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TRABAJO DE FIN DE GRADO

“THE USE OF ICTS THROUGH HISTORY IN A
PRACTICAL ENGLISH LESSON”

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ABSTRACT

This Final Project has been designed and developed in order to show a different point of view of Education, and more concretely, we will deal with the English language teaching. One of the objectives is to show the utility of the integration of technological elements within an English classroom of the third year of Secondary Education. Besides, another key aspect of this project is that the students will also have to work on English History as the topic for developing their abilities in the four basic language skills in English. Therefore, this project is focused on the improvement of the four basic skills using ICT tools as an essential element in the development of activities, and on the other hand, on the contribution to the acquisition of the English History as a main topic.

Keywords: project, History, English, language, ICT tools, skills.

Este Trabajo Fin de Grado ha sido diseñado y desarrollado con el objetivo de mostrar un punto de vista diferente en la educación, en concreto, en la enseñanza del inglés. Uno de los objetivos es mostrar la utilidad de la integración de elementos tecnológicos dentro del aula de inglés impartido en el tercer curso de la Educación Secundaria Obligatoria.

Además, otro punto clave es que los alumnos también tendrán que trabajar la historia de Inglaterra como tema principal para desarrollar sus habilidades en las cuatro competencias básicas en lengua Inglesa. Por lo tanto, este TFG se centra en la mejora de de las competencias básicas usando las TICs como un elemento de trabajo esencial y, por otra parte, la adquisición de la historia de Inglaterra como tema de trabajo.

Palabras clave: trabajo, historia, inglés, lengua, TICs, habilidades.

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1. INTRODUCTION.

ICTs are important in today's society and without a doubt, their use is essential in most of the fields on which the human being is involved. The main aim of this final project is the demonstration of the usefulness of ICTs in education, especially in the teaching and learning of the English language.

Throughout this document, it can be seen that there are a lot of methods and resources that an English teacher can use for teaching a subject. However, a false belief and distrust about ICTs is still widespread in the education sphere. Most of the members of the educational community prefer traditional teaching methodologies, and they do not take into account the fact that there are some old-fashioned and detrimental educational techniques for students.

However, before analyzing the ICT tools regarding education, it is necessary to explain some aspects about the use of them in other areas of the daily life, since a background is essential before including them within the educational field. This means, that the majority of the software for teaching is based on the technologies developed previously to make life easier for the humans.

Consequently, this project is going to show a different way to teach and learn the English language through a method based on the combination of several ICTs.

At this point it is central to differentiate some core ideas on which this final project is based:

- The use of ICT tools outside the world of education.
- The use of ICT tools in education and its evolution: the concept of Educational Technology
- How are ICT tools chosen to plan and develop an English lesson?

Moreover, it is going to show a vision in which ICT tools have progressed through the centuries and how they have caused a great impact on daily lives of human beings. Then, it is necessary to analyze the ICT tools as regards education, in particular what the benefits are for both students and teachers.

Finally, a practical session will be proposed, where some interesting ICT tools will be integrated in order to plan and create an English lesson, based on the four basic skills.

Firstly, it is necessary to provide a general point of view about technology and ICT tools. Both the integration and development within society are relevant to understand the progress that they lead to in education, and more concretely, focusing on the acquisition of the English Language. In addition, it is necessary to explain the concept of Educational Technology, a term that flourished with the development of ICT tools.

Then, a session will be proposed using these technological tools, that will support how the students got an excellent command of the four basic skills in the English Language, while learning about the English History.

2. JUSTIFICATION.

Since, ICT tools are of great importance in our society. The main role of a teacher is the transmission of knowledge in order to help the students to achieve their professional framework. For that reason, the use of these type of tools within the academic context is a good way to see the education from a different point of view.

It is important to see that this project is focused on students who are studying the third year of the Secondary Education, growing up together with the development of the new technologies. This development is marked by plenty of changes in a short period of time. That means that the education has changed at the same time with the evolution of ICT tools. Although the introduction of new technologies is important in every subject included in the third year of Secondary Education syllabus, this project is mainly focused on the teaching and learning of the English Language using History as a guiding thread.

The teaching of a foreign language arises as a strong necessity to raise the level of English in Spain. According to the results published by Cambridge University Press in January 2017, 44% of the Spanish people is acknowledged that their proficiency in English is not so good. Taking into account that most of the students start learning English when they are two or three years old until the end of their academic formation –when they are eighteen years old- their proficiency is very low.

The main problem is that the educational system is focused on teaching grammar, but without a practical goal, that is, it is not usual that students are learning on grammar for their daily lives.

This fact also shows the necessity to find a real context, that is, a context where the students can work on different areas within the process of improving their competence in the English language. For this reason, this project uses English History as a means, as the topic on which the different parts of the practical session are based. In this way, the students work on three aspects:

- The improvement of their level of English through the four basic skills: Reading, speaking, writing and listening.
- The use of English History as a way of working CLIL aspects since History is an obligatory subject in the school.
- The use of ICT tools in order to help them to adapt to the new society, apart from facilitating the communication between the teacher and the students.

3. THEORETICAL FRAMEWORK.

3.1. What are ICTs?

This project deals with the use of ICTs presented on an English lesson. However, it is necessary to make a theoretical introduction of this concept taking into account its use in our daily lives. Therefore, ICTs are a group of technological resources whose main aim is the improvement of the quality of the human life. It is also important to add that this improvement walks hand in hand with the concept of innovation, which is a key element when we are talking since it experiments changes constantly.

The development of ICT tools can be divided into two core groups, which have been changing over the years:

- The first of these groups is integrated by the traditional technological elements, such as the radio, television and telephone.
- The second one is formed by computers and other technological elements, but is mainly focused on the use of the Internet.

However, each of these two groups has its own history. Nevertheless, it is possible to establish a kind of timeline in which it can find a clear summary of the development of ICT tools along the centuries:

19th. → When the technology for communicating started to develop. In 1835, the Morse-Code gave the basis to the progress of the Binary-Code. However, the main element to create the first communication system was the telegraph, which first appeared in 1837. From this period and along the 19th century, the society was making progress, and a new necessity to spread more messages to the people appeared. For this reason, the press and telecommunication media increased. It is important to emphasize that the main telecommunication tool was the radio, whose first patent was developed in 1896 and had its first broadcast in 1901.

20th → This century is mainly marked by the development of the Television, which appeared in 1936.

Recent decades (1970-2000s) → The use of ICT tools has been increasing, notably the use and evolution of computers and the Internet, whose first appearance is dated back to 1969. As seen in the previous section, the Internet has been one of the most important disclosures that have changed the daily life of human beings. It is a service provided by the World Wide Web¹, and it allows a pre-recorded or live communication. Besides, this network is capable of interconnecting web pages offering all type of information available from a computer that has this kind of access.

¹ It is an information place where the web resources (such as documents and information) are identified by (URLs), interlinked by hypertext links, and can be accessed on the Internet. En.wikipedia.org. (2017). *World Wide Web*. [online] Available at: https://en.wikipedia.org/wiki/World_Wide_Web [Accessed 30 May 2017].

As a result, ICT tools are means to provide an uninterrupted information flow, something essential for a great deal of fields of the daily life. Besides, there is no a unique way to exchange information. It is also important to point out that the emergence of the social networks² -as Facebook or Twitter- because they allow users to exchange data in real time. Both named tools are commonly used to establish communication between family and friends but also for working.

However, there are resources that are both a kind of social network and a work tool, for example, the wikis. These type of pages are widely used in the academic context and include both social elements and ones to share information. This fact will be explained in depth in the next sections of this project, as well as in our practical session proposed.

3.1.1. ICT tools in Education: The concept of Educational Technology.

The creation and development of ICT tools has changed the human´s daily life. Although this project is mainly focused on these ICTs in the educational environment, and more particularly on a key concept: Educational Technology.

This term is very difficult to define for its complexity. At first, according to the professor and educator Julio Cabero, the Educational Technology is “the set of knowledge, apps, and devices allowing the introduction of technological tools within the educational system” (Cabero Almenara, 2001), that means that it is the fact of giving solutions to educational problems through the use of ICT tools.

² It is a kind of website that allows you to connect with friends and family, share personal information with either a select group of people, that you can select. (WhatIs.com. (2017). *What is social networking? Definition from WhatIs.com.* [online] Available at: <http://whatis.techtarget.com/definition/social-networking> [Accessed 13 May 2017].

The origins of Educational Technology are found in the Programed Learning Research³ whose main idea is the improvement of the efficiency of the educational process.

The Educational Technology is born from Psychology, and it was created by the psychologist B.F. Skinner⁴ in 1954.

The Educational Technology as an area of study and professional development has suffered a great evolution for the last years. As an example, it is possible to see a significant increase of electronic and printed publications about this fact. At this point, it is important to mention some of these publications as *Educational Communication and Technology Journal*, “Journal of Instructional Development”; then, the *Association for Educational Communications and Technology (AECT)*, the *American Society for Training and Development (ASTD)*, the *National Society for Performance and Instruction (NSPI)*, the *Professors of Instructional Design and Technology (PIDT)*, and finally, a Spanish association: *Asociación para el Desarrollo de la Tecnología Educativa y de las Nuevas Tecnologías aplicadas a la Educación (EDUTEK)*. All of them are important references for the educational community.

