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INNOVATIVE ICTs FOR WRITTEN ENGLISH ACTIVITIES

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Abstract

Nowadays, technology offers numberless Web 2.0 tools which are available for free, online. These tools —although some of them not meant for teaching— can be applied to learning situations if educators give them a teaching purpose. This Seminar selected some collaborative tools and applied them to diverse types of exercises from a specific textbook being used currently in Chilean classrooms with the aim of introducing teachers a number of innovative means to motivate them to practice writing skills using ICTs.

Introduction

The popularity of information and communication technologies (ICTs) over the past years has brought about the innovative use of Web 2.0 tools in foreign language learning and teaching. This phenomenon has been examined in a variety of context and not only there exists a social acknowledgement of the necessity of using ICTs to support the teaching and learning practices (Sánchez, 2002), but also international organizations support that ICTs can help strengthen democratic and transparent education planning and management. ICTs can have positive effects on student's results when they are used appropriately to complement teachers' pedagogical practice. In the case of students, in the form of innovative and motivating activities, and for teachers, as digital resources capable of optimizing the planning time and the preparation of materials. (UNESCO, n.d.)

Nowadays technology offers numerous Web 2.0 tools for free that can be used in the classroom. These tools —although some of them not meant for teaching— if teachers give them a teaching purpose can be applied to learning situations.

Based on the premise that even when teachers are aware of the benefits of ICTs on their students' performance, most of them struggle when they have to use Web 2.0 tools, because their ICTs skills and knowledge are limited (Prensky, 2001), therefore if teachers learn to use innovative ICTs they will be motivated to work with them in their lessons, for this reasons, the main purpose of this project was to have teachers interact with ICT tutorials in order to teach them how to use ICTs to practice writing skills in English with their students, since these skills are the most difficult to achieve (Richards and Renandya, 2002). The results of the in-depth study aimed to motivate teachers to use innovative ICTs

in order to improve the students' learning in the classroom and to encourage teachers to develop the necessary skills for ICT literacy.

To achieve this, the research study was conducted to twenty teachers teaching at different levels. A survey was applied to know their level of knowledge and expertise in the use of ICTs in the classroom and to know their opinions about the subject. Conforming to the results, a set of tutorials was created using diverse types of Web 2.0 tools and written exercises from the textbook *Teens Club* by Lina Alvarado Jantus, a text being used currently in Chilean classrooms. A second survey was applied to teachers with the objective of testing the effectiveness and accuracy of the tutorials and tools.

The main findings of this work will be shared and discussed in the following pages.

II. Theoretical Framework

ICTs and Education

In education, there are several resources which have been implemented through the years in order to improve the teaching-learning process in the classroom. One of the most prominent resources in this area is the incorporation of ICTs. This acronym stands for Information and Communication Technology, and it has become an extended and modern synonym of IT (Information Technology). According to the Dictionary of Media and Communication (2012), Information Technology is "the acquisition, processing, storage and dissemination of vocal, pictorial, textual and numerical information by a micro-electronic based combination of computing and telecommunications". In other words, IT is any technology that gathers, stores, manipulates, receives and gives information electronically. Since all these activities also involve communication, IT became ICT.

Since this term involves computing and telecommunications, technologies such as radio, television, telephone lines and wireless signals, computers (softwares and hardwares) and the Internet are part of this concept.

It is known that ICTs are being used all over the world of education to support teachers and help students learn. However, it is important to highlight that "the integration of ICTs to the curriculum has the purpose of learning from a concept, a process in a specific curricular discipline." (Sánchez, 2002). To achieve this purpose, there are policies and plans which have to be developed in schools in order to incorporate these technologies. The first step to develop these plans and achieve an effective teaching-learning process is to show these tools to the educators and teach them how to use them. Carnoy (2004) identifies a major problem highlighting that:

> "Little or no information is being used to improve students' performance, mainly because education managers are largely illiterate in information management tools (…) despite schools have more and more access to ICTs, new technologies are still scarcely used as part of teaching methodology."

It is important that teachers discover ICTs and their general functions and uses in order to improve their ICT literacy and transfer this knowledge to the learners. Sánchez also states that "the use of ICTs implies to know them and use them for diverse tasks (…) this implies that the teachers and learners possess a computer culture, and they can use the technologies to prepare classes, support administrative work, revise educative softwares, etc."

The potential benefits of ICTs in education are vast, but not immediate. It is a complex process which involves not only technology, but also incorporation to the curriculum, teacher's competencies, financial resources, etc.

ICTs are an open door to a new culture; they give "opportunities for people to access, use, share and create information and knowledge." (Jara, 2010). There are several technologies that can help to reach all the benefits previously mentioned and one of them is Web 2.0. This resource offers different possibilities that can transform classroom activities and generate changes in learning. However, it is necessary to explain its origin and evolution before delving deeper into the Web 2.0 term.

Web 2.0

The Web 2.0 is an advanced version of the World Wide Web, and it comes from Web 1.0. According to Janssen, D., and Janssen, C. (n.d.), "Web 1.0 refers to the first stage

in the World Wide Web, which was entirely made up of Web pages connected by hyperlinks, it is generally believed to refer to the Web when it was a set of static websites that were not yet providing interactive content. In Web 1.0, applications were also generally proprietary". The term Web 2.0 was first used to describe a new tendency on how to use and develop the website. Furthermore, Creighton (2012) stated that "Web 2.0 is responsible for the rapid growth of interactive Web 2.0 tools for communicating and collaborating online" (p. 11). This is why Web 2.0 becomes an open resource where changes are more social than technological because those changes are a reflection of a social need that is shaped while technology develops. Following this statement, Geith (2008) stated that "as educational resources become open and available, learners have the freedom to utilize the information they need to construct their own learning as well as create new resources that may be useful to others. Open educational resources take knowledge out of the hands of few into the minds of many". (p. 223).

Web 2.0 tools went from a content of distribution model to a collaborative learning model in which the Web 2.0 can be used to create learning environments based on pedagogical models that facilitate the development of students' skills. According to Solomon and Schrum (2007), "with new Web 2.0 technologies, it is possible to imagine that a wide variety of tools might be useful to the student who requires multiple input strategies or alternative methods for expressing what has been learned" (p. 52). Web 2.0 is about people and creations that come from them. Through that joint, it is possible to promote internal processes and negotiation of meaning where the teacher becomes a guide that encourages the process of learning.

The term Web 2.0 was formed in 2004. According to O'Reilly there are seven

principles that constitute Web 2.0:

·"The web as platform": The contents, applications and tools exist on the Internet webpages and not in the user's computer anymore.

· "Harnessing collective intelligence": The users can act like passive or active navigators creating and contributing with new contents on the web.

· "Data is the next Intel Inside": The collection and administration of data is essential to improve the service.

· "End of the software release cycle": Webs 2.0 are continually updated on the latest developments without any cost or effort from the users; there is no need to pay for closed packages of software.

·"Lightweight programming models": This principle emphasizes on the reduction of excessive specifications and functions of packaged softwares of the former model (Web 1.0).

· "Software above the level of single device": The usage of Web 2.0 is not only designed for computers but also for mobile devices like mobile phones.

· "Rich users experiences": The free interaction that possesses the Web 2.0, such as collaborative online games, social networks and blogs, gives the user a more active and protagonist experience than the static Web 1.0.

In other words, the benefits that the usage of Webs 2.0 brings are several. First, it can save disk space on computers since it is not necessary to download and save heavy tools on the computer's memory. Second, people can contribute to collective intelligence

and share their own knowledge and thoughts with all the users on the Internet globally. Third, people save money, they do not have to spend money on CDs for encyclopaedias such as Encarta anymore. Now, people have free access to continuous updated webpages to look for encyclopaedias, dictionaries and words, audios, or video processors. Fourth, the tools are very well designed and easy to use. Fifth, people can carry these tools on their mobile phones. Finally, the interaction with these tools gives a richer experience to users, since the possible creations and combinations to work are endless.

The resources offered by the Web 2.0 are based on a philosophy of collective construction of information that enables the participation and creation of knowledge by users. Among various tools that currently reflect the versatility of the Web 2.0, there are blogs, Wikis, online applications, and social networks such as Facebook or Twitter.

Since Web 2.0 tools are available for people who want to participate and develop their own knowledge, it is necessary to establish what kind of users they focus on, in order to find the suitable tool for each user. One kind of them are called Digital Natives who are familiarised with Web 2.0 tools.

Digital Natives and Digital Immigrants

Teaching has adapted and renewed itself to fit the current globalised world. It is frequent to say that students are interested in ICTs; they find it more fun, more appealing, and more motivating to study with computers rather than with old-fashioned blackboard and chalk (Prensky, 2001). Nevertheless, it is essential to mention that if this sensation of more motivating or more exciting occurs as a consequence of the role of ICT tools in the classroom, it is because nowadays students respond to different stimulus than former

generations (Prensky, 2001).

Prensky defined this new generation of students as Digital Natives. The fundamental thrust of Prensky's argument is that this new group of students is radically different from former learners. Digital Natives "have spent their entire lives surrounded by and using computers, videogames, digital music players, video cams, mobile phones, and all the other toys and tools of the digital age" (p. 1). Prensky affirms that the digital culture and environment in which the Digital Natives have grown up has altered the way they think: "It is now clear that as a result of this ubiquitous environment and the sheer volume of their interaction with it, today's students think and process information fundamentally differently from their predecessors." (p. 1). Moreover, Palfrey and Gasser (2008) stated that Digital Natives do not only think differently, but also that they possess unique characteristics and identities which they often express using Web 2.0 applications (p, 4).

Prensky also had a name for the predecessors of Digital Natives, he named "who were not born into the digital world but have, at some later point in [their] lives, become fascinated by and adopted many or most aspects of the new technology", Digital Immigrants. The principal difference between these two groups of learners is that Digital natives had acquired a set of technological skills that Digital Immigrant struggle to achieve.

In his paper, Prensky (2001) emphasized that "students have changed radically. Today's students are no longer the people our educational system was designed to teach" (p. 1), and while Digital Natives are used to receiving information really fast, Digital Immigrants prefers to learn step-by-step. If Digital Natives like to parallel process and multi-task, Digital Immigrants prefers to do one thing at a time. If Digital Natives function

best when networked, Digital Immigrants work better individually. And above all, if Digital Immigrants prefer to work seriously, Digital natives do not. (p. 2)

This importance of these concepts is that nowadays students are Digital Natives, but their teachers are mostly Digital Immigrants. And they "speak an outdated language (that of the pre-digital age), [and] are struggling to teach a population that speaks an entirely new language." (P, 2). That is to say, educators are teaching with methods and activities that are no longer appropriate for their students. Prensky affirms that "if Digital Immigrant educators really want to reach Digital Natives – i.e. all their students – they will have to learn to communicate in the language and style of their students". This means that nowadays teachers have to adapt their methodologies and activities in order to achieve effective learning with nowadays students.

Moreover, Digital Natives are part of the Chilean reality. According to Measuring the Information Society (2013) from the International Telecommunication Union, "over 67% of Chilean youth population between 15 and 24 years is considered Digital Native" (p. 21). Ignacio Jara, Subdirector del Centro de Estudios de Políticas y Practicas en Educación in Chile, (2010) in an analysis of the Impact of ICTs in the Chilean Educational System, revealed that over 40% of Chilean students frequently access computers at school and 60% do from homes (p. 8). Comisión Nacional de Investigación Científica y Tecnológica explains that "Chile shows a very high number of Internet users as a percentage of its population. The network is undoubtedly a source of vital information to support research activities at all levels of education" (p. 10). Today, students are using ICTs daily, they do not only participate in social networks and blogs. As a result of this interaction, their identities, their thinking processes, and even their learning skills are different from those

born before the digital era.

Consequently, ICTs are also becoming the centre of attention in Education. ICTs and Web 2.0 tools are becoming more well-known, and teachers are discovering innovative ways to motivate and engage Digital Native students with computer-based educational activities. The use of familiar technologies makes it possible that students find these activities more attractive since, as Krajka (cited in Salehi, Yunus & Salehi, 2002) states, "many students use computers and the Internet regularly and these are very powerful factors to motivate students to learn". (p. 1655).

ICTs and Motivation in Foreign Language Learning

Motivation and autonomy are fundamental for students' learning, since they can play an underlying role in the way learners behave in the classroom and how they face the learning of a foreign language. Robinson and Zaitun (2006) explained that "the use of ICT tools in teaching and learning has positive effects on behaviour, motivation, communication and process skills and that it enables students to learn more autonomously" (p. 414).

Gardner (cited in Norris, 2001) defined motivation as a "combination of effort plus desire to achieve the goal of learning the language plus favourable attitudes towards learning the language". In 1989, one of the most influential theories in motivational psychology, the self-determination theory by Deci, Connell, & Ryan, stated that "to be self-determining means to experience a sense of choice in initiating and regulating one's own actions" (p. 580). This is referred to as autonomy. The theory distinguishes between two kinds of motivation: intrinsic and extrinsic. The first one alludes to the individual's motivation to perform a particular activity because of internal rewards such as pleasure and

personal satisfaction, while in extrinsic motivation the individual expects a reward, such as good grades or praise. In line with the notion of autonomy and intrinsic motivation, the self-determination theory proposes a particular look at motivation by setting a different perspective for teaching. Rather than focusing on how people (e.g. teachers in the classroom) can motivate others, the focus should be on "how people can create the conditions within which others can motivate themselves" (p. 580).

