Ict integration within a learner-centered pedagogical approach in the english curriculum of 5th graders from chilean state-funded schools

Integración de tic dentro de un enfoque pedagógico centrado en el alumno en el currículo de inglés de 5 año básico de colegios municipales

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ABSTRACT
The use of ICTs in classrooms is common nowadays. It is not strange to see Math, Science or History teachers using presentations and data show devices to display texts and pictures to make contents easy to understand for the students. English is not the exception. However, ICT inclusion in the English subject in Chile is not enough as it does not provide all the benefits it could, such as motivating students in what is considered a difficult thus weak area. Although the Ministry of Education suggests the use of multimedia material, it is not very clear about the procedures to implement it into the classroom. Besides, MINEDUC elaborates materials (such as textbooks) that do not match these suggestions. This article shows an educational proposal with methodological and curricular components that offers a one-unit lesson plan for the English curriculum of fifth graders from state-funded schools where students and teachers could make full use of ICTs in and out of the classroom. The contents for the unit are based on the Curricular bases set by MINEDUC but the materials are both of original creations and popular resources such as videos found on Youtube. The lesson plans are learner-centered with diverse activities to ensure practice of the target language. It is hoped that the implementation of these lesson plans leads to more significant, memorable and enjoyable lessons for the students, fostering their motivation toward the subject and thus, facilitating learning.

KEYWORDS
ICT, teaching/learning, English as a foreign language, English curriculum

RESUMEN
El uso de las TIC en las aulas es común hoy en día. No es extraño ver a los profesores de Matemáticas, Ciencias o Historia usando presentaciones y dispositivos de visualización de datos para mostrar textos e imágenes para hacer que los contenidos sean fáciles de entender para los estudiantes. El inglés no es la excepción. Sin embargo, la inclusión de las TIC en la materia de inglés en Chile no es suficiente, ya que no brinda todos los beneficios que podría, como motivar a los estudiantes en lo que se considera un área difícil y débil. Aunque el Ministerio de Educación sugiere el uso de material multimedia, no están muy claros los procedimientos para implementarlo en el aula. Además, MINEDUC elabora materiales (como libros de texto) que no coinciden con estas sugerencias. Este artículo comprende una propuesta educativa con componentes metodológicos y curriculares que ofrece un plan de lección de una unidad para el currículo de inglés de alumnos de quinto grado de escuelas financiadas por el estado donde los estudiantes y profesores pueden hacer un uso completo de las TIC dentro y fuera del aula. Los contenidos de la unidad se basan en las bases curriculares establecidas por MINEDUC, pero los materiales son tanto creaciones originales como recursos populares, como los videos que se encuentran en Youtube. Los planes de lecciones están centrados en el alumno con diversas actividades para garantizar la práctica del idioma de destino. Se espera que la implementación de estas lecciones conduzca a lecciones más significativas, memorables y agradables para los estudiantes, fomentando su motivación hacia la materia y, por lo tanto, facilitando el aprendizaje.

PALABRAS CLAVE
TIC, enseñanza/aprendizaje, Inglés como lengua extranjera, currículo de inglés
1. Introduction

1.1 Justification

We live in a culture which assumes new ways of seeing and understanding the world around us. A culture that offers new systems of interpersonal communication, provides immediate information and provides specialized tools for our jobs and lifestyle. This new era demands new personal, social and professional competences in order to face the constant changes imposed by this accelerated progress which affects almost every aspect of life as we know it today. Chile, of course, is not exempt of these changes. Due to being a developing country, politically stable and with a growing economy, new opportunities are easily given to its population day after day. With this rising economy, people’s needs are constantly changing, searching for what is the best for them and those around them.

Certainly, all this has a great impact on the educational field. Given the current and changing society, peoples’ educational needs are prolonged beyond the professional studies and extended throughout their lives. As learners change, teaching styles also change in order to match these needs and improve people’s lives through education. However, in the Chilean context this change has been slightly slower than it has been in developed countries. Constant adjustments have been made in the Chilean educational system during the last years due to students themselves have risen against the government demanding free and high quality public education. Thanks to the free-market model, which made education a system ruled by business and competition allowing the creation of private schools, better quality education is assumed to be provided by these types of schools, leaving the majority of state-funded schools forgotten. As a result, the gap between the rich and the poor has widened significantly.

As the government has left education aside, school teachers’ job has become harder: they have to make learning happen in a context where resources are few and traditional lessons do not motivate students. This situation happens in every school subject but especially with English in state-funded schools: learners sometimes struggle to find motivation to learn the foreign language as it is something external from their context. Although the Chilean government encourages the use of different resources from ICTs and communicative activities during lessons, this is not mandatory and the government does not provide sufficient resources for this to be accomplished in state-funded schools.

While looking for this free and high quality public education, there is still something that can be done in the English subject. As 5th grade is the level in which English lessons begin to be obligatory in state-funded schools, it represents an immense opportunity to make students’ first encounter with the foreign language something memorable and meaningful. Therefore, the task is to encourage learner-centered lessons integrating the use of ICTs to make lessons more enjoyable in order to enhance student’s motivation and learning. This could be achieved by taking advantage of the resources available, serving as an example and thus promoting these innovative lessons to obtain better results in the subject. Due to this, this project aims to offer a pedagogical proposal based on methodological and curricular components.

1.2 Research Question

How does ICT integration in the English language curriculum of 5th graders from Chilean state-funded schools within a learner-centered pedagogical approach contribute to improving their second language learning?
1.3 Objectives

1.3.1. General Objective
To design a one-unit lesson plan that includes ICT integration within a learner-centered approach in the English curriculum of 5th graders from Chilean State-funded Schools.

1.3.2. Specific Objectives
• To compare different English Language Teaching methodologies.
• To determine the significance of a learner-centered approach in English Language Teaching and Learning.
• To identify factors involved in the English Language curriculum in Chile
• To establish the importance of ICTs in English Language Teaching and Learning

1.4. Hypotheses
Although this project does not work with hypotheses, the following could be used in further research.

1.4.1. Working hypothesis
The use of ICTs within a learner-centered pedagogical approach to ELT contributes to improving learners’ autonomy towards second language learning.

1.4.2. Null Hypothesis
The use of ICTs within a learner-centered pedagogical approach to ELT does not contribute to improving learners’ autonomy towards second language learning.

2. Theoretical framework

2.1. Language Teaching Methods
A language teaching method is a particular and established procedure to approach language teaching. There is not a language teaching method that was created centuries ago and is still effective and predominant today. Over the years, there have been several language teaching methods based on different views of how language and the learning process are understood, which are called ‘approaches’. As times changed, the kind of proficiency learners need and also, the different theories about the nature of language and language learning changed too. These changes made emerge different methods attempting to provide educators and learners with the best tools to both teach and learn a second or foreign language. As Kumaravadivelu (2006) has stated, ‘it is not as if the existing methods provide distinct and discrete paths to language teaching. In fact, there is considerable overlap in their theoretical as well as practical orientation to L2 learning and teaching’ (p. 90). Because of this overlapping, Kumaravadivelu (2006) believed that teaching methods should be categorized into (a) language-centered methods, (b) learner-centered methods, and (c) learning-centered methods. Later, he would refer to a Postmethod pedagogy, which attempts to solve current problems in the English language classroom.

2.1.1 Language-centered methods
The first attempts to approach Language teaching within a coherent methodology developed during the nineteenth and the twentieth centuries. In these methods, focus was mainly the form of a language and how structures are combined to produce utterances that are understood by others. That is why they were labelled as ‘language-centered methods’. In order to teach making language form the most important aspect to be taught, different language teaching methods arose trying to supply with the most suitable techniques to accomplish this task. These methods were based on particular perspectives about language and language learning. As Kumaravadivelu (2006) has explained, ‘the fundamental principles of language-centered pedagogy are drawn from structural linguistics and behavioural psychology’ (p. 99). Both these theories, Structuralism and Behaviorism, set the foundations for these methods to be applied in the language classroom.

First, there is Structuralism. For this intellectual movement that originated in the early 20th century and included a variety of disciplines such as sociology, anthropology and linguistics, every element of the human culture is part of a system. In linguistics, each language is viewed as a big system where the elements such as: phonemes, morphemes, phrases, clauses and sentences, relate to each other hierarchically, i.e combining with each other to form bigger structures. In addition, structuralism emphasizes listening and speaking because they viewed language as aural-oral (Kumaravadivelu, 2006) believing these are the abilities that allow language learning to take place.

Secondly, there is Behaviorism. Behavioral psychologists believe that every external stimulus is going to cause an effect or response which will be manifested through the behavior of a person. Consequently, learning in terms of Behaviorism is defined by ‘changes in behavior that result from stimulus-response associations made by the learner’ (Standridge, 2002). In this sense, learning consists on the formation of habits which involves, in this context, the development of the ability to produce a linguistic feature without being conscious of it (Kumaravadivelu, 2006, p. 101). According to Skinner’s Operant Conditioning, when there is a desired response to a certain stimulus, there must be a reinforcement to ensure the repetition of the response (as cited in McLeod, 2007). There are 2 types of reinforcement: positive (e.g: if a students completes the homework, he gets extra points for the next test) and negative (e.g. if a students does not complete homework, he will not be able to go out during break, so, the student will complete his homework in order to avoid this). If the response is not desired, a punishment may decrease the likelihood of that behavior being repeated. Figure 2.1 summarizes Skinner’s Operant Conditioning.

Language-centered pedagogists relied upon behaviorism and structuralism in order to establish the principles of their language teaching. Among those principles, the ones that can summarize the whole teaching method are as follows:

1. The teacher provides samples of linguistic input and later, guides the learner orally to correct responses.
2. Pattern practice is the most important aspect of teaching. This is achieved through the repetition of mechanical, meaningful or communicative drills where learners are expected to learn grammar inductively.

3. Form-focused instruction is accompanied with conscious error correction. (Kumaravadivelu, 2006)

There are two methods that fit in what has been described as ‘language-centered methods’: Richards & Rodgers (2001) recognized the Situational language teaching (first known as Oral approach) and Kumaravadivelu (2006) emphasized on Audiolingualism as the language-centered method par excellence. These methods are very similar to each other as they relied on basically the same theories but one of the differences they have is that they developed in different places: while the Situational approach was the British approach to English Language teaching by the 1950s, the Audiolingual method emerged in the United States in an attempt to train military personnel in foreign languages during the World War II (Richard & Rodgers, 2001).

As the Situational approach followed structuralist theories, it agreed with the principle that language learning begins with listening and speaking. Because of that, input is presented first orally and then written. Reading and writing are presented once the learner has achieved a sufficient lexical and grammatical basis. In addition, grammar is graded supporting the idea that simple forms should be taught before complex ones (Richard & Rodgers, 2001). But what distinguishes the Situational approach, making it different from the Audiolingualism or the Direct Method, is that new language points are introduced and practiced within situations in which they could be used because ‘language was viewed as purposeful activity related to goals and situations in the real world’ (Richards & Rodgers, 2001, p. 35). By ‘situation’ it should be understood the use of any visual aids that would help illustrate the meaning of new language items, such as pictures, objects, actions, gestures, etc. As situational approach is teacher directed, in a typical lesson of this method, the teacher would be a model providing the situation, the target structure and as many opportunities for repetition as possible while the learner’s role is rather passive.

Audiolingualism is similar to the Situational approach in many aspects. Since the spoken form of the language is considered to be the most important one, input is presented orally as well. Language is believed to be learned through habit formation, and ‘good habits are formed by giving correct responses rather than by making mistakes’ (Richards & Rodgers, 2001, p. 51). The learner is expected to learn the pronunciation accurately, for that purpose, target structures are presented in dialogues which then the learner memorizes and repeats until mastering the structure. Grammar is supposed to be learned inductively by making analogies with the target structure in a variety of contexts. As in the Situational approach, ‘Language skills are taught in the order of listening, speaking, reading and writing’ (Richards & Rodgers, 2001). The difference is that the written forms are presented in later stages. The first audiolingual lessons could be completely aural-oral, without presenting anything written, because it was assumed that learners should master speaking forms first (grammatically and phonologically), just as how mother tongue is learned, so that chances for mistakes are minimized.