The situation described before is one of the consequences of the evolution of our society being a fair reflection of the importance ICT tools have acquired in the world, which are experimenting changes constantly. A lot of authors who have investigated about Educational Technology are the following:

- The first one mentioned here is Meierhenry⁵, who decides to divide the development of the Educational Technology in three stages during three periods of time:

³ It is a research-based system whose method is guided by investigator formed by a series of educators. En.wikipedia.org. (2017). *Programmed learning*. [online] Available at: https://en.wikipedia.org/wiki/Programmed_learning [Accessed 30 May 2017].

⁴ He was an American psychologist, and also was a great figure in Educational context. (Psicologiyamente.net. (2017). *B. F. Skinner: vida y obra de un conductista radical*. [online] Available at: <https://psicologiyamente.net/biografias/bf-skiner-vida-obra-conductista> [Accessed 15 May 2017])

⁵ He wrote an article called “A brief history of Educational Technology”, in which he created his historical division

- ❖ 1932-1959: it is motivated by the introduction and incorporation of the *mass media* to the academic environment, trying to improve the process of teaching and learning.
 - ❖ 1960-1969: it has a strong relation with the conception of USA to demonstrate its condition as the leading world power trying to overcome Russia.
 - ❖ 1970-1983: it is related to the necessity of the educational system to attend to the individual desires of students taking into account some fields of psychology.
- Furthermore, other two authors, Percival and Ellington, go beyond the simple time sequence and they also rank the Educational Technology into three components (see figure 1.)

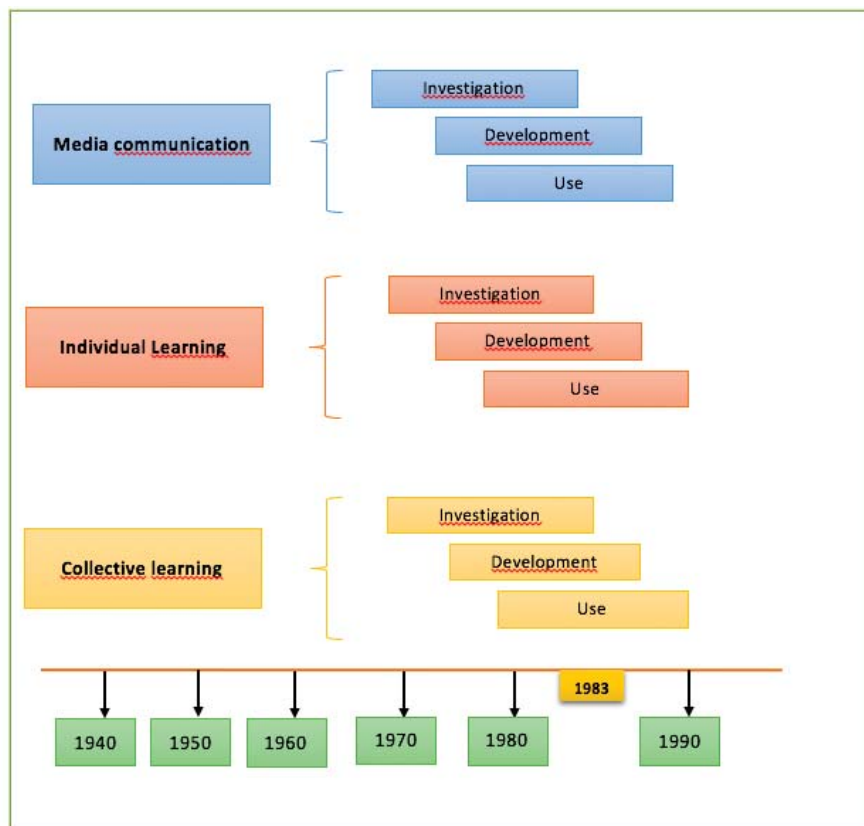


Figure 1. Historical development of the main concepts of the Educational Technology (Percival and Ellington, 1984,21

From this developmental scheme, it is possible to conclude that the Educational Technology has been considered since 1940, that is, from the Second World War. It is at this moment when this concept has started to be treated as a field of study. Besides, during the following decades, new ICT tools are introduced in the society together with the previous ones, adapting them to the normal development of the society.

As regards the concept of Educational Technology, it involves some difficulties because there are some authors who have made several investigations about that. However, it is also important to make a conclusion according to three aspects:

- The historical development of Educational Technology is not continuous, but interrupted. Each element of this concept has had its own individual development –since it is conceived as a part of the psychological field–. In addition to this, each change has had consequences in the conception of the term. It is because of the evolution of technology and the introduction of new elements or progresses that it must be included in the definition of the term.
- Regardless of the field dealt in this project, it is important to know that each technology requires a plan in order to avoid problems, which means both identification and specification of the main objectives of the activity and the resources available for that purpose.
- The Educational Technology is analyzable from the micro perspective –as technology and informatics- or the macro perspective –teaching and planning-. However, its conception as a discipline (or as a way of learning and teaching) has evolved. This development is produced in two different ways: a) From an internal point of view issuing the strong necessity of solving educational problems; b) From an external perspective because of the evolution of the disciplines carried out daily by humans, which suffers its own development from society.

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3.1.2. ICTs in Education: The use of wiki pages.

In Education, there is a great variety of ICT tools, but one of the most helpful elements is a wiki page. A wiki can be defined as “a website or database developed collaboratively by a community of users, allowing any user to add and edit content” (Stevenson, 2010).

One of the most well-known wikis in the online world is Wikipedia, where users are the whole community that can edit and transform information. However, due to its extension, it is not so reliable for the educational community.

The creation of this type of web pages was possible thanks to Ward Cunningham⁶, who is the designer of the first wiki software. He defined it as “the simplest online database that could possibly work” (Matias, 2003). Besides, it is not only useful for the educational system, but also convenient in some social contexts, such as contrasting some information or establishing communication between the users.

As it has been previously mentioned, the first promoter of this type of web pages, Ward Cunningham, developed WikiWikiWeb⁷ in the mid of 1990s. The main function of this resource that can be highlighted is the possibility of editing information made by the users.

The wikis have gradually turned into a useful element for collaborative projects, which is one of the objectives of the modern Educational system. It focuses on the facilitation of connections and communications by avoiding individuality.

Even, some educational institutions are using wiki pages as repositories for meeting notes, in other words, as an agenda. In addition, it is possible to use it join with other technological tools, as Microsoft Word or Excel, among others.

It is also important to know how it works. Since it depends on the wiki used, but normally there are some common elements. In general, a wiki can be defined as “a combination of

⁶ He is an American technician and programmer (Stevenson, 2010).

⁷ It is the first known wiki page. It is still activated and its main function is to manage personal projects and designs.

CGI⁸ script and a collection of plain texts that allows users to create Web pages *on the fly*". Obviously, one of the element needed for working is a good Internet, and a Web Browser. From thereon, users can start to create a wiki as it follows:

- There is a link called *edit*, which is the base of the wiki page.
- The user can save the work clicking on the *save* button which sends the edited text back to the wiki server.
- The document can be seen by the rest of the users.

After the explanation of a basic wiki, it has other uses, such as ordering it and evaluating students. Which is the case of the wiki used in the practical session included in this project because it has been used as the general tool to exchange information between the teacher and students (wikispaces.com) (See Appendix 6.1.).

3.2. Advantages and disadvantages of using ICTs for teaching.

ICTs tools have changed the daily life of many people and they have also been transformed into new teaching and learning resources to improve the educational system. However, it is important to consider and evaluate the advantages and disadvantages that these offer in order to benefit as much as possible and in a meaningful way.

Although the development of ICT tools has a long-standing history, this project is only focused on one of these tools, specifically on a computer. This device gives the human being the opportunity to have access to a great deal of information and, as a result, it provides us with a direct object to build knowledge and enable us to develop our own learning process. Nevertheless, having a computer does not give you the capacity to learn, but you have to know how you can use it. As a consequence, the use of ICT tools in an educational context has both advantages and disadvantages.

⁸ Common Gateway Interface: transfer of data for the user's through the web page. En.wikipedia.org. (2017). *Common Gateway Interface*. [online] Available at: https://en.wikipedia.org/wiki/Common_Gateway_Interface [Accessed 30 May 2017].

Firstly, the use of ICT tools makes a positive impact on the personal development of users because they are capable of working with their minds and they can also encourage the building of social relationships in order to share their knowledge about the topic.

Secondly, computers transform a task into something easier and faster than those activities in which ICTs are not involved. Moreover, social relationships within a classroom are very important and necessary to search and contrast information found at the Internet.

On the other hand, it would be necessary to enumerate and explain the advantages that the use of ICT tools can have within an academic context both for the students and the teachers.

- ❖ Personal motivation: students are usually motivated to use ICT tools, mainly because they can do something different from the ordinary tasks they are used to doing using the typical course book. Many educational institutions tend to use the traditional method which is not beneficial for all the members of the educational system. The integration of ICT tools in the teaching practices is beneficial since students feel curiosity about other ways of working and using a variety of learning tools, and, as a result, they put much more effort into performing a good task. For instance, the Internet is a great source to find information about every topic they want in a very fast way, which means that the information is shown instantly and therefore it raises the students' curiosity for learning further about the different topic.

