

**ENGLISH**

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EULATE**

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**THE USE OF INTERNET FOR  
TEACHING ENGLISH**

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



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Trabajo Fin de Grado  
Gradu Bukaerako Lana

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**UNIVERSIDAD PÚBLICA DE NAVARRA**  
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## Preámbulo

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

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

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

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

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En este trabajo, el módulo de *formación básica* nos ha permitido reunir las materias de la rama de Ciencias Sociales, consolidar nuestra elección como futuros docentes, valorar la formación social del maestro en cuanto a objetos básicos de sociología y antropología y por último, acercarnos a la psico-pedagogía. Todos estos aspectos sirven de referencia a la hora de despertar el interés por los trabajos de investigación; como es éste. Además el módulo de formación básica reforzaba especialmente la competencia comunicativa que está presente en la realización de los materiales de este proyecto; y el dominio de las TIC, tema central de esta investigación.

El módulo *didáctico y disciplinar* permite organizar las situaciones de enseñanza-aprendizaje desde una perspectiva de desarrollo de competencias; presentes tanto en el marco teórico de este proyecto como a la hora de la creación de los materiales. Además dicho marco permite adquirir una visión longitudinal de los objetivos de la enseñanza en el conjunto de la educación primaria; presente a la hora de la elección de la metodología constructivista y en la realización de materiales. El módulo didáctico y disciplinar también contempla la actividad del docente en el ámbito de la experimentación, indagación, innovación e investigación propia; que es en todo caso lo que se pretende a la hora de realizar este trabajo.

Asimismo, el módulo *practicum* nos ha permitido estar en contacto con una gran diversidad de profesionales de la educación e ir aprendiendo de ellos. También nos lleva a descartar metodologías que no nos agradan e imitar aquellas que se adecuen a nosotros. Está presente a la hora de la realización de la encuesta que contextualiza la incidencia de la innovación y el Uso de Internet en el colegio Mater Dei. Además nos ayuda en la elección del curso para el cual vamos a utilizar los materiales que potencian las habilidades lingüísticas del alumnado por medio del uso de Internet.

Por último, el módulo *optativo* posibilita el desarrollo de la mención que mejor se adapte a nuestras características. En nuestro caso fue muy importante el hecho de realizarlo en la “Universidad de Nuevo México, Estados Unidos” ya que nos abrió los ojos ante técnicas innovadoras y despertó nuestro interés por el uso de Internet para la enseñanza. Además el hecho de cursar asignaturas relacionadas con las nuevas tecnologías, determinó la elección del proyecto; así como el hecho de cursar la

mención en Lengua Inglesa ayudó a la realización, redacción y obtención de recursos en esta lengua.

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



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## Resumen

Con el presente proyecto se pretende reflexionar sobre el uso de Internet para la enseñanza del inglés y plantear una serie de materiales que facilitarían la labor del docente. Para llegar a ello se realiza un breve recorrido por las corrientes educativas en relación con la enseñanza de la lengua extranjera inglés, así como la evolución de Internet en España. Dicho recorrido por los antecedentes, nos llevará a presentar la situación educativa en la que nos encontramos actualmente, resaltando la incidencia de las ocho competencias básicas en el curriculum actual.

Considerando los cambios sociales en la formación escolar, se presentaran una serie de objetivos e hipótesis que serán tenidos en cuenta para exponer doce unidades didácticas que fomentan el desarrollo de la expresión y comprensión, tanto oral como escrita; así como el interés por la gramática y la ampliación del vocabulario en la lengua que nos concierne.

*Palabras clave:* Internet; competencias; enseñanza innovadora; Inglés; materiales.

## Abstract

The purpose of this Project is to reflect carefully about the Use of Internet for Teaching English and bring forward a number of materials which would help to improve the teacher's work. In order to achieve these aims, the project presents a brief consideration of the educational trends that are related to the teaching of English and the evolution of the Internet in Spain. This consideration set as the antecedents will lead us to present the educational situation in which we are immersed nowadays, showing the importance of the eight core competences that are present in the actual curriculum.

Taking the social changes into consideration, some objectives and hypothesis will be displayed. Consequently, 12 didactic units will be presented to encourage the improvement of the expression and comprehension, both oral and written, as well as the pleasure for grammar and the development of the vocabulary in the target language.

*Keywords:* Internet; competences; innovative teaching; English; materials.

## Índice

<b>Introducción</b>	
<b>1. Antecedentes</b>	<b>1</b>
1.1. Breve recorrido por la historia de la enseñanza	1
1.2. Nacimiento y evolución de Internet en España	6
1.3. Internet en el ámbito educativo	9
<b>2. Objetivos e hipótesis</b>	<b>10</b>
2.1. Objetivos	10
2.2. Hipótesis	10
<b>3. Framework, implications and questionnaire.</b>	<b>12</b>
3.1 Framework	12
3.2 Implications on teaching	14
3.3 Questionnaire for Mater dei School English teachers	15
<b>4. Materials and methods</b>	<b>19</b>
4.1 Proposals for teachers	19
4.1.1. Materials	19
4.1.2. Methods	22
4.1.2.1 Constructivism	23
4.2 Materials for students	24
4.2.1 Reading	26
4.2.2 Writing	30
4.2.3 Listening	35
4.2.4 Speaking	43
4.2.5 Grammar	48
4.2.6 Vocabulary	55
<b>Conclusiones y cuestiones abiertas</b>	
<b>Referencias</b>	
<b>Anexos</b>	
<b>A. Anexo I</b>	
<b>A. Anexo II</b>	
<b>A. Anexo III</b>	
<b>A. Anexo IV</b>	
<b>A. Anexo V</b>	
<b>A. Anexo VI</b>	
<b>A. Anexo VII</b>	
<b>A. Anexo VIII</b>	
<b>A. Anexo IX</b>	
<b>A. Anexo X</b>	
<b>A. Anexo XI</b>	
<b>A. Anexo XII</b>	
<b>A. Anexo XIII</b>	
<b>A. Anexo XIV</b>	
<b>A. Anexo XV</b>	
<b>A. Anexo XVI</b>	
<b>A. Anexo XVII</b>	

- 
- A. Anexo XVIII**
  - A. Anexo XIX**
  - A. Anexo XX**
  - A. Anexo XXI**
  - A. Anexo XXII**
  - A. Anexo XXIII**
  - A. Anexo XXIV**



## INTRODUCTION

CRISIS, esta es la "omnipresente" palabra con la que se inicia la exposición de este proyecto. Sin más explicación podría parecer que no tenga relación con el uso de Internet para la enseñanza, sin embargo, a nuestro juicio la tiene.

Desde que comenzamos nuestros estudios en la universidad hemos escuchado en reiteradas ocasiones decir que nuestro sistema educativo estaba sumido en un estancamiento que le impide evolucionar en sincronía con el resto de la sociedad. En relación con este anacronismo del sistema educativo es interesante escuchar a Ken Robinson hablar en RTVE (<http://www.rtve.es/television/20110304/redes-sistema-educativo-anacronico/413516.shtml>); *“Mi experiencia es que la mayor parte de nuestros sistemas educativos están desfasados. Son anacrónicos. Se crearon en el pasado, en una época distinta, para responder a retos diferentes. Con el tiempo, se han vuelto cada vez más limitados”*. Si continuamos en esta línea, la falta de atención en el aula, el desinterés o los conflictos continuarán en aumento.

La experiencia pone de manifiesto que cuando no existían los televisores, los periódicos o la radio; los niños anhelaban ir a la escuela ya que era el lugar en el que aprendían sobre el mundo exterior, era directamente un estímulo. Pavlov, como nos recuerda ecured ([http://www.ecured.cu/index.php/iv%C3%A1n\\_P%C3%A1vlov](http://www.ecured.cu/index.php/iv%C3%A1n_P%C3%A1vlov)); pronunciaba las siguientes palabras: *«Condiciona a la gente para que no espere nada y tendrás a todos excitados con la mínima cosa que les ofrezcas»*

Actualmente, hemos sufrido un giro de ciento ochenta grados; donde antes había un simple folio, ahora encontramos ordenadores, pantallas digitales, teléfonos móviles, tabletas. ¿Qué hacemos pues, si nuestra sociedad está rodeada de estímulos, si los niños tienen tanta información, tantas distracciones que nada es atractivo para ellos? ¿Cómo conseguimos que vayan motivados a la escuela, que no pierdan el interés?

En nuestra opinión, el uso de Internet para la enseñanza daría respuesta a todas estas preguntas y ayudaría a acabar con la crisis educativa que atravesamos. Escuchando a

los alumnos<sup>1</sup> te das cuenta de que necesitan acceso a contenidos reales, actualizados e interactivos; Internet lo hace posible. Ellos pueden mejorar sus competencias, practicar la escucha de personas nativas, interaccionar con estudiantes de todo el mundo, etc.

Parece obvio que para posibilitar este cambio, los primeros que tenemos que hacer un gran esfuerzo somos los docentes. Nos espera un largo camino de aprendizaje, una formación continua que nunca deberemos abandonar si queremos estar al día en las nuevas tecnologías.

Para ser capaces de trabajar con los alumnos primero debemos estar informados como docentes. Internet está repleto de materiales que nos pueden ser útiles. Para encontrar información actualizada podemos visitar las páginas en las que se intercambia información, suscribirnos a periódicos; esto nos ayudaría a estar informados.

También es cierto que tenemos que tomar precauciones y ser muy cuidadosos a la hora de manejar el material. En Internet podemos encontrar recursos maravillosos pero para ello, en no pocas ocasiones, deberemos haber realizado una búsqueda extensa en la que muchos materiales se han quedado por el camino.

No debemos fiarnos de todo lo que se encuentra en la red, hay que ser críticos con lo que encontramos. Un buen método para saber si algo es adecuado sería marcarnos previamente los objetivos y evaluar los recursos que necesitamos utilizar en torno a ellos. Si al evaluar un recurso resulta que no da solución a los objetivos de nuestra actividad, automáticamente deberíamos descartarlo.

Una vez hemos obtenido suficiente información, debemos ser capaces de crear materiales útiles para los alumnos. Éstos deben ayudar a mejorar sus competencias de

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<sup>1</sup> El otro día sucedió algo curioso estando con los alumnos de prácticas. Estábamos trabajando vocabulario de “El tiempo” en el libro cuando un alumno levantó la mano. Este preguntó: ¿por qué no vemos una predicción del tiempo de un canal la televisión inglesa? Que buena idea pensé, como no se me habrá ocurrido antes.

escucha, escritura, lectura, habla, gramática, vocabulario, cultura... El requisito fundamental para que esto funcione es la motivación. Cuando seleccionamos un programa, actividad o proyecto debemos pensar si va a ser adecuado para el alumnado, si los alumnos van a reaccionar positivamente a este contenido, si es significativo para ellos. Si es así, estarán encantados de trabajar, se sentirán parte del proceso de enseñanza-aprendizaje; la motivación dará resultados potencialmente mejores.

Por lo expuesto y por otros motivos igualmente importantes y que aparecerán en el desarrollo de este proyecto, estamos en condiciones de confirmar las buenas expectativas que nos aportará a la técnicas docentes, trabajar con el apoyo de Internet. Pensamos que el uso del mismo en el aula ayudará a cambiar el sistema educativo y acabará con la crisis que estamos viviendo. Seleccionando los materiales adecuados seremos capaces de involucrar a los alumnos, de solventar problemas de frustración, de trabajar con situaciones reales y por último y no por ello menos importante, de ser felices.





## **1. ANTECEDENTES**

Para una mejor comprensión del momento actual en el que nos hayamos y en relación con el uso de Internet para la enseñanza del inglés, consideramos de gran interés realizar un pequeño recorrido por sus antecedentes. Para ello nos gustaría comentar por separado tres apartados diferenciados: 1º Breve recorrido por la historia de la enseñanza; 2º Nacimiento y evolución de Internet en España; 3º Internet en el ámbito educativo.

### **1.1 Breve recorrido por la historia de la enseñanza.**

En este primer apartado realizaremos un breve recorrido por el origen de la educación (Taylor; Francis 2000<sup>1</sup>); así como la evolución de las técnicas educativas centradas en la enseñanza de las lenguas extranjeras y las distintas corrientes con las que nos hemos ido encontrando (Jack C Richards; Theodore Rodgers<sup>2</sup>).

En el comienzo de la edad antigua, la profesión de maestro no existía como tal, pero esto no significa que no hubiera personas que llevaran a cabo la función de la enseñanza, a la que no todo el mundo podría acceder. A los poderosos y los nobles se les enseñaba como ser líderes, como manejar un negocio.

Según se deduce de la lectura de algunos tratados antiguos, Confucio, en el 561 A.C. fue el primer profesor privado de la historia. No era parte de la realeza o la nobleza por lo que no se le permitió el acceso a la educación. Sin embargo, Confucio tenía tanto interés por aprender que decidió trabajar para un noble con el cual viajaba. Fue entonces cuando se hizo famoso y la gente comenzó a buscarle para que enseñara a sus hijos.