Language-centered methods worked for a while because they had a solid foundation on Structural and Behaviorist theories, however, they were not teaching language as communication which was their challenge (Kumaravadivelu, 2006, p. 109). Around 1960s, language-centered methods began to be questioned: ‘researchers and teachers alike became
increasingly skeptical about the effectiveness of the pedagogy to realize its stated goal of fostering communicative capability in the learner’ (Kumaravadivelu, 2006, p.114). Additionally, a new paradigm in language learning, contrary to behaviorism, was emerging due to Chomsky’s works.

Chomsky argued that such a learning theory [Behaviorism] could not possibly serve as a model of how humans learn language, since much of human language use is not imitated behavior but is created anew from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition but ‘generated’ from the learner’s underlying ‘competence’. (Richard & Rodgers, 2001, p. 59)

Chomsky’s proposals were the beginning of this new stage in language teaching where teaching language as communication would become a serious issue.

2.1.2 Learner-centered methods

When different theories came to contradict Structuralism and Behaviorism, learner-centered language teaching methods began their development. These methods, as their name indicates, are those whose focus in the classroom are the learners. Previously, language-centered methods were teacher directed, i.e the teacher was the most active person during the lessons being the principal resource and guiding all the activities. In contrast, in learner-centered methods the students are more autonomous and the teacher is only a facilitator of learning. In this sense, learner-centered pedagogists encourage learners to take responsibility for their own learning.

The development of learner-centered methods began with the rise of theories such as Chomsky’s Transformational-Generative Grammar. Generative Grammar ‘refers to the set of rules that enables us to understand sentences but of which we are usually totally unaware’ (“Tool Module”, n.d). Chomsky believed that this set of rules are part of a predisposition human brain has to acquire a language, which he called ‘innate language faculty’. This theory led to the Cognitive-code learning theory (CCLT) which ‘attaches more importance to the learner's understanding of the structure of the foreign language. Rule- deduction is a facility, which develops automatically with use of the language in meaningful situations within meaningful drillings’ (Demirezen, 2014).

Noam Chomsky (1965) also stated the difference between competence and performance. Competence is ‘the speaker-hearer's knowledge of his language’ while performance is ‘the actual use of language in concrete situations’. In other words, linguistic competence implicates knowing the language and performance involves using that language. Some linguists which criticized the concept of Linguistic Competence considered that the term competence was insufficient since aspects from the sociolinguistic context were not considered in it. One of the major backlash has been Hymes' perspective. He believed that ‘Linguistic Competence’ was not strong and sufficient enough because utterances must be also suitable and acceptable in the context in which they are used. Consequently, Hymes introduced a new concept in linguistics: ‘Communicative Competence’.

Hymes argued that “the study of language must concern itself with describing and analyzing the ability of the native speakers to use language for communication in real situations (communicative competence) rather than limiting itself to describing the potential ability of the ideal speaker/listener to produce grammatically correct sentences (linguistic competence)” (as cited in Johnstone & Marcellino).
The perspectives from which the concepts of linguistic and communicative competence have been proposed differ because the research for which these concepts are needed, are different. Generative grammar is mainly focused on the study of the syntactic aspects of language as a system, while other perspectives related to applied linguistics and anthropology need another term since it reflects a broader perspective of the study of language and includes other contextual and interdisciplinary areas related to language use.

Concerning psychology, being contrary to Behaviorism, CCLT took the stimulus-response view of language learning and introduced another element: the cognitive one. In this new psychological perspective, human cognition acts as a mediator between the stimulus (teacher’s input) and the response (learner’s output). So, the learner ‘is capable of forming, testing and confirming hypotheses, a sequence of psychological processes that ultimately contribute to language development.’ (Kumaravadivelu, 2006, p. 118). In the end, the most important aspect of learning now is not the learner’s response to the stimulus, but the mental processes he has been through.

As the needs language learning and teaching faced became a lot more complicated, more theories came to satisfy them. Kumaravadivelu explained that ‘In order to derive their theory of language, learner-centered pedagogists drew heavily from Chomskyan formal linguistics, Hallidayan functional linguistics, Hymesian sociolinguistics, and Austinian speech act theory.’ (2006, p. 116). Halliday believed language has three macrofunctions: textual (the grammatical systems), interpersonal (the one that establishes roles, relationships and responsibilities) and ideational (the one that allows to conceptualize the world). Related to the interpersonal function, there is the notion of ‘ideal’ vs ‘real’ speaker-hearer. The ‘ideal’ speaker-hearer, proposed by Chomsky, did not pay attention to the context. Hymes, on the other hand, emphasized that a real speaker-hearer ‘operates in the concrete world of interpersonal communication’ (as cited in Kumaravadivelu, 2006, p. 117), i.e the speaker-hearer knows how to behave communicatively appropriate according to the context. Finally, when people speak, they do it for a purpose which could be: apologize, agree, disagree, command, describe, etc. Others can understand the function only in a communicative context (Kumaravadivelu, 2006). That is what Austin proposed in his speech acts theory.

These theories noticed that language is not a system of isolated utterances. There are many factors involved in the use of language and that is why learner-centered methods supporters believed language teaching should embrace these factors if they wanted to teach language as communication. This is how Communicative language teaching was born.

Communicative Language Teaching (CLT), supported by the mentioned theories, came to satisfy the need for communication in the classroom that Audiolingualism was not achieving. Thus, lessons under this method, as Savignon (2002) recognizes, have five goals:

• The Communication goal area addresses the learner’s ability to use the target language to communicate thoughts, feelings, and opinions in a variety of settings;
• The Cultures goal area addresses the learner’s understanding of how the products and practices of a culture are reflected in the language;
• The Connections goal area addresses the necessity for learners to learn to use the language as a tool to access and process information in a diversity of contexts beyond the classroom;
• The Comparisons goal area are designed to foster learner insight and understanding of the nature of language and culture through a comparison
of the target language and culture with the languages and cultures already familiar to them; and

• The Communities goal area describes learners’ lifelong use of the language, in communities and contexts both within and beyond the school setting itself. (as cited in Kumaravadivelu, 2006, p. 119)

In CLT, learners are expected to have an active role, not only in the mental processes involved but also in the lesson itself as the teacher is only a facilitator. The teacher needs to provide the tools for the lesson organizing material, guiding the activities, etc., but he is not the center of the lesson. In addition, students need to be both accurately and fluently, different from Audiolingualism which only trained learners to be accurate.

The syllabus in CLT is focused both on form and function, being function the most important aspect from which everything else is derived. Figure 2.2 shows an example of a typical CLT syllabus.

<table>
<thead>
<tr>
<th>Title and function</th>
<th>Situation</th>
<th>Communicative expressions</th>
<th>Structures</th>
<th>Nouns</th>
<th>Verbs</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apologizing</td>
<td>Theatre (asking someone to change seats)</td>
<td>Excuse me, would you mind...? I’m very grateful.</td>
<td>V + ing</td>
<td>Seat Place Friend</td>
<td>Move Change</td>
<td>Dialogue study Roleplay Pair practice</td>
</tr>
</tbody>
</table>

Figure 2 (Adapted from Kumaravadivelu, 2006, p. 122)

The practice activities in CLT, as the examples in the previous chart, are all focused on making students interact with each other, either in pairs or groups, as learning in learner-centered methods is supported by theories that view learning as a social process such as Piaget’s and Vygotsky’s (Blumberg, 2014). With interactive activities, communication is ensured through the whole lesson. In addition, this type of activities help students to be more confident and thus, less afraid to participate actively in the lessons. This contributes to increase students’ motivation and greater satisfaction with school, leading consequently to greater achievement (Blumberg, 2014).

Although learner-centered methods such as CLT aimed at communication through interaction, lessons within this method were sometimes criticized for not being very communicative. This might have happened because functions are introduced within a structured and secure context, with a limited range of vocabulary, in which students are only able to practice what they are supposed to practice. That could be the reason why Legutke and Thomas (1991) argued that the way a CLT lesson is structured ‘does not seem to stimulate the wish of learners to say something’ (as cited in Kumaravadivelu, 2006). This criticism opened the door to a whole different approach to language teaching where lessons shifted from ‘learning to use language’ to ‘using language to learn it’.

2.1.3 Learning-centered methods

The last of the language teaching method categories proposed by Kumaravadivelu probably includes the most advanced methods in terms of L2 research because of the time in
which they developed. When lessons with focus on the learner were criticized, researchers began to look for a language teaching method that attempted to supply everything that was not completely achieved before. The most clear example of this is communication. Years of research on the psycholinguistic processes of L2 development helped these new methods find a way to develop on a solid basis. These emerging methods focused on the psycholinguistic processes of learning and that is why they are called ‘process-based methods’ or ‘learning-centered methods’. There have been several approaches underlying these principles, nevertheless, Kumaravadivelu (2006) highlighted the Natural approach and the Communicational approach, also known as Communicational teaching project or Bangalore project because they have been recognized and reviewed in the literature. These methods basically relied on the same theories of language as the learner-centered methods discussed formerly: Chomsky’s and Halliday’s. However, learning-centered methods took these theories with slight differences. For instance, learning-centered methods’ focus is on meaning so they minimize the importance of grammar (Kumaravadivelu, 2006) this way considering just part of Halliday’s theory.

Concerning language learning, these methods were able to rely on the most advanced research on L2 development such as the Monitor Model of second language acquisition, the Input hypothesis and the Acquisition/learning theory proposed by Krashen. Krashen believed that there are two ways of developing L2 knowledge/ability: acquisition and learning, the first one being unconscious and incidental, just the way children develop L1 knowledge/ability, and the second one being conscious and intentional, that suppose being aware of the rules of the L2 (Kumaravadivelu, 2012, para. 138). Therefore, in learning-centered methods, learners are expected to initiate L2 development through acquisition, helping us becoming fluent. Then, learning would allow us to improve our utterances, because being aware of the rules of the language, we would be able to ‘monitor’ ourselves to correct mistakes, thus, becoming accurate. In addition, acquisition can only happen if learners receive messages they can understand, which is known as Comprehensible input. This Comprehensible input ‘should be one step beyond learners’ current ability, represented as i + 1, in order to allow learners to continue to progress with their language development’ (“Krashen’s 6 hypotheses”, 2011)

Both the Natural approach and the Communicational teaching project share some similarities in terms of principles and procedures and they are ruled by the following principles:

1. Learning-centered pedagogists believed that ‘Language development is incidental, not intentional’ as attention is drawn to function not to form and grammar is taught implicitly, thus students learn just by picking up structures.
2. ‘Language development is meaning focused, not form focused’. This principle is closely related to the previous one because if language development is incidental, is because there is few or null attention to the rules of the language. Instead, the idea is that learners understand the language input by focusing on its meaning.
3. ‘Language development is comprehension based, not production based’. Learning-centered pedagogists believed that while Production in L2 development causes anxiety, insecurity, demands the creation of new language, verbal accuracy and learners do not have full control of it; Comprehension is safe, it involves language which is present in learners’ input, it allows the learner to be imprecise and it can be fully controlled by him or her. ‘Learning-centered pedagogists also believe that once
comprehension is achieved, the knowledge/ability to speak or write fluently will automatically emerge’ (Kumaravadivelu, 2012, p. 141).

4. ‘Language development is cyclical and parallel, not sequential and additive’. Learners may tend to learn some structures early and some others late, but it is not always like that. Current theories have said that language development is a cyclical and holistic process as there is not an accumulation of knowledge but rather a continuous and unpredictable process.

These principles set up the basis for the methodologies to be used in the learning-centered lessons.