- ❖ Development of the brain activity: users are constantly maintaining an intellectual and brain activity due to their communication with a great deal of people, which enables them to exchange their own experiences and develop their own knowledge about a great variety of topics. Besides, the fact of learning how to use a computer can also be a booster of brain activity and the acquisition of new experiences.

- ❖ Development of competence of initiative and entrepreneurship: users are required to participate in many activities in which they have to make decisions. When they use an ICT tool, they must know how to use it and how to approach the task that they are working on.

- ❖ Closer contact with the teacher in spite of the psychological distance: the students can consult their doubts via e-mail in the same way that the teacher can send them the tasks and any other relevant information immediately.
Before the emergence of ICT tools, the students had to consult their doubts while they were in class during the theoretical lesson. Moreover, when they had to do homework it was impossible to establish any kind of contact with the teacher, which is possible nowadays thanks to the social networks, such as email or the moodle platform.

- ❖ Development of the abilities to search and select information: it is an important part of the learning process in a student who is starting to use ICT tools within the academic context. The use of a computer with Internet access allows the users to do a search and, as a result, they can obtain information with ease. Once the students learn to search, they need to be able to identify and select relevant and truthful data in order to use only valid information required for their tasks.

- ❖ Learning from their own mistakes: the traditional methodology in education meant that the teacher needed to correct the exercises, which is time-consuming. It can also encourage situations with high stress levels due to the great quantity of homework. If students can correct their own mistakes autonomously, they will not have to wait for the teacher's correction, and therefore, ICT tools allow users to have an immediate feedback by showing their own errors and helping to solve the possible difficulties that may arise as soon as possible.

- ❖ Cooperative learning: the use of ICT tools gives us the opportunity to work in groups, and therefore it fosters social relationships and the development of

social skills. Although searching information is important, contrasting it and the information sources is even more valuable. The question of how information can be obtained arises. Some of the possible ways are by means of an exchange of opinion and ideas (e.g. through debates and discussions) that makes cooperative learning possible, and the use of a variety of sources of knowledge about the topic and the individual use of ICTs.

It could seem that after explaining the list of advantages, there are no disadvantages referred to the use of ICT tools in an academic context, which is not true. It is possible to find many benefits within these supposed disadvantages, which are mainly regarded for their consequences on the daily life of the users, as follows:

- ❖ The great quantity of information available can cause a great waste of time for the students: as it has been seen in the previous section about the advantages, the searching of data for a task is faster than doing it manually but it can also be considered as a disadvantage. The students must be capable of handling their time because it seems impossible to review all the web pages available on the Internet and, for this reason, the students can find a better source of information than another consulted before.

- ❖ The use of ICT tools can cause addiction: it is known that the use of computers and smartphones has changed the daily life of most humans. Nevertheless, integrating them in our routine can create a strong dependency. A few years ago, the use of electronic devices inside a classroom was completely forbidden, but they are currently regarded as an essential resource in the learning process. For this reason, we can find ourselves in front of a double-edge sword. On the one hand, they can help us develop some abilities and make our academic tasks easier. But, on the other hand, students may be incapable of doing something without the help of an electronic device, creating a kind of addiction, and decreasing their efforts to perform a task by themselves.

- ❖ It can also cause a kind of isolation: the use of computer favors collective learning, but also produces a reverse impact, which may be caused by the student's feeling that his or her knowledge about the use of ICT tools is enough to perform a good task. It is also frequent that the computer belongs to one of the group members, and so the rest of the students could be excluded from their own responsibilities.
- ❖ Eye strain and other health problems: the fact of being in front of a screen can affect the eye conditions which may cause problems in our vision. For this reason, the time of exposure to these devices must be controlled. In addition to this, it can cause other health problems such as headaches and back pain.
- ❖ Mistaken and unreliable data: the great variety of data available on the Internet can be considered both as an advantage and as a disadvantage. Due to the excessive quantity of information available on the Net, this can lead to get mistaken and unreliable data. As a consequence, it seems necessary to restrict the quantity of information to students in order to help them achieve a good task.
- ❖ The development of malware: computer users with Internet access must be careful with the web pages used. A malware can be very detrimental for the computer since it can damage the work that the students and the teacher are developing. In addition, a malware can be transmitted by email and other resources, "infecting" the rest of the computers. As a consequence, the tasks can be lost or the computer cannot work correctly. Before the introduction of ICT tools in the educational system, all projects and tasks were made by hand. For this reason, there was no risk of losing them because of a malware. Therefore, the users must keep in mind and take into account this fact before doing a task with a technological tool.
- ❖ Economical efforts from the institutions: the introduction and assumption of ICT tools is necessary today, although it normally implies an important investment and high expenses. It is clear that the educational institutions cannot invest on one system only for the whole institution because it may be considered as absurd.

Besides, it is necessary to highlight that the use of ICT tools in an educational context is not only restricted to the use of a computer. The technological equipment also includes elements such as digital blackboards, smart TVs, and other electronic resources that require a great economical effort from the school. If these institutions have not enough money to cover all these expenses, they will lag behind others, or they can even invest more than they can afford, which results in the exclusion or reduction of the use of other crucial technological elements in education.

3.3. Use of History to develop the four basic language skills in English.

As it is mentioned in the introduction, this project is based on the use of ICT tools for teaching English. In the process of learning a language, it is possible to find many topics in which an English practice can be based on.

However, in view of the age and the academic year of the students proposed for this project, they will work on the four basic skills in English: Writing, Reading, Speaking and Listening.

Besides, the practical session will be based on the use of the English History, which could help the students to improve their knowledge about History and also be a support for this subject.

As a consequence, the four basic skills are very important to acquire a complete ability to communicate something in English. In this case, the topic chosen is an aspect of English History, from which they have a little knowledge acquired the previous year due to its integration on the obligatory curriculum. Some students may have knowledge about this topic because of investigations that they have made on their own. At this point, it is important to emphasize that these four basic skills of the English language are not something easy to develop. It is necessary to give the students a topic in which they can work over.

However, as a general rule, working on English History in depth is not very common at a Spanish educational institution. For this reason, one of the objectives is the investigation about this topic, acquiring some knowledge about that. On the other hand, students will be able to associate events and characters of the English History to the facts of the Spanish

one as there are cultural aspects strongly related. It also helps them expand their own knowledge about previous knowledge before answering a lot of questions.

In this case, the period chosen is the Tudor Dynasty because there were many religious and political changes in England. It is likely that students have an idea of the Spanish monarch because of the subject from the previous year about the monarchy in Spain, which is strongly related to this part of the English History, but the goal is that they investigate about the flip side, as well as knowing about important historical events that have had consequences nowadays.

For this reason, it is not developed as a History lesson, but they will work on the four basic skills in English through a specific context or topic that is the English History: Why is it useful?

Reading: This skill is focused on the development of the reading comprehension. It helps to handle a variety of contexts and learn vocabulary about different topics. In this case, the decision to make the project based on English History requires a specific vocabulary belonging to the period of time that they are working on. In addition, it is the basis to develop the other competences, that is, writing, speaking and listening.

Writing: The fact of writing something in another language can seem difficult but is also necessary both in an academic context and the labor market. As in a first language, writings must show a domain regarding the structure, grammar, and vocabulary (e.g. introducing a topic, describing, comparing and contrasting, or writing conclusions). The use of History in this skill is also important because the students must acquire some structures and vocabulary that they have to use actually during their essay.

One of the advantages when the students are writing their essay is the amount of time they have for it.

Besides, the use of a dictionary is allowed, but the reduction of it is strongly recommended in the early stages at least because of the use of their own words make the essay faster. Nobody expects to make a perfect essay at the first time, but another advantage is that the students can write and re-write their essay as often as they want.

Listening: This skill develops the capacity of the students to comprehend dialects, accents and ways of speaking. It is important to have a domain of the foreign language in every format. The fact of listening to a recording in which the way of speaking a language is changing allows the student to acquire the ability to differentiate which language is spoken. During the practical section, it will be possible to see the way the speaker explains historical facts, adapting his ways speaking characteristics to the 21st century.

Speaking: Finally, it is the most difficult part for the students since they have to demonstrate their abilities to transform the language. There is no time to think about their grammatical mistakes, and when they make one, there is no solution. For this reason, the students are always afraid of seeming ridiculous. As some may not have a good command of grammar or lack of vocabulary, working on the rest of the skills is essential so that they can understand the topic.

As it has been seen before, the topic of English History requires an adaptation. In this case, the adaptation is not only the way of speaking or the way of using English properly, but also the visual effects that the students choose to represent a good speech about the historical event that corresponds them to develop (e.g. if they decide to make a theatrical performance, they must know the outfit or the way of acting typical of that period).

4. PRACTICAL APPLICATION.

4.1. Useful ICT tools in an English lesson.

Teachers can use several ways for teaching English. From this point of view, a practical session has been designed using ICT tools as an original and dynamic proposal. The introduction of an educational technology as a concept is important, but the fact of putting it into practice is even more significant. The notions exposed in the theoretical framework show that this concept is very complex, although it is also necessary for the development of the educational system, especially, if the object of study is the improvement of the Spanish educational system in teaching a foreign language.

On the one side, the main goal of this project is that the students learn English using ICT tools. On the other side, they also learn some interesting tunes about the English History as the topic on which they are going to work over.