A good use of motivation is decisive when learning a foreign language since it is well-known among teachers that motivation is one of the key factors driving language learning success, as Dörnyei (2001) wrote:

> "A great deal of empirical research during this period [the 80's] was directed at measuring the association between various aspects of motivation and L2 language achievement. The emerging body of research studies established motivation as a principal determinant of second language acquisition…" (p. 43).

Therefore, it is important to think about motivation as a key factor of a foreign language acquisition.

Motivation, also applies for teachers in order to learn how to use ICTs. In 1999, Cox, Preston and Cox conducted a study where they proved that teachers were motivated to use ICTs when they knew that their students will learn if they used them as part of their lesson. Besides this, they identify several factors that can contribute to teachers' motivation to use ICTs:

> "[A] range of factors can contribute to teachers' motivation to use ICT. These includes their attitudes to ICT, their beliefs in the value of ICT for teaching and

> learning and their perceptions of whether or not they can use it themselves and use it effectively in their teaching. Motivational factors include making lessons more interesting and more fun, contributing to pupils' learning, improving the presentation of materials and making the lessons more diverse."

Therefore, it is possible that if teachers are aware of the importance of technologies for their students, they will motivate themselves to use ICTs and contribute to create the conditions to motivate their Digital Native students to learn a foreign language.

Rost, a Longman author, (2006) thinks that "a learner has to achieve extraordinary motivation in order to succeed at learning a foreign language", given that "all of the conditions that [are] know[n] to contribute to successful second language acquisition are lacking in most EFL contexts" (p. 1). These conditions, such as lack of English input in the environment, lack of opportunities for interaction with English speakers, or lack of strong role models promoting the learning of English (p. 1) seem to be also failing in Chilean education, and the low results in the SIMCE test proved that students are not becoming proficient in the target language. For example, the results from 2012 in the third year of High School showed that only 18% of the students (from 186.385 of students who took the exam) approved the English SIMCE (Agencia de Calidad de la Educación, 2012). Because of these adverse conditions, the incorporation of ICTs in the teaching of a foreign language in Chile can contribute to appropriate conditions to motivate students to learn.

As mentioned before, if there is a strong motivation, the learning process would be more effective. It is important that teachers innovate in their classroom to motivate their students to experiment, collaborate, and create their own knowledge. These actions lead the

concept of motivation to the theory of Constructivism.

ICTs and Constructivism

In this approach, students are the protagonists of their own learning, therefore they construct new knowledge actively by themselves on the grounds of the world they are living. Glasersfeld (1989) stated that:

> "Constructivism is a theory of knowledge with roots in philosophy, psychology, and cybernetics. It asserts two main principles whose application has far-reaching consequences for the study of cognitive development and learning as well as for the practice of teaching, psychotherapy, and interpersonal management in general. The two principles are:
>
> - Knowledge is not passively received but actively built up by the cognizing subject;
> - The function of cognition is adaptive and serves the organization of the experiential world, not the discovery of ontological reality."

Constructivism indicates that humans are active creators of their knowledge and meaning, they form their understanding and knowledge of things by experiencing those things. They always explore and assess their previous and new ideas. According Bodomo in the *Encyclopaedia of Distance Learning* (2009):

> "The central idea of constructivism is that learners construct their own knowledge of the world. Learning is, therefore, a process of creating meaning by the learners themselves, and the instructor simply serves as a facilitator in this process." (p.403)

Teaching from this approach does not focus its effort on content, but on the experiences of the student, since the new information of those experiences might become significant learning for the student. Moreover, Dewey (cited in Bodomo, 2009) stated that "learning is an active process (…) It is the learner and not the subject matter that determines both quality and quantity of learning (p. 404). It is important to emphasize that all knowledge is constructed in close relationship with the context in which it is used and therefore it is not possible to separate the cognitive, emotional, and sociohistorical aspects present in the context in which knowledge operates. According to the website comScore (2011), "more than 7.3 million people age 15 and older accessed the Internet from a home or work location in Chile spending an average of 25.3 hours online during the month". Today, Chilean students are surrounded by technology, they spent most of their time using computers or other devices with internet; therefore the internet is part of that sociohistorical context, that is why teachers must facilitate possibilities to work with this familiar environment for them.

Moreover, it is important to mention that students learn better with company rather than alone, teachers as their role of facilitators of students' learning must encourage collaboration in the classroom. According to Bodomo, "the range of skills that can be developed with adult guidance or peer collaboration exceeds what can be attained alone" (p. 403).

Under this approach, education is now conceived as a process in which teachers aid, support, and lead the students in the construction of their own knowledge. Bodomo stated that "the task of the instructor is to translate information to be learned into a format appropriate to the learner's current state of understanding. (p. 404). Consequently, teachers

should assist their students in the process of knowledge construction by making the information understandable for them, and it must be based on the ideas, preconceptions and sociohistorical context that the student already possess. Thus, teachers should choose the appropriate tools to encourage dynamic, participative and interactive processes for students' state of understanding and context. Meaning that, if nowadays students are Digital Natives and grow surrounded by ICTs, then it is evident that teachers should use the tools that these technologies provide to help their students create their knowledge.

If constructivism states the necessity to give students tools that allow them to create their own knowledge, it is here where a new theory linked to constructivism appears. The process created by constructivism takes an important role in the collaborative learning process.

ICTs and Collaborative Learning

According to Valtonen (2011) "the assumption is that integration of ICT into teaching demands teaching and learning methods based on constructivism and collaboration". If we want to talk about ICTs in education, the processes of constructivism and collaborative learning are linked because these look for favouring the different areas where the development of grupal skills help to create and explore new concepts in the students' minds, that is to say, students learn new concepts through working in groups.

The development of ICTs in education shows a connection between collaborative learning and ICTs. This link has created huge expectations among educators in terms of using ICTs will change teaching practices in schools. Trucano (2005) stated that:

"Pedagogical practices of teachers using ICT can range from only small

> enhancements of teaching practices using what are essentially traditional methods, to more fundamental changes in their approach to teaching. ICTs can be used to reinforce existing pedagogical practices as well as to change the way teachers and students interact." (p. 36)

It is important to say that the different Web 2.0 tools that are used in daily life could help in the teaching-learning process. These tools could be used with students because they know how to use them and they consider that these Web 2.0 tools are easy to use. In this time where technology is an important tool for daily life, the use of Web 2.0 tools can be taken as an advantage for the teaching-learning process where the teacher has to take an important role. Naismith et al. (2004) stated that "educators should seek to exploit the potential of the technologies children bring with them and find ways to put them to good use for the benefit of learning practice". In this era where students are more acquainted with technologies, it is significant that teachers start to use ICTs in order to give advantages to the teaching-learning process.

According to a research carried out by Valtonen (2011) a collaborative learning process with ICTs shows engaging possibilities for the future: "The use of ICTs changed teachers' normal working environments, leading them to reconsider their teaching methods and the nature of learning". These results show possibilities to change the development of teaching and learning toward a more collaborative direction with ICTs. Even though the use of ICTs and collaborative learning might be a challenge for those teachers who do not use ICTs in their classes or they do not know how to use them, students can collaborate through their advanced knowledge related to Web 2.0 tools for the development of teaching and learning in schools.

To develop collaborative learning and practice through ICTs, it will be easier for the student to remember information and apply their knowledge. This is where the Skill Acquisition Theory appears.

Skill Acquisition Theory

According to Mirahmadi, Jalilzadeh and Nosratzadeh (2011) the Skill acquisition theory refers to a:

> "[type] of prolonged learning about a family of events. By mapping many similar stimuli onto particular responses, one is capable of developing knowledge of how to react in certain situations. This knowledge enjoys some form of privileged status in memory because it can be recollected more easily and reliably than in memories of single events. Thus, skilled behaviours can become routinized and even automatic under some conditions" (p.197).

This means that when students receive information which is similar and create various answers for it, then they are able to build a map which is stored in their minds. Later, this knowledge can increase and develop until the students are capable of reacting to circumstances faster, and even automatically. The skill acquisition theory explains the way in which a student can develop language skills in a foreign language and how teachers can help their students to become better at it.

To understand how this theory improves language skills, it is necessary to know them. First of all, there are four language skills: listening, reading, speaking and writing, the last two are productive skills. The students possessing efficient productive skills are

able to produce an understandable piece of writing or to communicate orally. The British Council affirms that

> "they are also known as active skills and they can be compared with the receptive skills of listening and reading. In the two last skills, the students passively receive and process the information. Both receptive and productive skills do not take place simultaneously. Listening precedes speaking and reading precedes writing". (British Council BBC, 2013).

Accordingly, for a satisfactory output a strong input is necessary. This means that to produce an accurate piece of writing the students must have received proper instructions and training from the teacher in terms of reading first. Similarly, Mirahmadi et al. (2011) stated that "[l]earners usually attain a much higher level of proficiency in the receptive skills than in the productive skills" (p.199). This means that receptive skills are rather easier to acquire than productive skills, in other words, speaking and writing skills need more practice and attention.

In addition, Mirahmadi et al. (2011) found that "mastering the language skills, like mastering any kind of skill, requires a considerable amount of practice. Step by step in the teaching-learning development process the learner should become more proficient" (p.199).

This means that the skill acquisition process requires that the students become actively involved in their learning and practice regularly with the support of the teacher, in order to get proficient in a language skill.

Furthermore, Robert DeKeyser (2007) stated that skill acquisition:

> "has three stages: declarative, procedural and automatic. Declarative knowledge refers to explicit knowledge about a topic, as in 'knowing' and talking about grammar rules. Procedural knowledge is implicit knowledge that refers to behaviour, such as speaking or writing a language. (…) Automaticity occurs toward the endpoint of extensive practice, toward the point at which one has become completely fluent in a language. From the perspective of Skill Acquisition Theory, the sequence of these stages is crucial, as is the appropriate 'combination of abstract rules and concrete examples' at the declarative stage".

This means that the sequencing of the stages of a learning process is crucial; students must develop the knowledge of grammar and vocabulary first, then they must communicate in the language correctly to finally attain automaticity.

What is more, one aspect of skill acquisition that has attracted considerable attention is the development and role of automaticity; according to Dekeyser (2001) "the characteristics most frequently associated with automaticity is speed of processing". This is important because in order to achieve an efficient level in the target language students should develop automaticity. Also Mirahmadi et al. (2011) states that "automaticity entails better and more efficient processing". Therefore, it is not just the speed of processing which should be developed but also the quality and efficiency of this cognition.

Nevertheless, there are other views about the role that automaticity plays in skilled performance. According to Deborah Mccutchen (1988),

> "[S]killed production necessitates that automaticity is not absolute. Various empirical results are presented suggesting that a prominent difference between

> skilled and less skilled is the extent of metacognitive control over writing subprocesses. It is this metacognitive control, not increasing encapsulated automaticity, which enables the processes that characterize skilled writing, such as directed search, critical examination, and revision".

In addition, Kellogg (1994) postulated that "metacognitive knowledge is a special type of knowledge that the individual possesses about the self, task and strategies". That is, to develop in skill acquisition it is necessary to be aware of the self-knowledge, the knowledge that a particular task demands and the strategies needed to produce this task. This aspect can occur easily using ICTs in a collaborative way, classmates can point out their peers' mistakes and errors more frequently, allowing that each producer of the task can acknowledge their problems and abilities.

Therefore, in order to reach automaticity in foreign language students must have metacognitive control and self-regulation. Similarly, Brown et al. (1983) stated that "regulation of cognition involves self-regulatory mechanisms used to regulate and oversee learning, such as planning, monitoring, revising and evaluating, which are central to growth and change". So, when students are capable of planning, regulating and evaluating the assignment of a group and their own, they are also controlling theirs and their classmates' cognitive processes, thus becoming the most important member in developing knowledge, in this case a foreign language.

Hence, the importance of ICTs in the process of developing language skills in a foreign language.

ICTs and Productive Skills

In an era in which technologies take a significant part of everybody's daily routine, it is important to consider that these technologies have started to have a great impact in the area of education. As UNESCO (n.d.) states, "Information and Communication Technology (ICT) can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration". These ICTs have been helping to improve the development of students' learning processes in different subjects. In this case, ICTs have taken an important role in the process of learning English as a foreign language. According to a research carried out by Mullamaa (2010) "using ICTs have proved positive and stimulating both for students and the teacher".

Nowadays, where students are digital natives, it is important to accomplish the process of learning with the help of ICTs. In addition to this, students need the necessary motivation from teachers in order to feel more interested in working with the different skills for learning a new language and it is the case in which ICTs take a great importance in the classrooms. According to UNESCO (n.d.):

> "The dissemination and use of information and communications technology (ICT) in schools has come to be seen by education policymakers as a significant opportunity. They are attracted to the prospect that ICTs can improve student achievement, extend access to schooling, increase efficiencies and reduce costs, prepare students for lifelong learning, and train them for a globally competitive workforce".

When ICTs are linked to their use of these tools in schools, these are considered as the facilitators of the learning process which can help to improve the language skills in students: this is the case of Receptive and Productive skills.

It is important to take into account that working with ICTs in the process of the acquisition of productive skills have led to an improvement in the different areas of speaking and writing. According to a research carried out by Bullock (2001) stated that "evidence about the impact of the use of ICTs upon students' writing skills was gathered through student questionnaires, student interviews and observations. The main findings of the study were that the majority of students found using ICTs for English activities was helpful and interesting. Further, the very nature of ICTs often lends itself to group work, which enhanced their enjoyment of the tasks". Also, it is important to say that ICTs have been helping students in assignments and presentations. Bullock (2001) stated that "(…) this means that the standard of presentation is often higher, as it allows students to produce work that looks more professional. In writing they benefit from the ability to edit their work immediately and to see the changes and improvements in front of them."