Learning-centered pedagogists believed that the teacher is in charge of keeping the learners’ attention on meaning rather on form. That is why, the teacher is the center of the activities ‘following meaning focused activities, providing comprehensible input, integrating language skills and making incidental correction’ (Kumaravadivelu, 2012). In a learner-centered lesson, there are communicative and problem-solving tasks and skills are treated as a whole and not isolated in a sequence as in language-centered and learner-centered approaches. In addition, interactive activities are not essential as the most important element is comprehensible input provided by the teacher. In terms of materials, they are not preselected and they do not follow a sequence. There will not be language features in the learning-centered syllabus instead, there will be learning tasks, e.g. Telling time.

As well as the previous described approaches, Learning-centered approach has weaknesses that make it susceptible to criticism. The excessive control that the teacher has over the input makes it rather unnatural and also, it ‘create[s] only limited interactional opportunities in the classroom because they largely promote interaction as a textual activity, neglecting interaction as interpersonal and ideational activities’ (Kumaravadivelu, 2012, p.156). However, it is worth to highlight that learning-centered methods draw attention to the learning processes, which brought to light new issues and challenged traditional language pedagogy.

2.2 Post-method era

Even though some of the previous theories and methods had acceptable results while putting them into practice, some limitations arose. It was assumed that any single teaching method could not possibly work with all students. Also, the different teaching styles and local particularities that were partially or totally neglected, were some of the reasons for linguists to argue against choosing a specific method in order to teach English inside the classroom. Furthermore, the effectiveness of ‘method’, which refers to a particular way of doing things or a series of steps to achieve a certain goal, began to be questioned. This allowed linguists and pedagogists to think we are no longer in a method era, neglecting methods as the way to approach language teaching. Instead, a new approach, consistent with this thought was proposed: a postmethod pedagogy. This concept started to play part on the field of language teaching and learning because it not only emphasized the techniques needed for students to become proficient in the foreign language but also attended the teachers’ individual features, their authority on the selection of materials, the techniques used and the context.

2.2.1 Principled or informed eclecticism
Following the vision of this post-method era, in which it is conveyed that a single method has no realistic or natural usage inside the classroom due to the fact that it does not fit every student needs nor every teacher’s teaching style, it appeared the need to find a form to base the decisions made by teachers when preparing their lessons and the different decisions they made while teaching. This so as to give explanation to what the teacher would do inside the classroom, and the knowledge of learning theories behind it. In order to embrace this mixture of approaches into one that would suit the teacher and students’ urgencies, the term of Principled Eclecticism was coined.

According to Mellow (2002), principled eclecticism is ‘a desirable, coherent, pluralistic approach to language teaching’ (p.1). Principled or Informed Eclecticism, then, is a coherent unprescribed contextualized blend that teachers practice inside and outside the classroom, as the different techniques and activities that are put into practice need to be seconded by a thorough holistic investigation on the multiple learning theories and methods that exist. Larsen-Freeman (2000) stated that ‘teachers who have a consistent philosophy and pick in accordance with it (which may very well make allowances for differences among students), could be said to be practising principled eclecticism.’ (p. 183). Thus, the professional language teacher must be aware of his or her autonomy and demonstrate his or her role through practising reflection on the different theories that currently exist, choosing applicable techniques both adjustable to his or her own teaching style and the students’ styles and needs to ensure learning and putting them into their teaching design. On this note, Bigelow and Cushing-Leubner explained the chores of teachers as being able to ‘provide evidence for their pedagogical choices’ (p.250), therefore, this approach intends to bring back the importance of teachers in the process of learning on the part of the students by giving them the liberty of selecting suitable techniques regardless of its method.

2.3. Connectivism

Inside this post-method era and considering current issues, different theories of language learning are still emerging. The previous stated methods and approaches were used widely in the educational environment but they were created based on language learning theories that did not consider nowadays’ technologies and are not embedded in the current digital era. It became necessary to address this issue as technology has developed enormously in a short period of time and it is still developing. Due to this, it emanated a new theory that used technology as a basis to understand learning and its evolution.

Connectivism, developed by Siemens and Downes, is a learning theory that integrates the use of internet technologies to learning-teaching environments. Downes (2007) has defined it as “the thesis that knowledge is distributed across a network of connections, and therefore that learning consists of the ability to construct and traverse those networks” (par. 1). Internet, from this perspective, creates new opportunities for people to learn inside and outside the classroom through collective response and through the sharing of information with other people which is a key feature in the creation of this theory, as learning is based on the premise that it does not occur inside the learner, but rather in the connection that the learner generates through his or her network. This network is a metaphor that is intended to work as the brain and its neuronal connections by being filled with nodes which are small units of information that can be connected with other pieces of information in order to create meaningful learning. Siemens (2005) remarked that ‘Connectivism presents a model of
learning that acknowledges the tectonic shifts in society where learning is no longer an internal, individualistic activity’ (par. 31). Connectivism, therefore, considers interaction as a key feature for learning.

Driscoll (2000), a researcher of education, described learning as ‘a persisting change in human performance or performance potential...[which] must come about as a result of the learner’s experience and interaction with the world’ (p.11). As Driscoll noted, learning has the tendency to change over time which goes hand in hand with the non-linear nature of connectivism. Torres (2012) stated that ‘for connectivism, the classroom is understood as an entirely unpredictable ecosystem’ (p.13). This non-linear nature comes from the theory of chaos, that points out learning as an uncontrolled being. Siemens (2005) argued that

Unlike constructivism, which states that learners attempt to foster understanding by meaning making tasks, chaos states that the meaning exists – the learner's challenge is to recognize the patterns which appear to be hidden. Meaning-making and forming connections between specialized communities are important activities. (par.15)

According to this, the connections between the environment and individuals impact on the exchange of knowledge as well as influence the individual and collective learning and its changing essence and that is the reason for using internet and its different communication channels. Siemens (2005) pointed out the general principles of connectivism on learning, based on the previous explained features.

- Learning and knowledge rests in diversity of opinions.
- Learning is a process of connecting specialized nodes or information sources.
- Learning may reside in non-human appliances.
- Capacity to know more is more critical than what is currently known
- Nurturing and maintaining connections is needed to facilitate continual learning.
- Ability to see connections between fields, ideas, and concepts is a core skill.
- Currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.
- Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. (par. 22)

This proposal has identified incessant learning and autonomy as main objectives, but it has left aside the role of the teacher within the classroom. Torres (2012) has proposed that “connectivism aims to understand the role of the teacher as a Manager-Guide, Facilitator- of these learning environments that are generated inside and outside the classroom” (p.13). Even though it is expected that by following this theory the teacher has to acknowledge the students’ autonomy by letting students learn from each other and from themselves through the network by research, sharing of resources and interactivity, there is no explicit explanation on the length of control he or she will have within the classroom and his or her performance as an English teacher, which can be considered as a void inside the approach itself. Also, as being mostly centered on the network’ completion it may leave aside the focus of the subject, in this case, English language learning as a foreign language.

2.3.1. Digital Competence

The evolution of today’s society has carried different changes, technological and communicative changes among them. As it has also changed the way people learn, it
becomes necessary to talk about ‘educational technology’, to refer especially to language teaching and learning. Nowadays it is common to work in digital environments, therefore Digital Competence turns out to be one of the fundamental competences a learner must develop. The EC Recommendation on Key Competences (2006) defined digital competence as the confident and critical use of ICT for employment, learning, self-development and participation in society (as cited in Ala-Mutka, 2008). In simple words, this new generation competence could be defined as knowledge, skills and attitudes used for learning in the digital society.

Considering digital competence as any other, in Figure 2.3 Torres (2011) summarized five different skills or dimensions that take an important role within the development of this competence.

<table>
<thead>
<tr>
<th>LEARNING DIMENSION (transformation into knowledge and its acquisition)</th>
<th>INFORMATION DIMENSION (collection and critical assessment of information)</th>
<th>COMMUNICATIVE DIMENSION (intrapersonal and social)</th>
<th>DIGITAL CULTURE DIMENSION</th>
<th>TECHNOLOGICAL DIMENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To learn and generate knowledge, products or processes.</td>
<td>To obtain, evaluate, and organize information in digital formats.</td>
<td>Communicate, interact and collaborate in digital environments.</td>
<td>Act in a responsible, safe and civic manner.</td>
<td>To use and manage devices and digital work environments.</td>
</tr>
<tr>
<td>✤ To represent and create knowledge in different languages (textual, numerical, iconic, visual, graphic and sound).</td>
<td>✤ To use computer systems and surf the Internet to access information, resources and services.</td>
<td>✤ To communicate through digital devices and specific software.</td>
<td>✤ To know and critically reflect on the new socio-cultural practices of the knowledge society.</td>
<td>✤ Technological literacy and knowledge and mastery of digital environments.</td>
</tr>
<tr>
<td>✤ Producing and publishing knowledge.</td>
<td>✤ To use different sources and search engines.</td>
<td>✤ Use tools for collective elaboration of knowledge in educational projects and tasks.</td>
<td>✤ Manage the digital identity and the degree of privacy and security of personal data and information in Internet.</td>
<td>✤</td>
</tr>
<tr>
<td>✤ To carry out projects, solve problems and make decisions.</td>
<td>✤ Information management: use of different sources and search engines, use RSS, etc.</td>
<td>✤ Proactively participate in virtual learning environments.</td>
<td>✤ Introduction to the rights and duties of the digital citizen.</td>
<td>✤</td>
</tr>
<tr>
<td>✤ Make use of ICT as tools for reflective and critical thinking.</td>
<td>✤ To assess the quality, relevance and usefulness of the information and resources.</td>
<td>✤ To collaborate and contribute to collaborative learning.</td>
<td>✤</td>
<td></td>
</tr>
</tbody>
</table>

Figure 3: Adaptation of Torres, (2011) Link: http://competenciadigital.wikispaces.com

As stated before, learners are in charge to develop two different competences in order to be proficient. Now, when technology has taken a primary role in people’s routines, it is necessary to talk about Digital Competence to show how capable a person is regarding the use of technology.

Likewise, Ilomäki, Kantosalo and Lakkala (2011) stated that:

Digital competence is an evolving concept related to the development of technology as well as the political aims and expectations for citizenship in a knowledge society. It consists of a variety of skills and competences, and its scope is wide, covering
media and communication, technology and computing, literacy, and information science. As an interpretation and summary of connecting the different approaches. (p. 8)

4. ICTs

4.1 What are ICTs?

In the last few years, ICTs have taken an important role in our society, being used in a variety of activities. ICTs are already part of most fields: robotics, public administration, employment, business, education, health and welfare, among others. One of its major advantages is the easy access to information in any format in a quicker and easier way. But, what are they? The United Nations Development Program defined ICTs as:

basically information-handling tools - a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. They include the ‘old’ ICTs of radio, television and telephone, and the ‘new’ ICTs of computers, satellite and wireless technology and the Internet. These different tools are now able to work together, and combine to form our ‘networked world’ – a massive infrastructure of interconnected telephone services, standardized computing hardware, the internet, radio and television, which reaches into every corner of the globe’ (as cited in Reddi, p. 175).

4.2. ICTs as a tool for teaching

An exponential growth of the technology advancement has influenced on the educational field over the past few decades. From the use of stereographs to the use of smart boards, technological devices have taken an important role in classrooms not only as sources of information, but also as tools that help the teacher guide the students in an authentic way. Computers have supported students showing them how to be autonomous learners in the sense that they do not depend on the teacher to obtain information, also they do not need to wait for the teacher to arrive to clarify contents. Technology has changed teachers and students’ roles in innumerable senses, as it has transformed into an important piece of the lesson structure. To understand the significance of technology, it is necessary to focus on its evolution first, that comes from the use of simple devices during the World War II to the ongoing use of computers and the Internet for different purposes today.

