it seems that using the IWB has some benefits. But some teachers can see ICT as too challenging (Malavet, 1998; Greiffenhagen, 2000). Teachers do not know if shy children will go to the front of the classroom, if students will not get bored by using this tool so many times and one by one. On the last activity, if there is any possibility and time to make the video with Windows Movie Maker, maybe 8-9 years old students can be too young to do so. That is why the lesson plan could include older students from the last grades of primary education who could go inside the classroom and help the younger students.

The second problem is the need of support when technical difficulties appear in the classrooms. Levy (2002) stated that there could be networking problems, non-existent response from electronic pens, awkwardness to move images, and lack of signal between individual slates and the board.

The third problem is the need to take into account the difficulties related to practicalities like lack or disrepair of equipment and timing. In Navarre, IWBs are only provided on 5th and 6th grades in primary education. These lesson plans have been planned to be done with 8-9 years old students. Thus, teachers will have to manage to change classrooms with other teachers if that is possible. Besides, the three lesson plans do not have any time limit. They do not have to last only 50 minutes. English, science, ICT and arts and crafts are connected with the animal theme. Keeping in mind that some activities have been modified, it will be really difficult to do them in so little time.

ONDORIOAK

Lan honen bidez, ingelesa irakasteko orduan ADIren erabilgarritasuna erakutsi nahi izan da. Horretarako, ez gara teoria soilean bakarrik oinarritu. ADIren egoera mundu zabaletik hasi eta Nafarroa mailaraino aztertu dugu. Autore eta agentzia publiko batzuek aipatzen dituzten onurak eta desabantailak ere begiratu ditugu, eta bukatzeko, sekuentzia didaktiko bat osatu dugu. Sekuentzia didaktiko hori ez zegoen ADI erabiltzeko bereziki prestatua. Ariketa bat besterik ez zen agertzen hura baliatzeko: gurutzegrama. Hori dela eta, aldaketa batzuk egin dizkiot eta osatuagoa geratu dela esan dezaket. Hala ere, irakaslearentzako zama astuna izan daiteke ADIren erabilera. Hori irakasleen prestakuntza ezagatik, materialen egokitasun faltagatik, ikasleen motibazio ezagatik gerta daiteke besteak beste. Alde horretatik, sekuentzia didaktiko hau baliabide egokia iruditzen zait, ADIren erabilera ez den arren ale didaktiko honen berezko funtsa. Oro har, ADIren erabilerak ikasleak motibatzen dituela esaten da, kolore biziek eta mugimenduek atenzioa erakartzen baitute, eta batez ere, ikasleen eta ADIren arteko interakzioa bultzatzen delako. Tresna horrek ikasleen sormen eta autonomia gaitasunak hobetzea areagotzen du, baina batzuetan, hizkuntzaren aldetik lortu beharreko helburuak bigarren mailan uztea ekar dezake. Beraz, ikasleen atenzioa bereganatzeko balio badu ere, esan daiteke batzuetan ez dela oso eraginkorra. Gainera, ikasle bat ADIn ariketa bat egiten ari den bitartean, irakasleak ezin du esan beste ikasleak klasean egindakoa jarraitzen ari direnik. Ez gara ezkortasunean erori behar. Baliabide guztiak modu eraginkorrean eta momentu zehatzetan erabiliz gero, ez da inongo eragozpenik edo arazorik egongo. Ohiko errutinetan ADI ere erabil daiteke, kontua da oraingoz Nafarroan 3. zikloko ikasleak bakarrik balia daitezkeela tresna horretaz eta zaila dela gainerako kurtsoetako klaseetako ikasleengana iristea.