In a classroom where students are learning English as a foreign language, they need not only to receive and understand the language (Receptive Skills) but also to produce language (Productive Skills). It is for this reason that this research is related to one of the Productive Skills which is important to work with. In the case of Chile, schools work more with Receptive than Productive skills, given that the former are the skills evaluated in the English SIMCE. In this way, it is necessary to work and practice with those skills that are less used in schools as they are equally important. In conclusion, speaking and writing need to be applied in the same way that listening and reading are being used now.

ICTs and Writing Skills

Since writing is the most difficult skill to acquire; students have to learn about grammar, vocabulary, and at the same time they have to focus on the organization of ideas in a correct manner. In 2002, Richards and Renandya stated that:

> "there is no doubt that writing is the most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on".

That is to say, that to produce an accurate piece of writing, foreign language learners have to be proficient in several levels; higher levels which involve arrangement of ideas and lower levels that require attention to grammar details.

Furthermore, Olshtain (2001) says that "writing in addition to being a communicative skill of vital importance, it is a skill which enables the learner to plan and rethink the communication process. It therefore provides the learner with the opportunity to focus on both linguistic accuracy and content organization" (p.231). Therefore, as the writing process is slower than the speaking process for example, the learner has the opportunity to rethink and revise what he has done many times, and this is beneficial for the learning of a foreign language as it allows extra practice.

Writing is an important aspect of communication which according to Troyka (1987) refers to "a way of communicating a message to a reader for a purpose. The purposes of

writing are to express one's self, to provide information for one's reader, to persuade one's reader, and to create a literary work". In many ways writing is one of the most difficult skills to work with, because students need a certain degree of correctness, that is to say, accuracy. This can be seen when learners work with a written assignment, it is more difficult to clear up an error when students are being evaluated and the teacher cannot correct them 'on the spot'. This is the moment when ICTs can help with those problems, for example, text processors that underline misspelling words. These devices also motivate students to work in an interactive way.

In order to develop the productive skills in language, in this case, writing, ICTs have been showing that they are a contribution to the improvement in the students' acquisition of this skill. According to Dawood (2011) working with written assignments along with ICTs help

> "to remove the problem of poor handwriting that some students suffer from, to arrow the competent user to edit his or her material at great speed and with great facility, spellcheckers can ease the task of achieving correct spelling and if students are working in groups, a computer screen can sometimes be far more visible to the whole group than a piece of paper might be" (p. 10).

These are some of the advantages that show that working with ICTs is starting to be essential for students' educational success where technologies have been taken an important role in everyone daily life. Students are used to working with these different tools because they live surrounded by them. It is for this reason that it is easier for teachers to apply ICTs in their lessons because Web 2.0 tools attract students' attention and motivates

them to work in classes.

Working with writing skills through ICTs can provide different opportunities where the different technologies can help to improve students' linguistic accuracy and content organization. According to Wissick (n.d.) Information and Communication Technologies (ICTs) have shown that they have been an excellent tool for students in terms of their consideration of their weaknesses, that is to say, when they have problems with their handwriting, grammar, spelling or organization. Moreover, when students work with ICTs, these technologies can provide the collaborative work and learning among students and the teacher. Students can work together along ICTs to plan, draft, and edit their assignments and for teachers, these ICTs can be a tool for the development of a class where students are more motivated working with them. Therefore, if teachers learn to use innovative ICTs they will be motivated to work with them in their lessons.

Methodology

In order to fulfil the objectives of this project, it was necessary to obtain information from some teachers with the purpose of discovering how they work and what they think about the use of ICTs in the classroom. With that information, a set of tutorials was created to teach teachers how to work with a variety of Web 2.0 tools, and perceive if they could successfully follow the instructions and see if those tools were useful for different written activities.

This study was conducted to teachers in order to have them interact with ICT tutorials and to teach them how to use ICTs to practice writing skills in English with their students. The methodology used for the development of this research, consisted in the construction of instruments where the quantitative and qualitative research —mix research— took an important role in order to collect the data for further analysis. For this study, we used the quantitative research that according to Aliaga and Gunderson (2005) is "explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics)". It is relevant to comment the importance of the quantitative research in the project. First, surveys were used to obtain the necessary information regarding the knowledge and use of ICTs, and our data was analysed statistically. Then, this type of research allowed us to look at what happened regarding the hypothesis, explain why it had happened, and finally, it gave us reliable results to our research by using the surveys.

For the sake of completeness, it is necessary to know the definition of qualitative research. According to Hancock (1998), a "qualitative research is concerned with developing explanations of social phenomena. That is to say, it aims to help us to

understand the world in which we live and why things are the way they are". We used this type of research because we wanted to know what the teachers' opinions, experiences and feelings were about the use of the different Web 2.0 tools proposed.

Finally, in order to understand the different processes of our research, the participants, materials and procedures will be discussed.

Participants

We took and analysed data from surveys designed for a sample of 20 English teachers who graduated between 1986 and 2012. Teachers were selected from different schools in Santiago, Chile. Sixteen women and four men, their age and schools were not specified.

Materials

We used the survey questionnaire as the main data-gathering instrument for this study. This research instrument allowed to carry out the quantitative approach effectively with the use of statistics for data interpretation.

We carried out two surveys in order to develop the project: 'The use of ICTs in the classroom' (See Appendix A) and 'Tutorials and Tools' (See Appendix B). The first survey had 13 questions which referred to the use and knowledge of ICTs. The questions aimed to help us create a diagnosis of the reality of some teachers regarding the use and importance of ICTs in their classrooms. According to the answers of the survey, we created a set of tutorials (See Appendix CD-ROM). After that, a second survey of 14 questions was created in order to examine the opinions and thoughts of the teachers about the tutorials.

In the first question of the survey 'The use of ICTs in the Classroom' teachers had to choose the grade level they were teaching. The second, fourth, eighth and ninth questions, of the same survey, aimed to know the teachers' level of expertise in ICTs. The third, fifth, sixth, seventh, and twelfth questions aimed to know how teachers use ICTs in the classroom. The tenth, eleventh, thirteenth and fourteenth questions allowed us to know the opinion of the teachers about the use of ICTs in the classrooms.

The survey had 13 closed questions. One of them was a Likert-type scale, in this question, we provided five choices for every statement. The choices represented the degree of agreement that each respondent had given to the question. One was a Semantic Differential scale, in this question, we provided three contrasting options for every statement (basic, advanced and expert). The choices represented the knowledge of technical domain with which teachers evaluated themselves in the areas mentioned in the question. Seven were Multiple Choice questions, five of them, with more than one answer allowed. Four were Dichotomous questions, where teachers had to respond positively or negatively to the question.

The second survey, 'Tutorials and Tools', had 14 questions. The first two were about the personal information of the teachers (name and year of graduation). These questions allowed us to individualize every teacher and to state an age range from their graduations until the date of the research. Then, in the following two questions, they had to identify the tool they were introduced to, and, optionally, give the link of the final product, if they had performed the activity proposed. The other 10 questions referred to the use of different Web 2.0 tools proposed for certain activities from the textbook *Teens Club* (See Appendix C). The teachers had to give their opinions about the tutorial and tool proposed.

The last questions allowed to perceive their specific opinions about different aspects of the tool proposed, and express their interest in learning about other tools.

The survey had seven closed questions and six open-ended questions. Two of them were Likert-type scales, and teachers had to rank from one (strongly disagree) to five (strongly agree) their level of agreement in the statement. One was a Semantic differential scale, in this question, teachers had to score from one (very difficult) to seven (very easy) the statement in the question. Four were Dichotomous questions where they had to answer positively or negatively to the questions.

We created both surveys using the web page called www.e-encuesta.com, and through the same webpage, we collected and analysed the survey data. (See Appendix C)

The activities were taken from the 2010 student edition of the textbook called *Teens Club* 1° Medio by Lina Alvarado Jantus. This textbook, suggested by the Chilean Ministry of Education for the first year of secondary school, was currently in use in schools to teach English in the year of the research.

Procedures

As we said before, for data collection, surveys were the main procedure to obtain information related to the use and knowledge of ICTs.

The development of the project itself was carried out in three months. This period included the surveys applied to teachers —that were tested individually—, the creation of the tutorials and the analysis of the results. Besides, it is important to mention that there was not a specific place to take in the first survey because they were performed online. However, in the second survey, when the teachers applied the tutorials, it was necessary to

go to their workplaces, given that we had to explain them how to use the tutorials and then see if they were used correctly.

We decided that the surveys were online because it is an easier and faster alternative to collect the data. In the first survey 'The use of ICTs in the Classroom', teachers had to answer different questions related to the use and knowledge of ICTs and those results, allowed us to see the reality of the use and the importance of ICTs in their classrooms.

As we explained before, in the second survey 'Tutorials and Tools' the main purpose was to gather the opinions of the teachers regarding the Web 2.0 tool proposed for the written activity. In this part of the research, teachers had to watch a tutorial of a tool proposed for a specific written activity. The tutorials were presented using the Web 2.0 tool Prezi. First, teachers had to read the instructions of the tutorials, and then they had to do an exercise similar to the one presented in the tutorial. After that, teachers had to answer the survey in order to know if they had understood the tutorial or not and if the tool was useful for the specific activity proposed.

Regarding Web 2.0 tools, 20 were selected to be presented to the teachers. At the beginning of our research, and while we were doing the theoretical investigation, each of us looked for different Web 2.0 tools. The corpus collected was over 160 tools for different English activities. The corpus was narrowed to the ones that were useful for written activities through a qualification from one to seven. A second selection was made in order to find tools more accurate for the activities from the textbook. Finally, the following Web 2.0 tools were selected: About.me, Capzle, Civimi, Dipity, Fake Twitter, Fakebook, Fotor,

Genarrator, Gliffy, Glogster, Infogram, Padlet, Pictochart, Printing Press, Wordle, Letter Generator, Piclit, SMS Generator, Tagul and Titanpad. (See Appendix CD-ROM)

Finally, the data collected (See Appendix D) from these surveys will be analysed and discussed in the following sections.

Analysis of the Results

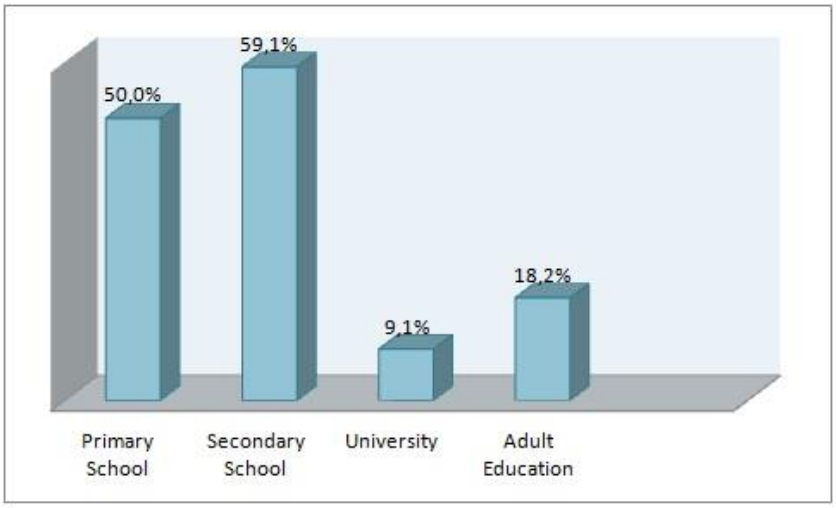
Survey Results: The Use of ICTs in the Classroom

The following survey was conducted to 20 teachers. This survey had 13 questions which referred to the use and knowledge of ICTs.

The survey had the following questions:

1. What grade (s) /level (s) do you teach? Multiple answers allowed.

Figure 1



In this survey, 50% of the respondents are teachers from primary school, 59.1% of secondary school, 9.1% teachers from universities, and 18.2% are teachers of adult education. Given these results, the textbook which was chosen to extract the activities in order to develop the tutorials was a first year secondary school textbook. The idea of this choice was to respond to the majority of the educators and, to keep the range difficulty of the activities as close as possible between primary and secondary school teachers.

2. According to your knowledge. What is the best definition of ICTs?

The objective of this question was to establish if the teachers knew or not the basic definition of the concept of ICTs, and elucidate whether they had a previous approach to it. According to the options given, these were the results:

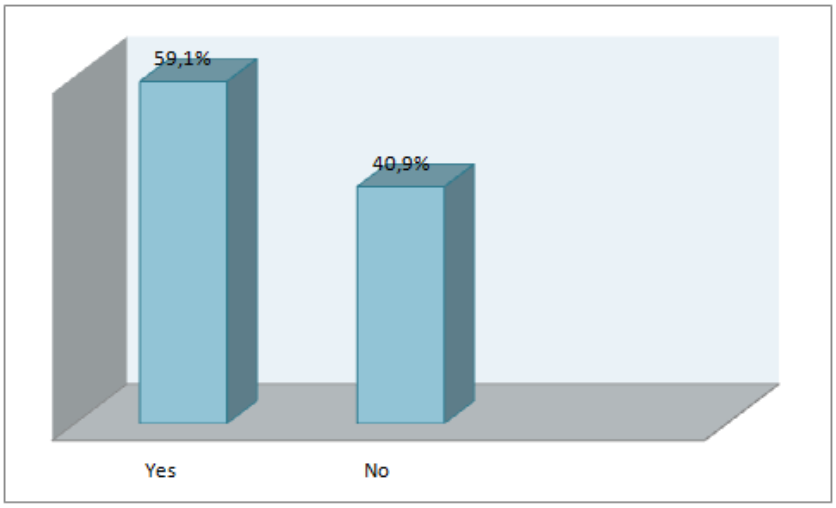
Eighty one percent of them agreed that option A ("all the technological tools that can be used in the classroom, such as computer or projectors and also older instruments like TV's and radios"), was the correct definition of ICTs, while a 4.55 % answered that ICTs were only softwares and hardwares designed for the teaching-learning process (option C). Moreover, a 13.64% of the respondents gave their own definitions for this concept (option D). One of these definitions joined the first three options (including option B which refers to sophisticated technological tools, such as tablets or smart phones as ICTs), another one defined ICTs mixing options A and C, and the last one included e-mails and social networks, such as Facebook or Twitter.