Technology was first introduced into the classroom in the early 1900’s (Reiser, 1987). It was aimed to offer a visual support for lessons, with the use of stereographs, slides, films, study prints and other materials designed to enhance instruction (Saettler, 1968). In 1913, Thomas Edison stated that books would be obsolete in the schools, claiming it was possible to teach every branch of the human knowledge through the motion picture (Saettler, 1968, p. 68). Although Edison’s prediction was not completely accurate, it shows the perception of researchers about the impact of technology in classrooms. Suddenly, lessons stopped being characterized by their tight discipline methods and started to develop a new image of a different environment where the use of visual aids predominated.

It was not until the 1940s in the United States that technological devices were implemented in the language teaching field. The first allusions about the use of this type of equipments in language teaching lessons date from World War II, designed by and for the
army as part of different courses (Torres, 2012, p.4). This stage of technology evolution was characterized by the use of analog devices, such as over-head projectors, videos and recorders. These ones became very popular in particular due to the purchase of 55,000 film projectors by the U.S. government to train its people in a quick way (Olsen and Bass, 1982). Although the use of these devices gave little space to interaction and collaboration, it was a key for the U.S. to achieve its goal during the War. After that, as a consequence of winning the war and establishing itself as a global hegemony, the analog devices spread all over the world (Marshall, 2002, p.1).

After several years, the fashionable use of analog devices ceased and some other devices took their place. In the 1990’s, digital devices, described as devices that perform all calculations using ones and zeros - binary system - (Christensson, 2005), developed into an attractive type of technology with the debut of CDs and the Internet (Torres, 2012, p.4). Audio CD’s turned into CD-ROMs, which contained interactive softwares with materials and activities aimed to reinforce the contents on textbooks. On the other hand, the Internet became a source of an immeasurable amount of information that was prone to be part of different lessons. Despite the fact that during its beginning The Web was only a place to search data rather than a place to exchange and communicate knowledge, teachers had to change their paradigm being triggered by the idea of taking an active role while organizing technology-based lesson plans (Marshall, 2002), which provided a new perspective about the elaboration of material for classrooms.

Some years ago the Internet generated new means of communication and interaction, beginning the new technology generation known as Web 2.0. This concept is not referred to an specific and technical update, but rather to cumulative changes in the way Web pages are made and used (Wikipedia, 2015). According to Cormode, G. and Krishnamurthy, B. (2008) the first stage, also called Web 1.0, was meant to look at the Internet as a source of information, in which users were only consumers, while Web 2.0 offered new tools that transformed the Internet into a social media. In practical terms it means that the role of the user was merely passive at first, but then it became active and social. The purpose of the internet changed because of the new tools it offered and, as the number of computers has been growing in the recent times and so does the population that have access to the Internet (Mapsofworld.com, 2012), it turned out as a common means of interaction all over the world.

Web 2.0 has also been described with the term ‘social software’, as it hosts applications such social networking, wikis, virtual societies, blogging, multiplayer online gaming and mash-ups (Selwyn, 2008). Although these tools are very different among themselves, they share the aspect of interaction between and within groups, which not only facilitates communication but also collaboration. In addition, the terms ‘reading’ and ‘writing’ were also attached to Web 2.0 because users could contribute with their own creations and also to consume contents created by other people. Therefore, people in general do not use the internet just for reading anymore, as they have become digitally-qualified in the aspect of interacting with some others through a virtual platform.

Regarding the different tools that the Web 2.0 has come with, Torres (2011) defined two types of tools present in the Internet of today: Synchronous communication tools and asynchronous communication tools. The former refers to those tools that allow interaction among users simultaneously, such as chats and Voice over IP. At the same time, asynchronous communication tools are related to types of communication in which people are not online at the same time, such as forums, blogs, wikis and social networks. These
categories compile the most common tools when dealing with the Internet and it is important to remark that the use of them is not the goal itself. In simple words, the main objective is to communicate and interact with different people without being restricted by time or space.

Few years ago, teachers started integrating these recent technological tools into their classrooms and out of them to create virtual extensions of their lessons, this way they provide context for students to promote learning in and out of the classroom. Therefore, not only teachers have had access to technology for the teaching-learning situation, but also students have started to consider the Internet and its virtual applications as a tool that supports their acquisition of knowledge. Computers’ goal is not only being source of information for teachers and students anymore, but it has become a means of interaction, which makes learning a social activity even when the participants are not sharing the same physical space or exact time. In fact, Light and Keisch (2010) claimed that a new Web 2.0 classroom approach or mentality is beginning, due to teachers are integrating these different tools to extend and deepen the educational environment, facilitating students’ learning.

2.4.3 Pedagogical implications of the use of ICTs

Having the opportunity to use ICTs in the classroom impacts on the whole lesson and its participants. When ICT are integrated effectively into the classroom, it adds immense value to the quality of teaching, making it a holistic learning experience for the pupils. It makes education student-centered, visual, time-saving and motivates the young scholars to produce creative assignments. It gives students an opportunity to become a part of the global IT village enhancing their technical and communication skills (‘Technology in the classroom’).

Likewise, Isisag (2012) stated that there is significant evidence of the benefits and advantages that the use of ICTs can have on learners. The effective use of ICTs impacts on learners and various aspects of the learning process. For instance, ICTs increases learners’ motivation as they provide interactive and dynamic materials to the lessons, thus enhancing personal commitment and engagement. Also, ICTs improve independent learning as they foster students’ autonomy and responsibility for their actions. In addition, learners’ collaboration and communication become more important, as ICTs offer tools to communicate even outside the classroom.

Another significant advantage of the use of ICT in the classroom is that they offer possibilities for personalization and flexibility. With technologies, learners can learn anywhere at any time and can follow personalized learning paths. Moreover, ICT can help them learn in order to participate in society and the empowering effect of technologies is also appreciated. From the more strictly didactical point of view, ICTs offer more opportunities for repetition, more stimulating and relevant material, and more variety in the input.

2.4.4 ICTs in ELT

The main purpose of teachers to use technology in language classrooms is to emphasize the development of communicative skills in the language students are learning. It is very important for students to live real communicative situations to express their ideas and opinions to develop their proficiency, either by the use of oral or written tasks. The Internet offers different tools that not only allow learners to develop their communicative skills, but also shows the natural use of the language in context. Learners are able to create different
types of files, such as collaborative documents, images, videos, podcasts, cartoons and after that, share them with different users.

Torres (2012) pointed out that to build effective communication skills, students must learn to:

1. Communicate using digital media and environments to support personal and collaborative learning.
2. Share information using appropriate digital media and environments.
3. Communicate clearly to different audiences using various media and formats.

Given these main tasks to develop communicative skills in the expected way, teachers must be careful with the criteria to select devices or tools appropriate to achieve their goal. From investigating what type of site is the most suitable for certain purposes, to determine whether the access to a certain application is for free or people have to pay or comparing the objective of a website with teachers’ educational objective are features that cannot be omitted when designing classroom material.

2.4.4.1 CALL

As stated formerly, the use of digital devices inside the classroom has been introduced gradually by the appearance of computers. This resource has been available for teachers across the globe during a relatively short period of time where changes have rapidly increased. Computers used mainly as tools for teaching and learning foreign languages embody a wide variety of information and communication technology applications and approaches towards learning. This combination of features is called Computer-Assisted Language Learning. Levy (1997) defined CALL as ‘the search for and study of applications of the computer in language teaching and learning’ (p. 1). CALL has been developing techniques to learn languages since the appearance of technology through diskettes, CDs and now with specialized modalities such as distance learning and virtual learning platforms.

Before being addressed in this manner, CALL was named CALI (Computer Assisted Language Instruction). CALI, as opposed to CALL, was centered in the instruction rather than the learning of the students; as its name suggests. CALL, then changed its name and across its development, two main stages showed. The first stage was put in practice during the 1960s and 1970s and it was addressed as Behaviouristic CALL. Warschauer (1996) described that “Programs of this phase entailed repetitive language drills and can be referred to as ‘drill and practice’ (par. 4). After that phase, that consisted in using the computer to deliver material based on repetitive tasks to the student, a new stage came around called Communicative CALL, which criticized the previous phase as drilling did not take authentic communication and interaction into account; this approach to CALL view computers as a tool for learning, rather than a tutor. It started to become notorious during the 1980s through one of the main promoters, John Underwood, who suggested a number of "Premises for 'Communicative' CALL”:

- focuses more on using forms rather than on the forms themselves;
- teaches grammar implicitly rather than explicitly;
- allows and encourages students to generate original utterances rather than just manipulate prefabricated language;
- does not judge and evaluate everything the students nor reward them with congratulatory messages, lights, or bells;
- avoids telling students they are wrong and is flexible to a variety of student responses;
uses the target language exclusively and creates an environment in which using the
target language feels natural, both on and off the screen; and will never try to do
anything that a book can do just as well. (as cited in Warschauer, 1996, par. 9)
Because of CALL’s learner-centered nature, Beatty (2003) stated that ‘a definition of
CALL that accommodates its changing nature is any process in which a learner uses a
computer and, as a result, improves his or her language’ (p. 7)
According to Hubbard (2009) the first project of CALL used to teach specifically
foreign languages was done with the PLATO system, developed in the University of Illinois
which provided students with practice material targeted to their level as well as feedback and
remediation. Although firstly CALL was focused on the use of computer as its main research
and experimental domain, through the use of programmes specially designed to conquer the
four strands of skills needed to master a language, it became necessary to add Internet and
the endless attributes of it to the scope. Network connections, multimedia, peripheral devices
such as PDA’s (personal digital assistants), mobile phones, tablets and electronic
whiteboards are also other elements that are being included in the field lately. Other areas
that are covered by CALL in the late years because of the progress of technologies are online
learning, teacher-learner training, computer-based assessment, and emerging areas using
some of the devices mentioned above.
These subfields hold new objectives, in which it is expected that computers will take
on more of the role of the teacher over intelligent computer assisted language learning
(ICALL). According to Hubbard, there are three main objectives of ICALL. In the first place
it is the ability for computer programmes and platforms to identify students’ mistakes and
give feedback, which is the most advanced area of ICALL to date. A second area described
by Hubbard (2009) is ‘the ability to manage a student’s learning based on building a model
of the student’s achieved proficiency and providing materials and tasks appropriate for
further development at that level’ (p. 15). Also, a last objective is the capability for computer
programmes to interact with the learner over entities that ‘simulate the linguistic facility of a
human interlocutor’ (Hubbard, 2009). Even though progress and improvements have been
made on each one of these strands, most of them are still not finished or being used in
language classrooms and they seem to be a huge change in the educational field and even
more, among teachers.

2.5. English and ICT incorporation in the Chilean educational curriculum

2.5.1. English in the Chilean Curriculum
In Chile, the teaching of English as a foreign language, has become essential. The
country recognises English as ‘a global communication tool and a path to increase
knowledge, at a wide range of information and current technologies’ (Ministerio de
Educación, 2012, p. 222). It is also believed that by learning English, people will appreciate
their own language and culture. In addition, knowing English and being able to use it
communicatively, provides more job opportunities as the country’s development is imminent
and almost every activity looks for it. With this in mind, English has been gradually included
in the Chilean classrooms over the years being 5th grade the level from which English
language teaching becomes mandatory.
The Chilean Ministry of Education has set the foundations for the teaching of English
in the country. It recognizes the importance of the language as a tool for global
communication and a way to access to greatest knowledge, a large amount of information and to the latest technology. As English in Chile is a foreign language, the Ministry of Education has recognized that it is a huge challenge to teach it, not only in the methodologies to be used but also in the development of the motivation to learn it (Ministerio de Educación, 2012). The purpose of the English subject in schools is that students learn the language to succeed in simple communicative situations, to access to new learning and to be able to respond to global communicative requests through current technologies. That is why students need to develop the four skills of the English language (listening, speaking, reading and writing) through communicative tasks. Therefore, the learning objectives of the English subject in Chile have been organized into four axes which correspond to the four skills of the language. Every activity in the classroom is supposed to aim at one or more language skills using any approach that may help and enhance students’ learning.