Firstly, it is important to take into account that the use of ICT tools is the basis of this practical session. The teacher creates a common tool through which the students share all these projects developed in the session. The main page on which it is based is a wiki page. So the web page chosen is wikispaces.com.

On this page, the students have at their disposal all the useful elements and instructions to make each part of the practical session included.

Wikispaces.com counts on a lot of chances to make teaching easier for both the teacher and students. The teacher indicates the structure in which the project is going to be developed and the available resources that the students can use. Moreover, it is important to add that the tools chosen for the practical session have been selected and used.

Apart from wikispaces.com which is used as the base of the practical session, it is necessary to remark another tool used in this project. This web page is not well-known, however, it is very useful to perform this kind of session. For this reason, it is important to give an explanation of this web.

Myhistro is a web page similar to a wiki page, used to develop the writing part of this Project. It is necessary to highlight that the options it provides us with are written in Spanish. In spite of the Project is aimed at an English lesson, this website is highly adequate for our purpose for its several possibilities.

The students can create an event (see Figure 11, appendix 2a.) in which the essay will be written or uploaded. The essay must have a title, which is the name of the character or the event assigned, and a correct written essay structure.

Finally, the students need to share their essays by choosing the option “Añadir a Historia” (see figure 12, appendix 2a) in order to make a comment about the rest of the essays uploaded by their classmates (see figure 13 and 14, appendix 2a). Each essay will be

ordered by date (as that of a timeline), and, for this reason, it is necessary to indicate dates and the rest of information properly.

Apart from both explanations of these two web pages, the proposal is divided into three parts that include the four basic language skills in English. Then, the development of the activity is going to focus on the English History as a topic of each part. It is necessary that the students know how the wiki works because they have to follow different steps to start its use. These steps are included in Appendix 1 at the end of this final project.

4.2. A proposal of a practical session.

As explained in the previous section, the project is based on the use of a general wiki page in which the students can find all the resources that they need to make this practical session correctly. However, it is much more complex than a simple web page. As it is possible to observe, the project is divided into three parts that include the four basic skills in English. It is important to specify that this type of lesson is aimed at making the English language dynamic, apart from the acquisition of knowledge about the English History.

Later in this section, a description of the ICT tools chosen appears to develop each part of the session, which students are the ideal to make it correctly, the type of evaluation that the teacher is going to follow, and the main objectives pretended with the realization of each part of the project.

4.2.1. Methodology.

Previous paragraphs of this project have shown that one of the main goals of this kind of practical session is the development of the four basic skills in English.

It seems obvious that if there are four basic language skills, the practical session will be into four different parts. However, in this case, the practical section has been divided in three to make it easier for the students. This division is the case of the first part of the

practical section proposed because the students have to make an oral presentation based on the text given in the reading one.

1. **READING AND SPEAKING:** the theoretical framework shows this is the first step which a learner of a foreign language has to follow in order to lay the foundations of learning that language. In this case, the students have to leave proof of their capacity for reading comprehension because then, they must prepare an oral presentation and explanation based on the text read.
2. **WRITING:** the students have to demonstrate their competence in relation with English writing an essay. The elements that the teacher will have to take into account are mainly grammar, vocabulary, and expression in English. They must show the command in the basic grammatical structures, such as the present, the past, and the future in all their ways. Students need to show a variety in the use of vocabulary, for instance, using synonyms to express the same idea when it is necessary. Finally, the general expression that they use is also valued. They have to use simple sentences in which they can express accurately what they want to say, avoiding complex structures. It is important that the students learn to write in English as a whole, that is, they must not write in English as in Spanish because it is a common error. If the students base their English grammar on the Spanish one, it is possible to make structures that in English have no sense.
3. **LISTENING:** the students must comprehend the English language in all its varieties. In addition, they

have to understand whole “ways” to express the language, either through songs or interviews. Besides, the way in which each person speaks is different, that means, there are some accents, varieties according to the place in which English is spoken. As an example, it is possible to see an individual from another country that speaks a fluent English but using the accent of its own country, which can be difficult for the hearer.

4.2.2. Characteristics of the school and the students.

This ideal project is developed at a school which includes all the levels available in the Spanish educational system.

For Pre-school and Primary Education, the institution counts with a curriculum oriented to bilingualism (Spanish-English), consisting on teaching some of the subjects in English. However, the bilingual program does not affect to Secondary Education, so the students usually has a B1.1 level of the English language based on the documents regards to Secondary Education included on the BocyL (Boletín Oficial de Castilla y León). It is also important to say that this project is based on acquiring some aspects of the English History, and, at this institution, there is a subject in which the students have acquired knowledge about that.

The main objective with the use of History is to go in depth in their learning, widening their possible previous knowledge about that. Furthermore, they usually learn basic skills without any type of context, that means, there is a lack of a well-defined topic, or, on the contrary, all the students have to work on the same topic. In this case, the practical session establishes a general topic, with its correspondent subtopics, but by the final part of the project, the students will have to work on the general topic participating in each part.

Consequently, this project is aimed at students of the third year of the Secondary Education -3º de ESO-, that means, they are 14-15 years old. These students have some basic notions about the English grammar, but they need more competence in the four basic skills in English, apart from widening the knowledge about the English History.

The classroom in which this project is developing counts with 25 students and none of them have any kind of special needs. There are two students, aged 16 and 17, who are studying the same academic year.

It should be pointed out that the exercises proposed in the practical session are made both individually and collectively so that the students learn by themselves and also from the rest of their classmates.

As a conclusion, the main objective is that the students improve their command of the four basic skills through a specific selected topic, in this case, a part of the English History. The students receive a useful background for their academic future because this type of activities helps to lay the foundations to improve the command of the English language according to the age of the participants.

4.2.3. Practical development.

As it is mentioned in the theoretical framework, the importance to follow a structure because is necessary to learn useful things from one of the skills to the rest. For this reason, the project starts working on two of the four basic skills: reading and speaking. Why is it important? The fact of starting with these two basic skills is because of the acquisition of vocabulary and grammatical structures in order to understand the language before doing the essay and the listening exercise.

However, in this case, joining the reading and speaking activities are used in order to make this part of the practical session easier for the students. The exercise of speaking is the most difficult part for them, but they are going to work on a topic that they have got familiarized as they have acquired information and vocabulary during reading exercise because the oral presentation must be based on the text they read before. Furthermore, the fact that they need to prepare a presentation about their topics can be helpful to write and listen.

4.2.4. Structure.

The project is exposed in the tables, which include the following information:

At the top of the table, we can find the title, which gives the students a clue about the development of the activity. Then, the academic year to which it is aimed at. Straightaway, the type of activity – which can be individual or in groups-. Then, the timing section shows the time in which the activity is going to develop, which also includes the hours that the students have without class when they are doing the activity. Next, there is a description of the tools used in each part. The next part of the table consists of the development of the activity, that is, the instructions that the students have to follow to make it correctly. The last section included in the structure of the activity develops the evaluation of this part of the project in which the students have to pay special attention.

1. READING AND SPEAKING

YEAR: Third Grade of Secondary Education
TYPE: Group work
TIMING: 1 session in class (50 min); group session at home (making of the video).
TOOLS: General wiki (wikispaces.com), Adobe Reader, Windows Movie Maker (for Windows), Fantashow (for Mac) and Kdlive (for Linux).
DEVELOPMENT OF THE ACTIVITY: The students are organized into four different groups according to four topics. The groups consist of four or five students per topic. The teacher assigns a topic per group from which the subtopics for the writing part are created. Then, the teacher uploads four texts related to each topic to the general wiki page. The students have a deadline for reading their assigned text and they have to make a video in which they must explain orally what they have read on it. They should use the video tool indicated and the presentation can be an oral explanation, a performance, a song, or whatever they want. The creativity is assessed favorably, such as the use of animations, text excerpts, music, and other visual effects.
EVALUATION: This part of the project is evaluated with a 30 out of 100.

- Group work (Assistance): ALL the group members must have a control of the assistance through a control sheet that should be handed to the teacher in the final session of this part. In this form, the student must indicate the days in which they have reunited to work, and the members who have gone to each extra session. (5%)
- Oral video presentation that must include a summary, use of the video tool, oral competence, and creativity (25%)

OBJECTIVES:

- Comprehension of a historical text taking into account vocabulary about this specific time period.
- Demonstration of their abilities to summarize the text content. This includes the correct specification of the topic, focusing on the most important points of the text thought to delete and to select information.
- Correct use of video tools. The video has to be elaborated and creative. It must include an oral intervention from each group member, apart from some animations included in the tool.
- Suitability of the oral competence during their oral intervention demonstrating their command in English language through the use of correct grammar and vocabulary acquired in the reading part.

2. WRITING

YEAR: Third Grade of Secondary Education
TYPE: Individual
TIMING: 1 practical session in class (50 min) in which the teacher explains the development of the activity. The rest of this part of the project is made at home with all the resources that students have. – The students can spend one hour and a half to write their essays correctly-
TOOLS: The students have to use a web page called myhistro. (see appendices)

DEVELOPMENT OF THE ACTIVITY: This second part of our project is aimed at improving the way in which the students are writing in English. They have to use an app available on the Internet called myhistro. The link is available at the general wiki page that the teacher has created before, and where a class list is uploaded. This list includes the topic assigned to each student. Then, they should create an account at myhistro with an access to both their own information and to their classmates' one. Once the teacher has assigned the subtopic, which is related to the general one they have worked on in the previous group part, the students work individually. They have to find as much information as possible about their character or events using all the available resources on the Internet (it is obligatory to quote all references in order to avoid plagiarism). Then, they have to create an event with the title of the essay and share it with the rest of people. Finally, they should write an essay with the following features:

- An introduction (50 words max.)
- Description of the topic and the most important data (100 words max)
- Conclusion (50 words max)

Besides, they have to share their essay with the rest of the students and make a commentary on their essays.