All these results together reveal —i.e. including teachers' own definition of the concept— that 95% of the teachers agreed with option A which says that ICT includes all the technological tools that can be used in the classroom such as computers or projectors and also other instruments such as TVs and radios.

Moreover, it can be said that all the teachers had a basic notion of the term, and most of them recognized, as well, TVs and radios as information and communications technologies. It can be understood that the idea of ICTs in the classroom and their uses is known by the teachers.

3. Do you have adequate access to ICTs in your workplace?

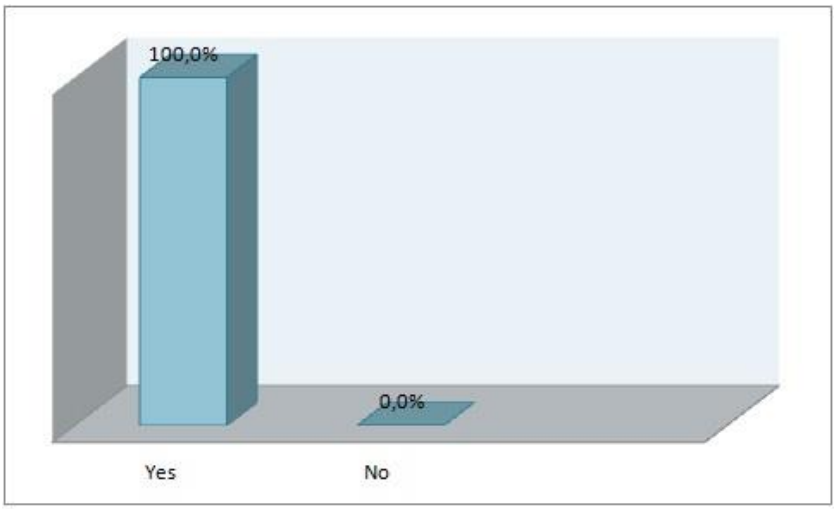
Figure 2



Fifty-nine point one percent of the teachers answered that they had adequate access to ICTs in their workplace, while 40.9% said that they had not. The responses to this question determined if it could be possible to apply the tools in the schools of the teachers inquired. However, since a significant proportion of teachers did not count on the adequate equipment, it limited the type of tools used in the project. Pre-installed tools and learning platforms would not be useful for all the teachers involved in the project, therefore online tools were chosen to avoid slow running malfunctioning in the school equipment, to save the time, and to give the students the chance to complete their work on their own computers at home.

4. Do you think ICTs can be used effectively for teaching and learning a Foreign Language?

Figure 3



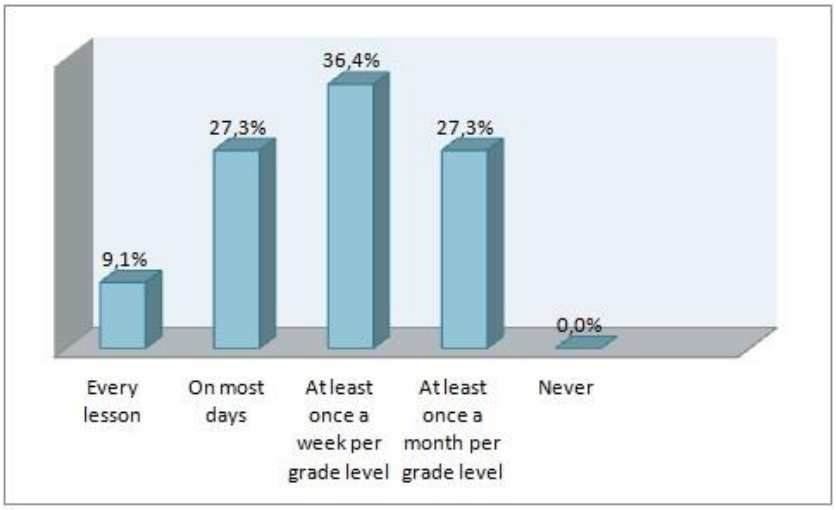
All the teachers answered positively to this question. They all agreed that ICTs can be effectively used for teaching and learning a foreign language. This revealed that previous experiences of teachers with ICTs had positive results improving the teaching–learning process in the classroom. That could explain why they were willing to work and learn about ICTs.

5. Have you ever worked with ICTs in the classroom? If your answer is negative, what are the reasons?

One hundred percent of the teachers said that they had worked with ICTs. This could have been with Power Point presentations, platforms to upload books or information, Prezis, etc. This means that they had already destined some of their time to work with technologies and could be open to work with new Web 2.0 tools. This could also confirm that they acknowledge that ICTs are important in education.

6. How often do you use ICTs in the classroom to teach?

Figure 4

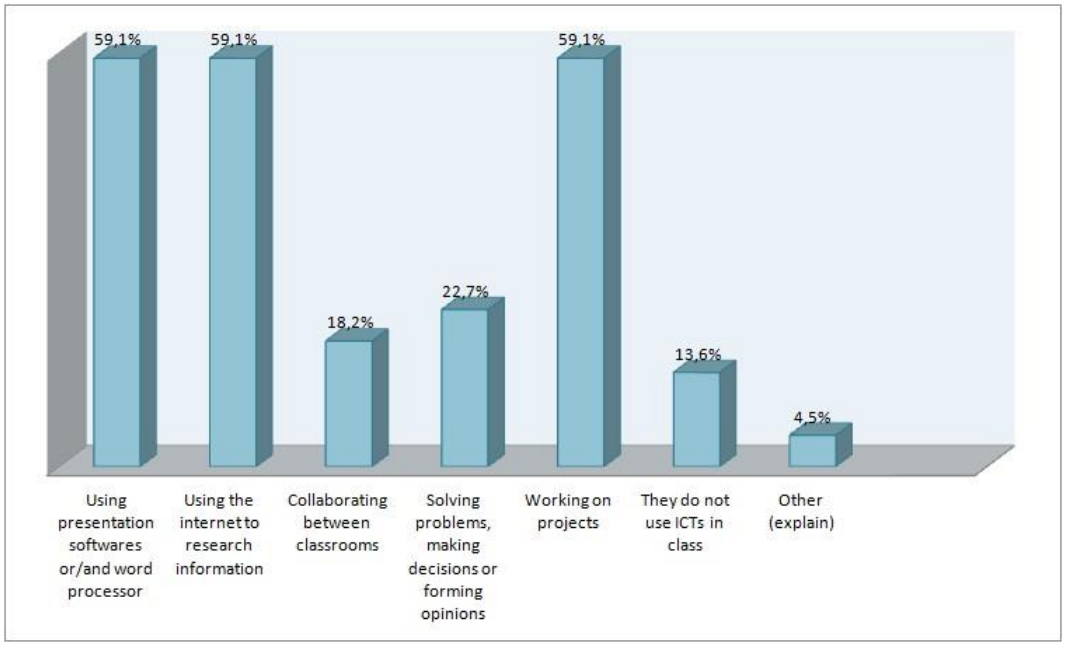


When asked how often they use ICTs in the classroom to teach, 27.3% of the respondents answered that on most days, 36.4% answered that they use them at least once a week per grade level, and 27.3% at least once a month per grade level. Only 9.1% of the teachers said that they use ICTs on every lesson.

It is important to highlight that all of the teachers enquired use ICTs as part of their lessons.

7. In which of the following ways do your students use ICTs in your lessons? Multiple answers allowed.

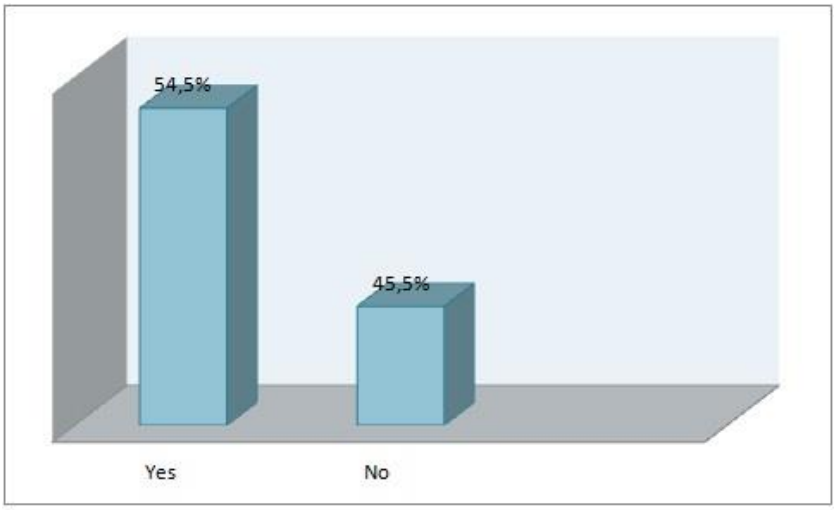
Figure 5



According to the answers, 59.1 % of the teachers agreed that their students mainly use ICTs to search for information on the internet. In addition, 59.1% of the teachers said that students use presentation softwares and/or word processors to work on projects. Other usages are: solving problems, making decisions or forming opinions with a 22.7%, sharing information and collaborating with students from other group (collaborating between classrooms) with an 18.2%, and 4.5% of the teachers said that students use ICTs for other things, in this case, for listening activities. On the other hand, 13.6% said that their students do not use ICTs in class.

8. Have you ever received ICT-related training?

Figure 6



Most of teachers, 54.5% of them, said that they had received some kind of ICT training. This could have been at schools or universities where they studied, at the school they worked on or through a special course. The other 45.5% of the teachers answered that they had not received ICT training. This means that their ICT knowledge of how to use Web 2.0 tools in the classroom have been acquired informally or, perhaps, they have learned on their own. Since 45.5% of the respondents had not received training in this field, this could mean that they are interested in learning with our project, especially about the tools that can be used in their classroom.

9. How would you rate your technical domain on the following ICTs?

Table 1

How would you rate your technical domain on the following ICTs?

ICTs	Basic %	Advanced %	Expert %
Information search tools (ex. Google, Yahoo, Bing, etc.)	9.1	68.2	22.7
Production and sharing information tools (ex. Slideshare, YouTube, Scribd, Blogger, etc.)	54.5	40.9	4.5
Tools specially designed for educational purposes (ex. Elgg, Moodle, etc.)	68.2	31.8	0
Communicational tools (ex. Skype, Facebook, Google Talk, Twitter, etc.)	18.2	45.5	36.4
Management and organization tools (ex. Google Calendar, Eyeos, Zoho, etc.)	77.3	18.2	4.5
Word Processing (ex. Microsoft Word, Open Office, etc.)	9.1	63.6	27.3
Presentation Packages (ex. Microsoft Power Point, Prezi, Slideshare, etc.)	18.2	63.6	18.2

The teachers were inquired about how good they considered their technical domain of ICTs regarding three levels: basic, advanced and expert.

Basic domain means that the teacher is able to use the ICT for general purposes, but does not know how to use most of the options of the tool. Advanced domain means that the teacher has better domain of the ICTs and knows how to use some of the options that tools bring to their users. Finally, expert domain means that the teacher can use most of the options of the tool, knows or most of its characteristics and is able to take full advantage of it.

The survey results showed that 45.5% of the teachers considered themselves advanced in communicational tools (Facebook, Twitter, Skype, etc.), While 36.4% rated themselves experts. A high percentage of teachers considered themselves advanced in information search tools such as Google and Yahoo (68.2%). Teachers also rated themselves advanced in word processing (63.6%) and presentation packages (63.6%) traditionally associated with Microsoft Office tools, such as Word and Power Point.

Fifty-four point five percent of the teachers considered basic their domain in production and sharing information tools (Blogger, YouTube, Slideshare, Scrib, etc.), while just 40.9% of them, advanced. Similar results were found in tools specially designed for educational purposes, such as Elgg or Moodle, where 68.2% of the teachers rated themselves basic and 31.8%, advanced. Management and organization tools (Google Drive, Eyeos, Zoho) got similar results (77.3% Basic and 18.2% advanced).

According to the results, the strength of these teachers were communication tools, followed by information search tools, word processing and presentation packages. The

areas of opportunities to innovate in their teaching are production and sharing information tools, tools specially designed for educational purposes and management and organization tools.

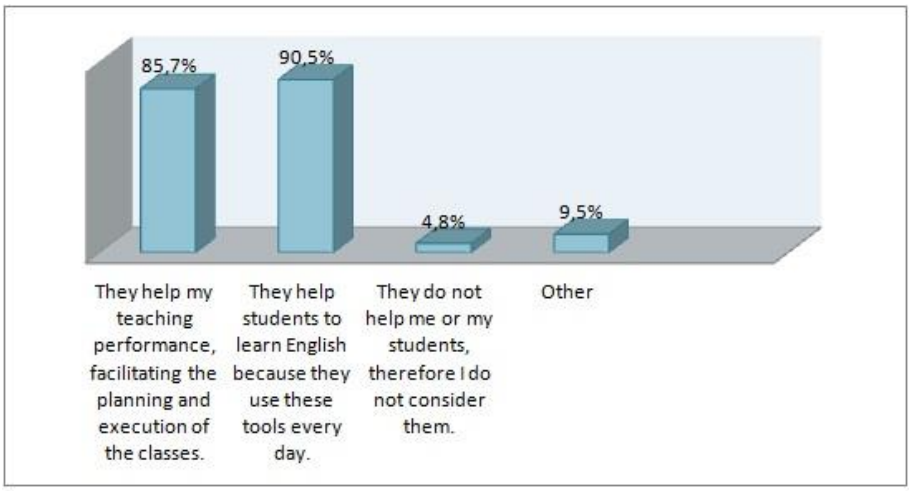
10. According to your knowledge, what are the most useful ICTs in education? Multiple answers allowed.