The curricular bases for the English subject in Chile seems ambitious, due to it suggests plenty of manners to approach contents in EFL lessons. The curriculum highlights the importance of: literary and nonliterary texts because they present language in context; the writing process as it offers the possibility to express significant messages in the language in a communicative and contextualized way; the use of different strategies for different learning styles; the role of grammar as a support when used in a significant and contextualized way; the role of vocabulary, as it is an essential to develop fluency in the skills of reading and speaking; and finally, the use of ICT, as technology offers infinite resources to teach and learn a foreign language (MINEDUC, 2012, para. 224-226).

One important program that the MINEDUC has implemented is “Inglés abre puertas” (English Open Doors Program) whose creation aimed to design a public policy to establish technical leadership to increase availability, improve quality and make enforceable in Chile the teaching of English as a foreign language. PIAP, as it is the Spanish acronym for the program, is supported by The British Council, with tasks such as leading trainee teachers’ sessions with different purposes. The program holds certain approval from the teachers’ side, and this good perception is shared with experts as well. In fact, Matear (2008) argued that “the program highlights not only the importance of English as a global language to national economic performance and to individual employment opportunities, but also its role in facilitating fair access to knowledge and progression through to higher study” (p. 134).

The program has three main lines of action: Teacher Professional Development for EFL teachers; direct actions in the system for EFL students (support for schools and high schools through the National Volunteer Center Anglophone, Summer and Winter Camps, Public Speaking and Debate Tournament, and Scholarships abroad); and finally, measurement of levels of learning and achievement in the subsidized school system. Regarding Teacher Professional Development for EFL teachers, the program has developed different strategies: English and methodology courses, local Educational Networks where English teachers learn and share with peers, communal workshops to develop specific projects, scholarships for studying abroad, Mentor Network where experienced teachers share their knowledge with recent graduates teachers, among others.

Within the Direct actions in the system for EFL students, the National Volunteer Center Anglophone looks for native speakers of English from different countries which could do volunteer work, full or part time to assist the English teacher in the classroom, and to encourage students to improve their listening and speaking skills in English. Summer and Winter Camps offer talented high school students of English a unique opportunity to practice
English through interactive activities such as role plays, trips, group projects and competitions. The idea was to practice the language in real contexts for making the experience meaningful.

Regarding the measurement of levels of learning and achievement, one study carried out by the Ministry of Education stated that regardless the type of dependence of the colleges, the number of hours of English or the characteristics of the students; they learn more when their teachers conduct their classes in English and develop a variety of activities involving the four language skills: listening, reading, speaking and writing. In 2010 it was decided to measure the level of achievement in students through a SIMCE English Test. The results shown in “La Tercera” (2011) showed that "only 11 percent of students comprehend and understand everyday phrases and short texts in this language".

5.2 ICTs in the Chilean Curriculum

In order to get a prosperous integration of ICT in an educational system, policies are considerably important. As Vanderlinde, Braak and Tondeur (2010) have argued, schools with successful ICT integration are the ones with ICT policy planning (para. 234). These policies need to dispose some essential components as Kozma (2008) determined (as cited in Howie, 2010, para. 508). Howie (2010) reported that these policies “included infrastructure, teacher training, technical support, pedagogical and curricular change and content development” (p. 508).

In the Chilean context, an educational reform has been implemented since the 1990’s, and in 1992, a new initiative considered the use of ICTs: the Enlaces Project. It was created with the objective of forming a national educational network between all subsidized schools of the country and incorporating new information and communication technologies to education schools. In other words, it aims to improve the quality of education by integrating educational computing in the school system, according to the needs of the information society. As Hinoestroza, Jara and Guzmán (2003) argued:

This project aimed to integrate these technologies as learning and teaching resources for all students and teachers in the ten thousand Chilean state schools. By the year 2002, 75% of primary and 100% of secondary schools participated in Enlaces, covering 95% of the student population. Each of these schools received computers; local networks; educational and productivity software and most of them have free and unlimited Internet access to specially created educational content relevant to the Chilean curriculum. (p. 2)

“Enlaces” main projects were diverse. “Technology for Good Quality Education Plan”, for example, sought to increase the technological equipment of schools and ensure their pedagogical use. “Mobile Computer Laboratories”, on the other hand, provided third and fourth grade children with notebooks so they could each work with their own computer for a few hours of classes. “Enlaces and Community” implemented a digital literacy plan in schools which counted with computer labs. Moreover, in 1998 a new initiative was implemented. ‘As part of the educational reform, Computer Science enters the secondary school curriculum in order to insure that students are able to develop skills in software handling, and information search and selection throughout the communication networks’ (CONICYT, 2008, p.2). Furthermore, The educarchile.cl web portal is created in 2001 which goal is ‘to contribute to improve the quality of education by becoming a site that offers
information, resources, services, and educational experiences to teachers, students, families, and specialists’ (CONICYT, 2008, p.2).

One of the current objectives of “Enlaces” is to detect in which areas and in what ways technology contributes learning, aiming to maximize students and teachers’ ICT competencies needed in the 21st Century (MINEDUC, 2012b, p.9). For this purpose, there are two important tools for measurement: the Índice de Desarrollo Digital Escolar, IDDE (School Digital Development Index) and the ICT SIMCE (System for Measuring the Quality of Education).

Regarding the Importance of Technology Information and Communication Technologies (ICTs), the development of the skills to use them is explicitly referred to as one of the goals of the Cross-Curricular Learning Bases. This demands the domain and use of these technologies to be promoted in an integrated manner to the work done within subjects.

Currently, the programs submitted by the Ministry of Education integrate the use of ICTs in all courses for the following purposes:

• To work with information:
  - Search, access and collect information on websites or other sources.
  - Select information, critically examining their relevance and quality.
  - Process and organize data using spreadsheets for different purposes.

• To create and share information:
  - Share information across multiple tools offered internet.
  - Develop and present information through the use of processors text, presentations (PowerPoint), graphics, and tools and applications image, audio and video.

• To use ICTs as a learning tool:
  - Use software and specific programs to learn and to complement concepts learned in different subjects.

• To use ICTs responsibly:
  - Respect and take ethical considerations in the use of ICT as care Staff and respect for others.
  - Report the sources from which information is collected and respect the rules use and safety.

3. Methodological Framework

3.1 Introduction
Changes in the curricular foundations, suppose new challenges. Planning lessons nowadays, besides from being a challenge for teachers, has an immense amount of benefits. It ensures the organization of contents in a coherent way; allows teachers to achieve lesson goals; provides space for creativity as there is enough time to think in advance about the practice activities and it facilitates the implementation of lessons as teachers have the possibility to anticipate to problems and think of possible solutions. This way, chances for successful lessons are raised.

The objective of this proposal is to plan lessons which provide with methodological and curricular guidelines whose application may bring as a consequence all the benefits that suppose ICT integration into the classroom. It will be based on previously stated approaches and theories combined in an holistic manner to provide techniques suitable to most types of learning. In order to integrate ICTs thoroughly in English lessons, the application of the
proposed lesson plans requires the use of PowerPoint presentations, different Softwares, Speakers, Cell Phones or digital cameras, Scanner devices, a Web Page created by the authors of this thesis project for educational purposes only, among others. These resources will be tools both for the teacher and the students.

In order to explain the designed lesson plans, a description of each of the following points will be found below:

- Description of the approach adopted for the lesson plannings
- Description of the target group
- Description of the structure where the material will be included
- Description of the creative process
- Description of the material and/or activities typology presented in the lesson plannings

### 3.1.2. Description of the approach adopted for the lesson plans

Materials design for the lesson plans follows a learner-centered approach in terms of teacher’s and the students’ roles: the former will be only a facilitator while the latter will be the active participants who, therefore, become the focus of the whole lesson. In addition, the proposed lessons aim to foster communication between students, just as stated in Communicative Language Teaching. However, as we are in what has been described as the Post-method era where there is no such thing as a method that works for all students, these lessons do not follow exactly a learner-centered approach like CLT. Other considerations and techniques have been taken, such as Total Physical Response to practice following and giving instructions by for example, playing ‘Simon says’, or dynamic activities where students work with their bodies such as moving, dancing, walking, etc. This way, the lesson plans presented follow an eclectic and holistic approach to make sure every student’s need is included by taking into consideration the different types of learning.

### 3.1.3 Description of the target group

The target group for which this proposal has been designed is a group of 5th graders, regardless of their age and sex, in the English subject from any Chilean state-funded school. The number of students in classroom has not been defined, however the average amount of students per classroom in Chilean state-funded schools is 30 (Salazar, 2014) which can provide some guidelines for the implementation of the lessons. In addition, the lesson plans presented organize students work in different ways such as individual, pair or group work, which can be achieved effectively in any classroom.

### 3.1.4. Description of the structure where the material will be included

The structure where the material will be included involves a school semester of EFL lessons of fifth graders in a state-funded school, consisting of two lessons of 1.5 hour each per week. These lessons will be part of the induction process of students into the English language, considering that English is a compulsory subject in state-funded schools since 5th grade.

### 3.1.5. Description of the creative process
In the creative process, the most important aspect was to think about how to integrate the use of ICTs within an eclectic, student-centered approach in order to offer a pedagogical proposal based on methodological and curricular components. Also, it was ruling the selection of different techniques with regard to reach as most students as possible, taking into account their learning styles. With this in mind, the idea of the lesson plans were for the students to acquire the curriculum objectives from the Ministry of Education through games, creativity and autonomous work, rather than impose the contents in order to learn them by heart.

3.1.6. Description of the material and or activities typology presented in the lesson plannings

Materials used in these lesson plans are composed by original Powerpoint presentations, worksheets, and interactive games and videos taken from popular sources of the internet. Each of these materials will be found in a web page especially designed for this curricular and methodological proposal. The idea of these materials is to make students engage easily in the lessons to foster motivation towards the foreign language. Furthermore, the activities that involve the use of these materials aim to provide with a variety of situations to use the target language and increase students’ autonomy. The mentioned activities are not timed. The role of the teacher in this case is to recognize the students’ individual linguistic and communicative needs in order to suit the activities to their own “rhythm”. Moreover, students are given some control in most of the lessons, for example, during group work; and the choice of creating and innovating during freer activities.

3.1.6.1. The Web Page: ‘English is fun!’

The most remarkable material used in these lesson plans is a web page design only for this proposal. The Web Page is the most important feature of the proposed lessons because it will be used in and out of the classroom. It will be applied as a tool for practicing, organizing, communicating and displaying different matters. The use of the Web Page will allow students to share opinions, images, videos, texts, etc. It will also contain an index with the different contents studied across the term, this means that any material used in the face to face lessons will be available to be seen or downloaded from the web. The students will have an induction to the Web Page in the first lesson, to see how it works and the different categories it contains. It is assumed that the use of the Web Page would not be any problem, since students from this era are considered digital natives. If so, the teacher would pay special attention to those kids.

The communicative skills learners are expected to achieve will also allow the students to grow in the intellectual and educational field as in their personal development, since it opens the possibility of knowing different ways of cultural traditions and different ways of thinking.

The Web Page was developed using a community creator called Spruz (http://www.spruz.com). It offers different templates to add different elements in order to achieve the objective of the social network. Due to the members of this webpage are expected to be fifth graders, the community was called ‘English is Fun!’ (http://englishisfun.spruz.com) and strong colors were chosen to make it attractive. The administrator of the Web Page can manage published elements by editing or deleting them. The members can make friends among them (if registered) and also groups related to the
creation of their own discussions and events. Each one of the sections includes a Comments Box, where students can express their opinion if necessary.