EVALUATION: This part of the project is evaluated with 50 out of 100.

- Structure of the essay -including the use of coherence and cohesion elements- (20%)
- Use of Grammar (15%)
- Veracity of the historical information, that means, the fidelity of the content developed in the essay. (10%)
- Commentary about the rest of the essays, valuing both the content and the understanding regarding with the use of English -grammar and expression-. (5%)

The final grades are published on the general wiki page.

OBJECTIVES:

- Acquisition of the basic structure of a written essay. The students have to take into account the different parts of an essay -introduction, development and conclusion- and they must include them in their essays. If there is a lack of some of these elements, the essay is not complete, affecting to their grades.

- Improvement of the use of the English Grammar. They can use simple structures, but they have to be correct.
- Correct use of coherence and cohesion elements. The use of these elements is very common in the English language, for this reason, its main objective is to give a correct use of the elements, which means it must not be an “abuse” of its use, but it is necessary to detect a presence of these elements in a correct place within the essay.
- Acquisition of some basic knowledge about characters and events happened during the reign of Tudor Dynasty.

3. LISTENING

YEAR: Third Grade of Secondary Education
TYPE: Individual
TIMING: 1 practical session in class (110 min) 50 min → Listening audio recordings 50 min → Test
TOOLS: Youtube and surveymonkey.
DEVELOPMENT OF THE ACTIVITY: The activity is divided into two parts. At the first one, all the students listen to the recordings proposed by the teacher (they can listen two times maximum per track). At the second part, the students have to make a test related to what they have listened from the audio recordings. This exam consists of ten test type questions regarding with all the topics in which the students have worked on.
EVALUATION: This part of the project is evaluated with 20 out of 100. - Test exam in which the students must demonstrate the acquired knowledge and also the rest of topics. Besides, the questions are mainly about a specific part of the recording that they have to understand before answer the questions. (100%)

OBJECTIVES:

- Getting used to the variety of dialects presented in the English language and the ways in which the recordings are presented. That means the students have to be familiarized to understand songs, interviews, debates, etc.
- Acquisition of some information about the rest of the topics in which a group has not worked on. That is because it is common that the students tend to focus their learning process only regarding with their own topic.

4.3. Expected results.

In the last section of this project, we are going to analyze the possible results or consequences that the participants are expected to experiment.

It is important to say that, actually, this practical session is not going to develop and is a proposal of ideas for a future project. For this reason, there are no real results based on statistics or grades. Consequently, the expected results derived from this practical session are based on main goals and objectives that a teacher pretends to achieve.

The first expected result is that the students will be able to experiment an improvement in the command of working over the four basic skills in English. According to LOE (Ley Orgánica de Educación), it has to be emphasized on those students who are attending to the third year of the high school must acquire a B1.1, the level within the Common European Framework of Reference for Languages. Besides, if they have to get access to the next academic year, they will have to face an exam of B1.2 in order to demonstrate their level. For this reason, this practical session has also the main goal of preparing them for these level tests that the students are going to take in order to obtain their certification.

Then, it is important to say that the use of the English History as the main topic has a powerful reason. The objective is that the students get familiarized with this concrete part of the English History because of the importance of the events of that period. Moreover, the improvement of the four basic skills in English also helps the student to acquire some

vocabulary and ways of writing and speaking about a historical topic.

Finally, the last objective exposed in this project is the correct use of ICT tools within the academic context, that is, the Educational Technology available nowadays. These objectives include that the students know how they can use the ICT tools to improve their academic level, and also see the advantages that their use can offer them.

However, it is also important to make the students understand how they can use this type of tools to improve their academic competence. However, it does not mean that they must not make efforts to have a good grade. The computer is an element that helps the students to improve their competence in many fields but it is not a “magical box” to make exercises. That means, it also needs an effort made by the student.

As a result, it is possible to say that the proposal of this project is the use of something different within an English lesson. Its purpose is to complete an English lesson using either English History or ICT tools with the aim of increasing the students’ knowledge in these fields.

5. CONCLUSIONS.

This project has tried to demonstrate mainly the importance of the introduction of the Educational Technology within an academic context.

The Spanish Educational System must improve its way of teaching the English language properly. According to Cambridge University Press, the students are claiming that their level of English is not so good to maintain a correct conversation in that language. It is possible that this lack of domain is based on the method that the Spanish Educational System has followed so far. In this case, the project is mainly based on teaching the four basic skills in English through English History, as an important element.

However, the most noteworthy point that it must be highlighted is the use of ICT tools when teaching English. The use of technology in the English classroom is not very common. Moreover, teachers tend to defend the most traditional methods -including the

fact of handing handwritings and reading from a paper-. For this reason, this project pretends to boost the use of different tools, each per activity. This way, the students can take the advantages of the variety in the use of several technologies.

Furthermore, it is also necessary to stress the importance that the fact of taking advantages from the learning process of the rest of the students. In other words, people who have more difficulties in the use of English can get advantages from the knowledge that their classmates have, and also they can potentiate a necessary improvement because of their lack of level. It is easier thanks to the point developed in the previous section because the use of new technologies fosters collaborative work and, as a result, the possibility to make the work easier for the students with some difficulties.

Finally, another objective that is necessary to mention is the fact of breaking with the past. It is not only achieved through the use of new technologies and the tools available on the Internet, but also through working on the four basic skills. The teacher tends to give a topic to the students and they have to write about the same one, but in this case promoting an individual and collective work, taking advantages and learning from the rest of the classmates, is also one of the main aims. In addition, the topic is based on the English History, which is useful for the Spanish students in order to expand their knowledge about History.

As a final conclusion, the use of ICT tools in the practical session proposed speeds up the process of learning giving the students the chance to carry out investigations, select information, learn and summarize. Apart from these benefits, it is a fruitful way of acquiring the competence in the four basic language skills in English, and as a result, an improvement of their general level in the English language