The teachers had to give their opinions about the most useful ICTs in education. This survey showed that 86.3% of the respondents thought that information search tools (such as Google, Yahoo, Bing, etc.) and presentation packages (Microsoft Power Point, Prezi, Slideshare, etc.) were the most useful in education. Also, 77.4% thought that production and sharing information tools (Slideshare, YouTube, Scribd, Blogger, etc.) were useful, too.

In addition, other ICTs that teachers thought as useful were word processing tools (Microsoft Word, Open Office, etc.) with 68.2% of acceptance. A similar result can be seen with communicational tools (Skype, Facebook, Google Talk, Twitter, etc.) with 63.6% of agreement. In addition, for those tools that are specially designed for educational purposes (Elgg, Moodle, etc.), 40.9% of the respondents thought that these were useful in education, while 13.6% of the teachers thought that management and organization tools (Google Calendar, Eyeos, Zoho, etc.) were useful ICTs in education.

11. In your opinion, how do ICTs help you in your performance as a teacher? Multiple answers allowed.

Figure 7



In general, the opinions about whether ICTs help in their performance as teachers were positive. Most of teachers (90.5% of them), answered that ICTs help students learn English because they use these tools every day. A similar result can be seen with the statement that ICTs help their teaching performance, facilitating the planning and execution of classes: 85.7% of the respondents agreed with this. A smaller amount of teachers (9.5% of them) suggested that ICTs help in their performance because these tools motivate students and facilitate communication, which is essential for their classes, but only 4.8% thought that ICTs do not help teachers and their students and they do not consider them in their classes.

Therefore, teachers are aware of the importance of ICTs to help their students to learn a foreign language and to improve their own teaching performance.

12. The following statements are related to the use of ICTs in the classroom. Could you point what is your level of agreement or disagreement?

Table 2

The following statements are related to the use of ICTs in the classroom. Could you point what is your level of agreement or disagreement?

	Strongly Disagree %	Disagree %	Neither agree nor disagree %	Agree %	Strongly Agree %
Increase interactivity between students, teachers and between students and teachers.	0	0	31.8	36.4	31.8
Promotes individualized teaching.	0	9.1	36.4	54.5	0
Enhances the development of communication skills.	0	13.6	4.5	68.2	13.6
Promotes collaborative work.	0	18.2	9.1	63.6	9.1
Increases students' motivation.	0	0	0	40.9	59.1
Improves students' attention.	0	4.5	18.2	27.3	50
Requires greater time to prepare activities.	4.5	13.6	13.64	40.9	27.3
The use of ICT does not improve students' academic performance.	13.6	31.8	50	4.5	0

Sixty-eight percent of the teachers inquired agreed or strongly agreed that the use of ICTs increases interactivity among students, teachers and between students and teachers, and 31.8% neither agreed nor disagreed.

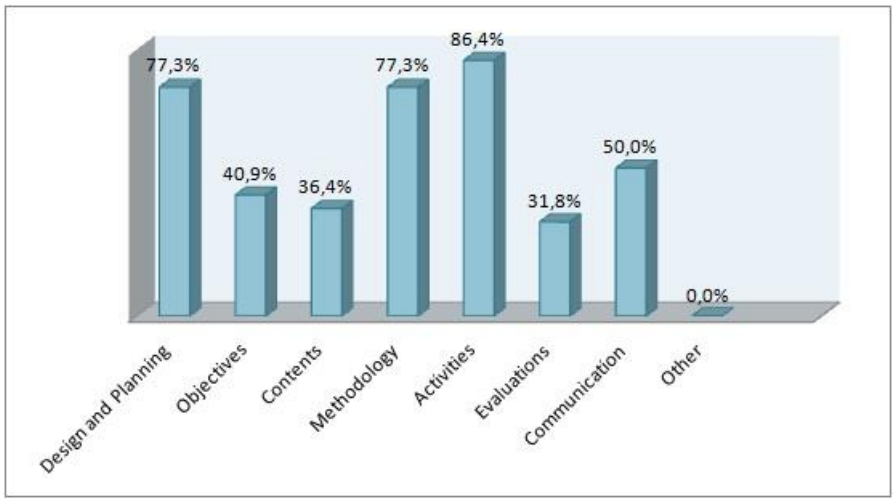
Fifty-four point five percent of the teachers agreed that ICTs promote individualized teaching, while 36.4% neither agreed nor disagreed. This shows 81.8% of the teachers agreed or strongly agreed that ICTs enhance the development of communication skills. Seventy-two point seventy-three percent of the teachers agreed or strongly agreed that ICTs promote collaborative work. Another important fact discovered in this question is that 100% of the teachers agreed or strongly agreed that ICTs increase students' motivation. Seventy-seven point three percent of the teachers agreed or strongly agreed that ICTs improve students' attention. Although 68.12% of the teachers agreed that the use of ICTs requires a greater amount of time to prepare activities.

As for the statement "the use of ICTs does not improve students' academic performance", 50% of the teachers neither agreed nor disagreed with this statement, while 45.5% of them disagreed or strongly disagreed.

Most of the teachers agreed that using ICTs in the classroom brought positive results in the areas of motivation, interaction, collaboration, communication and students' attention. Moreover, half of them agreed that students' academic performance improved with the use of ICTs. Therefore, it would be useful for these teachers to have possession of tutorials that could show them how to use a tool; and at the same time they will be able to use these tutorials to demonstrate their students how to use it.

13. In what areas have you noticed deeper changes resulting from the implementation of ICTs in your teaching performance? Multiple answers allowed.

Figure 8



ICTs help teachers to improve their pedagogical work in different areas. Eighty-six point four percent of the teachers said that they saw deeper changes in the activities followed by a 77.3% in planning and methodology. In addition, 50% of the teachers said that in the area of communication ICTs help a lot, and 40.9% said that they help with the objectives (to create them, for example to learn how to make a diagram). Moreover, 36.34% of the teachers said that ICTs help with the contents of the class and 31.8% said that ICTs help in the area of evaluation.

Survey Results: Tutorials and Tools

Before the teachers answered the survey they had to (a) read an activity from the textbook *Teens Club* (1st Year of Secondary School), (b) watch the tutorial with the tool proposed, and (c) answer a questionnaire about the tutorial and the tool. Optionally, teachers had the chance to develop the activity from the textbook using the tool proposed and provide a link with their results.

The following are the findings of this survey.

1. The tutorial:

· was explicative and well structured.

· stimulated the interest in the tool introduced.

· could be easily used in the classroom.

Table 2

The tutorial...

The tutorial	Strongly Agree %	Agree %	Unsure %	Disagree %	Strongly Disagree %
was explicative and well structured.	50	40	10	0	0
stimulated the interest in the tool introduced.	25	65	10	0	0
can be easily used in the classroom.	30	55	10	5	0

When the teachers were asked about the tutorial, 90% of them agreed or strongly agreed that it was explicative, well structured, and that the tutorial stimulated the interest in the tool introduced. Moreover, 85% of the teachers responded that the tutorial could be easily used in the classroom.

The results showed that one of the purposes of the tutorials was completely fulfilled, since it was essential that the tutorials not only showed teachers how to use the Web 2.0 tool, but also that it could be easily used in the classroom to show the students how to work with it.

The second question of the survey was about the tool they were introduced.

2. The tool:

- was accurate for the activity presented.
- innovated in the development of writing activities.
- stimulated the interest of the activity.
- was useful for developing writing skills.
- could be used to teach English.

Table 3

The tool...

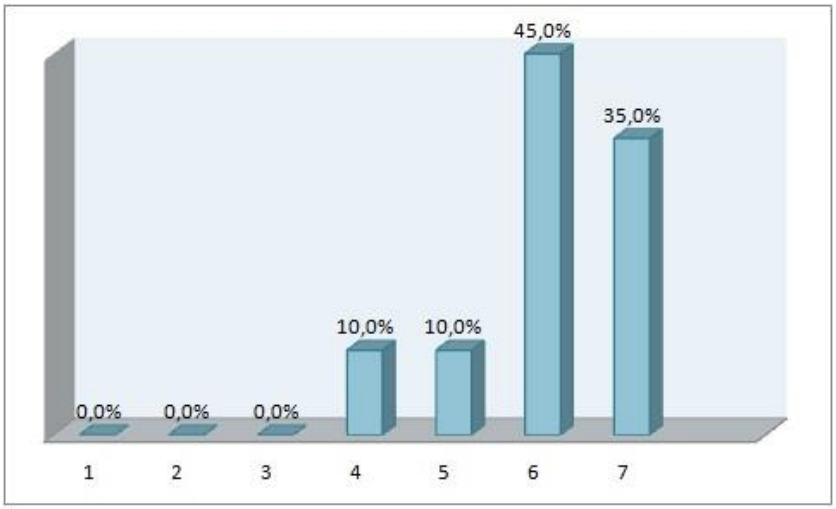
The tool	Strongly Agree %	Agree %	Unsure %	Disagree %	Strongly Disagree %
was accurate for the activity presented.	45	55	0	0	0
innovated in the development of writing activities.	40	50	10	0	0
stimulated the interest in the activity.	35	55	5	0	0
was useful for developing writing skills.	40	50	10	0	0
could be used to teach English.	35	45	20	0	0

In general, the responses about the tool were positive, as well. All of the teachers agreed that the tool was accurate for the activity presented. Ninety percent of them said that the tool innovated in the development of writing activities, stimulated the interest in the activity, and that it could be useful for developing writing skills, and 80% of the respondents agreed that the tool could be used to teach English.

3. How easy was it for you to use this tool? Grade it from one to seven.

(1= minimum - 7= maximum).

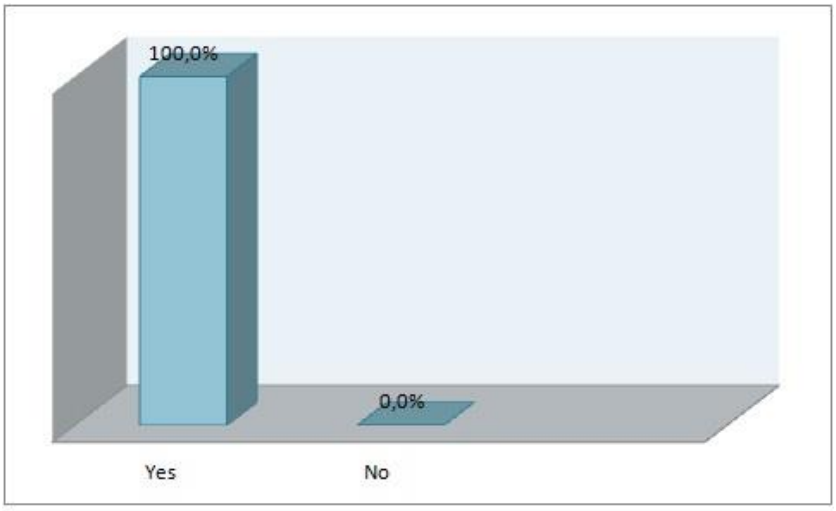
Figure 9



When the teachers were asked about how easy it was for them to use the tool, in a scale from one to seven, the average grade was six, making clear that the tool was easy for them to use it. They were able to understand the tutorial, and consequently learn how to use the Web 2.0 tool introduced. Among the aims of the tutorials were showing the basic settings of the tool and how to create something in order to fulfil the activity. Other teachers, 10% of them, thought the tools were a little more complicated, as they gave them the grade four. The second majority, 35% of the teachers answered that it was rather easy as they gave the tool the grade seven.

4. Do you think it is an innovative tool?

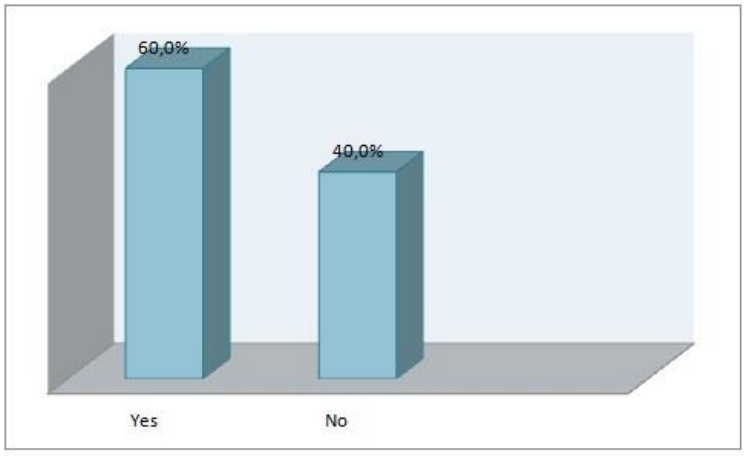
Figure 10



A hundred percent of the respondents agreed that the tools were innovative for teaching purposes. This question provides reasons to back up the project as it clearly shows that the teachers liked the experience of getting to know new Web 2.0 tools for their lessons, and they saw them as an opportunity to do new activities in the classroom, which would help to increase the creativity of their students and to practice the language with more enthusiasm.