En la misma época surgieron las ya conocidas escuelas de filósofos griegos (Sofistas, Socráticos, Platón, Aristóteles...) que motivaron el reconocimiento de Grecia como la cuna de la sabiduría y la filosofía. Fue el lugar en el que los maestros comenzaron a ser realmente apreciados. Si eras griego se suponía que tenías que apreciar el valor de educar a los niños. Es bien sabido que Aristóteles, por ejemplo, fue el preceptor de Alejandro Magno. (343 A.c.)

A lo largo de los primeros siglos D.C. las familias romanas educaron a los esclavos para que enseñaran a sus hijos. Sin embargo, la educación tal y como la conocemos ahora fue inconsistente hasta la Edad Media. De hecho, fue la Iglesia Católica Romana y las órdenes religiosas cristianas quienes crearon la estructura para un sistema educativo generalizado, aunque al mismo sólo podían acceder los hijos de la nobleza, la burguesía y los mismos aprendices o iniciados que se incorporaban como futuros ministros de la iglesia. Los monasterios se diseñaban como centros de aprendizaje. Algunos de los cuales han llegado a ser importantes instituciones hoy en día, como la Universidad de Cambridge, cuya primera sede fue fundada en 1284.

En los siglos XVII y XVIII la educación experimentó el mayor crecimiento, no sólo en cuanto a reconocimiento; sino en cuanto a la formación de profesores y de teorías educacionales.

Lo cierto es que hasta el siglo XVIII no se comenzó a experimentar un sentimiento de necesidad e importancia real hacia la educación. Fue en este siglo cuando acontecieron grandes cambios e importantes avances.

Llegados a este punto me gustaría realizar un breve repaso por las distintas corrientes y metodologías que se han ido sucediendo hasta llegar hasta el momento actual de la “Era de la tecnología.”

#### *Método de Gramática y traducción*

Esta corriente surgió en Prusia en el siglo XVIII, como respuesta a la aparición de las lenguas extranjeras en el curriculum escolar. Sus principales impulsores fueron J. Seidenstücker, K. Plötz, H. S. Ollendor y J. Meidinger. El principal objetivo de los alumnos era leer en la segunda lengua por lo que se necesitaban reglas gramaticales, vocabulario y traducción. Los textos que los niños estudiaban no tenían nada que ver con la comunicación. Las personas que experimentaron este método sufrían de frustración ya que pasaban años estudiando que ni necesitaban ni usaban para comunicarse.

#### *El método directo*

Fue establecido en Alemania y Francia durante la segunda mitad del siglo XIX debido al crecimiento del turismo que creó la necesidad de hablar otras lenguas.

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Este método priorizó el hecho de enseñar una segunda lengua del mismo modo que se aprende la lengua madre. Se les enseñaba con hablantes nativos que usaban demostraciones, dibujos, gestos y asociaciones para clarificar las ideas. El objetivo era comunicarse por medio de preguntas y respuestas. Se enseñaba la gramática por medio de ejemplos. Los profesores debían evitar la traducción y el uso de libros de texto en el aula e incluso la lengua escrita. Otro recurso importante era el ensayo-error-corrección. Este método estuvo vigente hasta más allá de 1950.

#### *Método audio lingüístico*

En 1960 tanto el método de gramática-traducción como el método Directo fueron cuestionados. La Segunda Guerra mundial animó la enseñanza de la perfección oral de las lenguas extranjeras. Este es un nuevo método sin reglas impulsado por C.C. Fries y Robert Lado, no se necesitan, ni siquiera para comprender. Los estudiantes no controlan el contenido o el estilo de aprendizaje, es el profesor quien tiene el rol central y activo. Los profesores son modelos que controlan la dirección de la lección y monitorizan las respuestas para corregir los errores. Se centran en la pronunciación, entonación y fluidez a la hora de hablar.

Tras estos tres métodos fallidos, los humanistas aconsejaron la necesidad de una corriente centrada en el interés del alumno y en sus habilidades, en la cual los estudiantes asuman un rol más importante.

#### *Método silencioso*

Fue promovido por Caleb Gattegno a finales del siglo XX. Pone el énfasis en la autonomía del alumno, el profesor guía los esfuerzos del estudiante y les anima a tomar un rol activo en el proceso de enseñanza / aprendizaje. La pronunciación es muy importante. El método silencioso utiliza estructuras que son constantemente revisadas y recicladas. La elección de vocabulario es importante, las palabras que se utilizan deben ser funcionales y versátiles. La traducción y la repetición están prohibidas y el lenguaje se practica en contextos significativos. La evaluación se lleva a cabo partiendo de la observación, el profesor no debe realizar nunca un test formal.

#### *Aprendizaje de la lengua en comunidad*

Es desarrollado en el marco de la psicología humanista por C Curran (1991), psiquiatra

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y profesor de psicología. Los estudiantes son considerados personas integrales con sentimientos, reacciones físicas y deseos de aprender.

El objetivo del profesor es conseguir que el alumno aprenda como usar la lengua .Meta en un lenguaje comunicativo. Además, el profesor quiere que el alumno aprenda de su propio aprendizaje, asumiendo más responsabilidades sobre si mismo y aprendiendo de los otros. Todos estos objetivos se pueden lograr si un profesor y los alumnos se tratan entre sí como persona integrales, valorando tanto el pensamiento como los sentimientos.

En un grupo, un estudiante comienza una conversación con otro, diciendo algo en su lengua nativa, el profesor lo traduce, el hablante repite o pregunta algo en la lengua meta, diciéndoselo a la persona con la que estaba hablando y siendo a su vez grabado.

### *Suggestopedia*

Se trata de una corriente desarrollada por el psicoterapeuta búlgaro Georgi Lozanov. Este método está basado en una comprensión moderna del funcionamiento del cerebro humano y de como aprendemos de manera efectiva.

Desarrolla el proceso de enseñanza de manera que no vaya dirigido solamente a la atención consciente del alumno, sino también a la inconsciente. Las percepciones periféricas son parte de dicho proceso. El sentido del tiempo desaparece. Hay armonía en todo el proceso. Así va a conseguir activar habilidades potenciales que raramente se estimulan en los procesos tradicionales de enseñanza, ya que éstos van dirigidos exclusivamente a la mente consciente.

### *Método respuesta física total*

Es un método natural desarrollado por James Asher. Dicho método está basado en el aprendizaje del niño sin estrés ambiental, respondiendo físicamente a órdenes antes de empezar a hablar. El primer rol del estudiante es escuchar y actuar, se les anima a hablar cuando se sientan preparados. Los gestos, el uso de la voz o la mímica son muy importantes.

El aprendizaje de la segunda lengua es paralelo al de la primera lengua y debería reflejar el mismo proceso natural. Escuchar debería ser desarrollado antes que hablar.

El niño debe responder físicamente al lenguaje hablado, una vez la comprensión oral se ha desarrollado se facilita la habilidad de hablar naturalmente y sin esfuerzo.

#### *Método comunicativo*

Fue fundado por Robert Langs a principios de los 70. A través de este método se pone el énfasis en la comunicación antes que en la gramática o el vocabulario. La comunicación implica la capacidad de entender a otros y de ser entendido adecuadamente por los demás.

El fundamento es que la segunda lengua es aprendida de mejor modo cuando los estudiantes tratan de comunicarse, de decir algo para expresar algo que realmente necesitan. El método comunicativo afirma que la lengua se adquiere a través de la comunicación. No sólo utilizando pautas comunicativas para activar el conocimiento pasivo de la lengua que se ha aprendido previamente. De hecho se dice que la confianza comunicativa sólo se desarrolla si el estudiante se expone a situaciones reales de comunicación.

#### *Natural Approach*

En 1977, Tracy Terrell, profesor de español en California, lanzó una nueva propuesta para la enseñanza del lenguaje. Para él, el lenguaje es un proceso inconsciente de adquisición. No se espera que los alumnos empiecen hablar hasta que no estén listos. Los profesores exponen a sus alumnos a muchos estímulos para crear actividades y situaciones en las que los estudiantes pueden adivinar significados partiendo de contextos.

Las clases se centran en el significado. Se habla también de Inmersión approach donde los estudiantes aprenden temas en ambas lenguas desde el día que comienzan en el colegio, generalmente sin un lenguaje formal. Y también se habla de Content Teaching donde los alumnos aprenden materias de interés, como gastronomía, deporte, cultura, etc. en la lengua extranjera.

#### *Aprendizaje a base de tareas*

Este método ofrece una alternativa para los profesores de lenguas. En una lección el profesor no predetermina el lenguaje que será estudiado. La clase está relacionada con la

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tarea central y el lenguaje estudiado se marca por lo que sucede conforme los estudiantes completan dicha tarea. La clase sigue los siguientes pasos:

#### Pre-task

El profesor introduce el tema y da instrucciones a los alumnos.

#### Task

Los estudiantes completan la tarea en parejas o en grupos usando los recursos del lenguaje que ellos tengan, simultáneamente el profesor guía y anima.

#### Planning

Los alumnos preparan un breve artículo escrito u oral para contar a la clase lo sucedido durante la tarea. Practican en el grupo lo que van a decir, mientras el profesor les resuelve dudas.

#### Report

Los alumnos explican oralmente o leen el artículo escrito. El profesor selecciona el orden en el que los alumnos van a intervenir y puede proporcionar feedback sobre el contenido. En este último paso también se puede incluir a diferentes grupos realizando la misma tarea para que los estudiantes comparen.

#### Analysis

El profesor señala las partes más relevantes y el lenguaje que los alumnos estaban utilizando durante la exposición.

#### Practice

Finalmente, el maestro selecciona las áreas del lenguaje que se van a practicar basándose en las necesidades de los alumnos y para mejorar su confianza y el lenguaje.

## **1. 2 Nacimiento y evolución de Internet en España**

La información que comentamos a continuación sobre su nacimiento en Estados Unidos y su consiguiente evolución en España la podemos ampliar en Think Big (<http://blogthinkbig.com/historia-de-internet-en-espana/>) e Historia de Internet ([http://www.cad.com.mx/historia\\_del\\_internet.htm](http://www.cad.com.mx/historia_del_internet.htm)). Internet surgió en Estados

The Use of Internet for Teaching English

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Unidos en los años 60 para dar respuesta a una necesidad de defensa militar en plena “Guerra Fría”.

EE.UU. necesitaba crear una red militar de comunicación con el objetivo de defenderse de un ataque ruso. Así fue como surgió la primera conexión Internet; Se creó el proyecto “Arpanet” para tener acceso a la información militar desde cualquier punto del país.

¿Cómo llegó a España semejante innovación?

En nuestro país su aparición no estuvo relacionada con conflictos bélicos sino que tuvo lugar gracias a la investigación y a la ciencia. Debieron transcurrir más de 20 años para que tuviera lugar la primera iniciativa en España. Se llamo Faenet y fue creada en 1984. Su nacimiento estuvo ligado a ciertos grupos y universidades que trabajaban con el Centro Europeo de Física de Partículas.

En pro de la investigación se continuó con la mejora de las redes para favorecer la comunicación entre los científicos y los ingenieros. Fue entonces cuando nació el denominado Proyecto de Interconexión de Recursos Informáticos.

Durante los primeros años la red de redes sólo estuvo presente en la universidad. Su cobertura era limitada y fueron pocos los centros especializados que tenían acceso a ella.

Fue en 1986 cuando la compañía Telefónica lanzó Ibertex, por medio de esta aplicación se difundía información a través de una red de telecomunicación. La información viajaba desde el sistema informático hasta una terminal que los usuarios podían consultar. Este servicio no es el mismo que encontramos en la actualidad pero constituye un buen ejemplo de las primeras iniciativas para llevar las conexiones a todo el mundo.

Fue, nuevamente, gracias a los investigadores del país cuando se realizó la primera conexión a Internet en España (año 1990) utilizando “IXI”, una red que se denominaba de alta velocidad, estamos hablando de 64 Kbps. Trascurrido un año siguieron avanzando las iniciativas para que las instituciones relacionadas con innovación y desarrollo pudieran estar comunicadas. Se creó una red académica y científica que contó con más de 1000 máquinas conectadas a Internet a finales de 1991.

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### *El primer servidor Web español*

Jordi Adella fue el responsable de la creación del primer servidor Web en nuestro país en 1993. Como viene siendo habitual en España, la innovación está directamente ligada al ámbito académico.

A partir de este momento, asistimos a la década de 'los primeros', esto es, el primer virus, el primer emoticón, el primer ordenador personal y en 1995 finalmente aparece el primer buscador; Internet Explorer.

En tan solo un año tenemos más de 20000 ordenadores conectados con un centenar de los organismos con acceso a Internet. Ibertex contaba ya con más de 400000 usuarios pero su acceso seguía siendo lento. En 1995, se lanzó Infovía, sustituida más tarde por Infovía Plus. También se fundó la Asociación de Usuarios de Internet, que promovió el uso de Internet y defendió los derechos de los usuarios.