6. APPENDICES.

6.1. GENERAL WIKI USED: wikispaces.com

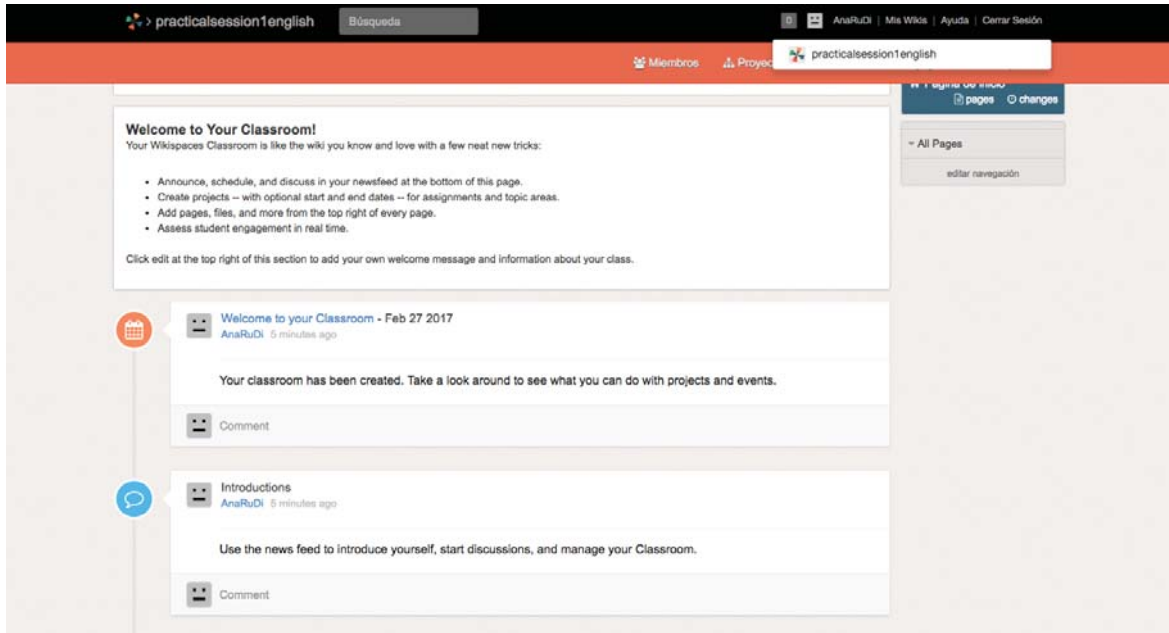


Figure 1. Main page of the general wiki

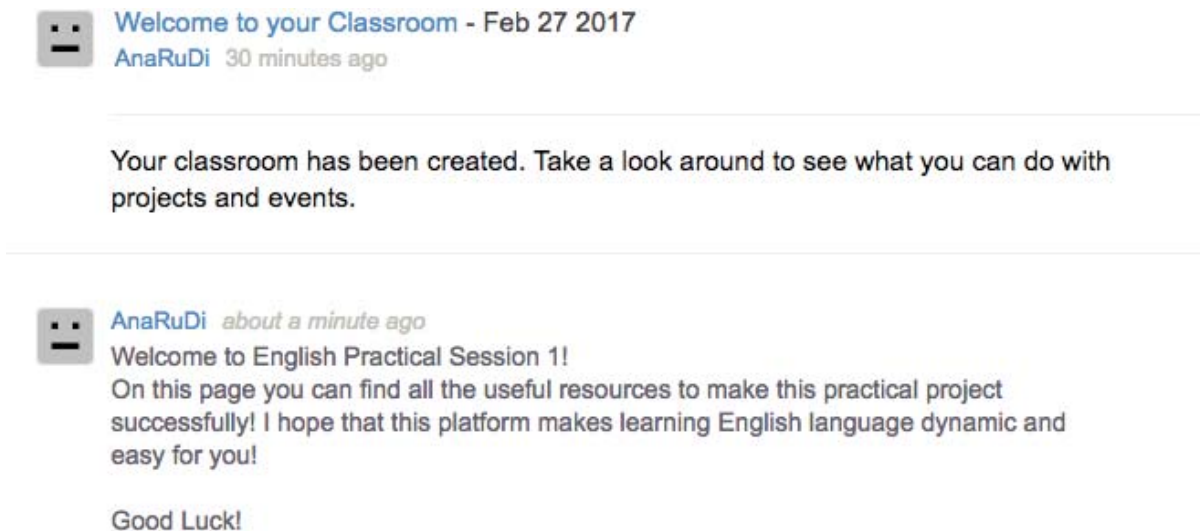









Figure 2. Creation of a new session



Add Content ×

 **Página**
 **Archivo**
 **Discuss**
 **Proyecto**
 **Event**

WRITING

Descripción

 Start Date
 9:00 AM

 Due Date
 5:00 PM

Optional. Enter a start date when the project will be revealed and/or a due date when the project will be locked.









Crear




Figure 3. Creation of a project (each part of the practical session)

Add Content ×

 **Página**
 **Archivo**
 **Discuss**
 **Proyecto**
 **Event**



Title



WRITING

Description of the activity

It is the first topic you will work on.

1. An historical character or event will be assigned to you (check the

 02/27/2017
 9:00 AM

 03/01/2017
 11:30 PM

Optional. Enter a start date when the project will be revealed and/or a due date when the project will be locked.

final date and hour




Crear




Figure 4. Parts included in the project

WRITING

This project has no teams.

Add Teams



Miembros del wiki no asignados.

Username Búsqueda

Nombre ▾

No hay miembros sin asignar.

Figure 5. Adding members

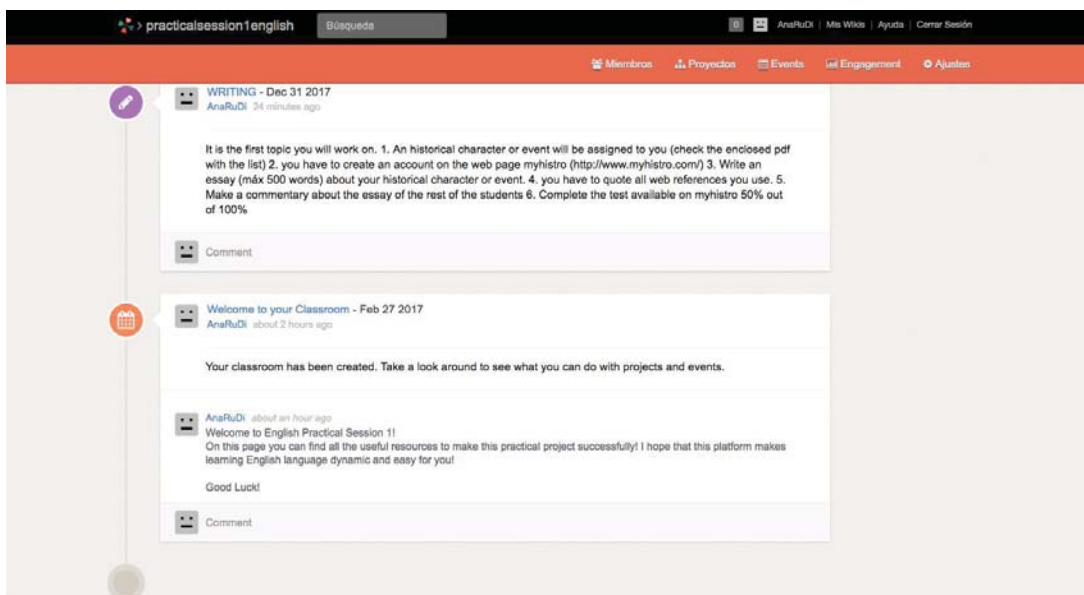


Figure 6. Final result

6.2. READING AND SPEAKING

A. Texts included

Topic	Author	Pages
Henry's personality and Henry's passion	Mgr. Vladana Šim.čkov.	8
Marriages	Mgr. Vladana Šim.čkov.	14
Political situation	Mgr. Vladana Šim.čkov.	5
The Reform	J.B. Conacher	19

B. Adobe reader

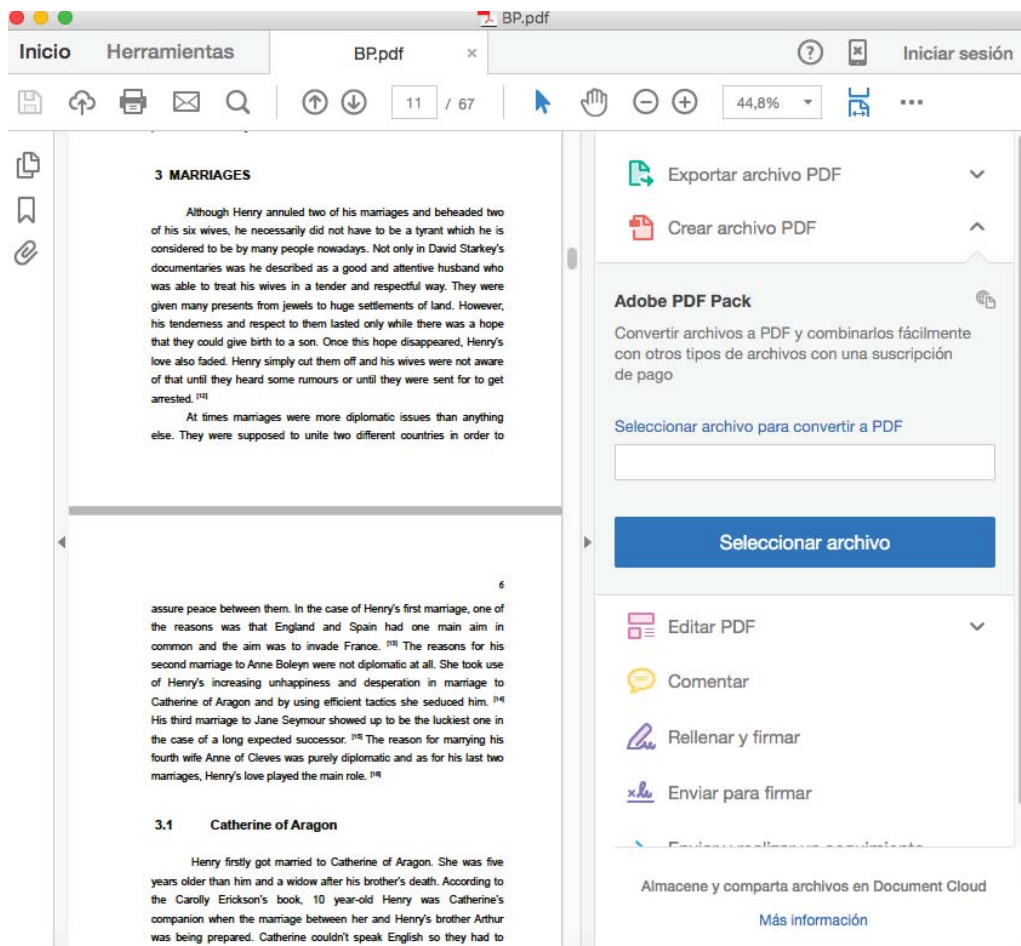


Figure 7. Example of one of the text in Adobe Reader.