5. Do you think this tool is better than other traditional methods? (Such as pen and paper, PPT, etc...)

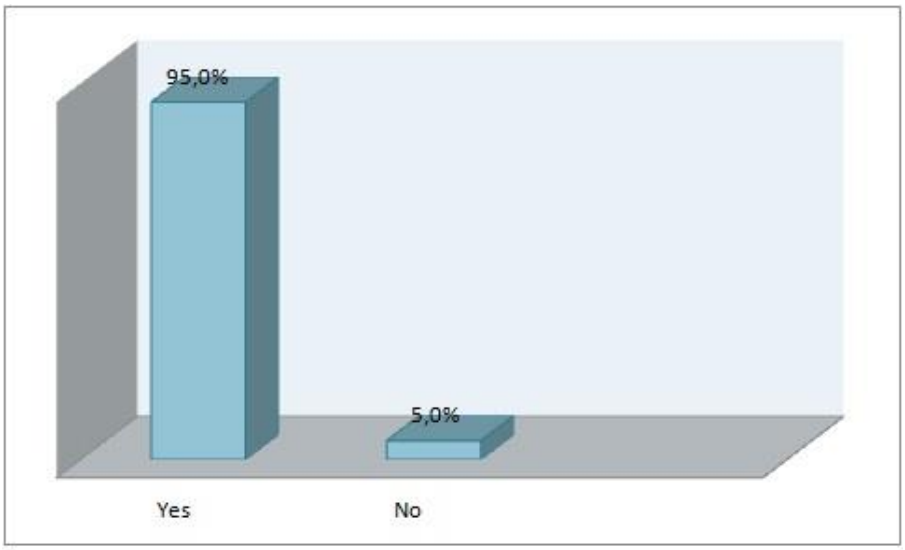
Figure 11



Most of the people who were asked (60% of them) agreed that the tool was better than other traditional methods, whereas 40% of them disagreed with this question. It can be interpreted that the majority of the interviewees preferred the tools presented in the tutorials, but there were still teachers that were faithful to traditional methods such as pen and paper, or PPT presentations rather than these interactive tools.

6. Would you use this tool in your classes?

Figure 12



The results reported that 95% of the teachers would use this tool in their classes, and only one of them answered negatively to this possibility. With these answers, it could be deduced that most of the tools were easy to use and they could be adapted according to the needs of each class. One of the purposes of this project was to encourage teachers to innovate in the classroom with tools that could enhance the teaching- learning process in an easy and effective way. The tutorials of these tools are part of this process which helps teachers to learn how to use these Web 2.0 tools and encourages to apply them in their classes; consequently, this project accomplishes its purpose.

7. What did you like most about this tool?

Most of the tools were well received by the teachers, and the most common answer in this question was that the tool they were introduced to was innovative and easy to use. It can be said, then, that these tools can be used in the classroom because if teachers found

that these were easy to manipulate, then, they would be easy for the students as well.

Another comment was that the tool could be used to encourage group work. For instance, regarding the tool Titanpad, one teacher said that “It can be used as a group writing activity, motivating the students to participate as a team”.

Also, creativity and entertainment were highlighted aspects. Besides, the fact that Webs 2.0 are interactive tools, there are devices such as Wordle and Tagul that are good to increase creativity and get students entertained because these tools have a wide range of possibilities of customization.

8. What did you dislike about this tool?

When teachers were inquired about what they disliked about the tool they were introduced to, some of them mentioned that the lack of visual attractiveness could be a problem. Some others pointed out the necessity of relying on the school internet connection for the tool to work and the lack of suitable equipment. Some indicated that they did not like the fact that it was only visible online and the results could not be downloaded or printed. Most of these issues are associated with the fact that all the tools used in the project were online tools. This decision was made having in mind the lack of access to suitable equipment of 40% of the teachers inquired in the first survey, and the main reasons were:

a) Avoid malfunctioning in the computers of the schools, as a result of the installation of a tool or slow running because of a heavy page interface.

b) Save teachers' time that it takes to install a tool in each computer.

c) Give the students access to their projects at home, with their own computers.

The results in some of the tools could not be downloaded, but all the tools provided links with the final work, that could be easily shared via email.

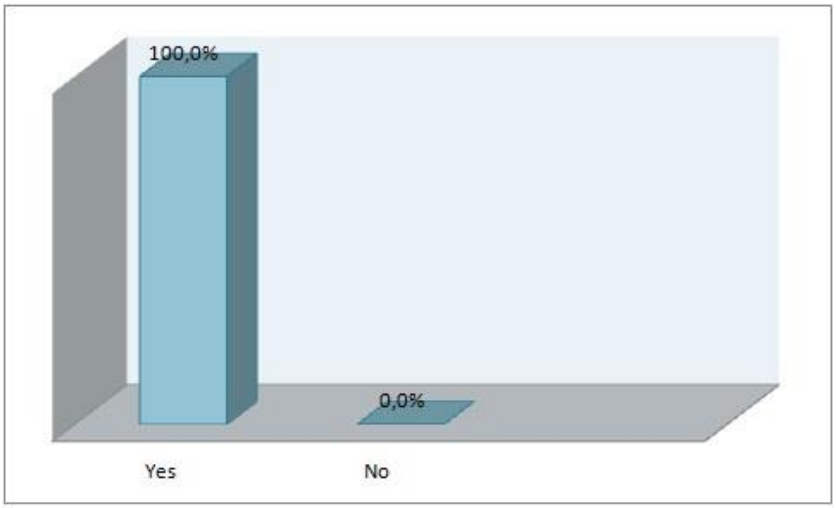
9. In what other aspects do you think this tool would be helpful for your teaching practice?

One of the most common answers for this question was that using these different tools would help to save paper for different written assignments. Another important answer was that these tools do not only help improve writing skills, but also enhance creativity, motivation and dynamism.

Teachers also suggested other uses of the tools, such as sharing information, practicing pronunciation, reading texts from native speakers, teaching grammar, learning vocabulary from "visuals", and creating presentations about books. One of the teachers mentioned: "I think it could be good to use [Padlet] in a literary workshop to write comments of some books". Another teacher said that "It's easier for us as teachers to check the students' works instead of checking them on paper."

10. Would you like to find out about other web pages that are used to develop the four different language skills in the classroom?

Figure 13



In this question, there was 100% of acceptance. All of the teachers involved in the research answered that they were interested in becoming acquainted with other websites related to Web 2.0 tools. By the same token, they showed motivation to inform themselves about different online sources related to the teaching of English skills.

These results can be related to the answers of the teachers in the first survey, where they expressed their interest in working with ICTs in their classrooms because they believed that this would help students to acquire a foreign language in an efficient way.

Moreover, these answers exposed the necessity of teachers to have more opportunities and more tools to work on in order to enhance their tasks in the classroom and to develop the four skills in their students.

Discussion of the Results

The purpose of this research was to have teachers interact with ICT tutorials in order to teach them how to use these Web 2.0 tools to practice writing skills in the first year of secondary school. It also intended to examine their opinions and perceptions about the benefits of the use of ICTs in the classroom, and to show them new and innovative Web 2.0 tools that would motivate them to learn about ICTs. In the following paragraphs the main findings of this study will be discussed.

From a theoretical perspective, there is an association between ICTs and collaborative learning in this study. The results show that they play a crucial role in the process of learning a new language. Teachers consider that ICTs help to create a new environment in the classroom among students, and that it improves their academic results. In this respect, students are important for the process of collaborative learning with teachers, since they can be brought into collaborative work participating in the classes by giving different feedback related to the effectiveness of the instructions and cooperating in some learning situations. In addition, other benefits of using ICTs were mentioned in the surveys by some educators. They implied that the tool they were employing could help students in their school life and personal life as well because they could share formal information and opinions in a collaborative way.

Besides, two surveys were carried out with teachers from a diverse age range. Despite some of them could be considered digital immigrants and therefore reluctant to ICTs, they thought that the different tools were easy to use, grading them with a six in a range of difficulty from one to seven. It can be deduced that in spite of the technological and computational knowledge that they had, in this case user level, the tools were simple and accessible for everyone. At the same time, it was proved that these teachers already had

sufficient technological knowledge, since they all answered an online survey and carried out the activities with Web 2.0 tools with no difficulty. This knowledge can be easily developed by their digital native students, by creating a collaborative working environment with them.

According to the results found in the survey, the teachers admitted to have basic knowledge or domain regarding the use of different ICTs in the teaching process. This can be one logical reason to explain why they only use the most commonly known technologies in the different educational establishments, such as search engines, text processing programmes or Power Point presentations. Teachers do not innovate in Web 2.0 tools because they do not know, or do not have time to learn how to use different and new tools for teaching English. It is important to say that, even when more than half of the respondents said that they had some level of ICT training. Moreover, the educational system should devote more time to let teachers acquire new knowledge regarding technologies or invest resources in training them.

Some teachers claimed that they did not have proper access in their schools to work with ICTs, and this could be their biggest weakness at the moment of putting into practice any of the tools. In the first survey, most of the teachers (59.1% of them) said that they had the appropriate access to ICTs in their workplace (in terms of computer equipment and Internet connection), but 40.9% of them answered negatively to this question. As a possible solution to this problem, there were chosen only online tools for the development of the tutorials, since they did not require a previous installation and were less probably to cause malfunctions in the equipment. In the second survey, when we asked about what they dislike about the tool, only two teachers mentioned the problem of internet connection, and just one of them, the lack of proper equipment. Talking in percentages, from the 40.9% of

the teachers that could be concerned about not having the suitable equipment in the first survey, just 15% of them consider that it could be a problem, which means that the use of online tools effectively accomplished its purpose.

According to the results found in both surveys, it can be said that there exists an interest from teachers to learn and know about innovative Web 2.0 tools that are useful for the development of writing skills. The professionals considered that ICTs have an important role in the teaching and learning process and they can be used effectively in those processes in the foreign language acquisition, not only because the use of ICTs has helped them in their educational performance, but also because students use technologies every day. Moreover, most of them thought that the tools presented were adequate to be used in their lessons, as these were innovative and easy to use. What is more, it can be said that the professionals interviewed were motivated to work with ICTs in their classrooms and to learn more about new Web 2.0 tools for teaching purposes.

In addition, from the previous ideas, it was the general impression in the surveys that the use of ICTs in the classroom brings positive outcomes in the fields of interaction, collaboration and communication. As well, teachers highlighted that certain tools in the project not only could improve writing skills, but also creativity, entertainment and motivation.

Additionally, the results revealed the need for more opportunities of learning and more updated technologies to work with in order to improve the teachers' tasks in the classroom, and develop their students' writing skills. The incorporation of ICTs to a lesson is viewed as a way to improve, modify or replace some of the activities present in the textbooks. Along this project, the teachers worked with Web 2.0 tools and tutorials

specially chosen for the activities in a specific textbook; besides some teachers realised that similar or new activities could be developed using the same tools.

Furthermore, teachers agreed that these tools were a good way to help the environment, saving paper and ink. They also declared that it was more practical when they had to check students' results doing it online instead of paper.

To conclude, most of the teachers in the project had the basic knowledge to use ICTs, in spite of the fact that some of them were not using them in their lessons; moreover, they can apply Web 2.0 tools in their classes. They realised that ICTs are an innovative, engaging and effective method to improve writing skills, and also, these Web 2.0 tools are important because they take part of students' everyday life.

Conclusions

ICTs have become an important theme in education. Even international organizations, such as UNESCO, have said that ICTs can have positive effects on student's results when they are used appropriately to complement teachers' pedagogical practice. However, it can be a difficult task to accomplish without the necessary knowledge and skills. It is for this reason that our project is based on the premise that even when teachers are aware of the benefits that ICTs bring to the students, they lack the skills or knowledge to apply them effectively.

The analysis of previous research, theories and studies about ICTs and the different elements of teaching and learning showed that ICTs are turning into the centre of attention in Education. ICTs and Web 2.0 tools are becoming more well-known and useful than ever in the different educational tasks that are presented to the teachers. Moreover, nowadays, students are Digital Natives who have grown surrounded by technologies, and the use of these ICTs makes possible that students find the task of learning a foreign language and developing their written skills more appealing and motivating.

It is crucial, then, that digital immigrant teachers improve their ICT literacy and learn how to use ICTs since if they are aware of the importance of ICTs for education and learn about these technologies, they will be motivated to use them to help their students to work collaboratively in order to create their own knowledge.

To achieve this, the purpose of this project was to make teachers interact with innovative ICTs related to writing skills and apply them to specific written activities. Consequently, they could be motivated to employ them in their lessons to improve and

develop writing skills, given that these are the most difficult to achieve. The results of the in-depth study aimed to motivate teachers to use innovative ICTs in order to improve the students' learning in the classroom and to encourage teachers to develop the necessary skills for ICT literacy.

Furthermore, it is relevant to mention that the analysis of the results, obtained by the application of surveys to 20 teachers regarding this field, allowed us to develop an outlook on how these educators connect their teaching performance with the use of ICTs in the classroom. Additionally, as a clarification, the results of this research do not intend to reflect the reality of Chilean schools, but only the specific experience of these teachers in relation to this field.

It is equally important to say that, the main objective of our research was accomplished as teachers successfully interacted with new ICTs, they understood the tutorials and learned how to use the Web 2.0 tools presented. They effectively accomplished the task and expressed the possibility of enforcing these types of tools on their classrooms. This leads us to confirm the assumption that teachers are aware of the benefits that ICTs bring to the learning performance of students and they are motivated to learn how to use them.