En este mismo año alcanzó los 42000 ordenadores conectados. Fue en septiembre cuando el Ministerio de Educación y Ciencia decidió colaborar con Telefónica y dotó a las universidades y centros de estudios de tecnología avanzada.

A finales de los 90 se sobrepasó el millón de usuarios de Internet. La mayoría eran jóvenes y la consulta principal era la del correo electrónico.

Fue en el 2000 cuando se hizo realidad la propuesta de Telefónica y el Ministerio de Fomento de aprobar la tarifa plana en España.

A partir de este momento los cambios no han parado de sucederse. La bajada de precios hizo que Internet se convirtiera en una herramienta accesible y al alcance de todos.

El nuevo milenio trajo consigo numerosos avances que configuraron el panorama precedente al que conocemos hoy. Ésta fue la década de los grandes lanzamientos: Wikipedia (2001), iTunes, MySpace, Skype (2003), Facebook (2004) Google Chrome (2008) y así llegamos hasta 2012, año en el que los usuarios de Internet llegaron a suman los 2,4 mil millones en todo el mundo.



### 1.3 Internet en el ámbito educativo

Internet está presente en el ámbito educativo, uno de los documentos en el que se plasma es El Real Decreto<sup>3</sup> que expresa lo siguiente *“los niños se han de iniciar en la utilización, para el aprendizaje, de las tecnologías de la información y la comunicación desarrollando un espíritu crítico ante mensajes”*.

La incorporación de Internet a las aulas conlleva una serie de cambios en el proceso de enseñanza-aprendizaje. Aparecen nuevas formas de trabajar en grupo, de utilizar variados recursos, etc. Pedagógicamente puede ser positivo, porque se fundamenta en el Constructivismo, Teoría de la Conversación y Teoría del Conocimiento Situado.

Como aseveraba Albert Einstein en Retrato de un ser en 40 frases (<http://humanismoyconectividad.wordpress.com/2009/04/29/einstein-2/>) *“nunca consideres el estudio como una obligación, sino como una oportunidad para penetrar en el bello y maravilloso mundo del saber”*. Y que mejor herramienta que Internet para darle sentido a esta magnífica cita de tan eminente científico. Gracias a Internet el alumno tiene acceso a infinidad de materiales, puede experimentar por si mismo y relacionar el conocimiento con aplicaciones cotidianas. Además tenemos acceso a información real y actualizada para el alumno, a infinidad de programas de intercambio de información, al correo electrónico, a buscadores de información, etc.

Podemos ir más allá de la mera memorización, estamos tomando en consideración el aprendizaje significativo. El rol del docente está abocado a adaptarse necesariamente a los cambios, debemos actuar como coordinadores, facilitadores del aprendizaje ya que el alumno adoptará un papel mas activo, convirtiéndose en protagonista de su proceso de enseñanza / aprendizaje.

No cabe duda de que se aprende mejor aquello que interesa y está acorde a la edad y las circunstancias; Internet nos tiene que servir para propiciar dicho aprendizaje de manera autónoma y para que los alumnos participen en proyectos que les ayuden a obtener conocimientos, buscar información, relacionarse, expresar opiniones y comunicarse. El uso adecuado de Internet enriquece y facilita la labor docente. Implica una serie de ventajas en el proceso de enseñanza- aprendizaje del alumnado.

## **2. OBJETIVOS E HIPÓTESIS**

### **2.1 Objetivos**

1. Estudiar el uso de Internet como herramienta fundamental para la enseñanza del inglés en el aula.
2. Exponer el alcance del uso de Internet para facilitar el aprendizaje del inglés en las aulas de Primaria.
3. Tomar conciencia de la importancia del uso de Internet para fomentar el proceso de enseñanza-aprendizaje.
4. Dar a conocer la diversidad de oportunidades que nos ofrece Internet y de su importancia teniendo en cuenta la sociedad en la que nos encontramos.
5. Indagar sobre los diferentes modos y posibilidades de utilización de Internet para fomentar las buenas prácticas basadas en el desarrollo de la lengua oral y escrita.
6. Proponer estrategias para la mejora de la asimilación de conocimientos gramaticales.
7. Exponer herramientas de Internet que fomenten la motivación del alumnado para que se encuentren motivados en el aula.
8. Mostrar materiales que faciliten información al docente sobre actividades, estrategias, metodología que fomenten la enseñanza del inglés teniendo en cuenta un aprendizaje significativo.
9. Proponer actividades para el alumnado basadas en la enseñanza de: lectura, escritura, comprensión, comunicación, gramática y vocabulario.

### **2.2 Hipótesis**

1. Nuestra sociedad ha experimentado un gran cambio a causa del uso de las nuevas tecnologías y sin embargo la metodología de aprendizaje en el aula sigue siendo la misma.
2. El sistema educativo no está atravesando sus mejores momentos. Esto

puede deberse a que fuera del aula se ha experimentado un gran cambio en favor del uso de Internet mientras que el aula no acaba de adaptarse a ello.

3. Los niños están rodeados de estímulos virtuales allí donde van y podría ser por ello que se encuentran más reticentes al aprendizaje en el aula. Necesitan estímulos similares a los que encuentran en su día a día.
4. El uso de Internet podría favorecer enormemente a la motivación del alumnado, al rendimiento académico y a la utilización de materiales que mantengan al alumno activo e implicado con el proceso de enseñanza / aprendizaje.
5. Los medios con los que cuentan actualmente las escuelas en cuanto a pizarras digitales, ordenadores, etc.; podrían aprovecharse mucho más de lo que se utilizan. Son muchos los casos en los que la pizarra digital se utiliza únicamente para escribir. Con un poco de esfuerzo e investigación podemos conocer herramientas de Internet que fomentan la enseñanza y que se pueden aplicar gracias a la pizarra digital.
6. La evolución de la sociedad ha propiciado nuevas maneras y enfoques de educación en el aula.

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### 3. FRAMEWORK, FUNDAMENTATION AND IMPLICATIONS ON TEACHING.

#### 3. 1 Framework

Classrooms have experienced a big change in the last few years due to the arrival of New Technologies. However, the circumstances can vary depending on the area, the population, the atmosphere, the students or the society. For this reason, we would like to focus our attention on the Educational System of Navarre and to take the framework into consideration, Decreto Foral<sup>4</sup>.

The main change was the introduction of the basic competencies “skills” in the curriculum. These skills must guide the children to achieve personal fulfilment, active citizenship and lifelong learning.

Now, the perspective has changed; we have to integrate both formal and informal learning into the different areas. The classroom has to promote an active, effective and useful way of learning that could help children in real life situations. Using the Internet for teaching English could relate the student to different types of content and help them to use it effectively in different situations and contexts.

The subject areas of the curriculum allow not only the achievement of knowledge, but also the acquisition of basic skills. The use of certain methodologies and teaching resources can help the development of skills associated with communication, physical environment, creation, coexistence or digital literacy. Taking these considerations into account, as part of the proposal made by the European Union, the curriculum found in the Decreto Foral 24/2007<sup>5</sup> has identified eight core competencies:

1. Linguistic competence
2. Math competence
3. Knowledge and interaction with the physical world.
4. Information processing and digital competence
5. Social and civic competence
6. Cultural and artistic competence.

7. Learning to learn competence.

8. Autonomy and personal initiative.

To have a better understanding of “The Use of Internet for teaching English” we should take the first and the fourth competences into consideration. However, we cannot forget that the rest of them could and should also be included when creating activities for the students, most specially the 7<sup>th</sup> and the 8<sup>th</sup> competences.

### *Linguistic communication*

This competence refers to the use of a language as an instrument of oral and written communication, representation, interpretation and understanding of the reality of life. The knowledge, skills and attitudes of this competence have the aim of expressing thoughts, emotions, experiences and opinions. Young children have to be able to discuss, form a critical and ethical judgment, generate ideas, structure knowledge, and be coherent. They have to enjoy listening, reading or speaking to develop their self-esteem and confidence.

Therefore, linguistic communication competence is presented as an effective capacity to live and solve conflicts. It also involves active and effective use of rules of communication to produce oral texts appropriate to each situation. The ability to select and apply specific objectives for the treatment of linguistic communication, (dialogue, reading, writing, etc.) improves the ability to mentally represent, interpret and understand the reality, self-regulate, organize and share knowledge and equipping them with consistency.

This skill means, in the case of foreign languages, being able to communicate, enrich social relations and their own development of the context. It also facilitates access to more and different sources of information, communication and learning.

In short, the development of linguistic competence at the end of compulsory education involves the mastery of oral and written language in multiple contexts, and the functional use of at least one foreign language.

### *Information processing and digital competence*

This competence consists of having the ability to search, obtain, process and communicate information, and to transform it into knowledge.

It is associated with the search, selection, recording and processing or analysis of information, using various techniques and strategies to access it as a source of information. Transforming information into knowledge requires thinking skills to organize, relate, analyse, synthesize and make inferences and deductions of different levels of complexity. It also means communicating information and knowledge using expressive resources that incorporate not only different languages and specific techniques, but also the potential of information technology and communication.

This competence allows people to manage to solve real problems, make decisions, work in collaborative environments, expanding communication environments for communities to participate in formal and informal learning, and create responsible and creative productions.

Digital competence involves making regular use of the technological resources available to solve real problems efficiently. At the same time, it allows teachers to evaluate and select resources and technological innovations as they appear.

### **3.2 Implications on teaching**

The use of computers and technology has incredibly increased in the past few years. More than half of the pupils in the primary schools have played video console games, and have access to mobile devices or tablet computers. Nowadays, students and teachers need to be proficient with the digital tools and information technologies that are used inside and outside the classroom.

A relevant characteristic of the students in contemporary classrooms is the increasing diversity. Learners' reading skills and levels often vary, and their knowledge and interests are frequently different from the expectations of the school.

For this reason, we should use appropriate methodologies such as the Internet. The pupils have to be ready to live and compete in a world where information and communications technologies (ICTs) are accepted and used for collaborating,

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communicating, creating, and innovating. Teaching and learning in the twenty-first century at elementary schools should include technology, competencies, and learning modalities (Mercedes Fisher)<sup>6</sup>. Furthermore, we have to be involved in designing digital materials that could be useful for a specific class or framework.

The Internet engages, motivates and makes the student to be part of the teaching/ learning process. There are so many resources that we can get from different areas: Blogs, podcasts, games and wikis can all be fantastic materials that are in line with the Educational Framework.

In our schools, there are several needs that have to be attended to. Not only, are young children different from each other but they are also similar. Therefore, one way to get started is learning about the student interests, to find out what types of areas student have an interest in pursuing. As teachers, we have to do this; and knowing their interests can be effective. Pink and other researchers have written about Executive Function, Skills for life and learning in Connected Teachers (<http://connectedteachers.weebly.com/1/post/2013/01/january-17th.html>); and they have found that extrinsic rewards work in the short term for mechanical tasks, which do not require much higher-order thinking. Nevertheless, these tasks do not produce true motivation for work that requires higher-order thinking and creativity.

It is obvious that the Internet can be used to contextualize learning, to hook the pupils in the learning process, and to develop approaches that measure what students need to do and know. The Internet is full of digital tools to create, edit, share, discuss, engage, collaborate and communicate. In the next step of this project, we are going to see some examples of the teaching activities that are available on the internet and how these different tools could be used to engage people.

### **3.3 Questionnaire for Mater dei School English teachers**

In order to work with real contents, we have created a little questionnaire which is related to the contents which we have mentioned. These 20 questions will be answered by the English teachers from Mater Dei School. Taking the results into consideration we would compare them with the actual framework and their implications on

teaching. Thereby, we would focus our attention on the true problems that we can find nowadays.

**Table 1.** Questionnaire

QUESTIONS	YES	NO
Have you experienced any changes in the Educational System in the past few years?		
Do you think that the Educational System is suffering a crisis?		
Do you think that we should change our methodology?		
Have you used the same methodology since you started teaching?		
Have you received any advices from the head master of your school in relation with the methodology that you should follow?		
Have you noticed any changes in the attitude of the pupils during the last 10 years?		
Do you think that the needs of the students have changed?		
Have you noticed any changes in the academic performance? If so, which ones?		
Do you have access to a computer in your classroom?		
Do you have access to a digital board in your classroom?		
Do you use the digital board to show the book on the screen?		
Do you use it for something else? For what?		
Have you received any information (from the school or from the government) that teaches you how to take advantage of these tools?		
Does the use of internet help motivate the students?		
Do you use the internet in the classroom to enrich the activities that you can find in the book?		
What do you use the internet for?		
Do you feel that you should be better informed about the tools that you can find on the internet?		
Have you spent time on searching for activities on the internet, or creating activities to use in the classroom? If so, how much time have you spent?		
Do you think that the use of internet could be a good way to engage students?		
Do you think that you can have fun and learn at the same time?		



From the results (attached 0), we can conclude that all the teachers in this school think that the Educational System has experienced some changes in the past few years, and that it is now suffering a crisis. It is possible that this crisis was caused by the use of the traditional methodology while the society keeps changing. Two out of four teachers say that they use a traditional methodology; on the other hand, the others think that their methodology has changed and they do not use a traditional one.