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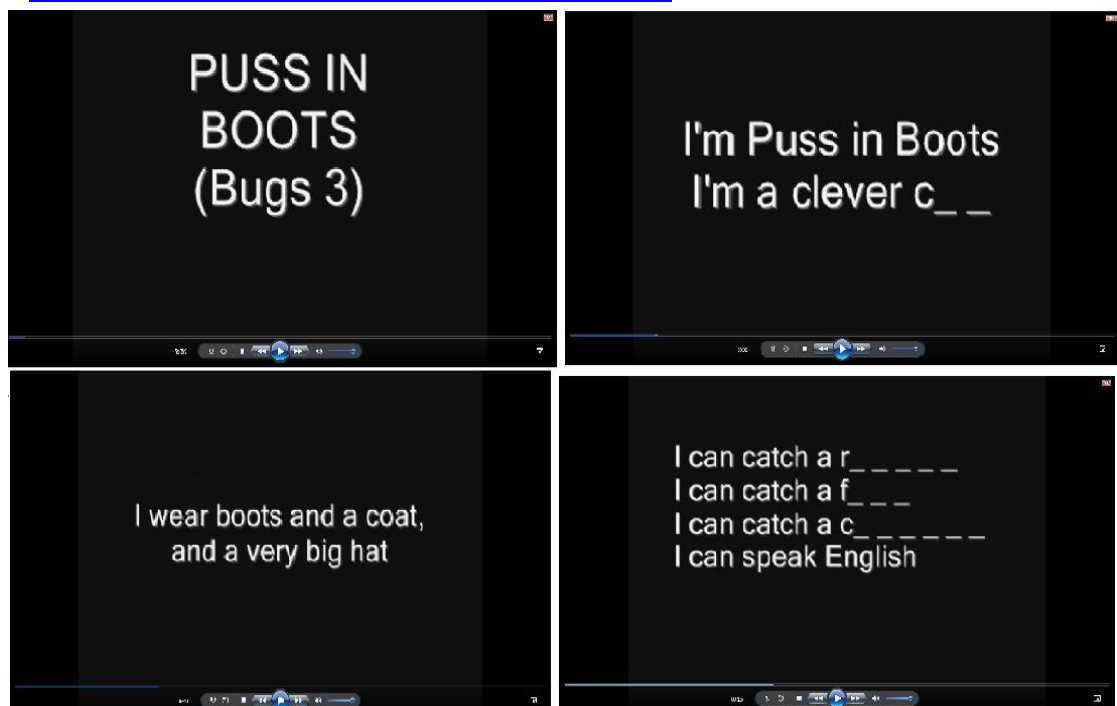
ANNEXES

A. ANNEX I: FLASHCARDS



B. ANNEX II: KARAOKE VERSION

<http://www.youtube.com/watch?v=G42RcQIE1-c>



C. ANNEX III: POWERPOINT PRESENTATION



INDEX

- FAMILY
 - CHARACTERISTICS
 - HABITAT
 - PECULIARITIES
 - LIST OF SOURCES

FAMILY



• FELIDS AND FELINES

CHARACTERISTICS



FURRY



DOMESTICATED



CARNIVOROUS

MAMMALS

CHARACTERISTICS

STRONG



FLEXIBLE



RETRACTABLE



CLAWS

HABITAT

COSMOPOLITAN SPECIE



PECULIARITIES

- Cult animals in ancient Egypt



- Sounds



LIST OF SOURCES

- <http://en.wikipedia.org/wiki/Cat>

D. ANNEX IV: CROSSWORD (Educaplay)

<http://www.educaplay.com/es/recursoseducativos/720766/animals.htm>

Animals

Crucigrama | 0 Veces realizada | 0 Me gusta recibidos | Me gusta

Compartir | Tweet | 0 | +1

Instructions

"To solve this crossword you have to click on a numbered square. You will either see the definition on the right or you will listen to it and then you will have to write the answer. If you want to know the answer, click on "Show word". If you want help with the

Animals

Definition

It is a large white arctic bear which lives mainly on the pack ice.

Score: 100

Time: 00:07

Check

Show Word

Show Letter

Autor

Txatxie Piruli
12 de mayo de 2011

Regístrate para enviar un mensaje privado

Let's have fun by making definitions about animals!

Url
<http://www.educaplay.com/es/recursoseducativos/720766/animals.htm>

Insertar
<object id="obj\$wf" name="obj\$wf" data-bbox="754 248 874 288">

Recursos del autor

- R U C jaso5b
- R U C Animaliak
- R U C Zer da?

Recursos relacionados

- R U C ESPINA BIFIDA
- R U C Clothing

E. ANNEX V: RAP

<http://www.youtube.com/watch?v=L8ly7JtYILO>

Cats are from the family of felids
They are furry, domesticated mammals
Strong, flexible, retractable claws
Teeth adapted to killing small mus.

Puss in Boots is a cat too
Who likes eating mice in the bathroom
Is it the truth or a lie, whoa!
We will know it in the next book.

F. ANNEX VI: IWB activities



PUSS IN BOOTS



Each of the miller's sons received a gift.
The first son got the mill.



When the cat got home the miller's son
poured the money out onto the table.



Once upon a time there was a miller who
had three sons.



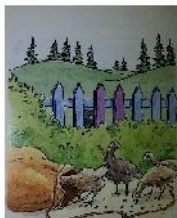
The cat ran ahead of the carriage to a
wood where some men were working.



I will make you happy and rich. Just give
me a pair of boots and a sack with some
grains of wheat in it, said the cat.



The cat and the miller's son were going to
go swimming in a lake.



The cat took the sack to the king's
castle.



Hocus Pocus! The magician turned into
an elephant.



The cat knew that the king liked to eat
partridge.



And so it was that the miller's son got
both a castle and a princess, and they
lived happily ever after.