In spite of the fact that the teachers enquired had graduated in different decades —which could have been a disadvantage to the older teachers at the moment of learning how to use Web 2.0 tools—, there is no relation between their age and their ability to work with technologies and keep an open mind when it comes to learning something new. Therefore, the findings revealed that not only the new generations of teachers are willing to work with ICTs for educational purposes, but also older educators are inclined to use them.

In addition, it is worth mentioning that all of the teachers had worked with ICTs in their classrooms before, even though some of them did not have adequate access for their students. According to the results, they had basic knowledge of tools specially designed for educational purposes and most of them had worked with presentation softwares, text processors and search engines. Consequently, they were prepared to work with technologies, as they had used them before, and they were concerned about the importance of the use of ICTs in the teaching-learning process. Hence, teachers' ICTs skills were sufficient to understand the tutorials, but they needed to improve their knowledge of innovative tools that could improve their teaching task.

There were other interesting findings in relation to the utilization of ICTs in the classroom. For instance, most teachers used them at least once a week. They thought that information search tools, production and sharing information tools —such as Youtube or Blogger—, text processors and communicational tools are the most useful ICTs in education. Among the reasons why teachers use ICTs they mentioned that these tools help their teaching performance; they noticed deeper changes in their activities, planning, methodology, and communication. It can be deduced then, that teachers do not only employ ICTs to prepare and develop their lessons, but also they think that Web 2.0 tools that are part of everyday activities can be applied for educational purposes.

Additionally, teachers agreed that using these technologies brings positive results in the areas of motivation, interaction, collaboration, communication and student's attention. Likewise, they know that their students spend most of their time online, talking to friends through communicational tools such as Facebook and looking for information in search tools (e.g. Google, Yahoo!, Bing, etc). The teachers themselves admitted to use these

communicational tools very often, as well. Showing that teachers are interested in learning about technologies and that they are currently using them.

In other respects, all of the professionals thought that these Web 2.0 tools were helpful and innovative for teaching English. The educators answered that the tools were useful because these have free access, no installation was required, and they could save paper and ink by employing them. In addition, it can be deduced that most teachers thought that the tools were innovative, mainly because most of them did not know these ICTs before, since the tools that they usually applied for their lessons were presentation softwares, text processors and information search tools.

It is important to highlight that most teachers claimed that they preferred to work with the tools proposed for the activities instead of using other usual methods. The reasons behind this were that they thought that these tools were accurate for the activity, stimulated the interest in the task, encouraged group work, helped to develop writing skills and motivated to learn a foreign language. Some of them also highlighted that the tools were easy to use and increased creativity. According to these opinions, it can be said that most of these Web 2.0 tools, when are applied for educational purposes, help in different areas of the teaching-learning process.

Furthermore, they expressed their desire to learn more about other Web 2.0 tools to use in their lessons, since they realised that there must be other resources available on the Internet, and they were interested in applying Web 2.0 tools to develop other skills apart from writing. As a result, teachers were motivated to use innovative ICTs in order to improve the students' learning in the classroom, and were interested in developing the necessary skills for ICT literacy.

As a final reflexion, it is important for the teaching process that educators, as facilitators, give students the opportunity to work in a familiar environment that promotes the acquisition of a foreign language. Working with ICTs contributes to global intelligence and helps students and teachers to develop the necessary skills for ICT literacy. Since teachers can use, create and share their knowledge using ICTs for teaching purposes, they also become active members of the global learning.

Limitations of the Study and Avenues for Future Research

There were several limitations that we could observe during our study. These had to do mainly and directly to some of the websites and ICT tools presented. One of the limitations of this study is that a number of these webpages are constantly renovating, this means that some of them are changing or adding new features all the time. Therefore, teachers are forced to frequently update to the new changes on some of the websites. Although most of the websites are totally free, unfortunately there are some of them that require a monthly or annual fee to access all its features, and not all of the teachers can invest in that.

Another limitation that appeared in our study was that it could be hard for teachers to find a tool that would fit perfectly to their activity or content. Despite the fact that the variety of tools which websites offer are quite wide, it can be difficult for some teachers to find one for their specific purposes. The search often requires patience and can be exhausting for teachers to find the tool they really need. In some cases, teachers would have to modify details and be creative.

In addition, the educators must regularly update in different web pages (ex. Blogs, Wikis, etc.) to be informed about ICTs specially designed for education. This means that

they have to visit them on a regular basis in order to learn about new Webs 2.0 that could be used for education. Sometimes it is necessary for them to update their personal data on these webs, or check emails from these to know about the latest news, improvements or modifications on Web 2.0 tools.

Furthermore, it requires time to prepare activities with Web 2.0 tools, and teachers admitted that they lack time to prepare them. This is one of the main concerns for teachers to integrate ICTs in their lessons and most of the teachers are probably not willing to invest their free time doing extra work. Sometimes, the time to plan and create innovative lesson is not enough, so educators cannot regularly apply these technologies in the classroom.

For all the reasons previously mentioned, we conclude that the main difficulty that leads to the majority of these limitations is that ICTs for educative purposes are constantly evolving in their content and upgrading their features requiring time and money from the teachers. There is not a simple solution for this since the webpages will keep upgrading and features will change. Therefore, teachers have to keep themselves updated in these technologies and continually develop their ICT skills and knowledge. Hence, the educational system should invest time and money to renew the programmes to train educators in ICTs for teaching.

Further studies could delve into how the application of ICTs can enhance the efficiency of lesson planning time, improving the teaching practices, and administrative work of teachers. Similarly, another research could examine a bigger number of teachers and study if their age rank influences their disposition to learn about ICTs.

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Appendix A –The Use of ICTs in the Classroom Survey

The use of ICTs in the classroom

1. What grade/ level(s) do you teach? Multiple answers allowed.(*)

Primary School ☐ Secondary School ☐ University ☐ Adult Education ☐

2. According to your knowledge. What is the best definition of ICTs? (*)

☐ All the technological tools that can be used in the classroom such as computers or projectors and also older instruments like TVs and radios.
☐ All the most sophisticated technological tools, such as tablets, smartphones, etc.
☐ Only softwares and hardwares designed to help the teaching - learning process.
☐ Other

3. Do you have adequate access to ICTs in your workplace? (Computers and/or Internet connection)(*)

☐ Yes
☐ No

4. Do you think ICTs can be used effectively for teaching and learning a foreign language?(*)

☐ Yes
☐ No

5. Have you ever worked with ICTs in the classroom? If you answer is negative, what are the motives?(*)

☐ Yes
☐ No, I do not know how to use/apply ICTs.
☐ No, I do not have the adequate access in order to use/apply ICTs in my lessons.
☐ No, I do not consider ICTs useful in the teaching-learning process.
☐ No, I have not found adequate ICTs for my lessons.
☐ No, I do not have the time to use/apply ICTs in my lessons.
☐ Other

6. How often do you use ICTs in the classroom to teach?(*)

☐ Every lesson
☐ On most days
☐ At least once a week per grade level
☐ At least once a month per grade level
☐ Never

7. In which of the following ways do your students use ICTs in your lessons? Multiple answers allowed. (*)

- ☐ Using presentation softwares or/and word processor
- ☐ Using the internet to research information
- ☐ Collaborating between classrooms
- ☐ Solving problems, making decisions or forming opinions
- ☐ Working on projects
- ☐ They do not use ICTs in class
- ☐ Other (explain)

8. Have you ever received ICT-related training?(*)

- ☐ Yes
- ☐ No

9. How would you rate your technical domain on the following ICTs?

	Basic	Advanced	Expert
Information search tools (ex. Google, Yahoo, Bing, etc.)	☐	☐	☐
Production and sharing information tools (ex. Slideshare, Youtbe, Scribd, Blogger, etc.)	☐	☐	☐
Tools specially designed for educational purposes (ex. Elgg, Moodle, etc.)	☐	☐	☐
Communicational tools (ex. Skype, Facebook, Google Talk, Twitter, etc.)	☐	☐	☐
Management and organization tools (ex. Google Calendar, Eyeos, Zoho, etc.)	☐	☐	☐
Word Processing (ex. Microsoft Word, Open Officde, etc.)	☐	☐	☐
Presentation Packages (ex. Microsoft Power Point, Prezi, Slideshare, etc.)	☐	☐	☐

10. According to your knowledge, what are the most useful ICTs in education? Multiple answers allowed.

- ☐ Information search tools (ex. Google, Yahoo, Bing, etc.)
- ☐ Production and sharing information tools (ex. Slideshare, Youtbe, Scribd, Blogger, etc.)
- ☐ Tools specially designed for educational purposes (ex. Elgg, Moodle, etc.)
- ☐ Communicational tools (ex. Skype, Facebook, Google Talk, Twitter, etc.)
- ☐ Management and organization tools (ex. Google Calendar, Eyeos, Zoho, etc.)
- ☐ Word Processing (ex. Microsoft Word, Open Officde, etc.)
- ☐ Presentation Packages (ex. Microsoft Power Point, Prezi, Slideshare, etc.)
- ☐ Other

11. In your opinion. How does ICTs help you in your performance as a teacher? Multiple answers allowed. (*)

- ☐ They help my teaching performance, facilitating the planning and execution of the classes.
- ☐ They help students to learn English because they use these tools every day.
- ☐ They do not help me or my students, therefore I do not consider them.
- ☐ Other

12. The following statements are related to the use of ICTs in the classroom. Could you point what is your level of agreement or disagreement?(*)

	Strongly Disagree.	Disagree.	Neither agree nor disagree.	Agree.	Strongly Agree
Increase interactivity between students, teachers and between students and teachers.	☐	☐	☐	☐	☐
Promotes individualized teaching.	☐	☐	☐	☐	☐
Enhances the development of communication skills	☐	☐	☐	☐	☐
Promotes collaborative work.	☐	☐	☐	☐	☐
Increases students' motivation.	☐	☐	☐	☐	☐
Improves students' attention.	☐	☐	☐	☐	☐
Requires greater time to prepare activities.	☐	☐	☐	☐	☐
The use of ICT does not improve students' academic performance.	☐	☐	☐	☐	☐

13. In what areas have you notice deeper changes resulting from the implementation of ICTs in your teaching performance? Multiple answers allowed.(*)

☐ Design and Planning.
☐ Objectives.
☐ Contents
☐ Methodology.
☐ Activities.
☐ Evaluations.
☐ Communication.
☐ Other

Appendix B – Tutorials and Tools Questionnaire

Tutorials and Tools Questionnaire

1.Personal Information

1. Name:

2. Year of Graduation

2.Tool and Tutorial

3. Which tool were you introduced?

4. Insert the link of the final product of the activity you performed (if available)

5. The Turorial

	strongly agree	Agree	Unsure	Disagree	strongly disagree
was explicative and well structured	☐	☐	☐	☐	☐
stimulated the interest in the tool introduced	☐	☐	☐	☐	☐
can be easily used in the classroom	☐	☐	☐	☐	☐

6. The tool

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
was accurate for the activity presented.	☐	☐	☐	☐	☐
innovated in the development of writing activities	☐	☐	☐	☐	☐
stimulated the interest in the activity.	☐	☐	☐	☐	☐
was useful for developing writing skills.	☐	☐	☐	☐	☐
could be used to teach English.	☐	☐	☐	☐	☐

7. How easy was it for you to use this tool? Grade it from 1 to 7 (1=minimum - 7=maximum)

1	2	3	4	5	6	7
☐	☐	☐	☐	☐	☐	☐

8. Do you think it is an innovative tool?

☐ Yes
☐ No

9. Do you think this tool is better than other traditional methods? (Like pen and paper, ppt, etc.)

☐ Yes
☐ No

10. Would you use this tool in your classes?

☐ Yes
☐ No

11. What did you like most about this tool?

12. What did you like least about this tool?

13. In what other aspects do you think this tool would be helpful for your teaching practice?

14. Would you like to find out about other web pages that are used to develop the 4 different language skills in the classroom?

☐ Yes
☐ No

Appendix C - Writing Activities

The following activities were used in the research in order to show teachers different options to work with digital tools. These activities were used to create the tutorials with the digital tools proposed. It is important to say that the activities can be found in the students textbook *Teens Club* from First year of Secondary School (MINEDUC).

Unit 1 "Teen Life"

Writing activity 1 (Exercise 2, page 10)

Students must write a list of aspects and activities that are typical of Chilean teenagers and all over the world.

Digital tools suggested:

http://www.wordle.net/

http://tagul.com/

Writing activity 2 (Exercise 1, page 22)

Students must answer and describe which fashion style they like the most

Digital tool suggested:

http://padlet.com/

Writing activity 3 (Exercise 10, page 38)

Students have to develop an introduction of themselves as in a Forum Chat following the text on page 36.

Digital tools suggested:

http://about.me/

http://www.classtools.net/FB/home-page

Unit 2 "Believe it or not"

Writing activity 4 (Exercise 15 – Page 46)

In pairs, students create a dialogue about a game they like to play. They have to exchange information about the game.

Digital tool suggested:

http://titanpad.com/

Writing activity 5 (Page 51)

Students have to write a short report about a fictional city on the Moon. They have to describe what their ideal city would be like, including supporting material (photos, drawings, videos, etc.)

Digital tool suggested:

http://www.readwritethink.org/files/resources/interactives/Printing_Press/

Writing activity 6 (Page 54)

The students choose a gadget they like and create a timeline of it. How it was in the past and predict how it will be in the future. They can include images and must use the future tense.

Digital tool suggested:

http://www.capzles.com

Writing activity 7 (Page 61)

The students choose their favourite film set in the future. They must find 5 or 6 predictions made in the film and then choose one they think will happen. Use the future tense.