All the professionals affirm that they have received some advice in relation with the methodology that they are using; one person indicates that most recently, they were advised to take into account the eight core competences while teaching.

We can also see that they feel that the pupils have changed as well as their academic performance. In their opinion, the behaviour is worse now than it was ten year ago; and one of the reasons to justify this is the growth of the use of video games, internet and mobile phones. In other words, the development of new technologies and facilities has provoked the increase of distractions and the need of being surrounded by stimulus to enable the children to focus their attention on a task.

Every single teacher of the school thinks that the Use of Internet could be a good way to engage students because there are many resources that can be found on it that could be useful to keep the children hooked. There is also a good feeling about the fact that the pupils could have fun and learn at the same time.

Up to this point, we have commented the results that were more or less the same among all the teachers, there are some opinions and situations that are different though.

Regarding to the use of Internet, there are different opinions depending on the age level. The 1<sup>st</sup> grade and the 2<sup>nd</sup> grade teachers feel that they need to change their methodology but they do not have the tools to do it. In these grades, they do not have a white board; therefore, they cannot use it to enrich the activities. They feel that they really need to know more about the internet and its use in the classroom. Despite the fact that they do not use the Internet, they think that the students would be better engaged with its use.

We would also like to comment on the answers of the 3<sup>rd</sup> and 4<sup>th</sup> grade teacher. He does have a white board in his classroom that he can use; however, he uses a traditional methodology. He says he uses the Internet to enrich the activities he can find in the book; but he does not give any examples of real and useful activities that teachers can use to keep students engaged.

The 5<sup>th</sup> and 6<sup>th</sup> teacher have access to the internet and to a smart board in the classroom. She affirms that she does not use traditional methodologies; furthermore, she feels that she spends time searching for activities on the internet. The teacher gives some examples of activities, games, etc. She says that Internet consolidates not only what she does in the classroom but also many other skills. In this grade, she uses games, videos, pictures, stories and songs to hook students. Although this teacher uses the internet, she feels that she should be better informed and have access to more materials.

The problem that we see when we analyse these questionnaires is that there are many different opinions about the core subject; there should be coherence between all the English teachers. If not, the students are going to learn one thing with one teacher and the next year they are going to be told just the opposite; there is lack of coordination.

Apart from this questionnaire we have also done a three-month internship working with these four teachers; and due to these facts, we now know more details about the different methodologies that the English teachers use in this school.

There is an important fact which is the lack of white board in 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> grades; even if they wanted to use it they could not. Observing the 4<sup>th</sup> grade teacher, we can say that the way he uses the internet has nothing to do with the aim of this project. The internet is just used to do fill gap exercises and to translate from English to Spanish.

However, the 5<sup>th</sup> and 6<sup>th</sup> teacher think that she is using an innovative methodology to develop the basic skills. She knows that the students need to be engaged and so she uses the technology to achieve this objective. This woman has been taking classes to improve her knowledge of the internet; however, she still thinks that she could know more and improve her knowledge of materials.

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## 4. MATERIALS AND METHODS

Both teachers and students need to have materials and methods to work on the Internet. Not only should we love working with technologies, but we should also have an extended knowledge about the tools that we are going to use. Before starting to use a new methodology, we have to spend some time searching for materials or creating them.

On the one hand, when speaking about teaching materials, we do not want to specify any of them, but bear in mind that some ideas could be useful for teachers to select their own materials and methods. Each person has his own way of teaching; and in our opinion, this is the main point of being a teacher because you can help students to improve their knowledge and learn different aspects from other professionals.

On the other hand, when speaking about student's materials, we would like to present some activities, projects and exercises that we have created following the advices that we gave in the selection of materials and methods for teachers. These mini lessons will be focused on the learning of the four main skills<sup>2</sup>, and they will also include grammatical contents, vocabulary and basic culture. As the range of materials that could be gathered would be very broad, we will focus our attention on the last year of elementary education. We have decided to choose this course based on the results that we got in the questionnaire with the teachers from "Mater Dei School".

### 4. 1 Proposals for teachers

#### 4.1.1 Materials

While selecting the materials, we have to take the following into account: 1<sup>st</sup>) Time factor, 2<sup>nd</sup>) Organization, 3<sup>rd</sup>) Communication, 4<sup>th</sup>) Realism and 5<sup>th</sup>) Objectives.

#### *Time factor:*

In order to avoid improvising, the teacher should spend enough time preparing the

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<sup>2</sup> reading, writing, speaking and listening

syllabus and schedule for each class. We should take into account the previous knowledge of the students and prepare materials for them. Without spending time researching, it is impossible to find or create materials. Arriving in the classroom without doing research in advance is harmful for the development of the activities. If you have not prepared any materials for a day, you should react fast and find a useful activity as soon as possible. This ability to think quickly and react fast is important; for example, when you are preparing a dynamic activity and you find out that it does not work, you have to think of another thing, and this is what is expected of an astute teacher.

#### *Organization:*

The materials should always be organized. We cannot find an activity on the internet and forget about it. As a course of action, it is advisable that any useful activity found on the internet should be written in a Word document. The American author Napoleon Hill pronounced an incredible phrase about the importance of the thoughts (<http://www.undergroundnotes.com/Hill.htm>); “First comes thought; then organization of that thought, into ideas and plans; then transformation of those plans into reality. The beginning, as you will observe, is in your imagination.”

If we want to succeed and get good results, the documents should be organized in different folders. In our opinion, the best way to organize the folders depends on the age of the children. If we use this technique, we will find one folder with all the materials of a certain age group of students. Inside this folder, we would create alternative folders to separate the materials based on the skills that they are focused on.

For example, there are three different folders based on the grades. In each of them, there are sub folders based on child content types as it is shown below:

- 6<sup>th</sup> graders:
  - Grammar
  - Vocabulary
  - Reading

- Listening
- Speaking...

You can also organize yourself by marking upcoming activities on your calendar, so that you do not forget when are you are starting a project or how much time you have to spend on it. Teachers should begin the activities devoting sufficient time to finish them, in case any unexpected event occurs. If you are a teacher of two different levels adapting instruction to cater to different skill levels, do not spend all of your time on one course and forget about the others.

*Communication:*

Communicate your intentions to the other teachers and to your students. Make sure that the people around you know how you work and try to understand their methodologies. As we have seen in the previous comments about the questionnaire, teachers have to be cooperative and try to work in a similar way. In order to do so, you should ask the other teachers about their methods and materials. The methods and materials should not only be related to English; and the teacher should also take advantage of the new technologies to develop other skills. As we saw in the case of competences, we can work on more than one skill at the same time. Being able to review maths, language or science is also important while selecting the correct materials.

*Realism:*

Try to take the previous information about the students into consideration because there are some children of the same age that have different learning abilities. There are eight years old children who can work with hard materials, and eleven years old children who feel that they cannot cope with their expected level of work. There are some activities that work perfectly for one group of students, and which do not work when they are used for another group of students. For this reason, I think that we have to take time to prepare materials and we should always have a plan B, just in case one activity does not work properly for a group of students.

Time factor is also important; there might not be enough time for everything.

Therefore we have to set our priorities and accept the fact that we will not always have time to finish everything in one day. If this happens, we can learn from experience that the activity takes longer than expected, and we can therefore reorganize the activity accordingly.

*Objectives:*

Setting an objective is essential because of the importance of an activity. Doing things for fun is interesting, but we cannot leave out the objective of a task. Materials have to be selected for a specific reason; there should be a goal in sight. It is important to think of the objectives you have set to enable your class to achieve its goals.

Setting objectives is not established to restrict spontaneity; it is done to assure that learning is clearly focused. By having an objective, the teacher and the students are conscious of what is happening. Lucio Anneo Seneca, Córdoba 4 B.C. – Roma A.D. 65 ([http://qualitycouncil.com/samples/LSS\\_p.pdf](http://qualitycouncil.com/samples/LSS_p.pdf)); “Our plans miscarry because they have no aim, when a man does not know what harbour he is making for, no wind is the right wind.”

*4.1.2 Methods*

The internet presents many opportunities for students and teachers in the learning and teaching processes; and it also helps to expand the communication between students and their teachers. For this reason, it is important to have in mind that we cannot forget about an active methodology.

We need methodologies to explain where we are coming from, and why we want to do activities in a particular way. Setting a methodology helps others to know what you want to put across. It helps others to know that you know what you are doing.

When we know which methodology we are going to use, we have to stick to it so that people can understand the purpose of the assignment.

After reading several articles that address methodologies, we have decided that the one which fits our aim best will be “The Constructivist Approach”.

#### *4.1.2.1 Constructivist approach*

Constructivism is a view of learning based on the belief that knowledge is not a thing that can simply be given by the teacher addressing a room full of students, Susan E. Cooperstein; Elizabeth Kocevar-Weidinger- Beyond active learning: a constructivist approach to learning. [Disponible en (9/05/2013):

<http://www.unc.edu/~bwilder/inls111/111beyondactivelearningWED.pdf> ]

Rather, knowledge is constructed by learners through an active, mental process of development; learners are the builders and creators of meaning and knowledge. Constructivism draws on the developmental work of Piaget (1977) and Kelly (1991). Twomey Fosnot (1989) defines constructivism by reference to four principles: Learning, in an important way, depends on what we already know, new ideas occur as we adapt and change our old ideas; learning involves inventing ideas instead of mechanically accumulating facts. Meaningful learning occurs through rethinking old ideas and coming to new conclusions about new ideas which conflict with our old ideas. A productive, constructivist classroom, then, consists of learner-centered instruction based on active learning. In such a classroom, the teacher provides students with experiences that allow them to hypothesize, predict, manipulate objects, pose questions, research, investigate, imagine, and invent. The teacher's role is to facilitate this process.

#### *How can we fit the Constructivist Approach in Computer Education*

1. Previous knowledge. In our classroom we are going to begin with the understandings and interest of the students. Technology can help students to be creative and to learn from their previous knowledge. If we want them to attain an objective, we have to select the right tool, present it to the group and guide them to achieve the aim.
2. Students have to debate and deal with problems. Not all the students are equal in a group, and they can have different opinions. When they are doing an activity, using a tool they are going to find some problems that

should be solved; for this reason, they can create debates and discuss with their classmates.

3. Students have to be part of the teaching process. They access and build up information. They have to feel that what they are doing is useful; they have to be engaged with the activity. The students are as relevant as the teachers in the classroom. The teacher is the person who presents the content and the students have to explore it, represent it, transform it and be part of it.
4. Communication with other communities. Working in a collaborative way is easier thanks to the internet. Many schools can work together in the same project. They can discuss about many issues with an email, a forum and other internet tools.

#### **4.2 Materials for students**

We have reached the main crux of this dissertation, in which we are going to present materials that show that it might be useful to learn English using the Internet. The above information is based on the pillars that give meaning to this part of the project.

This section has the aim of creating materials to help students to love English and make them to improve the development of their skills. In our opinion, the best way to promote the improvement of these competences is creating a template, whilst bearing in mind the following points:

- Content area
- Grade level
- Objectives
- Methodology
- Duration
- Sequence of activities
- Materials

We would also like to remind the reader that the grade level in which these mini  
The Use of Internet for Teaching English



lessons are going to be based is the 6<sup>th</sup> of Elementary Education. Moreover the methodology that is going to be present in each one is Constructivism. And as we have seen in the project, attention is going to be focused on: 1<sup>st</sup>) reading, 2<sup>nd</sup>) writing, 3<sup>rd</sup>) listening, 4<sup>th</sup>) speaking, 5<sup>th</sup>) grammar and 6<sup>th</sup>) vocabulary.

These six different skills are going to be presented in separate parts of this section. In each one, two didactic units will be done and they will be focussed on the development of the skills thanks to the use of internet. However, even if the mini lessons main objective is to develop writing, we can also see features of grammar, vocabulary and other skills.

## 4. 2. 1 Reading

**Table 2.** Reading, didactic unit 1

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
“Read me” Online interactive books	2 sessions	English Reading	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
<p>If students love reading, they are going to like any kind of book. However, if they are not keen on reading, the best way to engage them is finding an interactive book. Reading can also be useful to practice grammatical structures, new vocabulary and writing models. There are some web pages where we can find interesting materials for different grade levels. We are going to present two different interactive books: “Sun, wind and Rain” (<a href="http://www.bbc.co.uk/cbeebies/tikkabilla/stories/tikkabilla-sunandwind/">http://www.bbc.co.uk/cbeebies/tikkabilla/stories/tikkabilla-sunandwind/</a>) and “Dick Whittington” (<a href="http://www.bbc.co.uk/cbeebies/tikkabilla/stories/tikkabilla-dickwhittington/">http://www.bbc.co.uk/cbeebies/tikkabilla/stories/tikkabilla-dickwhittington/</a>)</p>			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Exercise the comprensión</li> <li>- Use reading as a source of pleasure and personal enrichment</li> <li>- Get to know grammatical structures and vocabulary</li> <li>- Read both in silence and aloud</li> <li>- Be prepared to read fluently in front of people</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The informal books</li> <li>- The comparative adjectives</li> <li>- The past tense</li> </ul>		<ul style="list-style-type: none"> <li>- The superlatives adjectives</li> <li>- The irregular verbs</li> <li>- The weather</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>1<sup>st</sup> session.</p> <p>A teacher comes to the classroom with a letter (attached 1) that says something like this: “Dear sixth graders, I am the first grade teacher. I am in a hurry and I thought that you could probably help me. My students are improving their reading skills, but there are some of them who do not like paper books. Do you know any interactive book which they may like? If you find something interesting, I would like you to come over to my classroom and read it aloud to my students”</p> <p>With this letter, we arouse their curiosity, so that they will like to go to the computer room to find something interesting. Once they are in the computer room, we present them some sources in which</p>			

they can find suitable interactive books which they will have to read and understand.