C. Windows Movie maker (Windows); Fantashow (Mac); Kdenlive (Linux)

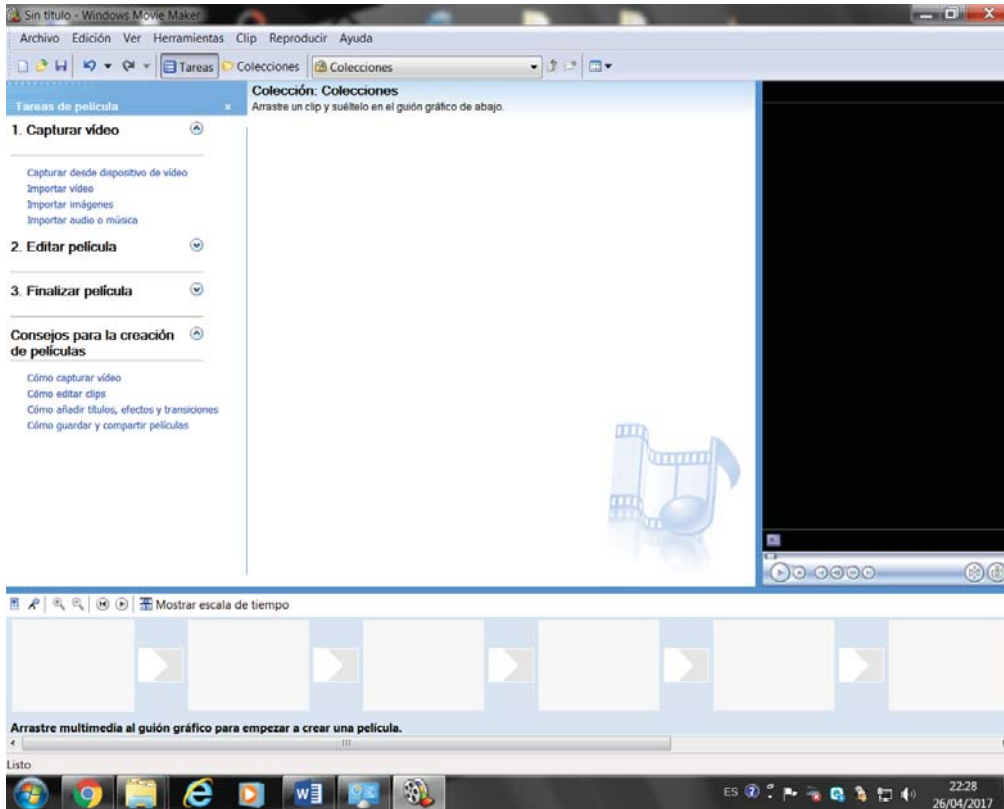


Figure 8. Windows Movie Maker (Windows 7)



Figure 10. Fantashow for Mac

6.3. WRITING

A. Myhistro

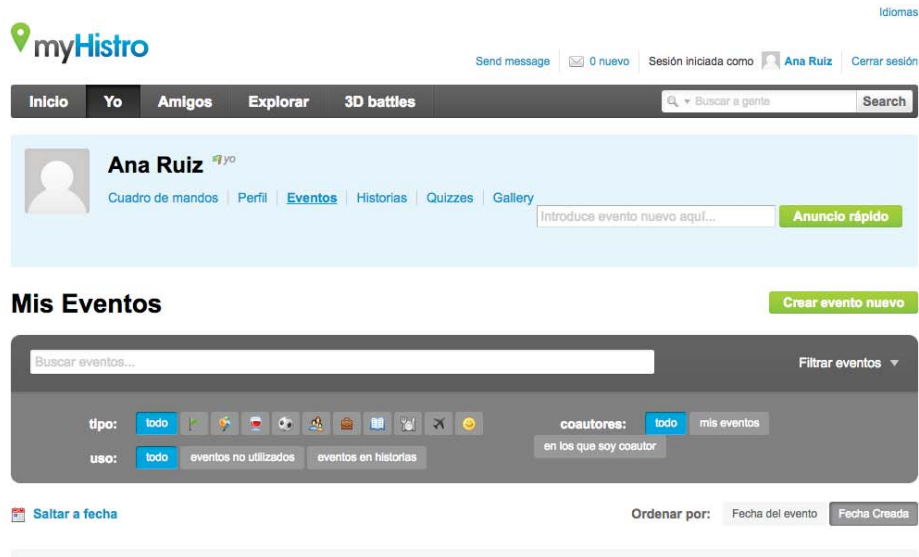


Figure 11. Main page of myhistro

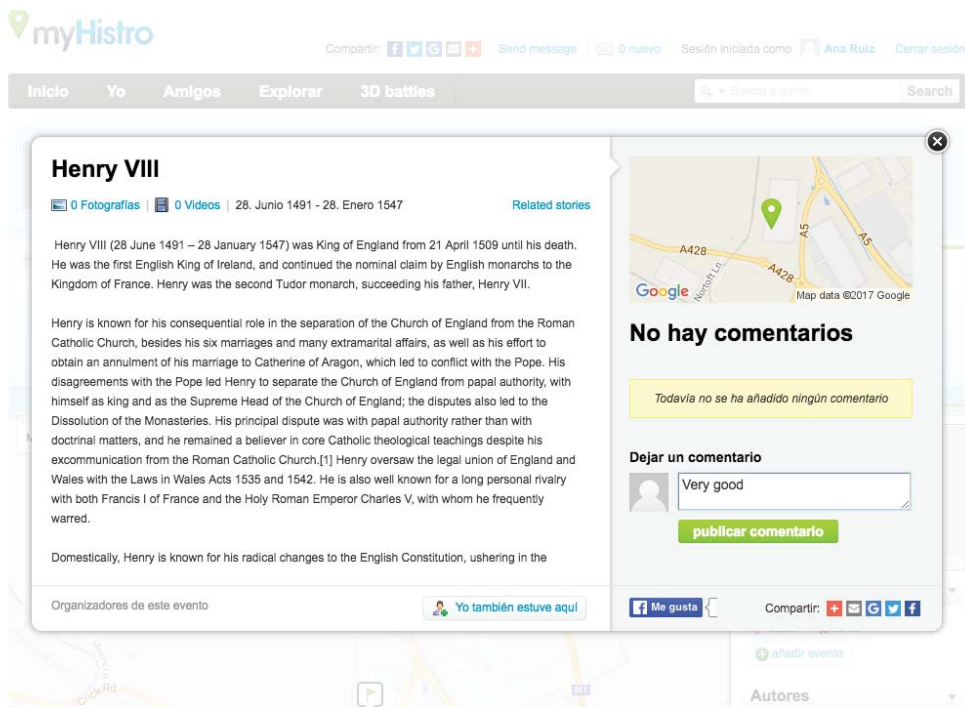


Figure 12. Event created as an example.

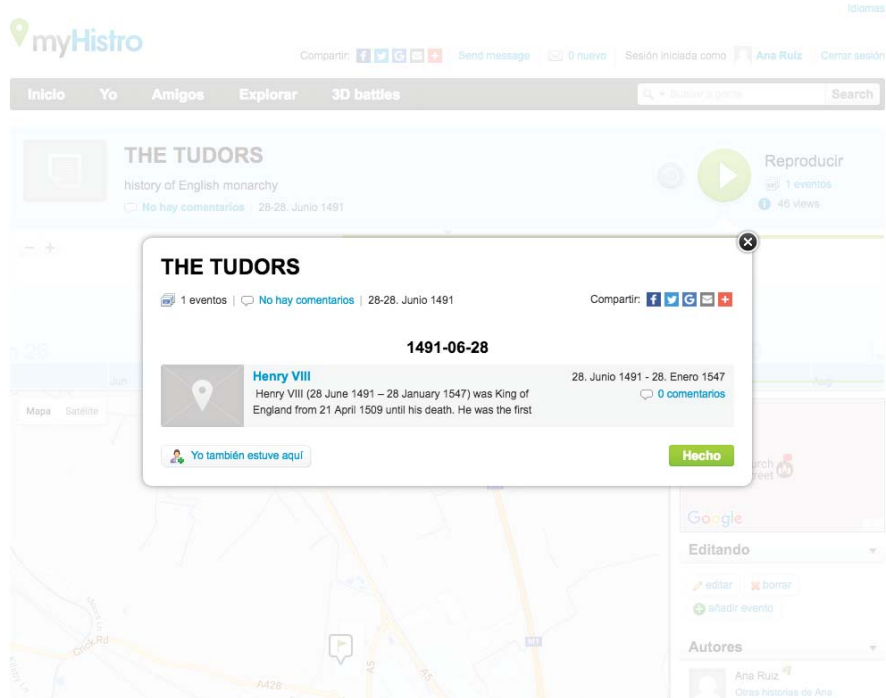


Figure 13. Our event have been added to the timeline.

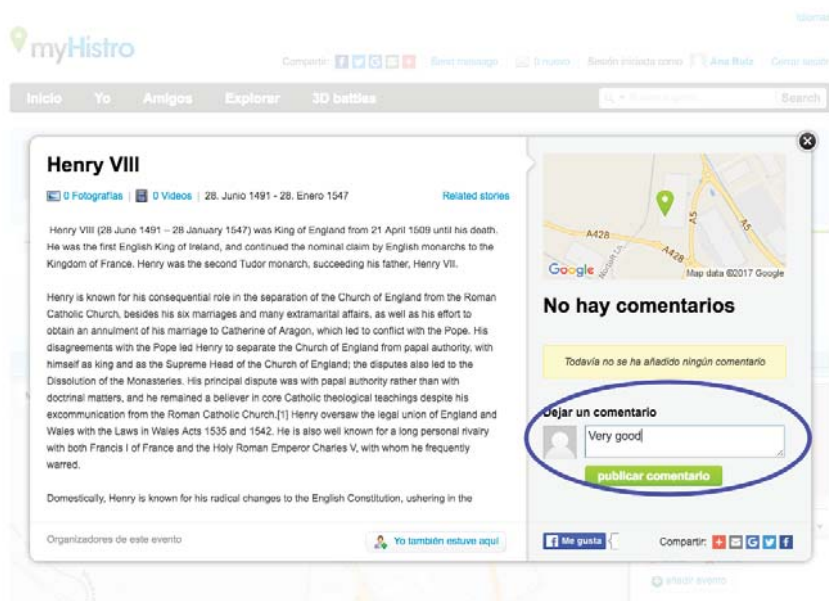


Figure 14. Place in which you have write a commentary about an essay.