The Web Page consists of different parts, defined as follows:

- **Blog:** This section is meant to be expositive. Within this the administrator of the community can manage the categories and publish different blog entries, while ordinary members can only comment. Both can do it with a Rich Text editor, which means that they can change fonts types and sizes, add links and images, attach videos from youtube, etc. Currently the blog contains two different categories: Activities and English Games. The first one includes worksheets and links to external sources with different activities. The second one includes online and downloadable games related to grammar and vocabulary that has taken part in lessons.

- **Photos (Gallery Subcategory):** Any member can add photos. When uploading, people need a title and keywords are optional.

- **Photo Collections (Gallery Subcategory):** The administrator can gather the different pictures uploaded in different photo collections to make them easier to find by topic.

- **Videos (Gallery Subcategory):** Any member can attach videos uploaded to different servers such as Youtube, Hulu, Vimeo, etc. A title and a brief description is required. Videos can have comments and be rated. The page also contains a view counter, this way every member can know which video is the most popular.

- **Presentations (Gallery Subcategory):** This section contains different links to the different presentations that have been used during the term. These Powerpoint presentations are attached by the Web Page SlideShare, a tool that allows people to share their presentations and insert them into their own Web Pages through an embed code.

- **Discussions:** This section is meant to be interactive. The administrator and the members can publish their own entries. Both are able to use a Rich Text editor, and they can also rate topics and comments (+1 or -1). This section can be used to discuss class contents, organizational topics (tests, groups, presentations, meetings, etc.) or non-related topics, paying attention to the use of the foreign language.

- **Events:** This feature helps teachers and students to be organized during the term, as this provides an editable schedule, where tests, daily contents and other activities can be added. This section is composed by three elements. The first one is the events box, which shows the upcoming events. The second one is the Events Schedule, a calendar which simplifies the future events by date. The third one is the display of events with details, image, date and description.
• Wiki: This section consists on the creation of documents that can be created and edited by anyone. The main idea is to construct a written file altogether. Every time a person edits the document, should leave a note that will be sent to the administrator.

• Site Poll: The Web Page includes a Site Poll which can be used either for organizational aspects (e.g. At the end of the term, what do you prefer? A test, a presentation, a play, etc.) or input with basic vocabulary (e.g. What is your favorite animal? Cat, dog, tiger, shark, etc.). Answers are anonymous.

• Dictionaries: This is an external source that leads to the Cambridge Dictionaries to help students struggling with vocabulary. It includes a British English Dictionary, American English Dictionary, Spanish - English Dictionary, English - Spanish Dictionary, among others.

Figure 3.1 shows a screenshot of ‘English is fun!’
The Web Page contents are displayed in three columns and a navigation bar. The right and left column are always visible, it means that no matter what part of the Web Page the student is watching, contents from both sides will be there permanently in case she or he needs them.

The left column contains:
1. Login Box: Place where the student can identify him/herself as a member with email and password.
2. Unit 1: List that summarizes digital sources for each topic of the Unit. The contents will be uploaded as long as they are studied in face to face lessons.
3. Members: The different members of the Web Page.
4. Groups: The different groups of members of the Web Page.

On the other side, the right column displays:
1. Chat: A small-sized box that works as a Chat, where registered students can communicate with their classmates instantaneously.
2. New photos: Pictures added recently (ten last ones) displayed as a slideshow.
3. New videos: Videos added recently (six last ones) displayed as a list.
4. Poll: Box that works with questions and options, where students have to vote. It is aimed to the acquisition of vocabulary.
5. Views Counter

In home page, the middle column contains:
1. Events: Upcoming events (lesson plans, activities, tests, etc.).
2. New Discussions: Last three discussions created.
3. What’s new on the blog?: Last three blog entries created.


3.1.6.2. The Lesson Plans

The following lesson plans aim to introduce fifth grade chilean students to the English language. The Chilean Ministry of Education (MINEDUC) recognizes 5th grade as the first level of school for which English is mandatory. From this level upward, MINEDUC works to provide teachers with the class’ contents and students with class’ text books. Even though there is an increasing demand for teaching English since the first levels of school, MINEDUC has only made proposals for them, which are meant to be a guide for the ones who want to teach English to those levels.

According to the curricular proposals made by MINEDUC, the purpose of the first unit called ‘My world’ for English in fifth grade is
‘to present students fun activities, games, songs and rhymes in which they will learn basic expressions and vocabulary of the school and the family. They will listen for the first time the sounds of this language from the alphabet and the songs they will learn with the help of the teacher, which are linked to the topic of the unit. In addition, it is expected that they begin to familiarize with the forms of the words they hear and learn, which then they will use to complete texts about themselves, their
families and the school. The students will have the chance to relate vocabulary learned in this unit with other subjects and learn basic information about other cultures’ (Ministerio de Educación, 2012, p. 57).

As it is students first formal encounter with a second language, it is important that they begin to learn it through their own world and the elements that surround them. That is why the topics for the first unit include:

- Everyday life: the school, the house, the family, the food, the weather.
- Immediate context of the students such as personal experiences.
- Topics from other subjects such as healthy eating, description of places and weather, other countries’ culture, etc.

These topics are associated to different functions, which aim to provide students with the usefulness of the language. Some of these functions are:

- Greetings
- Ask and deliver personal information
- Follow and give instructions
- Describe people, objects and their position, places, everyday actions and weather
- Expressing likes, preferences, quantities and possessions.

This unit has also a ‘Objetivo Fundamental Transversal’ (Transversal key objective). These objectives aim achieve to personal, ethical, social and intellectual development of the students (MINEDUC, 2012, p. 12). They are not achieved through a particular subject but through the whole curriculum, hence, schools should promote them. For this unit, the OFT is to ‘demonstrate curiosity and interest to know not only their own reality but also other realities and cultures, appreciating what they own and widening their knowledge of the world’ (MINEDUC, 2012, p. 45).

There are several ways to plan lessons depending on teacher’s needs or convenience. Educarchile (2013) has provided the official format to create: lesson plans, unit plans and annual plans. Figure 3.2 is a chart that displays an overview of the unit ‘My world’ based on the format proposed by Educarchile.

<table>
<thead>
<tr>
<th>Unit Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject: English</td>
</tr>
<tr>
<td>Unit: My world</td>
</tr>
</tbody>
</table>

General Objective of the Unit: The students are able to recognize and use vocabulary about their daily lives

<table>
<thead>
<tr>
<th>Ability (ies)</th>
<th>Objetivo(s) de Aprendizaje - Eje 1 My school</th>
<th>Attitude (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>1. To demonstrate curiosity and interest for knowing both their own reality and other realities and cultures, valuing what they own and expanding their knowledge of the world.</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>2. To show a positive attitude towards themselves and their capabilities to learn a new language</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objetivo(s) de Aprendizaje - Eje 2 My family
3. To show respect to others, realities and cultures; recognizing their contributions and valuing lifestyle diversity.
4. To express a style of work and rigorous and persevering study in order to achieve the purposes of the subject.

<table>
<thead>
<tr>
<th>Previous Knowledge</th>
<th>Content(s)</th>
<th>Generic Activities</th>
<th>Achievement indicator(s)</th>
<th>Estimated time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognates: Student, Radio. High frequency words: hello, name, school. Borrowings: CD, PC, e-mail. Numbers from 1 to 5.</td>
<td>- Numbers from 1 to 10. - Alphabet. - Demonstratives: this, that, these, those. - Places at school. - Classroom language</td>
<td>Presentation of content through videos and songs. Online games and activities. Pair and group work.</td>
<td>Students are able to: - Count from 1 to 10. - Sing the ABC song. - Greet each other. - Introduce themselves. - Name places from the school and objects from the classroom. - Follow and give simple instructions.</td>
<td>16 hours</td>
</tr>
<tr>
<td>Cognates: Family, High frequency words: father, mother. Verb to be.</td>
<td>- Members of the family. - Describing people. - Daily routines.</td>
<td>Presentation of content through videos and songs. Online games and activities. Pair and group work.</td>
<td>Students are able to: - Identify members of the family. - Describe people. - Describe a daily routine.</td>
<td>6 hours.</td>
</tr>
</tbody>
</table>

The following lesson plans are based on Santibáñez (2014) format to address lesson planning. They present the learning outcome of each lesson, most of them focused on a communicative function; the linguistic components that will be treated during the lesson to help achieve the learning outcome; the materials needed to convey the contents and a variety of activities the students are going to perform in order to ensure the practice of the target structures and functions. They also show how students progress is going to be evaluated and the problems they might face in order to provide an anticipated solution.

3.3.1.

UNIT: 1 
CLASS: 5th grade 
DATE: March 3rd

LESSON PLAN: “Numbers & Alphabet” (class one, week one) 
SKILL/S: Listening, reading, speaking. 
TEXT TYPE: Written text.
LENGTH OF LESSON: 90 min 
Learning Outcomes:
Students will be able to:
Remember numbers from 1 to 10 and recognise sounds of the alphabet.

**Linguistic Contents:**
- a) Lexical: numbers from 1 to 10. Alphabet.
- b) Phonological: Alphabet.
- c) Function(s): Recognising sounds of the alphabet. Remembering numbers from 1 to 10.

**Generic Activities/Tasks:**

The Students are presented numbers from 1 to 10 through the use of the video ‘Counting to ten’.

The Students practice the pronunciation of the numbers repeating them after the teacher while they watch the numbers and their written form in a Powerpoint presentation.

The Students practice the numbers following the song ‘Counting to ten’.

The Students practice the numbers counting things around them. They will be shown how to do so by the use of commands and mimics and then they will work in groups taking turns to give the instruction.

The Students work in pairs. They dictate their classmates their cellphone numbers, while the listener write it down. At the end of the dictation, they check whether it is correct or not.

The Students are presented the alphabet through the use of the ‘ABC song’.

The Students practise the letters of the alphabet repeating them after the teacher while they watch the letters in a Powerpoint presentation.

The Students practise trying to follow the ‘ABC song’.

The Students are given a card with a letter from the alphabet. They go around the classroom dancing to the ABC song. The teacher stops the song randomly and students have to line up in alphabetical order and say the alphabet. When they finish, they will exchange cards and start again.

The Students use the same card for a new game: They go around the classroom dancing to the ABC song. The teacher stops the song randomly and calls a letter. The student which has that letter rises up the card.

In pairs, one Student picks a card with a number and spells it. The other Student will name the number. Then they switch roles using different cards.

In pairs or groups, the Students color some flash cards with letters from the alphabet and then they stick them to the wall. The alphabet will remain there the entire term.

The Students are introduced the web page associated to the class. This web page will be used the whole term.

*Optional activity to practice at home: The Students can go to the class’ web page and play a game to practice numbers and spelling.
**Materials:**
Computer, Speakers.
Powerpoint presentation: Numbers
https://drive.google.com/file/d/0Bxk9RLQ3Z47QN1dMZzNPMWg3Unc/view
To practice at home:

**Assumptions:**
The Students already know how to count from one to five.

**Evaluation:**
Incidental through the lesson.

<table>
<thead>
<tr>
<th>Anticipated Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Students may have problems with pronouncing some sounds, for example /θ/ as in three.</td>
<td>The teacher will help giving tips for the articulation of the sound.</td>
</tr>
</tbody>
</table>

3.3.2.

**UNIT:** 1  **CLASS:** 5th grade  **DATE:** March 5th

**LESSON PLAN:** “Greetings” (class two, week one)
**SKILL/S:** Listening, Reading, Speaking.  **TEXT TYPE:** Written text.
**LENGTH OF LESSON:** 90 min
**Learning Outcomes:**
Students will be able to greet.

**Linguistic Contents:**
 a) Lexical: hello, goodbye, good morning, good afternoon, good evening, good night
 b) Morphological: -
 c) Phonological: pronunciation of new lexical items, sounds such as /u/
 d) Function(s): Greeting.
**Generic Activities/Tasks:**
The Students remember what they learned in the previous lesson. They remember and sing the ABC song.