Each pupil works individually with one computer, reading the interactive book that he has chosen from all the books that were presented. They have the motivation of a final task, in which they can go to a classroom to read to younger students. We have chosen two books to reflect an example of the activity.

In “Sun, wind and rain” they can find vocabulary about the weather “the sun, the clouds, the moon, it’s windy, it’s hot, cold wind, blow” and lots of comparatives “I am stronger than you, you are not stronger than me, tighter, warmer” and superlatives “which one is strongest”.

Dick Whittington helps the students to recognize the simple past, both regular “visited, lived, walked called, decided, returned, carried, listened” and irregular verbs “had, sat, saw, could, got up, heard, did”. It also helps to see the construction of the gerund “dusting, cleaning, cooking”.

In any of the interactive books, the students can click on the different characters of the story to see what they say. They can also listen to the story, but as we want to be focussed on reading we would ask them to read the stories without listening to them.

The pupils will have forty minutes to read the stories. After having read at least three, they will have to vote for their favourite one. The two which get the most votes will be read the following day to the first graders.

The children will have to practise reading at home because they are not going to know who is going to read a story to the first graders until the next day.

2<sup>nd</sup> day.

Two students are selected by a draw, to read aloud the stories to the first graders.

They will go to their classroom, and tell them the story using the white board. The little children can touch the screen and be engaged with the story.

<b>BASIC COMPETENCES</b>	<p>1. Linguistic competence</p> <p>4. Information processing and digital competence</p> <p>7. Learning to learn competence.</p>
<b>Methodology</b>	<p>Active way of learning, the student interacts with the content.</p> <p>The teacher guides the project. The pupil feels that he is important in the teaching process.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Computers</li> <li>- Internet</li> <li>- White board</li> </ul>

**Table 3.** Reading, didactic unit 2

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
"Our news paper"	2 sessions	English Reading	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
Real content gives sense to the learning process. We are lucky of having the Internet to be able to have access to real and updated information. We are going to work and create our own newspaper, with news selected from three different British News papers.			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Exercise their comprehension.</li> <li>- Get to know recent events.</li> <li>- Get to know real newspapers.</li> <li>- Get to know new vocabulary.</li> <li>- Identify information in different sources.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The recent events</li> <li>- New vocabulary</li> <li>- The News paper.</li> </ul>		<ul style="list-style-type: none"> <li>- Observation and comparison of different news paper</li> <li>- Creation of a News paper</li> <li>- Use of Google Drive</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>1<sup>st</sup> session.</p> <p>We brain storm (attached 2) about the most important events that are happening recently. Once we have at least 8 different topics we make groups of three people.</p> <p>We ask the students the following question: "Do you think that every single newspaper says the same thing about this event?"</p> <p>By using this prompt we will go to the computer room where each group is going to search for information about the same topic but in different newspapers.</p> <p>The online newspapers that the pupils can use are: The Times, The Sun and Daily Mirror. All of them are</p>			

<p>British sources.</p> <p>Imagine that a group reads about “the European crisis”. Each child has to find information in one newspaper, read and understand it. In order to share this information with his group, they are going to create a Google drive document.</p> <p>Using Google drive, they can share information with people by inviting them to participate in the document. The child, from the group of three people, who finishes before time, is going to create a document where he is going to copy the information from the newspaper and paste it on the shared Google drive. Once the other members of the group find, read and understand the information, they follow the same process.</p> <p>2<sup>nd</sup> session.</p> <p>Once the three news pieces are selected, they have to sum them up, by contrasting the information. And then they are going to create “The daily classroom” by using a template (attached 3) that the teacher is going to share with all the groups in Google drive (<a href="https://docs.google.com/templates?view=public&amp;authorId=04745636092775363436">https://docs.google.com/templates?view=public&amp;authorId=04745636092775363436</a>).</p> <p>Each group is going to have one number, the different news are going to appear in “the daily classroom” based on those numbers.</p> <p>Our newspaper will be printed and available in the classroom library.</p>	
<b>BASIC COMPETENCES</b>	<ol style="list-style-type: none"> <li>1. Linguistic competence</li> <li>3. Knowledge and interaction with the physical world.</li> <li>4. Information processing and digital competence</li> <li>5. Social and civic competence</li> <li>6. Cultural and artistic competence.</li> </ol>
<b>Methodology</b>	<p>Active way of learning, the student interacts with the content.</p> <p>The teacher guides the project. The pupil feels that he is important in the teaching process.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Computers</li> <li>- Internet</li> <li>- White board</li> <li>- Printer</li> <li>- Paper</li> </ul>

## 4.2.2. Writing

**Table 4.** Writing, didactic unit 3

<b>U.D.</b>	<b>DURATION</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
"Online Penpals, INTERPALS"	It can vary	English writing	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
There is a very easy way to make students to be fond of writing and having pen pals. The human being needs to socialize himself, and pen pals are a good method to meet new children, speak with them and be able to tell them about your culture, interest and also ask them about theirs.			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Write about daily topics.</li> <li>- Understand questions.</li> <li>- Be able to answer questions</li> <li>- Get to be creative</li> <li>- Get to know other cultures</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The cultures</li> <li>- The different students in the world</li> <li>- Accurate writing</li> <li>- The blog</li> </ul>		<ul style="list-style-type: none"> <li>- Description of different topics</li> <li>- Making easy essays</li> <li>- Managing an online web page to meet penpals (<a href="http://www.studentsoftheworld.info/menu_penpals.php">http://www.studentsoftheworld.info/menu_penpals.php</a>)</li> <li>- The respect toward other cultures</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
Having pen pals has always been a very good strategy for promoting writing. Ten years ago we did not have access to the Internet in the classroom, so the students had to write paper letters. It was an interesting activity but it took time because we had to send the letters and wait for an answer, and it also cost money. However, nowadays we can use the Internet instead of writing letters, and we can use email. The idea of using email is pretty interesting because it is a very fast way of communication and it is			

free.

Some teachers are lucky to have a friend teaching abroad and they can take advantage of it and find pen pals for their students.

If we do not know anyone teaching in an English speaking country, we can use an amazing tool that we find in the Internet to communicate with children from other countries.

“Students of the World” is a French non-profit association, whose aim and ambition is to open the doors of the world cultures to young people. It can propose the students pen-friends who are the same age as them, in the countries of their choice. They will be able to discover new cultures, exchange ideas, stamps, postcards, improve their knowledge of a foreign language and enjoy having friends in various parts of the world.

When working with this material, we can first of all introduce the page to our students using the white board.

We will show them that on the left hand side of the web page, we can see:

- Pen pals of the World
- Countries of the World
- Schools of the World
- Games
- Blogs
- Chat, Club and Surveys
- Forums
- Links

Once we have seen how it works, they can go to the computers room and try to find a pen pal, with whom they will have to speak for at least a month.

They can choose the pen pal based on the country where he/she comes from, based on the school and also based on the interest.

If they enter the Chat room, they can see many different topics and ages. They have to select their age and see if they are keen on any of the conversations. Maybe they love animals and they can give their opinion about what people say about it.

This activity starts in the classroom but it continues at home, so the teacher cannot control every single thing that the students are doing. To be sure that they are writing to a pen pal, we can create a Blog where the students will have to post their conversations with their pen pals.

We can also work in groups to get some information about different cultures. The teacher makes groups of four people; each group has to select a country. Each member of the group will have to contact a pen pal from that country.

We brainstorm (attached 4) about interesting questions that they may like to ask. The students select their four favourite's ones. Each student asks his pen pal one of these questions. At the end of the experiment, each group should have the answer to the four questions. Let us say that the questions are:

What do you usually have for breakfast?

How big is your family?

What is your favourite subject in the school?

Can you give me the recipe of the most typical meal in your country?

If there are 20 people in the classroom, there should be posts in the blog

(<http://6thgraderspenpals.blogspot.com.es/>) (Attached 5) about 5 different countries that answer these four questions.

<b>BASIC COMPETENCES</b>	<ol style="list-style-type: none"> <li>1. Linguistic competence</li> <li>3. Knowledge and interaction with the physical world.</li> <li>4. Information processing and digital competence</li> <li>5. Social and civic competence</li> <li>6. Cultural and artistic competence.</li> <li>8. Autonomy and personal initiative.</li> </ol>
<b>Methodology</b>	<p>The teacher presents a tool, guides the teaching process. The students are the protagonist. They can chose, communicate, interact and so on. They are engaged with the learning process.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Computers</li> <li>- Internet</li> <li>- White board</li> </ul>



**Table 5.** Writing, didactic unit 4

<b>U.D.</b>	<b>DURATION</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Story Jumper	3 sessions	English writing	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
The students will be able to create an original story jumper, understand what it is and see its actual implementation in a close and motivating context for them.			
<b>OBJECTIVES</b>			
<p>Get to know the expository writing.</p> <p>Know how to create a story</p> <p>Lear to use story Jumper</p> <p>Get to know polar bear characteristics</p>			
<b>CONTENTS</b>			
<p>The polar bear</p> <p>The expository text</p> <p>The story</p>		<p>Reading, understanding and writing complete sentences</p> <p>Making a Story Jumper</p>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>1<sup>st</sup> session</p> <p>We are going to have an excursion to Madrid, where we are going to visit the zoo. Taking into account this special occasion, we are going to ask the students if they want to write a book about an animal that they can find in the Zoo. We will make groups of two and each one will work with an animal.</p> <p>After having done this, we are going to give them a table (attached 6) that includes some characteristics about Polar Bears. "Here you have a little table in which you can find some information about Polar Bears. You have to create an expository story in a narrative way. You need to use the information that is given in the table. Remember that the expository text is always objective"</p> <p>From now onward, we are going to work in the computers room. They are going to present the program "Story jumper". They will see samples of different books, the easiest way of creating a story jumper is downloading images about the topic we want to speak about; put them on the every page that is on the left and write some text on the right. To help them with this task, we are going to tell</p>			

them to download the images of Polar bears that they are going to use the following day to create a "Story Jumper".

2<sup>nd</sup> and 3<sup>rd</sup> sessions

The pupils are going to work with a partner and open the Story Jumper program. They have to login and click on create. Once they are creating they can select several scenes and upload them from the ones that they downloaded the day before. They can put pictures on one side of the book or write on both pages; the program also allows you to add frames to the text.

The students have to investigate, be creative and share their opinions with their partners. They will have two sessions to create the story.

Once they are done, they have to save the product and send one copy to the teacher. The teacher will show all the final products on the white board. The students will choose their favourite book (attached 7.1, 7.2, 7.3, 7.4, 7.5), which would be sent to Madrid to show it in the Zoo.

<b>BASIC COMPETENCES</b>	<ul style="list-style-type: none"> <li>1. Linguistic competence</li> <li>3. Knowledge and interaction with the physical world.</li> <li>4. Information processing and digital competence</li> <li>8. Autonomy and personal initiative.</li> </ul>
<b>Methodology</b>	The teachers presents a tool, guides the teaching process. The students are the protagonist. They can chose, communicate, interact and so on. They are engaged with the learning process.
<b>Materials</b>	<ul style="list-style-type: none"> <li>Internet access</li> <li>Table</li> <li>Comic</li> <li>Story Jumper</li> <li>White board</li> </ul>

### 4.2.3 Listening

**Table 6.** Listening, didactic unit 5

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
Peppa Pig	15 minute	English Listening	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
<p>Watching series is one of the best ways to improve our listening skills. Movies are usually very long and difficult for ten years old children to understand. This is the reason why we have chosen Peppa Pig. We have plenty of videos on youtube (<a href="http://www.youtube.com/watch?v=VjRdSkNi6fE">http://www.youtube.com/watch?v=VjRdSkNi6fE</a>). They last about 6 minutes; the students can concentrate on this activity during this short period of time. Furthermore, we have videos of any simple and familiar topics such as: family, markets, fruits, holidays, school and so on.</p>			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Listen actively and critically</li> <li>- Identify some basic language</li> <li>- Get to know familiar topics</li> <li>- Understand different accents.</li> <li>- Being able to answer questions about the listening</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The active listening</li> <li>- The basic topics</li> <li>- Peppa Pig</li> </ul>		<ul style="list-style-type: none"> <li>- Identifying typical scenes of the real life</li> <li>- Using the electronic media to effectively understand familiar topics</li> <li>- Understanding basic vocabulary and different accents.</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>As Peppa Pig videos are about 5-10 minutes long, we can watch one chapter each week. Listening to a huge variety of themes at the end of the term. There are so many of them that we can use to review lots of vocabulary.</p>			

Even if it is a very easy level and it can be used with younger students, it helps the 6<sup>th</sup> graders to understand many of the daily conversations.