Digital tool suggested:

http://www.glogster.com/

Writing activity 8 (Page 63)

In pairs, the students imagine that they have won a trip to a city in a foreign country. They have to narrate a schedule of what they would be doing using the present progressive tense.

Digital tool suggested:

http://genarrator.cemp.ac.uk/

Unit 3 "Technology and Inventions"

Writing activity 9 (Page 102)

The students must write a description (120 –150 words) of a gadget or device they find useful for everyday life. They must include information about its function and the reason it is useful for them. It is important that they combine their ideas with linking words they have seen in the unit, such as: however, although, while.

Digital tool suggested:

http://piktochart.com/

Unit 4 "Songs - Music and Words"

Writing activity 10 (page 121)

Students choose a book they have recently read, and create a diagram about it. They must include information about the author, the main characters, how they relate to each other and choose a favourite character.

Digital tool suggested:

http://www.gliffy.com/

Writing activity 11 (page 130)

The students imagine they are famous artists chatting with fans on their website, answering their questions. Encourage them to provide complete answers to the fans' questions.

Digital tools suggested:

http://faketweetbuilder.com/

http://www.classtools.net/SMS/

Unit 5 "How about working"

Writing activity 12 (page 142)

The students have to create a piece of advertisement giving a good reason why people should consider voluntary work.

Digital tool suggested:

http://www.piclits.com/

Writing activity 13 (page 150)

The students have to write an application letter similar to those on page 151, giving three reasons why they would like to get the job.

Digital tool suggested:

http://www.readwritethink.org/files/resources/interactives/letter_generator/

Writing activity 14 (page 150)

The students have to create a curriculum vitae to go with the application form. They have to use their own personal information.

Digital tool suggested:

http://www.civimi.com/

Appendix D -The use of ICTs in the classroom: Results

Table 1

1. *What grade (s) / level (s) do you teach?*

Options	Percentage (%)	Total
Primary School	50	11
Secondary School	50.9	13
University	9.09	2
Adult Education	18.18	4
	Total Respondents	22

Table 2

2. *According to your knowledge. What is the best definition of ICTs?*

Options	Percentage (%)	Total
All the technological tools that can be used in the classroom, such as computers or projectors and also older instruments like TVs and radios.	81.2	18
All the most sophisticated technological tools, such as tablets, smartphones, etc.	0	0
Only softwares and hardwares designed to help the teaching - learning process.	4.55	1
Other	13.64	3
	Total Respondents	22

Table 3

3. *Do you have adequate access to ICTs in your workplace? (Computers and/or Internet connection)*

Options	Percentage (%)	Total
Yes	59.09	13

No	40.91	9
	Total Respondents	22

Table 4

4. Do you think ICTs can be used effectively for teaching and learning a foreign language?

Options	Percentage (%)	Total
Yes	100	22
No	0	0
	Total Respondents	22

Table 5

5. Have you ever worked with ICTs in the classroom? If your answer is negative, what are the motives?

Options	Percentage (%)	Total
Yes	100	22
No, I do not know how to use/apply ICTs.	0	
No, I do not have the adequate access in order to use/apply ICTs in my lessons.	0	0
No, I do not consider ICTs useful in the teaching-learning process.	0	0
No, I have not found adequate ICTs for my lessons.	0	0
No, I do not have the time to use/apply ICTs in my lessons.	0	0
	Total Respondents	22

Table 6

6. How often do you use ICTs in the classroom to teach?

Options	Percentage (%)	Total
Every lesson.	9.09	2
On most days.	27.27	6
At least once a week per grade level.	36.36	8
At least once a month per grade level.	27.27	6
Never.	0	0
	Total Respondents	22

Table 7

7. *In which of the following ways do your students use ICTs in your lessons? Multiple answers allowed.*

Options	Percentage (%)	Total
Using presentation softwares or/and word Processor.	59.09	13
Using the internet to research information.	59.09	13
Collaborating between classrooms.	18.18	4
Solving problems, making decisions or forming opinions.	22.73	5
Working on projects.	59.09	13
They do not use ICT in their class.	13.64	3

Other	4.55	1
	Total Respondents	22

Table 8

8. Have you ever received ICT-related training?

Options	Percentage (%)	Total
Yes	54.55	12
No	45.45	10
	Total Respondents	22

Table 9

9. According to your knowledge, what are the most useful ICTs in education? Multiple answers allowed.

Options	Percentage (%)			Total
	Basic	Advanced	Expert	
Information search tools (ex. Google, Yahoo, Bing, etc.)	9.09	68.18	22.73	22
Production and sharing information tools (ex. Slideshare, Youtbe, Scribd, Blogger, etc.)	54,55	40,91	4,55	22
Tools specially designed for educational purposes (ex. Elgg, Moodle, etc.)	68.18	31.82	0	22
Communicational tools (ex. Skype, Facebook, Google Talk, Twitter, etc.)	18.18	45.45	36.36	22
Management and organization tools (ex. Google Calendar, Eyeos, Zoho, etc.)	77.27	18.18	4.55	22
Word Processing (ex.	9.09	63.64	27.27	22

Microsoft Word, Open Officde, etc.)				
Presentation Packages (ex. Microsoft Power Point, Prezi, Slideshare, etc.)	18.18	63.64	18.18	22
		Total Respondents		22

Table 10

10. According to your knowledge, what are the most useful ICTs in education? Multiple answers allowed.

Options	Percentage (%)	Total
Information search tools (ex. Google, Yahoo, Bing, etc.)	86.36	19
Production and sharing information tools (ex. Slideshare, Youtbe, Scribd, Blogger, etc.)	77.27	17
Tools specially designed for educational purposes (ex. Elgg, Moodle, etc.)	40.91	9
Communicational tools (ex. Skype, Facebook, Google Talk, Twitter, etc.)	63.64	14
Management and organization tools (ex. Google Calendar, Eyeos, Zoho, etc.)	13.64	3
Word Processing (ex. Microsoft Word, Open Office, etc.)	68.18	15
Presentation Packages (ex. Microsoft Power	83.36	18

Point, Prezi, Slideshare, etc.)		
Other	4.55	1
	Total Respondents	22

Table 11

11. In your opinion. How does ICTs help you in your performance as a teacher? Multiple answers allowed.

Options	Percentage (%)	Total
They help my teaching performance, facilitating the planning and execution of the classes.	85.71	18
They help students to learn English because they use these tools every day.	90.48	19
They do not help me or my students, therefore I do not consider them.	4.76	1
Other	9.52	2
	Total Respondents	22

Table 12

12. The following statements are related to the use of ICTs in the classroom. Could you point what is your level of agreement or disagreement?

Options	Percentage (%)					Total
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	
Increase interactivity between students, teachers	1	0	31.82	36.36	31.82	22

and between students and teachers.						
Promotes individualized teaching.	0	9.09	36.36	54.55	0	22
Enhances the development of communication skills.	0	13.64	4.55	68.18	13.64	22
Promotes collaborative work.	0	18.18	9.09	63.64	9.09	22
Increases students' motivation.	0	0	0	40.91	59.09	22
Improves students' attention.	0	4.55	18.18	27.27	50	22
Requires greater time to prepare activities.	4.55	13.64	13.64	40.91	27.27	22
The use of ICT does not improve students' academic performance.	13.64	31.82	50	4.55	0	22
			Total Respondents			22

Table 13

13. In what areas have you notice deeper changes resulting from the implementation of ICTs in your teaching performance? Multiple answers allowed.

Options	Percentage (%)	Total
Design and Planning.	77.27	17
Objectives.	40.91	9
Contents.	36.36	8
Methodology.	77.27	17
Activities.	86.36	19
Evaluations.	31.82	7

Communication.	50	11
Other.	0	0
	Total Respondents	22

Appendix D – Tutorials and Tools Questionnaire: Results

Table 1

1. *The tutorial...*

Options	Percentage (%)					Total
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	
was explicative and well structured.	2	0	10	40	50	20
stimulated the interest in the tool introduced.	0	0	10	65	25	20
could be easily used in the classroom.						
promoted collaborative work.	0	5	10	55	30	20
			Total Respondents			20

Table 2

2. *The tool...*

Options	Percentage (%)					Total
	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree	
was accurate for the activity presented.	0	0	0	55	45	20
innovated in the development of writing activities.	0	0	10	50	40	20
stimulated the interest in the activity.	0	5	5	55	35	20

was useful for developing writing skills.	0	0	10	50	40	20
could be used to teach English.	0	0	20	45	35	20
			Total Respondents			20

Table 3

3. *How easy was it for you to use this tool? Grade it from one to seven (one = minimum – seven = maximum)*

Options	Percentage (%)	Total
1	0	0
2	0	0
3	0	0
4	10	2
5	10	2
6	45	9
7	35	7
	Total Respondents	20

Table 4

4. *Do you think it is an innovative tool?*

Options	Percentage (%)	Total
Yes	100	20
No	0	0
	Total Respondents	20

Table 5

5. *Do you think this tool is better than other traditional methods? (Like pen and paper, PPT, etc.)*

Options	Percentage (%)	Total
Yes	60	12
No	40	8
	Total Respondents	20

Table 6

6. *Would you use this tool in your classes?*

Options	Percentage (%)	Total
Yes	95	19
No	5	1
	Total Respondents	20

Table 7

7. *What did you like most about this tool? (Open Question)*

Answers	Percentage (%)	Total
It was easy to use.	25	5
Not to use a sheet of paper, the traditional way.	5	1
It can be used as a group writing activity, motivating the students to participate as a team.	5	1
It is so much easier to teach English with this tool.	5	1
It is an alternative to the classic poster.	5	1
The most I liked it was the	5	1

easy use of the tool because it is like Facebook but for formal information. Providing knowledge to students in a very different way.		
It is an interesting and innovative tool to make students write conversations in a common and well-known method for them.	10	2
It is free.	5	1
I could see that the students feel comfortable using this tool because it is pretty much like drawing. Glogster is like an advanced kind of power point for it allows the creator to include a lot of information, videos, links and audios in the same page but not necessarily being that structured.	5	1
You can play around and create interesting concepts.	5	1
It allows students to create a professional looklike resume.	5	1
It is a good idea to share opinions about any topic.	5	1
It can be used to teach the structure of a newspaper article.	5	1
It is a good way to do a funny writing activity.	5	1
Piktochat is easy to use, it has useful tools to edit a project and it also is easy to		

check for the teacher because students can download the image or print it.	**Total Respondents**	20

Table 8

8. What did you like least about this tool? (Open Question)

Answers	Percentage (%)	Total
It was not visually attractive.	15	3
The lack of images to help the written messages to be easily understood and more attractive.	5	1
Sometimes you lose time teaching things that kids already has to know previously like: upload a photo, etc.	5	1
This resource must need internet and a big problem in the most of schools there is not exist this kind of resource so it could be used only at home and that is not the idea.	5	1
It asks for personal information that children should not share online (though it can be hidden)	5	1
Students can use this tool to make jokes and get distracted.	5	1
I don´t really like the fact	5	1

that I have to pay for using this tool and that it is online. As it is difficult to rely on the school internet connection, I would rather use a previously installed tool.		
If you don't have electronic resources it is going to be difficult.	5	1
It's very specific and narrowed.	5	1
The fact that you cannot search pictures by name. For example, if I want to find a picture with a penguin on it, I just have to go through all the pictures, there is no easier way to find the appropriate picture.	5	1
It has too many fields to fill in and students can get bored.	5	1
I wish it had the option of adding more images.	5	1
You can't download the product or print it.	10	2
I think this tool can be used only to have a fun activity, but not to create a formal or a proper piece of writing	5	1
I do not see disadvantages.	15	3
	Total Respondents	20

Table 9

9. *In what other aspects do you think this tool would be helpful for your teaching practice? (Open Question)*

Answers	Percentage (%)	Total
Save paper.	10	2
For example, in the case of teaching "structure", completing verbs, tenses and forms. When students learn vocabulary from "visuals", etc.	5	1
This tool was helpful for me because I learned how to create a banner and use that for teaching other subjects with more dynamism.	5	1
I think not only for providing information to students also this tool can be used in personal life to share formal information to have different opinions about a specific subject.	5	1
It can be also helpful with practising pronunciation once they finished the creation of the dialogue.	5	1
Reading personal profiles of English native speakers.	5	1
I would use it mostly for presentations. I could be helpful for creating presentations about books to be read.	5	1
Use of lexicon, categorizing.	5	1
I think it helps not only writing, but also creativity and motivation.	5	1

I think it could be a good to use it in a literary workshop to write comments about some books.	5	1
To create posters.	5	1
It is easier for us as teachers to check the students' works instead of checking them on paper.	5	1
The students would be motivated using this tool and the teaching process would be easier.	5	1
The teacher did not know or did not answer.	30	6
	Total Respondents	20

Table 10

10. *Would you like to find out about other web pages that are used to develop the 4 different language skills in the classroom?*

Options	Percentage (%)	Total
Yes	100	20
No	0	0
	Total Respondents	20

Appendix CD-ROM

All the tutorials were created using the tool Prezi and are available online in http://prezi.com/user/ictseminar/ The files in the CD-ROM are portable versions of them.

A portable Prezi is entirely self-contained and requires no installation, at the same time it does not install anything onto the computer and, therefore there should not exist concerns about security.

The minimum required version of OSX for Mac users wanting to open a portable prezi is 10.6. For Windows users, the minimum requirement is Windows XP.

How to watch a portable Prezi

1. Unzip the file and open the folder with the name of the tool you want to watch.
2. Start Prezi.exe (PC) or the Prezi file (Mac) to load the portable Prezi.
3. Watch and enjoy the tutorial.