The Students are presented the new vocabulary with the help of pictures in a powerpoint presentation.

The Students listen to ‘The greetings song’ while watching the video. They pay attention to the use of the new vocabulary that appears in the video. They watch it again and check pronunciation.

The Students are shown some pictures related to the different types of greetings. They answer which type of greeting belongs to the picture aloud, working as a class.

The Students create their own computer memory game following the instructions given by the teacher.

In groups, the Students spell the different types of greetings. After some practice, the Students choose the best participant from each group. The representatives from each group play ‘Spelling bee’ with the greetings in front of the class and a winner is chosen.

As homework the Ss will have to greet someone during the day and upload a picture from the person they greeted to the blog.

**Materials:**
Computers, Speakers
Powerpoint presentation:
https://drive.google.com/file/d/0Bxk9RLQ3Z47QMUppMXU5TExXRFlhOENJU05rZFpiR0JP Tu4c4/view
Multimedia: ‘The greetings song’.
http://englishisfun.spruz.com/videos.htm?a=&act=view-video&id=7DCA7950-C488-4FB0-BA81-C8A89586B27E
‘Create your own memory game!’ http://englishisfun.spruz.com/pt/Create-your-own-memory-game-/blog.htm

**Assumptions:** The students remember concepts from the previous lesson.

**Evaluation:**
Incidental through the lesson.

<table>
<thead>
<tr>
<th>Anticipated Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students cannot distinguish ‘afternoon’ from ‘evening’.</td>
<td>The use of Spanish will be avoided. Also, a clock could be drawn to assign some hours to certain concepts.</td>
</tr>
</tbody>
</table>
LESSON PLAN: “Introducing myself” (class three, week two)

SKILL/S: Reading, speaking, writing.

TEXT TYPE: Written text.

LENGTH OF LESSON: 90 min

Learning Outcomes:
Students will be able to introduce themselves

Linguistic Contents:

a) Lexical: my name is, I'm, I live, I am ____ years old.
b) Morphological: To Be.
c) Phonological: Pronunciation of new lexical items.
d) Function(s): Introducing myself.

Generic Activities/Tasks:

The Students greet the teacher using the chunks learned in the previous lesson. This will become a class routine from now on.
The Students are presented the structures to introduce themselves with the use of a puppet.

The Students practice the pronunciation of the structures repeating after the puppet.

The Students see a Powerpoint presentation with the same structures in written form.

The Students are presented a short dialogue. They practice the dialogue and then they do it in pairs.

The Students create their own identification card in a Paint document and they send it to the teacher. These Identification cards will be uploaded to the blog afterwards.

The students practice introducing themselves in a mingle. Music will be played while students move around the classroom. When the music stops, they will introduce themselves to the person next to them.

Materials:
Computer, speakers, random music, puppet
Powerpoint presentation:
https://drive.google.com/file/d/0Bxk9RLQ3Z47QSk44Y1BxN2hMYkE/view

Assumptions: The students remember the greetings from the previous lesson.

Evaluation:
Incidental through the lesson.
The students struggle with the pronunciation of longer structures such as ‘I am 10 years old’. Pronunciation practice and teacher monitoring will be essential.

### UNIT: 1  
### CLASS: 5th grade  
### DATE: March 12th

**LESSON PLAN:** “My School” (class four, week 2)

**SKILL/S:** Reading, speaking, writing.  
**TEXT TYPE:** Written text.

**LENGTH OF LESSON:** 90 min

**Learning Outcomes:** Students will be able to:
- Identify places from the school.

**Linguistic Contents:**
- a) Lexical: Classroom, toilet, library, playground, school entrance, computer lab.
- b) Morphological: Demonstratives: this, that / Verb to be.
- c) Phonological: Pronunciation of new lexical items.
- d) Function(s): Identifying places from the school

**Generic Activities/Tasks:**

The Students are presented the demonstratives “this” and “that” through examples in a powerpoint and also among students.

The students practise the difference between the demonstratives by giving examples in groups.

The students are presented vocabulary related to places from school using demonstratives.

The students identify the places by watching pictures of the related vocabulary.

The students complete a vocabulary worksheet to practice writing.

The Students create a map of their school in groups including all the vocabulary seen using a cardboard.

The Students present their maps to the class, using “this is” and “that is”. 
The Students in the same groups are assigned to take pictures with their cellphones of specific places inside the school which will be uploaded to the wiki along with pictures of their already made maps and the vocabulary used in them.

**Materials:**
Computer, speakers.

**Multimedia:** Powerpoint presentation
[https://drive.google.com/file/d/0Bxk9RLQ3Z47QLXdQMTk1S3ozM3NxdXkwX00wM3IpX05G](https://drive.google.com/file/d/0Bxk9RLQ3Z47QLXdQMTk1S3ozM3NxdXkwX00wM3IpX05G)


**Assumptions:** The students know their school and their are used to group work.

**Evaluation:**
The work done in class (map and pictures uploaded) will be graded.

<table>
<thead>
<tr>
<th><strong>Anticipated Problems</strong></th>
<th><strong>Solutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The students may have problems with the sound /ð/ of the words “this” and “that”</td>
<td>The teacher should give visual explanation by putting his or her tongue between his or her teeth.</td>
</tr>
</tbody>
</table>

3.3.5.

UNIT: 1  CLASS: 5th grade  DATE: March 17th

**LESSON PLAN:** “Classroom objects” (class five, week three)

**SKILL/S:** Reading, speaking, writing.  **TEXT TYPE:** Written text.

**LENGTH OF LESSON:** 90 min

**Learning Outcomes:**
Students should be able to:
- Identify singular and plural

**Linguistic Contents:**
- a) Lexical: Board, pencil, bag, pen, book, chair, teacher, student, etc.
- b) Morphological: There is, there are
- c) Phonological: Pronunciation of new lexical items.
- d) Function(s): Identifying singular and plural

**Generic Activities/Tasks:**
The Students are presented the vocabulary through the video ‘School supplies’.

The Students watch the video again and practice the pronunciation.
The students identify the vocabulary through concept questioning.

The Students practice answering the questions ‘what’s this?’ and ‘what’s that?’.

The Students play dominoes with the vocabulary seen in pairs.

The Students practice the vocabulary in an online worksheet.

The Students work in groups. They are given a set of post-it and they have to label the objects in the classroom.

The Students are introduced the structure There is a-an/There are with the vocabulary from the classroom.

The students count in groups (up to ten) the elements in the classroom around them.

The Students work in pairs. They place the elements from their pencil cases in the desk, one of the students closes his/her eyes and they test their memories playing true or false with the other student asking questions such as ‘there is a pencil. True or false?’. Then they change roles.

**Materials:**
Computer, Powerpoint presentation, speakers, post-it, students’ objects
Classroom objects domino [http://englishisfun.spruz.com/view/photo/photos.htm?id=8FF994CA-9668-431C-BCFE-0D700D10B87C](http://englishisfun.spruz.com/view/photo/photos.htm?id=8FF994CA-9668-431C-BCFE-0D700D10B87C)

**Assumptions:** The students may know some words of the vocabulary presented.

**Evaluation:**
Incidental through the lesson.

<table>
<thead>
<tr>
<th>Anticipated Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Students have problems with question formation.</td>
<td>Teacher will model the task first and the activity will be monitored carefully.</td>
</tr>
</tbody>
</table>

3.3.6

**UNIT:** 1  **CLASS:** 5th grade  **DATE:** March 24th
LESSON PLAN: “Giving and following instructions” (class seven, week four)

SKILL/S: Listening, speaking, reading.  
TEXT TYPE: Written text.

LENGTH OF LESSON: 90 min

Learning Outcomes:
- Students should be able to:
  - Follow and give instructions.

Linguistic Contents:
- a) Lexical: sit down, stand up, take out your book, open your books, be quiet, listen.
- b) Morphological: imperatives
- c) Phonological: pronunciation of new lexical items.
- d) Function(s): Following and giving instructions.

Generic Activities/Tasks:
The Students are presented some classroom language through the video ‘Classroom commands’. The commands will be used always during the lessons.

The students follow the instructions given by the teacher with the visual help of a Powerpoint presentation.

The Students play ‘Classroom language pictionary’. They will volunteer individually to go to the board and draw one of the actions. The class has to guess the action.

In groups, the Students play “Simon says” by changing roles on who follows and who gives the instructions.

The Students look on the internet for some pictures which represent the rules in the classroom, they download and print them creating a collage which will be presented to the class. After, the collages will be posted on the walls of the class as reminders.

Materials:
Computer, speakers, printer.
Powerpoint presentation:
https://drive.google.com/file/d/0Bxk9RLQ3Z47QU1pWRGFvaC1GczlO3lwSVhFb2IxaDJiSFpB/view

Assumptions: The students know part of the vocabulary of the instructions such as ‘book’ and they know how to look for pictures on the internet.

Evaluation:
Incidental through the lesson.

<table>
<thead>
<tr>
<th>Anticipated Problems</th>
<th>Solutions</th>
</tr>
</thead>
</table>

The students may have problems understanding the commands. Visual explanation, repetition and practise will be needed.

3.3.7.

UNIT: 1  CLASS: 5th grade  DATE: March 26th

LESSON PLAN: “My body” (class eight, week four)

SKILL/S: Reading, speaking, writing.

TEXT TYPE: Written text.

LENGTH OF LESSON: 90 min

Learning Outcomes:

Students should be able to:
Identify parts of the body.

Linguistic Contents:

a) Lexical: eyes, mouth, nose, ears, arm, leg, head, foot, feet, toe, hands (finger, thumb)

b) Morphological:

c) Phonological: pronunciation of new lexical items.

d) Function(s): Identifying parts of the body.

Generic Activities/Tasks:

The students are presented vocabulary related to the parts of the body through the video ‘This is me’. After the video finishes, the students are asked to say the body parts they heard, and the teacher writes them on the board.

The Students listen to the song ‘one finger, one thumb keep moving’ and watch the video of it.

The Students follow the song and video by doing the dance.

The Students play an online memory game of some body parts.

The Students play ‘Simons says’ following the instructions from the teacher. Eg: ‘Put your hand on your head’.

The students work in groups. With a set of post-it, they label the parts of the body of one member of the group.

The students take photos of themselves, upload them, and tag their bodies with the new vocabulary. They upload the photos to the class’ webpage to be evaluated.

Materials:
Computer, Speakers, post-it notes


**Multimedia:** Body parts memory game


**Assumptions:** The students may know some of the vocabulary related to body parts.

**Evaluation:** Uploaded tagged photos will be graded.

<table>
<thead>
<tr>
<th>Anticipated Problems</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students may have problems trying to remember all the vocabulary.</td>
<td>A lot of practice will be ensured. For example, the videos could be played more than once.</td>
</tr>
</tbody>
</table>

3.3.8.

**UNIT:** 1 **CLASS:** 5th grade **DATE:** March 31st

**LESSON PLAN:** “My family” (class nine, week five)

**SKILL/S:** Reading, speaking, writing, listening. **TEXT TYPE:** Written text.

**LENGTH OF LESSON:** 90 min

**Learning Outcomes:**

Students should be able to:
- Identify members of the family

**Linguistic Contents:**

- a) Lexical: mother, father, sister, brother, aunt, uncle, grandfather, grandmother
- b) Morphological: Demonstrative adjectives: this, that, these, those
- c) Phonological: pronunciation of new lexical items.
- d) Function(s): identifying members of the family.

**Generic Activities/Tasks:**

The Students remind “this” and “that” and are presented “these” and “those”

The Students are presented the members of the family in a video.

The Students identify male from female family members. As they hear a family member, they jump to the left if it is male or to the right if it is female.

The Students play an online game where they identify the different members of the family.

The Students are asked to choose a family tree model from the class’ web page to draw and paint their family members in their copybooks writing their names above.
In pairs, the Students present their family trees to their partners using demonstrative adjectives. Then they will present their partner’s family tree to another partner.