We can watch an episode at the beginning of a lesson related with the vocabulary that we are working out in the unit. The following list is an example of the variety of themes that can be useful for us:

- Best friends
- Mummy Pig at work
- Bicycles
- Picnic
- Musical Instruments
- Dressing Up
- The school Fete
- My Cousin Chloé
- Lunch
- The Musuem
- The Playground
- Daddy Gets Fit
- Shopping
- At the Beach
- My Birthday Party
- Recycling
- Traffic Jam
- Swimming
- Pen Pal
- ...

Let say that that we are watching Peppa Pig Swimming (<http://www.youtube.com/watch?v=Hg41cElEpx4>); we can review:

- Vocabulary:

- swimming costume
- armbands
- float
- watering can
- glasses
- diving board

- Verbs:

- swim
  - splash
  - kick
  - reach
  - hold
  - can
  - stop
  - drop
  - jump off
  - dive
- Possessives: me, you, him, her, us.
  - Common expressions:
    - There you go
    - Well done
    - Cheer up
    - Don't worry
    - I told you...

After watching the chapter, we can ask the pupils some questions to know if they understand the episode and see if they remember the main vocabulary.

We can also work on the vocabulary that might be new for them such as: armband, float, watering can, diving board, kick, drop, jump off, etc.

We make the students to speak about their personal experiences related to this topic. They will practise

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<p>speaking and see more vocabulary related with a subject.</p> <p>If we take this as a routine, the students will improve their listening skill.</p>	
<b>BASIC COMPETENCES</b>	<p>1. Linguistic competence</p> <p>7. Learning to learn competence.</p>
<b>Methodology</b>	<p>The teacher presents some videos, the students have to listen actively and comprehend the different contents.</p> <p>The students can give their opinion about a topic.</p>
<b>Materials</b>	<ul style="list-style-type: none"><li>- Internet access</li><li>- White Board</li></ul>

**Table 7.** Listening, didactic unit 6

<b>U.D.</b>	<b>DURATION</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Enjoying the music	1 session	English Listening	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
<p>Music is not only a very motivating tool to engage students, but also a useful tool to develop their listening skill. For this reason, we are going to present a pair of videos in which we can listen to some songs that are quite easy to understand.</p>			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Listen actively.</li> <li>- Identify some known vocabulary.</li> <li>- Get to know some grammatical constructions.</li> <li>- Get to know new vocabulary.</li> <li>- Identify the past tense.</li> <li>- Understand different songs.</li> <li>- Being able to answer questions about the listening.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The active listening.</li> <li>- The music.</li> <li>- The verb tenses.</li> </ul>		<ul style="list-style-type: none"> <li>- Identifying grammatical structures.</li> <li>- Using the electronic media to effectively understand English.</li> <li>- Understanding basic vocabulary and different accents.</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>Children love listening to music, there is something special about words that make them to be hooked. There are some songs that are easy to learn, they are repetitive and easy to memorize. Furthermore, they do not realize that they are improving while they are listening to music.</p> <p>We can set one date every month to be the “musical day”; and on that day, we are going to listen to two or three songs which the students propose. Taking into account their preferences, the teacher has to</p>			

listen to the songs and select the most suitable ones.

To select them, we should take the following tips into consideration:

- Repetition: Choose songs that repeat words and sentences,
- Movement: Children love songs that include movement. Being able to move while practising words can be very beneficial. They also choreograph their own movements to a song, illustrating the song with their bodies.
- Rhythm: It is also really important to pick out songs with good rhythms. They are easier for the pupils to learn.
- Lyrics: The lyrics have to be easy so that the students can understand them. We can go over some words before listening to the song. The children have to enjoy the song and understand it. So, we should not select a very difficult one. We will use songs that have meaningful vocabulary for them.

Following these directions, we are going to present an example of a “musical day” with 6<sup>th</sup> graders.

1<sup>st</sup> song: we have chosen “My heart will go on” (<http://www.youtube.com/watch?v=C4g8rLShURw>) because it is a very famous song that they probably know. Furthermore, the singer is Celine Dion, who has a very good pronunciation and she is very easy to understand. The students are going to be given a sheet (attached 8) in which they have the song with some gaps. They are going to listen to the song twice before finding all the words to complete the song (attached 9). This part will last 12 minutes.

2<sup>nd</sup> song: Before listening to the song, we present a title like this one: “Yesterday, the Beatles” (<http://www.youtube.com/watch?v=2WQAI5nJWHs>) and ask the children what they think the song is about. We will write down some verbs in the present tense and they will have to think of their past tense. We will present the following verbs:

- Seem
- like
- look
- believe
- eat
- come
- have
- hate
- know



- say
- long
- run
- to be
- walk
- need

While listening to the song, they will have to find these verbs and say if they are said in the present tense or in the past tense. There are some verbs that are going to appear and some others that are not going to appear.

After listening to the song twice, we will create a table (attached 10) on the white board with three different columns (present tense, past tense, does not appear). One by one they will come to the smart board and arrange the verbs in the correct place.

This activity will last about 20 minutes.

3<sup>rd</sup> song.

In the last part of the class, the students will listen to a song that is going to be faster and harder to understand. It is also going to include some contractions and some informal expressions that are often used in the real life.

For this reason, the teacher will play the song in YouTube with the lyrics so that they can read them. They have to stand up and dance to the song doing mime.

We have chosen "What makes you beautiful" by "One Direction" because it is one of the favourite groups of the teenagers nowadays.

In the video (<http://www.youtube.com/watch?v=VpnuubCJjCU>), we can see not only the lyrics but also some pictures that illustrate feeling that can be very helpful for students to do mime.

They will first listen to the song and take some notes.

The second time they listen to it, they will have to dance to it and do some mime. They could easily perform the following expressions:

- You're insecure
- Don't need make up
- Can see it
- light up my work
- flip your hair

<ul style="list-style-type: none"> <li>- you smile</li> <li>- you don't know</li> <li>- I'm looking at you</li> <li>- I can't believe</li> <li>- You are beautiful</li> <li>- So come on</li> <li>- Shy</li> <li>- Look into your eyes</li> <li>- Like nobody else</li> </ul> <p>If we have enough time, we will play the song one more time and the children will have to dance and sing it.</p>	
<b>BASIC COMPETENCES</b>	<ul style="list-style-type: none"> <li>1 Linguistic competence</li> <li>4. Information processing and digital competence</li> <li>6. Cultural and artistic competence.</li> <li>8. Autonomy and personal initiative.</li> </ul>
<b>Methodology</b>	<p>The students brainstorm about their favourite song and the teacher presents some videos taking into account their preferences. The pupils have to listen actively and understand some information. They have to perform with some mime.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Internet access</li> <li>- White Board</li> <li>- The sheet with the lyrics of the "My heart will go on" to fill the gaps</li> </ul>

## 4.2.4. Speaking

**Table 8.** Speaking didactic unit 7

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
Livemocha	1 session	English Speaking	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
Livemocha is a very interesting tool that gives us the opportunity of learning any language. In this case, we are going to practise speaking English. The enrolment is free and we just have to select a language and a level so “Livemocha” will show us the result according to it.			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Speak with native speakers.</li> <li>- Practice with online teachers.</li> <li>- Get to interact with students from other countries.</li> <li>- Get to know new vocabulary.</li> <li>- Be able to answer questions.</li> <li>- Be able to ask questions to other speakers.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The active speaking.</li> <li>- The active understanding.</li> </ul>		<ul style="list-style-type: none"> <li>- Meeting new people.</li> <li>- Practising active speaking.</li> <li>- Speaking with native children.</li> <li>- Sharing experiences</li> <li>- Improving the fluency of speaking.</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>We are going to go to the computers room were the students are going to go to “Livemocha”; and once they get there, they have to create a free account (attached 11).</p> <p>After having done this, they have to fill some information about themselves. Using this information the program will find useful activities that are adequate to their English level.</p>			

All the different skills can be practised on this page, but we are going to be focused on the speaking. If the students click on courses, they will see different levels that are recommended for them. We will show all these steps on the white board so that they can follow the instructions. The most suitable ones for them are going to be “Inglés 201 and 202” (attached 12)

Apart from taking any courses, there is another tool in “Livemocha” that can be very interesting for the students: “the chat”. If they go to the chat (attached 13) section, they will find learners from different countries with the same level. They can choose one person and have a conversation with him/her.

<b>BASIC COMPETENCES</b>	<p>1 Linguistic competence</p> <p>4. Information processing and digital competence</p> <p>8. Autonomy and personal initiative.</p>
<b>Methodology</b>	<p>The teacher presents a program where the students can interact with people from all over the world.</p> <p>The students are the protagonists of the learning process.</p> <p>The teacher guides the lesson by showing how “Livemocha” works.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Internet access</li> <li>- White Board</li> <li>- Headphones</li> </ul>

**Table 9.** Speaking didactic unit 8

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
The seven wonders of the class	2 session	English Speaking	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
Having a good prompt can be very helpful to provoke a positive stimulus in the students. This is the reason why we have thought that students can create a Power Point with “The Seven Wonders of the class” and we can talk about the different scenes in the classroom.			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Speak in front of the class</li> <li>- Give good arguments.</li> <li>- Get to convince the other students</li> <li>- Get to know different landscapes.</li> <li>- Be able to speak about nature.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The active speaking.</li> <li>- The argumentation</li> <li>- The description</li> <li>- The landscapes</li> </ul>		<ul style="list-style-type: none"> <li>- Giving good arguments</li> <li>- Knowing different landscapes</li> <li>- Speaking about nature</li> <li>- Describing pictures</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>1<sup>st</sup> session</p> <p>We tell the pupils that we are going to make a power point of the 7 wonders of the class. For this reason, the pupils were told to search for a picture of their favourite landscape on Google.</p> <p>On the first day, they are going to show to the rest of the class the landscape that they selected at home.</p> <p>They are going to find it on Google and show it on the smart board. They have to speak about the views, the natures, the things that they can find there. Furthermore, they have to convince the other students that their picture should be included in the top 7 of the Wonders of the class.</p>			

Every single student has to present his/her “wonder” for about 2 minutes. An example of it could be the following one.

Student A. He has chosen “The source of the Urederra river, Navarre, Spain”. (attached 14)

“In this picture we can see an amazing landscape of the Urederra river. We can observe some rocks surrounded by grass and water. The colour of the water is an incredible light blue. It must be autumn because there are some leaves lying on the pool. In my opinion, this is the most beautiful landscape you can find in the world and it is in Navarre, where we live. You can go there for a walk with your friends or family and enjoy a great view.”

2<sup>nd</sup> session

The students have to vote for her/his favourite picture. They cannot vote for their own landscape. With the results that we get, they will create a power point (Attached 15) with the 7 wonders chosen by the classroom. We print them and stick them on the wall.

After doing this, we can play at guessing some riddles. One student has to think of a landscape that has been presented in the classroom. For example:

“It is like a cotton castle” that contains hot springs. You can see people relaxing and having a bath. It seems like snow but it is not. Everything is white because of the minerals. The water in the picture is transparent and it flows all over a terraces of the mountain. ” (Attached 16)

The other students would have to guess. In the previous case, they will have to say: “Pamukkale”

We can do the same activity with different topics; we could select the “7 wonder families”, “The 7 wonder animals”, “The seven wonder houses”, and so on. This activity keeps the students engaged and it enables them to speak about many different subjects.

<p><b>BASIC COMPETENCES</b></p>	<p>1. Linguistic competence</p> <p>3. Knowledge and interaction with the physical world.</p> <p>4. Information processing and digital competence</p> <p>6. Cultural and artistic competence.</p> <p>8. Autonomy and personal initiative.</p>
<p><b>Methodology</b></p>	<p>The students are the protagonist of the learning process.</p> <p>They can give their opinion about the images; they select the ones which are going to be part of the 7 wonders.</p> <p>The teacher guides the lesson.</p>

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<b>Materials</b>	<ul style="list-style-type: none"><li>- Internet access</li><li>- White Board</li><li>- Printer</li><li>- Paper</li><li>- Power Point</li></ul>
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## 6.2.5. Grammar

**Table 10.** Grammar, didactic unit 9

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
Comparatives and superlatives adjectives	2 sessions	English Grammar	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
When we are speaking, we usually compare things so we would like to present some tools to help students to learn how to compare things. Furthermore, they also need to how to use the superlatives to emphasize things, objects, actions or situations when they are writing or speaking.			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Know how to compare.</li> <li>- Get to know the different ways of doing superlatives.</li> <li>- Review some useful adjectives.</li> <li>- Get to know how to use superlatives.</li> <li>- Use some famous song to find some comparative adjectives.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The comparatives</li> <li>- The superlatives</li> <li>- The adjectives</li> <li>- Google</li> </ul>		<ul style="list-style-type: none"> <li>- Listening music</li> <li>- Searching in Google</li> <li>- Making comparisons</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>1<sup>st</sup> day.</p> <p>The student have to think of some objects, places, animals, etc. that they are going to compare. To make this funnier and keep them hooked, we are going to use a random name selector (<a href="http://primaryschoolict.com/random-name-selector/">http://primaryschoolict.com/random-name-selector/</a>).</p> <p>Each student is going to come to the white board and write one noun on it; and when all the children</p>			



have done this, we will have at least 20 different nouns that we can compare.