6.4. LISTENING

A. Youtube

Topic	Title	Author	Time	Link
Henry's personality and Henry's passion	Was Henry the VIII Crazy Because of Conclusions	The Lip TV2	4 min 22 sec	https://www.youtube.com/watch?v=TaBtWrcFxA
Marriages	Žony Henryka VIII. - The Wives of Henry VIII (The Tudors Horrible Histories	Ela A.G.	2 min 17 sec	https://www.youtube.com/watch?v=M-9F7GPI J4
Political situation	Politics in the time of Henry VIII	The Historical Royal Palace	2 min 27 sec	https://www.youtube.com/watch?v=7wjc hBE0jCg
The Reform	King Henry VIII: The Church and The Reformation	Dylan Goodman	4 min 30 sec	https://www.youtube.com/watch?v=Zkp7 TPZHjvA

The screenshot shows a YouTube video player interface. The main video is titled "Was Henry VIII Crazy Because of Concussions?" by "TheLipTV2". The video features a man, Elliot Hill, in a suit, with a portrait of Henry VIII in the background. The video has 431 views and was published on February 3, 2016. The description states: "Brain damage from a jousting injury could be the best explanation for Henry VIII's crazed behavior before his death in 1547, according to US researchers who say the King may have suffered repeated traumatic brain injuries similar to those experienced by American football players. Henry was plagued by memory problems, explosive anger, inability to control impulses, headaches, insomnia and impotence in the decade". To the right of the video player, there is a list of recommended videos, including "Henry VIII Part 1/4 [Documentary]", "Mi experiencia en CÁMBIAME || LA VERDAD detrás de las cámaras", "Henry V arrowhead removal", "Execution of Queens Anne Boleyn and Mary Stuart", "Los Comuneros - Nuevo Mister de Juglaría (del poema de Luis López Álvarez)", "MI HISTORIA SOBRE EL HIJAB (HIJAB STORY)", and "King Henry VIII - A crash course on England's most famous Monarch".

Figure 15. Recording 1. Henry's personality



Figure 16. Recording 2. Marriage.

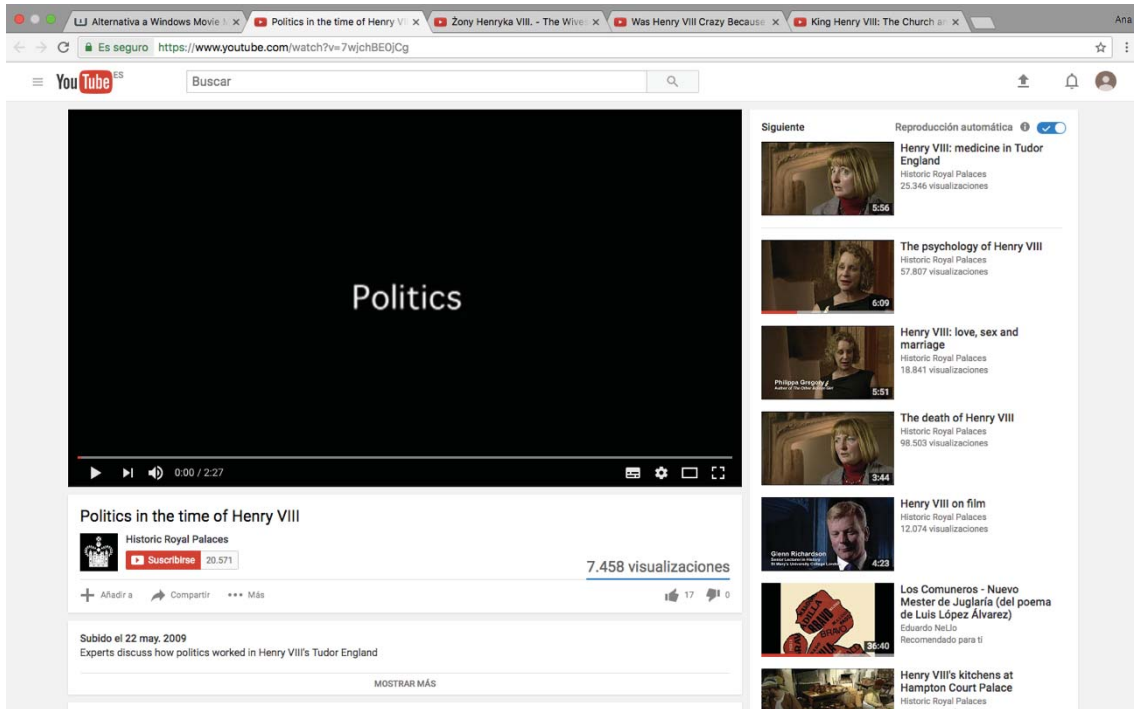


Figure 17. Recording 3. Political situation.



Figure 18. Recording 4. The Church and The Reformation.

B. Survey Monkey

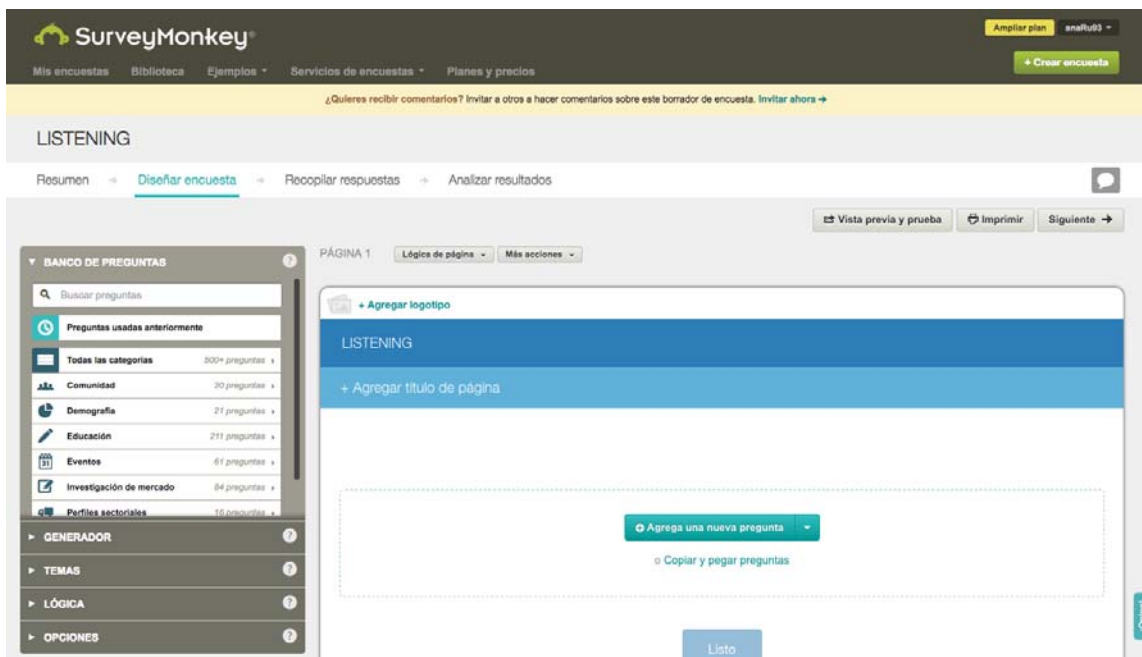


Figure 19. Main page at Survey Monkey.

LISTENING

1. How many wives did Henry VIII have? 

- 1
- 4
- 6

2. Who is the Head of the Anglican Church? 

- The King/ Queen of England
- The Pope
- There is not a Head of the Anglican Church

3. How many children did Henry VIII have? 

- 3
- 1
- 2

Figure 20. Test at Survey Monkey. (1)

4. Who was the ally of Henry VIII during the Italian War? (1542-1546)?

- Charles V of Germany
- Francis I of France
- Phillip II of Spain

5. Why did Henry VIII make The Reformation?

- Because he wanted to marry to Anne Boleyn
- Because England was at war with Italy
- Because he wanted to be single, and the Pope prevented him from his divorce

6. What is the most well-known feature of Henry VIII?

- He was a very good person
- He was a very obsessive person
- He was very intelligent

Figure 21. Test at Survey Monkey. (2)

7. How many of Henry VIII's children became King/Queen of England?

- Edward
- Mary
- Elizabeth
- All of them


8. What was the main worry of the King?

- He wanted to have a son
- He wanted to have at least 10 wives
- He wanted to conquer Spain and Germany

9. What was the relationship between England and Spain during the reign of Henry VIII?

- He was married to Catherine of Aragon, one of the daughters of the Catholic Monarchs
- Ferdinand II of Aragon was his cousin
- His daughter , Mary, was married to Emperor Charlie V


Figure 22. Test at Survey Monkey. (3)

10. Who was the mother of the only son of the King? 

- Anne Boleyn
- Jane Seymour
- Catherine of Aragon

[Aceptar](#)

Desarrollado por

 **SurveyMonkey**[®]

Ve lo fácil que es [crear una encuesta](#).

Figure 23. Test at Survey Monkey. (4)

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