*At home, they will digitalize their family tree drawings using their cellphones or scanner devices and upload their family trees to the web page to share them with the whole class.

**Materials:**

*Multimedia:* Family members [http://englishisfun.spruz.com/videos.htm?b=&act=view-video&id=296054F2-38F4-B0D6-722724CA319C](http://englishisfun.spruz.com/videos.htm?b=&act=view-video&id=296054F2-38F4-B0D6-722724CA319C)

Computer, Powerpoint presentation, speakers,

**Assumptions:** They students may know part of the words from the vocabulary such as ‘mother’ and ‘father’.

**Evaluation:**

Incidental through the lesson.

<table>
<thead>
<tr>
<th>Anticipated Problems</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Students get confused with the pronunciation of “this” and “these”.</td>
<td>The teacher will model and show the difference between /s/ and /z/; and /i/ and /ɪ:/</td>
</tr>
<tr>
<td>Students get confused with synonyms such as ‘grandma’ and ‘grandmother’.</td>
<td>The teacher will elicit information from students about different contexts (formal and informal) in a simple way.</td>
</tr>
</tbody>
</table>

3.3.9.

**UNIT:** 1  
**CLASS:** 5th grade  
**DATE:** April 2nd

**LESSON PLAN:** “Describing people” (class ten, week five)

**TEXT TYPE:** Written text.

**LENGTH OF LESSON:** 90 min

**Learning Outcomes:**

Students should be able to:

- Describe people

**Linguistic Contents:**

a) Lexical: tall, short, fat, thin, young, old

b) Morphological: To be

c) Phonological: Pronunciation of new lexical items.
d) Function(s): Describing people

**Generic Activities/Tasks:**
The Students are presented the adjectives tall, short, thin, fat, young, old through a powerpoint presentation.

The Students practice the adjectives by looking at some pictures and deciding which adjectives suits the most to describe the person. Questions will be prompt by the teacher. Eg. Is she tall or short?

The Students practice the adjectives with an online activity.

The Students look on the web for a picture of their favorite famous person and describe him or her.

In groups and using their family trees, the Students describe their family members.

The students are asked to use the vocabulary for describing themselves using the phrase "I am ______" that will be on the board.

At the end of the class students will have post their descriptions on the blog without saying who they are.

As a homework, the students guess who their classmates are.

**Materials:**
Computer, Speakers
**Multimedia:** Powerpoint presentation
https://drive.google.com/file/d/0Bxk9RLQ3Z47QZnFJdzhsYkN5RHFGZXNjOC1xOXA1MVZiM2tF/view
Online activity: http://englishisfun.spruz.com/blog.htm?a=&nid=DA0FC5B5-66C1-408F-8EA2-4A370F2CC92E

**Assumptions:** The students know verb ‘to be’ and pronouns.

**Evaluation:**
Incidental through the lesson.

<table>
<thead>
<tr>
<th><strong>Anticipated Problems</strong></th>
<th><strong>Solutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Students have problem with sounds such as /θ/ or /η/</td>
<td>Repetition practice will focus on those sounds so students get them clearly. During practice, students will be monitored and if problems are detected, teacher will draw attention to them again.</td>
</tr>
</tbody>
</table>
3.3.10.

UNIT: 1  CLASS: 5th grade  DATE: April 7th

LESSON PLAN: “My routine” (class eleven, week six)
SKILL/S: Reading, listening, speaking, writing.  TEXT TYPE: Written text.
LENGTH OF LESSON: 90 min

Learning Outcomes:
Students should be able to:
Describe their daily routine

Linguistic Contents:
a) Lexical: In the morning, in the afternoon, at night. Sleep, wake up, have breakfast, lunch, go to school, have dinner, watch TV
b) Morphological: To be
c) Phonological: pronunciation of new lexical items.
d) Function(s): Describing daily routines.

Generic Activities/Tasks:
The Students are introduced the topic with the video ‘Short story to understand time - Daily routine’.

The Students are asked to remember what the character did first, second, and so on.

The Students are introduced vocabulary for daily routines in chronological order on the board remembering the actions on the video.

The Students practice the vocabulary with a worksheet putting the activities in the correct order.

The Students volunteer to come to the front. A student will be given a piece of paper with an action within (a routine) that will remain secret. The student will interpret the action and the rest of the class will guess which one the student is referring to.

The Students, in pairs, tell their classmates what they do everyday.

The students create their own schedules with google calendar which will be left as a link in their platform’ profiles for them to change according to their needs. Also, they will be able to share their calendars with their classmates.

Materials:
Computer, speakers, Powerpoint presentation:
http://2.bp.blogspot.com/_GFJTTCtK8R4/SWNSW5yhXL1I/AAAAAAAAAkI/IyN7oE8nFQI/s1600/sb2094.page2.jpg
Worksheet:
https://drive.google.com/file/d/0Bxk9RLQ3Z47QSkVWWFU5WC03VEpjdUNZMjlkRmV1NEpFVlhF/view
Multimedia: ‘Short story to understand time - Daily routines’
Google Calendar: https://www.google.com/calendar/

**Assumptions:**
The students know the words morning, afternoon, night.

**Evaluation:**
Incidental through the lesson.

<table>
<thead>
<tr>
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<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The students have problems with the prepositions before 'morning’, ‘day’, ‘night’.</td>
<td>The phrases will be taught as chunks.</td>
</tr>
</tbody>
</table>

**Reflections**

The lesson plans previously presented were intended to be structured from a learner-centered approach since the understanding of students in their individuality, which is especially evident in the particularity of their linguistic and communicative needs, is extremely important. That is why each of the practice activities presented need to be performed by the learners, either individually or with their classmates during pair or group work. The organization of classroom activities into pairs or groups of students is supposed to provide several chances for communication during the lesson.

Moreover, these plans aim to reinforce students’ autonomy, which is important for learners not only in the aspect of being successful students, but also, by acquiring this attitude, learners tend to be more confident with themselves which will have a positive effect on their future lives. Somehow students will feel that knowledge is easy to reach, regardless whether they are being guided by a teacher or not. As a matter of fact, all formerly mentioned help students to have a sense of ownership towards their learning processes, which contributes to their motivation and to enhance their self-worth.

In addition, the use of ICTs in these lesson plans helps teachers in the task of making content meaningful for students because students’ routines is now based on the use of technology, as it is a present tool since people wake up until they go to bed. ICTs lessons which incorporate trendy devices known for the students create a sort of familiar environment, where learning can be approached in an easier way. Also, as some components of the ICT integration implemented in lesson plans are available on the Internet, students have access to them any time. Unknown words can be searched, misspellings can be corrected and also words and chunks can be learned in an unconscious process just by constant exposure.

It is important to emphasize that in order to implement these lesson plans, computers and also internet are required, both inside and outside the classroom. Therefore, the students will need to possess computers and internet connection at home. If not, the school will have to provide students the access to them. That is the reason why these lesson plans may not be suitable for every Chilean state-funded school to be implemented nowadays and if they were to be carried out, unrestricted use of computers during the complete process need to be taken into consideration, thus, special infrastructure might be necessary.

In general, this educational proposal offers different tools to make of learning a successful process because it improves learners’ autonomy and provides a meaningful
context among others, but it requires the arrangement of different devices in a suitable way as long as they are available in schools and houses. This motion aims to use technology in favor of students so they can assume that the devices which are part of their daily lives can also be useful to learn formal contents. With the fundamental tools for the appropriate development of these lesson plans, students will take advantage of their condition of digital natives and would make use of it towards the expected acquisition of knowledge. As a result, a change on the whole paradigm will be produced, since teachers would not need to forbid the use of cellphones or some other personal devices because they would turn into practical and favorable tools for lessons.

Conclusions

To sum up, ICT integration in the English language curriculum of 5th graders from state-funded schools would ensure the provision of an immense quantity of resources to the subject and it would allow more chances for learning for the students. As fifth graders from state-funded schools are beginning formal L2 education, they need to face this first encounter in a comfortable environment. Also, they need to work with elements they know and share experiences with their classmates to feel confident. Including technology in the English lessons would motivate them, as children from this age are considered digital natives. Moreover, working with their classmates in pair or group work, would enable communication which is the final goal of English teaching. This communication would not only help English lessons but also, it would contribute to develop ethical, social, cultural and emotional values in the students which is part of the goals of formal education in Chile. Children will also benefit from ICT integration in the lessons because even though the current generation was born under the digital era, they have still a lot of things to learn about technology. These lessons would stimulate their need to look for new experiences, expanding their knowledge of the world and training them to be autonomous, self-taught and self-sufficient. This is why it represents a great opportunity for teachers to integrate these type of lessons from low levels and be able to help in the development of strong life values.

New eras suppose new changes and challenges. The history of language teaching demonstrates that, over the years, linguists, psychologists and pedagogists have tried to create the most successful language teaching method. However, they ignored learners’ individual differences which made each method difficult to reach complete success. Research has allowed teachers to talk about a post-method era where method is denied and instead, an eclectic approach to language teaching is proposed. This has brought innumerable challenges for teachers. First, to practice eclecticism in the classroom it is necessary that they know all theories of language learning and language teaching, and the different methods and approaches based on them, to be able to choose the techniques that best suit their learners’ needs as now they are aware of them. Then, they have to be able to put these techniques in a coherent order to be practiced in the lessons and monitor their effectiveness. This way, teachers are constantly adapting to the context and their students, which is a hard task if they are not prepared.

In most of the language teaching methods existing, teachers were the main source of knowledge and information. Nowadays, the use of technology in lessons is gradually changing the paradigm of the role of teachers in classrooms, due to their labor changes from being the main resource to acting as a facilitator and guide to learning. As teachers have been willing to adapt to different language teaching methods and approaches, they will also have to be willing to learn about the current theories of knowledge and new technologies to adopt them and be able to use them with their students. If they are not willing to do this and
they remain not knowing how to use technology in favor to their class, their teaching style might be obsolete some time in the future.

In Chile, the improvement of English lessons through ICT integration within a learner-centered approach, would impact significantly on the current model, since it is not positively perceived for educators to make use of many different technological devices in classrooms as it is believed that teachers may detach from their role as the main guides, facilitators and resources. Therefore, the attitude pedagogists may have towards technology is a great factor when giving this type of lessons. Likewise, the effective use of ICT in the Chilean EFL classroom, would contribute to stimulate students’ motivation towards the learning of the language as they will engage easily in the activities if they are specially design for their needs and consider entertainment as part of the learning process. In addition, they will find the immediate usefulness of the foreign language being in constant contact with the internet.

It is important to emphasize that this proposal needs to be applied in order to obtain representative results. However, the difficulty of the implementation of the lesson plans should be considered. The lack of infrastructure that the majority of state-funded schools face could be an impediment to the materialization of this proposal. Notwithstanding, many state-funded schools are implementing language laboratories for the English lessons which represent a great opportunity for teachers to take advantage of those resources. If resources are available but they are still not being used, is probably because this type of lesson planning is time-consuming and teachers may not want to deal with them. In this case, it is necessary to make teachers aware of the advantages of lesson planning providing them with more specialization on language teaching methodology through public policies and programs.

Further research

Among others that may emerge, these are some ideas that born from this work and that could be used in future investigation.

- The aim of this proposal is for the Unit ‘My World’ to be applied according to the lesson plans previously detailed in order to prove or disprove the proposed hypothesis.
- To prove or disprove the efficiency of the different Web Tools (blogs, discussions, etc.) in the learning process of 5th graders.
- To test the lesson plans in different schools, including private and subsidized, to compare and contrast results and determine the gap (if existent).
- To elaborate a new design that includes technological devices and techniques as they start appearing as a complement for the methodological proposal.
- To determine whether Chilean teachers are able and trained to be part of a curriculum with ICT integration.
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