Then the teacher is going to press on GO, and the names are going to start to roll until it stops at a point.

Then we press on GO again, now we have two different nouns that we can compare.

Let us say that we have got "fish" and "bear". We can say: The bear is stronger than the fish. The fish is weaker than the bear. The fish is not as strong as the bear. The fish is less big than the bear. The bear is less odorous than the fish.

We will work the following structures:

1. More + adjective (of two syllables or more) + than
2. adjective + ER (when the adjective has got just one syllable or two ending in Y)+ than
3. LESS+ adjective+ than
4. AS + adjective + AS

This activity will last around 25 minutes.

After doing this, we are going to work with Superlatives. We are going to review some adjectives to avoid the excessive use of "big, good, tall" and to promote the use of other interesting and more difficult adjectives. Here we have a table including some of them:

Appearance	Bad feelings	Good feelings	Size	various
Adorable	Arrogant	Charming	Gigantic	Loud
Attractive	Awful	Delightful	Huge	Fresh
Colourful	Depressed	Excited	Large	Sour
Cute	Dangerous	Lucky	Miniature	Rough
Elegant	Embarrassed	Wonderful	Short	Creepy
Muddy	clumsy	Hilarious	Tiny	warm

Each student will come to the white board and search:

The most+ adjective +noun or the adjective +EST noun.

The most adorable animal in the world

The most elegant person in Navarre

The most dangerous see

The clumsiest dog

The most charming house

<p>The luckiest bear</p> <p>The hugest mountain</p> <p>The tiniest person</p> <p>The sourest food</p> <p>The creepiest film</p> <p>2<sup>nd</sup> session</p> <p>We are going to play a video (<a href="http://www.multimedia-english.com/contenido/ficha/songs-with-comparatives/3881">http://www.multimedia-english.com/contenido/ficha/songs-with-comparatives/3881</a>) in which we can listen to some songs that include comparative adjectives.</p> <p>The students have to listen to the whole video and take notes of the comparatives that they find.</p> <p>After doing this, we are going to give them a paper with the lyrics of the songs (adjunto 17) with some gaps. In the gaps, they will have to guess comparative adjectives. We will stop the video at the end of each song to allow the children to write down the missing words.</p>	
<b>BASIC COMPETENCES</b>	<p>1. Linguistic competence</p> <p>6. Cultural and artistic competence</p>
<b>Methodology</b>	<p>The teacher guides the lessons.</p> <p>The students are engaged with the content</p> <p>We take into account their previous knowledge.</p> <p>The pupils are the main part of the learning process.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Internet access</li> <li>- White Board</li> <li>- Lyrics of the songs sheet</li> </ul>

**Table 11.** Grammar, didactic unit 10

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
The past simple	1 session	English Grammar	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
<p>Learning the past simple is a very important step in the learning of English, and it is also a very difficult one. The students usually have a huge list of irregular verbs that they should learn. To solve this problem, we would like to present “jeopardy”</p> <p>(<a href="http://www.eslgamesworld.com/members/games/ClassroomGames/Quizshow/Irregular%20Past%20Simple%20Quiz%20Show/">http://www.eslgamesworld.com/members/games/ClassroomGames/Quizshow/Irregular%20Past%20Simple%20Quiz%20Show/</a>), a game to enable the children to learn the irregular verbs.</p>			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Know the past simple.</li> <li>- Get to know some irregular verbs.</li> <li>- Use a online game to review the verbs.</li> <li>- Get to work in groups.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The irregular verbs</li> <li>- The past simple</li> <li>- Jeopardy Quiz</li> </ul>		<ul style="list-style-type: none"> <li>- Answering questions</li> <li>- Playing a game</li> <li>- Working in groups</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>Before playing the game, the students should have studied the past simple and some irregular verbs. In order to study the verbs, each student in the class is given just one verb that he/she has to learn. Once they know their verbs, we are going to do aerobics:</p> <p>We stand up and make a circle. The teacher starts saying for example: “do, did, done”. While we says “do”, we moves our right arm to the front; when we says “did”, we also move our left arm to the front, and with “done” we makes a cross with our arms touching our stomach. Then the whole class makes a V with their feet and say: “do (move ahead the right foot), did (move ahead the left foot), done (Jump back with the two feet)”. We do this as many times as children form the circle. We use the verbs that are presented in this table:</p>			

<i>PRESENT TENSE</i>	<i>PAST TENSE</i>	<i>PARTICIPLE</i>
BE	WAS/WERE	BEEN
THINK	THOUGHT	THOUGHT
DO	DID	DONE
SPEAK	SPOKE	SPOKEN
HIT	HIT	HIT
BREAK	BROKE	BROKEN
SEND	SENT	SENT
BUY	BOUGHT	BOUGHT
KEEP	KEPT	KEPT
HAVE	HAD	HAD
GO	WENT	GONE
GET	GOT	GOTTEN
SAY	SAID	SAID
WRITE	WROTE	WRITEN
STEAL	STOLE	STOLEN
SWIM	SWAM	SWUM
LEAVE	LEFT	LEFT
SEE	SAW	SEEN
TAKE	TOOK	TAKEN
MAKE	MADE	MADE
FLY	FLEW	FLOWN

Once the pupils have listen to the verbs and they sound familiar for them, we are going to play "Jeopardy".

It is a very famous contest in the Unites States of America. It is played in groups that can vary in number. The one that we have chosen is found in a really useful online page that is called ESL classroom.

First of all, we have to select the number of contestants or of group of contestants that are going to play the game; the irregular past quiz show. (attached 18)

When we select that, each group is going to be given a character and a name which we can change if we want. (attached 19)

After this step, the topics appear, in this case the irregular verbs. We have got a 4x4 table with different amount of points depending on the column (attached 20). The program selects automatically a group to start and then we will establish an order to play the game.

There are boxes of 100, 200, 300 or 400 points. If we answer correctly a 100-point question, we get 100 points; if we guess wrong, we lose 100 points. If we guess right a 200 points question we get 200 points; if we guess wrong, we lose 200 points. And so on.

It usually happens that the ones that are less valuable are easier and the ones that are more valuable are harder.

Each team has 40 second to answer the question. We find the following sentences:

100 points:

- What time (do) \_\_\_ you go home last night?
- Last night, I (see) \_\_\_\_ a scary movie.
- Last summer, my family (fly) \_\_\_\_ to Paris.
- My father (come) \_\_\_\_ home very late last night.

200 points:

- Mary (get up) \_\_\_\_\_ early this morning and brushed her teeth.
- My sister (take) \_\_\_\_\_ the bus to school yesterday.
- Annie (make) \_\_\_\_\_ her bed this morning before going to school.
- Andy (write) \_\_\_\_\_ a story which won first prize.

300 points:

- When was the last time you (swim) \_\_\_\_\_ in that pool?
- My mother (buy) \_\_\_\_\_ me a nice watch for my last birthday.
- My phone (ring) \_\_\_\_\_ during the meeting and the manager got angry.

<ul style="list-style-type: none"> <li>• I (read) ____ a ghost story last night. It was frightening!</li> </ul> <p>400 points:</p> <ul style="list-style-type: none"> <li>• When was the last time you (sing) ____ karaoke?</li> <li>• When she (leave) ____ for school this morning, Tina looked unhappy.</li> <li>• I think I know who (steal) ____ my money yesterday.</li> <li>• Morgan (drink) ____ to much coke last night.</li> </ul>	
<b>BASIC COMPETENCES</b>	<ol style="list-style-type: none"> <li>1. Linguistic competence</li> <li>2. Math competence</li> <li>4. Information processing and digital competence</li> <li>8. Autonomy and personal initiative.</li> </ol>
<b>Methodology</b>	<p>The teacher guides the lessons.</p> <p>The students are engaged with the content</p> <p>We take into account their previous knowledge.</p> <p>The pupils are the main part of the learning process.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Internet access</li> <li>- White Board</li> </ul>

## 4.2.6 Vocabulary

**Table 12.** Vocabulary, didactic unit 11

U.D.	DURATION	CONTENT AREA	GRADE LEVEL
Akinator, description.	1 session	English Vocabulary	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
<p>The pupils love speaking about the favourite famous singers, football players, actors, actress, etc. Akinator (<a href="http://en.akinator.com/personnages/">http://en.akinator.com/personnages/</a>) could be an awesome tool to keep them engaged and make them to improve their vocabulary. The game consists on thinking of a famous person. The magic genius asks the pupils several questions for them to guess the answers.</p>			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Get to know how to ask.</li> <li>- Get to know how to describe.</li> <li>- Use an online tool to make it more real.</li> <li>- Keep the students engaged.</li> <li>- Learn vocabulary about places, physical appearance, jobs, etc.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The famous people</li> <li>- The professions</li> <li>- The description</li> <li>- Akinator</li> </ul>		<ul style="list-style-type: none"> <li>- Answering questions</li> <li>- Describing people</li> <li>- Learning new vocabulary</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>First of all, the students are going to think of a famous character that they know quite well. We chose one for the whole class because we are going to work with the white board.</p> <p>Then we play. First of all, we have to introduce the player information (attached 24), and after that, the genius will ask us some questions.</p> <p>Akinator ask some questions to guess who are the students are thinking about. The pupils have to choose an answer between: Yes, No, Don't know, Probably, Probably not. Let's see an example thinking</p>			

of Messi, here we have got the questions:

1. Is your character a female? No
2. Is your character real? Yes
3. Does your character live in America? No
4. Does your character have children? Yes
5. Is your character a politician? No
6. Is your character linked with sports? Yes
7. Have your character played in a game in the football world cup 2010? Yes
8. Does your character live in a cave? No
9. Is your character from Argentina? Yes
10. Is your character linked with dragons? No
11. Does your character play for FC Barcelona? Yes
12. Is your character a famous kicker? Yes
13. Has your character ever been married? No

And Akinator says: "I think of Lionel Messi, soccer player"

When we play, we can find many words that describe both physical appearance and feelings. The students will learn vocabulary related with professions, marital status, countries, continents, furniture, and so on.

<b>BASIC COMPETENCES</b>	<ol style="list-style-type: none"> <li>1. Linguistic competence</li> <li>4. Information processing and digital competence</li> <li>8. Autonomy and personal initiative.</li> </ol>
<b>Methodology</b>	<p>The teacher guides the lessons.</p> <p>The students are engaged with the content</p> <p>We take into account their previous knowledge.</p> <p>The pupils are the main part of the learning process.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Internet access</li> <li>- White Board</li> </ul>



**Table 13.** Vocabulary, didactic unit 12

<b>U.D.</b>	<b>DURATION</b>	<b>CONTENT AREA</b>	<b>GRADE LEVEL</b>
Directions and places	2 sessions	English Vocabulary	6 <sup>th</sup> graders
<b>INTRODUCTION</b>			
When we travel, we usually need to know where the places are. For that reason, knowing how to ask about directions and learning vocabulary about it is really important.			
<b>OBJECTIVES</b>			
<ul style="list-style-type: none"> <li>- Get to know the different places of the city.</li> <li>- Get to know the expressions to ask for directions.</li> <li>- Use an online tool to make it more real.</li> <li>- Get to give directions.</li> </ul>			
<b>CONTENTS</b>			
<ul style="list-style-type: none"> <li>- The places</li> <li>- The directions</li> <li>- The professions</li> <li>- Google maps</li> <li>- Hoop Shoot city places</li> <li>- Hoop Shoot work places</li> </ul>		<ul style="list-style-type: none"> <li>- Answering questions</li> <li>- Manage Google maps.</li> <li>- Giving directions.</li> </ul>	
<b>SEQUENCE OF ACTIVITIES</b>			
<p>1 session.</p> <p>Before giving directions, we have to review the places in the city. In this case, we are going to use a game called "Hoop Shoot". Both games are based on the same strategy; it is as if the children were playing basketball.</p> <p>Hoop Shoot city places</p> <p>(<a href="http://eslkidsworld.com/Interactive%20games/Vocabulary%20Games/Places%20&amp;%20Landmarks/place%20in%20a%20city.html">http://eslkidsworld.com/Interactive%20games/Vocabulary%20Games/Places%20&amp;%20Landmarks/place%20in%20a%20city.html</a>) includes the basic places in the city that the pupils probably know.</p> <p>We can select three different modes of playing: 1 player, 2 players or challenge (adjunto 21). As we are</p>			

more than two people in the class, we select challenge and write down a name for the whole class. We call the pupils, one by one to come to the white board and answer the guess the places in the city.

They have to respond the following questions:

- Where can you play? A) market B) cinema C) playground D) zoo
- Where can you have a picnic? A) street B) lake C) road D) park
- Where can you catch a plane? A) train station B) airport C) beach D) zoo
- Where can you buy bread? A) pier B) office C) bakery D) zoo
- Where can you exercise? A) cinema B) street C) bank D) gym
- Where can you go scuba diving? A) bank B) police station C) post office D) the beach
- Where can you watch a film? A) hospital B) cinema C) restroom D) home
- Where can you eat food? A) restaurant B) zoo C) road D) swimming pool
- Where can you see a teacher? A) restaurant B) school C) fire station D) police station
- Where can you take a ferry? A) hospital B) pier C) office D) bus station

Each correct answer is worth 3 seconds but and each incorrect answer cost 5 seconds. At the end of the 10 questions they have this time to shoot as many hoops as possible. (attached 22)

Subsequently, we play "hoop Shoot, Jobs and places"

(<http://eslkidsworld.com/Interactive%20games/Vocabulary%20Games/Jobs/jobs%20and%20places%20of%20work%20interactive%20game.html>), the running of the game is just the same as the one which was explained above. However, the places that appear are different, therefore, playing these two games the students brush up quite a good amount of vocabulary that they could use in the next step, asking for directions.

The questions are as follows:

- Where does a fire-fighter work? A) fire station B) police station C) office D) supermarket
- Where does a policeman work? A) school B) police station C) department store D) shop
- Where does a postman work? A) post office B) office C) restaurant D) clinic
- Where does a teacher work? A) school B) park C) clinic D) cinema
- Where does a dentist work? A) clinic B) restaurant C) hospital D) office
- Where does a chef work? A) museum B) restaurant C) department store D) library
- Where does a housewife work? A) home B) park C) school D) bakery
- Where does a waiter work? A) airport B) clinic C) office D) restaurant

- Where does a taxi driver work? A)hospital B)fire station C)taxi D)police station
- Where does a lawyer work? A)post office B)taxi C)office D)school

2<sup>nd</sup> session.

After having gone through the places in the city, it is time to learn how to ask for directions and how to give directions.

On this occasion, we are going to come up with an activity that can be done thanks to the use of Google maps.

We are going to make a virtual trip; the children choose the city they want to go to.

Let's say that we are going to travel to Madrid. We see the view of the centre of the city (attached 23), we can include the option "pictures", if we press on them we can see the names of places such as: school, palace, garden, museum, etc. Once we can see a clear map, we start creating a dialogue.

Two children come to the white board and simulate a conversation between a tourist and another citizen.

Here we have a reproduction of a possible conversation:

(you are in Cibeles statue)

- Excuse me sir, Could you tell me how to get to "El retiro"
- Of course, you have to go straight on through Alcalá Street and go pass naval museum street and Alfonso XI street. You will get to a roundabout. Take the first exit on the right and you will be there.

We can also use a map that includes the public transportation. Then we could also include some underground train, trains or buses to get to a place.

<b>BASIC COMPETENCES</b>	<p>1. Linguistic competence</p> <p>4. Information processing and digital competence</p> <p>8. Autonomy and personal initiative.</p>
<b>Methodology</b>	<p>The teacher guides the lessons.</p> <p>The students are engaged with the content</p> <p>We take into account their previous knowledge.</p> <p>The pupils are the main part of the learning process.</p>
<b>Materials</b>	<ul style="list-style-type: none"> <li>- Internet access</li> <li>- White Board</li> </ul>

## CONCLUSIONES Y CUESTIONES ABIERTAS

A lo largo del presente trabajo hemos tratado de contextualizar el Uso de Internet para la enseñanza del inglés y de proponer algunas medidas que podrían ser convenientes para su puesta en prácticas. Como hemos visto, la educación está atravesando un gran cambio debido a la incidencia de las nuevas tecnologías en el aula. El proceso de enseñanza y aprendizaje no puede mantenerse ajeno a estos cambios.

Desde la edad antigua hasta la actualidad, han sido muchas las corrientes educativas que se han ido sucediendo. En cuanto a la enseñanza de la lengua extranjera, podemos encontrar infinidad de métodos diversos en los que el rol de alumno y profesor va variando. Tendremos que tenerlos en cuenta para ver si podemos extraer algo positivo de estas metodologías con objeto de su puesta en práctica, en la aplicación del uso de Internet.

Nos encontramos en la Era de las Nuevas Tecnologías y su influencia se hace cada vez mas patente tanto en el ámbito personal como profesional. Sin embargo constatamos igualmente las grandes posibilidades que nos brindan y lo mucho que podemos mejorar en cuanto al conocimiento, uso y aplicaciones de las mismas. Con frecuencia, creemos que por el mero hecho de tener acceso a Internet, sabemos utilizarlo; sin embargo no es así. Los conocimientos no vienen solos y como para todo en esta vida, se necesita aplicar importantes dosis de esfuerzo y dedicación en el aprendizaje. No podemos pretender que nuestros alumnos sean usuarios competentes de Internet si nosotros los educadores no lo dominamos.

Si le dedicamos el tiempo necesario y la metodología adecuada podremos facilitar el aprendizaje del inglés en las aulas de Primaria por medio del uso de Internet. Este proyecto pretende poner de manifiesto la necesidad de una toma de conciencia a favor de la importancia de esta herramienta para fomentar el proceso de enseñanza y aprendizaje. Se nos presentan oportunidades, posibilidades, buenas prácticas y estrategias basadas en el desarrollo de la lengua oral y escrita. ¿De qué sirve contar con pizarras digitales, ordenadores, Internet o recursos multimedia, si no los utilizamos?

Las aulas están en general, bien provistas de estos recursos, pero tenemos que aprender a realizar un buen uso de los mismos. La incorporación de las competencias al currículo de primaria ha sido uno de los determinantes que ha forzado el cambio de la metodología en las aulas y ha favorecido la inclusión de las nuevas tecnologías. No podíamos continuar en la línea tradicional si necesitábamos atender las demandas de dichas competencias. La perspectiva ha cambiado, se integra el saber hacer y el saber ser; formamos personas autónomas con capacidad de elección.

Internet tiene la capacidad de motivar al estudiante, de hacerle sentirse parte del proceso educativo, de trabajar con contenido real y actualizado. Podría dar respuesta a las necesidades cambiantes de los alumnos que se están viendo desatendidas en los últimos tiempos y podría contribuir a reducir la crisis educativa.

Somos maestros, y por ello debemos sentirnos preocupados por la pérdida de valores de la sociedad actual, los conflictos educativos y el desinterés de los alumnos. Nosotros jugamos un papel clave en el desarrollo de esta sociedad, somos los responsables de la formación de las generaciones futuras. Por ello, debemos tomarnos nuestra labor muy en serio e intentar dar lo mejor de nosotros mismos. Para ser unos buenos profesionales, tenemos que invertir tiempo en conocer los métodos y materiales que queremos utilizar. No basta con leer un libro, podemos hacer mucho más.

Internet juega un rol fundamental a la hora de atrapar la atención de los pequeños, por lo tanto, debemos dedicarle un tiempo y atención en nuestra labor docente. Necesitamos ser organizados al trabajar, buscar materiales, coordinarnos con nuestros compañeros de departamento, tener claros los objetivos de una actividad y sobre todo ser realistas. Conocer las posibilidades de un grupo de alumnos es fundamental para un buen profesor, no puede pretenderse objetivos que estén fuera del alcance, debe adaptarse a la situación.

Debemos tener muy presente todo lo anterior para ser capaces de elaborar unos buenos materiales, o al menos unos materiales coherentes con unos objetivos ambiciosos pero alcanzables.

Efectivamente, hemos de tener presente lo expuesto anteriormente para dar respuesta a los objetivos planteados en esta investigación. Si tenemos todo esto en cuenta, podremos crear materiales que fomenten el uso de Internet en las aulas, atiendan a las competencias expuestas por el Decreto Foral 24/2007 y mejoren el aprendizaje del inglés.

Es por ello que para dar efectividad y sentido a este trabajo se exponen doce unidades didácticas, que pretenden atender tanto la expresión como la comprensión oral y escrita de los alumnos del tercer ciclo de primaria en la lengua inglesa. Se propone en todo momento una actitud abierta y constructiva. Se fomenta el protagonismo del alumno en el proceso de enseñanza-aprendizaje y se pretende mantenerlo “enganchado” a la materia, motivado por aprender y expectante en todo momento.

Con las dos primeras actividades se pretende fomentar la mejora de la destreza lectora, se fomenta la lectura por medio de la utilización de recursos didácticos como pueden ser los libros interactivos o de una actividad cotidiana a la par que útil, por ejemplo, la lectura de periódicos online.

Todos sabemos que el ser humano es un ser sociable por naturaleza, sentimos la necesidad de comunicarnos, tenemos curiosidad por conocer otras culturas; que mejor que plantearles a los alumnos una herramienta por medio de la cual puedan mantener contacto escrito con niños de todo el mundo. Es un acercamiento al “Mundo Global”, una forma ideal de mantenerlos “enganchados” a la escritura, sin que ello les suponga un excesivo esfuerzo, divirtiéndose y conociendo a otros niños.

El docente siempre conoce su objetivo y lo plantea implícitamente, haciendo que los alumnos se sientan responsables del proceso de enseñanza-aprendizaje. Si no le encontramos sentido a una actividad, es probable que no lo tenga. Si le pedimos a un niño que escriba una redacción para el día siguiente, ¿Qué motivación encuentra en la actividad? La ve como una mera tarea a realizar. Sin embargo, ¿Tanto cuesta hacer de nuestros pequeños, ilusionados escritores? No, es muy fácil, si como ya hemos dicho antes, le damos un sentido a la actividad. Saber que pueden escribir un pequeño cuento, que tiene poder de decisión sobre el tema que desea tratar y que además va a ser leído por un receptor real; es un plus motivacional.

Además, no debemos olvidar la importancia de la expresión oral. Todos estamos de acuerdo en que hemos de saber leer y escribir. Pero ¿Y escuchar y hablar? Acaso hemos olvidado que la voz es la herramienta fundamental del lenguaje. ¿Qué sentido tiene aprender idiomas si no sabemos comunicarnos? La comprensión oral se adquiere con el tiempo y no podemos dejarla a un lado. Hoy en día los niños pasan muchas horas contemplando la televisión, sería fantástico que siempre fuera en versión original. En muchas ocasiones hemos oído decir que España está a la cola de la Unión Europea en cuanto al nivel de inglés. Tras haber visitado varios países y haber visto que la programación se emite en versión original, cabría preguntarnos si esto no tendrá algo que ver a la hora de mejorar la comprensión auditiva. Escuchemos pues las series en Inglés, hagamos que nuestros alumnos se entretengan escuchando música de sus cantantes favoritos; no somos conscientes de hasta qué punto el entretenimiento puede educar.

No olvidemos que la comunicación no está únicamente compuesta de un receptor, también es necesario un emisor. Los alumnos tienen que ser capaces de producir oralmente, es aquí donde cobra sentido todo el proceso anterior. Si le damos una pequeña oportunidad a Internet, ampliaremos la cantidad de herramientas que pueden favorecer la comunicación.

Como hemos visto, este modo de trabajar poco tiene que ver con la metodología tradicional. Los alumnos podían disponer de un ingente vocabulario y conocían todas y cada una de las estructuras gramaticales, sin embargo, cuando querían comunicarse se encontraban con no pocas dificultades. Con esto no estoy diciendo que debemos olvidarnos de todo lo que antes era tan importante. Nunca podremos llegar a dominar una lengua si no conocemos su gramática y contamos con un amplio vocabulario. Estos dos aspectos fundamentales aparecen implicados en cada una de las actividades y como buenos docentes debemos ser capaces de que se aprendan sin necesidad de utilizar un método memorístico, repetitivo y pesado. ¿Para qué aprender escribir cien veces “gire a la derecha”, si no se le ve sentido? ¿No será mejor hacer un viaje con nuestra querida pantalla digital y poner en práctica todo este conocimiento?

Podríamos seguir tratando otros y muy diversos materiales relacionados con el tema que nos concierne. Internet es una fuente en constante evolución que se actualiza y

prograsa día a día. Conviene tener claro nuestro objetivo, investigar y dedicarle el tiempo que se merece. La enseñanza del inglés en el aula está en auge y gracias a esta herramienta en constante crecimiento y actualización podemos responder a las necesidades del alumnado y paliar las deficiencias que propician la crisis educativa de la que tanto se habla en los medios de divulgación y sobre la que tampoco puede decirse que exista una opinión unánime.



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<sup>3</sup> Real Decreto Ley 163-2006. [BOE-A-2007-238](#)

<sup>4</sup> Decreto Foral 24/2007 ley, 19<sup>th</sup> of March

<sup>5</sup> ANEXO I del Decreto Foral 24/2007, de 19 de marzo

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